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| **Our script** | **Original script** |
| **1.** This is Alma. It’s snack time, so Alma wants a snack to eat. Here are two different snacks: a carrot and a cookie.  Own preference: Which snack would you like best? Would you like a carrot or a cookie best? Click on the snack you would like best.  Well that’s a good choice, but Alma really likes [opposite]. She does not like [same]. What she likes best are [opposite].  Test q: So now it’s time to eat. Alma can only choose one snack, just one. Which snack will Alma choose?  Explanation: And, why is that? Can you tell me why Alma will choose the [selected food]? | **1.** Here’s Mr. Jones. It’s snack time, so, Mr. Jones wants a snack to eat. Here are two different snacks: a carrot and a cookie.  Own preference: Which snack would you like best? Would you like a carrot or a cookie best?  Well, that’s a good choice, but Mr. Jones really likes [opposite]. He doesn’t like [same]. What he likes best are [opposite].  Test q: So, now it’s time to eat. Mr. Jones can only choose one snack, just one. Which snack will Mr. Jones choose? A carrot or a cookie?  This task begins with a toy figure of an adult and a sheet of paper with a carrot and a cookie drawn on it.  This task was derived from those used by Wellman and Woolley (1990) and Repacholi and Gopnik (1997). |
| **2.** This is Lexi. Lexi is looking for her book. The book could be in Lexi’s orange nightstand, or it could be in her yellow desk.  Own belief: Where do you think Lexi’s book is? In her orange nightstand, or in her yellow desk?  Well that’s a good choice, but Lexi thinks her book is in [opposite]. Lexi thinks her book is in [opposite].  Test q: So where will Lexi look for her book? In her orange nightstand, or in her yellow desk?  Explanation: And, why is that? Can you tell me why Lexi will look for her book in [location]? | **2.** Here’s Linda. Linda wants to find her cat. Her cat might be hiding in the bushes or it might be hiding in the garage.  Own belief: Where do you think the cat is? In the bushes or in the garage?  Well, that’s a good idea, but Linda thinks her cat is in [opposite]. She thinks her cat is in [opposite].  Test q: So where will Linda look for her cat? In the bushes or in the garage?  This task begins with a toy figure of a girl and a sheet of paper with bushes and a garage drawn on it.  This task was derived from those used by Wellman and Bartsch (1989) and Wellman et al. (1996). |
| **3.** Here’s a box. What do you think is inside the box? Say your answer out loud. Let’s see…It’s really a toy bear inside! [close box]  Memory q: Ok, what is in the box? Say your answer out loud.  Test q: This is David. David has never ever seen inside this box. So, does David KNOW what is in the box? Or does David NOT KNOW what is in the box? If David knows what is in the box, click on the yellow checkmark. If David does not know what is in the box, click on the red X.  Explanation: And, why is that? Can you tell me why David DOES NOT KNOW / KNOWS what is in the box?  Memory q: Can you remind me, did David see inside the box? Or did David not see inside the box? If David SAW inside the box, click on the yellow checkmark. If David DID NOT SEE inside the box, click on the red X. | **3.** Here’s a drawer. What do you think is inside the drawer? (child can say anything) Let’s see…it’s really a dog inside! [close drawer]  Memory q: Okay, what is in the drawer?  [Then a toy figure of a girl is produced]  Test q: Polly has never ever seen inside this drawer. Now here comes Polly. So, does Polly know what is in the drawer?  Memory q: Did Polly see inside this drawer?  The task begins with a nondescript plastic box with a drawer containing a small plastic toy dog inside the closed drawer.  This task was derived from those used by Pratt and Bryant (1990) and Pillow (1989), although it was modified so that the format was more parallel to the contents False-Belief task. |
| **4.** Here is a Band-aid box. What do you think is inside the band-aid box? Say your answer out loud!  Let’s see…it’s really a toy pig inside!  Memory q: So can you tell me, what is in the Band-Aid box: Band-Aids, or a pig? If you think there are Band-Aids in this box, click on the Band-Aids. And if you think there is a pig in this box, click on the pig.  This is Peter, and this is the same Band-aid box. Peter has never ever seen inside this Band-Aid box. We’ll ask him what is inside the box.  Test q: What will Peter say is in the box: Band-Aids or a pig? If Peter will say Band-aids, click on the band-aids. If Peter will say a pig, click on the pig.  Explanation: And why is that? Can you tell me why Peter will say there [is/are item] in this box?  Memory q: And can you remind me, did Peter see inside this box, or did Peter not see inside this box? If Peter saw inside the box, click on the yellow checkmark. If Peter did not see inside the box, click on the red X. | **4.** Here’s a Band-Aid box. What do you think is inside the Band-Aid box? [open box]  Let’s see…it’s really a pig inside!’’ [close box]  Memory q: Okay, what is in the Band-Aid box?  [A toy figure of a boy is produced]  Peter has never ever seen inside this Band-Aid box. Now here comes Peter.  Test q: So, what does Peter think is in the box? Band-Aids or a pig?  Memory q: Did Peter see inside this box?  This task starts with a clearly identifiable Band-Aid box with a plastic toy pig inside the closed Band-Aid box.  This task was derived from one used initially by Perner, Leekam, and Wimmer (1987) and widely modified and used since then (see Wellman et al., 2001). |
| **5.** This is Min-Jae. Min-Jae is looking for her scarf. The scarf might be in Min-Jae’s dresser, or it might be in Min-Jae’s backpack. Really, Min-Jae’s scarf is in the backpack. But Min-Jae thinks her scarf is in the dresser  Test q: So, where will Min-Jae look for her scarf? In the dresser, or in the backpack? If Min-Jae will look for her scarf in the dresser, click on the dresser. If Min-Jae will look for her scarf in the backpack, click on the backpack.  Explanation: And why is that? Can you tell me why Min-Jae will look for her scarf in [location]?  Reality question: Where is Min-Jae’s scarf really? In the dresser or in the backpack? If the scarf is really in the dresser, click on the dresser. If the scarf is really in the backpack, click on the backpack. | **5.** Here’s Scott. Scott wants to find his mittens. His mittens might be in his backpack or they might be in the closet. Really, Scott’s mittens are in his backpack. But Scott thinks his mittens are in the closet.  Test q: So, where will Scott look for his mittens? In his backpack or in the closet?’’  Reality q: Where are Scott’s mittens really? In his backpack or in the closet?  This task begins with a toy figure of a boy and a sheet of paper with a backpack and a closet drawn on it.  This task was derived from one used by Wellman and Bartsch (1989) and Siegal and Beattie (1991). |
| **6.** This is Amal, and here is a Cheerios box! What do you think is inside the Cheerios box? Say your answer out loud.  Amal says, “I love Cheerios. Cheerios are my favorite snack. Now I’ll go play.”  Let’s open the box and see what’s inside. Let's see…there are really rocks inside, and no Cheerios! There’s nothing but rocks! [box is closed].  Memory q: Can you remind me, what is Amal’s favorite snack? Say your answer out loud.”  Amal has never ever seen inside this box. Now here comes Amal. Amal is back and it is snack time. Let’s give Amal the box.  Test q: So, Amal has still NOT seen inside the box. How does Amal feel when she gets the box? Happy or sad? If Amal will feel happy, click on the picture of the happy face. If Amal will feel sad, click on the picture of the sad face.  Explanation prompt: And why is that? Can you tell me why Amal will feel [emotion]? Say your answer out loud  Control q: Ok, let’s open the box and let Amal look inside. How does Amal feel after she looks inside the box? Happy or sad? If Amal will feel happy, click on the picture of the happy face. If Amal will feel sad, click on the picture of the sad face. | **6.** Here is a Cheerios box and here is Teddy. What do you think is inside the Cheerios box?  Teddy says, ‘Oh good, because I love Cheerios. Cheerios are my favorite snack. Now I’ll go play. [goes away]  Let’s see…there are really rocks inside and no Cheerios! There’s nothing but rocks. [box is closed]  Memory q: Okay, what is Teddy’s favorite snack?  Teddy has never ever seen inside this box. Now here comes Teddy. Teddy’s back and it’s snack time. Let’s give Teddy this box.  Test q: So, how does Teddy feel when he gets this box? Happy or sad?  Control q: How does Teddy feel after he looks inside the box? Happy or sad?  This task starts with a toy figure of a boy and a clearly identifiable individual-size Cheerios box with rocks inside the closed box.  This task was derived from one used by Harris, Johnson, Hutton, Andrews, and Cooke (1989). |
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