**Running Instruction**

**Piggybank**

**Familiarization Task:**

**1. Introduce the group and the piggybank:**

These kids are in the blue group. Each kid has a piece of chocolate (point). This is a magic piggy bank (point).

*Donation:* If you put chocolate in it, it’ll make cakes. The more chocolate you put in it, the bigger the cake will be (click to next slide).

**2. Explain how the piggybank works:**

*Donation:*

For example, If 1,2,3…(slowly count), if ONLY 3 kids put their chocolates in, it’ll make a ***small*** cake like this (point). If 1,2,3,4…(slowly count), if ALL 4 kids put their chocolate in, it’ll make a ***big***cake like this (point).

**3. Questions & Feedback:***(record the response, give feedback):*

*Donation:*

1. If only 3 kids put their chocolate in, what does the piggy bank make?
2. If all 4 kids put their chocolate in, what does the piggy bank make?

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**Test Task:**

**1. The group goal:**

The blue group wants to have a ***big*** cake and share it.

*Donation:* So they need to put chocolate in the piggybank.

**2. The free-rider:**

***This boy/girl wants to have a piece of the group cake.***

*Donation:*

***1) Unwilling:*** He ***doesn’t want*** *to* put his chocolate in the piggybank; He ***eats* it**.

The other kids put their chocolate in the piggybank.

***2) Unable:*** He ***wants to*** put his chocolate in the piggybank. But ***a puppy comes and eats*** his chocolate. The other kids put their chocolate in the piggybank.

**3. The outcome:** The piggy bank makes a ***small*** cake. Each kid gets a piece of it.

**Plant**

**Familiarization Task:**

**1. Introduce the group and the setting:**

These kids are in the red group.

*Donation:* Each kid has a small plant (point). This is a garden (point). If you put plants in the garden, they will grow and make tomatoes. The more plants you put into the garden, the more tomatoes will grow (click to next slide).

**2. Explain how the garden works:**

*Donation:*

For example, If 3 kids put their plants in the garden, they’ll have a ***small*** basket of tomatoes like this (point). If all 4 kids put their plants in the garden, they’ll have a ***big*** basket of tomatoes like this (point).

**3. Questions & Feedback:***(record the response, give feedback):*

*Donation:*

1. If only 3 kids put their plants in, which basket do they get?
2. If all 4 kids put their plants in, which basket do they get?

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**Test Task:**

**1. The group goal:**

The red group wants to have a ***big*** basket of tomatoes and share them.

*Donation:* So they need to put plants into the garden.

**2. The free-rider:**

***This boy/girl wants to have some of the tomatoes.***

*Donation:*

***1) Unwilling:*** He ***doesn’t want*** *to* put his plant in the garden. So he plants **his at home** (click for animation). The other kids put theirs in the garden (click for animation).

***2) Unable:*** He ***wants to*** put his plant in the garden. But ***a rabbit comes and eats*** his plant (click for animation). The other kids put theirs in the garden (click for animation).

**3. The outcome:** They get a ***small*** basket of tomatoes. Each kid gets a tomato.

**Test Questions:** *(counterbalance the order of free-rider and contributor)*

**Free-Rider:**

“Remember this kid? He ***didn’t want to*** XXX ***and/but*** XXX” (*repeat the descriptions for the free-rider*)

1) ***Evaluation:*** Is he GOOD or BAD? A LITTLE good/bad or REALLY good/bad?

2) ***Preference:*** Do you LIKE him/her or you DON’T LIKE him/her? Like her A LITTLE or A LOT?/ KIND OF DON’T LIKE or REALLY DON’T LIKE?

3) ***Explanation*** (ask only if it’s the last story): you said he is good/bad; can you tell me why you think he is good/bad?

**Contributor:**

“Remember this kid? He ***wanted to*** XXX, ***and*** XXX” (*repeat the descriptions for the contributor*)

1) ***Evaluation:*** Is he GOOD or BAD? A LITTLE good/bad or REALLY good/bad?

2) ***Preference:*** Do you LIKE him/her or you DON’T LIKE him/her? Like her A LITTLE or A LOT?/ KIND OF DON’T LIKE or REALLY DON’T LIKE?

3) ***Explanation*** (ask only if it’s the last story): you said he is good/bad; can you tell me why you think he is good/bad?

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**Procedural tips:**

1. Choose the versions before testing.

2. Follow the counterbalanced orders during test.

3. Fill in the subject information prior to test; if not, fill them immediately after test.

4. If children spontaneously explain their answers, record the comments and no need to ask again.

5. When telling the stories, pay special attention to the bold texts; make sure to emphasize them.

6. When videotaping, try to make the camera faces the screen.

7. Repeat what the child says while writing down their answers.

8. If there is videotaping, then there is no need to write down everything during the test. But make sure to go back to the video for writing down the explanations immediately afterwards.