

## Appendix C: Experimental Instructions and Post-experiment Questionnaire (translated from Georgian)

### Treatment G-G/G-A: Trustor

Welcome to our game and thank you for participating. My name is XXX and I come from Charles University. The game we will play today will take about one hour (60 min) in total and you can earn money in the game. You are asked to make choices during the game and the amount of money you earn is influenced by your own decisions. For this reason it is very important that you properly understand the rules. Please raise your hand if you have any questions. We will come to your desk to answer your questions privately. It is very important that you do not talk to your neighbor or any other participant during the whole game. (*The first time persons don't adhere to this rule, announce that you will deduce one token from the participant for each warning.*) In today's game you can earn these tokens. Each token is worth 0.5 GEL, so two tokens are worth one GEL. Here is what you can do with the tokens: Later, you will receive a gift voucher for the amount of the tokens which you earn in this game. The gift voucher is valid for three months and you can use it to buy office supplies (e.g., pencils, pens, notebooks). *Show example items. Importantly, do not comment on what the prices of single items are* - experimenter shows example items which can be bought with the voucher, such as pencils and pens. You can buy these items with the tokens you earn. The more tokens you earn, the more presents you can buy. You will receive the vouchers equivalent to the tokens you earn in this game in a sealed envelope labeled with your anonymized ID-code in one week. I will explain your anonymized ID-code later. For the delivery of your vouchers, we will re-visit your school in one week and hand over the envelopes personally. After this you can visit the office supply shop and buy the supplies you like. In the case that you are not present when we re-visit you, we will come again until we find you. You can therefore be assured that you really will receive the vouchers from today's game and be able to buy presents with it.

Do you have any questions so far? (*If questions come up, answer privately at the desk of the student.*)

In addition to the presents which you will receive later for the tokens earned in the game, you will also receive a present as a Thank You for participating today, right after the game is finished. Therefore, I brought a voucher worth of two GEL.

All decisions in this game are, of course, anonymous. Nobody can connect the decisions you make with you as a person. This is possible because we use anonymized ID-codes. I will now show you how you can create your anonymized ID-code. Take the sheet "Instruction for ID-code" and build your ID-code. It is very important that you add your ID-code to all sheets you fill out during the game. Only in this way can we guarantee that you will receive the correct payment.

You play this game together with another randomly selected student from another school in Tbilisi who attends the same grade as you. It may be a girl or a boy. You don't know who exactly you are playing with, but it is important to remember that the student attends another school in Tbilisi. That student can also earn tokens in the game which he or she can exchange for presents in the experimental shop. There are two different roles in this game. The role of Student A (this is your role) and the role of Student B (this is the role of the student you are playing with). Next, I will explain the game in detail. Do you have any questions so far? (*If questions come up, answer privately at the student's desk.*)

#### **The game works as follows:**

At the beginning of the game you will receive 10 tokens. Student B will not receive any tokens. The game has two steps.

In the **first step**, you are asked to decide whether you wish to send any amount of the 10 tokens to the student you are matched with and if so, how many. You can send any amount from 0 to 10. We will triple the amount you send and give it to Student B. That is, for every token that you send, Student B will receive 3 tokens.

In the **second step** we will ask Student B to decide if he or she wants to return any of the tokens he or she received (three times what you sent); and if so, how many. This amount will not be tripled. After the second step, the game is concluded.

I brought a poster which illustrates the game (*hang poster on whiteboard/wall so that everybody can see it*). You also find the illustration on your desk. You are Student A (*point to Student A on poster*) and the other student is Student B (*point to student B on poster*).

*(Repeat instructions and point to the relevant parts on the upper part of the poster.)*

Do you have any questions so far? *(If questions come up, answer privately at the student's desk.)*

This is how you calculate the earnings of the game *(point to relevant parts on the lower part of the poster):*

**Your earnings:** 10 tokens which you receive at the beginning MINUS the number of tokens which you send to Student B (if any) PLUS the number of tokens which Student B returns to you.

**Earnings of Student B:** The number of tokens which you send to Student B TIMES THREE minus the number of tokens which Student B returns to you.

Let's make some examples now about how the earnings are calculated. Please complete the quiz which I am going to handout right now *(hand out quiz)*. Please answer each question. When you have finished, please turn the sheet over and raise your hand. I will then come and check whether you correctly completed the quiz *(Let participants fill out the quiz; if a participant indicates s/he is finished, go to his/her desk and check (i) whether the ID-code has been entered, and (ii) whether the answers are correct. If the answers are correct: collect the answer sheet; if an answer is not correct, go through the example together with the participant until she understands the game)*. Thank you for completing the quiz. Note that these were only examples on how to calculate earnings. These examples do not tell you, of course, which decisions you should take in the game or how the other student might decide.

Do you have any questions so far? *(If questions come up, answer privately at the student's desk.)*

### **Information on Student B:**

Before you play the game, we want to inform you about the first name of the student you are matched with. The name of Student B is among the list of names which we hand out now *(hand out list of names)*. Please have a close look at the list and read each of the names in the list quietly. Please read the list of names carefully now and raise your hand when you are finished *(individuals who finished reading are instructed to wait until the game continues)*.

Similarly, Student B you are matched with is informed that you have a Georgian first name. We don't tell Student B your exact name, however.

Do you have any questions so far? *(If questions come up, answer privately at the student's desk.)*

### **Decision of Student A:**

Now I ask you to make your decision about how many of your 10 tokens you wish to send to Player B. Note that your decision is anonymous and don't forget to put your ID-Code on the decision sheet *(hand out decision sheet)*. When you have taken your decision, turn the decision sheet over and wait for further instructions. *At this stage, it is very important that subjects don't communicate. After decisions have been made, collect decision sheets. At the experimenter's desk, check that (i) each participant made a decision and (ii) that each decision sheet contains an ID-code. Do not check this in front of the participant (anonymity!). If (i) or (ii) is missing, go back to the participant and ask her to fill out the sheet correctly; if the sheet is completed, archive it into the provided folder.*

### **Beliefs of Student A about Student B:**

*(Continue when all decision sheets are collected. Hand out belief sheets.)* Thank you for your decision. I have handed out a new sheet in which I ask you to state your guess about the following question: How many tokens do you think Student B will send you back? If your guess is correct, you will receive **two extra tokens**. If your guess is almost correct (one or two tokens above or below the true number of tokens sent back), you will receive **one extra token**. Thus, the better your guess is, the more likely it is that you receive extra tokens.

Do you have any questions so far? *(If questions come up, answer privately at the student's desk.)*

When you have completed the sheet, turn the sheet over and wait for further instructions. *At this stage, it is very important that subjects don't communicate. After belief sheets are completed, collect belief sheets. At the experimenter's desk, check that (i) each participant completed the belief sheet, (ii) that the answers are readable, and (iii) that each decision sheet contains an ID-code. Do not check this in front of the participant (anonymity!). If (i), (ii), or (iii) does not apply, go back to the participant and ask her to fill out the sheet correctly; if the sheet is completed, archive it into the provided folder.*

### **Survey and end of session:**

*(Continue when all belief sheets are collected. Hand out survey.)* Thank you for your guesses. We are not at the end of the game. I have now handed out a survey which I ask you to complete. Please put your ID-Code on the survey and complete the survey carefully. After you have completed the survey, please come forward to

the experimenter's desk with your completed survey and all remaining sheets which are on your desk. Make sure that your ID-Code is on all sheets. After you hand in the sheets, you will receive a voucher as a Thank You for your participation today.

You will receive the voucher equivalent to the tokens you earned in the game when we re-visit you in one week.

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You play this game together with another randomly selected student from another school in Tbilisi who attends the same grade as you. It may be a girl or a boy. You don't know who exactly you are playing with, but it is important to remember that the student attends another school in Tbilisi. That student can also earn tokens in the game which he or she can exchange for presents in the experimental shop. There are two different roles in this game. The role of Student A (this is the role of the student you are playing with) and the role of Student B (this is your role). Next, I will explain the game in detail. Do you have any questions so far? (*If questions come up, answer privately at the student's desk.*)

### **The game works as follows:**

At the beginning of the game Student A will receive 10 tokens. You will not receive any tokens. The game has two steps.

In the **first step**, Student A is asked to decide whether he or she wishes to send any number of the 10 tokens to you and if so, how many. Student A can send any amount from 0 to 10. We will triple the amount Student A sends and give it to you. That is, for every token that Student A sends, you will receive 3 tokens.

In the **second step** we will ask you to decide if you want to return any of the tokens which you received; and if so, how many. This amount will not be tripled. After the second step, the game is concluded.

I brought a poster which illustrates the game (*hang poster on whiteboard/wall so that everybody can see it*). You also find the illustration on your desk. You are Student B (*point to Student B on poster*) and the other student is Student A (*point to student A on poster*).

*(Repeat instructions and point to the relevant parts on the upper part of the poster)*

Do you have any questions so far? *(If questions come up, answer privately at the student's desk.)*

This is how you calculate the earnings of the game (*point to relevant parts on the lower part of the poster*):

**Your earnings:** The number of tokens which you receive from Student A (i.e., the number of tokens sent by Student B TIMES THREE) minus the number of tokens which you return to Student B.

**Earnings of Student A:** 10 tokens which he or she receives at the beginning MINUS the number of tokens which he or she sends to you PLUS the number of tokens which you return to Student B.

Let's see some examples now about how the earnings are calculated. Please complete the quiz which I am going to hand out right now (*hand out quiz*). Please answer each question. When you have finished, please turn the sheet over and raise your hand. I will then come and check whether you correctly completed the quiz (*Let participants fill out the quiz; if a participant indicates s/he is finished, go to her/his desk and check (i) whether the ID-code has been entered, and (ii) whether the answers are correct. If the answers are correct: collect the answer sheet; if an answer is not correct, go through the example together with the participant until she understands the game*). Thank you for completing the quiz. Note that these were only examples on how to calculate earnings. These examples do not tell you, of course, which decisions you should take in the game or how the other student might decide.

Do you have any questions so far? *(If questions come up, answer privately at the student's desk.)*

### **Information on Student A:**

Before you play the game, we want to inform you about the first name of the student you are matched with. Student A has a Georgian first name.

Student A you are matched with receives information about your first name through a name list before making his or her decision. The list contains ten first names. One of the names on the list is your first name, the other names are similar Georgian/Armenian (*depending on treatment*) first names. Student A is told that the first name of the student he or she is matched with (this is you) is on the list. However, we don't tell Student A which exact name on the list is yours. We now hand out the list which Player A will receive from us. Please read the list of names carefully now and make sure that your name is on the list. Raise your hand when you are finished (*important: here we need personalized lists; every student needs to receive a list which includes his/her name. If this fails for some reason, tell Players B that the list will be corrected to contain their names; individuals who finished reading are instructed to wait until the game continues*). Do you have any questions so far? *(If questions come up, answer privately at the student's desk.)*

### **Decision of Student B:**

Now I ask you to make your decision about how many tokens you wish to return to Player A. Importantly, we don't know yet how many tokens Student A will send. Therefore, we ask you to tell us how many tokens you would return to Student A for each possible number of tokens which he or she might send you. I will explain this more explicitly on the decision sheet which I hand out now (*hand out decision sheet*). Importantly, do not write anything on the decision sheet before I finished my explanation.

On the decision sheet there are 11 decision lines in total (*Point to column "Decision Line"*). In each decision line, you are asked how many tokens you want to return to Student A in case he or she sends you zero, one, two, three, four, five, six, seven, eight, nine, or all ten of her tokens (*point to each line when saying the numbers*). As an example, look at Decision Line 3. In this case, Student A sends you two of his or her tokens (*show number "2" at decision sheet*). In this case, how many tokens do you receive from Student A (*ask people in the classroom; correct answer is 6*)? Correct, it is 6 tokens because we triple each token sent by Student A.

Decision Line 3 therefore asks you how many of these six tokens you want to return (*point at figure “6” in decision row “Decision 3”, column 3 of decision sheet*). This is, of course, also the maximum number of tokens you can return. Now look at Decision Line 8. How many tokens does Student A send you in this case? (*correct answer: 7*) Correct, it is seven (*point at respective figure in the decision sheet*). And how many tokens do you receive in this case from Student A? (*correct answer: 21*) Correct, it is 21. Therefore, in Decision Line 8, you are asked how many of 21 tokens you will return (*point at respective figure in third column*). For each possible decision of Student A, you need to decide how many tokens you return to Student A.

Do you have any questions so far? (*If questions come up, answer privately at the student’s desk.*)

There is one very important question: What Decision Line do we use for calculating your earnings? The rule is as follows: The relevant Decision Line is determined by the decision of Student A. For example, if Student A sends you two tokens, your choice in Decision Line 3 is relevant and earnings are calculated accordingly (*point at respective line in decision sheet*). Your other decisions don’t count. As another example, if Student A sends you 7 tokens, what Decision Line is used? (*correct: decision 8*) Correct, your choice in Decision Line 8 is used for calculating earnings, all other decisions are irrelevant.

Do you have any questions so far? (*If questions come up, answer privately at the student’s desk.*)

It is important that you provide a choice in all 11 Decision Lines, because you don’t know yet how many tokens Student A will send you (i.e., what line will be relevant for calculating earnings). If you don’t provide a choice in the Decision Line which is used for calculating earnings, you will receive no payment. Therefore, you need to provide a choice in each Decision Line.

Importantly, Player A does not know your choices when he or she decides how many tokens to send you.

Do you have any questions so far? (*If questions come up, answer privately at the student’s desk.*)

If there are no more questions, you can now fill out your decision sheet. Note that your decisions are anonymous and don’t forget to put your ID-Code on the decision sheet. Also, don’t forget to provide a choice in each Decision Line. Please write as clearly as possible, since you receive no earnings if we can’t read what your choices are. When you have taken your decisions, turn the decision sheet over and wait for further instructions. (*At this stage, it is very important that subjects don’t communicate. After decisions have been made, collect decision sheets. At the experimenter’s desk, check that (i) each participant made a decision in each decision line, (ii) that all decisions are readable, and (iii) that each decision sheet contains an ID-code. Do not check this in front of the participant (anonymity!). If (i), (ii) or (iii) does not apply, go back to the participant and ask her to fill out the sheet correctly; if the sheet is completed, archive it into the provided folder.*)

### **Beliefs of Student B about Student A:**

(*Continue when all decision sheets are collected. Hand out belief sheets.*) Thank you for your decision. I have now handed out a new sheet in which I ask you to state your guess about the following question: How many of Student A’s 10 tokens do you think will Student A send you? Please state your guess as the number of tokens before they are tripled! If your guess is correct, you will receive **two extra tokens**. If your guess is almost correct (one or two tokens above or below the true number of tokens sent back), you will receive **one extra token**. Thus, the better your guess is, the more likely it is that you will receive extra tokens.

Do you have any questions so far? (*If questions come up, answer privately at the student’s desk.*)

When you completed the sheet, turn the sheet over and wait for further instructions. (*At this stage, it is very important that subjects don’t communicate. After belief sheets are completed, collect them. At the experimenter’s desk, check that (i) each participant completed the belief sheet, (ii) that the answers are readable, and (iii) that each decision sheet contains an ID-code. Do not check this in front of the participant (anonymity!). If (i), (ii), or (iii) does not apply, go back to the participant and ask her to fill out the sheet correctly; if the sheet is completed, archive it into the provided folder.*)

### **Survey and end of session:**

(*Continue when all belief sheets are collected. Hand out survey.*) Thank you for your guesses. We are not at the end of the game. I have now handed out a survey which I ask you to complete. Please put your ID-Code on the survey and complete the survey carefully. After you have completed the survey, please come forward to the experimenter’s desk with your completed survey and all remaining sheets which are on your desk. Make

sure that your ID-Code is on all sheets. After you hand in the sheets, you will receive a voucher as a Thank You for your participation today.

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### **Treatment G-A Signal/A-A Signal: Trustor**

Welcome to our game and thank you for participating. My name is XXX and I come from Charles University. The game we will play today will take about one hour (60 min) in total and you can earn money in the game. You are asked to make choices during the game and the amount of money you earn is influenced by your own decisions. For this reason it is very important that you properly understand the rules. Please raise your hand if you have any questions. We will come to your desk to answer your questions privately. It is very important that you do not talk to your neighbor or any other participant during the whole game. (*The first time persons don't adhere to this rule, announce that you will deduce one token from the participant for each warning.*) In today's game you can earn these tokens. Each token is worth 0.5 GEL, so two tokens are worth one GEL. Here is what you can do with the tokens: Later, you will receive a gift voucher for the amount of the tokens which you earn in this game. The gift voucher is valid for three months and you can use it to buy office supplies (e.g., pencils, pens, notebooks). *Show example items. Importantly, do not comment on what the prices of single items are* - experimenter shows example items which can be bought with the voucher, such as pencils and pens. You can buy these items with the tokens you earn. The more tokens you earn, the more presents you can buy. You will receive the vouchers equivalent to the tokens you earn in this game in a sealed envelope labeled with your anonymized ID-code in one week. I will explain your anonymized ID-code later. For the delivery of your vouchers, we will re-visit your school in one week and hand over the envelopes personally. After this you can visit the office supply shop and buy the supplies you like. In the case that you are not present when we re-visit you, we will come again until we find you. You can therefore be assured that you really will receive the vouchers from today's game and be able to buy presents with it.

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You play this game together with another randomly selected student from another school in Tbilisi who attends the same grade as you. It may be a girl or a boy. You don't know who exactly you are playing with, but it is important to remember that the student attends another school in Tbilisi. That student can also earn tokens in the game which he or she can exchange for presents in the experimental shop. There are two different roles in this game. The role of Student A (this is your role) and the role of Student B (this is the role of the student you are playing with). Next, I will explain the game in detail. Do you have any questions so far? (*If questions come up, answer privately at the student's desk.*)

### **The game works as follows:**

At the beginning of the game you will receive 10 tokens. Student B will not receive any tokens. The game has two steps.

In the **first step**, you are asked to decide whether you wish to send any amount of the 10 tokens to the student you are matched with and if so, how many. You can send any amount from 0 to 10. We will triple the amount you send and give it to Student B. That is, for every token that you send, Student B will receive 3 tokens.

In the **second step** we will ask Student B to decide if he or she wants to return any of the tokens he or she received (three times what you sent); and if so, how many. This amount will not be tripled. After the second step, the game is concluded.

I brought a poster which illustrates the game (*hang poster on whiteboard/wall so that everybody can see it*). You also find the illustration on your desk. You are Student A (*point to Student A on poster*) and the other student is Student B (*point to student B on poster*).

(*Repeat instructions and point to the relevant parts on the upper part of the poster.*)

Do you have any questions so far? (*If questions come up, answer privately at the student's desk*).

This is how you calculate the earnings of the game (*point to relevant parts on the lower part of the poster*):

**Your earnings:** 10 tokens which you receive at the beginning MINUS the number of tokens which you send to Student B (if any) PLUS the number of tokens which Student B returns to you.

**Earnings of Student B:** The number of tokens which you send to Student B TIMES THREE minus the number of tokens which Student B returns to you.

Let's see some examples now about how the earnings are calculated. Therefore, please complete the quiz which I am going to hand you out right now (*hand out quiz*). Please answer each question. When you have finished, please turn the sheet and raise your hand. I will then come and check whether you correctly completed the quiz (*Let participants fill out the quiz; if a participant indicates s/he finished, go to his or her desk and check (i) whether the ID-code has been entered, and (ii) whether the answers are correct. If the answers are correct: collect the answer sheet; if an answer is not correct, go through the example together with the participant until she understands the game*). Thank you for completing the quiz. Note that these were only examples on how to calculate earnings. These examples do not tell you, of course, which decisions you should take in the game or how the other student might decide.

Do you have any questions so far? (*If questions come up, answer privately at the student's desk*).

### **Information on Student B:**

Before you play the game, we want to inform you that the student you are matched with had the option to send you a message about his or her first name. We now hand out the message sheets which Student B sent you (*hand out message sheets*). Please first put your ID-Code on the message sheet you received. Have a close look at the message and read through it quietly and carefully. Please raise your hand when you are finished (*individuals who finished reading are instructed to wait until the game continues*).

Student B you are matched with is informed that you have a Georgian first name. We don't tell Student B your exact name, however.

Do you have any questions so far? (*If questions come up, answer privately at the student's desk*).

### **Decision of Student A:**

Now I ask you to make your decision about how many of your 10 tokens you wish to send to Player B. Note that your decision is anonymous and don't forget to put your ID-Code on the decision sheet (*hand out decision sheet*). When you have taken your decision, turn the decision sheet over and wait for further instructions. (*At this stage, it is very important that subjects don't communicate. After decisions have been made, collect decision sheets and message sheet. At the experimenter's desk, check that (i) each participant made a decision and (ii) that each decision sheet contains an ID-code. Do not check this in front of the participant (anonymity!). If (i) or (ii) is missing, go back to the participant and ask her to fill out the sheet correctly; if the sheet is completed, archive it into the provided folder.*)

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In the **second step** we will ask you to decide if you want to return any of the tokens which you received; and if so, how many. This amount will not be tripled. After the second step, the game is concluded.

I brought a poster which illustrates the game (*hang poster on whiteboard/wall so that everybody can see it*). You also find the illustration on your desk. You are Student B (*point to Student B on poster*) and the other student is Student A (*point to student A on poster*).

*(Repeat instructions and point to the relevant parts on the upper part of the poster)*

Do you have any questions so far? *(If questions come up, answer privately at the student's desk).*

This is how you calculate the earnings of the game (*point to relevant parts on the lower part of the poster*):

**Your earnings:** The number of tokens which you receive from Student A (i.e., the number of tokens sent by Student B TIMES THREE) minus the number of tokens which you return to Student B.

**Earnings of Student A:** 10 tokens which he or she receives at the beginning MINUS the number of tokens which he or she sends to you PLUS the number of tokens which you return to Student B.

Let's see some examples now about how the earnings are calculated. Please complete the quiz which I am going to hand out right now (*hand out quiz*). Please answer each question. When you have finished, please turn the sheet over and raise your hand. I will then come and check whether you correctly completed the quiz (*Let participants fill out the quiz; if a participant indicates s/he is finished, go to his or her desk and check (i) whether the ID-code has been entered, and (ii) whether the answers are correct. If the answers are correct: collect the answer sheet; if an answer is not correct, go through the example together with the participant until*



*she understands the game*). Thank you for completing the quiz. Note that these were only examples on how to calculate earnings. These examples do not tell you, of course, which decisions you should take in the game or how the other student might decide.

Do you have any questions so far? *(If questions come up, answer privately at the student's desk).*

### **Information on Student A:**

Before you play the game, we want to inform you about the first name of the student you are matched with. Student A has a Georgian/Armenian (*depending on treatment*) first name.

There is yet one important step in the game. Student A did not take his or her decision yet. You have the option to send Student A you are matched with a message about your first name. Student A will receive this information before he or she makes her decision.

I will explain the messages you can send more explicitly on the message sheet which I hand out now (*hand out decision sheet*). Importantly, do not write anything on the decision sheet before I finished my explanation.

On the message sheet, you have three options. Option 1 is to tell Student A that your name is among the list of names provided in the first column (*show this option*). Please now read the name list of Option 1 carefully (*give some time for reading*). Option 2 is to tell Student A that your name is among the list of names provided in the second column (*show this option*). Please now read the name list of Option 2 carefully (*give some time for reading*). Option 3 is not to send either of the messages.

Importantly, we will only show the Option you selected to Student A before he or she makes her decisions. This is, we will cut out the respective message and give it to him or her. Thus, Student A will, of course, also not see your code! The message you select is the only information Student A will receive about your name. He or she will never know whether the message you sent is correct or incorrect.

Do you have any questions so far? *(If questions come up, answer privately at the student's desk).*

If there are no more questions, you can now fill out your message sheet. Note that your decision is anonymous and don't forget to put your ID-Code on the decision sheet. When you have taken your decision, turn the message sheet and wait for further instructions. *(At this stage, it is very important that subjects don't communicate. After decisions have been made, collect message sheets. At the experimenter's desk, check that (i) each participant ticked one box, and (ii) that each message sheet contains an ID-code. Do not check this in front of the participant (anonymity!). If (i), or (ii) does not apply, go back to the participant and ask her to fill out the sheet correctly; if the sheet is completed, archive it into the provided folder.)*

### **Decision of Student B:**

Now I ask you to make your decision about how many tokens you wish to return to Player A. Importantly, we don't know yet how many tokens Student A will send you. Therefore, we ask you to tell us how many tokens you would return to Student A for each possible number of tokens which he or she might send you. I will explain this more explicitly on the decision sheet which I hand out now (*hand out decision sheet*). Importantly, do not write anything on the decision sheet before I finished my explanation.

On the decision sheet there are 11 decision lines in total (*Point to column "Decision Line"*). In each decision line, you are asked how many tokens you want to return to Student A in case he or she sends you zero, one, two, three, four, five, six, seven, eight, nine, or all ten of her tokens (*point to each line when saying the numbers*). As an example, look at Decision Line 3. In this case, Student A sends you two of his or her tokens (*show number "2" at decision sheet*). In this case, how many tokens do you receive from Student A (*ask people in the classroom; correct answer is 6*)? Correct, it is 6 tokens because we triple each token sent by Student A. Decision Line 3 therefore asks you how many of these six tokens you want to return (*point at figure "6" in decision row "Decision 3", column 3 of decision sheet*). This is, of course, also the maximum number of tokens you can return. Now look at Decision Line 8. How many token does Student A send you in this case? (*correct answer: 7*) Correct, it is seven (*point at respective figure in the decision sheet*). And how many tokens do you receive in this case from Student A? (*correct answer: 21*) Correct, it is 21. Therefore, in Decision Line 8, you

are asked how many of 21 tokens you will return (*point at respective figure in third column*). For each possible decision of Student A, you need to decide how many tokens you return to Student A.

Do you have any questions so far? (*If questions come up, answer privately at the student's desk*).

There is one very important question: What Decision Line do we use for calculating your earnings? The rule is as follows: The relevant Decision Line is determined by the decision of Student A. For example, if Student A sends you two tokens, your choice in Decision Line 3 is relevant and earnings are calculated accordingly (*point at respective line in decision sheet*). Your other decisions don't count. As another example, if Student A sends you 7 tokens, what Decision Line is used? (*correct: decision 8*) Correct, your choice in Decision Line 8 is used for calculating earnings, all other decisions are irrelevant.

Do you have any questions so far? (*If questions come up, answer privately at the student's desk*).

It is important that you provide a choice in all 11 Decision Lines, because you don't know yet how many tokens Student A will send you (i.e., what line will be relevant for calculating earnings). If you don't provide a choice in the Decision Line which is used for calculating earnings, you will receive no payment. Therefore, you need to provide a choice in each Decision Line.

Importantly, Player A does not know your choices when he or she decides how many tokens to send you.

Do you have any questions so far? (*If questions come up, answer privately at the student's desk*).

If there are no more questions, you can now fill out your decision sheet. Note that your decisions are anonymous and don't forget to put your ID-Code on the decision sheet. Also, don't forget to provide a choice in each Decision Line. Please write as clearly as possible, since you receive no earnings if we can't read what your choices are. When you have made your decisions, turn the decision sheet over and wait for further instructions. (*At this stage, it is very important that subjects don't communicate. After decisions have been made, collect them. At the experimenter's desk, check that (i) each participant made a decision in each decision line, (ii) that all decisions are readable, and (iii) that each decision sheet contains an ID-code. Do not check this in front of the participant (anonymity!). If (i), (ii) or (iii) does not apply, go back to the participant and ask her to fill out the sheet correctly; if the sheet is completed, archive it into the provided folder.*)

### **Beliefs of Student B about Student A:**

(*Continue when all decision sheets are collected. Hand out belief sheets.*) Thank you for your decision. I have now handed out a new sheet in which I ask you to state your guesses about the following question: How many of Student A's 10 tokens do you think will Student A send you? Please state your guess as the number of tokens before they are tripled! If your guess is correct, you will receive **two extra tokens**. If your guess is almost correct (one or two tokens above or below the true number of tokens sent back), you will receive **one extra token**. Thus, the better your guess is, the more likely it is that you will receive extra tokens.

Do you have any questions so far? (*If questions come up, answer privately at the student's desk*).

We would like to know your guesses for each of the three messages possible messages (Options 1, 2 and 3).

On the sheet, please first state the message that you actually sent (*point to respective part of decision sheet*).

Then, we would like to know your guesses about how many tokens Student A sends you if you sent message OPTION 1 (*point to first box on the decision sheet*), OPTION 2 (*point to second box on the decision sheet*), and OPTION 3 (*point to the third box on the decision sheet*). Importantly, you need to give your best guess in each of the three boxes, independent of the message you actually sent. When calculating your earnings, we will randomly select one of the three guessing questions to be relevant for your payment. To determine whether your guess is correct in the randomly selected box (and thus, whether you receive extra tokens for your guess), we will compare your guess to the average number of tokens which students in the role of Student A send if they receive the message of Option 1, Option 2, and Option 3, respectively. Thus, it is important that you give your best guess in all three questions.

Do you have any questions so far? (*If questions come up, answer privately at the student's desk.*)

When you completed the sheet, turn the sheet over and wait for further instructions. (*At this stage, it is very important that subjects don't communicate. After belief sheets are completed, collect them. At the experimenter's desk, check that (i) each participant completed the belief sheet, (ii) that the answers are readable, and (iii) that each decision sheet contains an ID-code. Do not check this in front of the participant (anonymity!). If (i), (ii), or (iii) does not apply, go back to the participant and ask her to fill out the sheet correctly; if the sheet is completed, archive it into the provided folder.*)

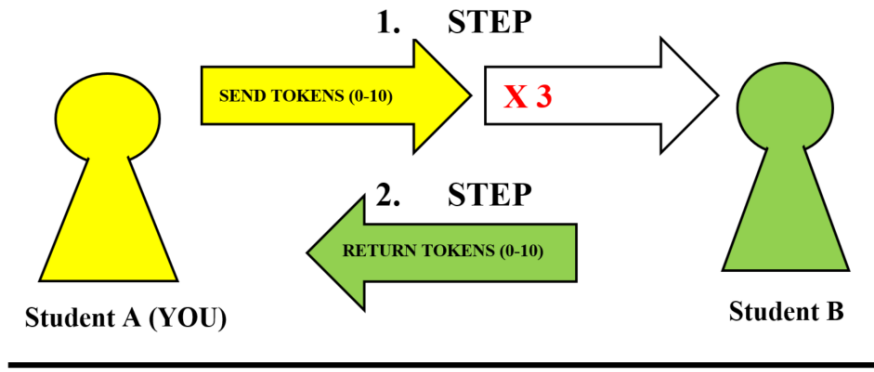
**Survey and end of session:**

(*Continue when all belief sheets are collected. Hand out survey.*) Thank you for your guesses. We are not at the end of the game. I have now handed out a survey which I ask you to complete. Please put your ID-Code on the survey and complete the survey carefully. After you have completed the survey, please come forward to the experimenter's desk with your completed survey and all remaining sheets which are on your desk. Make sure that your ID-Code is on all sheets. After you hand in the sheets, you will receive a voucher as a Thank You for your participation today.

You will receive the voucher equivalent to the tokens you earned in the game when we re-visit you in one week.

**Visual illustration of the trust game: Trustor**

**ILLUSTRATION OF THE GAME**



**EARNINGS**

10 TOKENS

- SENT TOKENS  
+ RETURNED TOKENS

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**YOUR EARNINGS**

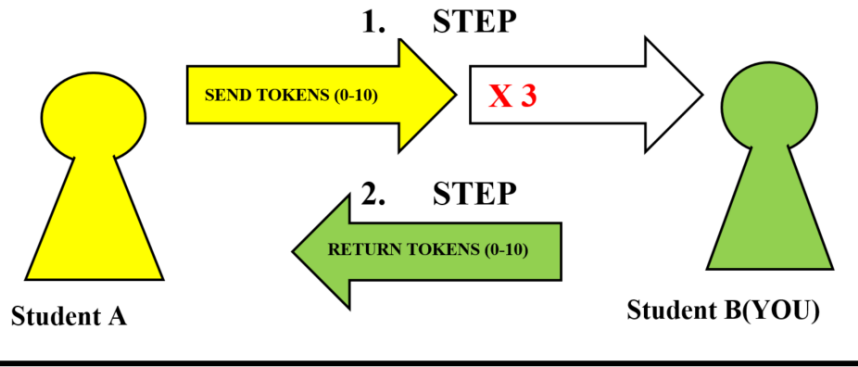
SENT TOKENS X 3  
- RETURNED TOKENS

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**STUDENT B'S EARNINGS**

Visual illustration of the trust game: Trustee

**ILLUSTRATION OF THE GAME**



**EARNINGS**

10 TOKENS

- SENT TOKENS

+ RETURNED TOKENS

STUDENT A'S EARNINGS

SENT TOKENS X 3

- RETURNED TOKENS

YOUR EARNINGS



11.1	<p>Remember that you had the option to send a message to Student A - only for the second movers in G-A signal and A-A signal.</p> <p>What is your best guess, what does student A/B think about your ethnicity?</p> <p><input type="checkbox"/> I think Student A/B thinks that I am Georgian</p> <p><input type="checkbox"/> I think Student A/B thinks that I am Armenian</p> <p><input type="checkbox"/> I think Student A/B thinks that I am _____</p>		
11.2	<p>How sure are you about your guess being correct (close to correct)?</p> <p>“Very unsure” <span style="float: right;">“Very sure”</span></p> <p><b>0</b>      <b>1</b>      <b>2</b>      <b>3</b>      <b>4</b>      <b>5</b>      <b>6</b>      <b>7</b></p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>		
12.	<p>What is the ethnicity of your parents?</p> <p><input type="checkbox"/> Georgian</p> <p><input type="checkbox"/> Armenian</p> <p><input type="checkbox"/> Other _____</p>		
13.	<p>How proud are you to be Georgian/Armenian (Armenian - if the player is Armenian)?</p> <p><input type="checkbox"/> Not at all proud    <input type="checkbox"/> Not very proud    <input type="checkbox"/> Neither nor    <input type="checkbox"/> Quite proud    <input type="checkbox"/> Very proud</p>		
14.	<p>Some people say that the following things are important for being truly Georgian. Others say they are not important.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>How important do you think it is to be able to speak Georgian?</i></p> <p><input type="checkbox"/> Very important</p> <p><input type="checkbox"/> Important</p> <p><input type="checkbox"/> Neither important nor unimportant</p> <p><input type="checkbox"/> Unimportant</p> <p><input type="checkbox"/> Very unimportant</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>How important do you think is to have a Georgian name?</i></p> <p><input type="checkbox"/> Very important</p> <p><input type="checkbox"/> Important</p> <p><input type="checkbox"/> Neither important nor unimportant</p> <p><input type="checkbox"/> Unimportant</p> <p><input type="checkbox"/> Very unimportant</p> </td> </tr> </table>	<p><i>How important do you think it is to be able to speak Georgian?</i></p> <p><input type="checkbox"/> Very important</p> <p><input type="checkbox"/> Important</p> <p><input type="checkbox"/> Neither important nor unimportant</p> <p><input type="checkbox"/> Unimportant</p> <p><input type="checkbox"/> Very unimportant</p>	<p><i>How important do you think is to have a Georgian name?</i></p> <p><input type="checkbox"/> Very important</p> <p><input type="checkbox"/> Important</p> <p><input type="checkbox"/> Neither important nor unimportant</p> <p><input type="checkbox"/> Unimportant</p> <p><input type="checkbox"/> Very unimportant</p>
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15.	<p>In comparison to others, are you a person who is generally willing to give up something today in order to benefit from that in the future or are you not willing to do so?</p> <p><i>Please use a scale from 0 to 10, where a 0 means you are “completely unwilling to give up something today” and a 10 means you are “very willing to give up something today”. You can also use the values in-between to indicate where you fall on the scale</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>0=“Completely unwilling to give up something today”</p> <p><b>0</b>    <b>1</b>    <b>2</b>    <b>3</b>    <b>4</b>    <b>5</b>    <b>6</b>    <b>7</b></p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p> </td> <td style="width: 50%; vertical-align: top;"> <p>10=“Very willing to give up something today”</p> <p><b>8</b>    <b>9</b>    <b>10</b></p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p> </td> </tr> </table>	<p>0=“Completely unwilling to give up something today”</p> <p><b>0</b>    <b>1</b>    <b>2</b>    <b>3</b>    <b>4</b>    <b>5</b>    <b>6</b>    <b>7</b></p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>	<p>10=“Very willing to give up something today”</p> <p><b>8</b>    <b>9</b>    <b>10</b></p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>
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16.	<p>How do you see yourself: are you a person who is generally willing to take risks, or do you try to avoid risks?  <i>Please use a scale from 0 to 10, where a 0 means you are “completely unwilling to take risks” and a 10 means you are “very willing to take risks”. You can also use the values in-between to indicate where you fall on the scale.</i></p> <p>0=“Completely unwilling to take risks” <span style="float: right;">10=“Very willing to take risks”</span></p> <p>0    1    2    3    4    5    6    7    8    9    10</p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>
17.	<p>Generally speaking, how much do you trust Georgians?</p> <p><input type="checkbox"/> No trust at all    <input type="checkbox"/> Little trust    <input type="checkbox"/> Quite a bit of trust    <input type="checkbox"/> A lot of trust</p>
18.	<p>Generally speaking, how much do you trust Armenians?</p> <p><input type="checkbox"/> No trust at all    <input type="checkbox"/> Little trust    <input type="checkbox"/> Quite a bit of trust    <input type="checkbox"/> A lot of trust</p>
19.	<p>Please consider the following situation:          You have to decide how to split 10 Lari between two strangers. One stranger is Georgian, the other is Armenian. How would you split the money?</p> <p>On the following scale, the first number always refers to the amount for the Georgian, the second number always refers to the amount for the Armenian. <i>You can also use the values in between to indicate where you fall on the scale.</i></p> <p>0/10=“0 for the Georgian, 10 for the Armenian” <span style="float: right;">10/0=“10 for the Georgian, 0 for the Armenian”</span></p> <p>0/10    1/9    2/8    3/7    4/6    5/5    6/4    7/3    8/2    9/1    10/0</p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>