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| **Article title** | Friendship and Peer Cultures in Childhood (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
| **Author 1 blurb** | Name is Position at Name of Institution, Country.  e.g. John Smith is Lecturer at the University of Oxford, UK |
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* 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
* The glossary term must be present in the body of the article, please highlight its first instance in yellow.

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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.**
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**With the direct focus on children’s lives in recent theory and research on childhood studies children’s friendship and peer cultures have become central topics.**

**Your article on Friendship and Peer Cultures in Childhood in your country should cover:**

**1. Conceptions of friendship: Discussion of how children acquire conceptions of friendship in the early years in their interactions in the family, in childcare, in early education settings, and in unsupervised contexts with peers.**

Click or tap here to enter text.

**2. Establishing friendships in preschool years: Discussion of how children go about being friends and establishing friendship networks in the early preschool years.**

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**3. Constructing friendships at elementary school: In elementary school, there should be coverage of how children strive to construct best friendships as well as the development of stratified groups that are often differentiated by social status, gender, and race and ethnicity.**

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**4. Friendship and conflict: Somewhat surprisingly friendships are often established and thrive both in affirmative and conflictual situations. Conflicts often lead to the testing, nourishing, and reaffirmation of close friendship relations.**

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**5. Peer groups and peer cultures: Peers groups and peer cultures in your country. The term peers refers to that cohort or group of children who spend time together on an everyday basis. Local peer cultures are produced and shared primarily through face-to-face interaction. Much of the traditional work on peer culture has focused on the outcomes (positive and negative) of experiences with peers on individual development. However more recent work in the field which should be covered in this topic view children as active agents and their peer cultures as public, collective, and performative. In line with this interpretive view, children’s peer culture is defined as a stable set of activities or routines, artifacts, values, and concerns that children produce and share in interaction with peers. Peers and peer culture involves both positive and negative aspects such as support, fun, and creativity as well as pressure, rejection, and bullying. Finally, peer interaction and culture are related to and affected by their media use and consumer culture.**

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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]

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* These suggestions must be unique from those listed in the references section.

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* You must include all relevant references in full
* Use the Contributor Guidelines to ensure your references are written out correctly
* Do not include any footnotes or endnotes

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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 reflects and includes all of the subheadings from the Article Outline
* 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
* Heavy copyediting required

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