

Workshop 17 March 2025

Karin Murris & Verlyne Nzojibwami

1. Welcome & permission to record (karin)
2. Read out aloud Adult/Child (karin)
3. Discuss the text. (Plenary) What does it mean to approach the child as a phenomenon? (page 4 last paragraph) (Verlyne) 15 mins in break-out rooms
4. How do you approach this Adult/child binary in your own practice (as an instructor, teacher, researcher, parent, practitioner)? (Verlyne)
5. Plenary: Add an insight (yellow post-its) or question (blue post-its) to the Zoom Whiteboard and people responding to what's posted in writing on the board (Verlyne)
6. Think with your hands ('art' materials) (karin): 'child-as-phenomenon'???
7. Take a photo
8. Close (karin)

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Adult/ Child For the website:

Karin Murris & Candace Kuby

1. Text of the Posthuman Child Manifesto and link to the YouTube clip: .
<https://www.youtube.com/watch?v=ikN-LGhBawQ>
2. Texts to explore – transmodally in small groups:
 - I. <https://www.businessinsider.com/how-parents-set-their-kids-up-for-success-2016-4?r=US&IR=T>
Other texts?
 - II. Pieter Brueghel's painting 'Kinderspelen' (Engl: Children's Games)
For the painting and an overview of the 80 games played in the painting, see:
[https://en.wikipedia.org/wiki/Children%27s_Games_\(Bruegel\)](https://en.wikipedia.org/wiki/Children%27s_Games_(Bruegel))

Some questions to open up enquiries:

- a. What happens when you replace the concept child with adult in the text?
- b. How does this substituting help you think differently about the adult/child binary and how it works (implied assumptions, categorisations, generalisations etc.).

- c. How might the concept 'play' help us read the painting (see II) differently? In what way are ageist conceptions involved in assumptions about who or what can be playful? Can play be regarded as a significant and vital form of enquiry in research? See, for example, the following quote from British psychoanalyst D.W. Winnicott in *Playing and Reality* (1971/2005, pp. 53-54):

I am reaching towards a new statement of playing, and it interests me when I seem to see in the psychoanalytic literature the lack of a useful statement on the subject of play. Child analysis of whatever school is built around the child's playing, and it would be rather strange if we were to find that in order to get a good statement about playing we have to go to those who have written on the subject who are not analysts (e.g. Lowenfeld, 1935). Naturally one turns to the work of Melanie Klein (1932), but I suggest that in her writings Klein, in so far as she was concerned with play, was concerned almost entirely with the use of play. The therapist is reaching for the child's communication and knows that the child does not usually possess the command of language that can convey the infinite subtleties that are to be found in play by those who seek. This is not a criticism of Melanie Klein or of others who have described the use of a child's play in the psychoanalysis of children. It is simply a comment on the possibility that in the total theory of the personality the psychoanalyst has been too busy using play content to look at the playing child, and to write about playing as a thing in itself. It is obvious that I am making a significant distinction between the meanings of the noun 'play' and the verbal noun 'playing'. Whatever I say about children playing really applies to adults as well, only the matter is more difficult to describe when the patient's material appears mainly in terms of verbal communication. I suggest that we must expect to find playing just as evident in the analyses of adults as it is in the case of our work with children. It manifests itself, for instance, in the choice of words, in the inflections of the voice, and indeed in the sense of humour.