**Studies 1 & 2**

**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).

*Effort:* It is dirty now. If you clean it, it’ll give you cakes. The faster you clean it, the bigger the cake will be (click to next slide).

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

*Donation:*

For example, If 3 kids put their chocolates in, it’ll make a ***small*** cake like this (point). If all 4 kids put their chocolate in, it’ll make a ***big***cake like this (point).

*Effort:*

For example, If 3 kids clean it, it’ll make a ***small***cake like this (point). If all 4 kids clean it, it will be cleaned faster, and 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?

*Effort:*

1. If only 3 kids clean it, what does the piggy bank give?
2. If all 4 kids clean it, what does the piggy bank give?

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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.

*Effort:* So they need to clean the piggy bank.

**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.

*Effort:*

***1) Unwilling:*** He ***doesn’t want to*** clean the piggybank. He ***stands there and watches***. The other kids clean the piggybank.

***2) Unable:*** He ***wants to*** clean the piggybank. But ***his arms hurt.*** So he ***stands there and watches***. The other kids clean 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).

*Effort:* These are tomatoes in their garden (point). The more kids who pick the tomatoes, the more tomatoes they’ll have (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).

*Effort:*

For example, If 3 kids pick them, they will get a ***small*** basket of tomatoes like this (point). If all 4 kids do it, they will 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?

*Effort:*

1. If only 3 kids pick them, which basket do they get?
2. If all 4 kids pick them, 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.

*Effort:* So they need to pick the tomatoes.

**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).

*Effort:*

***1) Unwilling:*** He ***doesn’t want to*** pick the tomatoes. So he ***stands there and watches***. The other kids pick the tomatoes (click for animation).

***2) Unable:*** He ***wants to*** pick the tomatoes. But ***his arms hurt***. So he **stands there and watches**. The other kids pick the tomatoes (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.