

Erasmus + Loose parts play project

Plan for Module 1: Loose parts play – key points and shared understanding

Learning Outcomes

By the end of this module, participants will:

1. have explored the ideas contained in Nicholson's *theory of loose parts*
2. have had the opportunity to play with a selection of loose parts of different types and from a range of sources
3. have been introduced to and discussed definitions of play, loose parts and playwork experience and related them to their own experience
4. gained understanding of the role of space in loose parts play enabling them to reflect on the space they work in
5. be able to explain the key concepts underpinning loose parts play, including children's rights, to parents, colleagues and the wider school community.

Activity & LO	Time	Content	Method	Resources	Manual and Toolbox links
Introduction	10 minutes	Welcome, introduction Objectives: <ul style="list-style-type: none">- to welcome participants,- to introduce the project and module- to set out the learning outcomes.	Whole group; talk	List of learning outcomes	
Icebreaker LO 2	10 minutes	Ice breaker suggestion: loose parts name game: Objectives: <ul style="list-style-type: none">- to get to know each other- to encourage participation.	Group activity		

Activity 1 LO 3, 5	15 minutes	What is play? Objectives: <ul style="list-style-type: none"> - to introduce theories of play and - to relate these to our own experiences. 	Discussion and trainer input		Manual: 2.1
Activity 2 LO 3, 5	15 minutes	Children's right to play Objective: <ul style="list-style-type: none"> - to understand the importance of play in the context of children's rights. 	Trainer input, quiz and activity	IPA poster on Article 31, quiz questions, a ball, paper and pens	Manual: 1.5
Activity 3 LO 1, 2	30 minutes	Loose parts play: Objective: <ul style="list-style-type: none"> - to gain a theoretical and practical understanding of loose parts play. 	Trainer-led input and practical play session	Selection of loose parts, appropriate space	Manual: 2.2, 2.5, 2.7
Activity 4 LO 4	10 minutes	Explore a space Objectives: <ul style="list-style-type: none"> - to look at the space for play in different ways - to reflect on what is noticed. 	Individual or paired activity	Prepared 'explore a space' postcards	Manual: 1.5
Activity 5 LO 4	30 minutes	Significant play spaces Objectives: <ul style="list-style-type: none"> - to develop our understanding of space for play - to begin to think about how play emerges. 	Trainer input; individual drawing; plenary	Paper, pens, stickers etc.	Manual: 2.6
Activity 6 LO 3, 5	30 minutes	Reflecting on play in your setting Objectives: <ul style="list-style-type: none"> - to consider what makes a quality space - to link the learning from the training directly to a play setting - to share reflections - to identify areas to improve on. 	Group discussion; worksheets	Worksheets, pens, post-it notes	Manual: 1.5, 2.1, 2.6 Tools: 3
Activity 7 LO 5	10 minutes	Closing - Inside, outside circle Objective: <ul style="list-style-type: none"> - reflect and share learning. 	Whole group circle	None	
Closing	10 minutes	Closing Objectives:	Whole group	Learning outcomes	

		<ul style="list-style-type: none"> - to thank everyone - to check the learning outcomes - to clarify arrangements for any other modules or actions - to create an opportunity for participants to set their own personal goal or task. - to carry out a short evaluation exercise - to provide contact details as appropriate. 		Evaluation activity	
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