### Storybook script: final edited

### General notes

* After child gives a response: “Okay, [repeat the response].”
  + Makes the child feel affirmed in their answer, whatever that answer is
  + Makes it easier to catch what they said in the recording
* No response: “It’s a tricky question. There are no right or wrong answers in this game, I just want to know what you think! [repeat the question]”
  + Still no response: move on.

### Intro

I have some books here that I’d like to tell you about.

I don’t have time to read you all three of the books I have, so I just brought in a little bit from each book, and I’ll ask you some questions after each book to see what you think!

### Scale calibration 1

Okay, I’ve got some questions for you.

Let’s say you just finished dinner. Would you want to have ice cream for dessert? (Y/N)

(If yes: pull out scale) How much would you want to have ice cream for dessert?   
You can tell me you (point) “sort of want ice cream for dessert”, “want to have ice cream for dessert”, or “really want to have ice cream for dessert”.

Okay. Would you want to have eggs for dessert? (Y/N)

Backup questions:

* If no to both, ask another yes question: Would you want to have fruit for dessert?

### Scale calibration 2

Let’s say you were going to go out and play. Would you want to play on the swings? (Y/N)

(If yes: pull out scale) How much would you want to play on the swings?   
You can tell me you (point) “sort of want to play on the swings”, “want to play on the swings”, or “really want to play on the swings”.

Okay. Would you want to sit on a chair and do nothing? (Y/N)

Backup questions:

If no to both, ask another yes question: Would you want to play in the sandbox?

### Girl to boy (positive): Jane Austen

*Context (book cover)*: This is a story about Jane Austen, who wanted to become a writer. She became a famous writer who wrote lots of books.

*Passage*

*Check (book cover):* Did Jane Austen want to become a writer? (**y**/n)

***Y/N:* Was everyone allowed to go to school when Jane was growing up?**

(Response: Not everyone was not allowed to go to school when Jane was growing up.)

***Y/N:* Did Jane’s father ask his children to go to school to learn to read and write?**

(Response: Yes, Jane’s father thought that his children could learn to read and write!)

*Belief about own motivation*

Do you want to be a writer when you grow up? (Y/N)

(If yes, pull out scale): How much do you want to be a writer when you grow up?

*Belief about girl motivation*

Here’s Sally. Do you think Sally wants to be a writer when she grows up? (Y/N)

(If yes, pull out scale): How much do you think Sally wants to be a writer when she grows up?

*Belief about boy motivation*

Here’s Tommy. Do you think Tommy wants to be a writer when he grows up? (Y/N)

(If yes, pull out scale): How much do you think Tommy wants to be a writer when he grows up?

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### Girl to girl: Joan Procter

*Context (book cover):* This is a story about Joan Procter, who wanted to become a scientist. She became a famous scientist who studied lizards.

*Passage*

*Check (book cover):* Did Joan Procter want to become a scientist who studied lizards? (**y**/n)

**Y/N: When Joan was a girl, did she read stories about lizards and crocodiles?**

(Response: Yes, Joan read stories about lizards and crocodiles when she was a girl!)

**Y/N: When Joan was a girl, did she carry around a favorite lizard?**

(Response: Yes, Joan carried around a favorite lizard when she was a girl!)

*Belief about own motivation*

Do you want to be a scientist when you grow up? (Y/N)

(If yes, pull out scale): How much do you want to be a scientist when you grow up?

*Belief about boy motivation*

Here’s Jason. Do you think Jason wants to be a scientist when he grows up? (Y/N)

(If yes, pull out scale): How much do you think Jason wants to be a scientist when he grows up?

*Belief about girl motivation*

Here’s Alice. Do you think Alice wants to be a scientist when she grows up? (Y/N)

(If yes, pull out scale): How much do you think Alice wants to be a scientist when she grows up?

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### Exceptionalism: Amelia Earhart

*Context (book cover):* This is a story about Amelia Earhart, who wanted to become a pilot. She became a famous pilot who flew planes.

*Passage*

*Check (book cover):* Did Amelia Earhart want to become a pilot? (**y**/n)

**Y/N: Did Amelia Earhart fly across the Atlantic Ocean?**

(Response: Yes, Amelia Earhart flew across the Atlantic Ocean! She also flew *alone* across the Atlantic Ocean.)

***Y/N:* Did Amelia Earhart fly very fast across the ocean?**

(Response: Yes, Amelia Earhart flew very fast across the ocean!)

**Y/N: Did Amelia Earhart fly really really high?**

(Response: Yes, Amelia Earhart flew at really high altitude, which is just a fancy-schmancy way of saying that she flew really high!)

*Belief about own motivation*

Do you want to be a pilot when you grow up? (Y/N)

(If yes, pull out scale): How much do you want to be a pilot when you grow up?

*Belief about girl motivation*

Here’s Mia. Do you think Mia wants to be a pilot when she grows up? (Y/N)

(If yes, pull out scale): How much do you think Mia wants to be a pilot when she grows up?

*Belief about boy motivation*

Here’s Chris. Do you think Chris wants to be a pilot when he grows up? (Y/N)

(If yes, pull out scale): How much do you think Chris wants to be a pilot when he grows up?