

Electronic Supplemental Materials: Testing Scripts **Economic Trust in Young Children**

In these studies, the experimenters read instructions to the child and/or had pre-set responses for different phases of the study. The instructions were similar across studies and conditions. Below, the verbal instructions of the experimenters are indicated in quotes, particular actions or relevant aspects of the experimental setup are indicated in italics, and different phases of the task are indicated in bold.

The scripts use the following notation: “E1” indicates Experimenter 1, “E2” indicates Experimenter 2, and “Child” indicates the child participant in the study. Names like Jane and Sally (or John and Sam) refer to the puppet partners that interact with the child during the games.

The numbers for the tray setup refer to the number of tokens (out of a maximum of 4) that E1 puts on the trays before the start of the respective part of the study. The apparatus had 4 possible trays; all of these trays were used in exposure and test trial blocks, but only three were used in apparatus demonstrations and comprehension checks. For example, “*Tray setup: 4, 3, 1; fourth tray not used*” indicates that three trays were set up with 4, 3, and 1 tokens already present, whereas the fourth tray was not in play.

Study 1: Access vs. No Access

Apparatus demonstration

Tray setup: 4, 3, 1; fourth tray not used.

E1: “This is my coin game! So for this game, you stand here. And this green bank here is your bank. Now see the coins in these trays? This tray has four coins. Since this tray is full with four coins, this blocker comes out, and you can use *this stick* to push the trays out of the box and onto the table, like this!”

Child uses stick to push one tray out and onto the table.

E1: “Great! Now you can come through this open gate and put these coins in your bank! At the end of the game, you get to take all the coins in your bank and trade them for prizes.

E1: “So now you know how to push the tray through and get the coins. Now let’s look at this tray. See, there are 3 coins in this tray. Let’s see what happens if you put one more coin in this tray. Is the tray full? Yes! So the blocker comes out, and then you can push it across and get 4 coins!

But see this tray? There’s only 1 coin in this tray. Let’s see what happens if you put a coin in this tray. Now is the tray full? Nope! The tray is NOT full, so you *don’t* get to push it across, and you *don’t* get any coins from that tray.

Now, you don't *have* to put your coin in the tray. If you want to keep it, you can just put your coin straight in the bank! Let's try putting the coin straight in your bank. Okay? Great job! Now here's something else: sometimes, this gate right here will be closed. When the gate is closed you won't be able to reach the other side of the table, see? But you can still reach your bank, see? Why don't you practice putting a coin in your bank when the gate is closed. Great job! Now, if you push the tray through when the gate is closed, you don't get to keep the coins and my friend [E2 name] will put them away, see? *[DEMONSTRATES]*.

Comprehension checks

Tray setup: 3, 1, 1 or 1, 3, 3; fourth tray not used (assignment counterbalanced across subjects).

E1: "Now remember: at the end of the game, you get to trade in your coins for prizes. The more coins you have, the more prizes you can get.

"Now we're going to look at this tray, and this tray has ____ coins. I'm going to give you one more coin, and you can choose what to do with it. You can either keep the coin and put it right in your bank, or you can put the coin in the tray, and if the tray is full, you can push it across to get more coins out."

E1 gives narration/feedback but no teaching or second chances.

Tray setup: 3, 1, 3 or 1, 3, 1; fourth tray not used (assignment counterbalanced across subjects).

E1: "Now again, there is only one tray, and you can choose what to do with your coin. You have two choices. You can either keep the coin and put it right in your bank, or you can put the coin in the tray, and if the tray is full, you can push it across to get more coins out."

Exposure trials (order counterbalanced)

Two *Access condition* exposure trials and two *No-access condition* exposure trials

Tray setup: 4, 4, 4, 4.

E1: "I'm going to give you [child] a coin, and you get to decide what to do with it, just like before. You can keep the coin and put it right in your bank, or you can put it in the tray and push it across if the tray is full. But remember, you can only get to the other side of the table if the gate is open."

E1: "First, we're going to do some practice. So let's look at this tray, and this tray is already full, so the blocker comes out, and you can push it across!" (= *Access condition*)

E1: "Okay, now [child], this tray is full, so the blocker comes out and you can push it across!" (= *Access condition*)

E1: “Now [child], I’m going to close the gate. So you can’t get to the other side of the table. Okay? So this tray is full, so the blocker comes out and you can push it across!”

E1: “Okay, so since the gate is closed, you don’t get to keep the coins and [E2 name] is going to put the coins away” (= *No-access condition*)

E1: “Now [child], this tray is full, so the blocker comes out and you can push it across.”

E1: “Okay, so since the gate is closed, you don’t get to keep the coins and [E2 name] is going to put the coins away” (= *No-access condition*)

Test trials (order counterbalanced)

Four *Access condition* test trials

Tray setup: 3, 3, 3, 3.

E1: “Okay, [child], *now remember*: at the end of the game, you get to trade in your coins for prizes. The more coins you have, the more prizes you can get.

Now this time you get to decide what to do with each coin. You can keep the coin and put it right in your bank, or you can put it in the tray and push the tray across.” (this can be phased out after T1 of each block.)

If pushes tray through, “Okay, so you can go through the gate and put the coins in your bank!”

Four *No-access condition* test trials

Tray setup: 3, 3, 3, 3.

E1: “Okay, now I’m going to set up the game again. This time, I’m going to close the gate, so you can’t reach the other side of the table, but *you* can still reach your bank from this side. You get to decide what to do with each coin. You can keep the coin and put it in your bank, or you can put it in the tray and push the tray across.”

If pushes tray through: “Okay, so since the gate is closed, you don’t get to keep the coins and [E2 name] is going to take the coins away”

Then one more block of exposure trials, one more block in the Access test condition, one more block in the No-access test condition (counterbalanced).

Study 2: Investment vs. Dictator Game

Apparatus demonstration

Tray setup: 4, 3, 1; fourth tray not used.

E1: “This is my coin game! So for this game, you stand here. And this green bank here is your bank. Now see the coins in these trays? This tray has four coins. Since this tray is full with four coins, this blocker comes out, and you can use *this stick* to push the trays out of the box and onto the table, like this!”

Child uses stick to push one tray out and onto the table.

E1: “Great! Now you can come around to this side and put these coins in your bank! At the end of the game, you get to take all the coins in your bank and trade them for prizes.

E1: “So now you know how to push the tray through and get the coins. Now let’s look at this tray. So see, there are 3 coins in this tray. Let’s see what happens if you put one more coin in this tray. Is the tray is full? Yes! So the blocker comes out, and then you can push it across and get 4 coins!

But see this tray? There’s only 1 coin in this tray. Let’s see what happens if you put a coin in this tray. Now is the tray full? Nope! The tray is NOT full, so you *don’t* get to push it across, and you *don’t* get any coins from that tray.

Now, you don’t *have* to put your coin in the tray. If you want to keep it, you can just put your coin straight in the bank! Let’s try putting the coin straight in your bank. Okay? Great job! Now here’s something else: sometimes, there will be a box over your bank. But you can still reach your bank when the box is on it, see? Why don’t you practice putting a coin in your bank when the box is on it. Great job!

Comprehension checks

Tray setup: 3, 1, 1 or 1, 3, 3; fourth tray not used (assignment counterbalanced across subjects)

E1: “Now remember: at the end of the game, everyone gets to trade in their coins for prizes. The more coins you have, the more prizes you can get.

“Now we’re going to look at this tray, and this tray has ____ coins. I’m going to give you one more coin, and you can choose what to do with it. You can either keep the coin and put it right in your bank, or you can put the coin in the tray, and if the tray is full, you can push it across to get more coins out.”

Experimenter gives narration/feedback but no teaching or second chances.

Tray setup: 3, 1, 3 or 1, 3, 1; fourth tray not used (assignment counterbalanced across subjects)

E1: “Now again, there is only one tray, and you can choose what to do with your coin. You have two choices. You can either keep the coin and put it right in your bank, or you can put the coin in the tray, and if the tray is full, you can push it across to get more coins out.”

Investment vs. Dictator game version

Puppet introduction

Puppet enters and is placed on Trustee side. Barriers are put up between Child and Trustee side. Puppet’s bank is added.

Tray setup: 4, 4, 4, 4.

E1: “Now [child], this is Anna (*point to puppet, not confederate. Puppet says hello.*) She is going to play the coin game with you. Let’s all introduce ourselves by saying our favorite colors! So [Child], what is your favorite color? Great! And Anna, what is your favorite color? Great!

First, I’m going to put up this barrier, so you will stay on your side of the table, and Anna will stay on her side of the table, and we’re not going to walk back and forth anymore. Let me tell you how the coin game will work with Anna.

“I’m going to give you [child] a coin, and you get to decide what to do with it, just like before. You can keep the coin and put it right in your bank, or you can put it in the tray and push it across to Anna if the tray is full. But now, if you push the tray out, Anna gets to decide what to do with the coins. She can put some in her bank, and some in your bank. She can put all, some or none in her bank, and she can put all, some or none in your bank. She can divide them up however she wants, but she has to put all of them away each time.”

Exposure trials (counterbalanced)

Two *Investment condition* exposure trials and two *Dictator game condition* exposure trials

E1: “First, we’re going to do some practice. So let’s look at this tray, and this tray is already full, so the blocker comes out, and you can push it across to Anna!”

Anna: “I get to decide what to do with these 4 coins! Hm...I’ll put two in my bank, and two in your bank!” (= *Investment condition*)

E1: “Okay, so Anna put two coins in her bank, and two coins in your bank! Now [child], this tray is full, so the blocker comes out and you can push it across to Anna.”

Anna: “I get to decide what to do with these 4 coins! Hm...I’ll put two in my bank, and two in your bank!” (= *Investment condition*)

E1: “Okay, so Anna put two coins in her bank, and two coins in your bank! Now [child], I’m going to put this box over your bank. Now Anna can’t reach your bank, but you can still reach it

from this side. Okay? So this tray is full, so the blocker comes out and you can push it across to Anna.”

Anna: “I get to decide what to do with these 4 coins! Hm...I can’t reach your bank. I can reach my bank. I’ll put all four coins in my bank. (= *Dictator game condition*)

E1: “Okay, so Anna put all four coins in her bank, and zero coins in your bank. Now [child], this tray is full, so the blocker comes out and you can push it across to Anna.”

Anna: “I get to decide what to do with these 4 coins! Hm...I can’t reach your bank. I can reach my bank. I’ll put all four coins in my bank. (= *Dictator game condition*)

E1: “Okay, so Anna put all four coins in her bank, and zero coins in your bank.”

Test trials (order counterbalanced)

Four *Investment condition* test trials

Tray setup: 3, 3, 3, 3.

E1: “Okay, [child], *now remember*: at the end of the game, everyone gets to trade in their coins for prizes. The more coins you have, the more prizes you can get.

Now this time you get to decide what to do with each coin. You can keep the coin and put it right in your bank, or you can put it in the tray and push the tray across to Anna.” (this can be phased out after T1 of each block.)

If Anna receives the tray: “I get to decide what to do with these 4 coins! Hm...I’ll put two in my bank, and two in your bank!”

Experimenter repeat what Anna did: “Anna put two coins in her bank and two coins in your bank!”

Four *Dictator condition* test trials

Tray setup: 3, 3, 3, 3.

E1: “Okay, now I’m going to set up the game again. This time, I’m going to put the box over your bank, so Anna can’t reach your bank, but *you* can still reach your bank from this side. You get to decide what to do with each coin. You can keep the coin and put it in your bank, or you can put it in the tray and push the tray across to Sally.”

If Anna receives the tray: “I get to decide what to do with these 4 coins! Hm...I can’t reach your bank. I can reach my bank. I’ll put all four coins in my bank.

Then one more block of exposure trials, and one test block in the Investment test condition and one more block in the Dictator game test condition (counterbalanced).

Study 3: Trustworthy versus Untrustworthy Partners

Apparatus demonstration

Tray setup: 4, 3, ; fourth tray not used.

E1: “This is my coin game! So for this game, you stand here. And this green bank here is your bank. So all the coins that you get go into your green bank, and at the end of the game you get to trade in all your coins for prizes. Okay? Now see this tray? This tray has four coins, so it’s full. Since this tray is full, this blocker comes out, and you can use *this stick* to push the trays out of the box and onto the table, like this!”

Child uses stick to push one tray out and onto the table.

E1: “Great! Now you can come around to this side and put these coins in your bank!”

E1: “Now let’s look at this tray. So see, there are 3 coins in this tray. Why don’t you take this coin, and put it in this slot here, and we’ll see what happens. Great, so now how many coins are there? Four, that’s right! Is the tray is full? Yes! So the blocker comes out, and then you can push it across. Now you can go around and put those coins in your bank. Now see this tray? How many coins are in that tray? That’s right, just one. Let’s see what happens if you put a coin in this tray. Now is the tray full? Nope! The tray is NOT full, so you *don’t* get to push it across, and you *don’t* get any coins from that tray. Now, let me show you one more thing. When I give you a coin, you don’t *have* to put it in the tray. If you want, you can put it right in your bank! Let’s try putting the coin right in your bank. Okay? Great job, so that coin goes right in your bank.”

Comprehension check

Tray setup: 3, 1, 1 or 1, 3, 3; fourth tray not used (assignment counterbalanced across subjects).

E1: “Now remember: at the end of the game, everyone gets to trade in their coins for prizes. The more coins you have, the more prizes you can get.

“Now we’re going to do a little practice, before we get started. So let’s look at this tray, and this tray has _____ coins. I’m going to give you one more coin, and you can choose what to do with it. You can put the coin in the tray and push it across if it’s full, or you can put the coin right in your bank.”

Experimenter gives narration/feedback but no teaching or second chances.

Reset tray: 3, 1, 3 or 1, 3, 1; fourth tray not used (assignment counterbalanced across subjects).

E1: “Now we’re going to do a little more practice. So this tray has ___ coins, so you can choose what to do with your coin. You can put the coin in the tray and push it across if it’s full, or you can put the coin right in your bank.”

Puppet introduction

Puppets enter and are placed on Trustee side. Barriers are put up between Child and Trustee side. Puppets have their own banks.

Reset tray: 4, 4, 4, 4.

E1: “Now [child], this is Jane, and Sally (*or John and Sam*) (*Introduce closer puppet first. Puppets say hello.*) They are going to play the coin game with you. Let’s all introduce ourselves by saying our favorite colors! So CHILD, what is your favorite color? Great! And Sally, what’s your favorite color? And how about you, Jane? Great!

First, I’m going to put up this barrier, so you will stay on your side of the table, and Jane and Sally will stay on their side of the table, and we’re not going to walk back and forth anymore. Let me tell you how the coin game will work with Jane and Sally.

“We’re going to play with one player at a time, either Jane or Sally. So let’s say we’re playing with Jane (*puppet that’s closer and was introduced first*). I’m going to give you [child] a coin, and you get to decide what to do with it, just like before. You can put the coin right in your bank, or you can put it in the tray and push it across to Jane if the tray is full. But now, if you push the tray across, Jane gets to decide what to do with the coins. She brought her own bank, see, it’s the yellow one. And Sally brought her blue one.

Exposure phase (order counterbalanced)

Two exposure trials: Trustworthy partner

E1: “First, we’re going to do some practice. So we’ll play with Jane first. Jane can reach her bank, and she can reach your bank too. So if Jane gets the tray of coins, she can put none, some, or all in her bank, and she can put none, some or all in your bank. She can divide them up however she wants, but she has to put all of them away each time. Now let’s look at this tray, and this tray is already full, so the blocker comes out, and you can push it across to Jane!” (*DON’T have to go through this part during second round of exposures.*)

Jane: “I can reach my bank, and I can reach your bank. Hm...I’ll put two in my bank, and two in your bank!”

E1: “Okay, so Jane put two coins in her bank, and two coins in your bank! Now [child], this tray is full, so the blocker comes out and you can push it across to Jane.”

Jane: “I can reach my bank, and I can reach your bank. I’ll put two coins in my bank, and two in your bank!”

Two exposure trials: Untrustworthy partner

E1: “Okay, so Jane put two coins in her bank, and two coins in your bank! Now [child], we’re going to play with Sally. And Sally can reach her bank, and she can also reach your bank. So Sally can put all, some or none in her bank, and she can put all, some or none in your bank. She can divide them up however she wants, but she has to put all of them away each time. Okay? So this tray is full, so the blocker comes out and you can push it across to Sally.”

Sally: “I can reach my bank, and I can reach your bank. Hm.... I’ll put all four coins in my bank.”

E1: “Okay, so Sally put four coins in her bank, and zero coins in your bank. Now [child], this tray is full, so the blocker comes out and you can push it across to Sally.”

Sally: “I can reach my bank, and I can reach your bank. I’ll put all four coins in my bank.”

E1: “Okay, so Sally put four coins in her bank, and zero coins in your bank.”

Test trials (order counterbalanced)

Four *Trustworthy partner* test trials

Tray setup: 3, 3, 3, 3

E1: “Okay, [child], *now remember*: at the end of the game, everyone gets to trade in their coins for prizes. The more coins you have, the more prizes you can get. Now this time we’re going to play with Jane. Jane can reach her bank, and she can reach your bank.”

For tray 1:

E1: So let’s look at this tray, and this tray has 3 coins in it. I’m going to give you one more coin, and you can decide what to do with it. You can put it in the tray and push it through, or you can put it right in your bank.”

For trays 2, 3, 4:

E1: Now this tray has 3 coins, so you can choose what to do with this one.

If Jane receives the tray: “I can reach my bank, and I can reach your bank. Hm...I’ll put two coins in my bank, and two in your bank!”

Experimenter repeats what Jane did: “Jane put two coins in her bank and two coins in your bank!” Or, “So that coin goes right in your bank!”

Four *Untrustworthy partner* test trials

Tray setup: 3, 3, 3, 3

E1: “Okay, now I’m going to set up the game again. This time, we’re going to play with Sally; and Sally can reach her bank, and she can reach your bank too. You get to decide what to do with

each coin. You can keep the coin and put it in your bank, or you can put it in the tray and push the tray across to Sally.”

If Sally receives the tray: “I can reach my bank, and I can reach your bank. Hm... I’ll put all four coins in my bank.”

Experimenter repeats what Sally did: “Sally put all four coins in her bank, and no coins in your bank.” OR “So that coin goes right in your bank!”

Then one more block of exposure trials, one more test block with untrustworthy partner and one more block with the trustworthy partner (counterbalanced).