



Equipment	Chosen loose parts equipment (e.g., sticks, pinecones, rocks, seashells, acorns, fallen bark, fallen leaves, plastic tubes, tires, rope, boxes, pieces of wood, kitchen items, etc.)
Learning Outcome	Use a variety of fine and gross motor skills to move, build, and play with a variety of materials while demonstrating respect for the natural environment.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. If students are sharing loose parts, be sure to properly clean and sanitize before and after each use.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students providing an overview of loose parts play. Share with students that loose parts are any natural or human-made materials that can be used for play. They have no specific function or goal when played with and can be moved, arranged, designed, built, or taken apart. Encourage students to find safe loose parts equipment and consider how they can arrange, design, build, or take it apart within a safe space available to them. Challenge students to use their imaginations and play with the materials as they would like.



Activity Description

Loose parts play has traditionally been utilized in unstructured environments outside of physical education. With some thoughtful planning, loose parts play can be a meaningful physical education opportunity for students. Use an inquiry-based learning approach to allow students to develop their own goals and objectives. Ask guiding questions along the way to keep students thinking about what, why and how they are interacting with the loose parts. Choose a large outdoor space in a natural environment where natural materials can be used as loose parts. Human-made materials can be used in combination with natural materials or used as the main equipment for schools located in urban environments. Prior to the activity, collect or located loose parts materials. Suggested materials include:

- Sticks
- Pinecones
- Rocks
- Seashells
- Acorns
- Fallen bark
- Fallen leaves
- Flowers
- Water
- Tarps
- Plastic tubes
- Tires
- Ropes
- Boxes
- Pieces of wood
- Kitchen items (e.g., muffin tins, pots, pans, spatulas, spoons, etc.)
- Vacuum hoses
- Milk jugs

Note: Only use natural loose parts that are available on the ground (i.e. no picking leaves, breaking branches off trees, etc.).

Spread any collected loose parts throughout the area. They have no specific function or goal when played with and can be moved, arranged, designed, built, or taken apart. If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or written instructions.

Ask students to describe the loose parts available to them and review health and safety considerations for using the materials and for physical distancing. Remind students that if they choose to use natural materials, that they should be ones that are available on the ground and should not be picked or broken. Challenge students to think about how best to engage with the materials and communicate that there is no right or wrong way to play. Give students the time and space to explore and ask them to consider how they can arrange, design, build, or take the loose parts apart. Challenge students to use their imaginations and play with the materials as they would like.

Physical Education Competencies



MOVE
Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK
Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL
Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT
Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- *What did you build, move, design, or take apart as you played?*
- *What different materials did you play with?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Provide students with their own zone or space.		Students ask for support from their peers or teacher about what to build or design.		Provide students with loose parts they can utilize to participate successfully.		Students play in pairs or small groups following physical distancing guidelines.



Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to successfully use their imagination to to move, build, and play with a variety of materials?
- Does the student use a variety of fine and gross motor skills to play?
- Does the student demonstrate respect for the natural environment by only using natural materials that are already available on the ground?