

Loose parts play training curriculum

Training guidelines

These guidelines were brought together to help you deliver the LPP curriculum. They should be useful for each module and can be adapted as the trainer feels relevant.

General preparation

- Ensure you are very familiar with the content of the curriculum ahead of time and know the Manual and the Toolbox well enough to find whatever you need.
- Be well prepared for the Module so that you can deliver the Learning Outcomes and ensure good timekeeping.
- Check that any technology you will use is working.
- Lay out resources so they are ready, display photos or play music to ensure participants feel comfortable and welcomed into the training space. The arrival and beginning sets the atmosphere of your training session.
- Check timings for activities in the Modules. Timings have been provided as a guide but the pace different facilitators and participants work through activities may vary.

Beginning the module

- Introduce yourself and run through any 'house-keeping' points and evacuation procedures for everyone's safety and comfort.
- Give a brief introduction to the LPP project, how it developed and the partners involved.
- Give an overall description of the training including times and refreshment breaks.
- Pay attention to how this session relates to the people and setting where you are delivering. Show how the training relates to participants' roles.
- Introduce Learning Outcomes clearly at the beginning of each Module and review them at the end.
- Use a name game or activity at the beginning of the session if participants do not know each other and to encourage everyone to actively contribute to the session.

Delivering the module

- Deliver the training in ways which reflect a playwork approach, for example, experiential, responsive and fun.
- Hold training outdoors, when possible, as an opportunity to model playwork approaches and encourage appreciation of play.
- Use games and unexpected elements to keep the training sessions fun and participants engaged.
- Use energisers and exercises at suitable points to aid the pace and focus of the training session.
- Be aware of timekeeping, especially as sharing experiences can take some time.
- Provide reminders of time remaining in activities so that participants know how much time they have left for activities.
- Be aware of the group dynamics: if there is a large group or time is limited, it may not be possible for everyone to give feedback or share ideas as a whole group. In this case, you could ask participants to find a partner for a short discussion.
- Let presentations of feedback from groups be moments to share good practice and experiences. There may be comments and different perspectives from other groups. The

exchange of experiences can be a valuable sharing of ideas, enabling the 'aha moment' that we are keen to see.

- Remind participants that after the session they can continue to discuss issues for which there wasn't enough time - some valuable ideas may not emerge until sometime later.
- Pay attention to see if everyone seems happy contributing to discussions.
- Give real examples and share stories which are practical, inspiring and can demonstrate different ways of working and thinking. (The Manual contains examples to use.)

Model inclusive practice

- Model inclusive practice in the delivery of the training and highlight it across all Modules. The following points are examples of ways you can do this.
 - Remember to read questions and text out, as well as having it written down, as there are many reasons people might not be able to read it.
 - Written text and a clear plan can be helpful for people with hearing loss.
 - Remember not everyone is comfortable reading aloud in front of others, for various reasons.
 - Consider different learning styles and preferences and offer a range of ways to participate in each session.
 - Identify relevant sections of the Manual and Toolbox and make links to them.
 - Write the relevant section or tool number onto a board or paper to help participants identify them quickly.
 - Get people's attention, as you might in a playground, using both a sound and visual cue, for example a flag and a bell.

Closing the module

- Thank everyone for their participation.
- Return to the learning outcomes you introduced at the beginning of the module to check with participants if they have been achieved.
- Ensure participants know arrangements for any other modules they can participate in.
- Create an opportunity for participants to set their own personal goal or task to carry out as a result of the session.
- Plan a short evaluation exercise to check satisfaction with the training content, the training style, the venue and arrangements.
- Provide contact details as appropriate.



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