

USE YOUR YETI LETTERS TO INTRODUCE GROWTH MINDSET AND BUILD GROWTH MINDSET THINKING

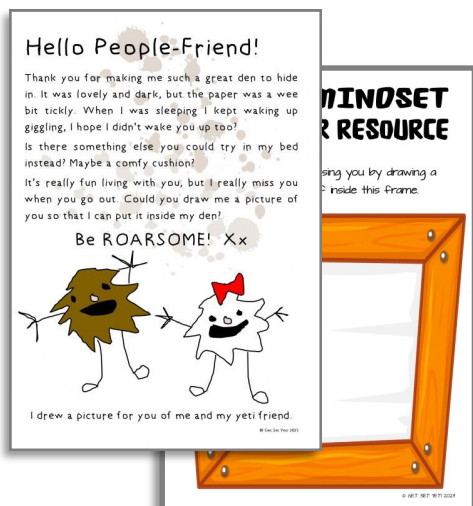


LETTER ONE

Use this letter to introduce the idea of working together to help your yeti feel at home. It should give you insight into what's important to your young person.

Create a yeti den and talk about all the different things you might try to make your yeti comfortable.

This conversation should follow the concept that you might have to try a few different things to get it right for your yeti as every yeti's different ... just the same as people.

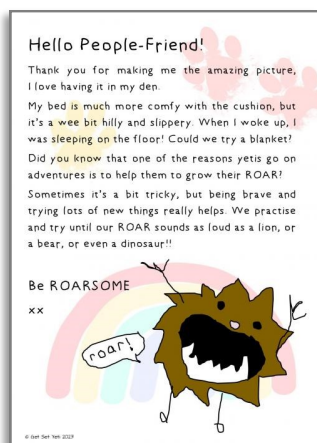


LETTER TWO

Talk about what you might do together to make your yeti den more comfortable and swap out the ripped paper for a cushion.

Solve the problem of the yeti missing your young person by BOTH drawing a picture of yourselves to put inside the yeti den. (optional frame resource)

This process should help build trust with your young person that you can solve problems together.



LETTER THREE

Use this letter to talk to your young person about how although you haven't got your yeti den right YET, you'll work it out together by keeping trying.

Use the yeti's experience of learning to roar as an example of how keeping trying makes a difference.



YETI LETTER FOUR

Design a sandwich for your yeti, putting in all of the ideas you come up with together.
(Optional sandwich resource)

Point out how sometimes things can be worked out better with different people bringing their ideas together.

YETI LETTER FIVE

Take your yeti exploring looking for places to play and talk about how the yeti will have a much better stay now that you're both helping it find out the answers to his questions. (Optional places to play resource)

Emphasise that it's much better to ask about things you don't know YET than to stay stuck, even if you feel a bit nervous about asking.

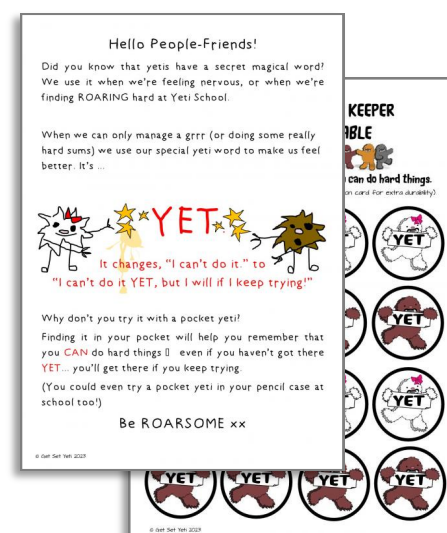


YETI LETTER SIX

Use your letter to talk about the 'magical' yeti word **YET** and think of some examples to share from your life of your own **GRRS** (things you can't do YET ... but you're working on) and your own **ROARS** (things you've had to keep trying at to achieve) Just like the yetis.

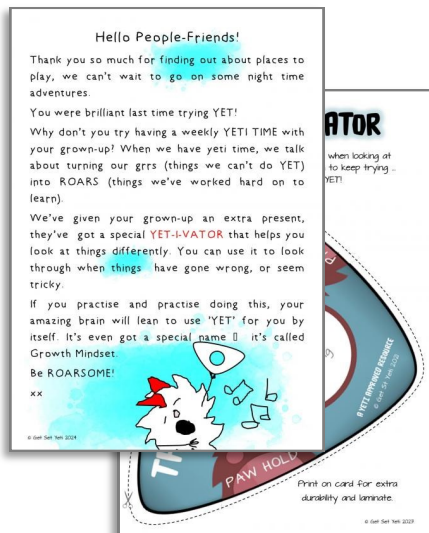
Help your young person think of some **GRRS** (things they can't do YET) and **ROARS** (things they've worked hard on to achieve) from their life.

Use this analogy whenever you can add Growth Mindset thinking, helping your young person remember that keeping trying will turn their grrr into a roar.



Find your pocket yetis ready to print in the RESOURCE BANK as a tactile reminder that your young person can do hard things.

Use them to support your young person to reframe their thinking by adding **YET** and helping them to re-word an 'I can't do it.' statement to an 'I can't do it Yet, but I will if I keep trying.'



LETTER SEVEN

Support your young person to take on the Growth Mindset learning from Letter Six and let them know you're really proud of how hard they're trying.

Use the Yet-I-Vator to help encourage perseverance and determination by re-looking at a situation and 'activating' Growth Mindset thinking. Walk with them through the process as many times as they need,

Suggest you have a go at the yeti's idea to talk about your weekly grrs and roars to **HELP YOU BOTH** develop your Growth Mindset.

It can make a huge difference to 'buy in' from a young person when they understand that you're on the learning journey with them.



LETTER EIGHT

Use letter eight to talk to your young person about how new things never seem as scary once you've had a try and that each try helps your confidence grow as you get better and better with practise.

Use a Roar'O'Meter to try something new together to map your confidence growing, then again as situations arise to help your young person learn that perseverance creates confidence.

Watch the video of the Yet-Together below.

LETTER NINE

Help your young person feel less anxious about making mistakes by having a **MARVELOUS MISTAKES NIGHT**. Plan what you might do back-to-front or inside-out together ... and have fun!

