Erasmus + Loose parts play project

Suggested plan for Module 4 Practical guidance to get started

By the end of the Module, participants will:

1. have gained a practical understanding of the steps they need to take to set up their loose parts project
2. have practiced assessing current provision using a range of methods
3. have developed their own draft plan for setting up their loose parts play project including acquiring loose parts, storing them, checking them, and introducing them
4. be able to present their plan in an appropriate format(s) for the community of the school.

Activity & Learning Outcome (LO)	Time	Content	Method	Resources	Manual/toolbox links
Introduction	5 minutes	**Welcome, introduction** Object: to welcome participants, introduce the module. Set out the learning outcomes.	Whole group; talk	List of learning outcomes	
Icebreaker	5 minutes	**Ice breaker, suggestion, silent lines:** Object: getting to know each other, feeling relaxed about drawing, beginning to think about different ways of communication and how we feel about change	Whole group	A3 paper, drawing materials	
Activity 1 **LO 1**	30 minutes	**Building the school community around loose parts** **Exercise: Brainstorming** Objective: to create a list of people who make up the school community, bringing these people together and laying the foundations for the next activity.	3-4 person groups 5 groups (1 group = 1 target group)	Paper, pens Large sheets of paper, markers,	

		Exercise: Perspective of target groups - working on ABCD sheets Objective: An attempt to show the different perspectives among the various target groups of the LPP project		crayons, sticky notes	
Activity 2 **LO 1, 2**	40 minutes	**Applying the tool box** Presentation of the Toolbox tools Toolbox tool selection Presentation of results from ABCD worksheets	Whole group; talk 5 groups (1 group = 1 target group)		Toolbox: 1, 3, 5, 7, 9, 12, 15, 17, 20, 22, 24
Energiser	10 minutes	**Treasure hunters - things to play with through the eyes of a child** Objective: to explore how we perceive spaces and elements that at first glance are not for play?	Best delivered outdoors Individual, creative activity, group discussion and tutor input	Park, garden, space outside the training room	
Activity 3 **LO2**	50 minutes	**Assessing current provision** Objective: to have practiced assessing current provision using a range of methods	Whole group, small groups	Preprepared cards, cameras (on phones is fine), pens, paper, access to a photocopier (not essential), metre stick or large tape measure (not essential), voice recorder (on	Manual: 5.2

				phones is fine) (not essential).	
Activity 4 **LO 1, 2, 3**	60 minutes	**What can we play with?** Objectives: - to familiarise participants with country-specific issues relating to the safety of children's play equipment and the storage and disposal of items - to introduce participants to practical issues of handling loose parts, such as lifting and carrying and daily maintenance - to highlight the diversity of people's approaches to risk,	Whole group or national groups if relevant Whole group Whole group divided into 2 parts	An item easily available at the training venue, e.g. broom handle, dustbin	Manual: 5.2 Country specific content summary Toolbox: 7, 7.1, 15, 17
Activity 5 **LO 4**	60 minutes	**Developing an action plan** Objectives: - To outline the key points of the action plan and the basic elements for its implementation in the school - To create an action plan as a starting point for thinking through specific actions and taking action as soon as possible. - to practice presentation of possible actions and a moment to exchange good practices and experiences.	Whole group, talk Small groups	PPT, photos, videos, Manual, Toolbox elements Large sheets of paper, markers, crayons, sticky notes	Manual: 2.1, 5.2, 5.3, 5.4, 5.5, 5.5, 5.6, 5.7, 6.1, 6.2 Toolbox: 1, 3, 5, 7, 9, 12, 15, 17, 20, 22, 24
Closing	10 minutes	**Closing** Objectives: - to thank everyone - to check the learning outcomes	Whole group	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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