Set-up:

When you set up the sneeze guards, occluders, and boxes, please make sure that a child could see the prices when peeking into the occluders. Mark the exact positions of the occluder and the boxes with stickers on the ground, so that you can place them in exact the same position again after moving them. Please also make a recording that indicates from where you can see the prices. This helps us in the coding procedure, in case we are not sure from where a child could see the rewards. Therefore, please film yourself sitting in front of the boxes an indicate with thumbs up or down when you can see the prices.

Parent instructions:

In this study we are interested in children’s curiosity and how they seek information on their own. We will have a few warm-up trials in which we get them familiar with the set-up and then we will have four trials in which we want to see if and when children are curious on their own. During these trials, we would like to ask you to not give your child any instructions or hints of what to do.

Procedure:

We run this study with two experimenters, E1 and E2.

Before the start of the study, E1 communicates with the child and with the parent.

E2 prepares the prices, writes the child’s name, age, and test number (per day) on the coding sheet.

As soon as we have the permission from the parent, we turn the camera on and say the name of child out loud into the camera.

Before the first trial, E1 gives the instructions to the child. For the first two trials, Fam 1 and Fam 2, the experimenter

“*Hi [name of the child],*

*Are you ready to win some prices?*

*Perfect, then you can come over here [walking to the hula-hoop]. This hula-hoop is your starting position for the game, ok?*

*[Name of the child], can you see these two blue ropes over there? 🡪 Great!*

*[Name of the child], can you also see these two boxes that are attached to the ropes? 🡪 Great!*

*Sometimes in these boxes will be different prizes hidden for you. But sometimes they will be empty. And always when I say “It is your turn.” You can go over there and pull one of the ropes. Only ONE! And then you can get whatever it is the boxes.*

*Great then let me get the first round ready.*

When baiting the boxes, it is important that the stickers are placed in the center of the boxes.

Before the child starts E1 goes back on the other side of the occluders to E2.

**Fam 1 Trial 1 (both ropes are available, no occluders on top of the boxes).**

*It is your turn.*

If the child decided to pull one of the ropes, E1 or E2 pull the rope of the remaining box and open the occluder. Each experimenter is responsible for one of the occluders. Move relaxed doing this, otherwise we might scare the younger children! It is important that the boxes stay in place when pulling the rope (within the sticker marks), so that the child has a chance to see what it is inside.

*Yeay! You got something? What is it?*

*You can collect all your prices in it this blue bowl right here. And after the game you take all these prices home with you, ok?*

*Can you wait in the hula-hoop until I am ready until I get the next round ready for you?*

**Fam 2 Trial 1 (both ropes are available, with occluders - but the top is open).**

E1 goes to the hula-hoop and give child additional instructions.

*Ok, now the game changed a little bit. Now you cannot directly see what is inside the boxes. But you know what? Always when these red curtains are open you can peek into the boxes, and then you can see what is in there. Only when the red curtains are closed you cannot peek into the boxes.*

*Ok, do you want to peek in both boxes to check out what’s in there?*

*Great! Let’s go and peek inside!*

In this first Trial of Fam 2, E1 goes to the occluders with the child and demonstrates peeking into the boxes. If children do not peek spontaneously in both boxes E1 encourages them:

*Don’t you also want to check out what’s in the other box?*

*Ok, now it is your turn to pull one of the ropes.*

Child pulls one of the ropes, and the experimenters take away the other rope.

*Yeay! You got something? What is it?*

*You can collect all your prices in it this blue bowl right here. And after the game you take all these prices home with you, ok?*

*Can you wait in the hula-hoop until I am ready until I get the next round ready for you?*

**Fam 2 Trial 2 (both ropes are available, with occluders - but the top is open)**

During this trial E1 stays back on the other side of the occluders with E2.

*Ok, now it is your turn to pull one of the ropes.*

If the child does not look spontaneously, E1 encourages them:

*Don’t you want to check out what’s in both boxes before you pull?*

*Yeay! You got something? What is it?*

*You put it in the bowl and then wait in the hula-hoop until I am ready until I get the next round ready for you?*

**Test Trial 1 - 4 (with occluders - the top is closed)**

*Now the game changed again up a little bit.*

*Now you cannot see what’s inside the boxes when you make your choice. But remember always when the curtains open up, you can peek inside.*

When the child made their decision, E1 or E2 turn around and pretend to be busy for 15 second. Once the 15 seconds are over they can again turn around to the child and say:

*Did you get something? What is it?*

Only if the child does not go back on their own we can remind them:

*You put it in the bowl and then wait in the hula-hoop until I am ready until I get the next round ready for you?*

After the 4th trial is over:

*Great, we are all done. Wow you won so many prices today. Thank you so much for participating!*

Debriefing for parents (in choice condition):

In this study we are interested in how a special form curiosity develops, which is called counterfactual curiosity. This means being curious about what could have happened, if I had made another decision in the past.

Adults are especially counterfactually curious, when we encounter negative outcomes. Then we are often simulating how the world would look like if we had made another choice.

And in this study, we are interested whether the curiosity of young children also follows this pattern. Whether they peek more often into the other box to figure out what would have been in there if they were unlucky and did not pull the box with a price.

Debriefing for parents (in no-choice condition):

In this study we are interested in how a special form curiosity develops, which is called counterfactual curiosity. This means being curious about what could have happened, if I had made another decision in the past.

Adults are especially counterfactually curious about situation that we had the power to bring about. For example, I might be curious about how my life would look like if I had accepted an offer to another university, but I am not curious about how my life would look like if I would go to a university that I was never accepted to. In another condition, children had a choice between both of the boxes, and we are hypothesizing that they then look more often what would have been in the other side. In this condition, we did not give them a choice between both boxes, and therefore we hypothesize that they are less curious about what would have been on the other side.

Debriefing for parents (in control condition):

In this study we are interested in how a special form curiosity develops, which is called counterfactual curiosity. This means being curious about what could have happened, if I had made another decision in the past.

Adults are especially counterfactually curious, when we encounter negative outcomes. Then we are often simulating how the world would look like if we had made another choice.

And in this study, we are interested whether the curiosity of young children also follows this pattern. Whether they peek more often into the other box to figure out what would have been in there if they were unlucky and did not pull the box with a price. You child was in a control condition, in which we showed them the rewards, so they should not be curious at all.