

SUMMARIES IN ENGLISH

Torben Hangaard Rasmussen: The poetics of play. Plato and Aristotle on play

The article is a critical discussion of Plato's *Republic* and Aristotle's *Poetics*. I argue, that play is a *poetic* praxis, which unites two sources: *mimesis* and *mythos*. Mimesis (dramatic performance) and mythos (storytelling) are complementary conditions of both the praxis of the rhapsodist and child's play. In childhood these two sources sometimes run parallel to each other, sometimes they run together and become *epic play* or *dramatic play*. In epic play, which Plato criticises in the *Republic*, the child is both itself and another. It (re)presents the behaviour of a human being, an animal or a mythological figure, and the next moment it acts like a storyteller. In dramatic play, which Aristotle analyses in his *Poetics*, the child has to construct the story from inside, through the continuous development of the dialogue. In dramatic play children do not step outside the scenery and comment the actions. Mythos is woven into mimesis or direct speech.

Benny Karpatschof: Playful Activity – an essay about unnecessary play as a necessary aspect of human activity

The article intends to illuminate the aspect of human activity of children as well of adults characterised by not being attached to any external need or object, but is motivated by the joy and fascination of the activity itself. This aspect is called *Playful Activity*. Playful Activity is assumed to be a decisive precondition of any kind of transcendence of an existing activity. Thus Playful Activity is in a dialectical connection with the goal-directed, the serious activity. Thus Playful Activity is found in problem solving, mathematics, aesthetic activity, humour, and what Bakhtin has called *Carnevalism*. Examples are analysed from an action organised by a group of former psychiatric inmates against a psychiatric asylum and from Heines book: *Gemany - a winters tale*.

Ivy Schousboe: A Life-span Perspective on Play

By far the greatest part of developmental research focuses on how children differ from adults and on how, step by step, they come to resemble adults more and more. I suggest that the focus on differences has led to a too shallow description of children as well as adults and that it may be advantageous to supplement the frequent perspective of differentiation with a perspective of persistence which highlights the fact that certain aspects of development continue to exist in unaltered form over time. I have attempted to apply such a perspective to the »what if« – aspect of children's fantasy play; a game which children can only play because they utilize both conventional and alternative forms of rationality. My conclusion is that there are basic similarities between children and adults with respect to the origin, stability and functions of the various kinds of rationality and that we can gain a better understanding of the developmental psychology of all age groups if we are aware that there is also a conservative side to development.

Reinhard Stelter: Exploring the world and presenting the self – Play as a setting for developing personal, social and cultural competencies

The aim of the article is to place and classify play within the research perspective of human and social sport science and sport psychology. The interaction between the

player and the social environment is the focus of this research. Play is defined as a voluntary and self-selected activity. Play is created, on the basis of chosen or existing rules, as a narrative or drama between one other person or several others in a given, or materially and socially shaped, environment. Play is a dialectically and dynamically arranged setting which deals with the challenges of everyday life. Every episode of play builds on a dramatic rise and fall of involvement and leads to inspiring and sometimes euphoric experiences.

This article shows that play is a social and cultural mode of expression and has great importance for the development of children in regard to their personal, social and cultural competencies:

On the personal level we can define general play competencies. Here, the child learns to *be part of the play*, to *take part in the play* and to *create and design* the play by forming a dramatic narrative. On the social level the child has to develop strategies of *being a participant* in the community or setting in which play takes place. On the cultural level, the child has to develop competencies in analysing the cultural context and the character of the actual setting in which the play takes place, for example seeing the difference between games and play at home, at school or in the sports club and acting according to the social and cultural demands of each context.

The analysis of two case-studies show the personal, social and cultural challenges children have to face and handle in play and games.

Gunilla Lindqvist : The Aesthetics of Play

The aim of this study has been to investigate the connections between play and cultural aesthetic forms and develop models for a creative pedagogy of play in order to understand the potential development of play and children's creating of meaning.

On the basis of Vygotsky's cultural historical theory and theories of drama and literature, an approach to play is developed, which recognizes a dynamic connection between children's play and the cultural influence of their environment.

Didactic projects ("developmental experiments") were tried at a pre-school in Karlstad with "play-themes", where the narrative was the main thread, drama pedagogic methods were used and the structural basis was the form of play. The method of analysis was based on qualitative text interpretations of both dramatizations and children's play (videotaped) and the pedagogic analysis reflected the dynamic relations between play and culture.

The results show that a common *playworld* helps developing play in preschools. The children created meaning on the basis on the entire situation. When the adults dramatized *characters* and *actions* they established a *dialogue* with the children so that they could enter the play fiction. World, action and characters are interconnected in play and the children create *meaning* which provides a base both for abstract thinking and artistic, creative ability.

Stig Broström: Children's worth-while play

In the article two different views on play are presented, an anthropological-cultural and a pedagogical-psychological. The last-mentioned is expressed throughout the article arguing for the idea: through play children create their own learning and development. Here the cultural-historical activity theory and play theory is used as general approach. Yet a critical reflection is established on the classic understanding of Vygotsky's concept zone of proximal development as pivot for understanding children's play. However, parallel with presentation of the pedagogical understanding of play the anthropological-cultural play theory is use as a critical mirror in order to warn against reduction and the possibility for to lose the characteristics of play in time with a pedagogical use of play.

Lise Ahlmann & Arne Friemuth Petersen: Play Metaphors: On Basic Themes in Play of Young Children and Their Psychomotor Origin.

Young children's play with things and playmates reveals recurrent patterns of themes regarding basic orientations in space, time, causality, and with respect to categories relating to familiarity, strangeness, ect., and in playing through such themes children acquire the coordinates of their world which they tentatively represent, often in metaphorical ways. Themes in toddlers' play (transcribed from video-sequences filmed in a Danish nursery) are analysed as possible stages in psychomotor development, and examples are given to show how the child's representations of the world are rooted partly in his own body and the image he has formed of it. The superiority of homological (structural) explanations over analogical (metaphorical) explanations of such phenomena is finally pointed out.

Marie Kingston: Gender differences in social fantasy play – a peek into the child perspective

This article is based on a qualitative study describing children's perspective on gender differences in social fantasy play. The theoretical frame for the study consists of concepts as contextuality and intentionality, which help ensure a peek into the children's perspective and the distinct subjectivity of children.

The article describes a number of new aspects in understanding gender differences in social fantasy play, as well as the relationship between discursive understanding and the formation of a gender identity. The result of the study is a different view upon children's competencies - a view that springs from the children's perspective.

Morten Jack & Jon Andersen: Chat – a playground for grown-ups

Internet based chatting communities form a new kind of sociality that is not very well researched in Danish Psychology. In this article we examine the culture of playing in one particular adult chatroom. Three different genres of chat-based play are presented, and the purpose of playing is examined. We point out three different purposes of playing, and argue that these seem particularly important in this chatroom. Furthermore, distinct characteristics with adult's play in chatrooms are discussed.

Nina Armand & Agnete Husted-Andersen: The activities of children in virtual worlds

»What do children get out of it?« This is a central question in the discussions surrounding children's use of digital medias. Or rather a central question in the *adult's* discussions. The aim of the article is to investigate the meaningfulness that *children* themselves experience in their use of digital medias specifically 3D virtual worlds. The article is based on a qualitative study into children's activities in a virtual world as performed in a research based after school activity. On the basis of the study and the general debate two themes emerged as central in understanding the children's' virtual activities. These themes are play and different ways of presenting and positioning one self. The article proposes an understanding of children's virtual expressions as personal narratives which supports the Childs perception of him or her self. However the virtual narratives have different conditions under which to unfold because they are constructed in a virtual context. The argument of the article is that the virtual context can be understood as a play context composed of three reality spheres. This model both illustrates the attractive space for agency that the virtual world creates as well as it illustrates how the virtual context is related to other aspects of the children's' lives.

Katrine Røhder: Between-agers – a question of sexuality or play?

In this article the between-agers will be presented – that is girls between the age of ten and twelve, who dresses in sexually challenging clothes. In the media debate these girls are made objects of worry. Essential in this worry is the apparent lack of coherence between the sexual marks of the girls and the traditional view of how children should behave. This way of presenting the problem is challenged as the article argues, that the worry is based on a romantic idea about the relationship between the naturalness of childhood and the cultural origin of sexuality, that is both one-sided and wrong as well as limitary to an understanding of the between-agers. The article argues that there is a need of a renewed and qualified discussion so that the girls' sexual behavior can be conceived in a more adequate way. It is concluded that play and sexuality should not necessarily be seen as opposites, as the play can function as a frame for the between-agers' sexual acting. Thus a play perspective contains a quality of understanding to the between-agers, which will be relevant to investigate further.

Ole Almstrup: Playing or psychotherapy – or vice versa

Children's playing is looked upon as potential psychotherapeutic. In playing what looks like passivity is transformed into activity. Winnicott's »atmosphere of playing« describes the pleasureable and exploring aspects of children's and adult's psychotherapeutic work. Children's and psychotherapist's lacking capacity for playing is touched upon. Examples are given of how the psychotherapeutic is seen as an explorative and playing movement from one position to another which gives new viewpoints and new potentials for acting.

psykologi-direkte

Nyheder • Foredrag • Tilbud

– et gratis tilbud til dig, som har brug for viden inden for det psykologiske område

psykologi-direkte holder dig ajour med information om de seneste nye udgivelser fra Psykologisk Forlag via vores e-mail-service

psykologi-direkte byder på gode tilbud på bøger fra Psykologisk Forlag – både helt nye titler og andre bøger, som har rigtig mange læsers interesse

psykologi-direkte inviterer til foredrag, gå-hjem-møder og lignende, hvor fagfolk bringer nyt inden for psykologien

psykologi-direkte gør det lettere og billigere at købe bøger fra Psykologisk Forlag. Alle forlagets titler kan bestilles på hjemmesiden. Du får bøgerne leveret med posten uden udgifter til porto (i Danmark) og ekspedition

Tilmeld dig på

www.psykologi-direkte.dk

og få straks glæde af de mange fordele

Psykologisk Forlag 

Stockholmsgade 29 • 2100 København Ø

Tlf. 3538 1655 • Fax 3538 1665 • salg@dpf.dk • www.dpf.dk

Det onde

Tid: *Fredag d. 31. januar, kl. 10.00-16.30*

Sted: *Københavns Universitet Amager, Aud. 8.1.13*

Arrangør: *Tidsskriftet Psyke & Logos*

- kl. 10.00-10.30 **PETER THIELST:** Jagtet af fortolkninger – det onde som kulturens evindelige byrde
- kl. 10.30-11.00 **CHARLOTTE MATHIASSEN:** Når det onde er en del af en selv – om anger og søgen efter selvforståelse hos voldsdømte
- kl. 11.00-11.30 **ANNE LINDHARDT:** Det onde i psykopati
- kl. 11.30-12.00 **ASK ELKLIT:** Mødet med det onde i et psyko-traumatologisk perspektiv
- kl. 12.00-13.00 *Frokost*
- kl. 13.00-13.30 **BIRGITTE DIDERICHSEN:** Det onde i paranoia
- kl. 13.30-14.00 **OLE ANDKJÆR OLSEN:** Det onde og dødsdriften
- kl. 14.00-14.30 **LAURITS LAURITSEN:** Det onde – et attentat på den symbolske orden
- kl. 14.30-15.00 *Kaffepause*
- kl. 15.00-15.30 **FREDERIK STJERNFELT:** Det onde i kulturen
- kl. 15.30-16.30 **CHRISTIAN BRAAD THOMSEN:** Det onde i filmen (belyst gennem filmeksempler)

Alle interesserede er velkomne