**BOYS - SCRIPT 1**

**Reputationally Motivated Student Described First**

**GENERAL INSTRUCTIONS:**

Make sure to gender match the script/do

lls to the participant! Always place the doll with the blue shirt on the left and the doll with the green shirt on the right (from the participant’s perspective).

**You should always describe the doll on the left (from the participant’s perspective) first** – so, in the “Sam First” script, Sam would be the doll on the left, and in the “Jessie First” script, Jessie would be the doll on the left.

***\*\*\*SO, FOR THIS CONDITION, THE PARTICIPANT SHOULD SEE THIS\*\*\*:***

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**SAM JESSIE**

**SCRIPT:**

I'm going to tell you a story about two students, Sam (point) and Jessie (point), who are in the same class.

This is Sam (point to doll throughout description). Sam *really cares* about what other people think of him. He wants *everyone* to think he gets the best grades in the class and that he’s really smart.

This is Jessie (point to doll throughout description). Jessie *doesn’t really care* about what other people think of him. He wants to learn a lot and do his best job on every assignment.

Today, Sam (point) and Jessie (point) each took a test and found out that they did great on it. So Sam (point) did great on the test and Jessie (point) did great on the test.

At recess, a classmate came up to Sam (point) and Jessie (point). The classmate said, “I did really badly on the test. How did you guys do?”

One of these boys (gesture toward Sam and Jessie) said, “I did great!” and the other said, “I did just okay.”

**Q1:** Which boy said he did great?

\*Note: For all questions, if the child answers “both” or “neither,” encourage them to choose one (e.g., “If you had to choose ***one***, who do you think raised his hand? Sam or Jessie?”)

**BOYS - SCRIPT 2**

**Intrinsically Motivated Student Described First**

**GENERAL INSTRUCTIONS:**

Make sure to gender match the script/dolls to the participant! Always place the doll with the blue shirt on the left and the doll with the green shirt on the right (from the participant’s perspective).

**You should always describe the doll on the left (from the participant’s perspective) first** – so, in the “Sam First” script, Sam would be the doll on the left, and in the “Jessie First” script, Jessie would be the doll on the left.

***\*\*\*SO, FOR THIS CONDITION, THE PARTICIPANT SHOULD SEE THIS\*\*\*:***

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**JESSIE SAM**

**SCRIPT:**

I'm going to tell you a story about two students, Jessie (point) and Sam (point), who are in the same class.

This is Jessie (point to doll throughout description). Jessie *doesn’t really care* about what other people think of him. He wants to learn a lot and do his best job on every assignment.

This is Sam (point to doll throughout description). Sam *really cares* about what other people think of him. He wants *everyone* to think he gets the best grades in the class and that he’s really smart.

Today, Jessie (point) and Sam (point) each took a test and found out that they did great on it. So Sam (point) did great on the test and Jessie (point) did great on the test.

At recess, a classmate came up to Jessie (point) and Sam (point). The classmate said, “I did really badly on the test. How did you guys do?”

One of these boys (gesture toward Jessie and Sam) said, “I did great!” and the other said, “I did just okay.”

**Q1:** Which boy said he did great?

\*Note: For all questions, if the child answers “both” or “neither,” encourage them to choose one (e.g., “If you had to choose ***one***, who do you think raised his hand? Jessie or Sam?”)

**GIRLS - SCRIPT 3**

**Reputationally Motivated Student Described First**

**GENERAL INSTRUCTIONS:**

Make sure to gender match the script/dolls to the participant! Always place the doll with the blue shirt on the left and the doll with the green shirt on the right (from the participant’s perspective).

**You should always describe the doll on the left (from the participant’s perspective) first** – so, in the “Sam First” script, Sam would be the doll on the left, and in the “Jessie First” script, Jessie would be the doll on the left.

***\*\*\*SO, FOR THIS CONDITION, THE PARTICIPANT SHOULD SEE THIS\*\*\*:***

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**SAM JESSIE**

**SCRIPT:**

I'm going to tell you a story about two students, Sam (point) and Jessie (point), who are in the same class.

This is Sam (point to doll throughout description). Sam *really cares* about what other people think of her. She wants *everyone* to think she gets the best grades in the class and that she’s really smart.

This is Jessie (point to doll throughout description). Jessie *doesn’t really care* about what other people think of her. She wants to learn a lot and do her best job on every assignment.

Today, Sam (point) and Jessie (point) each took a test and found out that they did great on it. So Sam (point) did great on the test and Jessie (point) did great on the test.

At recess, a classmate came up to Sam (point) and Jessie (point). The classmate said, “I did really badly on the test. How did you guys do?”

One of these girls (gesture toward Sam and Jessie) said, “I did great!” and the other said, “I did just okay.”

**Q1:** Which girl said she did just okay?

\*Note: For all questions, if the child answers “both” or “neither,” encourage them to choose one (e.g., “If you had to choose ***one***, who do you think raised her hand? Sam or Jessie?”)

**GIRLS - SCRIPT 4**

**Intrinsically Motivated Student Described First**

**GENERAL INSTRUCTIONS:**

Make sure to gender match the script/dolls to the participant! Always place the doll with the blue shirt on the left and the doll with the green shirt on the right (from the participant’s perspective).

**You should always describe the doll on the left (from the participant’s perspective) first** – so, in the “Sam First” script, Sam would be the doll on the left, and in the “Jessie First” script, Jessie would be the doll on the left.

***\*\*\*SO, FOR THIS CONDITION, THE PARTICIPANT SHOULD SEE THIS\*\*\*:***

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**JESSIE SAM**

**SCRIPT:**

I'm going to tell you a story about two students, Jessie (point) and Sam (point), who are in the same class.

This is Jessie (point to doll throughout description). Jessie *doesn’t really care* about what other people think of her. She wants to learn a lot and do her best job on every assignment.

This is Sam (point to doll throughout description). Sam *really cares* about what other people think of her. She wants *everyone* to think she gets the best grades in the class and that she’s really smart.

Today, Jessie (point) and Sam (point) each took a test and found out that they did great on it. So Sam (point) did great on the test and Jessie (point) did great on the test.

At recess, a classmate came up to Jessie (point) and Sam (point). The classmate said, “I did really badly on the test. How did you guys do?”

One of these girls (gesture toward Jessie and Sam) said, “I did great!” and the other said, “I did just okay.”

**Q1:** Which girl said she did just okay?

\*Note: For all questions, if the child answers “both” or “neither,” encourage them to choose one (e.g., “If you had to choose ***one***, who do you think raised her hand? Jessie or Sam?”)