**Activity Diaries as Memory-objects – assembling positive experiences at a summer camp for disabled children**

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This paper explores how activity diaries in which the staff documents the participant’s activities at a summer camp for children and youth with intellectual and physical disabilities are enacted by staff, parents and children as positive memory-objects.

Drawing on Manuel DeLanda’s (2016) expansion of Deleuze and Guattari’s theoretical concept of assemblages, the paper explores how activity diaries are collectively assembled by the staff and in three parts materialized into memory-objects. The first part maps out the staff members ideas behind the making of the activity diaries; Why is the making of the diaries an important part of the summer camp and which ideas and values does the diaries contain? The second part, explores how the diaries as objects are made through collective writing by the staff members; What does this form of documentation look like, how is the work structured and why is it structured this way? The third and final part, maps out which activities that are documented in the diaries and how the assembled content interrelates with the two aforementioned parts.

The preliminary analyses indicates that the documentation in the diaries exclusively focus on what the staff understands as positive experiences that the children/youth have at the camp and is further thought to function as a node for communication between parents and child/youth. Further, the results indicates that the collective writing of the activity diaries are structured in accordance with the camps institutional division of labor. Finally, ’positive experiences’ in the diaries content primarily seem to be described in an implicit way, by pointing to activities in which the participants desire and connect with other objects e.g. artefacts presented in playgrounds or customized tricycles available in the institutional setting of the camp. The children’s/youths experience of an activity in the diaries is thus described by implicitly referring to how the connection between child/youth and object generates a positive surplus value itself.

Thus, by unpacking the collective practice through which the activity diaries materialize as memory-objects, the paper explores an institutional process through which summer camps are enacted as positive experiences.

**Keywords:** Disability, memory-object, Assemblage Theory, Activity Diary, Summer Camp