**Table S3**

*Raw data from post-intervention questionnaires on student responses to 5 activities used in the intervention*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Helpfulness ratings: The activity was helpful (n=20) | | | | | | |
| Activity | Strongly disagree to strongly agree | | | | | |
|  | 0 | 1 | 2 | 3 | 4 | 5 |
| Group Powerpoint on parts of the digestive system |  |  | 2 | 2 | 10 | 6 |
| Labeling a body outline with organ names |  | 1 |  | 6 | 7 | 6 |
| Writing a “tomato pip” story/narrative |  |  | 1 | 4 | 4 | 11 |
| Sharing your writing with others in the class | 1 | 2 | 3 | 8 | 3 | 3 |
| Reading and responding to others’ writing |  | 3 | 3 | 4 | 8 | 2 |
| Motivation ratings: The activity made me want to learn more in science (n=20 | | | | | | |
| Activity | Strongly disagree to strongly agree | | | | | |
|  | 0 | 1 | 2 | 3 | 4 | 5 |
| Group Powerpoint on parts of the digestive system |  |  | 2 | 6 | 6 | 6 |
| Labeling a body outline with organ names |  |  | 2 | 4 | 11 | 3 |
| Writing a “tomato pip” story/narrative |  |  | 3 | 3 | 5 | 9 |
| Sharing your writing with others in the class | 1 | 2 | 3 | 6 | 7 | 1 |
| Reading and responding to others’ writing |  | 3 | 2 | 7 | 6 | 2 |