**Emotion inference task protocol**

There are four Powerpoint presentations for the Emotion inference task. The order of presentation of stimuli are counterbalanced across these four versions. Each Powerpoint contains the complete task.

1. The researcher must sit to the side of the participant, at a table, to present the task. The first 6 slides introduce the child to the task. Go through these slides slowly and read the written information aloud.
2. The 3rd slide reads, “These children go to school with Zoti”. Here, the researcher must point to the other aliens in the image. Now say “Zoti is the one with the diamond on their head” and point to Zoti. Zoti is gender-netural.   
   Do not use any gendered pronouns. Do not include any additional verbalisations for any of the other introductory slides.   
   If a participant asks why Zoti has a diamond, respond with, “So that we know which one is Zoti”.
3. Ensure that the participant is wearing headphones when watching the animations. The volume of the computer should be set at a comfortable volume and the volume should remain constant for all participants.
4. The aim of the first practice trial is for participants to become familiar with the animations.   
   The researcher must say aloud, “How does Zoti feel? Scared, sad, happy or angry?” and point to each option as they say it, following the first practice animation. Participants should respond by pointing to or verbalising one of the emotion responses.   
   If the participant is unsure what to do, respond with, “So how do you think Zoti feels? Do they feel scared, sad, happy or angry?”.   
   If the participant responds with an emotion which differs to the intended emotion, this is fine. No matter what emotion the participant selects, the researcher must say, “Okay yes, (x emotion)”.
5. The aim of the second practice trial is for participants to be introduced to the qualitative component of the task. Before the second practice animation begins, the researcher should show the participant their audio recording device and explain what it is for, “I am just going to turn this on. This is my recording device. This records what we say so that I can listen to it again later”. The same procedure should be followed as in the first practice trial. Now the researcher must say “This time I’m going to ask you, why did you pick that?”. The participant should be given plenty of time to give an explanation.
6. Now the researcher must give an example of a verbal response. If the participant selected “scared” the researcher must say:  
   “Okay, yes. I might say for example, scared because the child pushed Zoti over in a way that rough and unkind. The other children have formed a gang and have chased Zoti across the playground to make Zoti feel frightened. So that’s just an example of what you could say. But I like what you said too.”   
   If the participant selected “happy”, “sad” or “angry” the researcher must say:   
   “Good work. You’ve done well to think of a suggestion there. So just to give an example of what you could say, I might have said (x emotion selected by participant) or I might have said scared. If I said scared, I might have said scared because the child pushed Zoti over in a way that rough and unkind. The other children have formed a gang and have chased Zoti across the playground to make Zoti feel frightened. So that’s just an example of what you could say. But I like what you said too.”
7. The participant must now be given the opportunity to ask any questions.
8. For the remainder of the task, the researcher must ask “How does Zoti feel? Scared, sad, happy or angry?” and point to each emotion option, after every test animation. The participant can respond by pointing to an emotion on the screen or by verbalising their choice. Each time, the researcher must confirm their choice by pointing to the emotion on the screen and verbalising it in the form of a question, for example, “angry?”. The participant’s emotion choice should be noted every time and their verbal responses must be audio recorded to be transcribed and coded later.
9. If the participant responds by saying an emotion which is not one of the emotions, for example “jealous” or “embarrassed”, the researcher should respond with, “Oh that’s a good one. If you had to pick one of these options though, which would you pick? Scared, sad, happy or angry?”. Similarly, if the participant responds by selecting 2 emotions, for example “sad and angry”, the researcher should respond with, “Ahh okay, sad and angry. If you *had* to pick just one of the options though, which would you pick?” and point to the options.
10. Participants should not be given any feedback after their responses which indicates whether or not their responses were “correct”. They can be given positive encouragement in the form of, “ok great”, “ahh yes ok”, “mmm”, “good idea, ok”, regardless of whether or not their responses are accurate.