**Instruction Sheet for ‘Participant’**

**Condition 1**

Below is a set of instructions outlining what you need to do as a ‘participant’ in this study. Please read the instructions carefully and follow them throughout the activity.

* You have been assigned to Condition 1, which means you will need to listen to the information you will be read by the experimenters using **selective attention**.
* Selective attention means listening to one person’s voice and ignoring the other voices you might hear.
* In this activity, two experimenters will read you two pieces of information at the same time.
* The experimenters will sit about 1 metre on either side of you and read to you in their normal speaking voices.
* You will need to listen to one experimenter and the information they are reading to you.
* You will need to ignore the other experimenter.
* For this activity, you are required to listen to ‘experimenter—number 1’ **only** who will read some information into your **left** ear.
* You will be read a set of instructions before beginning the activity—listen to them carefully.
* At the end of the activity, which will take about 2 minutes, you will be asked a series of questions about the information you have just heard.
* Answer the questions to the best of your ability.
* The experimenters as the data for this investigation will record the number of correct responses you give.

**Instruction Sheet for ‘Participant’**

**Condition 2**

Below is a set of instructions outlining what you need to do as a ‘participant’ in this study. Please read the instructions carefully and follow them throughout the activity.

* You have been assigned to Condition 2, which means you will need to listen to the information you will be read by the experimenters using **divided attention**.
* Divided attention means listening to all of the different voices you might hear by shifting your attention from one to another.
* In this activity, two experimenters will read you two pieces of information at the same time; one in your left ear and one in your right ear.
* The experimenters will sit about 1 metre on either side of you and read to you in their normal speaking voices.
* You will need to shift your attention between the 2 experimenters and listen to the best of your ability to the two pieces of information they are reading to you.
* You will be read a set of instructions before beginning the activity—listen to them carefully.
* At the end of the activity, which will take about 2 minutes, you will be asked a series of questions about the information you have just heard.
* Answer the questions to the best of your ability.
* The experimenters as the data for this investigation will record the number of correct responses you give.

**Instruction Sheet for Experimenter**

**Number 1**

Below is a set of instructions outlining what you need to do as an experimenter in this study. Please read the instructions carefully and follow them throughout the activity.

* You have been assigned to the role of ‘experimenter—number 1’.
* Your role involves reading a piece of information to each participant in their **left** ear and asking them a series of questions in relation to this information.
* The information you will read along with the relevant questions are provided as Handout 9.
* In this activity, the two ‘experimenters’ will each read a piece of information at the same time to each participant.
* As an experimenter, you will need to sit about 1 metre from the participant’s left ear and read to them in your normal speaking voice and at your normal speaking pace.
* Please do not raise your voice when reading your sheet of information.
* The other experimenter will be sitting on the other side of the participant and also reading some information to them.
* When you have reached the end of your information—STOP. If the other experimenter finishes reading before you—STOP.
* It is important that both ‘experimenters’ stop reading about the same time.
* Before the activity begins, you will need to read the following set of instructions to the participant.

Carefully listen selectively (for Condition 1) or dividedly (for Condition 2) [say the relevant form of attention] to the information that is read to you as you will be asked a series of questions about this information.

* Each participant will complete this activity separately. As an experimenter, you will need to make sure that the other participant is not able to hear what is happening and is therefore some distance away from the activity area.
* At the end of the reading, which will take about 2 minutes, you will ask the participant a series of questions about the information you have just read to them. Even numbered groups ask the questions in the order E1 then E2. Odd numbered groups ask the questions in the order E2 then E1.
* The number of correct responses given by the participant will be recorded by ‘experimenter—number 2’.

**Instruction Sheet for Experimenter**

**Number 2**

Below is a set of instructions outlining what you need to do as an experimenter in this study. Please read the instructions carefully and follow them throughout the activity.

* You have been assigned to the role of ‘experimenter—number 2’.
* Your role involves you reading a piece of information to each participant in their **right** ear and asking them a series of questions in relation to this information.
* The information you will read along with the relevant questions are provided as Handout 10.
* In this activity, the two experimenters will each read a piece of information at the same time to each participant.
* As an experimenter, you will need to sit about 1 metre from the participant’s right ear and read to them in your normal speaking voice and at your normal speaking pace.
* Please do not raise your voice when reading your sheet of information.
* The other experimenter will be sitting on the other side of the participant and also reading some information to them.
* When you have reached the end of your information—STOP. If the other experimenter finishes reading before you—STOP.
* It is important that both experimenters stop reading at about the same time.
* Before the activity begins, ‘experimenter—number 1’ will read a set of instructions to the participant.
* Each ‘participant’ will complete this activity separately. As an experimenter, you will need to make sure that the other participant is not able to hear what is happening and is therefore some distance away from the activity area.
* At the end of the activity, which will take about 2 minutes, you will ask the participant a series of questions about the information you have just read to them. Even numbered groups ask the questions in the order E1 then E2. Odd numbered groups ask the questions in the order E2 then E1.
* You will need to record the number of correct responses given by each participant in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Participant #** | **Gender**  **M/F** | **Number of correct responses (out of 5)** | |
| **Information set 1** | **Information set 2** |
| 1 (selective attention) |  |  |  |
| 2 (divided attention) |  |  |  |

**Information and Questions for Experimenter**

**Number 1**

Where’s My Birthday Cake? By Emma Ring

It was Rupert the mouse’s birthday. He had just turned five years old. Rupert admired his birthday cake. It was beautiful and very, very big. It was covered in bright blue icing, blue smarties and five birthday candles.

“Yum!” Rupert thought.

“Rupert, it’s time to put on your special birthday shorts and shirt because we are leaving for the park soon”, called Rupert’s mother.

Rupert raced up to his room, leaving the cake sitting on the bench in the kitchen.

When Rupert returned the birthday cake was gone!

Rupert noticed a trail of dinosaur prints leading from where the cake was. All the way down the stool, around the table, past Bob the dog’s bowl and out the doorway.

“A dinosaur stole my birthday cake!”

Rupert got out his magnification glass and followed the footprints out the kitchen and into the family room. The footprints led to the couch. Rupert noticed there were more dinosaur prints leading from the couch all the way into the playroom. Rupert followed them all the way into the play room, studying them very carefully when they finally reached the trap door in the floor that led to the cellar.

“Ha! I’ve got you now birthday cake thief! You can’t get out of the cellar!”

Rupert slowly stepped down the steps. It was very dark and very quiet and Rupert began to feel a little scared.

“IIII know your iiin there you ccake thief” stuttered Rupert. “III’m going tto tturn on the light nnow sooo….”

“SURPRISE RUPERT!”

There was all Rupert’s family and friends and his bright blue smartie covered cake. Rupert was very happy, but one thing still puzzled Rupert.

“Where did the dinosaur prints come from?”

“Here Rupert, happy 5th birthday!”

Rupert’s sister said as she gave Rupert a big red box with a big blue ribbon.

It was a fantastic pair of green dinosaur slippers.

Rupert had the best birthday ever. He played lots of games and ate lots of food but best of all he ate lots and lots of bright blue birthday cake!

**Questions**

1. What was the name of the mouse in the story?

(Answer: Rupert)

1. How many candles did the mouse have on his birthday cake?

(Answer: 5)

1. Why did the mouse go into the cellar?

(Answer: He thought a dinosaur had taken his birthday cake there)

1. What did the mouse find in the cellar?

(Answer: His family, friends and birthday cake)

1. What present did the mouse receive from his sister?

(Answer: a pair of dinosaur slippers)

**Information and Questions for Experimenter**

**Number 2**

[Adapted from: Ferguson, H.W. (1918). *New-world health readers: A child’s book of teeth.* New York: World Book Company, pp. 3–4, 20]

The medical profession at large recognises the fact that the condition of the mouth has a most important influence on the health of the child, and…sound teeth are one of the greatest protections against disease.

A clean mouth benefits a child’s health, increases his pride in his personal appearance, and makes him quicker to learn.…The nervousness caused by an ailing tooth prevents concentration on school work. Oral hygiene is as important, therefore, as any subject taught in our schools.

Unless the child has a knowledge of at least the simplest facts regarding his teeth and has learned the importance of keeping the teeth clean, he takes little or no interest in caring for them. It is only by giving the child a knowledge of his teeth and by making their care attractive and interesting that we shall fix the habit of cleanliness in him.

By teaching prevention we must do away with the child’s tooth troubles and thereby remove its fear of the dentist. How often have the teeth been neglected because the child’s fear caused a visit to the dentist to be postponed!

You have twenty little baby teeth. These will chew your food until you grow big enough for your larger or permanent teeth.

The permanent teeth form at the roots of the baby teeth and grow into their places.

To keep your baby teeth until it is time for them to come out, you must give them the best of care. They ought to be brushed after each meal and before you go to bed at night.

You ought to be taken to the dentist every three months even before all your baby teeth have come in. The dentist can stop any decay that starts and can see that the baby teeth come in their proper places. All this is very important, for this care will prevent any tooth troubles. You need then have no fear of the dentist, for what little work he may have to do will not hurt you!

**Questions**

1. How does a clean mouth benefit a child?   
   (Answer: accept one of the following—benefits his health, increases his pride in his personal appearance, or makes him quicker to learn)
2. How many baby teeth does a child have?   
   (Answer: 20)
3. How often should you brush your teeth?   
   (Answer: four times a day i.e. after each meal and before bedtime)
4. How often should you go to the dentist?  
   (Answer: every three months)
5. What can be done so that children don’t fear the dentist?   
   (Answer: prevent tooth problems by caring for their teeth so the dentist doesn’t need to do much work on them)