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| --- | --- |
| **Article title** | Gender in Childhood (Country) |
| **Author 1** | Name SurnamePlease write as you wish your name to be displayed on the resource (titles are not included). |
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* Outline key search terms related to your article to aid discoverability online
* Supply a minimum of 5 and a maximum of 10 words or phrases
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* Define specialized terms or key concepts used in your article in the style of a glossary
* Please include the term followed by a colon and a short (no more than 100 words) definition
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**Text of the article** [1000 – 1500 words maximum]

Before you start writing, please read carefully and follow closely:

* [Author Guidelines](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines)
* Article Outline for your article topic. **Please ensure you follow the prescribed structure as set out below, using the same subheadings and in the same order. If you do not follow the set structure, your article submission will be rejected.**
* [UNESCO ISCED classifications](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines_isced) (for articles in Early Childhood, Primary Education, Secondary Education and Higher Education) or the correct age range (articles in Childhood and Youth sections)

**Children’s gender has enormous and varied consequences on their place, status, and rights in their relations and interactions with adults and peers.**

**Your article on Gender in Childhood in your country should cover:**

**1. Gender, status and rights: How gender affects children’s participation, status, rights, and responsibilities in their everyday lives in their families, schools, communities, and society more generally in the particular country. You should discuss how the nature of participation and rights and responsibilities of girls and boys in the family varies in important ways from the early years to adolescence. Similarly you should discuss patterns in schools and communities regarding the participation and rights of girls and boys.**

Click or tap here to enter text.

**2. Gender identity and separation: The development of gender identity in the early years, the separation of girls and boys in play and other activities, conflict between girls and boys, and the general nature of cross-gender play and segregation across cultures in the particular country.**

Click or tap here to enter text.

**3. Gender differences in media and consumer culture: Gender differences in children’s participation in media use and consumer culture in their peer cultures across social and cultural contexts in your country.**

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**[Further reading and online resources](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.5bj83778kqd0) [compulsory]** [not included in total word count]

* Supply a minimum of 5 and a maximum of 10 suggestions
* Please write format these in the complete bibliographic style outlined in the contributor guidelines
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* You must include all relevant references in full
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**Tables [optional]** [not included in total word count]

* Supply captions for all tables
* Please indicate where in the article the table should appear with a flag noting the file name and the caption in the relevant part of the text, for example:

[insert **Table 1: Caption** here]

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* The text is aligned with relevant ISCED standards or age range [ ]
* The information is accurate and up to date, insofar as you can determine [ ]
* Quotations are kept to a minimum, and any lengthy quotations are properly cited. [ ]
* Routine moderate copyediting required [ ]
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