Fodboldleg som tekst. Børns tekster i et brugsperspektiv

Engl. transl.: Football game as text. Children's texts in a usage perspective

# Keywords

* mediatized play practice
* football

# Details

## Year

2016

## DOI

10.7146/pas.v31i75.24169

## Issued

2016

## Language

Danish

## Volume

31

## Issue

75

## Start Page

## End Page

## Authors

Johansen S.

## Type

Journal article

## Journal

Passage - Tidsskrift for litteratur og kritik

## Publisher

Det Kgl. Bibliotek/Royal Danish Library

## Place

Copenhagen

## Topics

Other

## Sample

Football as an everyday practice for children as shown in in texts, media, practices and social contexts
Analysis from selected texts, including football books, football games and social media
An everyday ethnographic perspective and field studies: Children aged 8-13
The field study combined participatory observation, interviews and text analyzes, i.a. on online forums like unisport.dk

## Implications For Parents About

Parental practices / parental mediation

## Implications For Educators About

Digital citizenship

# Abstract

This article presents a notion of children’s media and texts based on their everyday life practices in different social settings. Through an analysis of texts and media related to the field of ‘playing football’ and ‘being a football kid’, a broadened view on the role of literature and media products in children’s everyday life is outlined. The concept of transmedia texts is used to understand how a phenomenon like football can function as a common denominator across a range of otherwise seperate media and texts. Further, mediatized play practice is understood as the foundation of the connections and meaning making practices carried out by the children themselves.

# Outcome

"The children's identity as football children goes far beyond their concrete fan-cultural practices. For most of the children I had contact with in connection with the fieldwork, football was an integral part of their upbringing, and a phenomenon that they spontaneously expressed that they also wanted to pass on to their own, future children, just as they themselves have received the interest of their parents" (p. 125, translated by the coder)
"It is, with a gradually bedridden cliché, not so much about what the media does to children as it is about what children do to the media. And it's about how, through this practical act, they put the media and media texts into play so that they become meaningful." (p. 125, translated by the coder)