

Index

- activities, 5, 19
 - in families, 9
 - initiating, example, 11
 - institutional practice and, 5
- activity settings, 9
 - children's social settings and, 14
 - in family practices, 20
 - in school practices, 20
 - relations between demands and person
 - initiated activities in, 82
 - variation in, among families, 21
- after-school programs, 73
- Andenæs, A., 18
- Australia, schools in, 172
- Australian families, 43
- Australian families. differences in physical
 - conditions and routines of Danish families vs., 42
- Barker, Roger, 8
- Bodrova, E., 113
- Bozhovich, L. I., 193, 199, 200
- Bredikyte, M., 207
- Bronfenbrenner, U., 18
- Brostrøm, S., 166
- child collective, 212
 - Andrew and, 186
 - concept of, 186
- childness experience, 14
- children's perspective, of everyday life, 4
- children's play, 3
- children's social situation, 9, 21, 192, 198
 - activities settings and, 14
- child's relationships, child position in family
 - and, 21
- classmates, importance of, 169
- collective imaginary situation, 206
- conflicts, definition of, 13
- Convention on the Right of the Child* (United Nations), 194
- Corsaro, W. A., 215
- Davydov, V. V., 199
- demands
 - definition of, 11
 - Fredriksberg family and, 11, 13
 - relations between person initiated activities and, 82
- Denmark, kindergarten in, 167
- development, 3
 - children's, 191
 - as contested area of psychology and education, 3
 - as sociocultural pathways, 5
 - cross-cultural differences in, 167
 - ecological tradition of, 18
 - from cultural-historical perspective, 3
 - motive
 - acquisition of, 88
 - family differences in, 201
 - for playing football, pedagogy of family and, 108
 - Fredriksberg family and, 53, 83
 - social situation of
 - in Fredriksberg family, 14
 - Peninsula, Andrew and, 185
 - theory of, 14, 17
 - taking child's perspective of, 8
- dinner tables. *See* Evening meals
- dinner talk, 197
- Dockett, S., 60, 70, 182
- doubleness of play, 115
- ecological theory, 18
- ecological tradition, of children's development, 18
- education, children's development as contested
 - area of, 3
- Elkonin, D. B., 14
- environment
 - affective relationship between children and, 199
 - children's development and, 193
 - child's understanding of, 193

- evening meals
 - as focus of research, 116
 - at Peninsula family, 126
 - at Vanløse family, 117
 - Danish vs. Australian families and, 117
 - in Westernport family, 129
 - socialization and, 116
 - traditions and, 117
 - values and, 132
- families
 - activity settings in, 9
 - as core institution, 5
 - timing in, 196
- family practices, 7, 9
 - activity settings in, 20
 - demands on children and, 68, 195
 - differences in material conditions and, 99
 - dominance of, 72
 - influence of children's attendance at school on, 87
 - influence of schools on, in Fredriksberg and Peninsula families, 53
- family research, 19
- Fleer, M., 206
- football play
 - as family practice, 107
 - imaginary situation and, 107
 - imaginary situation for developing children's competence in, 108
 - in Westernport family, 103
 - ways pedagogy of family supports children's development of motive for, 108
- Fredriksberg, family, 3, 15, 26
 - breakfast at, 4
 - child-initiated activities in, 13, 55
 - children's initiated activities and conflicts, 68
 - child's social situation of development in, 14
 - coming home from school in, 74
 - coming home from school traditions in, 95, 97
 - controversy and conflict resolution, 13
 - conversations in, 197
 - demands and, 11, 13
 - evening meals at, 124
 - family practice on coming home from school, 76, 80
 - homework and, 197, 200
 - mealtime conversation in, 133
 - morning routines, 54
 - motive development and, 53, 83
 - pedagogy of the family and, 31
 - physical conditions, 28
 - play in, 103, 114
 - routines of day/week, 30
 - school influence on home activity settings and, 53
 - solving conflicts in, 13, 55
 - strategies for handling time stress in transition from home to school, 69
 - values around evening meal and, 132
- Fredriksberg, Emil, 3, 4, 9
 - after-school program and, 74
 - child-initiated activities and, 13
 - demands and, 11
 - development of motives and, 134
 - first day in kindergarten class, 155
 - in kindergarten class, after three months, 158
 - initiated activities/conflicts and, 81
 - initiating activities and, 11
 - play initiatives of, 110
 - solving conflicts and, 11
- Fredriksberg, Kaisa, 3, 4, 9, 11
 - child-initiated activities and, 13
 - demands and, 11
 - development of motives and, 135
 - initiating activities and, 11
 - morning activities of, 13
 - play initiatives of, 111
- Fredriksberg, Laura, 3, 75
 - child-initiated activities and, 13
 - morning activities of, 13
- Fredriksberg, Lulu, 3, 4, 9
 - child-initiated activities and, 13
 - coming home from school and, 75
 - initiated activities and, 77
 - initiated activities/conflicts and, 81
 - morning activities of, 13
- friends, importance of, 169
- Goodnow, J. J., 17
- Grieshaber, S., 18, 60, 70, 137, 147, 194
- Haavind, H., 18
- Hanghøj, Kasper, 26
- Hedegaard, M., 199
- higher education, 5
- Højholt, C., 169
- homework, 198
 - Fredriksberg family and, 200
 - Westernport family and, 201
- housing, material conditions of, 193
- imaginary situations
 - development of children's competence in football play and, 108
 - football play and, 107
 - play and, 115
 - sphere of imagination, 206
- initiated activities, children's
 - in Peninsula family, 64
 - in Fredriksberg family, 13, 55
 - in Peninsula family, 55, 63

Cambridge University Press
 978-1-107-02864-7 - Play, Learning, and Children's Development: Everyday Life in
 Families and Transition to School
 Mariane Hedegaard and Marilyn Fleer
 Index

[More information](#)

Index

229

- morning, in Peninsula family and, 48
 - relations between demands and, 82
- institutional perspective, 191
- institutional practices, 4, 5
 - dynamics of, 7
- institutional traditions, 7
- kindergarten class, 153
 - Emil in, after three months, 158
 - Emil's first time in, 155
 - entering, 154
 - in Denmark, 167
 - pedagogy of the school for children in, 155
- Kousholt, D., 18
- Kryger, L., 26
- leading motives
 - age periods and, 202
 - children's, 14
- learning, 3, 8
 - children's, 191
 - in home vs. in school, 72
 - occurrence of, 210
 - play and, 208
 - play and, effect of differences in age periods, 216, 217
 - transition from preschool to school and, 214
 - types of demands for, in school vs. home, 210
- learning activities
 - of children, at home and in school, 208
 - play and, 205
- Leontiev, A. N., 5, 9, 199, 200
- Lewin, K., 193
- Macoby, E. E., 17
- material conditions, 21
 - differences in, 98
 - of housing, 193
- mealtimes. *See* evening meals
- meaningful motives, 200, 202
- Mirkhil, M., 166
- morning talk, 197
- motive orientation
 - children's, 198
 - defined, 200
 - in Fredriksberg family, 201
 - ways of acquiring and keeping, 201
- motives
 - children's leading, 14
 - concept of, 199
 - institutionalized vs. person's, 200
 - leading, and age periods, 202
 - meaningful, 200, 202
 - overview of demands and, in homework setting, 86
 - stimulating, 200
- motives, stimulating, 200
- object play, 112
- object, concept of, 199
- objects
 - activities and, 7
 - in practice settings, 8
- One boy's day* (Barker and Wright), 8
- parents
 - in Britain, 196
 - in Sweden, 196
 - values of being, literature on, 17
- parents' models for children's upbringing, 17
- parents' socialization of children, 17
- pedagogy of school, for children in kindergarten class, 155
- pedagogy of the family, 19, 21, 25
 - children's development of motive for playing football and, 108
 - bedtime routines, 149
 - of Fredriksberg family, 31
 - of Peninsula family, 39
 - of Vanløse family, 34
 - of Westernport family, 42
- Peninsula family, 6, 15
 - background, 35
 - bedtime practice traditions in, 147
 - bedtime routine in, 142
 - breakfast routine for, 62
 - child-initiated activities in morning and, 48, 55
 - coming home from school in, 92
 - coming home from school traditions in, 98
 - demands and child-initiated activities in, 94
 - demands and family expectations in, 94
 - demands between siblings in morning setting and, 53
 - demands on children in transition to school, 62
 - evening meals at, 126
 - mealtime conversation in, 134
 - morning conflicts in, 48
 - morning routines in, 47
 - morning routines of, vs. Fredriksberg family, 54
 - opportunities for becoming resourceful and, 52
 - outdoor play for, 113
 - pedagogy of the family, 39
 - physical conditions, 37
 - play in, 113
 - routines of day/week, 38
 - school influence on home activity settings and, 53
 - solving conflicts in, 55
 - strategies for handling time stress in transition from home to school, 69
 - values around evening meal and, 133
 - walking to school and, 59
- Peninsula school, 171
 - early morning activities in, 60
 - overview of practice traditions of, 173

- Peninsula, Andrew, 7
 child collective and, 186
 conflicts of, 63
 development of motives and, 134
 initiated activities of, 63
 learning rules of school behavior, 182
 meeting demands and, 49
 school demands of, 177
 social situation of development and, 185
 solving conflicts and, 49
- Peninsula, J. J., 7
- Peninsula, Louise, 7
- Peninsula, Nick, 7
 conflicts of, 64
 initiated activities of, 64
 meeting demands and, 51
 morning demands/conflicts and, 50
 solving conflicts and, 51
- Perry, B., 60, 70, 182
- personal perspective, 192
- physical conditions, 25
 of Fredriksberg family, 28
 of Peninsula family, 37
 of Vanløse family, 32
 of Westernport family, 40
- play
 adults and children creating atmosphere
 for, 217
 as pedagogical tool for learning, 102
 at home and in school, 205
 doubleness of, 115
 emotional aspect in, 207
 Fredriksberg children and, 111
 imaginary situations and, 115
 in family settings, 207
 in Fredriksberg family, 103, 114
 in Peninsula family, 113
 in school and kindergarten settings, 207
 in Westernport family, 102, 103, 114
 learning activities and, 205
 learning and, 208
 learning and, effect of differences in age
 periods on, 216, 217
 learning cooperation and, 111
 literature on importance of, 101
 role, 206, 207
 spheres in role, 206
 theories on development of, 206
 transition from preschool to school and, 214
 wholeness perspective for, 113
- play orientation, 215
 for opposition to demands, 216
- practice, 5, 19
- practice settings, objects in, 8
- prep (preparatory year), 153
- psychology, children's development as
 contested area of, 3
- regimes of discourse, 194
- regimes of practice, 194
- regimes of truth, 147
- role play
 feeling connected to, 207
 spheres of, 206
 sphere of imagination, 206
 sphere of reality, 206
 sphere of staging, 206
- routines
 bedtime
 about, 136
 children's motives for delaying, 149
 development of, 147
 family differences in, 137
 family pedagogy of, children and, 149
 in Peninsula family, 142
 in Vanløse family, 146
 in Westernport family, 146
- morning
 of Fredriksberg family, 54
 of Peninsula family, 47
 school demands and Peninsula family, 47
- school, 5
 coming home from
 differences in traditions for, 72, 73
 Fredriksberg family and, 74
 Peninsula family and, 92
 traditions of, 95
 Westernport family and, 83
 conditions for children's development and, 214
 going to
 changes in children's motive orientation
 and learning style on, 166
 perspectives of, 153
 in Australia, 172
 relations between home and, 168
 school behavior, learning rules of, 182
 school demands, morning routines and, in
 Peninsula family, 47
- school practices
 activity settings in, 20
 demands and motives, 170
- Schousboe, I., 207
- social network theory, 17
- socialization, evening meals and, 116
- societal conditions, 4
- societal demands, in homes, 72
- societal perspective, 191
- systemic theory, 16
- Talyzina, N. F., 199
- transitions to school
 conceptualizing, 60
 demands on children in Peninsula family, 62
- Tudge, J., 136

Cambridge University Press

978-1-107-02864-7 - Play, Learning, and Children's Development: Everyday Life in Families and Transition to School

Mariane Hedegaard and Marilyn Fleer

Index

[More information](#)*Index*

231

- Vanløse family, 15, 26
 background, 31
 bedtime practice traditions in, 146
 bedtime routine in, 146
 children initiated actions and conflicts in, 67
 children's initiated activities and, 91
 coming home from school traditions in, 95
 coming home practice in, 90
 conversations in, 197
 demands and conflicts in, 92
 demands on children in, 62, 90
 evening meals at, 117
 getting children to arrive in school and, 65
 mealtime conversation in, 133
 physical conditions, 32
 relaxation in front of television and, 89
 routines of day/week, 34
 strategies for handling time stress in
 transition from home to school, 69
 table manners and, 132
 values around evening meal and, 132
- Vanløse, Martin
 becoming oriented towards letters and
 words, 91
 development of motives and, 134
 getting ready for school and, 65
 homework and, 98
 in school, 161
- initiated actions and conflicts of, 67
 initiatives and development of motives by, 92
 overview over conflicts and oppositions
 of, 123
- Vygotsky, L. S., 14, 113, 167, 193, 205, 210
- Westernport family, 15
 background, 35
 bedtime practice traditions in, 146
 bedtime routine in, 146
 coming home from school and, 83, 98
 evening meals at, 129
 football play in, 103
 homework and, 198, 201
 mealtime conversation in, 134
 pedagogy of parents, 42
 physical conditions, 40
 play in, 102, 103, 114
 routines of day/week, 42
 values around evening meal and, 132
- wholeness analyses, perspectives of, 192
 wholeness approach, 4, 5
 for play, 113
 implementing, 4
- Winther-Lindqvist, D., 154, 166, 206
- Wright, Herbert, 8
- Zinchenko, V. P., 199