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| **Article title** | Inclusion and Marginalization 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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* 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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**Children’s inclusion and marginalisation occurs in both their interactions in the adult world and with their peers. The types and varieties of inclusion and marginalisation vary across societies and cultures.**

**Your article on Inclusion and Marginalisation in Childhood in your country should include a discussion of the following issues:**

**1. Age discrimination: In many societies children are excluded and discriminated against more the any other social group. For example children, often using arbitrary age levels, can be restricted from various commercial establishments and housing that cannot legally apply to any other group. As far as children’s inclusion and marginalisation in family, school, and community such factors as their gender, race/ethnicity, social class, language, religion and immigrant status play an important role.**

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**2. Patterns of inclusion/marginalisation: Patterns of inclusion/marginalisation that vary particularly by age. Preschool children on the whole cross-culturally are more open to inclusion of their peers in their play and other activities and have more inclusive views of friendship. However, these patterns can be overlooked or misinterpreted because younger children tie inclusion and friendship to the present (with whom you are playing and sharing activities and resources in the moment) which is related to their developing language and interactive skills in maintaining play in the face of possible disruption.**

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**3. Stratified play and friendship groups: Establishment of stratified play and friendship groups in and out of school are most common among preadolescents and based on status, gender, sexual orientation, disabilities/special needs, race/ethnicity, social class, language and interactive styles, religion, and immigrant status. The degree and rigidity of stratification vary across subcultural groups and societies. Especially important to discuss for your country in this topic is if children of middle status groups and mixed age groups are more inclusive and supportive than members of the higher status groups which are normally more exclusive and manipulative.**

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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 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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