

# **To Encourage Girls in Science, Talk Action, Not Identity**

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Girls persevere longer and are more engaged in science tasks when they are asked to “do science,” rather than “be scientists,” finds a new study in the journal *Psychological Science*.

It’s the latest of a slew of experiments identifying small differences in a teacher’s language that may improve motivation in science—particularly for students who feel threatened by stereotypes suggesting they are less likely to perform well in the subject.