

Supplementary Information:

**Cheating and the effect of promises in Indian and
German children**

Patricia Kanngiesser^{1,2 *}, Jahnavi Sunderarajan^{2,3}, and Jan K. Woike^{1,4}

¹School of Psychology, University of Plymouth, Plymouth, UK

²Faculty of Education and Psychology, Freie Universität Berlin, Berlin, Germany

³Department of Social Sciences, Flame University, Pune, India

⁴Center for Adaptive Rationality, Max Planck Institute for Human Development,
Berlin, Germany

*Correspondence: patricia.kanngiesser@plymouth.ac.uk

Contents

- 1 Study sites** **1**
- 1.1 Pune, India 1
- 1.2 Berlin, Germany 2

- 2 Participants** **3**

- 3 Setup and materials** **3**
- 3.1 Test setting 3
- 3.2 Dice box 3

- 4 Additional analyses: Effect of school** **4**

- 5 Experimenter script and instructions** **8**

- 6 Children’s answer and instruction sheets used for testing in India** **17**

- 7 Children’s answer and instruction sheets used for testing in Germany** **24**

1 Study sites

1.1 Pune, India

We conducted the study in a school in Pune, in the Western Indian state of Maharashtra. Pune city has an estimated 4 million inhabitants and the larger metropolitan area encompasses about 7 million people, with the population predicted to grow over the next years and decades. It is considered a hub for manufacturing (pharmaceuticals, automotive industry, etc.) and IT, and is in the top 10 cities for per capita income in India. Pune is considered a cultural and educational center and literacy rates are high with 86% of adult population being literate. Marathi is the main language and widely spoken, with English and Hindi also being frequently used.

Indian families have traditionally lived as joint, multi-generational families, but particularly in urban contexts nuclear families are increasingly common. Parental socialization (in urban contexts) focuses both on relatedness and autonomy (Keller, Borke, Chaudhary, Lamm, & Kleis, 2010; Kärtner, Crafa, Chaudhary, & Keller, 2016) and children are often expected to help in the household (Giner Torrén & Kärtner, 2017). Children attend nursery from two to three years of age and kindergarten from age four years. They attend primary school from age six and stay in school (incl. secondary school) until at least age 15 or 16 years.

In the current study, children all came from one large (private) school. The school is mainly attended by children from middle to upper-middle class families, with many parents having a Bachelor's or Master's degree and managerial, supervisory or sales jobs. Children's religious affiliation skewed heavily toward Hinduism. The language of instruction at the school is English, but most children speak additional languages such as Marathi or Hindi. The study was conducted in English by a local researcher. In rare cases, when children struggled to understand an English word, the experimenter translated it into Hindi or Marathi (e.g. clarifying what "dots on a dice" meant).

1.2 Berlin, Germany

The study took place in seven schools in Berlin, Germany. Berlin is located in North-Eastern Germany and its capital city with a population of over 3.6 million people. Berlin's economy has a strong service sector as well as IT and creative industries and is a hub for research and innovation. Education rates are high and about 95% of the adult population have completed at least secondary education, with about 30% adults holding a university degree. Approximately a third of the population has a migration background, the most common being Turkish, Polish, Syrian, Italian and Romanian. The main language is German and other commonly spoken languages include English, Turkish, Polish, and Arabic.

Families are usually nuclear families with one or two children on average. Parents in Germany usually emphasize independence, self-confidence, and assertiveness as socialization goals (Durgel, Leyendecker, Yagmurlu, & Harwood, 2009). Children between the ages of three and six years usually attend kindergarten; sometimes they attend from as early as a few months of age. Children attend primary school from age six years and start secondary school at age 12 years. Berlin offers both comprehensive schools which children can attend up to age 16 years or 18-19 years (depending on the educational track they are on) and "Gymnasiums", attended up to ages 18 or 19 years.

In the current study, children were recruited from seven schools in Berlin, located in three districts of Berlin. As is typical for Berlin, some schools had a high percentage (50% and more) of children with a migration background. To the best of our knowledge, the majority of schools was attended by children from middle-class background (no socio-demographic information on parents was collected, but five of seven schools were located in areas of Berlin with above Berlin-average household income). The language of instruction was usually in German (though some schools had bilingual education); children of non-German background would usually speak at least one other language and, generally in Berlin, children start to learn a foreign language (either English or French) in primary school. The study was conducted in German by two local research assistants.

2 Participants

We tested 406 children, aged seven to 12 years, from Berlin (Germany) and Pune (India). For an overview of age distributions, see Table S1).

Table S1. Overview of age distribution in the two locations

Location	7yos	8yos	9yos	10yos	11yos	12yos	total	female
Berlin	5	47	58	39	37	22	208	98
Pune	0	42	43	38	38	37	198	97

3 Setup and materials

3.1 Test setting

Testing usually took place in groups of four children. We chose groups of four to approximate a class room situation (e.g. children completing assessments or exams), while ensuring that children could sit well spaced out. Moreover, the group setting allowed for more efficient testing and reduced the degree to which regular school activities were interrupted (many schools only allowed a limited number of days/times for testing). As children chose their location in the dice box only in their minds, cheating was unobservable (but could be statistically inferred). That is, children could not observe whether others cheated and did not risk any reputational consequences by cheating themselves. This made our paradigm ideally suited for implementation in group settings. Children did not interact with each other during testing and were seated apart at separate tables.

3.2 Dice box

We used boxes from the boggles game (a letter-word game), but used regular dice instead of letter-dice. We taped boxes shut and used different colours to mark the side facing the child and facing away from the child, respectively (see Figure S1).

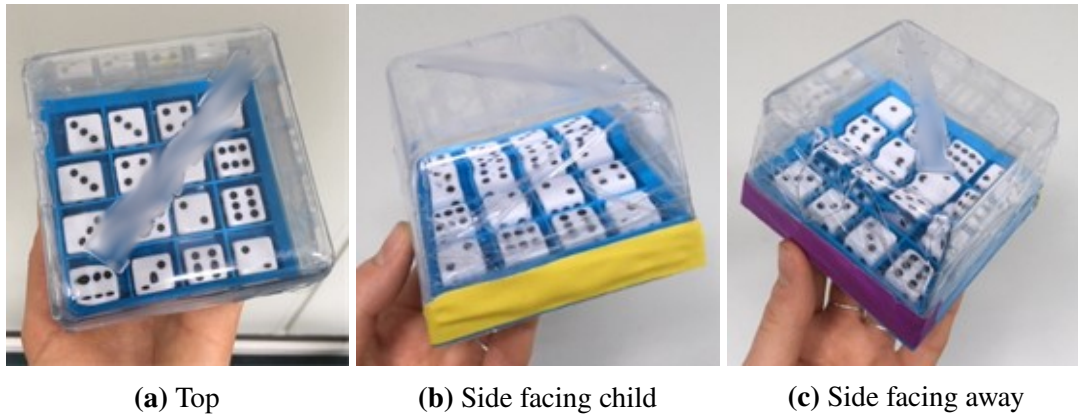


Figure S1. Example of a dice box used in the study. We instructed children to hold the box so that the yellow side faced them and the purple side faced away from them.

4 Additional analyses: Effect of school

In exploratory analyses, we investigated whether children in the different schools in the German sample responded differently to the promise and control condition. We focused our analyses on the German sample as we tested in multiple schools in Germany, but only in one school in India. We used the best fit model from the main analyses as a starting point and included two-way interactions between $\text{condition} \times \text{z.age}$ and $\text{school} \times \text{condition}$ (and gender as control variable). We first compared this model to a null model that only contained the control variable gender. Next, we compared it to a model that only contained a main effect of school (but not interaction with condition). A significantly better fit of the full model (as compared to the reduced model) would indicate that children in the different schools in Germany responded differently to the promise and control condition.

Full: $\text{over-reporting} \sim \text{condition} * \text{z.age} + \text{school} * \text{condition} + \text{gender}$

Red: $\text{over-reporting} \sim \text{condition} * \text{z.age} + \text{school} + \text{condition} + \text{gender}$

Null: $\text{over-reporting} \sim \text{gender}$

As expected, the full model had a significantly better fit to the data than the null model ($F(15, 171) = 1.87, p = .030$). Including an interaction between $\text{school} \times \text{condition}$ as compared to only a main effect of school did not significantly improve model fit ($F(6, 171) = 0.83, p = .548$). We thus chose the more parsimonious reduced model; single-term deletion showed a significant

main effect of school ($F(6, 177) = 2.19, p = .046$; see Table S2 for further details). Plotting estimated marginal means of over-reporting scores per school and condition (see Figure S2) showed that over-reporting scores varied between schools. However, within each of the seven schools, estimated means for the promise and control condition were similar and had substantially overlapping 95% CIs.

We suggested in the discussion of the main manuscript that one of the reasons for an absent promise effect in the German sample could be comparatively low overall over-reporting rates beyond which promises are no longer effective (i.e., a floor effect). While there was some variation in over-reporting between German schools, sample sizes per school were relatively low, ranging from 17 to 37 participants (choosing the higher pay-off), and in 5 out of seven schools rates of over-reporting were very similar (schools B, C, D, F, G). This limits the conclusions we can draw from this data regarding any potential interactions between cheating rates and the effectiveness of promises. Instead, we believe that an experimental approach that, for example, raises cheating rates by increasing temptation to cheat would be more suitable.

Table S2. Effects in reduced model (based on single term deletion)

Predictors	Df	Sum of Sq	RSS	AIC	F-value	P-value
Intercept	NA	NA	13905.49	831.08	NA	NA
School	6	1031.49	14936.98	832.53	2.19	0.046
Gender	1	416.90	14322.40	834.63	5.31	0.022
Condition×z.Age	1	37.81	13943.30	829.59	0.48	0.489

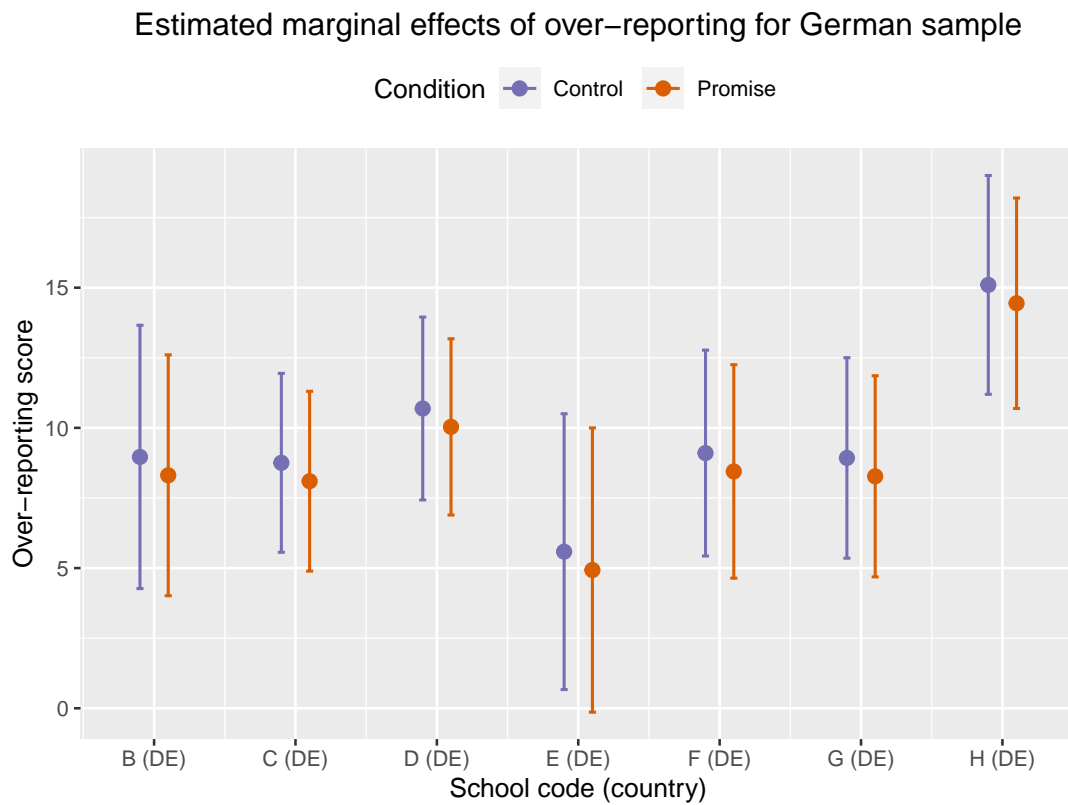


Figure S2. Estimated marginal means of over-reporting per school and condition for the German sample using the best fit model (reduced model with main effect of school). Dots show means and bars 95% CIs. The plot was created using the sjPlot-package in R (Lüdtke, 2022).

References

- Durgel, E. S., Leyendecker, B., Yagmurlu, B., & Harwood, R. (2009). Sociocultural influences on German and Turkish immigrant mothers' long-term socialization goals. *Journal of Cross-Cultural Psychology, 40*(5), 834–852.
- Giner Torr ns, M., & K rtner, J. (2017). The influence of socialization on early helping from a cross-cultural perspective. *Journal of Cross-Cultural Psychology, 48*(3), 353–368.
- K rtner, J., Crafa, D., Chaudhary, N., & Keller, H. (2016). Reactions to receiving a gift—maternal scaffolding and cultural learning in Berlin and Delhi. *Child Development, 87*(3), 712–722.
- Keller, H., Borke, J., Chaudhary, N., Lamm, B., & Kleis, A. (2010). Continuity in parenting strategies: A cross-cultural comparison. *Journal of Cross-Cultural Psychology, 41*(3), 391–409.
- L decke, D. (2022). *sjplot: Data visualization for statistics in social science*. Retrieved from <https://CRAN.R-project.org/package=sjPlot> (R package version 2.8.11)

5 Experimenter script and instructions

On the following pages, we provide a copy of the instructions and script for the experimenter. Copies of answer and instruction sheets for children can be found in section 6 (English) and section 7 (German).

DICE GAME

Experimenter Script

- Assign students to the control and the promise condition. All students in the testing room are assigned to the same condition.
- When children enter the room, the instruction sheets are already on the table.

Step 1: Students enter the room and sit at tables

Greeting:

Hello,

it is great that you are here today to play a game with me.

My name is

Today we play a game with dice and I will tell you in a moment how the game works. Do you want to play? [wait for response]

If you want to stop playing at any point, you can tell me and you can stop playing the game.

First, we read the instructions for the game and I will explain what you have to do.

Everyone plays on her/his own and marks his/her answer sheets by himself/herself. There is only a number on your answer sheets and no names, so we will have no way of knowing who gave what answer.

You can tell me if you have a question or if you do not understand something.

Do you have any questions?

Step 2: Explain instructions

I have brought some sheets for you and I will give them to you during the game. On the sheet in front of you, you find the instructions for our game. We will read them together now so you understand how the game works. Are you ready? Great! Let's get started. [Read the instructions slowly, so children can follow on their own instruction sheets.]

This is how it works...

You will play a game with dice today. The game has 15 rounds.

You have a box with 16 holes.

There is one die in each hole. *Do you see that?*

- 1. In every round, you first choose one hole. You can choose either the same or a different hole. Remember the position of the hole you chose. This is your secret. Do not tell anybody which hole you chose.**
- 2. Next, we throw the dice: everyone shakes their box at the same time.**
- 3. When all the dice have fallen back into the holes, look for your chosen hole. That is, the hole you have chosen in secret. Look how many dots there are on the die in your chosen hole.**
- 4. On your sheet, write down the number of dots on the die in your chosen hole. On the sheet there are images of six different dice – the images show dice with 1, 2, 3, 4, 5, or 6 dots. In every round, you draw a circle around the image of the die that shows the same amount of dots as the die in your chosen hole.**
- 5. After 15 rounds, we will add up the dots on the dice that you circled. These dots correspond to points and at the end of the game you can exchange your points for real prizes.**
- 6. If you have many points, then you will get many prizes. If you have few points, you will get few prizes.**

Please hold the box so that the yellow sticker faces in your direction and the purple sticker away from you. In every round, we will shake the box when I say GO.

Step 3: Example dice game

- Demonstrate how the game works. Choose one hole and tell students which one you have chosen. Shake the box and ask the students to tell you how many dots the die in your chosen hole shows. Please use the following script:

I will show you now how the game works:

First, I choose one hole in the box and remember which one it is. This time, I choose the hole in the top left corner. Can you see it?

I hold the box so that the yellow marker points towards me and the purple marker points away from me.

Now I shake the box.

So, all the dice have landed in their holes.

How many dots does the die show that is in my chosen hole? Can someone tell me?

Correct. [number of dots] dots. ...And now I take my answer sheet and circle the die with [number of dots] dots in the first row. [have demo-answer sheet ready and mime circling of die to children]

In the next round, I can choose a different hole. For example, the one in the middle over here [point to one hole in the middle of the box].

This is how the game works.

Do you have any questions?


In the end, collect the instructions from the table (because children will answer the control questions next).


STEP 4: Control questions


Before we start with the game, I would like to ask you to answer three short questions. We will read them together. You tick the correct answer. There is only one correct answer for each question.

- Distribute the answer sheets with the control questions. Make sure that each child is given the correct code. Slowly read the questions and answers, pausing after each set of questions & answers so that children can tick an answer. Each child ticks the answers on his/her own.

Please tick your answer. There is only one correct answer per question.

	1) What do you have to do in each round before shaking the box?
A –	I choose 2 holes <input type="radio"/>
B –	I choose 1 hole <input type="radio"/>
C –	I choose 4 holes <input type="radio"/>

	2) What do you have to do next?
A –	I shake the box <input type="radio"/>
B –	I sing a song <input type="radio"/>
C –	I look underneath the box <input type="radio"/>

	3) What do you do after shaking the box when the die in your hole shows four dots?
A –	I run around the table four times <input type="radio"/>
B –	I circle four different dice <input type="radio"/>
C –	I circle the die that shows four dots <input type="radio"/>

When children are finished, go through the correct answers one by one:

Now put your pens to the side and listen. I will tell you now which answers are correct.

For the first question, the correct answer is that we choose one hole. That is answer B.

For the second question, the correct answers is that we shake the box. That is answer A.

For the third question, the correct answer is that we circle the die that shows four dots. That is answer C.

In the end, collect all the control answer sheets.

STEP 5: Choosing pay-offs

- Give children the answer sheets for the game. Make sure that you hand the correct sheets (control condition or promise condition) and that the codes are correct.

Now the game starts.

First, you can choose how you would like to play the game. There are two options:

- Make sure you read the instructions of the correct condition!
- Slowly read the two options and examples to children. Only start the dice game after each child has made a choice by him/herself.

Control Condition:

How many points do you want for each dot on the die, 1 point or 2 points?	
<i>Please tick one of the boxes</i>	
If you want one point for each dot on a die, tick this box. (1 dot on a die = 1 point)	<input type="radio"/>
If you want two points for each dot on a die, thus twice as many, tick this box. (1 dot on a die = 2 points)	<input type="radio"/>
An example: <i>In 15 rounds, you score 20 dots in total.</i> Did you tick the purple box? Then you get 20 points. Did you tick the green box? Then you get 40 points.	
Remember: After 15 rounds, we will add up your dots. The dots correspond to points. You can exchange the points for real prizes at the end of the game. If you have a lot of points, you get a lot of prizes. If you have few points, you get few prizes.	

Promise condition:

How many points do you want for each dot on the die, 1 point or 2 points?	
<i>Please tick one of the boxes</i>	
If you want one point for each dot on a die, tick this box. (1 dot on a die = 1 point)	<input type="radio"/>
If you want two points for each dot on a die, thus twice as many, tick this box. For this, you have to promise that you will tell the truth in each round about how many dots there are on your die. (1 dot on a die = 2 points)	<input type="radio"/>
An example: <i>In 15 rounds, you score 20 dots in total.</i> Did you tick the purple box? Then you get 20 points. Did you tick the green box? Then you get 40 points.	
Remember: After 15 rounds, we will add up your dots. The dots correspond to points. You can exchange the points for real prizes at the end of the game. If you have a lot of points, you get a lot of prizes. If you have few points, you get few prizes.	

STEP 6: Shaking the box

- Give children the dice boxes. Make sure children always hold the boxes in the correct orientation (yellow sticker facing towards the child, purple sticker facing away from the child).

Let's start!

You all have your box in front of you.

Take your box. Make sure that you hold the box in the right way. The yellow sticker is facing towards you and the purple sticker is facing away from you.

We always shake the boxes at the same time, ok?

- Start the game and make sure that children shake the box at the same time.

[1] This is the first round. That is the round with the butterfly.

[2] Choose one hole. Remember which one it is but do not say it aloud!

[3] Now shake the box.

[4] and...stop...

[5] Are all the dice in a hole?

[6] Look at your hole and circle the die that has the same number of dots as the die in your chosen hole.

We will do this 15 times in total! You can choose a new hole in each round, but you do not have to do it. I will always tell you when to shake the box. You will then circle the die that has the same number of dots as the die in your chosen hole. Do you have any questions?

- Repeat for a total of 15x. Each time, go through steps 1-6 and announce the round number and the respective animal for each round.
- Make sure all children circle a die on their answer sheet. But also make sure that children don't feel too observed or controlled.
- After 15 rounds collect the answer sheets.

STEP 6: End

- Add the dots and points.
- *I will give you the prizes for your points when all children in your school have played this game. [If children ask about the prizes: The prizes are a surprise and so unfortunately I cannot tell you now what they are.]*
- Thank the children and bring them back to their classroom.

6 Children's answer and instruction sheets used for testing in India

We used the following instruction and answer sheets in the study.

- Dice game instructions (English)
- Control questions (English)
- First page answer sheet: Promise condition (English)
- First page answer sheet: Control condition (English)
- Answer sheet for rounds (English)



DICE GAME

This is how it works...

You will play a game with dice today. The game has 15 rounds.

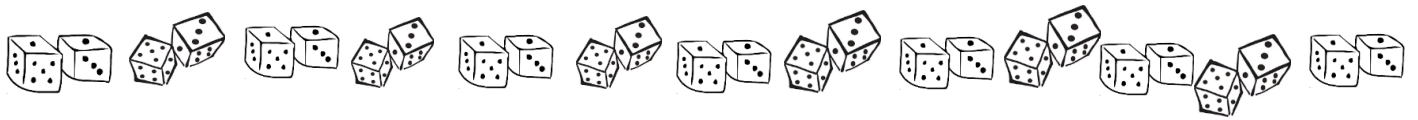
You have a box with 16 holes.

There is one die in each hole. *Do you see that?*

- 1. In every round, you first choose one hole. You can choose either the same or a different hole. Remember the position of the hole you chose. This is your secret. Do not tell anybody which hole you chose.**
- 2. Next, we throw the dice: everyone shakes their box at the same time.**
- 3. When all the dice have fallen back into the holes, look for your chosen hole. That is, the hole you have chosen in secret. Look how many dots there are on the die in your chosen hole.**
- 4. On your sheet, write down the number of dots on the die in your chosen hole. On the sheet there are images of six different dice – the images show dice with 1, 2, 3, 4, 5, or 6 dots. In every round, you draw a circle around the image of the die that shows the same amount of dots as the die in your chosen hole.**
- 5. After 15 rounds, we will add up the dots on the dice that you circled. These dots correspond to points and at the end of the game you can exchange your points for real prizes.**
- 6. If you have many points, then you will get many prizes. If you have few points, you will get few prizes.**


Please hold the box so that the yellow sticker faces in your direction and the purple sticker away from you. In every round, we will shake the box when I say GO.







ID:

Please tick your answer. There is only one correct answer per question.

	1) What do you have to do in each round before shaking the box?
A –	I choose 2 holes <input data-bbox="1257 607 1315 667" type="radio"/>
B –	I choose 1 hole <input data-bbox="1257 696 1315 757" type="radio"/>
C –	I choose 4 holes <input data-bbox="1257 786 1315 846" type="radio"/>

	2) What do you have to do next?
A –	I shake the box <input data-bbox="1257 1059 1315 1120" type="radio"/>
B –	I sing a song <input data-bbox="1257 1149 1315 1209" type="radio"/>
C –	I look underneath the box <input data-bbox="1257 1238 1315 1299" type="radio"/>

	3) What do you do after shaking the box when the die in your hole shows four dots?
A –	I run around the table four times <input data-bbox="1257 1512 1315 1572" type="radio"/>
B –	I circle four different dice <input data-bbox="1257 1601 1315 1662" type="radio"/>
C –	I circle the die that shows four dots <input data-bbox="1257 1691 1315 1751" type="radio"/>

CODE:



ANSWER SHEET

How many points do you want for each dot on the die, 1 point or 2 points?

Please tick one of the boxes

If you want one point for each dot on a die, tick this box.

(1 dot on a die = 1 point)

If you want two points for each dot on a die, thus twice as many, tick this box. For this, you have to promise that you will tell the truth in each round about how many dots there are on your die.

(1 dot on a die = 2 points)

An example:

In 15 rounds, you score 20 dots in total.

Did you tick the purple box? Then you get **20** points.

Did you tick the green box? Then you get **40** points.

Remember:

After 15 rounds, we will add up your dots. The dots correspond to points.

You can exchange the points for real prizes at the end of the game.

If you have a lot of points, you get a lot of prizes.

If you have few points, you get few prizes.

PLEASE ONLY SHAKE THE BOX WHEN I SAY 'GO'.

CODE:



ANSWER SHEET

How many points do you want for each dot on the die, 1 point or 2 points?

Please tick one of the boxes

If you want one point for each dot on a die, tick this box.

(1 dot on a die = 1 point)

If you want two points for each dot on a die, thus twice as many, tick this box.

(1 dot on a die = 2 points)

An example:

In 15 rounds, you score 20 dots in total.

Did you tick the purple box? Then you get **20** points.

Did you tick the green box? Then you get **40** points.

Remember:

After 15 rounds, we will add up your dots. The dots correspond to points.

You can exchange the points for real prizes at the end of the game.

If you have a lot of points, you get a lot of prizes.


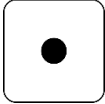

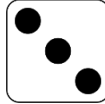
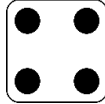

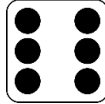

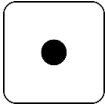
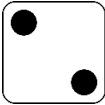
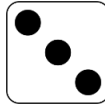
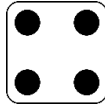
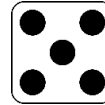
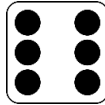

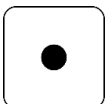
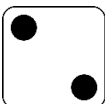
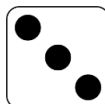
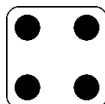
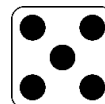
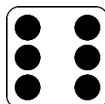

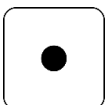
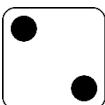
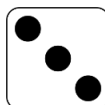
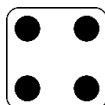
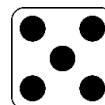
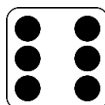

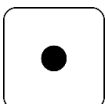
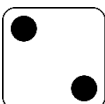
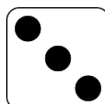
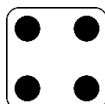
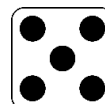
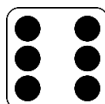

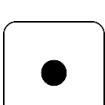
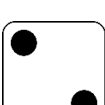
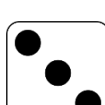
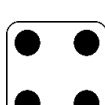

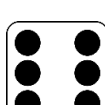

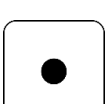
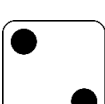
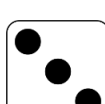
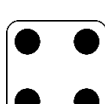

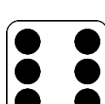

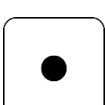
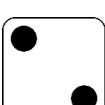
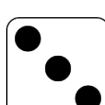
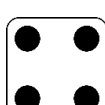

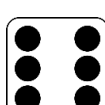
If you have few points, you get few prizes.

PLEASE ONLY SHAKE THE BOX WHEN I SAY 'GO'.


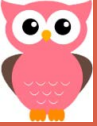





CODE:

IN EACH ROUND, PLEASE CIRCLE THE DIE THAT HAS THE SAME NUMBER OF DOTS AS THE DIE IN YOUR CHOSEN HOLE:



<p>ROUND 1</p> 						
<p>ROUND 2</p> 						
<p>ROUND 3</p> 						
<p>ROUND 4</p> 						
<p>ROUND 5</p> 						
<p>ROUND 6</p> 						
<p>ROUND 7</p> 						
<p>ROUND 8</p> 						

CODE:

<p><i>ROUND 9</i></p> 						
<p><i>ROUND 10</i></p> 						
<p><i>ROUND 11</i></p> 						
<p><i>ROUND 12</i></p> 						
<p><i>ROUND 13</i></p> 						
<p><i>ROUND 14</i></p> 						
<p><i>ROUND 15</i></p> 						

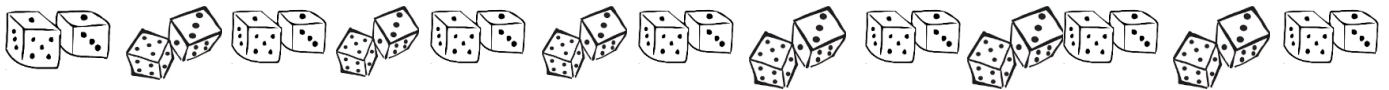
TOTAL DOTS:

TOTAL POINTS:

7 Children's answer and instruction sheets used for testing in Germany

We used the following instruction and answer sheets in the study.

- Dice game instructions (German)
- Control questions (German)
- First page answer sheet: Promise condition (German)
- First page answer sheet: Control condition (German)
- Answer sheet for rounds (German)



DAS WÜRFEL SPIEL

So geht's...

Heute spielst du ein Spiel mit Würfeln. Das Spiel hat 15 Runden.

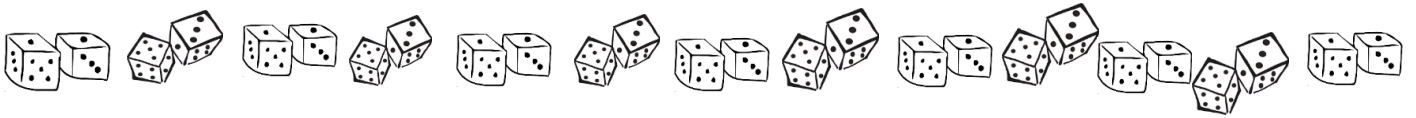
Du hast eine Box mit 16 Fächern.

In jedem Fach liegt ein Würfel. *Siehst du das?*

- 1. In jeder Runde wählst du als erstes ein Fach. Du kannst entweder das gleiche oder ein anderes Fach wählen. Merk dir gut, welches Fach du wählst. Das ist dein Geheimnis. Verrate auf keinen Fall, welches Fach du wählst.**
- 2. Dann würfeln wir: dazu schütteln alle gleichzeitig die Boxen.**
- 3. Wenn alle Würfel zurück in die Fächer gefallen sind, schaue nach deinem Fach. Also das Fach, das du dir geheim ausgesucht hast. Schau dir an, wie viele Augen der Würfel in deinem Fach hat.**
- 4. Die Anzahl der Augen auf dem Würfel in deinem Fach schreibst du dann auf deinen Zettel. Auf dem Zettel sind sechs verschiedene Würfel aufgemalt - die zeigen 1, 2, 3, 4, 5, oder 6 Augen. In jeder Runde malst du einen Kreis um den Würfel, der so viele Augen hat, wie der Würfel, der in deinem Fach liegt.**
- 5. Nach 15 Runden zählen wir zusammen, wie viele Augen die von dir umkringelten Würfel zeigen. Diese Augen entsprechen Punkten und am Ende des Spiels kannst du die Punkte in echte Preise eintauschen.**
- 6. Wenn du viele Punkte hast, dann bekommst du viele Preise. Wenn du wenige Punkte hast, dann bekommst du wenige Preise.**


Bitte halte die Box so, dass der gelbe Aufkleber auf deiner Seite ist und du den violetten Aufkleber nicht sehen kannst. In jeder Runde schütteln wir die Box, wenn ich LOS sage.







ID:

Bitte kreuze deine Antwort an – es gibt immer nur eine richtige Antwort.

	1) Was machst du in jeder Runde, bevor du die Box schüttelst?	
A –	ich suche 2 Fächer aus	<input type="radio"/>
B –	ich suche 1 Fach aus	<input type="radio"/>
C –	ich suche 4 Fächer aus	<input type="radio"/>

	2) Was machst du als Nächstes?	
A –	ich schüttele die Box	<input type="radio"/>
B –	ich singe ein Lied	<input type="radio"/>
C –	ich schaue unter die Box	<input type="radio"/>

	3) Was machst du nach dem Schütteln, wenn der Würfel in deinem Fach vier Augen zeigt?	
A –	ich laufe vier mal um den Tisch	<input type="radio"/>
B –	ich kringele vier verschiedene Würfel ein	<input type="radio"/>
C –	ich kringele den Würfel ein, der vier Augen zeigt	<input type="radio"/>

CODE:



ANTWORTBOGEN

Du kannst dir aussuchen, wie viel ein Würfelauge wert sein soll, 1 Punkt oder 2 Punkte.

Bitte kreuze eines der Felder an

**Wenn du für jedes Würfelauge einen Punkt haben möchtest, dann machst du in diesem Feld ein Kreuz.
(1 Würfelauge = 1 Punkt)**

Wenn du für jedes Würfelauge zwei Punkte haben möchtest, also doppelt so viele Punkte, dann machst du in diesem Feld ein Kreuz. Dafür musst du aber versprechen, dass du in jeder Runde ehrlich sagst, wie viele Augen dein Würfel zeigt.

(1 Würfelauge = 2 Punkte)

Ein Beispiel:

Du hast in den 15 Runden insgesamt 20 Würfelaugen gewürfelt.

Hast du das violette Feld angekreuzt? dann bekommst du **20** Punkte.

Hast du das grüne Feld angekreuzt? dann bekommst du **40** Punkte.

Denk dran:

Nach 15 Runden zählen wir zusammen, wie viele Würfelaugen du gewürfelt hast. Die Augen entsprechen Punkten.

Du kannst die Punkte am Ende des Spiels gegen echte Preise eintauschen.

Wenn du viele Punkte hast, bekommst du viele Preise.

Wenn du wenige Punkte hast, bekommst du wenige Preise.

BITTE SCHÜTTELE DIE BOX ERST, WENN ICH LOS SAGE.

CODE:



ANTWORTBOGEN

Du kannst dir aussuchen, wie viel ein Würfelauge wert sein soll, 1 Punkt oder 2 Punkte.

Bitte kreuze eines der Felder an

Wenn du für jedes Würfelauge einen Punkt haben möchtest, dann machst du in diesem Feld ein Kreuz.

(1 Würfelauge = 1 Punkt)

Wenn du für jedes Würfelauge zwei Punkte haben möchtest, also doppelt so viele Punkte, dann machst du in diesem Feld ein Kreuz.

(1 Würfelauge = 2 Punkte)

Ein Beispiel:

Du hast in den 15 Runden insgesamt 20 Würfelaugen gewürfelt.

Hast du das violette Feld angekreuzt? dann bekommst du **20** Punkte.

Hast du das grüne Feld angekreuzt? dann bekommst du **40** Punkte.

Denk dran:

Nach 15 Runden zählen wir zusammen, wie viele Würfelaugen du gewürfelt hast. Die Augen entsprechen Punkten.

Du kannst die Punkte am Ende des Spiels gegen echte Preise eintauschen.

Wenn du viele Punkte hast, bekommst du viele Preise.

Wenn du wenige Punkte hast, bekommst du wenige Preise.

BITTE SCHÜTTELE DIE BOX ERST, WENN ICH LOS SAGE.

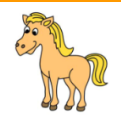
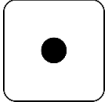

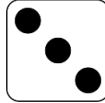
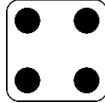


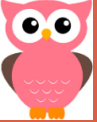
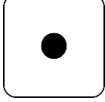
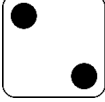
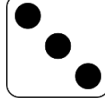
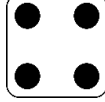
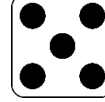
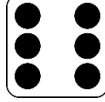

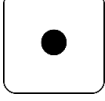
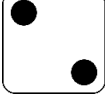
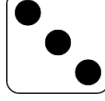
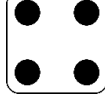

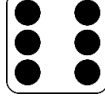
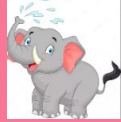
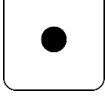
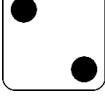
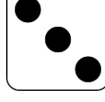
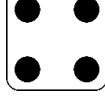

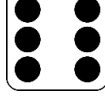

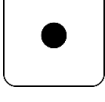
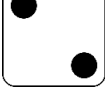
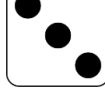
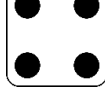

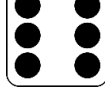

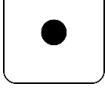
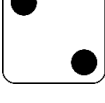
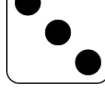
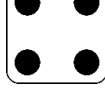

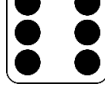

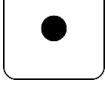
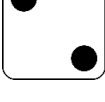
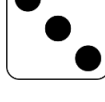
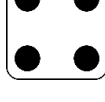

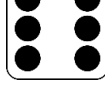
CODE:

BITTE UMKRINGLE IN JEDER RUNDE DEN WÜRFEL, DER SO VIELE AUGEN HAT, WIE DER WÜRFEL IN DEINEM LOCH:



<p>RUNDE 1</p>						
<p>RUNDE 2</p>						
<p>RUNDE 3</p>						
<p>RUNDE 4</p>						
<p>RUNDE 5</p>						
<p>RUNDE 6</p>						
<p>RUNDE 7</p>						
<p>RUNDE 8</p>						

CODE:

<p><i>RUNDE 9</i></p> 						
<p><i>RUNDE 10</i></p> 						
<p><i>RUNDE 11</i></p> 						
<p><i>RUNDE 12</i></p> 						
<p><i>RUNDE 13</i></p> 						
<p><i>RUNDE 14</i></p> 						
<p><i>RUNDE 15</i></p> 						

WÜRFELAUGEN INSGESAMT:

PUNKTE: