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This work is an exploration of the critical role of play and the gap in perception between adults and children. As children wrestle with culture through their games, recess itself has become a battleground for the control of children's time. Based on dozens of interviews and the observation of over a thousand children in a racially integrated, working-class public school, this book is a moving ...

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These sessions in Recess Battles raise questions about adult power and the changing frames of class, race, ethnicity, and gender. The grown-ups' clear misunderstanding of the complexity of children's play is contrasted with the richness of the children's folk traditions. Recess Battles is an ethnographic study of lighthearted games, a celebratory presentation of children's folklore and its conflicts, and a philosophical text concerning the ironies of everyday childhood.

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Recess Battles Playing, Fighting, and Storytelling. ... * Recess Battles is a splendid book and an extremely sophisticated treatment of a set of issues that are usually treated only partially or superficially. A close descriptive account of recess play at an inner-city elementary school, the writing is magisterial--there is an ease in it that ...

Play Books | Anna Beresin

Anna R. Beresin, Recess Battles: Playing, Fighting, and Storytelling by Marjorie Harness Goodwin Educators and child specialists have recently focused attention on the “play deficit” facing children in the twenty-first century.

Recess Battles: Playing, Fighting, and Storytelling ---

As children wrestle with culture through their games, recess itself has become a battleground for the control of children's time. Based on dozens of interviews and the observation of over a thousand children in a racially integrated, working-class public school, Recess Battles is a moving reflection of urban childhood at the turn of the millennium. The book debunks myths about recess violence and challenges the notion that schoolyard play is a waste of time. The author videotaped and recorded children of the Mill School in Philadelphia from 1991 to 2004 and asked them to offer comments as they watched themselves at play. These sessions in Recess Battles raise questions about adult power and the changing frames of class, race, ethnicity, and gender. The grown-ups' clear misunderstanding of the complexity of children's play is contrasted with the richness of the children's folk traditions. Recess Battles is an ethnographic study of lighthearted games, a celebratory presentation of children's folklore and its conflicts, and a philosophical text concerning the ironies of everyday childhood. Rooted in video micro-ethnography and the traditions of theorists such as Bourdieu, Willis, and Bateson, Recess Battles is written for a lay audience with extensive academic footnotes. International scholar Dr. Brian Sutton-Smith contributes a foreword, and the children themselves illustrate the text with black and white paintings.

Recess Battles: Playing, Fighting, and Storytelling ---

"Anna Beresin---'recess lady'---has brought her long-term study of the folklore of children in an elementary school on the 'wrong side of the tracks' to a welcome conclusion. The book is that rare offering that provides pleasure and enlightenment in the minute---gem-like scenes of children playing---and more globally. The global issues could not be more timely or pressing. In the interest of protecting and educating them, poor children's lives in school have been drained of nearly all self-will, spontaneity and peer interaction. The gains---in improved test scores, lowered security costs, and a reduction in teacher and parent complaints---may not justify the draconian measures that have been taken. Recess Battles makes the point forcefully that adults observing recess grossly overestimate and misinterpret the violence and conflict that occur. So the 'battles' among children on the playground lead to battles between those who would eliminate or tame recess and the children---who thrive on the opportunities for growth, interaction and sheer joy that only recess can provide."---David F. Lancy, author of The Anthropology of Childhood: Cherubs, Chattel, Changelings "Recess Battles is a splendid book and an extremely sophisticated treatment of a set of issues that are usually treated only partially and/or superficially. A close descriptive account of recess play at an inner-city elementary school, the writing is magisterial---there is an ease in it that conceals the subtlety of what is being said. How sad it is that recess play, especially in schools that are under intense 'high stakes testing' accountability pressure, has become an endangered species. This book documents aspects of contemporary urban children's play, in word and in body, in a way that nothing else I know of does. It's a gem."---Frederick Erickson, author of Talk and Social Theory: Ecologies of Speaking and Listening in Everyday Life

What can the art of play teach us about the art of play? Showcasing the paintings of more than one hundred Philadelphia public elementary school children, folklorist Anna Beresin's innovative book, The Art of Play, presents images and stories that illustrate what children do at recess, and how it makes them feel. Beresin provides a nuanced, child-centered discussion of the intersections of play, art, and learning. She describes a widespread institutionalized fear of play and expressive art, and the transformative power of simple materials like chalk and paint. Featuring more than 150 paintings and a dozen surreal photographs of masked children enjoying recess, The Art of Play weaves together the diverse voices of kids and working artists with play scholarship. This book emerged from Recess Access, a service-learning project that donated chalk, ropes, balls, and hoops to nine schools in different sections of Philadelphia. A portion of the proceeds of The Art of Play will support recess advocacy.

There has been a growing academic interest in the role of outdoor spaces for play in a child’s development. This text represents a coordinated and comprehensive volume of international research on this subject edited by members of the well-established European Early Childhood Education Research Association Outdoor Play and Learning SIG (OPAL). Chapters written by authors from Europe, North and South America, Australasia and Asia Pacific countries are organised into six sections: Theoretical Frameworks and Conceptual Approaches for Understanding Outdoor Play & Learning Critical Reflections on Policy and Regulation in Outdoor Play & Learning Children’s Engagement with Nature, Sustainability and Children’s Geographies Diverse Contexts and Inclusion in Children’s Outdoor Play Environments Methodologies for Researching Outdoor Play and Learning Links Between Research and Practice

Iona and Peter Opie were twentieth-century pioneers. Their research and writing focused on the folklore of British children - their games, rhymes, riddles, secret languages and every variety of the traditions and inventions of the children’s collective physical and verbal play. Such closely observed, respectful, good-humoured and historically attuned writing about the traditions of childhood was a revelation to English-language readers around the world. Their numerous books were a rare phenomenon: they attracted a popular readership far beyond the professional and academic communities. For those who work with children, their collaborative research was a powerful influence in confirming the immense capacities of the young for cooperation, conservation, invention and imagination. Their books challenged - then and now - the bleak and limited view of children which focuses on their smallness, ignorance and powerlessness. The writers in this volume pay their tribute to the Opies by exploring a wonderfully varied topography of children's play, from different countries and different perspectives. Their research is vivid and challenging; that is, as it should be, in the tradition of the Opies. This book was originally published as a special issue of the International Journal of Play.

Young Children's Play: Development, Disabilities, and Diversity is an accessible, comprehensive introduction to play and development from birth to age 8 years that introduces readers to various play types and strategies and helps them determine when intervention might be needed. Skillfully addressing both typically developing children and those with special needs in a single volume, this book covers dramatic play, blocks, games, motor play, artistic play, and non-traditional play forms, such as humor, rough and tumble play, and more. Designed to support contemporary classrooms, this text deliberately interweaves practical strategies for understanding and supporting the play of children with specific disabilities (e.g. autism, Down syndrome, or physically challenging conditions) and those of diverse cultural backgrounds into every chapter. In sections divided by age group, Trawick-Smith explores strategies for engaging children with specific special needs, multicultural backgrounds, and incorporating adult-child play and play intervention. Emphasizing diversity in play behaviors, each chapter includes vignettes featuring children’s play and teacher interactions in classrooms to illustrate core concepts in action. Filled with research-based applications for professional practice, this text is an essential resource for students of early childhood and special education, as well as teachers and coaches supporting early grades or inclusive classrooms.

Play in the Early Years provides an accessible overview of key concepts, debates and approaches to children’s Play. This book: · Considers play from a variety of perspectives · Offers expert insights into theory and research in each area · Encourages the reader to critically reflect on both theory and practice With features including key terms, case studies, reflective questions, spotlights on research and an accompanying glossary, this text is perfect for everyone who is interested in Play - from those just starting undergraduate degrees through to those with more advanced knowledge or experience.

The aim of this book is to offer an informed account of changes in the nature of the relationship between play, media and commercial culture in England through an analysis of play in the 1950s/60s and the present day.

The Oxford Handbook of American Folklore and Folklife Studies surveys the materials, approaches, concepts, and applications of the field to provide a sweeping guide to American folklore and folklife, culture, history, and society. Forty-three comprehensive and diverse chapters delve into significant themes and methods of folklore and folklife study; established expressions and activities; spheres and locations of folkloric action; and shared cultures and common identities. Beyond the longstanding arenas of academic focus developed throughout the 350-year legacy of folklore and folklife study, contributors at the forefront of the field also explore exciting new areas of attention that have emerged in the twenty-first century such as the Internet, bodylore, folklore of organizations and networks, sexual orientation, neurodiverse identities, and disability groups. Encompassing a wide range of cultural traditions in the United States, from bits of slang in private conversations to massive public demonstrations, ancient beliefs to contemporary viral memes, and a simple handshake greeting to group festivals, these chapters consider the meanings in oral, social, and material genres of dance, ritual, drama, play, speech, song, and story while drawing attention to tradition-centered communities such as the Amish and Hasidim, occupational groups and their workaday worlds, and children and other age groups. Weaving together such varied and manifest traditions, this handbook pays significant attention to the cultural diversity and changing national boundaries that have always been distinctive in the American experience, reflecting on the relative youth of the nation; global connections of customs brought by immigrants; mobility of residents and their relation to an indigenous, urbanized, and racialized population; and a varied landscape and settlement pattern. Edited by leading folklore scholar Simon J. Bronner, this handbook celebrates the extraordinary richness of the American social and cultural fabric, offering a valuable resource not only for scholars and students of American studies, but also for the global study of tradition, folk arts, and cultural practice.

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