

SCRIPT

Okay, so today we are going to play a pretending game. And we're going to play with toys and act out stories. Then I'm going to ask you a few questions. And we're going to pretend that one of these toys is you. Which one do you want to be? Okay, so this one is going to be a teacher called Teacher Debbie. So Teacher Debbie is playing with you, and right now she's going to ask you a few questions:

- (Child's name), what is your favorite color?
- (Child's name), do you have any brothers or sisters?
- (Child's name), what's your favorite kind of ice cream?

Now let's play a drawing game. We're going to act out a few stories using you and Teacher Debbie. Here. Pretend this is a green crayon.

1) One day you were playing at the drawing table with your green crayon and Teacher Debbie said, "(Child's name), will you make a tree for me?" and you said "OK, teacher." And so you started drawing a tree. First, you drew the trunk and then the branches. Next, you added the green leaves. You wanted to show the teacher the tree you drew, and so you said "Teacher, I drew a tree for you," and you looked back at the drawing and thought to yourself, "Yep, I drew a tree." When Teacher Debbie came over and saw the tree you drew she said, "That looks like a tree. *You are a good drawer.* [generic] / *You did a good job drawing.* [non-generic]"

Okay, now let me give you this orange crayon.

2) Another day you were playing at the drawing table with your orange crayon and Teacher Debbie said, "(Child's name), will you make a flower for me?" and you said "OK, teacher." And so you started drawing a flower. First, you drew a circle and colored it in to make the center of your flower. Next you drew five orange petals. You wanted to show the teacher the flower you drew, and so you said "Teacher, I drew a flower for you," and you looked back at the drawing and thought to yourself, "Yep, I drew a flower." When Teacher Debbie came over and saw the flower you drew she said, "That looks like a flower. *You are a good drawer.* [generic] / *You did a good job drawing.* [non-generic]"

Okay, now here's this red crayon.

3) Pretend one day you were playing at the drawing table with your red crayon and Teacher Debbie said, "(Child's name), will you make an apple for me?" and you said "OK, teacher." And so you started drawing an apple. First, you drew a circle and colored it in to make the red apple. Next you drew the stem and a leaf coming out of the top. You wanted to show the teacher the apple you drew, and so you said "Teacher, I drew an apple for you," and you looked back at the drawing and thought to yourself, "Yep, I drew an apple." When Teacher Debbie came over and saw the apple you drew she said, "That looks like an apple. *You are a good drawer.* [generic] / *You did a good job drawing.* [non-generic]"

Before we go on I'm going to ask you a few questions about this **apple** story.

- (a) Do you like the apple that you drew or do you not like it?
 - o How much do you like/not like it? Do you SORT OF like/not like it, do you like/not like it, or do you REALLY like/not like it?
- (b) Did what happened in the apple story make you feel happy or sad?
 - o How happy/sad? We're you SORT OF happy/sad, happy/sad, or REALLY happy/sad?
- (c) Did everything that happened in the apple story make you feel like you were good at drawing or not good at drawing?
- (d) Did everything that happened in the apple story make you feel like you were a good boy/girl or not a good boy/girl?

Okay, now let's go on. Pretend this is a brown crayon.

4) And one day you were playing at the drawing table with your brown crayon and Teacher Debbie said, "(Child's name), will you make a dog for me?" and you said "OK, teacher." And so you started drawing a dog. First, you drew in his head and his face. Next you drew his body with your brown crayon. You wanted to show the teacher the dog you drew, and so you said "Teacher, I drew a dog for you," and you looked back at the drawing and thought to yourself, "Yep, I drew a dog." When Teacher Debbie came over and saw the dog you drew she said, "That looks like a dog. *You are a good drawer.* [generic] / *You did a good job drawing.* [non-generic]"

Here is a yellow crayon.

5) Another day you were playing at the drawing table with your yellow crayon. After a little while, Teacher Debbie says, "(Child's name), will you make a bus for me?" and you say "OK, teacher." First you draw a long rectangle and then you add the windows. Next, you color it in yellow. You look at what you did and think to yourself, "Uh-oh, the bus doesn't have any wheels," but you want to show the teacher the bus you drew and so you say, "Teacher, I drew a bus for you." The teacher looks at the bus you drew and says, "That doesn't look like a bus; it has no wheels."

Let's see what happens in the next story. [hand black pipe-cleaner]

6) Another day you were playing at the drawing table with your black crayon. After a little while, Teacher Debbie says, "(Child's name), will you make a cat for me?" and you say "OK, teacher." First you draw a circle to make the cat's face. Next, you add the body and color it in black. You look at what you did and think to yourself, "Uh-oh, the cat doesn't have any ears," but you want to show the teacher the cat you drew and so you say "Teacher, I drew a cat for you." The teacher looks at the cat you drew and says, "That doesn't look like a cat; it has no ears."

Okay, now I'm going to ask you some questions about this **cat** story.

- (a) Do you like the cat that you drew or do you not like it?
 - o How much do you like/not like it? Do you SORT OF like/not like it, do you like/not like it, or do you REALLY like/not like it?
- (b) Did what happened in the cat story where you forgot the ears make you feel happy or sad?
 - o How happy/sad? We're you SORT OF happy/sad, happy/sad, or REALLY happy/sad?
- (c) Did everything that happened in the cat story where you forgot the ears make you feel like you were good at drawing or not good at drawing?
- (d) Did everything that happened in the cat story where you forgot the ears make you feel like you were a good boy/girl or not a good boy/girl?
- (e) On another day, when you had a chance to draw one of these again, would you want to draw the bus, want to draw the tree, or want to draw the cat?
- (f) If you had a chance to do something tomorrow, would you draw or would you do

something else?

(g) Think about the story where you drew a cat and forgot the ears. What would you do now?

(h) Think about the story where you drew a bus and forgot the wheels. What would you do now?

Now I'm going to ask some different kinds of questions¹:

- Imagine a new student is in your class, Sally/Ken (depending on gender). She/he steals your crayons, scribbles on your paper, and spills your juice. Then she/he calls you names. Do you think she/he will always act this way?
- Imagine a new student is in your class. You look over at her/him and see that she/he did not wash her/his hands before she/he ate the food at snack time. Does this mean she/he is bad?

Okay, so let's try the bus again:

7) Another day you were playing and Teacher Debbie says, "Will you make a bus for me?" and you say "OK, teacher." So you work really hard and try to draw a good bus for the teacher. You really want to do well, and when you look at what you did, you think to yourself, "The bus needs wheels," so you draw them in, and you say to the teacher, "Teacher, I drew a bus." The teacher looks at the bus you drew and says, "You found a really good way to draw the bus. I see it is yellow and has wheels."

That went well. Let's see about the cat:

8) Another day you were playing at the drawing table and Teacher Debbie asks you to make a cat and you say "OK, teacher." So you work really hard and try to draw a good cat for the teacher. You really want to do well and when you look at what you did, you think to yourself, "This cat needs ears," so you draw them in with the black crayon, and you say to the teacher, "Teacher, I drew a cat." The teacher looks at the cat you drew and says, "You found a really good way to draw the cat. I see that it is black and has ears."

¹ These two questions were included for parallelism with Kamins and Dweck (1999) but were not directly pertinent to our manipulation, so we did not discuss them in the article.