

# The Power of “Yet”

## Failure and the growth mindset in STEM.

### Curriculum Connections

- C15.** Self-Regulation  
(C15.1, C15.2, C15.3, C15.4, C15.5)
- D19.** Identity and Self-Image  
(D19.1, D19.2, D19.3)

### Key Takeaways

- Many students approach STEM subjects with a fixed mindset that can cause reluctance to engage.
- Shifting perspective to a growth mindset can improve STEM confidence and outcomes.
- Students with a growth mindset believe they will gain skill and knowledge with practice, making them more willing to try something new.
- Opportunities to foster a growth mindset can be found in all areas of the curriculum.
- The benefits of a growth mindset go beyond academics—it’s a skill that can be used in the face of unfamiliar situations and setbacks throughout life.

### Strategies & Tips

- **Model a growth mindset.**  
Demonstrate making mistakes and learning from them. Model celebrating process, not just product.
- **The power of yet.**  
Small language changes can have a big impact. Consider “I can’t do it yet” as opposed to “I can’t do it.”
- **Plan lessons with a growth mindset in mind.**  
Talk about what might go wrong before starting an activity and proactively brainstorm possible solutions. Plan to celebrate the learning that comes from failure and build in opportunities for reflection.
- **Try three times.**  
Remind students that they can do hard things. Encourage them to try three times before asking for help. This reinforces that they are often capable of more than they initially thought.
- **Books can help start the conversation.**  
Use books to initiate conversations about perseverance and resilience. There are many fabulous age-appropriate books on this theme including *The Magical Yet* by Angela DiTerlizzi and *The Most Magnificent Thing* by Ashley Spires.

