Negotiating play entry in after school centers

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Introduction

- PhD
- Dutch after school centers
- Peer interactions
- Motivation for discussing my topic
- Statement of objective
- Forecasting the contents of my talk

Theory

- # Negotiating play entry: discourse practices
  (Corsaro, 1979; 2003; Cromdal, 2001; Evaldsson, 1993)

- # Participation framework
  (Goodwin & Goodwin, 2004; Danby & Baker, 2000; Theobald, 2009; Butler, 2008; Bateman, 2011; Goodwin, 1995; 2001; 2006; Cromdal, 2001)

- # Negotiating play entry sequences
  (Cromdal, 2001; Keisanen & Rauniomaa, 2012; Rae, 2001; Mortensen, 2009)

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Activity: open and closed

Research Question

- How do newcomers and players from 4 to 8 years of age organize play entry in play that is already running in after school centers?
  And how do entry practices relate to the nature of the activity (open – closed) and the created participation framework?

Method

- 78 hours of videotaped interactions
- Two after school centers
- Sampled during 6 months in 2010-2011
- 67 transcribed play entry interactions (Jefferson, 1984; Ten Have, 2007)

Request for access

```
1  Floris     ((leans forward to Hanna)) can I come along?
2  Hanna      yes [but then you have to colour such a thing too
3  Jamy           [yes
4  Hanna      ((shows drawing to Floris))be- because we have a treasure
5             map
```

Entry practices: preparing

Preparing request:

- Presequences: non-verbal

- Presequences with pre-request

```
1   Hessel   ((approaching activity)) what do you do?
2   Michael  just take a look in your mail box
3   Hessel   ((leaves and returns with a book/dummy))
4            what's this?
5            ((Michael and Jos look))
6   Jos      a book [that ((unint.))
7   Michael        [do you know what you can do with it? (.) you can
8            write your name. You can (do anything unintel.)
9   Hessel   ((goes standing between Michael and Jos en looks what Emma
10           is doing))
```

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```
1    Marouan  ((leans on table and looks at the game))
2    Jos      ((runs away and returns))
3    Kees     now it's my turn
4    Jos      [NO:↓: (.) YOU ARE NOT PLAYING ALONG ((to M))
5             [((runs along M and tap him on his bag))
6    Marouan  HEY:: ((backing away))I am not playing along either
7    Jos      [nja but your not playing along!
8             [((Sander and Kees are looking at Jos and Marouan))
9    Sander   you don't play along too ((hangs over the table))
19   Marouan  I don't play along too
11            (.)
12   Jos      but you aren't allowed to watch either
13   Marouan  how stupid you are!
14   Sander   he is not stupid
```

Negotiations

1 Reframing: open activity and open participation frame: children reframe and create a more closed participation frame

2 Endless negotiation: open activitiy: children create more closed participation frame: participation with new conditions again and again

Reframing

```
15   Hanna    We are going to play outside (unint.) we are going to look
16            for a treasure in the bushes
17            (.)
18   Moniek   Yes, going (.) going, [we are going
19   Jamy                           [NO NOT YOU
20   Moniek   Really do:
21   Jamy     No …? ((to Hanna))
22   Hanna    I'M NOT GOING TO CLIMB TREES BECAUSE WE ARE GOING TO LOOK
23            FOR A TREASURE IN THE BUSHES
24   Jamy     Yes
25   Hanna    A duck treasure
26   Jamy     Yes, yes and (.) and Moniek is not going with us?
```

Endless negotiantion

```
112 Moniek    okay, I will do a treasure map too (.) make
113 Hanna     but you have to do the same
114 Moniek    ((running away))yes, yes, yes yes but the same isn't
115           possible, a same must look after a treasure box
116 Hanna     but i will a whole different (.) because that is in the
117           incentive bushes
118 Moniek    yes I will do also one in the [one
119 Hanna                                   [no, then you have to do it a
120           little, then you have to, have have to, because treasure
121           maps are a little ragged. ((tearing her treasure map))
122 Moniek    no you think so? But that is what pirates have
123 Hanna     yes yes because i am a pirate with you Jamy
124 Moniek    YES AND ME ALSO
125 Floris    I want to join
126 Hanna     YOU HAVE TO HAVE A TREASURE MAP
```

Conclusion & discussion

- The nature of activities influence access negotiations, but children, newcomers ánd already playing children, are able to create the participation framework:
  in open activities a closed framework can be created and vice versa

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