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Infographic: What Do Kids Understand About the Political Process

Researchers sought to learn more about the political development of the nation's children. They interviewed nearly 200 elementary-school-aged children before and after the 2016 U.S. Presidential election. The infographic below summarizes some of the findings from the 2019 issue of the *Monographs of the Society for Research in Child Development* titled, "[Toward a Developmental Science of Politics](#)."

[Download the image \[JPEG\]](#) [Download the image \[PNG\]](#)

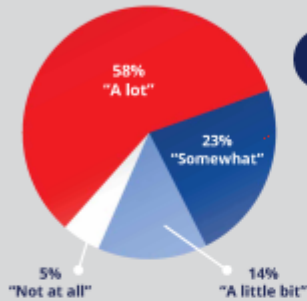
Visit monographmatters.srkd.org for additional resources related to this study and other issues of the *Monographs of the Society for Research in Child Development*.

What do kids understand about the political process?

A new study takes a closer look.

Researchers sought to learn more about the political development of the nation's children. They interviewed nearly 200 elementary-school-aged children before and after the 2016 U.S. Presidential election.

Children were interested in the election:



Adults may not be fully engaging children's interest:



Over **90%** of children sampled provided information about at least **one policy proposal** for one of the candidates.

83% of children sampled provided information about at least **one personal characteristic** (such as being smart, nice, mean or rude) for one of the candidates.

Nearly all children sampled (**99%**) expressed **a preference** for one candidate to win the election and knew the election outcome.

Only **65%** of children sampled knew that no woman has ever been president of the United States, a smaller percentage than has been found in past studies.



Only a **single** child was able to name a historical individual who worked for women's civil rights or suffrage.



To learn more please visit monographmatters.srcd.org.

Citation: Patterson, M. M., Bigler, R. S., Pahlke, E., Brown, C. S., Hayes, A. R., Ramirez, M. C., & Nelson, A. (2019). Toward a developmental science of politics. *Monographs of the Society for Research in Child Development*, 84(3). doi:10.1111/mono.12410