INVITATIONS AS A FORM OF PLAY

Luke Franco
WHAT IS PLAY?

• An activity that fully immerses a child’s involvement (Goodwin, 1985)
  • Can include sense of uncertainty or illusion
  • Usually exists outside everyday life

• Types of play
  • Solo v. Social
How does play contribute to young children’s development?

- Ability to show humor
  - Laughing or smiling

- Role reversal in play expectations
  - One can go from teasing to being teased

- Copy-Follow routines
  - Imitation as main form of learning cultural norms from infancy
Goodwin states that there are two positions regarding type of framing experience games provide (Goodwin, 1985)

1. Frames set apart from everyday experience
2. Continuity exists between these games and ordinary experience

Rules for games are up for debate (Goodwin, 1985)

- Challenges to rules must be decided before play
- Otherwise a side sequence of “game modifications” must be initiated

Girls tend to be more exclusive in play than boys (Goodwin, 1985)

- Also less direct with insults
  - “Soften the blow”
• Pretend play can induce a hierarchical form of social organization within play (Kyratzis, 2007)

• “Children’s subtle observation of background features in adult’s interaction is fully revealed in role play,” (Kyratzis 323, 2007)
  • Way in which children respond to one another orient them to particular membership categories
• Eva begins a playful invitation in lines 7-10

07 Eva: [So Luke]

08 Luke: *What’s up? (*Maddie and Eva gaze at L)

09 (1.8)

10 Eva: So whaddya wanna do today at my house?
• Eva attempts a re-start in line 15, but is thwarted by caregiver in line 17

15 Eva:  ↑So Luke

16 Maddie: *Hey (*Maddie remains standing)

17 CG:  Eva, put the dish ↓down

18 Maddie: [(ey↑ ou *do)my house?

19 (*Maddie sits back down smiling)
HOW IS THIS PLAY CONT.
27 CG: Hhmmm sounds like an inv[ite to me

28 Maddie: [eee*e[ahheee

29 (*Maddie lifts left hand in the air)

Lines Omitted

35 Luke: If [you guys=

36 Emily: [So Luke

37 Luke: =keep giving me broccoli and pretzels I may not

38 have a choice

39 Emily: So Luke

40 Luke: ↑Yes* (*Maddie stands up)

41 (2.0)

42 Emily: Whadda wanna do at my house↑?

43 (large amount of laughter)

44 Maddie: I *(dibba [do my houss) (*Maddie sits)

45 Eva: [So Luke ↑SO LUKE
• In line 53, Ian attempts to join in to the next round of invitations

53 Ian: °Whadaya wanna do at my house°
54 Luke: I don’t know whadda you [wanna do
55 Eva: [So Luke
A rejection of an invitation must be accompanied by an account.
• Framing experience of games can teach girls & boys art of “flirting”
  • Set apart from everyday experience
  • Has to exist outside everyday life
    • Flirtation exhibits many similar aspects to play
SHOW THE CLIP
CONCLUSION

• Invitations can indeed be a form of play
  • Real world implications of accounts & rejection

• Girls are more selective in play than boys
  • Poor Ian

• Flirting coincides with the definition of play
  • Immereses involvement from all participants
  • Show humor/laughing


• Corsaro, W. A. 1979. “‘We’re friends, right?’: Children’s use of access rituals in a nursery school.” *Language in Society 8*:315-323.