

# Contents

1	<b>Preface of the editors</b>
3	<b>Preface: Games and the sense of play – Roberto Farné</b>
7	<b>Introduction</b>

## **PART 1**

19	<b>Chapter 1 – Unfolding play</b>
19	1.1 Searching for a working definition
25	1.2 The concept of “play frame”
29	1.3 The metamessage <i>This is play</i>
32	1.4 Other essential features
35	1.5 Caillois’ scheme of games
41	<b>Chapter 2 – The essence of play and the creative drive</b>
41	2.1 In between art and play
43	2.2 Having an experience
46	2.3 Experience in the transitional space
48	2.4 The artist and the child at play
51	2.5 To meet in this play frame: the metaphor of the magic circle
54	2.6 Resemantisation in the play frame
57	2.7 The lusory attitude

## **PART 2**

61	<b>Chapter 3 – Traditional play in cultures</b>
61	3.1 Outlining “traditional”
64	3.2 The discovery of “traditional play” in early anthropology
68	3.3 Tradition as heritage
72	3.4 Traditional Sports and Games
73	3.5 Timeless playground games and handmade toys
77	<b>Chapter 4 – Various approaches to traditional games</b>
78	4.1 Focus on the practice: games and local cultures
82	4.2 Focus on the game: History, diffusion, variations
83	4.3 Historical and imported practices
87	4.4 Searching for similarities in traditional games across cultures
95	<b>Chapter 5 – Overview of intercultural education</b>
95	5.1 Education in a multicultural society
97	5.2 Defining culture: a dialogue with cultural anthropology
99	5.3 Epistemology and models
102	5.4 The influence of international policies guidelines

104	5.5 The paradigm of difference: difference – diversity – cultural diversity
106	A case study: development of the field in Germany
110	5.6 Limits in the intercultural education practice
113	5.7 Overcoming processes of <i>Othering</i>
117	<b>Chapter 6 – Exploring spaces among cultures</b>
117	6.1 From culture as text to cultural translation
119	6.2 Geertz: interpretation and thick description
120	6.3 The postcolonial debate and the translational turn
123	6.4 Bhabha: the question of the location of culture
125	6.5 Space for translatability
128	6.6 Recognising similarity alongside diversity
131	6.7 Bateson: Searching for the relation that connects
137	<b>Chapter 7 – Play-based Learning in the intercultural education practice</b>
137	7.1 Play at school
141	7.2 Intercultural education with traditional games
144	7.3 Preparation of the space
147	7.4 The method of double description
151	7.5 The gamified classroom: a semiotic perspective
156	7.6 Fostering narrative thinking through inference
161	7.7 The discovery of the shared space of play
165	<b>Conclusions</b>
169	Bibliography
189	Figure credits