

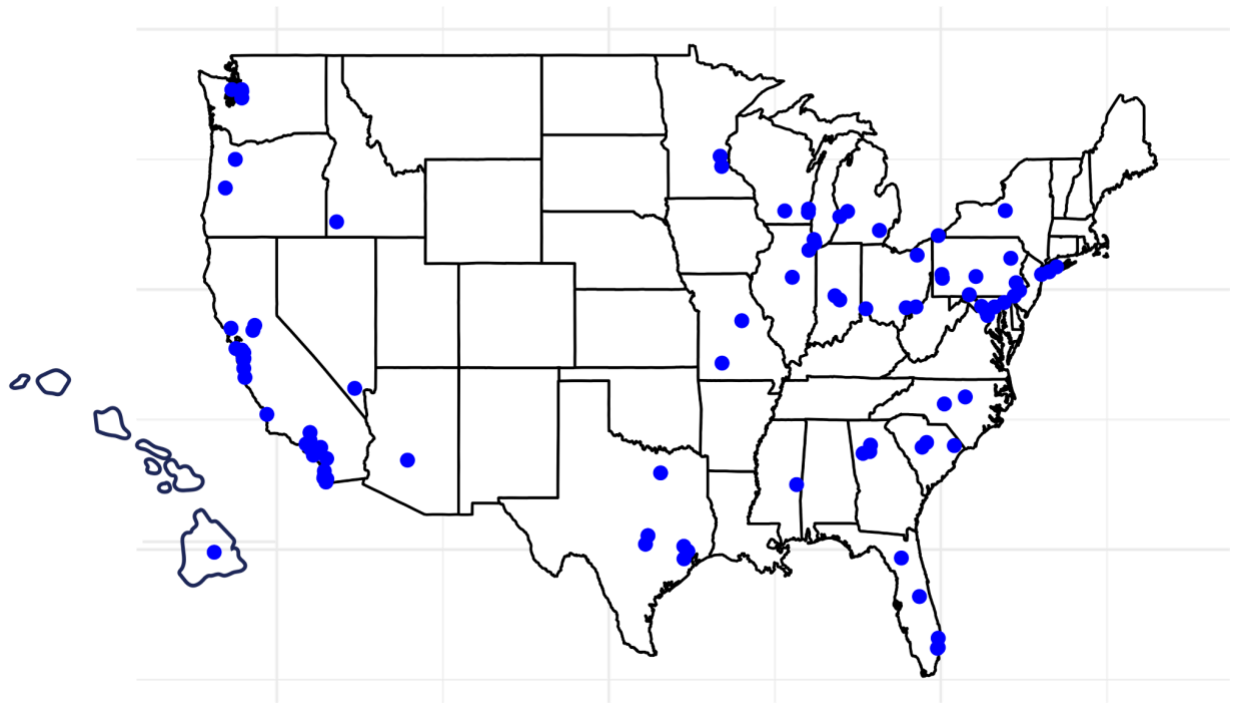
Supplementary Materials

Geographic Locations of Participants

Participants were recruited from across the United States. See Supplementary Figure 1 below to see the distribution of the states in which participants reported residing and Supplementary Table 1 for how many participants came from which state.

Supplemental Figure 1.

A map of the United States illustrating where the participating parent-child dyads were from.



Supplemental Table 1.

The U.S. states participants resided in.

State	Number of Participants	% of Total Sample
Arizona	1	0.68
California	41	27.70

Connecticut	3	2.03
Delaware	1	0.68
Florida	5	3.38
Georgia	3	2.03
Hawaii	1	0.68
Idaho	1	0.68
Illinois	5	3.38
Indiana	2	1.35
Massachusetts	15	10.14
Maryland	5	3.38
Michigan	5	3.38
Minnesota	6	4.05
Missouri	2	1.35
Mississippi	1	0.68
North Carolina	3	2.03
Nebraska	1	0.68
New Jersey	2	1.35

Nevada	1	0.68
New York	7	4.73
Ohio	3	2.03
Oregon	3	2.03
Pennsylvania	10	6.76
South Carolina	3	2.03
Texas	8	5.41
Washington	5	3.38
Wisconsin	4	2.70
West Virginia	1	0.68

Note. 25 participants did not provide zip code information.

Open-Ended Responses About Political Affiliation

To investigate children's understanding of the political parties (Democrats, Republicans, and Independents), we asked participants a series of open-ended questions after they reported their political party and presidential candidate choice. Children were asked "*There are two main political parties in the United States that compete in elections for the presidency and other offices. They are called Democrats and Republicans. Can you think of a difference between the two parties?*" to assess whether they can articulate the differences between Democrats and Republicans. The coding scheme for this question was created based on the coding scheme used

by Lay et al. (2022) for this identical question. See Supplementary Table 2 for description of the different coding categories, children's response examples, and the percentage of responses that were categorized into each category. Children's responses were transcribed and coded by two independent coders and they reached a reliability of Krippendorff's Alpha of 0.89. Overall, we found that only 13.14% of our sample were able to meaningfully describe the differences between Democrats and Republicans.

Supplementary Table 2.

Coding scheme description and descriptives of children's open-ended responses to describe the difference between Democrat and Republican Party.

Coding Category	Definition and Example	% of responses in that category (n)
Articulated meaningful difference	Counted as any participant who was coded into any of the following categories: Policy, Party Leaders, and Ideology, Animosity	13.14% (23)
Detailed categories into which responses were sorted:		
Policy	Identifying a specific difference in policies. ex. "Yes. Democrats- Democrats charge people more money, but it helps the state more. And Republicans lower taxes but it doesn't help the state as much."	2.29% (4)
Party Leaders	Identifying party leaders like presidents or senators. ex. "I think the Democrats like Biden and then the Republicans like Trump."	3.43% (6)

Ideology	Identifying differences in general ideologies. ex. "Republicans, I'd say they mostly care about themselves, and Democrats care for other people, other races, other sexes."	5.71% (10)
Animosity	Identifying existing animosity between the parties. ex. "Um they have way different views, and they usually go against each other."	4.57% (8)
Positive Affect toward Democrats	Positive views of Democrats. ex. "I feel like Democrats are more inclusive. And, also- um, and yeah, that's pretty much it."	2.29% (4)
Positive Affect toward Republicans	Positive views of Republicans. ex. "...I think Republicans are the good people."	1.14% (2)
Negative Affect toward Democrats	Negative views of Democrats. ex. "Um, so the Democrat, um, so the Democrat is like not nice, he's like not nice he just like, wants to take over the world, it's not nice."	2.29% (4)
Negative Affect toward Republicans	Negative views of Republicans. ex. "One, the Republicans like Trump, every time when Trump is getting elected, they choose him but our party does not want Trump ever."	2.29% (4)
General Differences	Identifying a non-specific difference. ex. "They vote for different people."	12.00% (21)
Symbols	Identifying different symbols used to represent the parties. ex. "One of them has a symbol, a symbol of a donkey and one's symbol of an elephant. One is blue, one is red."	8.57% (15)

Location	Identifying the difference is related to location in some way. ex. “That, that they are on, not the same island.”	1.71% (3)
Family Influence	Referencing family member’s beliefs. ex. “My Grandparents are Republicans and my parents are Democrats.”	1.14% (2)
Unrelated	A response that is completely unrelated to politics. ex. “One does software and one does hardware. Some read books and some illustrate. Some have kids and some don't.”	1.14% (2)
I don’t know*	Any response saying they don’t know.	65.14% (114)
Other*	Miscellaneous responses that don’t fit the categories above.	1.71% (3)

Notes. Responses could be coded into multiple categories except for categories marked as * which were exclusive (i.e., participant responses could not be coded into any other category if they were coded into this one). Two participants did not respond to this question.

Next, we asked children their understanding of an Independent voter by asking this question “*Do you know what being an Independent voter means?*” The coding scheme for this response was again based on Lay et al. (2022). See Supplementary Table 3 for a description of the different coding categories, children’s response examples, and the percentage of responses that were categorized into each category. Children’s responses were transcribed and coded by two independent coders and they reached a reliability of Krippendorff’s Alpha of .89. In this sample, only 8.00% were able to articulate a meaningful definition of an Independent voter. These findings demonstrated that only a small proportion of children interviewed had advanced political understanding.

Supplementary Table 3.

Coding scheme description and descriptives of children’s open-ended responses to describe what an independent voter is.

Coding Category	Definition and Example	% of responses in that category (n)
Articulated meaningful definition	Counted as any participant who was coded into any of the following categories: Third Party/Non-partisan	8.00% (14)
Detailed categories into which responses were sorted:		
Third Party/ Non-partisan	Indicating an Independent voter is something in between or distinct from Republicans and Democrats, or Independents are neutral, general rejection of parties. ex. “You’re not in any party.”	8.00% (14)
Describing Voting in general	Defining a general voter/what voting is, but not connecting it to independent as a political stance.	19.43% (34)

	ex. “You, I think you are doing, um, I think you're, uh, voting for a person and other people voting for other people too.”	
Describing Voting by themselves	Describing voting independently or by oneself without connecting it to Independent as a political stance	14.86% (26)
	ex. “Um, that you vote by yourself without anybody.”	
Definition of Independent (Apolitical)	Child who is not connecting Independent to a political idea.	13.14% (23)
	ex. “Mmm that, um that no one rules over you, and you're independent of your family.”	
Positive Affect	Positive view of Independents.	2.86% (5)
	ex. “A person who would be brave and vote for anyone.”	
Negative Affect	Negative view of Independents.	1.71% (3)
	ex. “(Shakes head no) No. That means not nice..”	
Family Influence	Referencing family member’s beliefs.	0.57% (1)
	ex. “Yeah, like- like you don't really care who gets the vote really. But my mom also said that Independents are generally like a group of Democrats.”	
I don’t know*	Any response saying they don’t know.	46.86% (82)
Other*	Miscellaneous responses that don’t fit the categories above.	1.14% (2)

Notes. Responses could be coded into multiple categories except for categories marked as * which were exclusive (i.e., participant responses could not be coded into any other category if they were coded into this one). Two participants did not respond to this question.

Exploratory Analyses of Demographic Factors: Race, Education, Immigrant Status, Voter Registration

As exploratory analyses, we examined whether demographic factors predict children's own political affiliation and social preferences. Children's race was coded as a binary category of white ($n = 70$) vs. minoritized ($n = 107$) because we did not have sufficient power to examine each racial group separately. Parents' immigration background was also coded as a binary category of (1) at least one parent immigrated ($n = 49$) and (2) neither parent had immigrated ($n = 117$). Maternal education¹ was also coded as a binary category as (1) completed college degree or higher ($n = 148$) or (2) some college or lower ($n = 27$) to ensure a sufficient sample size in each category. Voter registration status was coded as either the participating parent was registered to vote ($n = 147$) or not² ($n = 24$). See Supplementary Table 4 for the number of children according to race and parents' immigration status.

Supplementary Table 4.

Parent immigrant background and race of child (white vs. minoritized)

Parent's Immigrant Status	Child's Race	Number of Children
Both parents are immigrants	Minoritized	28
	White	2
One parent is an immigrant	Minoritized	12
	White	7
	Minoritized	58

¹ Although we collected more than one parent's education level in the demographic survey, given historical and recent research demonstrating the enduring importance of maternal education on child development (Harding et al., 2015) and that the majority of the participating parents identified as the mother, we focused on using maternal education for these analyses.

² "not" included those who reported not being registered to vote ($n = 18$) as well as those who said they would rather not say ($n = 6$)

Neither parents are
immigrants

White

59

Demographic Factors Predicting Children's Political Affiliations

To test whether demographic factors predict how likely children are to report a political affiliation, we constructed two binomial generalized linear models with child's age (in months), child's race, parents' immigration background, maternal education, and parents' voter registration status as predictors for the following two dependent variables: whether children reported a (1) political party affiliation and (2) political party candidate choice in the interview. The models indicated that, while controlling for these additional factors, age was still a significant predictor: children were increasingly more likely to report a political party affiliation, $\beta = 0.03$, $SE = 0.01$, $z = 3.67$, $p = .0002$, and a political party candidate, $\beta = 0.02$, $SE = 0.006$, $z = 3.10$, $p = .002$, with age. White children were marginally more likely to report a political party affiliation ($M = 63\%$ reporting) than minoritized children ($M = 50\%$ reporting), $\beta = 0.72$, $SE = 0.37$, $z = 2.00$, $p = .05$. White children were significantly more likely to report a political party candidate ($M = 54\%$ reporting) than minoritized children ($M = 37\%$ reporting), $\beta = 0.87$, $SE = 0.26$, $z = 3.36$, $p = .0008$. Other predictors were not significant ($ps > .05$).

Demographic Factors Predicting Children's Social Preference

To investigate if demographic factors predicted children's social preferences based on political group markers, we constructed two ANOVA models, each with child's age group (6-7 years; 8-9 years; 10-12 years), task type (political party, voting, sign), child's race, parents' immigration background, maternal education, voter registration status as predictors for the following two dependent variables: children's social preference responses according to (1) their own expressed political affiliation and (2) parents' political affiliation.

Based on children's expressed political affiliation. For children's social preferences according to their own expressed political affiliations, again, we saw the main effects of task type and age group ($ps < .01$) as found previously but saw no significant effects of any of the demographic factors ($ps > .05$).

Based on the parent's political affiliation. For children's social preferences according to parent's political affiliations, in addition to the significant main effects of task type and age group ($ps < .001$) as seen in the previous analyses, there was a significant main effect of child's race, indicating that white children were more likely to match their social preferences to their parent's political affiliations ($M = 65\%$, $SE = .03$) than minoritized children ($M = 54\%$, $SE = .03$) ($F(1) = 10.07$, $p = .002$). There were no significant main effects of other demographic factors ($ps > .05$). There was also no significant interaction between task type and age ($F(4) = 1.19$, $p = .31$). When we included parent-child conversations about politics into the model, the effect of child's race remained, ($F(1) = 10.89$, $p = .001$), suggesting the difference in social preference between white and minoritized children may not be solely due to differences in parent-child conversations between the two racial groups. This model also found that, while controlling for the additional demographic factors, parent-child conversations continued to be a predictor of children showing ingroup social preferences matching their parents' political affiliation ($F(1) = 12.27$, $p < .001$).

Demographic Factors Predicting Parent-Child Conversations. To investigate if demographic factors related to parent-child conversation about politics, we created a binomial generalized linear model with child's age (in months), child's race, parents' immigration background, maternal education, and voter registration status as predictors of whether parents engaged in conversations about politics with their child (=1) or not (=0). This model indicated parents of white children were more likely to discuss politics with their children ($M = 49\%$) than

parents of minoritized children ($M = 32\%$), $\beta = 0.82$, $SE = 0.37$, $z = 2.24$, $p = .03$. Other predictors were not significant ($ps > .05$).

Alignment Between Children's Reported Political Affiliation and Parent's Political Affiliation

Other than whether children can accurately predict their parents' political affiliation, we also explored whether what children reported as their political affiliation in the interview matched what parents reported, regardless of whether they can accurately predict their parents' affiliation. Specifically, we examined whether children's declared political party affiliation or presidential candidate choice in the interview matched their parents' political party affiliation or presidential candidate choice: Children were at chance declaring the same political party affiliation ($M = 40.7\%$ matching; chance = 33%; $\chi^2(1, N = 85) = 1.7$, $p = .19$) or presidential candidate ($M = 55.81\%$ matching; chance = 50%; $\chi^2(1, N = 86) = 1.16$, $p = .28$) as their parents. That is, children overall were not declaring the same political party or presidential candidate as their parents. In addition, we also examined age-related changes in children's reported political affiliations matching their parents' affiliation: With age, children were *not* more likely to select the same political party as their parents ($\beta = 0.01$, $SE = 0.11$, $z = 0.69$, $p = .49$), but were more likely to choose the same presidential candidate as their parents ($\beta = 0.03$, $SE = 0.11$, $z = 2.47$, $p = 0.01$). See Supplementary Table 6 for parent-child political alignment breakdown by age group.

In terms of parent-child conversation predicting parent-child alignment, we found the following: Children with parents who engaged in conversations about politics were *more* likely to report the same presidential candidate as their parents ($\beta = 1.021$, $SE = 0.45$, $z = 2.25$, $p = .02$) than those with parents who did not engage in political conversations. However, having parent-

child conversations about politics did not increase children's likelihood of reporting the same political party affiliation as their parent ($\beta = 0.68$, $SE = 0.46$, $z = 1.48$, $p = .14$) compared to not having parent-child conversations.

Supplementary Table 5.

Child political party affiliation and presidential candidate choice by age.

	Political Party Affiliation	% of responses	Sample size	Presidential Candidate Choice	% of responses	Sample size
6-7 year olds	Democrat	4.92%	3	Biden	21.31%	13
	Republican	4.92%	3	Trump	13.11%	8
	Independent	22.95%	14			
	I don't know	54.1%	33	I don't know	44.26%	27
	Other^a	13.11%	8	Other^b	21.31%	13
8-9 year olds	Democrat	13.56%	8	Biden	32.2%	19
	Republican	11.86%	7	Trump	8.47%	5
	Independent	42.37%	25			
	I don't know	28.81%	17	I don't know	27.12%	16
	Other^a	3.39%	2	Other^b	32.2%	19
10-12 year olds	Democrat	26.32%	15	Biden	43.86%	25
	Republican	8.77%	5	Trump	14.04%	8
	Independent	31.58%	18			
	I don't know	28.07%	16	I don't know	22.81%	13
	Other^a	5.26%	3	Other^b	19.3%	11

Supplementary Table 6.

The alignment between parent and children's political party affiliation and presidential candidate choice by age group.

	Political Party Affiliation	% of responses (n)	Presidential Candidate Choice	% of responses (n)
6-7 year olds	Matching	13.11% (8)	Matching	19.67% (12)
	Not matching	86.89% (53)	Not matching	80.33% (49)
8-9 year olds	Matching	18.64% (11)	Matching	22.03% (13)
	Not matching	81.36% (48)	Not matching	77.97% (46)
10-12 year olds	Matching	28.07% (16)	Matching	40.35% (23)
	Not matching	71.93% (16)	Not matching	59.65% (34)

Children's Open-ended Explanations For Their Social Preference Choices

After children completed each social preference task, they were asked why they chose the people they did in an open-ended format. These responses were then transcribed and coded by two independent coders (Krippendorff's Alpha = .85). Coding scheme was developed based on the social reasoning developmental model (SRD; Killen & Rutland, 2011) and research that uses similar models (e.g., Rogers et al., 2012). See Supplementary Table 7 for the coding scheme and descriptives of children's open-ended explanations for their social preference choices. In the Political Party task, children most often said "I don't know" (22.95%), while in the Voting task

and in the Sign task, children explanations most often repeated the political leader's name (Voting task: 42.31%, Sign task: 34.64%).

Supplementary Table 7.

Coding scheme and descriptive of children's open-ended explanations for why they selected their social preference choices.

Task	Coding Category	Definition and Example	% of responses in that category (n)
Political Party Task	Positive affective Republicans/Trump	Positive affective view of the Republican party or Trump ex. "Because he's a Republican and for some reason I just like him."	2.19% (4)
	Positive affective Democrats/Biden	Positive affective view of the Democratic party or Biden ex. "Because I am a Democrat and I like Democrats."	3.28% (6)
	Positive affective Independents	Positive affective view of Independents ex. "A person who would be brave and vote for anyone."	1.64% (3)
	Negative affective Republicans/Trump	Negative affective view of the Republican party or Trump ex. "I know Republicans are crazy. I know what's a Democrat, it's not as bad as a Republican."	1.09% (2)

Negative affective Democrats/Biden	Negative affective view of the Democratic party or Biden ex. “Yeah, like- like you don't really care who gets the vote really. But my mom also said that Independents are generally like a group of Democrats.”	0% (0)
Negative affective Independents	Negative affective view of the Independent party ex. “I don’t like Independents.”	0% (0)
Mentioning a political leader	The mention of a political leader. ex. “Because Trump is a Republican and Biden is a Democrat.”	3.28% (6)
Mentioning a political party	The mention of a political party. ex. “Because they're a Democrat.”	18.58% (34)
Sophisticated political reasoning/referencing political animosity	Referencing to something politically meaningful (such as policy) or the discussion of animosity within politics. ex. “I’m pretty sure Democrats support Joe Biden and I think they are the ones trying to stop climate change and other justice problems.”	2.73% (5)
Family preference	The mention of a family member’s political preference. ex. “Cause my mom doesn’t like Trump.”	3.83% (7)
Physical appearance	The discussion of the physical appearance of the person they picked. ex. “Because she has long hair and I want that.”	16.94% (31)

	Personality	The discussion of the personality of the person they picked. ex. "Because they look nice."	13.66% (25)
	General Positivity	Any general statement of positivity. ex. "Because I like him."	4.91% (9)
	Defining the term "Independent" as a non-political term	Child who is not connecting the term "Independent" to a political idea. ex. "I just like the word independent."	16.39% (30)
	I don't know*	Any response saying they don't know.	22.95% (42)
	Other*	Miscellaneous responses that don't fit the categories above.	6.01% (11)
Voting task	Positive affective Republicans/Trump	Positive affective view of the Republican party or Trump ex. "Because he's a Republican and for some reason I just like him."	8.79% (16)
	Positive affective Democrats/Biden	Positive affective view of the Democratic party or Biden ex. "Because I am a Democrat and I like Democrats."	26.37% (48)
	Positive affective Independents	Positive affective view of Independents ex. "A person who would be brave and vote for anyone."	0% (0)
	Negative affective Republicans/Trump	Negative affective view of the Republican party or Trump	15.93% (29)

	ex. "I know Republicans are crazy. I know what's a Democrat, it's not as bad as a Republican."	
Negative affective Democrats/Biden	Negative affective view of the Democratic party or Biden	2.20% (4)
	ex. "Yeah, like- like you don't really care who gets the vote really. But my mom also said that Independents are generally like a group of Democrats."	
Negative affective Independents	Negative affective view of the Independent party	0% (0)
	ex. "I don't like Independents."	
Mentioning a political leader	The mention of a political leader. ex. "Because she voted for Joe Biden."	42.31% (77)
Mentioning a political party	The mention of a political party. ex. "Because they're a Democrat."	2.20% (4)
Sophisticated political reasoning/referencing political animosity	Referencing to something politically meaningful or the discussion of animosity within politics. ex. "The Democrats and the Republicans fight but if you're Independent you won't fight."	4.95% (9)
Family preference	The mention of a family member's political preference. ex. "Because my mom doesn't like Trump."	2.20% (4)
Physical appearance	The discussion of the physical appearance of the person they picked. ex. "Because she has long hair and I want that."	15.38% (28)
Personality	The discussion of the personality of the person they picked. ex. "Because they look nice."	15.93% (29)

	General Positivity	Any general statement of positivity. ex. "Because I like him."	2.74% (5)
	I don't know*	Any response saying they don't know.	19.23% (35)
	Other*	Miscellaneous responses that don't fit the categories above.	3.85% (7)
Sign task	Positive affective Republicans/Trump	Positive affective view of the Republican party or Trump ex. "Because he's a Republican and for some reason I just like him."	5.03% (9)
	Positive affective Democrats/Biden	Positive affective view of the Democratic party or Biden ex. "Because I am a Democrat and I like Democrats."	17.32% (31)
	Positive affective Independents	Positive affective view of Independents ex. "A person who would be brave and vote for anyone."	0% (0)
	Negative affective Republicans/Trump	Negative affective view of the Republican party or Trump ex. "I know Republicans are crazy. I know what's a Democrat, it's not as bad as a Republican."	11.17% (20)
	Negative affective Democrats/Biden	Negative affective view of the Democratic party or Biden ex. "Yeah, like- like you don't really care who gets the vote really. But my mom also said that Independents are generally like a group of Democrats."	2.79% (5)
	Negative affective Independents	Negative affective view of the Independent party ex. "I don't like Independents."	0% (0)

Mentioning a political leader	The mention of a political leader. ex. "Because Trump is a Republican and Biden is a Democrat."	34.64% (62)
Mentioning a political party	The mention of a political party. ex. "Because they're a Democrat."	1.12% (2)
Sophisticated political reasoning/referencing political animosity	Referencing to something politically meaningful or the discussion of animosity within politics. ex. "The Democrats and the Republicans, they fight but if you're Independent and you don't want to be a part of them too you won't fight."	2.23% (4)
Family preference	The mention of a family member's political preference. ex. "Cause my mom doesn't like Trump."	1.67% (3)
Physical appearance	The discussion of the physical appearance of the person they picked. ex. "Because she has long hair and I want that."	10.06% (18)
Personality	The discussion of the personality of the person they picked. ex. "Because they look nice."	5.59% (10)
General Positivity	Any general statement of positivity. ex. "Because I like him."	2.79% (6)
Sign or yard appearance	Any response discussing the sign or yard appearance. ex. "Because his sign looks cool."	31.28% (56)
I don't know*	Any response saying they don't know.	16.20% (29)

Other*	Miscellaneous responses that don't fit the categories above.	3.35% (6)
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Notes. Responses could be coded into multiple categories except for categories marked as * which were exclusive (i.e., participant responses could not be coded into any other category if they were coded into this one).

Social Preferences and Political Affiliation Reporting of Children Who Could Meaningfully Describe Differences between Democrats and Republicans

As another further test of how children's political knowledge could influence their ingroup preferences, we conducted exploratory analyses on how ingroup preferences differed for those children who could explain a meaningful difference between Democrats and Republicans versus those who could not articulate meaningful differences. First, to investigate the effects of child age on explanations, we conducted a linear model with child age in months as the predictor and whether children were able to articulate a meaningful difference between Democrats and Republicans (1) or not (2) as the dependent variable. This first model with only the main effect of child age indicated older children were more likely to identify a meaningful difference between Democrats and Republicans than younger children ($\beta = 0.003$, $SE = 0.001$, $t = 3.15$, $p = 0.002$, 95% CI [0.001, 0.006], OR = 1.00). Second, to investigate whether children's ability to report meaningful differences between Democrats and Republicans impacted their social preferences, we conducted a generalized linear model with ability to report meaningful differences between the parties as the predictor (1 = able to report meaningful differences, 0 = unable to report meaningful differences) and dependent variable as children's social preferences based on their own political party affiliation in the political party social preference task.. Children who reported a meaningful difference ($n = 23$) between Democrats and Republicans were more likely to prefer people who matched their own party affiliations compared to children

who did not report a meaningful difference ($\beta = 0.20$, $SE = .09$, $t = 2.26$, $p = 0.026$, 95% CI [0.026, 0.364], $R^2 = .052$), indicating that knowledge of political parties may lead children to show more ingroup preferences based on political parties. Based on reviewer suggestions, we also explored a model including child age as an additional predictor in this analysis. There was no main effect of child age and we still saw that children who described meaningful differences between the parties showed greater ingroup preferences ($\beta = 0.20$, $SE = .09$, $t = 2.2$, $p = .028$, 95% CI [-0.003, 0.003], $R^2 = .051$) than those who did not, controlling for child age. Likelihood ratio test comparing main effects only model to a model with child age and meaningful difference interaction term as a predictor indicated no significant difference ($X^2(1) = 0.008$, $p = .775$), suggesting no significant interaction between child age and meaningful differences. However, this analysis should be interpreted with caution because there were only four 6- to 7-years-old children who knew the differences between the political parties, four 8- to 9-years-old children who knew the differences between the political parties, and fifteen 10-to 12-years-old children who knew the differences between the political parties. This descriptive pattern suggests a potential age effect with older children perhaps knowing meaningful differences between political parties more than young children that should be explored in future studies.

Third, to investigate the whether the ability to describe meaningful differences between the parties has an impact on whether children report a political party affiliation, we conducted a linear model with the ability to report meaningful differences between the parties as the predictor (1 = able to report meaningful differences, 0 = unable to report meaningful differences) and the dependent variable of whether children affiliate with a political party (1) or not (0). Children who described the meaningful differences between Democrats and Republicans were not more likely to report a political party affiliation in the interview than those who did not ($p = 0.14$).

Social Preferences and Political Affiliation Reporting of Children Who Could Describe an Independent Voter vs. Not

Further, we conducted the same analyses to understand whether children who were able to explain what an Independent voter was differed based on child age, ingroup preferences, or likelihood to affiliate with a political party. First, to investigate the effects of child age on children's ability to explain what an Independent voter is, we conducted a linear model with child age in months as the predictor and whether children were able to articulate what an Independent voter was (1) or not (2) as the dependent variable. There was a significant main effect of child age such that older children were more likely to correctly describe what an Independent voter was than younger children ($\beta = 0.003$, $SE = .001$, $t = 3.76$, $p > .001$, 95% CI [0.002, 0.005], $R^2 = .081$). Second, to investigate whether children's ability to explain what an Independent voter was impacted their social preferences, we conducted a generalized linear model with ability to explain what an Independent voter was as the predictor (1 = able to explain what an Independent voter was, 0 = unable to explain) and dependent variable as children's social preferences based on their own political affiliation in the political party social preference task. Children's ability to correctly describe what an Independent voter did not predict whether they displayed greater ingroup preferences in the political party social preference task ($p > .56$). This finding may be due to the low number of children who could correctly describe what an Independent voter was (only 8%; $n = 14$) and because children overall chose the Independent person often in the social preference Political Party task (46%). Third, to investigate whether the ability to explain what an Independent voter is has an impact on whether children report a political party affiliation, we conducted a linear model with the ability to explain what an Independent voter is (1 = able to explain what an Independent voter is, 0 = unable to explain) and

the dependent variable of whether children report affiliating with a political party (1) or not (0) in the interview. Whether children correctly described what an Independent voter was or not did not predict whether they self-identified with a political party or preferred people who matched their own party affiliation ($ps > .6$).

These exploratory analyses should be interpreted with caution, as our sample size was not sufficiently powered to answer predictions about children who could explain political terms versus those who could not and did not have an equal number of children who could meaningfully describe political terms versus children who could not to make strong comparisons.