

Erasmus + Loose parts play project

Plan for Module 3 – Facilitating loose parts play

By the end of this module, participants will:

1. have had the opportunity to reflect on the role of adults in facilitating children's play
2. have gained a personal 'checklist' of possible responses to use in the course of facilitating play
3. be able to recognise 'play cues' and 'play responses'
4. be able to identify play types in the context of observing of children's play (SOOP)
5. will have practiced sensitively carrying out an observation of play (in real life or from filmed play).

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	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 4	15 minutes	Play types Objective: <ul style="list-style-type: none">- to introduce the range of play types.	Pairs or small groups, whole group presentation	Description of play types on separate pieces of paper	Manual: 4.4
Activity 2	15 minutes	The play cycle	Whole group, trainer-led	Tool8. play cycle poster	Manual: 4.3

LO 3		Objectives: <ul style="list-style-type: none"> - to introduce the play cycle - to consider the importance of the play cycle in our understanding of children's play. 			Toolbox: 8
Activity 3 LO 1, 2	15 minutes	Attitude scales Objective: <ul style="list-style-type: none"> - to consider personal attitudes toward loose parts play - to reflect on the impact our personal attitudes have on children's play. 	Whole group discussion	List of statements about play scenarios	
Activity 4 LO 1	10 minutes	The role of adults Objective: <ul style="list-style-type: none"> - to develop our understanding of the role of adults supporting loose parts play. 	Whole group		Manual: 4.1 Toolbox: 3
Activity 5 LO 5	30 minutes	Observing children's play Objectives: <ul style="list-style-type: none"> - to develop skills in observing children's play - to develop skills in identifying elements of the play cycle and play types. 	Individual and group activity	Handout – The play cycle, play types	Manual: 4.3, 4.4, 4.5 Toolbox: 23
Activity 6 LO 1, 2, 5	50 minutes	Levels of intervention Objectives:	Trainer-led input	Flipchart, pens, play scenarios	Manual: 4.2

		<ul style="list-style-type: none"> - to discuss the impact of intervention on children's play - to develop skills in facilitating children's play - to develop understanding of different ways and levels of intervention. - to summarise the principles of facilitating loose parts play. 			
Activity 7 LO 1, 2, 5,	30 minutes	Communication during play time Objectives: <ul style="list-style-type: none"> - to explore different ways of communicating with children - to consider the impact of different communication styles - to develop a positive approach to communication and awareness of the impact of your communication style. 	Trainer-led presentation, whole group discussion	Flipchart, pens, handout on communication	
Activity 8 LO 1, 2	40 minutes	Fears and solutions? Checklist Objective: <ul style="list-style-type: none"> - to explore personal attitudes to loose part play and intervention at a deeper level. - to explore feelings of safety and ways to support others to feel safe. 	Small and whole group activity		
Closing	10 minutes	Closing Objectives: <ul style="list-style-type: none"> - to thank everyone - to check the learning outcomes 	Whole group	Learning outcomes Evaluation activity	

		<ul style="list-style-type: none"> - 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. 			
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