Recent years have seen an increase in theoretical and empirical interest in the acquisition and development of stereotypes and prejudice in children. Based on research regarding the acquisition and development of intergroup representations and attitudes in the context of the Israeli–Arab conflict, Teichman & Bar-Tal (2008) proposed an Integrative Developmental Contextual Theory (IDCT) and presented some relevant findings.

The components included in IDCT are: Context, affect, cognitive development, and identity development. The theoretical propositions are examined tracing the developmental trajectory of in- and out-group perceptual complexity and preference/rejection highlighting issues such as children's age, experience of threat, identity acquisition, and majority/minority status. Results of studies reviewed indicate that developmental trajectories of stereotypes and prejudice are context related, influenced by affect, cognitive and identity development and that their expression may vary on implicit and explicit measures. Implications for prevention and intervention within the educational system are proposed.

You are invited!!