## What’s Fair: Verbatim Instructions

All children were tested individually in a quiet room at their school in a single session of around 20 minutes. The particular class being worked with each day was pre-determined depending on teacher availability and convenience. Children were randomly assigned to one of the three game conditions, and each child was taken to a quiet area where the juggling balls were initially used to try and hit the centre circle of the cardboard target. The purpose of this section was partly to create a fun atmosphere for the child, ensuring they were relaxed and engaged with the study, but also to ensure that the children could understand that the subsequent computer game, which followed a similar format, had a certain level of difficulty that could be mastered with effort and concentration*.* Both the experimenter and child took turns in throwing the ball at the target, instilling some competition into it, and the game proceeded until a good rapport was established, generally about 5-8 throws each. The instructions that were given to the child kept to the following script :

*My name’s Karla and your Mummy or Daddy has said that you can come and play my computer game with me, that’s good isn’t it? If you don’t what to play or you want to stop anytime you just tell me and we can go back to class.*

*So, my special form says that your name is (name) and you are (years old) .*

*First, we are going play together with my big target board, can you see it on the wall? We’re going to throw balls and try and hit the board. It is hardest to hit the circle in the middle, so if we have one of the balls each [give ball to them and keep one] and throw, we can see how good we are at it!*

*So, who goes first, you or me? [let them choose]*

*[have a few goes taking it in turns to throw balls at target] Positive feedback eg: well done, you’re better than me!, Let’s see who can get hit the middle first…. you’re really good at this!*

*Now, we’re going to do something a bit different. Let’s go and sit in front of my computer and you can use the mouse to click that big button and make the game start. I’m just going to explain how we are going to play, so let’s look at the picture.*

*See those two boys, they’re going to play the same game as we just did. Can you see the same board we played with? So, if the ball hits the bullseye [point] they get three stars, if they hit the middle ring [point] they get two stars, and if they hit the outside ring [point] they only get one star. And you can see that the boys have the same coloured t-shirt as the ball they are throwing so we know which one is which.*

*Additive Rule: Now, these boys are working together as a team, and the teacher said the team wins if they get four or more stars. So if they get 4, 5 or 6 stars altogether they win, but if they get 2 or 3 stars altogether they lose.*

*Conjunctive Rule: Now, these boys are working together as a team, and the teacher has said that the team wins if no one gets their ball in the outer ring or misses. So the team wins if both boys hit either the bullseye or the middle ring, but if either of them hit the outer ring or misses completely, then they lose.*

*Disjunctive Rule: Now, these boys are going to be working together as a team, and the teacher has said that the team wins if someone gets a bullseye [point]. So if one of them gets a bulleye then the team wins, but if no-one gets a bullseye the team loses.*

*Let’s see how the boys on the computer do. [Watch them throwing the balls at the board]*

*Oh no, rubbish! They both missed the board, so they don’t win. Can you see the cup that’s been crossed out – that means they didn’t win. You click on that button and we will see if the next team do better.*

*Wow, that’s lots better! Look, the team won, see the gold cup they got [point]. How come they won? [let them explain, yes that’s right or reinforce the explanation of the rule].*

*Let’s see how the next team does, click the button. Oh no! They lost, see that [point] they didn’t win a gold cup. Why did they lose? [Let them explain, yes that’s right or reinforce the explanation of the rule].*

*Now, you get to say if the team won or lost. So if you think they won you click on the gold cup [point], if you think they didn’t win you click the crossed out silver cup [point]. So, what do you think? Why don’t you have a go. [Encourage and reinforce].*

*Well done, so why did they win this time? [let them explain, and correct if necessary]. So this time, did they win or lose? [reinforce correct answer with explanation of rule again]*

*[Continue until they have number of correct trials to move onto the next part of the experiment].*

*Well done, you’ve learned the rule that that they need to [explain rule….] to win. So now we’re going to move onto the next part of the game. Do you think if the boys do well and win that they should get a prize? [all children always say yes!] In this game the prize is a bag of sweets. Can you see that each of the boys have got their own medium bag of sweets. This is the yellow boy’s bag [point], and this is the white boy’s bag [point]. Your job is to decide how many sweets each boy should get.*

*So in this part of the game we’re not going to watch them throw the balls as that takes a long time. But we can see here on the screen in the middle [point] how they did and the stars next to each boy [point] also help.*

*Can I borrow your mouse for a second, and I will show you something really good? Because the team won, I can move the sliders above the boys’ bags and make their bags even bigger, and bigger and bigger, until they’re huge [demonstrate].*

*But, if the team loses like this, we can move the slider the other way, so their medium bags of sweets go smaller, smaller and smaller, until they’re teeny-tiny, or all gone [demonstrate].*

*So now you’re the boss - you know what the rule is for the team to win and you can see how well each boy did - and you’re in charge of how many sweets each of the boys gets after they’ve played the game. [Encouragement and positive interaction throughout].*

*End of Experiment: Well Done! You were so good at my game, thank you very much for playing it with me. I think because you did so well you get to pick which sticker star you want. [ let them choose sticker]. Thank you, and I think it’s time we go and see what your class are doing.*