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## General Guidelines

Welcome to the team! We look forward to your contribution to this project! You've received instructions from Sheina, Marc, and/or Felix about the goal of the project. Here are some reminders regarding the general procedures:

- Paragraphs will be coded for information in waves, following the order outlined below.
- Two people will independently code each paragraph.
- After coding each paragraph, you will meet to resolve disagreements.

**\*\*\*Note to the reader\*\*\***

During training, we make available examples directly from HRAF. Unfortunately, these include proprietary paragraphs which we are not able to share in this public document. However, there is sufficient information on the online database ([play-object-play.au.dk](http://play-object-play.au.dk)) to train coders, should you wish to!

## 1. Identifying toys and tools

In this round of coding, you will identify **toys and tools made for or by children**. Once identified, we will revisit these items, and code additional information about the objects.

What counts as a toy or tool?

For this task, we have defined a tool as follows:

“A device or implement used to carry out a particular function. Usually held in the hand.”

We have defined a toy as follows:

“An object for a child to play with.”

For the sake of this task, we are seeking to identify toys and tools made **for children by adults** or **by children themselves**.

Examples include:

- Figures used in play, like clay dogs, toy horses, dolls, or things associated with figures like doll clothing
- Containers like baskets, pots or bags
- Games, like spinning tops, marbles, string figures, swings, monkey bars, balls, kites
- Tools that are used in subsistence activities, like axes, knives, or scissors
- Tools that help collect food, like traps, nets, or fishing gear
- Musical instruments like rattles or bull roarers
- Toy shelters, like play tipis, hammocks, furniture, or bedding
- Items used in transport, like canoes, paddles, kayaks, sleds, or saddles
- Weapons, like sling shots, blow guns, spears, or bows and arrows

Toys and tools can be:

- Miniature versions of adult tools, like miniature bows or small canoes
- Adult tools themselves that are being used by children, like machetes
- Things that only children use, like marbles or kites
- Simple objects like bark, sticks, or string that children play with or that are used by children

Some things to note:

- items that must be used together, like parts of a game, bows and arrows, whips and tops, lassos used to trap a wooden block on a string, play houses equipped with cooking fires, should be listed **together as a single object**, i.e. in one row rather than several
- Some items will be listed several times in an entry. If the ethnographer describes a single object which can be made several ways, **this should be listed as a single**

**object**, i.e. in one row (e.g. “a simple doll that can be made of bark or wood” **this entry is about a simple doll, so one object**).

- Some items will be listed ‘in bulk’. For example, children may play with ‘figurines of animals and people’. These should be listed as two: figurines of animals AND figurines of people as SEPARATE items
- If the ethnographer describes **different types** of an object, **this should be listed as different objects** (e.g. “At first they play with a tiny bow of willow, little more than a toy, which they learn to make from an older boy or from their father. But by the time a boy is six or seven his father presents him with a real bow made from juniper. It is smaller than the large yew war and hunting bows of the men, and the arrows are blunt. The boys practice shooting at targets around the camp.” **This entry contains two objects: a toy bow, and a real bow**)
- Objects included in the coding should be used for **something** (e.g. axe used to cut down a tree, rattle for making music, raw materials like sticks, cords, or bark used for playing).

These are just some examples. There are many other types of toys and tools which you will identify in the paragraphs.

### What is not a toy or tool?

In the paragraph, there will be objects that children touch, or that are made for children, which are not toys or tools.

Objects that are not relevant to the present task include:

- Adornments, like necklaces, armbands, beads, decorative feathers, masks, bracelets, earrings, pins, etc.
- Clothing, like belts, costumes, dresses, hats, parkas, skirts, caps, garments
- Items used solely for ceremonial purposes, like staffs, drinking tubes, divination objects, and scratchers
- Objects that are made in factories, such as pencils, paper, playing cards, store-bought dolls, etc. Tools used to make other tools (knives, scissors, axes, etc.) **do not count** as ‘made in factories’ for the sake of coding. That said, **toy versions of factory products** (e.g. gun made of willow) made for or by children **should** be coded.
- Bedding for infants, like cradle boards, papooses, slings for carrying babies, etc.
- If a child is merely manipulating an object, such as washing dishes, or holding a knife for an adult, **but not using it in work or play**, this **should not** be coded as a relevant object

The objects above should not be counted as toys or tools.

### What are exceptions?

Some objects will be included or excluded in the task based on available description. Here are some examples:

- Some items which would otherwise be relevant to the present task, like baskets, pillows, or musical instruments which are noted to be used specifically in ceremonial settings, and which do not help transmit information about subsistence or other

cultural activities, should **be excluded**. For example, some ceremonial objects are used *only* for ceremonies, such as baskets used to hold divination items. These should be *excluded*. Other items are used in ceremonies to transmit knowledge about subsistence. For example, a boy may be given a ceremonial bow during a rite of passage, which is stated to affirm his position in the community has a hunter. In this latter case, the bow transmits knowledge about subsistence. It should be *included*.

- Play versions of infant objects that children use in the context of doll play, like a cradle board for a doll, or clothing for a doll, should **be included** alongside the doll

While working through the paragraphs, you will encounter more examples of things which are ambiguous. While deciding whether these count as toys or tools, ask yourself the following questions:

- (1) Is this object made for or by children?
- (2) Do children use these objects in play?
- (3) Is the object described as imparting knowledge (for example, small traps made to illustrate how to trap an animal during a story, a stone placed on a child's back to teach them to swim, or a paddle made to help a child learn to maneuver a boat)? If so, is this knowledge described as ceremonial, magical, or spiritual (do not include)? Or is it described as relevant to subsistence activities (include)?
- (4) Is the object a tool or toy, in the sense that it can be manipulated with hands (rather than worn on the body, etc.)?
- (5) Is the child in question learning what the object can do, or what they can do with the object?

Use your answer to these questions as a guide to deciding whether the object should be included as a toy or tool. When coding, all toys/tools outlined in the paragraph should be coded as such.

## Coding

- (1) Read through the examples
- (2) Meet with each other to discuss what you've noticed what you've learned
- (3) Contact Sheina, Felix, and/or Marc with any questions you have above the instructions
- (4) Independently from each other, you will follow steps 5-6. **Do not discuss your coding until step 10**
- (5) Read the first paragraph in the "Paragraphs" excel sheet
- (6) In the "Coding" excel sheet, repeat the Entry Number and the Random Number
  - a. If there are no tools or toys listed:
    - i. type "0" into the Tool Entry column
    - ii. type "NA" into the Tool Name column
  - b. If there is one tool or toy listed:
    - i. Type "1" into the Tool Entry column
    - ii. Type the name of the object in the Tool Name column (e.g. basket, bow and arrow, top)
  - c. If there are multiple tools or toys listed:
    - i. Type the name of each toy or tool **in the order they appear in the text** in the Tool Name column
    - ii. Number these **sequentially** in the Tool Entry Column (1,2, 3, etc.)
    - iii. Repeat the Entry Number and Random Number for all items

	A	B	C	F
1	randomNumber ▼	entryNumber ↑	toolEntry ▼	toolName
30	1587	1313	1	WAGON
32	1587	1313	2	PLAY WICKIUPS
34	1587	1313	3	DOLLS
35	1587	1313	4	BOW AND ARROW
36	1587	1313	5	KNIVES
38	1587	1313	6	DOLLS
39	1587	1313	7	DRUM
40	1587	1313	8	ARROWS
42	1587	1313	9	BALL
43	1587	1313	10	MARBLES
44	1587	1313	11	TOPS
97				
98				

- (7) In the column “Notes”, add any thoughts, questions, or comments you have about the toy or tool. It’s OK for many or most of these to be blank!
- (8) Repeat this process for the **first 10% of paragraphs**
- (9) Email Sheina with your coded data sheet, making sure to change the name of the file to include your name
- (10) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide whether this should be counted as a relevant object or not, and change the code appropriately in a master document
  - c. In the column “Notes”, explain why you decided to cut the item, or decided to keep it
- (11) Independently from each other, **code all the remaining paragraphs without discussing your codes**
- (12) Email Sheina with your coded data sheet
- (13) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide whether this should be counted as a relevant object or not, and change the code appropriately in a master document
  - c. In the column “Notes”, explain why you decided to cut the item, or decided to keep it
- (14) Send this updated datasheet to Sheina

*sometimes, you will not recognize a word. Before deciding whether this thing is or is not a toy or tool, please google it. Google is an amazing resource, and can help you decide, if the information is available!*

## 2. Basic object information

In this round of coding, you will identify basic information about the objects included from the first round of coding. To do so, you will read the information in the paragraph **for each tool listed** and **fill out columns** in the coding excel sheet.

### What is the information?

In this table, you will see the column names, details about what to include in this column, and the type of information you will be entering. **This information should be entered for each tool.** When the paragraphs list different tools, focus **ONLY** on the tool listed in the Tool Name column. Note that some of these codes involve descriptions rather than yes/no answers. Note as well that **NA** stands for ‘Not Available’, meaning that this information is not presented in the paragraph.

COLUMN	DETAIL	TYPE	EXAMPLE
<b>IMAGE</b>	Does the ethnographer say that a picture of <i>that particular object</i> is available?	Reference to the picture copy-pasted from the paragraph OR NA	(Plate 1A); see Figure 1.
<b>MATERIAL DESCRIBED</b>	Does the ethnographer describe the material used to manufacture the object? If ANY reference to a material is made, then the material has been described.	Yes OR No	The ethnographer explicitly states what the object is made of, such as wood, stone, bone, antler, metal, tin, cord, bark, willow, etc.
<b>LEARN</b>	Does the ethnographer describe the tool as embedded within a specific social learning interaction?	Yes OR NA	The ethnographer explicitly states that <b>the child</b> ‘learns’, ‘imitates’ or ‘practices’, that <b>adults or other children</b> ‘teach’ ‘train’ ‘instruct’ ‘illustrate’ ‘tell stories’ or ‘encourage’
<b>CHILD SEX</b>	According to the ethnographer, who uses the tool?	Male OR Female OR Both OR NA	‘boys make bows’; ‘both girls and boys play with tops’
<b>CHILD AGE</b>	How does the ethnographer describe the age of the child using the object?	1 sentence copy-pasted from the paragraph OR NA	‘pre-adolescent’; ‘7 or 8’; ‘early age’; ‘little’; ‘puberty’; ‘young men’; ‘few years older than five’
<b>TOOL MANUFACTURE</b>	How does the ethnographer describe	1-5 sentences copy-pasted	‘The knife was made by bending a piece



	the manufacture of the object?	from the paragraph OR NA	of metal over a stick'; 'made by lashing buffalo rib bones together'; 'carved of wood'; 'braiding'; 'sewing'; 'weaving'
<b>TOOL MANUFACTURER</b>	According to the ethnographer, who makes the object?	1 sentence copy-pasted from the paragraph OR NA	Father; grandfather; boys of 13; older women; boys themselves; the girl, her mother, or her grandmother;
<b>TOOL SIZE</b>	How does the ethnographer describe the size of the tool?	1 sentence copy-pasted from the paragraph OR NA	Small; miniature; big; short in proportion to the full length of the bow; the size of one's fist; an inch in diameter;

## Coding

- (1) Read through the examples
- (2) Meet with each other to discuss what you've noticed and what you've learned
- (3) Contact Sheina, Felix, and/or Marc with any questions you have above the instructions
- (4) **Independently from each other**, code basic information for 10% of the total toys and tools
- (5) Email Sheina with your coded data sheet, making sure to change the name of the file to include your name
- (6) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be coded
  - c. Explain your decision in the column 'notes'
- (7) Independently from each other, **code all the remaining paragraphs without discussing your codes**
- (8) Email Sheina with your coded data sheet
- (9) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be coded
  - c. Explain your decision in the column 'notes'
- (10) Send this updated datasheet to Sheina

*sometimes, you will not recognize a word. Before deciding how it should be coded, please google it. Google is an amazing resource, and can help you decide, if the information is available!*

### 3. Categorizing object types

In this round of coding, you will be revisiting the objects coded as toys and tools made for or by children in round 1 and categorizing them by object type. **Every object included in round 1 must be categorized in round 3.**

What are the types?

CATEGORY	DEFINITION	EXAMPLES	NOTE
<b>ANIMAL FIGURES</b>	A model of an animal, typically used as a toy	Willow horse; stuffed skin	Includes associated objects, such as miniature saddle, dog bowl, etc. IF the ethnographer explicitly states that this is tied to an animal figure
<b>HUMAN FIGURE</b>	A model of a human figure	Dolls; rag babies	Includes associated objects, such as clothes, houses, or baby carriers, IF the ethnographer explicitly states that this is tied to a human figure
<b>GAMES</b>	Organized play which is structured by rules, and/or during which players coordinate their activities. These games are typically played sitting down	Tops; Marbles; String figures;	This does NOT include games of strength or skill
<b>PHYSICAL GAMES</b>	Play that involves exercise, and/or involves feats of strength or skill	Games with balls; monkey bars; jungle gyms; swings; skipping rope; kites; stilts; darts	These games are typically NOT played sitting down
<b>MUSIC</b>	A device created or adapted to make musical sound	Whistles; rattles; buzz disk; bull roarer; flutes;	--
<b>CONTAINER</b>	An object for holding or transporting something	Pots; bags; baskets; packs; vessels; bowls	--
<b>INSTRUMENT</b>	Hand manipulated objects used in subsistence to collect relatively non-mobile or harmless food	Knives; axes; ladder; spindle; chisel; scissors; crimper	This does not include hunting weapons. It can include artefacts (i.e. things that are manufactured by

	resources OR hand manipulated objects used in the manufacture of other objects		people, such as a knife or machete)) or naturefacts (i.e. things that are used as found, such as sticks or hammerstones)
<b>TENDED FACILITY</b>	A facility is a form that controls the movement of a species or protects it so that it can be collected. When the presence of one or more people is essential, this is a <i>tended</i> facility.	Hunting nets; fish trap; bird trap; fishing rod; fence for corralling animals; lasso; cow-milking stand; torches to clear plots of land; fish poison;	A subsistence tool which must be supervised for success
<b>UNTENDED FACILITY</b>	A facility is a form that controls the movement of a species or protects it so that it can be collected. When the facility functions in the absence of people, this is an <i>untended</i> facility.	Snares; traps; bells for grazing animals; scare crows; protective barriers for plants; substances to repel predators;	A subsistence tool which can be left unsupervised for success
<b>SHELTER</b>	A constructed place giving permanent or temporary protection from the elements	Wickiup; hammock; hut lodge; tent; tipi; camp	Includes associated objects like mat and furniture
<b>TRANSPORT</b>	An object which conveys people or goods from one place to another	Canoe; sled; kayak; saddle; paddle;	Includes associated objects which help propel the transportation device or which ensure safe passage, like paddles, stirrups (for horses), or saddles (for horses)
<b>WEAPON</b>	An object designed or used for inflicting bodily harm or physical damage during hunting and/or interpersonal conflict	Bows and arrows; bolas; spears; throwing boards; blowgun; riffle; sling;	Includes naturefacts (e.g. stone used in slingshot) and artefacts (e.g. bows, blowguns)

## Coding

- (1) Read through the examples
- (2) Meet with each other to discuss what you've noticed and what you've learned
- (3) Contact Sheina, Felix, and/or Marc with any questions you have above the instructions

- (4) **Independently from each other**, code 10% of the total toys and tools by typing in the category in the 'type' column. Make sure to double-check your spelling.
- (5) Email Sheina with your coded data sheet, making sure to change the name of the file to include your name
- (6) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (7) Independently from each other, **code all the remaining paragraphs without discussing your codes**
- (8) Email Sheina with your coded data sheet
- (9) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (10) Send this updated datasheet to Sheina

*sometimes, you will not recognize a word. Before deciding how to categorize it, please google it. Google is an amazing resource, and can help you decide, if the information is available!*

## 4. Scale

In this round of coding, you will be revisiting each object and coding them according to their scale. **Every object in round 1 must be coded in round 4.** Unlike the previous rounds of coding, coding scale will require more **careful attention** to the details provided by ethnographers, as well as some **careful thinking** on your part.

### What are the scales?

Each object can be one of three mutually exclusive scales.

- (1) **Miniature:** Objects that are scaled down (i.e. small) versions of adult tools. The ethnographer refers to the object as 'miniature', 'small' or as a 'toy' or 'imitation' version of an adult tool.

Examples: "Amusement and education were derived from using small bows and arrows which all boys possessed and the older ones knew how to make."

"Before a girl is 3 years of age her father has made her a miniature spindle with which she practices the art of spinning as she matures"

- (2) **Adult version:** Objects that belong to adults that children use in a similar way to adults. The ethnographer refers to children borrowing these objects from their parents, or parents giving their objects to their children. The ethnographer may also refer to children and adults using the object together.

Examples: "They enjoy cutting things with their mother's scissors, and will pass relatively long periods quietly doing nothing else but cutting paper or rags."

"Fig. 4. and fig. 4 A) a show a method to catch Whisky Jack, the popular pet-bird. This method is popular with women and children."

- (3) **Child-only:** Objects that children use that have no adult equivalent. These include things like dolls, games, or child-only subsistence activities.

Examples: "The bark whistle is an example of a child's toy and one which may be used by a boy alone if only because whistling is regarded by the Indians as unpleasantly suggestive."

"The bull-roarer and buzzer were both well known to the Gros Ventre, but seem to be only children's toys."

### Coding

- (1) Read through the examples
- (2) Meet with each other to discuss what you've noticed and what you've learned
- (3) Contact Sheina, Felix, and/or Marc with any questions you have above the instructions
- (4) **Independently from each other**, code 10% of the total toys and tools. Read through the **paragraph** and the **tool size** columns. Type in your code (mini, child-only, adultVersion) in the category in the 'scale' column. Make sure to double-check your spelling.

- (5) Email Sheina with your coded data sheet, making sure to change the name of the file to include your name
- (6) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (7) Independently from each other, **code all the remaining paragraphs without discussing your codes**
- (8) Email Sheina with your coded data sheet
- (9) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (10) Send this updated datasheet to Sheina

## 5. Materials

For this round of coding, you will provide more details on the materials with which objects are made. **Only objects for which material described==yes from round 2 should be coded.**

What are the materials?

Objects will be coded into six **non-mutually exclusive** categories. In other words, objects can belong to **multiple** categories.

These categories are:

- (1) **Metal:** The ethnographer states that the object contains metal. This can include tin cans, copper, steel, metal, nails, spring, metal wire, etc.
- (2) **Plant:** The ethnographer states that the object contains plant materials. This can include wood, bark, roots, branches, poles, bushes, leaves, nuts, grass, flowers, stems, or references to specific species (e.g. willow, birch), etc. The exception to this is specific chord/string/rope/babiche/fiber made from plants (e.g. willow bark line), which should be coded as 'other'
- (3) **Stone:** The ethnographer states that the object contains stone. This can include rocks, stones, flint, chert, pebbles, soapstone, granite, etc.
- (4) **Bone:** The ethnographer states that the object contains bone. This can include bones, teeth, specific bones (e.g. ribs, fibula), etc.
- (5) **Antler:** The ethnographer states that the object contains antler.
- (6) **Other:** The ethnographer states that the object contains materials non listed in 1-5. Examples include horn, cloth, skin, buckskin, ochre, rope, string, cardboard, shells, clay, pitch, canvas, leather, quills, line, wool, feathers, etc.
  - a. **Other Detail:** For objects which are manufactured with other materials, list ALL the 'other' materials, **separated by a comma**

## Coding

- (1) For each of the paragraphs where Material Described==YES, read through the description of the object
- (2) For material column (metal, plant, stone, bone, antler, other), type in YES if the ethnographer describes the object as being manufactured with that material, and NO if the ethnographer does not refer to that material
- (3) If a material **this is not** metal, plant, stone, bone, or antler is described, type YES into other, and **list** the materials mentioned in 'other detail'. If more than one other material is described, separate each item with a comma
- (4) If you encounter a word you do not recognize, **please google it** or contact Sheina/Marc/Felix for help
- (5) **Independently from each other**, follow the steps above for 10% of the total toys and tools for which the material is described. Make sure to double-check your spelling.
- (6) Email Sheina with your coded data sheet, making sure to change the name of the file to include your name
- (7) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'

- (8) Independently from each other, **code all the remaining paragraphs without discussing your codes**
- (9) Email Sheina with your coded data sheet
- (10) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (11) Send this updated datasheet to Sheina



## 6. Simple/Composite

In this round of coding, you will be revisiting each object and coding them according to whether they are made of one material (simple) or many materials (composite). Only objects with sufficient information will be coded for this. **In other words, not every object from round 1 will be coded.** Coding simple/composite will require more careful attention to the details provided by ethnographers, as well as some careful thinking on your part.

### How is simple/composite operationalized?

Objects will be coded into one of **two mutually exclusive** categories. Objects are either:

- (1) **Simple:** The object is made with **only one** material type. For example, a hut made of grass, a basket made of willow, a doll made of rags.
- (2) **Composite:** The object is made with **two or more** material types. For example, an arrow made of feathers, wood, and stone tips, a spinning top with a whip.

### How is this coded?

To code simple/composite, follow the steps outlined below. **Go through ALL the steps before settling on a code.**

- (1) If the material is described, look at what materials are included.
  - a. Is only one material described? → suggests simple
  - b. Are multiple materials described? → suggests composite
  - c. If only 'other' is coded, are multiple other materials coded (i.e. are there commas separating the items?) if multiple → suggests composite
- (2) If the manufacturing process is described in the 'Tool Manufacture' column, read this description.
  - a. Does the manufacturing process suggest multiple materials are involved? → suggests composite
  - b. Does the manufacturing process suggest only one material is involved? → suggests simple
- (3) Look at the item name.
  - a. Is the item made up of two parts (e.g. bow and arrow, whip and top)? → suggests composite
  - b. If yes, read the ethnographer's description for the object in the paragraph.
- (4) Read through the item description provided by the ethnographer in 'paragraph'
  - a. Does the ethnographer state that the object can be made of **either** one material **or** another material (e.g. dolls are made of wood **OR** stone)? Is the object described as 'simple' or is it clearly made with one material, even if this material isn't described (e.g. string with a noose, dugout canoe, arrow without feathers or stone tips)? → suggests simple
  - b. Does the ethnographer state that the object is made with **both** materials (e.g. a knife is made by bending a tin can over a stick)? Does the ethnographer describe the object as having some complexity? → suggests composite
- (5) Think about the item hat hand.
  - a. Does the item require ammunition (e.g. a slingshot cannot be used with a stone, a bow cannot be used without an arrow, a blowgun cannot be used with a dart) → suggests composite

- (6) If, after following steps 1-4 you still do not know if the object is simple or composite → enter NA

## Coding

- (1) Read through the examples
- (2) Meet with each other to discuss what you've noticed and what you've learned
- (3) Contact Sheina, Felix, and/or Marc with any questions you have above the instructions
- (4) **Independently from each other**, code 10% of the total toys and tools by typing in the category in into the 'complexity' column. Make sure to double-check your spelling.
- (5) Email Sheina with your coded data sheet, making sure to change the name of the file to include your name
- (6) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (7) Independently from each other, **code all the remaining paragraphs without discussing your codes**
- (8) Email Sheina with your coded data sheet
- (9) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (10) Send this updated datasheet to Sheina

## 7. Risk

In this round of coding, you will be revisiting each object and coding them according to the risk associated with using them. **Every object must be coded.** The process for coding risk is relatively straight forward.

### What are the risks?

Each object belongs to one of two **mutually exclusive** risk categories.

**Risky:** Using this object poses some risk of injury or death to the user or to others around them. Objects that are not in themselves risky, but **facilitate risky activity** (e.g. paddles, saddles) should also be coded as risky.

Examples: Functioning boats, cutting tools, sleighs, and weapons, as well as games that involved some risk such as swings, climbing poles, and stilts.

- (1) **Safe:** Using the object poses no risk of injury or death to the user or to others around them. **Non-functional imitative toys** of risky objects (e.g. toy boats) should be coded as safe. **Potentially risky objects** used in contexts outside of their normal use in a safe manner should also be coded as safe.

Examples: Dolls, traps, small imitations of boats, rattles, basket, rope, marbles. An arrow used in the context of gambling should also be coded as safe. A toy bow described by the ethnographer as ‘harmless’ should be coded as safe.

### How is this coded?

- (1) **Only Transport, Weapon, Instrument, PhysGame, Tended Facility** should involve any risk
- (2) Code the object in these categories based on the risk it poses.
- (3) Some miniatures, such as small boats, should **not** be coded as ‘risky’
- (4) Miniatures that are functional (e.g. small bows are arrows) that pose a risk **should be** coded as ‘risky’
- (5) Read carefully for physical games and tended facility **which don’t involve any risk** these should **not** be coded as risky
- (6) Anything else should be considered ‘safe’

### Coding

- (1) Read through the examples
- (2) Meet with each other to discuss what you’ve noticed and what you’ve learned
- (3) Contact Sheina, Felix, and/or Marc with any questions you have above the instructions
- (4) **Independently from each other**, code 10% of the total toys and tools by typing in the category in into the ‘Risk’ column. Make sure to double-check your spelling.
- (5) Email Sheina with your coded data sheet, making sure to change the name of the file to include your name
- (6) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column ‘notes’

- (7) Independently from each other, **code all the remaining paragraphs without discussing your codes**
- (8) Email Sheina with your coded data sheet
- (9) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (10) Send this updated datasheet to Sheina

## 8. Activity

In this round of coding, you will be revisiting each object and coding them according to whether they are used instrumentally or in play. Only objects with sufficient information will be coded for this. **In other words, not every object will be coded.**

What are the categories?

- (1) **Play Only:** The ethnographer explicitly mentioned play; if the activity clearly involved music, pretense, toys, or games; if the child was using an object in a non-instrumental way; or if the child engaged in the manipulation of an object with the aim of discovering the objects' properties and attributes (e.g. in target practice).

Examples: The ethnographer describes a child playing with her mother's scissors. Boys participating in target practice. Children playing pretend with dolls. Children swinging. Children goofing around in a canoe.

- (2) **Instrumental Only:** The ethnographer described as being used in service of a goal, to access resources, or to manufacture/repair a **functional object**.

Examples: A boy fixes his bow. A girl paddles a canoe to the other shore. Children and adults set a trap together. A girl collects tubers with a digging stick.

- (3) **Toy Construction:** The ethnographer described an object being used by a child to **manufacture a toy or play object**.

Examples: A girl braids grass together to make a doll. Two children build a play hut.

- (4) **Play & Instrumental:** The ethnographer describes **the same object** as being used **both in play** and in **instrumental activities**.

Examples: Boys participate in target practice with their bows and also hunt with them. The ethnographer describes children 'playing away from camp' by 'fishing'.

- (5) **Play & Toy Construction:** The ethnographer describes **the same object** being **manufactured by children** and **being played with**.

Examples: Children make tops, and then compete with them. A boy makes a small sailing toy out of a palm frond and then sails it on the water. A group of children make small brush shelters, and then play in them.

- (6) **NA:** Everything that doesn't fall into above categories or haven't got sufficient information.

**Note that some ethnographers ONLY describe the object construction, NOT their use. For example, an ethnographer may describe a doll as "being made by plaiting willow". In this case, nor the *manufacturer* or *user* of the object is described. Such instances should be coded as 'NA'.**

## Coding

- (1) Read through the examples
- (2) Meet with each other to discuss what you've noticed and what you've learned
- (3) Contact Sheina, Felix, and/or Marc with any questions you have above the instructions
- (4) **Independently from each other**, code 10% of the total toys and tools by typing in the category in into the 'Activity' column. Make sure to double-check your spelling.
- (5) Email Sheina with your coded data sheet, making sure to change the name of the file to include your name
- (6) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (7) Independently from each other, **code all the remaining paragraphs without discussing your codes**
- (8) Email Sheina with your coded data sheet
- (9) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (10) Send this updated datasheet to Sheina

## 9. Sociality

In this round of coding, you will be revisiting each object and coding them according to whether they are used by multiple children playing together, or whether they are used individually. Only objects with sufficient information will be coded for this. **In other words, not every object will be coded.**

What are the categories?

Each object belongs to one of two **mutually exclusive** social categories.

- (1) **Social:** The ethnographer explicitly described multiple people **simultaneously interacting with the object and each other.**

Examples: Groups of children playing marbles together. Children and adults jointly setting up a trap. Boys participate in a target shooting game. Children sit in a small hut together.

- (2) **Solitary:** The ethnographer explicitly stated that the object was used by a child alone. While children may be **near** other individuals, they should be coded as using an object solitarily if they are **not interacting** with others while using it.

Example: A boy sets off in his kayak alone. A girl disappears while playing outside with her puppy. A boy is described as individually becoming an expert bowman through practice. A girl quietly sits near her mother while cutting paper.

**Note that it would be insufficient for the ethnographer to refer simply to a child (singular) or children (plural). Additional information about the context of use must be available to infer the category. For example, ‘children play with dolls’ is insufficient, whereas ‘children play with dolls *together*’ would be sufficient. If no such information is available, type ‘NA’ into the cell.**

**In some cases, multiple versions of the same object will be listed in the entries. E.g. a practice bow for a small child made of willow, followed by a practice bow made by the child himself made of pine. Be mindful that these objects will have different contexts of use. The entry number almost always corresponds to the order in which the objects appear.**

How is this coded?

To code sociality, consider the questions outlined below. **Go through ALL the questions before settling on a code.**

- (1) Does the ethnographer describe a **specific** situation (e.g. two boys were playing...) or a **general** situation (e.g. boys play) → if specific and plural, likely social, if specific and singular, likely solitary
- (2) Does the ethnographer use **singular** (e.g. the boy plays) or **plural** (e.g. the boys play) language? → if singular, could indicate solitary, if plural, could indicate social
- (3) Does the ethnographer use **plural** language with **additional contextual information** (see examples) → if yes: likely social, if no: likely NA

- (4) Does the ethnographer use **singular** language with **additional contextual information**? → if yes: likely solitary, if no: likely NA
- (5) Does the ethnographer **only** list objects belonging to children, with no information on use? → if yes, likely NA
- (6) Does the ethnographer **only** state how objects are used, but with no additional information regarding the context? → if yes, likely NA

## Coding

- (1) Read through the examples
- (2) Meet with each other to discuss what you've noticed and what you've learned
- (3) Contact Sheina, Felix, and/or Marc with any questions you have above the instructions
- (4) **Independently from each other**, code 10% of the total toys and tools by typing in the category in into the 'Sociality' column. Make sure to double-check your spelling.
- (5) Email Sheina with your coded data sheet, making sure to change the name of the file to include your name
- (6) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (7) Independently from each other, **code all the remaining paragraphs without discussing your codes**
- (8) Email Sheina with your coded data sheet
- (9) Meet together to go through your codes. Whenever your codes do not match:
  - a. discuss why this is
  - b. Decide how the object should be categorized
  - c. Explain your decision in the column 'notes'
- (10) Send this updated datasheet to Sheina