

Appendix

A.1 Paper Identification Criteria

The papers were included if they met all of the following conditions:

1. They conduct an “economic game” using children under the age of 18 years,
2. They provide an outcome-based incentive to children participating,
3. They do not deceive the participants in any form,
4. And if the child has a “real” partner (when applicable).

The “economic games” that we report on are – all allocation (dictator and ultimatum), fairness, real effort, risk preference, strategy and rationality (coordination, competition, prisoner’s dilemma, etc.), time preference, and trust games.

Vast economic literature supports incentivizing task behavior to gauge actual behavior. Hence, we only reviewed papers where the outcome of the task the child participated in determined his/her payout.

It is standard practice in economics experiments to not deceive the subjects. Consequently, we consider papers where the children were not deceived, and if they had a partner, the partner was a real person (e.g., not a puppet, stuffed toy, or hand-drawn picture of another child or hypothetical child).

In 2016, we sent emails asking for papers that met this criteria. The email was sent to the esa-discuss list and to researchers who were authors or appeared in citation lists of papers we had identified to that point.

We searched Google Scholar with relevant terms, such as “Preschoolers Dictator Task,” “Real Effort Experiment Children,” or “Coordination Task Adolescents,” to find additional papers that met our criteria. We completed a thorough search through December 31, 2020.

Each paper was entered twice on Excel and compared by at least two different undergraduate research assistants to minimize errors. Seven authors were emailed for additional clarification since some papers did not provide sufficient detail to be included in the table. All but one author responded. In March, 2021, all unpublished papers were searched on Google Scholar for updated journal publication status.

A.2 Inclusion and Exclusion Criteria for Table 1

Table 1 presents a summary of 257 papers we identified.

We limit our findings to children over the age of 3 years (an additional 8 papers featured children below age 3).

In addition to how experiments were conducted with children, we present a column with standard practices as used in economics experiments with university students. These were compiled using the authors' knowledge of that literature and not based on a particular reference.

A.3 Description of the Development of Table 1

Next, we provide an explanation of the variables presented in Table 1. Our coding process is detailed along with a brief list of examples found in the literature. The section features an asterisk (*) if the coding followed a hierarchy system. By this we mean that a study used two or more of the formats and we chose the best term that encompassed the other responses. For example, for subject decision format, the hierarchy was electronic > physical > written > oral. This means that if the subject responded by announcing their answer verbally and also typing it in electronically it was coded as "electronic" only. We coded it this way because it would have been too difficult to try to explain the combination of formats used, and we felt it would not be as informative to use a "select all that apply" approach. The format types are listed in order of the hierarchy where applicable.

1. Instructions*: How instructions were delivered to the children. Possible media include –
 - a. Electronic – children received instructions on an electronic device, such as a vignette showcased on a tablet or computer
 - b. Physical – experimenters conducted a live-demonstration of the procedure for the children to follow along, or acted out a sequence to depict a plotline
 - c. Written – children were presented with a textual guide detailing their tasks, or experimenters wrote instructions on a board in a class
 - d. Oral – children followed along with verbal commands announced by the experimenter
 - e. NP – experimenters do not provide a method for how children were instructed

When instructions were given in multiple media, we used the hierarchy system (above) wherein the superior medium could include any of the subordinate media. E.g.: Instructions provided on an electronic tablet could be accompanied with verbal commands. Only one response in this category was chosen per experiment.

2. Instruction Aids: Were the children instructed using any additional tools. Possible tools include –
 - a. Physical – experimenters used actual objects and props, such as urns and marbles
 - b. Graphical – children were shown pictures or charts of supplemental materials
 - c. Videos – children viewed clips or vignettes
 - d. None – no additional facilitators used

Only one response in this category was chosen per experiment.

3. Instruction Delivery Format: How many children received instructions at the same time. Possible options include –
 - a. One-on-one – each child received instructions individually
 - b. Group – children received instructions in a cohort

- c. NP – experimenters do not provide information on session sizes

Only one response in this category was chosen per experiment.

- 4. Identity of Partner/Group*: Who the children played with or against. Partners could be identified using the possible options –
 - a. In-Person – child’s partner is physically present or they know the exact identity, such as when experimenters identify the child’s “mother” or “math teacher”
 - b. Non-Human – the partner is a computer or an institution, such as a charity or NGO
 - c. Photo – child is shown a picture of another child
 - d. Gender – child is told the gender of their partner, such as when experimenters tell the child their partner is “another boy/girl (gender matched)”
 - e. Age – partner’s age is revealed to the child, such as when experimenters tell a child their partner is “another child in their class”
 - f. Anonymous – the child is not given any identifying information about the partner
 - g. Other – the child is given any other information, such as the socio-economic status or lingual-group membership of their partner

This variable also followed a hierarchy system when children were given multiple identifiers. This hierarchy follows the same order as above, but with ties for In-Person and Non-Human, and Gender and Age. This was conditional on being a group task. Only one response in this category was chosen per experiment.

- 5. Subject Decision Format*: How the children made their choices. Possible media are –
 - a. Electronic – children responded by making decisions on an electronic device
 - b. Physical – the child had to operate his/her own body to perform their preferred response, such as pulling a lever to make an allocation decision
 - c. Written – the child had to mark or hand-write their response
 - d. Oral – the child made a verbal announcement as a response
 - e. NP – the experimenters do not provide information on how children made their decisions

When the children made their responses in multiple media, we coded it using a hierarchy system (above). Only one response in this category was chosen per experiment.

- 6. Total Number of Subject Decision: How many times did the child play that game. This count includes each decision round of a game, such as every row in a multiple price list (MPL). E.g.: A child plays three variations of a time-preferences elicitation task, with five decisions each, here the total number of subject decisions would be the product, 15. This was coded as a numeric response.
- 7. Experiment Length: How long on average did the total experimental procedure last per child. This is presented in minutes. When the publications specified a range, we include in our calculations the median time as most studies only provide the average length of gameplay. If the experimenters gave both the length of the gameplay and instructional

period, we take the combined total time for consistency, as other studies only provide the total experiment length. This was coded as a numeric response.

8. Payout for Repeated Decisions: How many of the rounds played per child were incentivized for a payout. Number of incentivized rounds were coded as follows –
 - a. All Rounds – each round of the game affected the child’s total reward, such as in a gambling task
 - b. One Round – only one of the multiple rounds of the game count for the outcome, such as in a risk-lottery task
 - c. Multiple But Not All – some of the multiple rounds affect the child’s reward

This was conditional on children receiving a reward in the game played. Only one response in this category was chosen per experiment.

9. Incentives: What the children were offered as the outcome of the game or compensation. Additional incentives examples, segregated by age, are presented in Appendix A.4. Prizes were coded as one of the following –
 - a. Token/Store – when a child is offered any non-monetary object that holds a fixed intrinsic value, as determined by the experimenter, which can be later exchanged for a desirable good. The store could include candies, snack foods, toys, clips and bracelets, stickers, or coloring and drawing supplies.
 - b. Money – when children were given a cash reward or tokens that would later be translated to money, usually in the local currency
 - c. Gift Card – children’s rewards were translated and loaded on a gift card, usually from a locally recognized vendor
 - d. Candy – children received sweets as prizes, such as Skittles, M&Ms, or regionally-preferred sweet-snacks
 - e. Food – children received other edible foods as prizes, such as regionally-preferred food-snacks like maize, or bags of chips/crisps and wafers.
 - f. Toys – children received age-appropriate toys as prizes, such as stuffed animals, toy cars, and clay dough
 - g. Stickers – children received individual or sticker packs as reward, such as animal or cartoon character stickers, shiny/glittering and scented stickers, and large-sized stickers
 - h. Stationery – children received writing or drawing supplies, such as crayons, color pencils, erasers, and pens

All applicable responses in this category were chosen.

10. Exchange Rate: How the child’s experimental outcome was converted to a reward. This was coded as one of the following –
 - a. 1:1 – each experimental token/currency unit was exchanged for one reward
 - b. 1:Many – the child received multiple rewards per unit they earned
 - c. NP – the experimenters do not provide information on how the reward were translated from the experimental procedure

Only one response in this category was chosen per experiment.

11. Game Type: What games were played with children. Each publication could include multiple games. The game types were coded as follows –
- a. Risk – children played risk-preferences elicitation games, such as a gambling task or a lottery task
 - b. Time – children played a time-preferences elicitation game, such as the marshmallow experiment or delayed rewards
 - c. Dictator – children played the dictator task, or a variation of the game
 - d. Strategy – children played a coordination game, prisoner’s dilemma game, investment game, or any variation of such games
 - e. Competition – children played a competitive game against another child
 - f. Ultimatum – children played the ultimatum task with another child
 - g. Other – children played any other game, such as a real effort, fairness, trust, public goods, market preferences, cheating game, or any such variation

Only one response in this category was chosen per experiment.

12. Comprehension Check*: How the experimenters’ gauged the child’s understanding of the instructions provided. Their questions were framed as follows –
- a. Electronic – children answered checks using an electronic device, such as a tablet or computer
 - b. Physical – children had to perform a sample or a trial of the actual game
 - c. Written – children marked or wrote their response to signify understanding
 - d. Oral – children announced their verbal response to questions from an experimenter
 - e. None – no indication of whether children were tested on their understanding of the instructions; this was also used when this information was not provided in the experiment procedure or within the child instruction script

If the checks were conducted in multiple media, we follow the hierarchy system (above). Only one response in this category was chosen per experiment.

13. Sample size: This is the number of children in the analysis sample of the papers. When the experiments in the paper were comprised of multiple age groups and the breakdown of children by group was not specified, we assumed there were an equal number of children from each age group. We only include children who were part of the analysis sample (e.g., children who participated in a pilot that was later not evaluated are not included). This was coded as a numeric response.
14. N: This is the number of studies reviewed that included this age group and had information about the experimental aspect. This was coded as a numeric response.
15. Incentives: The most common incentives for each age group are given at the bottom of Table A1. This was coded as a string response.

Table A1: Further Detail from Table 1

Experimental Aspect \ Developmental Stage (Ages)	Developmental Stage (Ages)					
	Under 3 (0-2)	Preschool (3-5)	Early Elementary (6-8)	Late Elementary (9-11)	Early Adolescence (12-14)	Late Adolescence (15-17)
Continents						
Africa	0.00%	1.83%	2.42%	2.36%	3.42%	5.32%
Asia	42.86%	17.43%	23.39%	25.20%	17.09%	14.89%
Europe	14.29%	27.52%	40.32%	48.03%	42.74%	44.68%
North America	42.86%	50.46%	36.29%	30.71%	35.90%	34.04%
South America	0.00%	5.50%	4.84%	4.72%	1.71%	2.13%
Australia	0.00%	1.83%	0.00%	1.57%	1.71%	3.19%
Anatarctica	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Sample Size						
Min	18	9	9	10	10	11
Max	550	2331	2331	3000	2331	2983
Mean	140.57	146.35	207.57	250.06	235.14	242.22
SD	185.86	264.54	320.57	382.40	325.81	369.09
N	7	109	164	145	117	94
Year						
Min	2011	2001	1966	1966	1966	1966
Max	2020	2020	2020	2020	2020	2020
Mean	2015.00	2014.91	2014.69	2014.57	2014.01	2014.52
SD	3.27	4.37	6.30	6.47	6.51	6.83
N	7	109	164	145	117	94
Incentives						
Sweets	Marshmallows	Skittles	Skittles	Skittles	Skittles	Skittles
	Chocolate Bars	M&Ms	M&Ms	M&Ms	M&Ms	M&Ms
Stationery		Gummy Bears	Chocolate Bars	Chocolate Bars	Chocolate-Bars	Chocolate-Bars
		Chocolate Bars				
	Stickers	Stickers	Scented Stickers	Pens	Pens	Pens
		Color-Pencils	Pens	Pencils	Pencils	Pencils
	Wax-Crayons		Pencils	Erasers	Erasers	Markers

Toys	Stuffed Animals	Plastic Animals	Erasers	Art & School Supplies	Markers	Highlighters
			Art Supplies		Highlighters	Notebooks & Notepads
Food	Cookies	Balloons Bouncy Balls	Bracelets	Miniature-vehicles	Silly Bandz	
			Silly Bandz	Silly Bandz	Bouncy-Balls	
			Hair Clips	Beads		
			Miniature vehicles			
		Cookies	Cookies	Fruits	Fruits	Fruits
		Wafers	Fruits	Juice-Box	Juice-Box	Juice-Box
		Fruits	Juice-Box	Chips Bags	Chips Bags	Chips Bags
		Ice-Cream	Ice-Cream	Ice-Cream	Ice-Cream	Ice-Cream

Developmental Stage (Ages) \ Experimental Aspect	Under 3 (0-2)	Preschool (3-5)	Early Elementary (6-8)	Late Elementary (9-11)	Early Adolescence (12-14)	Late Adolescence (15-17)
Continents						
Africa	0.00%	1.83%	2.42%	2.36%	3.42%	5.32%
Asia	42.86%	17.43%	23.39%	25.20%	17.09%	14.89%
Europe	14.29%	27.52%	40.32%	48.03%	42.74%	44.68%
North America	42.86%	50.46%	36.29%	30.71%	35.90%	34.04%
South America	0.00%	5.50%	4.84%	4.72%	1.71%	2.13%
Australia	0.00%	1.83%	0.00%	1.57%	1.71%	3.19%
Anatarctica	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Sample Size						
Min	18	9	9	10	10	11
Max	550	2331	2331	3000	2331	2983
Mean	140.57	146.35	207.57	250.06	235.14	242.22
SD	185.86	264.54	320.57	382.40	325.81	369.09
N	7	109	164	145	117	94
Year						
Min	2011	2001	1966	1966	1966	1966
Max	2020	2020	2020	2020	2020	2020

Mean	2015.00	2014.91	2014.69	2014.57	2014.01	2014.52
SD	3.27	4.37	6.30	6.47	6.51	6.83
N	7	109	164	145	117	94
<i>Incentives</i>						
Sweets	Marshmallows Chocolate Bars	Skittles M&Ms	Skittles M&Ms	Skittles M&Ms	Skittles M&Ms	Skittles M&Ms
		Gummy Bears	Chocolate Bars	Chocolate Bars	Chocolate- Bars	Chocolate- Bars
		Chocolate Bars				
Stationery	Stickers	Stickers	Scented Stickers	Pens	Pens	Pens
		Color- Pencils	Pens	Pencils	Pencils	Pencils
		Wax- Crayons	Pencils	Erasers	Erasers	Markers
			Erasers	Art & School Supplies	Markers	Highlighters
			Art Supplies		Highlighters	Notebooks & Notepads
					Notebooks & Notepads	
Toys	Stuffed Animals	Plastic Animals	Bracelets	Miniature- vehicles	Silly Bandz	
		Balloons	Silly Bandz Hair Clips	Silly Bandz Beads	Bouncy- Balls	
		Bouncy Balls	Miniature vehicles			
Food	Cookies	Cookies	Cookies	Fruits	Fruits	Fruits
		Wafers	Fruits	Juice-Box	Juice-Box	Juice-Box
		Fruits	Juice-Box	Chips Bags	Chips Bags	Chips Bags
		Ice- Cream	Ice-Cream	Ice-Cream	Ice-Cream	

A.5 Inclusion and Exclusion Criteria for Figure 1

Figure 1 presents the year of publication for 266 studies that met our criteria. (1 from 1966 is excluded).

We include studies conducted with children of all ages (0-17).

We limit our findings to years 2000-2020.

A.6 Reference List of all Papers Included In Table 1

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