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| **Article title** | Ethnicity and Race in Childhood (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
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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
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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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**Ethnicity and race in childhood has been investigated in numerous types of research. The most important have focused on racial and ethnic identity, attitudes and prejudice, race and ethnicity in peer interaction and peer culture, and acceptance and adaptation of immigrant and refugee children.**

**Your article on Ethnicity and Race in Childhood in your country should cover:**

**1. Conceptions of racial identity: Research on how children develop their conceptions of racial identity in interaction with adults and other children in various institutional and community settings in your country. Depending on the country and culture, the racial and ethnic identities can be related to skin colour and other physical features, language, religion, and cultural beliefs among other factors. How these factors have played out in your country should be explored.**

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**2. The influence of adults and peers: Discussion of the influence both adults and peers on children’s development of attitudes, including prejudices toward minority racial and ethnic groups. This begins in preschool years and becomes more complex and nuanced among elementary school children.**

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**3. Language and interactive styles across racial and ethnic groups: Discussion of differing language and interactive styles across racial and ethnic groups in your country. These stylistic differences can lead to misinterpretations, which increase negative attitudes and segregation of children in school, neighbourhood and other community settings. On the other hand, they can strengthen social bonds among children of the same race and ethnicity.**

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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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* 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

If heavy copyediting required, note reasons and details:

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