

# GONGE®

Activity compendium



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# Introduction

*Welcome to the Gonge Activity compendium. We are proud to introduce a collection of inspirational activities that you can do with children using our products.*

In 2018, we started a project to supply substantial hands-on information on what you can do with Gonge products. We engaged in close cooperation with a clinical child physiotherapist, Mrs Hannah Harboe, who helped to inspire activities, as well as providing enlightening theoretical reflections. Together with many wonderful children, we created this material, which turned out to be much more comprehensive than we had ever imagined!

The core material contains a library of over 160 short activity videos which are freely accessible on <http://learning.gonge.com>. We found video recordings the best way to convey our passion for helping children to be physically active. You can make this printed compendium come alive by scanning QR codes, linking you to the videos on the website.

The overarching aim is to provide you with ideas that help pre-school children to develop their motor skills and stimulate sensory integration, both of which are imperative for catalysing a child's potential. This compendium includes:

## **Inspiration on training**

The instructional material provides inspiration for planning motor skill and sensory integration activities. It includes more than 160 videos with easy to understand instructions.

## **A resource for everyone**

Children can be inspired to challenge themselves in new ways by watching videos of other children taking part in physical activities.

## **Evaluation of progress**

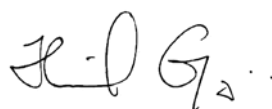
You can find precise guidelines on the assessment criteria, and what is required to master the activities, allowing evaluation of each child's functional abilities.

## **Theoretical foundation**

Eight interviews with a child physiotherapist sharing knowledge on how physical activities stimulate sensory development, and prepare children for learning in school.

At Gonge, we believe playful physical activity is the best way to stimulate children's motor skills and sensory integration, which, in turn, develops their ability to learn, as well as strengthening their social and emotional robustness.

We hope you will enter the world of playful physical activity together with us.



Dr. Henrik Gonge





*Since 1966, Gonge products have inspired and motivated children to be physically active, while helping them to learn and develop in creative ways. We are committed to 'play as the mechanism for learning', and continue to develop products that stimulate children's physical, cognitive, social and emotional development, without compromising on fun.*

### **The essential building blocks**

Play is the inspiration for all Gonge products, which are carefully designed to challenge children's physical limits, develop their cognitive skills, encourage social interaction and support emotional integrity. We believe that the development of body and mind is essential for building the confidence that children will depend on throughout life.

### **Unique products for unique children**

Every child is unique and deserves individual attention to help them develop while they play. We care for the specific needs of each child at the functional level they require, helping them grow to reach new developmental stages through playful stimulation and therapeutic training.

They may even use our products for training and rehabilitation in later life.

### **More than play**

Our stimulating range of products combines educational principles, beautiful design, excellent quality and the highest safety standards. We remain loyal to our origins as a supplier to the educational market, yet our creative approach to learning has become increasingly popular with families as well. Today, children in more than 50 countries around the world are physically active with Gonge's products.





# Sensory integration as the key-focus

*Research shows that early sensory integration is crucial for the neurological maturation of every child's brain.*

## **Making sense of the senses**

Sensory integration is about the neurological processing and integration of sensory information from the body and the environment, contributing to emotional regulation, learning and behaviour, and coping in daily life.

## **A path to sensory development**

We are passionate about providing products to enable physical activities that will allow children to elicit such sensations from the body and the environment, and stimulating sensory integration.

Here are some short introductions to the tactile, vestibular and proprioceptive senses essential for motor activities, as well as the important visual sense.



## **Interview with the physiotherapist**

Scan the QR-code to access the interview or follow link:

<http://learning.gonge.com/sensory-integration>





# The vestibular sense

The vestibular system is the sensory system attached to the inner ear. It registers movement and head position relative to space and the body. This is where balance is controlled, and where acceleration and changes of direction and movement are registered.

Stimulation of the vestibular sense, in combination with other senses – primarily sight, touch and proprioception – is important for a child to learn how to keep their balance while still or moving.







# The proprioceptive sense

Proprioceptive sensors are located in skeletal striated muscles and joints, providing information about the relative position of neighbouring body parts, and the strength that is needed to employ movement.

Proprioception is what allows someone to pour water into a glass without spilling or to drink from cup without looking. To learn any new skill, from sport to art, it is usually necessary to become familiar with some proprioceptive tasks specific to that activity.



## Interview with the physiotherapist

Scan the QR-code to access the interview or follow link:

<http://learning.gonge.com/senses>





# The tactile sense

The sense of touch recognises contact, pressure or traction exerted on the skin, as well as in some internal organs. Receptors on our skin relay information about the temperature, texture, shape, size, number and pressure of stimuli.

When working efficiently, the tactile senses help a child to do everything from buttoning a shirt without looking, to enjoying a hug from a parent.





# The visual sense

The visual sense resides primarily in the eye. The eye is a very complex organ, and the visual sense uses most of the human brain's processing capacity. Thus, the visual sense dominates other senses in many ways. The visual sense allows us to move; the child sees an object and reaches for it or moves towards it. In many ways, the eye supports the direction of our movements and our interactions with objects and other humans.

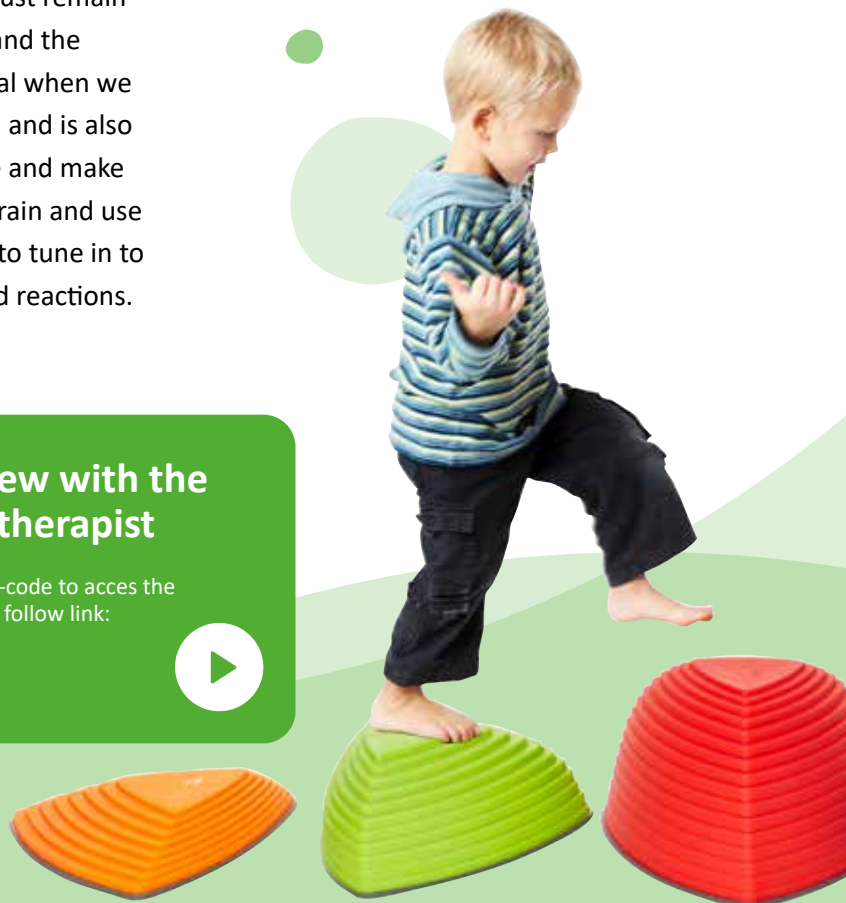
The eyes work in close collaboration with our other senses when our movements need to be precise, or we must remain balanced. The visual sense and the eye's ability to focus is crucial when we learn new physical gestures, and is also vital when we communicate and make contact with others, as we train and use it when interacting socially, to tune in to other people's emotions and reactions.



## Interview with the physiotherapist

Scan the QR-code to access the interview or follow link:

<http://learning.gonge.com/senses>



# The proximal zone of development

*The development of every child is unique. This means that even if two – or more – children are the same age, they will differ in their stage of development. It is therefore advisable to challenge each child at their individual state of development.*

From a neuropedagogical point of view, the age of children can be divided into four separate areas:

## **Chronological age**

The chronological age defines the actual age of the child.

## **Emotional age**

The emotional age defines the child's ability to understand and react emotionally.

## **Sensorial age**

The sensorial age depends on the ability of the child to integrate and coordinate sensory input.

## **Cognitive age**

The cognitive age defines the child's ability to understand, maintain and act on information or an idea.

## **The uniqueness of every child**

Every child's development can be defined as their ability to master ever more complex tasks. A prerequisite for the child to develop is to undertake tasks of some complexity, but not more than the child can cope with. This is to meet the child within their proximal zone of development.

## **The right amount of complexity**

When a child copes with a challenge, the development of the neurological connections within their brain – better known as the neural network – is stimulated. If the task is too complex for the child, the result will be a frustrated child that reacts with stress.

It is scientifically proven that a large neural network with multiple connections boosts the child's flexibility. Meeting the child within their proximal zone of development results in more innovative and creative children, as they are used to being challenged and are therefore quicker to adapt to new situations.



## **Interview with the physiotherapist**

Scan the QR-code to access the interview or follow link:

<http://learning.gonge.com/proximal-zone-development>







# Find the appropriate level for training of the child

*Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.*

## **The proximal zone of development:**

The challenge is in the child's proximal zone of development if the child can concentrate and use energy on the activity. The child is allowed to make mistakes, but has to experience improvement or master the activity after 5-7 repetitions, or within a period of practising for 5 minutes.

The child stays on this level until full mastery, when the skill becomes automatic.

## **Too challenging:**

The challenge is too difficult if the child is not experiencing improvement or mastery after 5-7 repetitions or within a period of practicing for 5 minutes. If the child feels that the challenge is too difficult, it is important that the teacher takes responsibility to allow them to experience mastery on an easier level, so they can remain motivated to be challenged.

If the child generally cannot cope with motor activities on their age level, it is recommended to assess whether they have difficulties in coping at this level in other areas, or if it is a more specific challenge that prevents them from succeeding in this activity.

## **Too easy:**

The challenge is too easy if the child, without help, completes the activity the first time they try, and several times in a row. It is also too easy if the child completes the challenge without using full concentration and attention.

Challenges that seem too easy can be used for free play. Doing so, the activities help physical and motor skills, as well as emotional and social competencies to require less conscious attention.



## **Interview with the physiotherapist**

Scan the QR-code to access the interview or follow link:

<http://learning.gonge.com/automation>







# How to use this compendium

*You can search for activities by looking up the pages for products, ages or senses that are relevant to you.*

First column in the table below shows the relevant pages in a hierarchical structure according to product, ages and senses. For example, if looking for activities with River Stones suitable for stimulating 4-5 year old children's vestibular sense, search for River Stones in the second column, find the section for 4-5 year olds in the fourth column, and the following columns will indicate that the various senses.

Page	Products	Activity name	Age	★ Proprioceptive	⬆ Vestibular	👁 Tactile	👁 Visual
<b>Activity Rings</b>							
	Activity Rings 1. a	Balance with Activity Rings	3-4 years				
	Activity Rings 2. a	Activity Rings as links					
	Activity Rings 3. a	Toss Activity Rings at a target					
	Activity Rings 4. a	Toss Activity Rings beyond a line					
	Activity Rings 5. a	Walk while holding Activity Rings					
	Activity Rings 1. b	Move up and down with Activity Rings	4-5 years				
	Activity Rings 2. b	Toss Activity Rings at a target					
	Activity Rings 3. b	Place Activity Rings on body					
	Activity Rings 4. b	Catch Activity Rings					
	Activity Rings 5. b	Toss Activity Rings at a target in the distance					
	Activity Rings 6. b	Walk in pairs holding Activity Rings					
	Activity Rings 1. c	Walk an obstacle course with Activity Rings - 1	5-6 years				
	Activity Rings 2. c	Walk obstacle course with Activity Rings - 2					
	Activity Rings 3. c	Get entangled with Activity Rings					
	Activity Rings 4. c	Manipulate Activity Rings while listening					
	Activity Rings 5. c	Catch and toss Activity Rings					
	Activity Rings 6. c	Play tag while holding Activity Rings					
	Activity Rings 7. c	Toss Activity Rings as far as you can					
<b>Tactile Discs</b>							
	Tactile Discs 1. a	Step on floor discs and find matching hand discs - 1	3-4 years				
	Tactile Discs 2. a	Describe the texture of the Tactile Discs					
	Tactile Discs 3. a	Feel the Tactile Discs on the back - 1					
	Tactile Discs 1. b	Feel the hand discs and find matching floor discs	4-5 years				
	Tactile Discs 2. b	Feel the Tactile Discs on the back - 2					
	Tactile Discs 1. c	Step on floor discs and find matching hand discs - 2	5-6 years				
	Tactile Discs 2. c	Describe and match hand discs and floor discs					
	Tactile Discs 3. c	Feel the Tactile Discs on the back - 3					
<b>Roller</b>							
	Roller 1. a	Balance on the Roller	3-4 years				
	Roller 2. a	Lie on the Roller and roll backwards and forward					
	Roller 1. a	Roll forwards on the Roller	4-5 years				

Page	Products	Activity name	Age	Proprioceptive	Vestibular	Tactile	Visual
	<b>Activity Rings</b>						
22	Activity Rings 1. a	Balance with Activity Rings	3-4 years	X	X		X
23	Activity Rings 2. a	Activity Rings as links		X	X	X	
24	Activity Rings 3. a	Toss Activity Rings at a target		X	X		X
25	Activity Rings 4. a	Toss Activity Rings beyond a line		X	X		X
26	Activity Rings 5. a	Walk while holding Activity Rings				X	
27	Activity Rings 1. b	Move up and down with Activity Rings	4-5 years	X			
28	Activity Rings 2. b	Toss Activity Rings at a target		X			X
29	Activity Rings 3. b	Place Activity Rings on body		X		X	
30	Activity Rings 4. b	Catch Activity Rings					X
31	Activity Rings 5. b	Toss Activity Rings at a target in the distance		X			X
32	Activity Rings 6. b	Walk in pairs holding Activity Rings				X	
33	Activity Rings 1. c	Walk an obstacle course with Activity Rings - 1	5-6 years		X		
34	Activity Rings 2. c	Walk obstacle course with Activity Rings - 2			X	X	
35	Activity Rings 3. c	Get entangled with Activity Rings		X		X	X
36	Activity Rings 4. c	Manipulate Activity Rings while listening				X	
37	Activity Rings 5. c	Catch and toss Activity Rings		X			X
38	Activity Rings 6. c	Play tag while holding Activity Rings		X	X	X	
39	Activity Rings 7. c	Toss Activity Rings as far as you can		X			X
	<b>Tactile Discs</b>						
40	Tactile Discs 1. a	Step on Tactile Discs and find matching the small discs - 1	3-4 years			X	
41	Tactile Discs 2. a	Describe the texture of the Tactile Discs				X	
42	Tactile Discs 3. a	Feel the Tactile Discs on the back - 1				X	
43	Tactile Discs 1. b	Feel the small discs and find matching Tactile Discs	4-5 years			X	
44	Tactile Discs 2. b	Feel the Tactile Discs on the back - 2				X	
45	Tactile Discs 1. c	Step on Tactile Discs and find matching small discs - 2	5-6 years			X	
46	Tactile Discs 2. c	Describe and match small discs and Tactile Discs				X	
47	Tactile Discs 3. c	Feel the small discs on the back - 3				X	
	<b>Roller</b>						
48	Roller 1. a	Balance on the Roller	3-4 years		X		X
49	Roller 2. a	Lie on the Roller and roll backwards and forward		X	X		
50	Roller 1. b	Roll forwards on the Roller	4-5 years	X	X	X	

Page	Products	Activity name	Age	Proprioceptive	Vestibular	Tactile	Visual
51	Roller 2. b	Stand on the Roller while focusing on objects	4-5 years			X	X
52	Roller 1. c	Roll backwards and forwards on the Roller	5-6 years	X	X		
53	Roller 2. c	Catch and throw while balancing on the Roller		X	X		X
<b>Floor Surfer</b>							
54	Floor Surfer 1. a	Roll around on the Floor Surfer	3-4 years	X	X		
55	Floor Surfer 2. a	Sit on the Floor Surfer while holding onto a ring			X		
56	Floor Surfer 1. b	Roll down a ramp on the Floor Surfer	4-5 years		X		
57	Floor Surfer 2. b	Fly on the Floor Surfer		X	X		
58	Floor Surfer 3. b	Spin around on the Floor Surfer			X		
59	Floor Surfer 4. b	Move around on the Floor Surfer			X		
60	Floor Surfer 1. c	Complete obstacle course on the Floor Surfer	5-6 years	X	X		X
61	Floor Surfer 2. c	Spin around quickly on the Floor Surfer			X		
62	Floor Surfer 3. c	Move around on the Floor Surfer with hands on knees			X		
63	Floor Surfer 4. c	Move around on the Floor Surfer with hands on head			X		
<b>Build N' Balance</b>							
64	Build N' Balance 1. a	Walk on Build N' Balance course - 1	3-4 years		X		
65	Build N' Balance 2. a	Walk on Build N' Balance course - 2			X		
66	Build N' Balance 3. a	Walk on tall Build N' Balance course			X		
67	Build N' Balance 4. a	Walk sideways on Build N' Balance course				X	
68	Build N' Balance 5. a	Walk on Build N' Balance course in different levels			X		
69	Build N' Balance 6. a	Walking Tactile Planks with one foot on the floor		X			
70	Build N' Balance 7. a	Walk sideways on Tactile Planks			X		
71	Build N' Balance 8. a	Walk a sloped trail of Tactile Planks		X			
72	Build N' Balance 1. b	Walk small steps on Build N' Balance course				X	
73	Build N' Balance 2. b	Walk three steps on each plank in the Build N' Balance course	4-5 years			X	
74	Build N' Balance 3. b	Walk an uneven Build N' Balance course			X		
75	Build N' Balance 4. b	Walk three steps on each plank on an uneven Build N' Balance course				X	
76	Build N' Balance 5. b	Walk with feet inside the parameter of the planks			X		X
77	Build N' Balance 6. b	Walk a trail of Tactile Planks taking short steps			X		
78	Build N' Balance 7. b	Command the child to change direction while walking Tactile Planks			X		
79	Build N' Balance 8. b	Walk parallel trails of Tactile Planks				X	
80	Build N' Balance 1. c	Walk on Rocking Plank	5-6 years	X	X		
81	Build N' Balance 2. c	Walk backwards on Rocking Plank		X	X		

Page	Products	Activity name	Age	Proprioceptive	Vestibular	Tactile	Visual
82	Build N' Balance 3. c	Walk on Build N' Balance course while stepping over a stick	5-6 years	x	x	x	x
83	Build N' Balance 4. c	Walk on Build N' Balance course with toes touching heels			x	x	
84	Build N' Balance 5. c	Walk backwards on Build N' Balance course			x	x	
85	Build N' Balance 6. c	Balance on Tilting Disc while clapping hands			x	x	
86	Build N' Balance 7. c	Assign sounds to the tactile structures of Tactile planks			x	x	x
87	Build N' Balance 8. c	Feel the structures of the Tactile planks			x	x	
<b>Riverlandscape</b>							
88	River Landscape 1. a	Walk River Landscape course - 1	3-4 years		x		x
89	River Landscape 2. a	Walk River Landscape course - 2			x	x	x
90	River Landscape 3. a	Walk River Landscape course backwards		x	x	x	
91	River Landscape 4. a	Walk River Landscape using one foot at a time			x		x
92	River Landscape 1. b	Walk River Landscape course without touching the floor	4-5 years				x
93	River Landscape 2. b	Pass other children on the River Landscape			x		
94	River Landscape 1. c	Walk on selected colours of the River Landscape	5-6 years				x
95	River Landscape 2. c	Apply rules to the River Landscape course			x		x
<b>Air Board</b>							
96	Air Board 1. a	Jump on and off Air Board - 1	3-4 years		x		
97	Air Board 2. a	Jump on and off Air Board - 2			x		
98	Air Board 3. a	Bend knees and stand up on Air Board			x		x
99	Air Board 4. a	Clap hands with child on Air Board		x	x		
100	Air Board 1. b	Jump on and off Air Boards with legs together	4-5 years		x		
101	Air Board 2. b	Balance while standing on two Air Boards			x		
102	Air Board 3. b	Clap hands with child standing on two Air Boards		x	x		
103	Air Board 1. c	Create a circular movement with Air Board		x	x		
104	Air Board 2. c	Make a slow circular movement on Air Board	5-6 years		x		
105	Air Board 3. c	Stand on one leg on Air Board - 1			x		
106	Air Board 4. c	Stand on one leg on Air Board - 2			x		
<b>Giant Airboard</b>							
107	Giant Airboard 1. a	Rock the Giant Airboard	3-4 years		x		
108	Giant Airboard 2. a	Child lies on soft side of the Giant Airboard		x	x		
109	Giant Airboard 3. a	Jump up and down on the Giant Airboard			x		
110	Giant Airboard 4. a	Find your balance on the Giant Airboard			x		

Page	Products	Activity name	Age	Proprioceptive	Vestibular	Tactile	Visual
111	Giant Airboard 5. a	Move up and down standing on the Giant Airboard	3-4 years	X	X		
112	Giant Airboard 1. b	Stepping from one Giant Airboard to the next	4-5 years		X		X
113	Giant Airboard 2. b	Give "high fives" while standing on the Giant Airboard		X	X		
114	Giant Airboard 3. b	Squat on the Giant Airboard		X	X		
115	Giant Airboard 4. b	Child lies on the Giant Airboard on stomach		X	X		
116	Giant Airboard 5. b	Jump on and off the Giant Airboard		X	X		
117	Giant Airboard 1. c	Standing on one leg	5-6 years		X		
118	Giant Airboard 2. c	Standing on the Giant Airboard with closed eyes		X	X		
119	Giant Airboard 3. c	Catch and throw beanbags standing on the Giant Airboard			X		X
120	Giant Airboard 4. c	Run on the spot on soft side of the Giant Airboard		X	X		
121	Giant Airboard 5. c	Jump and stop on the Giant Airboard		X	X		
<b>River Stones</b>							
122	River Stones 1. a	Walk the River Stone course - 1	3-4 years		X		
123	River Stones 2. a	Walk the River Stone course - 2			X		
124	River Stones 3. a	Race around River Stone square - 1		X	X		X
125	River Stones 1. b	Jump between River Stones with feet together	4-5 years		X		
126	River Stones 2. b	Jump between selected colours of River Stones - 1		X	X		X
127	River Stones 3. b	Race around Riverstone square - 2		X	X		X
128	River Stones 1. c	Jump between selected colours of Riverstones - 2	5-6 years		X		X
129	River Stones 2. c	Race around Riverstone square - 3		X	X		X
130	River Stones 3. c	Race around Riverstone square - 4		X	X		X
<b>Bouncing River Stones</b>							
131	Bouncing River St. 1. a	Jump on Bouncing River Stone	3-4 years		X		
132	Bouncing River St. 2. a	Jump on and off the Bouncing River Stone		X	X		
133	Bouncing River St. 3. a	Jump from one Bouncing River Stone to another			X		X
134	Bouncing River St. 1. b	Stand on one leg on Bouncing River Stone	4-5 years		X		
135	Bouncing River St. 2. b	Jump sideways from one Bouncing River Stone to another		X	X		
136	Bouncing River St. 1. c	Jump on and off Bouncing River Stone on one leg	5-6 years		X		
137	Bouncing River St. 2. c	Jump between Bouncing River Stones without changing direction			X		
<b>Arches</b>							
138	Arches 1. a	Balance on the Arch with the curved ends pointing down	3-4 years		X		
139	Arches 2. a	Balance on the Arch with the curved ends pointing up			X		X

Page	Products	Activity name	Age	Proprioceptive	Vestibular	Tactile	Visual
140	Arches 3. a	Rock from side to side on an Arch	3-4 years	X	X		
141	Arches 4. a	Balance on overlapping Arches			X	X	
142	Arches 5. a	Jump from Arch to Arch			X		
143	Arches 1. b	Jump from Arch to Arch while distinguishing colours	4-5 years	X	X		X
144	Arches 2. b	Jump and balance on two Arches		X			
145	Arches 3. b	Rock backwards and forwards on Arch		X			
146	Arches 4. b	Jump onto two Arches with legs together			X		
147	Arches 1. c	Balance on the Arch with the curved ends facing up	5-6 years		X		
148	Arches 2. c	Balance on Arches while catching and throwing		X	X		X
149	Arches 3. c	Jump from unstable to stable Arches		X	X	X	
<b>Hilltops</b>							
150	Hilltops 1. a	Walk on Hilltops course	3-4 years	X	X		
151	Hilltops 2. a	Jump on Hilltops course		X	X		
152	Hilltops 3. a	Jump from one Hilltop to another			X		
153	Hilltops 1. b	Jump between high and low Hilltops and Riverstones	4-5 years		X		
154	Hilltops 2. b	Walk on selected colours of Hilltops and Riverstones			X		X
155	Hilltops 3. b	Step with one foot on Hilltop and one foot on River Stones - 1		X	X		
156	Hilltops 4. b	Step with one foot on Hilltop and one foot on River Stones - 2			X		
157	Hilltops 1. c	Step from one Hilltop to another, one foot at a time	5-6 years		X		
158	Hilltops 2. c	Stand with one foot on Hilltop and one on and off River Stones		X			
<b>Top/Minishop</b>							
159	Mini Top 1. a	Rock slowly in Mini Top	3-4 years		X		
160	Mini Top 2. a	Spin around in Mini Top - 1			X		
161	Mini Top 3. a	Spin around in Mini Top - 2			X		
162	Mini Top 4. a	Spin around in Mini Top - 3			X		
163	Mini Top 5. a	Rock back and forward in Mini Top			X		
164	Mini Top 6. a	Hide under the Mini Top		X		X	
165	Mini Top 7. a	Jump down from Mini Top			X		
166	Top 1. b	Rock from side to side in the Top	4-5 years		X		
167	Top 2. b	Spin half turns in the Top		X	X		
168	Top 1. c	Spin around in the Top	5-6 years		X		
169	Top 2. c	Turn backwards in the Top		X	X		
170	Top 3. c	Spin around fast in the Top		X	X		

Page	Products	Activity name	Age	Proprioceptive	Vestibular	Tactile	Visual
	<b>Body Wheels</b>						
171	Body Wheel 1. a	Pushing the Body Wheel	3-4 years	X			
172	Body Wheel 2. a	Roll the child on the Body Wheel			X		X
173	Body Wheel 3. a	Roll around inside the Body Wheel		X	X		
174	Body Wheel 4. a	Rolling the Body Wheel to each other		X			X
175	Body Wheel 5. a	Crawl through Body Wheels		X		X	
176	Body Wheel 1. b	Roll the child forward and back on the Body Wheel	4-5 years	X	X		X
177	Body Wheel 2. b	Jump from tower of Body Wheels		X	X		X
178	Body Wheel 4. b	Balance on the edge of the Body Wheel		X	X		
179	Body Wheel 1. c	360° roll while sitting inside the Body Wheel	5-6 years	X	X		
180	Body Wheels 2. c	Jump from a tower of Body Wheels to the next		X	X		X
181	Body Wheels 3. c	Jump into Body Wheels		X	X		X
182	Body Wheels 4. c	Walk on the edge of The Body Wheel		X	X		

# Balance with Activity Rings

## Activity Rings 1.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/229](https://learning.gonge.com/video/229)



### Activity guidelines

#### Instruction

- Place an Activity Ring on the child's head
- Encourage the child to walk around
- The child must try not to drop the Activity Ring

#### Mastery

- The child succeeds in not dropping the ring

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

### About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191



# Activity Rings as links

## Activity Rings 2.a

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/695](https://learning.gonge.com/video/695)



## Activity guidelines

### Instruction

- Several children can use Activity Rings as links between them
- Each child holds a ring in both their left and right hand, sharing with the person next to them
- Encourage the children to dance in circles without letting go of the ring

### Mastery

- The child succeeds in integrating in the group
- The child can adapt movements to the group

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Toss Activity Rings at a target

Activity Rings 3.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/238](https://learning.gonge.com/video/238)



## Activity guidelines

### Instruction

- Stand behind the child and pass the Activity Rings from above their head
- Hand over one at a time
- Encourage the child to toss the ring into a target e.g. an overturned Hilltop
- Challenge the child by specifying the colour, size or shape of the target

### Mastery

- The child can change eye focus smoothly
- The child can focus on aiming and throwing

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Toss Activity Rings beyond a line

## Activity Rings 4.a



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/701](https://learning.gonge.com/video/701)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Lay out a line of objects, e.g. Rivers, a short distance away
- Let the child step onto a yellow top, with Activity Rings laid out on the ground in front of them
- The child tosses rings beyond the line of Rivers one at a time
- Move the line of Rivers further away when the child succeeds

### Mastery

- The child can remain focused while aiming and throwing
- The child can adjust the force of their throw

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Walk while holding Activity Rings

Activity Rings 5.a



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/707](https://learning.gonge.com/video/707)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Use an Activity Ring when going for walks
- The ring acts as a link between you and the child, as if you are holding their hand
- Hold onto one side of the ring and let the child hold onto the other
- Let go of the ring when the child feels comfortable

### Mastery

- The child feels safe moving around in an unfamiliar environment

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Move up and down with Activity Rings

## Activity Rings 1.b

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/535](https://learning.gonge.com/video/535)



### Activity guidelines

#### Instruction

- The child sits on the floor
- Place an Activity Ring on the child's head
- The child slowly gets up and sits down again
- Try not to drop the Activity Ring

#### Mastery

- The child succeeds in not dropping the ring
- The child can keep their head steady while moving

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Toss Activity Rings at a target

## Activity Rings 2.b



### Activity info

#### Senses



Proprioceptive



Vestibular



Tactile



Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/549](https://learning.gonge.com/video/549)



## Activity guidelines

### Instruction

- Stack the Activity Rings in front of the child
- Let the child pick up a batch of rings
- The child tosses the rings into an overturned Hilltop one at a time
- After 3-4 hits, move the Hilltop further away

### Mastery

- The child can throw in a focused manner
- The child can adjust the force of their throw

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Place Activity Rings on body

## Activity Rings 3.b



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/242](https://learning.gonge.com/video/242)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- Experiment with balancing Activity Rings on the body
- As inspiration: Try balancing on the head, arms, back, elbows, hands
- The child walks around an obstacle course
- Try not to drop the ring(s)

### Mastery

- The child keeps focus while moving and does not drop the ring
- The child can keep body parts steady while moving

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Catch Activity Rings

Activity Rings 4.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/258](https://learning.gonge.com/video/258)



## Activity guidelines

### Instruction

- The child steps onto a River Stone with an overturned Hilltop just in front of them
- Gently throw an Activity Ring towards the child
- Encourage the child to catch the Activity Ring and drop it into the overturned Hilltop
- Proceed until the child catches the Activity Ring every time

### Mastery

- The child aims and throws in a focused manner
- The child can adjust force behind the throw

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191



# Toss Activity Rings at a target in the distance

## Activity Rings 5.b



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/264](https://learning.gonge.com/video/264)



## Activity guidelines

### Instruction

- The child steps onto a River Stone with an overturned Hilltop a short distance away
- Encourage the child to toss Activity Rings into the overturned Hilltop
- Every third time the child succeeds, move the Hilltop further away
- Proceed until the child cannot hit the target every time

### Mastery

- The child aims and throws in a focused manner
- The child can keep stable and balanced while throwing

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Walk in pairs holding Activity Rings

Activity Rings 6.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/561](https://learning.gonge.com/video/561)



## Activity guidelines

### Instruction

- Let the children use the Activity Rings as links between them
- Each child holds a ring with one hand on one side, and their partner holds the same ring on the other side
- Use the rings in pairs when going for walks
- Tell the older children to help and guide the younger children

### Mastery

- The children adjust pace according to each other
- The ring helps the children feel safe and connected

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Walk an obstacle course with Activity Rings - 1

## Activity Rings 1.c



### Activity info

#### Senses



Proprioceptive



Vestibular



Tactile



Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/790](https://learning.gonge.com/video/790)



### Activity guidelines

#### Instruction

- Make an obstacle course using Hilltops, River Stones and River Landscapes
- Place an Activity Ring on the child's head
- Encourage the child to walk the course
- Try not to drop the ring

#### Mastery

- The child succeeds in not dropping the ring
- The child can keep their head steady while moving

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*

*Diameter 16.4 cm.*



Art 2190/2191

# Walk obstacle course with Activity Rings - 2

Activity Rings 2.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/797](https://learning.gonge.com/video/797)



## Activity guidelines

### Instruction

- Make an obstacle course using Hilltops, River Stones and River Landscapes
- Place an Activity Ring on the child's head
- Encourage the child to walk the course
- Add rings when the child feels comfortable

### Mastery

- The child succeeds in keeping the rings on their head
- The child can keep their head steady while moving

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Get entangled with Activity Rings

## Activity Rings 3.c



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/803](https://learning.gonge.com/video/803)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- 3-4 children form a circle using Activity Rings as links between them
- The children get entangled by moving under each other's arms and legs, and behind each other
- Ask the children to untangle themselves and return to a circle
- Do not let go of the rings at any point

### Mastery

- The child can work together with the other children
- The child can come up with ideas about how to tangle and untangle themselves

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Manipulate Activity Rings while listening

Activity Rings 4.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/809](https://learning.gonge.com/video/809)



## Activity guidelines

### Instruction

- Give the child an Activity Ring to play with while concentrating on listening
- The tactile stimulation of holding the Activity Ring helps the child to stay focused
- The child must control level of arousal to manipulate the Activity Ring

### Mastery

- The child can concentrate and sit still while working

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Catch and toss Activity Rings

## Activity Rings 5.c



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/276](https://learning.gonge.com/video/276)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Let the child balance on an upright standing Roller
- Practice catching by throwing Activity Rings to the child one at a time
- Make sure the ring is tossed in a high arch
- The child catches and drops the Activity Rings into an overturned Hilltop in front of them

### Mastery

- The child can stay in position while catching and aiming
- The child has well-developed eye and hand coordination

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Play tag while holding Activity Rings

Activity Rings 6.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/816](https://learning.gonge.com/video/816)



## Activity guidelines

### Instruction

- The children form pairs using Activity Rings as links between them, each holding onto a shared ring with one hand
- Play tag with one pair trying to catch the other pairs
- When a pair is caught, this pair turns into the new catchers
- Try not to let go of the rings

### Mastery

- The child can work together with another child
- The children can adapt pace and direction to each other

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191



# Toss Activity Rings as far as you can

## Activity Rings 7.c



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/294](https://learning.gonge.com/video/294)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Mark a line five metres away from the child
- Toss Activity Rings beyond the line one at a time
- Increase the distance when the child can toss the ring five metres

### Mastery

- The child can aim and throw in a focused manner
- The child can adapt the power behind their throw

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Activity Rings

Activity Rings can be used as inspiration for countless activities such as dancing in a circle, walking on tiptoe in the rings, balancing the rings on your head, juggling rings on arms and legs, throwing rings to each other, jumping with rings around your legs, building figures - the combinations are limitless.

*Dimensions*  
Diameter 16.4 cm.



Art 2190/2191

# Step on Tactile Discs and find matching small discs - 1

Tactile Discs 1.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/353](https://learning.gonge.com/video/353)



## Activity guidelines

### Instruction

- Put the Tactile Discs on the floor, with the discs in a circle around the small discs
- The child steps onto one of the Tactile Discs
- Encourage the child to find the small disc that matches the Tactile Disc

### Mastery

- The child can feel and see the difference between the discs using tactile and visual inputs

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Tactile Discs

Each of the tactile structures can be found on a large disc for positioning on the floor, as well as on a small disc that the child will be able to hold in the hands.

In terms of playing, the discs offer innumerable possibilities ranging from a fundamental sensing of the tactile structures to blindfold games based on memory and recognition.

*Dimensions*

*Diameter 11 & 27 cm.*



Art 2116/2117/2118

# Describe the texture of the Tactile Discs

## Tactile Discs 2.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/358](https://learning.gonge.com/video/358)



## Activity guidelines

### Instruction

- Ask the child which Tactile Disc feels soft, hard, spiky and so on
- Ask the child to sort the discs from soft to hard and spiky to smooth
- Encourage the child to use both hands and feet to feel the discs

### Mastery

- The child can differentiate between the discs through tactile stimulation
- The child can understand and verbally express what they feel

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Tactile Discs

Each of the tactile structures can be found on a large disc for positioning on the floor, as well as on a small disc that the child will be able to hold in the hands.

In terms of playing, the discs offer innumerable possibilities ranging from a fundamental sensing of the tactile structures to blindfold games based on memory and recognition.

*Dimensions*  
Diameter 11 & 27 cm.



Art 2116/2117/2118

# Feel the Tactile Discs on the back - 1

Tactile Discs 3.a



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/363](https://learning.gonge.com/video/363)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Let the child lie on their stomach
- Touch the child's back using different Tactile Discs
- Ask questions about how it feels: soft, hard, comfortable

### Mastery

- The child can differentiate between the discs through tactile stimulation
- The child can understand and verbally express what they feel

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Tactile Discs

Each of the tactile structures can be found on a large disc for positioning on the floor, as well as on a small disc that the child will be able to hold in his/her hands. In terms of playing, the discs offer innumerable possibilities ranging from a fundamental sensing of the tactile structures to blindfold games based on memory and recognition.

*Dimensions*  
Diameter 11 & 27 cm.



Art 2116/2117/2118

# Feel the small discs and find matching Tactile Discs

## Tactile Discs 1.b



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/567](https://learning.gonge.com/video/567)



## Activity guidelines

### Instruction

- Put the Tactile Discs in a circle
- The child gets blindfolded
- Lead the child by hand, with them stepping onto the Tactile Discs with bare feet
- Give the child a small disc to match with the identical Tactile Disc

### Mastery

- The child can compare stimulation from their hands to their feet
- The child takes time to feel instead of guessing which hand disc matches the floor disc

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Tactile Discs

Each of the tactile structures can be found on a large disc for positioning on the floor, as well as on a small disc that the child will be able to hold in the hands.

In terms of playing, the discs offer innumerable possibilities ranging from a fundamental sensing of the tactile structures to blindfold games based on memory and recognition.

*Dimensions*  
Diameter 11 & 27 cm.



Art 2116/2117/2118

# Feel the Tactile Discs on the back - 2

Tactile Discs 2.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/573](https://learning.gonge.com/video/573)



## Activity guidelines

### Instruction

- Let the child lie on their stomach
- Touch the child's back using different Tactile Discs
- Ask which one feels most comfortable
- Sort the discs from most to least comfortable

### Mastery

- The child can differentiate between discs through tactile stimulation
- The child can understand and verbally express what they feel

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Tactile Discs

Each of the tactile structures can be found on a large disc for positioning on the floor, as well as on a small disc that the child will be able to hold in the hands.

In terms of playing, the discs offer innumerable possibilities ranging from a fundamental sensing of the tactile structures to blindfold games based on memory and recognition.

*Dimensions*  
Diameter 11 & 27 cm.



Art 2116/2117/2118

# Step on Tactile Discs and find matching small discs - 2

## Tactile Discs 1.c

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/822](https://learning.gonge.com/video/822)



### Activity guidelines

#### Instruction

- The child steps onto one of the Tactile Discs
- Encourage the child to pick a matching small disc from the bag
- Try matching the discs by touch, without looking

#### Mastery

- The child can compare stimulation from their feet to their hands
- The child takes time to feel instead of guessing

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Tactile Discs

Each of the tactile structures can be found on a large disc for positioning on the floor, as well as on a small disc that the child will be able to hold in the hands.

In terms of playing, the discs offer innumerable possibilities ranging from a fundamental sensing of the tactile structures to blindfold games based on memory and recognition.

*Dimensions*  
Diameter 11 & 27 cm.



Art 2116/2117/2118

# Describe and match small discs and Tactile Discs

Tactile Discs 2.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/828](https://learning.gonge.com/video/828)



## Activity guidelines

### Instruction

- The child steps onto a Tactile Disc and describes it: Is it soft, pointy, hard?
- Put 4-5 small discs into the bag
- Let the child choose a small disc and describe it: Is it soft, pointy, hard?
- Check whether the Tactile Disc and the small disc match

### Mastery

- The child can compare stimulation from their feet to their hands
- The child can verbally describe the feeling of the Tactile Discs

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Tactile Discs

Each of the tactile structures can be found on a large disc for positioning on the floor, as well as on a small disc that the child will be able to hold in the hands.

In terms of playing, the discs offer innumerable possibilities ranging from a fundamental sensing of the tactile structures to blindfold games based on memory and recognition.

*Dimensions*  
Diameter 11 & 27 cm.



Art 2116/2117/2118



# Feel the small discs on the back - 3

## Tactile Discs 3.c



### Watch the video



Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/834](https://learning.gonge.com/video/834)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Let the child lie on their stomach
- Present the child with 3-4 different Tactile Discs
- Quiz the child about which one would be best for a back massage
- Test the disc on the child's back

### Mastery

- The child can differentiate and express the difference through tactile stimulation
- The child can verbally describe the feeling of the Tactile Disc

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Tactile Discs

Each of the tactile structures can be found on a large disc for positioning on the floor, as well as on a small disc that the child will be able to hold in his/her hands. In terms of playing, the discs offer innumerable possibilities ranging from a fundamental sensing of the tactile structures to blindfold games based on memory and recognition.

*Dimensions*  
Diameter 11 & 27 cm.



Art 2116/2117/2118

# Balance on the Roller

Roller 1.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/368](https://learning.gonge.com/video/368)



## Activity guidelines

### Instruction

- Help the child onto the Roller
- Gently support the child so that they can balance on top of the Roller
- Try to keep balanced

### Mastery

- The child dares to let go of the adult's hand
- The child succeeds in keeping balanced for a moment after the adult has let go

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Roller

The Roller offers a progressive motor skills challenge, from small kids just managing to keep their balance with the support of a friend or a hand rail, to older children pushing the boundaries of what they can do without falling off.

*Dimensions*  
Diameter 29.5 cm, L 35 cm.



With sand

Art 2266/2267

# Lie on the Roller and roll backwards and forward

## Roller 2.a

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/713](https://learning.gonge.com/video/713)



## Activity guidelines

### Instruction

- Place the Roller on the ground
- Encourage the child to lie on top of the Roller with their arms out on the ground
- Use arms to roll the entire body back and forth on the Roller
- Try to roll the entire body

### Mastery

- The child can stabilise the body and lie horizontally on the Roller
- The child has the strength to roll all the way down to the feet

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Roller

The Roller offers a progressive motor skills challenge, from small kids just managing to keep their balance with the support of a friend or a hand rail, to older children pushing the boundaries of what they can do without falling off.

*Dimensions*  
Diameter 29.5 cm, L 35 cm.



With sand

Art 2266/2267

# Roll forwards on the Roller

Roller 1.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/579](https://learning.gonge.com/video/579)



## Activity guidelines

### Instruction

- The child balances on the Roller while standing
- Encourage the child to roll forward
- If necessary, support the child gently by the elbow

### Mastery

- The child succeeds in moving the Roller forward while keeping balanced
- The child jumps off in a controlled manner when losing balance

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Roller

The Roller offers a progressive motor skills challenge, from small kids just managing to keep their balance with the support of a friend or a hand rail, to older children pushing the boundaries of what they can do without falling off.

*Dimensions*  
Diameter 29.5 cm, L 35 cm.



With sand

Art 2266/2267

# Stand on the Roller while focusing on objects

## Roller 2.b



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/252](https://learning.gonge.com/video/252)



## Activity guidelines

### Instruction

- The child balances while standing on an upright Roller
- Encourage the child to keep their eyes on an object that you move in different positions
- Move the object up, down and from side to side
- Gently tap the hand that the child should then use to grab the object

### Mastery

- The child stands safely on the Roller and remains stable while their eyes follow an object
- The child waits to grab the object until touched

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Roller

The Roller offers a progressive motor skills challenge, from small kids just managing to keep their balance with the support of a friend or a hand rail, to older children pushing the boundaries of what they can do without falling off.

*Dimensions*  
Diameter 29.5 cm, L 35 cm.



With sand

Art 2266/2267

# Roll backwards and forwards on the Roller

Roller 1.c

## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/840](https://learning.gonge.com/video/840)



## Activity guidelines

### Instruction

- The child stands and balances on the Roller
- The child rolls forward without help
- Try rolling backwards
- Encourage the child to change direction

### Mastery

- The child succeeds in moving the Roller while remaining balanced
- The child can change the direction of the Roller while remaining balanced

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Roller

The Roller offers a progressive motor skills challenge, from small kids just managing to keep their balance with the support of a friend or a hand rail, to older children pushing the boundaries of what they can do without falling off.

*Dimensions*  
Diameter 29.5 cm, L 35 cm.



With sand

Art 2266/2267

# Catch and throw while balancing on the Roller

## Roller 2.c



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/846](https://learning.gonge.com/video/846)



## Activity guidelines

### Instruction

- The child stands and balances on the Roller
- Practice catching and throwing Activity Rings
- Throw one Activity Ring at a time
- Try to stay balanced

### Mastery

- The child stands safely on the Roller and remains balanced while their eyes follow an object
- The child succeeds in throwing and catching in a controlled manner

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Roller

The Roller offers a progressive motor skills challenge, from small kids just managing to keep their balance with the support of a friend or a hand rail, to older children pushing the boundaries of what they can do without falling off.

*Dimensions*  
Diameter 29.5 cm, L 35 cm.



With sand

Art 2266/2267

# Roll around on the Floor Surfer

Floor Surfer 1.a



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/373](https://learning.gonge.com/video/373)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Let the child get comfortable lying on their stomach on the Floor Surfer
- Encourage the child to roll around on the Floor Surfer, using their arms to move
- Move forwards, backwards and spin around the board's axis

### Mastery

- The child remains stable while keeping their head raised
- The child can move the Floor Surfer using their arms

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

*Dimensions*  
L 57 cm, W 39 cm, H 14 cm



Art 2168



# Sit on the Floor Surfer while holding onto a ring

## Floor Surfer 2.a

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/378](https://learning.gonge.com/video/378)



### Activity guidelines

#### Instruction

- Let the child get comfortable sitting on the Floor Surfer
- Both hold onto a ring and use this as a link between you and the child
- Pull the child around on the Floor Surfer by the ring
- Move the Floor Surfer forwards, backwards and around in circles

#### Mastery

- The child remains balanced on the Floor Surfer
- The child can remain stable when pulled in different directions

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

*Dimensions*  
L 57 cm, W 39 cm, H 14 cm



Art 2168


# Roll down a ramp on the Floor Surfer

Floor Surfer 1.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/585](https://learning.gonge.com/video/585)



## Activity guidelines

### Instruction

- The child lies on the Floor Surfer on their stomach
- Encourage the child to roll down a ramp while holding their arms and legs out straight
- Make sure the child is comfortable

### Mastery

- The child is stable with head raised
- The child succeeds in keeping both their arms and legs off the ground

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

*Dimensions*  
L 57 cm, W 39 cm, H 14 cm



Art 2168

# Fly on the Floor Surfer

## Floor Surfer 2.b

### Activity info

#### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/591](https://learning.gonge.com/video/591)



### Activity guidelines

#### Instruction

- Let the child get comfortable lying on their stomach on the Floor Surfer
- Encourage the child to spread out arms and put their legs out straight
- Hold on to the child's legs and push forward to make the child 'fly'
- Make sure the child is feeling comfortable

#### Mastery

- The child remains stable with head raised
- The child succeeds in keeping both arms and legs off the ground at speed

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

*Dimensions*  
L 57 cm, W 39 cm, H 14 cm



Art 2168

# Spin around on the Floor Surfer

Floor Surfer 3.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/598](https://learning.gonge.com/video/598)



## Activity guidelines

### Instruction

- Let the child get comfortable lying on their stomach on the Floor Surfer
- Encourage the child to spin around the board's axis by only using their arms
- Spin in the opposite direction
- Try keeping a continuous, smooth movement

### Mastery

- The child remains stable with head raised
- The child can make the Floor Surfer spin in both directions

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

*Dimensions*  
L 57 cm, W 39 cm, H 14 cm



Art 2168

# Move around on the Floor Surfer

## Floor Surfer 4.b



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/604](https://learning.gonge.com/video/604)



### Activity guidelines

#### Instruction

- Let the child get comfortable sitting upright on the Floor Surfer while holding onto the sides of the board
- Move the child around while holding onto the board
- Use forward-backward and side-to-side movements

#### Mastery

- The child quickly regains a centred position after change of direction

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

#### Dimensions

L 57 cm, W 39 cm, H 14 cm



Art 2168

# Complete obstacle course on the Floor Surfer

Floor Surfer 1.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/852](https://learning.gonge.com/video/852)



## Activity guidelines

### Instruction

- Make an obstacle course using several cones
- The child lies on their stomach on the Floor Surfer
- Encourage the child to zigzag around the cones using their hands to move the board, and then return to starting position

### Mastery

- The child remains stable with head raised
- The child can move in specific directions on the Floor Surfer

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

*Dimensions*  
L 57 cm, W 39 cm, H 14 cm




Art 2168

# Spin around quickly on the Floor Surfer

## Floor Surfer 2.c

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/858](https://learning.gonge.com/video/858)



### Activity guidelines

#### Instruction

- Let the child get comfortable lying on their stomach on the Floor Surfer
- Encourage the child to make the Floor Surfer spin around the board's axis
- Try to move at a consistent high speed

#### Mastery

- The child remain stable with head raised
- The child can use their arms to make the Floor Surfer move faster

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

*Dimensions*  
L 57 cm, W 39 cm, H 14 cm



Art 2168

# Move around on the Floor Surfer with hands on knees

Floor Surfer 3.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/864](https://learning.gonge.com/video/864)



## Activity guidelines

### Instruction

- The child sits on the Floor Surfer with their legs crossed and their hands on their knees
- Sit down facing the child and move the board
- Experiment with pushing in different directions and at different speeds
- Move the board forwards, backwards and side to side

### Mastery

- The child remains sitting in an upright position
- The child regains central balance after a change of direction

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

*Dimensions*  
L 57 cm, W 39 cm, H 14 cm



Art 2168



# Move around on the Floor Surfer with hands on head

## Floor Surfer 4.c



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/870](https://learning.gonge.com/video/870)



### Activity guidelines

#### Instruction

- The child sits on the Floor Surfer with both hands placed on their head
- Sit down facing the child and move the board
- Experiment with pushing in different directions and at different speeds
- Move the board forwards, backwards and side to side

#### Mastery

- The child remains sitting in an upright position
- The child quickly regains a centred position after a change of direction

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Floor Surfer

Roller board for play and therapy. The Floor Surfer® appeals to children and combines play and the training of motor skills. The Floor Surfer® has been developed in partnership with children's physiotherapists to ensure safe use by any child irrespective of motor skills level. The Floor Surfer® combines function, safety and design.

*Dimensions*  
L 57 cm, W 39 cm, H 14 cm



Art 2168



# Walk on Build N' Balance course - 1

Build N' Balance 1.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/383](https://learning.gonge.com/video/383)



## Activity guidelines

### Instruction

- Make a Build N' Balance course using blue Plank and yellow Top10
- Encourage the child to walk the course with feet facing forward
- Try to keep balanced

### Mastery

- The child can walk on the plank without support
- The child's feet do not touch the ground

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

*Dimensions  
Depending on part*



Art 2222-2239

# Walk on Build N' Balance course - 2

## Build N' Balance 2.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/388](https://learning.gonge.com/video/388)



### Activity guidelines

#### Instruction

- Make a Build N' Balance course using green Rocking Planks, Purple wobbling Plank and yellow Top10
- Encourage the child to walk the course with feet facing forwards
- Try to walk in slow motion
- Remember to keep balanced

#### Mastery

- The child can walk the course without support
- The child's feet do not touch the ground when the child is encouraged to walk slowly

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

### About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

*Dimensions  
Depending on part*



Art 2222-2239

# Walk on tall Build N' Balance course

Build N' Balance 3.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/393](https://learning.gonge.com/video/393)



## Activity guidelines

### Instruction

- Make a tall Build N' Balance course using blue Planks and red Top24
- Place all planks evenly at the top level
- Encourage the child to walk the course
- Try to keep balanced

### Mastery

- The child can walk the course without support
- The child can remain balanced throughout the course

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

*Dimensions  
Depending on part*



Art 2222-2239

# Walk sideways on Build N' Balance course

## Build N' Balance 4.a



### Watch the video

Scan the QR-code to  
access a video of the  
activity or follow link:

[learning.gonge.com/video/398](https://learning.gonge.com/video/398)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Make a Build N' Balance course using blue Planks and yellow Top10
- Encourage the child to walk the course sideways
- Try not to fall down

### Mastery

- The child can walk the course without support
- The child's feet do not touch the ground

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

*Dimensions  
Depending on part*



Art 2222-2239

# Walk on Build N' Balance course in different levels

Build N' Balance 5.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to  
access a video of the  
activity or follow link:

[learning.gonge.com/video/403](https://learning.gonge.com/video/403)



## Activity guidelines

### Instruction

- Make a Build N' Balance course using blue Planks and red Top24
- Experiment with levels to make the course go up and down
- Encourage the child to walk the course
- Try to keep balanced

### Mastery

- The child can walk the course without support
- The child's feet do not touch the ground

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Build N' Balance

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*Dimensions  
Depending on part*



Art 2222-2239

# Walking Tactile Planks with one foot on the floor

Build N' Balance 6.a



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1112](https://learning.gonge.com/video/1112)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Build a low, straight trail using Tactile Planks
- Encourage the child to start with both feet on a Tactile Plank
- First step: the child places the back foot on the floor
- Rhythm and commands are: down, walk, up, down, walk, up

### Mastery

- The child is able to maintain the balance by putting the feet together on Tactile Planks
- The child is able to continue taking steps by moving the back foot forwards

### Assessment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

### Dimensions



Art 2237

# Walk sideways on Tactile Planks

Build N' Balance 7.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1115](https://learning.gonge.com/video/1115)



## Activity guidelines

### Instruction

- Build a trail with Tactile Planks low on tops
- The child moves sideways along the Tactile Planks
- The child keeps the balance at each step
- Once the child has completed the trail, the child must try to walk with the other foot first

### Mastery

- The child is able to keep the balance on the Tactile Planks
- The child is able to adjust the step length

### Assessment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

### Dimensions



Art 2237



# Walk a sloped trail of Tactile Planks

Build N' Balance 8.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1118](https://learning.gonge.com/video/1118)



## Activity guidelines

### Instruction

- Build a trail in which the Tactile Planks slope between red and yellow tops
- Encourage the child to move straight ahead rather than sideways
- Allow the child to balance confidently on the top before starting on next Tactile Plank

### Mastery

- The child is able to keep the balance on Tactile Planks
- The child is able to adjust the step length

### Assessment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

### Dimensions



Art 2237

# Walk small steps on Build N' Balance course

Build N' Balance 1.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to  
access a video of the  
activity or follow link:

[learning.gonge.com/video/408](https://learning.gonge.com/video/408)



## Activity guidelines

### Instruction

- Make a Build N' Balance course using blue Planks and yellow Top10
- Encourage the child to walk along the planks
- Try taking small steps making toes and heels meet

### Mastery

- The child can keep their feet inside the course without support
- The child consistently takes small steps all the way

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Build N' Balance

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*Dimensions  
Depending on part*





Art 2222-2239

# Walk three steps on each plank in the Build N' Balance course

## Build N' Balance 2.b

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/610](https://learning.gonge.com/video/610)



### Activity guidelines

#### Instruction

- Make a Build N' Balance course using blue Planks and yellow Top10
- Encourage the child to walk the course using three steps on each plank
- Try to keep balanced

#### Mastery

- The child remains balanced and can adapt the length of their steps
- The child's feet do not touch the floor

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

*Dimensions  
Depending on part*



Art 2222-2239

# Walk a tall Build N' Balance course

Build N' Balance 3.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/414](https://learning.gonge.com/video/414)



## Activity guidelines

### Instruction

- Make a long Build N' Balance course using blue Planks and orange Bridge Piers
- Encourage the child to walk the course with as short steps as possible
- With each step, the toes on one foot touch the heel of the other
- Remember to stay balanced

### Mastery

- The child can walk the course without support
- The child remains balanced throughout the course

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

*Dimensions  
Depending on part*




Art 2222-2239

# Walk three steps on each plank on an uneven Build N' Balance course

## Build N' Balance 4.b

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/616](https://learning.gonge.com/video/616)



## Activity guidelines

### Instruction

- Make a Build N' Balance course using green and purple Slack Line and red top24
- Experiment with levels to make the course go up and down and zigzag
- Encourage the child to walk the course slowly
- Try to stay balanced

### Mastery

- The child walks the course without support
- The child keeps feet inside the course without support
- The child only uses small steps all the way

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

*Dimensions  
Depending on part*



Art 2222-2239

# Walk with feet inside the perimeter of the planks

Build N' Balance 5.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1136](https://learning.gonge.com/video/1136)



## Activity guidelines

### Instruction

- Make a Build N' Balance course using green Log plank, purple Wobbling Plank, purple slack Line and red Top24
- Encourage the child to walk the course taking three steps on each plank
- Try to keep feet inside the perimeter of the planks

### Mastery

- The child remains balanced throughout the course
- The child keeps feet inside the perimeter of the planks

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

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*Dimensions  
Depending on part*



Art 2222-2239


# Walk a trail of Tactile Planks taking short steps

Build N' Balance 6.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1121](https://learning.gonge.com/video/1121)



## Activity guidelines

### Instruction

- Build a trail with Tactile Planks low on tops
- Encourage the child to take small steps backwards on the Tactile Planks
- Allow the child to balance confidently on the top before starting on next Tactile Plank

### Mastery

- The child is able to keep the balance on Tactile planks
- The child is able to look over the shoulder while moving backwards

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

### Dimensions



Art 2237

# Command the child to change direction while walking Tactile Planks

Build N' Balance 7.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1124](https://learning.gonge.com/video/1124)



## Activity guidelines

### Instruction

- Build a trail using six Tactile Planks (3 variants, 2 of each variant)
- Lay the Tactile Planks in random colour order
- Direction commands: forward, backwards, sideways on each colour of plank
- Encourage the child to memorise how to walk on each colour

### Mastery

- The child is able to maintain and recall how to walk on each colour
- The child is able to keep the balance at the transition between one direction and the next

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

### Dimensions



Art 2237



# Walk parallel trails of Tactile Planks

**Build N' Balance 8.b**


## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1127](https://learning.gonge.com/video/1127)



## Activity guidelines

### Instruction

- Build two parallel trails with Tactile Planks
- Build with two tactile variants opposite each other
- Encourage the child to walk with one foot on each trail
- Encourage the child to take small steps

### Mastery

- The child is able to keep the balance during weight transfer
- The child is able to adjust the step length

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

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### Dimensions



Art 2237

# Walk on Rocking Plank

Build N' Balance 1.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/878](https://learning.gonge.com/video/878)



## Activity guidelines

### Instruction

- Make a Build N' Balance course using one green Rocking Plank, two Log Planks and four red toplogs
- Place a green Rocking Plank between two log planks
- Encourage the child to walk within the parameter of the planks, taking three steps on each plank
- Try to remain balanced

### Mastery

- The child succeeds in walking the course without support
- The child takes small steps all the way

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

*Dimensions  
Depending on part*



Art 2222-2239

# Walk backwards on Rocking Plank

Build N' Balance 2.c



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/420](https://learning.gonge.com/video/420)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Place a Rocking Plank on two red top24
- Encourage the child to walk the course backwards using small steps
- Try to remain balanced

### Mastery

- The child succeeds in walking the course without looking where they are going
- The child remains balanced when plank is tilting

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

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*Dimensions  
Depending on part*



Art 2222-2239

# Walk on Build N' Balance course while stepping over a stick

Build N' Balance 3.c

## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/432](https://learning.gonge.com/video/432)



## Activity guidelines

### Instruction

- Make a long Build N' Balance course using three green Log Planks, one Rocking Plank, two red Top24 and three Bridge Pier
- Encourage the child to walk the course
- Hold a stick in front of the child
- Challenge the child to lift their foot when taking a step
- Try to remain balanced

### Mastery

- The child walks the course without support
- The child can take a high step over a stick without losing balance

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

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*Dimensions  
Depending on part*



Art 2222-2239

# Walk on Build N' Balance course with toes touching heels

## Build N' Balance 4.c



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/884](https://learning.gonge.com/video/884)



## Activity guidelines

### Instruction

- Make a long Build N' Balance course using five blue Planks, 4 orange Bridge Pier and two red Top24
- Encourage the child to walk the course with as small steps as possible
- With each step, the toes on one foot should touch the heel of the other
- Try to stay balanced

### Mastery

- The child remains balanced without pausing
- The child can take small steps all the way

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

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*Dimensions  
Depending on part*



Art 2222-2239




# Walk backwards on Build N' Balance course

Build N' Balance 5.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to  
access a video of the  
activity or follow link:

[learning.gonge.com/video/426](https://learning.gonge.com/video/426)



## Activity guidelines

### Instruction

- Make a Build N' Balance course using various planks and tops
- Encourage the child to walk the course backwards taking short steps
- Experiment changing the course and the slope of planks to make it more challenging
- Try not to fall off

### Mastery

- The child walks the course without looking where they are going
- The child remains balanced at all time

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Build N' Balance

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*Dimensions  
Depending on part*



Art 2222-2239

# Balance on Tilting Disc while clapping hands

Build N' Balance 6.c



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/890](https://learning.gonge.com/video/890)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Help the child balance on a Tilting Disc placed on a yellow Top10
- Let the child clap your hand in different positions (up, down, left and right)
- Try to stay balanced

### Mastery

- The child moves in different directions without losing balance
- The child can keep itself stable when clapping

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

Exciting and challenging balancing system. The elements can be combined in countless ways so use your imagination to set up all the balance courses and landscapes you can build. With the great flexibility of Build N' Balance®, the level of difficulty can be varied to suit the development levels of the children.

*Dimensions  
Depending on part*



Art 2222-2239

# Various ways of walking Tactile Planks with different structures

Build N' Balance 7.c



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1130](https://learning.gonge.com/video/1130)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Build a trail using six Tactile Planks (3 variants, 2 of each variant)
- Lay the Tactile Planks in random colour order and with different heights and slopes
- Decide how to walk each Tactile Plank e.g. forwards, side wards or backwards
- Encourage the child to remember how to walk as he/she walks along each plank

### Mastery

- The child is able to recall how to walk each plank
- The child is able to keep the balance on the Tactile Planks

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

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### Dimensions



Art 2237



# Feel the structures of the Tactile Planks

Build N' Balance 8.c



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1133](https://learning.gonge.com/video/1133)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Lay three Tactile Plank variants on the floor
- Allow the child to sort planks according to which they feel is most comfortable
- Build a trail in accordance with the child's sorting
- Allow the child to walk on planks paying attention to how the child registers the feel of the planks under the child's hands and feet, respectively

### Mastery

- Using the hands, the child is able to register the differences between the three Tactile Plank variants
- The child is able to concentrate on registering the feel of the planks under the feet

### Assessment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Build N' Balance

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### Dimensions



Art 2237



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/719](https://learning.gonge.com/video/719)



## Activity guidelines

### Instruction

- Lay out a River Landscape course
- Encourage the child to walk the course
- Try to remain balanced

### Mastery

- The child can walk placing one foot in front of the other
- The child keeps balanced even when the supporting surface is small

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About River Landscape

An exciting balance landscape with no less than 25 elements which can be combined in any number of ways. This is a set able to provide innumerable options for balance training, movement exercises and group play.

*Dimensions  
Depending on part*



Art 2123/2166

# Walk River Landscape course - 2

## River Landscape 2.a



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/245](https://learning.gonge.com/video/245)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Lay out a River Landscape course
- Encourage the child to walk the course
- Try to remain balanced

### Mastery

- The child keeps balanced even when the supporting surface is small
- The child can feel the boundary of the foot

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About River Landscape

An exciting balance landscape with no less than 25 elements which can be combined in any number of ways. This is a set able to provide innumerable options for balance training, movement exercises and group play.

*Dimensions*  
*Depending on part*



Art 2123/2166

# Walk River Landscape course backwards

River Landscape 3.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/725](https://learning.gonge.com/video/725)



## Activity guidelines

### Instruction

- Lay out a River Landscape course
- Encourage the child to walk the course backwards
- Walk slowly and focus on keeping balanced

### Mastery

- The child keeps balanced even when the supporting surface is small
- The child can balance without visual input

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About River Landscape

An exciting balance landscape with no less than 25 elements which can be combined in any number of ways. This is a set able to provide innumerable options for balance training, movement exercises and group play.

*Dimensions  
Depending on part*



Art 2123/2166

# Walk River Landscape using one foot at a time

## River Landscape 4.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/730](https://learning.gonge.com/video/730)



### Activity guidelines

#### Instruction

- Lay out two Rivers next to each other
- Tell the child which colour to step onto
- Move only one foot at a time
- Try to remain balanced

#### Mastery

- The child keeps balanced with feet in different positions
- The child finds a logical strategy when asked to move the foot to a certain colour

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About River Landscape

An exciting balance landscape with no less than 25 elements which can be combined in any number of ways. This is a set able to provide innumerable options for balance training, movement exercises and group play.

*Dimensions  
Depending on part*



Art 2123/2166

# Walk River Landscape course without touching the floor

River Landscape 1.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/270](https://learning.gonge.com/video/270)



## Activity guidelines

### Instruction

- Make a closed course using River Landscapes
- Encourage the children to walk the course
- Try to avoid touching the ground or block other children

### Mastery

- The child is flexible and can make a strategy to continue the course when blocked by another child
- The child can maintain the rule of not touching the floor while keeping an overview of the course and other children

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About River Landscape

An exciting balance landscape with no less than 25 elements which can be combined in any number of ways. This is a set able to provide innumerable options for balance training, movement exercises and group play.

*Dimensions  
Depending on part*



Art 2123/2166

# Pass other children on the River Landscape

## River Landscape 2.b



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/623](https://learning.gonge.com/video/623)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- Make a circular course of Rivers around one or more 'islands'
- Encourage the children to walk the course
- When the children meet, one has to walk backwards to an island
- Children may only pass each other on an island

### Mastery

- The child is flexible and can make a strategy to continue the course when blocked by another child
- The child can uphold the rule of not touching the floor while keeping an overview of the course and other children

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About River Landscape

An exciting balance landscape with no less than 25 elements which can be combined in any number of ways. This is a set able to provide innumerable options for balance training, movement exercises and group play.

*Dimensions  
Depending on part*



Art 2123/2166

# Walk on selected colours of the River Landscape

River Landscape 1.c



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/289](https://learning.gonge.com/video/289)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Make a long course of Riverlandscapes
- Tell the child which colour to step onto
- The child walks the course moving one foot at a time
- Challenge by calling out a colour located behind the child or further away

### Mastery

- The child keeps balanced with feet in different positions
- The child finds a logical strategy when asked to move the foot to a certain colour

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About River Landscape

An exciting balance landscape with no less than 25 elements which can be combined in any number of ways. This is a set able to provide innumerable options for balance training, movement exercises and group play.

*Dimensions  
Depending on part*

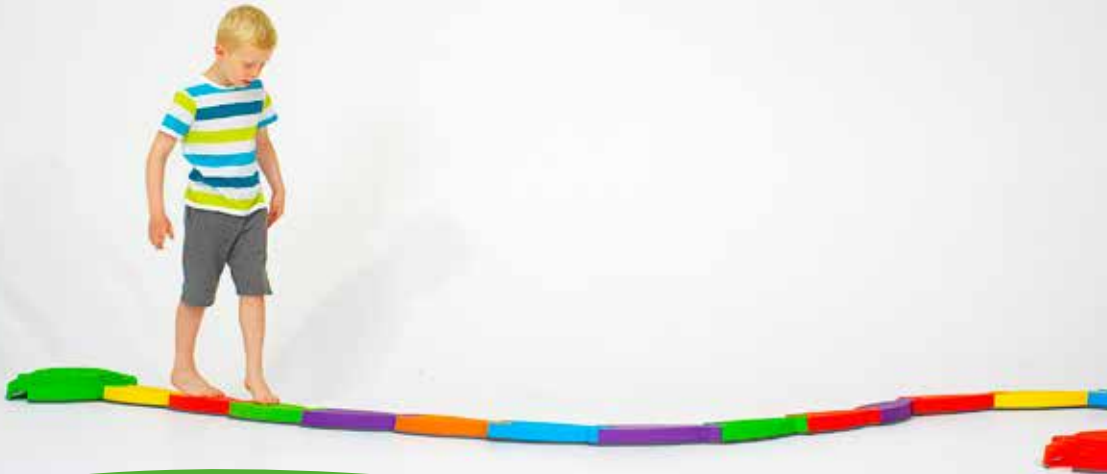


Art 2123/2166



# Apply rules to the River Landscape course

## River Landscape 2.c



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/896](https://learning.gonge.com/video/896)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Form a long course of Riverlandscapes
- Make rules that apply to the different colours
- As inspiration: only use toes on green, only use heels on yellow, close eyes on blue
- Walk on every River and try to remember all the rules

### Mastery

- The child can maintain focus and remember rules
- The child can move in a steady pace throughout the course

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About River Landscape

An exciting balance landscape with no less than 25 elements which can be combined in any number of ways. This is a set able to provide innumerable options for balance training, movement exercises and group play.

*Dimensions  
Depending on part*



Art 2123/2166

# Jump on and off Air Board – 1

Air Board 1.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

<http://learning.gonge.com/video/735>



## Activity guidelines

### Instruction

- Place the Air Board with the coloured side facing down
- The child balances on the Air Board
- Jump up and down while keeping balanced
- Try not to fall off

### Mastery

- The child restores balance after the jump
- The child succeeds in jumping at the appropriate height

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179

# Jump on and off Air Board – 2

## Air Board 2.a



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/740](https://learning.gonge.com/video/740)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Place the Air Board with the coloured side facing up
- The child balances on the Air Board
- Jump up and down while keeping balanced
- Try not to fall off
- The difficulty may be adapted by adjusting the air pressure

### Mastery

- The child gains balance after the jump
- The child succeeds in jumping at the appropriate height

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

### Dimensions

Diameter 39 cm, H 12 cm.



Art 2179

# Bend knees and stand up on Air Board

Air Board 3.a



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/456](https://learning.gonge.com/video/456)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Place the Air Board with the coloured side facing down
- The child balances on the Air Board
- Bend knees and stand upright
- Try not to lose balance

### Mastery

- The child can repeat the exercise 4-5 times without losing balance
- The child maintains balance when knees are bent to 80-90 degrees

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179

# Clap hands with child on Air Board

## Air Board 4.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/500](https://learning.gonge.com/video/500)



### Activity guidelines

#### Instruction

- Place the Air Board with the coloured side facing down
- Help the child balance
- Let the child clap your hand in different positions (up, down, left, right)

#### Mastery

- The child remains stable and balanced while clapping
- The child remains balanced while changing focus

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179

# Jump on and off Air Boards with legs together

Air Board 1.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/629](https://learning.gonge.com/video/629)



## Activity guidelines

### Instruction

- Place the Air Board with the coloured side facing up
- The child jumps on and off the Air Board
- Try keeping legs together when jumping and landing
- Adapt the difficulty by adjusting air pressure

### Mastery

- The child regains balance after jumping
- The child lands in a controlled way when jumping up and down from the Air Board

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179

# Balance while standing on two Air Boards

## Air Board 2.b

### Activity info

#### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/635](https://learning.gonge.com/video/635)



### Activity guidelines

#### Instruction

- Use two Air Boards with the coloured sides facing up
- The child balances with a foot on each Air Board
- Try leaning in different directions (forward, backward, left, right)

#### Mastery

- The child remains balanced when the supporting surface changes

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179

# Clap hands with child standing on two Air Boards

Air Board 3.b

## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/641](https://learning.gonge.com/video/641)



## Activity guidelines

### Instruction

- Use two Air Boards with the coloured sides facing up
- The child balances with a foot on each Air Board
- Let the child clap your hand in different positions (up, down, left, right)

### Mastery

- The child remains balanced when changing focus
- The child remains stable and balanced while clapping

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179



# Create a circular movement with Air Board

## Air Board 1.c



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/902](https://learning.gonge.com/video/902)



### Activity guidelines

#### Instruction

- Place the Air Board with the coloured side facing up
- The child shifts their weight to make the Air Board's edge touch the ground
- Move in a circular movement
- Try to make the edge touch the ground all the way around

#### Mastery

- The child remains balanced while shifting weight
- The child succeeds in making steady movements

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

### About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179

# Make a slow circular movement on Air Board

Air Board 2.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/908](https://learning.gonge.com/video/908)



## Activity guidelines

### Instruction

- Place the Air Board with the coloured side facing up
- The child shifts weight to make the Air Board's edge touch the ground
- Move in a circular movement as slowly as possible
- Make the edge touch the ground all the way around and change direction

### Mastery

- The child remains balanced while shifting weight
- The child succeeds in making steady movements
- The child can regulate and change speed

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179

# Stand on one leg on Air Board - 1

## Air Board 3.c



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/914](https://learning.gonge.com/video/914)



### Activity guidelines

#### Instruction

- Place the Air Board with the coloured side facing down
- The child balances on the Air Board on one leg
- Switch legs
- Try not to lose balance

#### Mastery

- The child can remain balanced for at least 10 seconds

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179

# Stand on one leg on Air Board - 2

Air Board 4.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/920](https://learning.gonge.com/video/920)



## Activity guidelines

### Instruction

- Place the Air Board with the coloured side facing up
- The child balances on the Air Board on one leg
- Switch legs
- Try not to lose balance

### Mastery

- The child can remain balanced for at least 10 seconds

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Air Board

A unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 39 cm, H 12 cm.



Art 2179


# Rock the giant airboard

## Giant Airboard 1.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1021](https://learning.gonge.com/video/1021)



### Activity guidelines

#### Instruction

- Firm side of the Giant Airboard with the coloured side facing up
- The child sits cross-legged over centre of the Giant Airboard
- Encourage the child to make the Giant Airboard rock from side to side or forwards and backwards
- To challenge the balance, encourage the child to make the movement larger

#### Mastery

- Child maintains position on the Giant Airboard

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Child lies on the soft side of the Giant Airboard

Giant Airboard 2.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1032](https://learning.gonge.com/video/1032)



## Activity guidelines

### Instruction

- The coloured side of the Giant Airboard facing down
- The child lies on the Giant Airboard on stomach
- The child's head must extend over edge of the Giant Airboard
- Encourage the child to raise both arms and legs
- The child must stretch arms and legs as much as possible
- To move the Giant Airboard, the child rocks forwards and backwards

### Mastery

- Child maintains position on Giant Airboard

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Jump up and down on the Giant Airboard

## Giant Airboard 3.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1034](https://learning.gonge.com/video/1034)



### Activity guidelines

#### Instruction

- The coloured side of the Giant Airboard facing down
- The child stands on the Giant Airboard with feet slightly apart
- The child jumps up and down on the Giant Airboard
- Allow the child to experiment by changing tempo and height of the jumps

#### Mastery

- The child jumps with both legs at a time
- The child can jump on the spot and remain on the Giant Airboard

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Find your balance on the Giant Airboard

Giant Airboard 4.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1037](https://learning.gonge.com/video/1037)



## Activity guidelines

### Instruction

- The coloured side of the Giant Airboard facing up
- The child begins by standing on the Giant Airboard with feet apart
- Encourage the child to find the balance on the Giant Airboard by rocking forwards and backwards
- Encourage the child to bring both feet inside Giant Airboard's centre ring and repeat
- Finally, encourage the child to keep the balance with both feet in the centre of Giant Airboard
- Ask the child if he/she can feel a difference. How difficult is it to keep the balance in various start positions?

### Mastery

- The child can keep the balance in the various start positions

### Assessment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185



# Move up and down standing on the Giant Airboard

## Giant Airboard 5.a



### Activity info

#### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1040](https://learning.gonge.com/video/1040)



### Activity guidelines

#### Instruction

- The coloured side of the Giant Airboard facing up
- The child stands on the Giant Airboard with legs slightly apart
- Encourage the child to move up and down on the Giant Airboard
- Get the child to squat as low as possible without losing his/her balance
- Get the child to stretch as high as possible without losing his/her balance

#### Mastery

- The child maintains his/her balance and feet position on the Giant Airboard

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Stepping from one Giant Airboard to the next

Giant Airboard 1.b



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1043](https://learning.gonge.com/video/1043)



## Activity guidelines

### Instruction

- Place at least 2 Giant Airboards side by side, coloured side facing up
- Show the child to step as close as possible to the centre of the Giant Airboard
- Encourage the child to step from one Giant Airboard to the next
- Make sure that the child does not step too close to the edge

### Mastery

- The child can regulate step length and move from one the Giant Airboard to the next

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Give “high fives” while standing on the Giant Airboard

## Giant Airboard 2.b



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1046](https://learning.gonge.com/video/1046)



### Activity guidelines

#### Instruction

- The coloured side of the Giant Airboard facing up
- The child stands with legs wide apart on a firm underlay
- Stand in front of the child
- Encourage the child to give “high fives” in different directions
- Move your hand after each “high five”

#### Mastery

- The child locates and focuses on your hand before giving a “high five”
- The child can hit and clap your hand without falling

#### Assesment

Observe whether the challenge is in the child’s proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Squat on the Giant Airboard

Giant Airboard 3.b



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1049](https://learning.gonge.com/video/1049)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- The coloured side of the Giant Airboard facing down
- The child stands on the Giant Airboard with legs slightly apart
- Encourage the child to move up and down on the Giant Airboard
- Get the child to squat as low as possible without losing the balance
- Get the child to stretch as high as possible without losing the balance

### Mastery

- The child is able to repeat this exercise 4-5 times without losing the balance
- The child is able to keep the balance with the knees bent at 80-90 degrees

### Assessment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Child lies over the Giant Airboard on stomach

## Giant Airboard 4.b



### Activity info

#### Senses



Proprioceptive



Vestibular



Tactile



Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1052](https://learning.gonge.com/video/1052)



### Activity guidelines

#### Instruction

- The coloured side of the Giant Airboard facing up
- The child lies over the Giant Airboard on stomach
- The child's head must extend over edge of the Giant Airboard
- Encourage the child to raise both arms and legs
- The child must stretch arms and legs as much as possible
- To move the Giant Airboard, the child rocks forwards and backwards

#### Mastery

- The child is able to keep the balance in position on the Giant Airboard for more than 10 seconds

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Jump on and off the Giant Airboard

Giant Airboard 5.b



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1055](https://learning.gonge.com/video/1055)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- The coloured side of the Giant Airboard facing up
- The child stands on ground with the Giant Airboard in front
- The child jumps on and off the Giant Airboard
- Allow the child to experiment by changing tempo and height of the jumps

### Mastery

- The child jumps with both legs at a time
- The child can jump on the spot and remain on the Giant Airboard

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Standing on one leg

## Giant Airboard 1.c



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1058](https://learning.gonge.com/video/1058)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- The coloured side of the Giant Airboard facing up
- Try subsequently on the soft side
- Encourage the child to gain the balance on the Giant Airboard
- Ask the child to raise one leg and stand on the other
- Count how many seconds the child can remain standing on one leg
- Repeat with the other leg

### Mastery

- The child is able to balance on one leg for more than five seconds

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

### Dimensions

Diameter 58 cm, H 17 cm.



Art 2185

# Standing on the Giant Airboard with closed eyes

Giant Airboard 2.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1061](https://learning.gonge.com/video/1061)



## Activity guidelines

### Instruction

- The coloured side of the Giant Airboard facing up
- Instruct the child to stand feet together at the centre of the Giant Airboard
- Encourage the child to gain the balance
- Ask the child to close his/her eyes
- Count how many seconds the child can keep the eyes closed

### Mastery

- The child is able to keep the balance feet together
- The child is able to keep the eyes closed for more than three seconds

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185



# Catch and throw beanbags standing on the Giant Airboard

## Giant Airboard 3.c



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1064](https://learning.gonge.com/video/1064)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- The coloured side of the Giant Airboard facing down
- Encourage the child to gain the balance on the Giant Airboard
- Make sure you have 3-4 beanbags within reach
- Encourage the child to catch and throw repeatedly
- Leave dropped beanbags on the floor

### Mastery

- The child is able to catch and throw without losing the balance

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Run on the spot on soft side of the Giant Airboard

Giant Airboard 4.c



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1067](https://learning.gonge.com/video/1067)



## Activity guidelines

### Instruction

- The coloured side of the Giant Airboard facing down
- Encourage the child to run on the spot on the Giant Airboard
- Change speed of running

### Mastery

- The child can run fluidly without losing the balance

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Jump and stop on the Giant Airboard

## Giant Airboard 5.c



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1070](https://learning.gonge.com/video/1070)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- The coloured side of the Giant Airboard facing down
- The child stands on the Giant Airboard with feet slightly apart
- The child jumps up and down on the Giant Airboard on the command "jump"
- The child must stop as quickly as possible on the command "stop"

### Mastery

- The child can jump on the spot and remain on the Giant Airboard
- The child is able to stabilise the body and stand still after "stop"

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Giant Airboard

Unique balancing board with a hard surface on a soft inflatable base, ideal for exercising motor control and strengthening muscles in the ankles, legs and upper body. The hard surface offers a safe grip for the feet while the inflatable base ensures smooth and gentle movements.

*Dimensions*  
Diameter 58 cm, H 17 cm.



Art 2185

# Walk the River Stone course - 1

River Stones 1.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/745](https://learning.gonge.com/video/745)



## Activity guidelines

### Instruction

- Make a course of River Stones using different colours and sizes with varying distances between them
- Encourage the child to navigate the course from stone to stone
- Try not to lose balance

### Mastery

- The child can move in a steady pace throughout the course

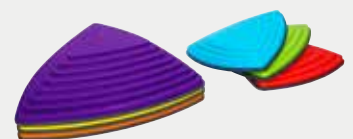
### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About River Stones

The River Stones are inspired by stepping stones in a river with each side of the triangle varying in steepness and difficulty. The purpose is to jump from stone to stone without touching the floor - you can vary the position of the stones to create more challenging paths for children.

*Dimensions*  
L 26/38 cm, W 26/37 cm,  
H 4.5/8.5 cm



Art 2120


# Walk the River Stone course - 2

## River Stones 2.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/750](https://learning.gonge.com/video/750)



### Activity guidelines

#### Instruction

- Make a course of Riverstones using different colours and sizes
- Encourage the child to navigate the course from stone to stone
- Try only placing one foot on each Riverstone

#### Mastery

- The child can keep having only one foot on a River Stone at a time
- The child keeps balanced on one leg when taking a step

#### Assesment

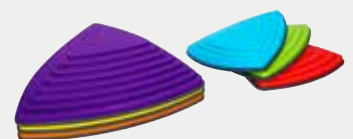
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About River Stones

The River Stones are inspired by stepping stones in a river with each side of the triangle varying in steepness and difficulty. The purpose is to jump from stone to stone without touching the floor - you can vary the position of the stones to create more challenging paths for children.

*Dimensions*  
L 26/38 cm, W 26/37 cm,  
H 4.5/8.5 cm



Art 2120

# Race around River Stone square - 1

River Stones 3.a



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/505](https://learning.gonge.com/video/505)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Make a square using four River Stones as corners
- The sides of the square should be no less than five metres
- Encourage the children to race around the square
- Remember to run around all the Riverstones

### Mastery

- The child has the endurance to perform the activity for a minimum of three minutes
- The child remembers to run around all Riverstones

### Assesment

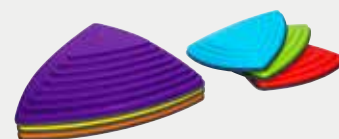
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About River Stones

The River Stones are inspired by stepping stones in a river with each side of the triangle varying in steepness and difficulty. The purpose is to jump from stone to stone without touching the floor - you can vary the position of the stones to create more challenging paths for children.

*Dimensions*  
L 26/38 cm, W 26/37 cm,  
H 4.5/8.5 cm



Art 2120

# Jump between River Stones with feet together

## Riverstones 1.b



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to  
access a video of the  
activity or follow link:

[learning.gonge.com/video/647](https://learning.gonge.com/video/647)



### Activity guidelines

#### Instruction

- Make a course of River Stones using different colours and sizes with varying distances between them
- The child jumps from stone to stone with feet together
- Try to keep balanced

#### Mastery

- The child can jump in a controlled manner without losing balance

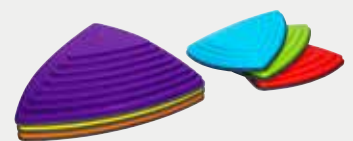
#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

### About River Stones

The River Stones are inspired by stepping stones in a river with each side of the triangle varying in steepness and difficulty. The purpose is to jump from stone to stone without touching the floor - you can vary the position of the stones to create more challenging paths for children.

*Dimensions*  
L 26/38 cm, W 26/37 cm,  
H 4.5/8.5 cm



Art 2120

# Jump between selected colours of River Stones - 1

River Stones 2.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/653](https://learning.gonge.com/video/653)



## Activity guidelines

### Instruction

- Make a course of River Stones using different colours and sizes
- Tell the child which colour to jump onto
- Challenge the child by calling out a colour of River Stones further away or of varying heights

### Mastery

- The child can jump to different heights, lengths and directions without losing balance

### Assesment

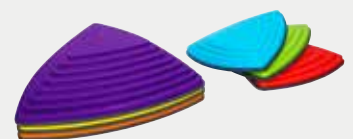
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About River Stones

The River Stones are inspired by stepping stones in a river with each side of the triangle varying in steepness and difficulty. The purpose is to jump from stone to stone without touching the floor - you can vary the position of the stones to create more challenging paths for children.

*Dimensions*  
L 26/38 cm, W 26/37 cm,  
H 4.5/8.5 cm



Art 2120



# Race around River Stone square - 2

## River Stones 3.b



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/511](https://learning.gonge.com/video/511)



## Activity guidelines

### Instruction

- Make a square using four RiverStones as corners
- The sides of the square should be no less than five metres
- Encourage the children to race around the square
- On signal, the children turn around and race the opposite way

### Mastery

- The child has the endurance to perform the activity for a minimum of three minutes
- The child remembers to run around all River Stones
- The child turns at the signal

### Assesment

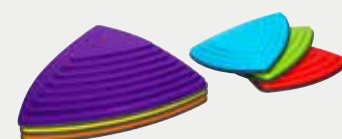
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About River Stones

The River Stones are inspired by stepping stones in a river with each side of the triangle varying in steepness and difficulty. The purpose is to jump from stone to stone without touching the floor - you can vary the position of the stones to create more challenging paths for children.

*Dimensions*  
L 26/38 cm, W 26/37 cm,  
H 4.5/8.5 cm



Art 2120

# Jump between selected colours of River Stones - 2

River Stones 1.c



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/926](https://learning.gonge.com/video/926)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Make a course of River Stones using different colours and sizes
- Tell the child which colour to jump onto
- Try to keep feet facing forward, jumping in all directions (forwards, backwards and sideways)

### Mastery

- The child can maintain the rule of keeping their feet facing forward, and jump to the designated Riverstone
- The child can jump to different heights, lengths and directions without losing balance

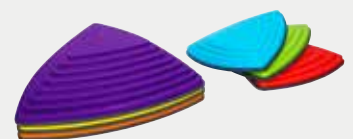
### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About River Stones

The River Stones are inspired by stepping stones in a river with each side of the triangle varying in steepness and difficulty. The purpose is to jump from stone to stone without touching the floor - you can vary the position of the stones to create more challenging paths for children.

*Dimensions*  
L 26/38 cm, W 26/37 cm,  
H 4.5/8.5 cm



Art 2120

# Race around River Stone square - 3

## River Stones 2.c



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/517](https://learning.gonge.com/video/517)



## Activity info

### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Make a square using four River Stones as corners
- The sides of the square should be ten metres
- Let the children race around the course without touching each other
- Remember to run around all the Riverstones

### Mastery

- The child has the endurance to continue the game for at least three minutes
- The child remembers to run around all River Stones
- The child pays attention to the other children and keeps their distance

### Assesment

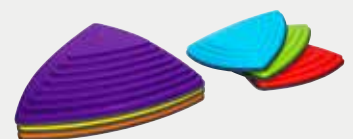
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About River Stones

The River Stones are inspired by stepping stones in a river with each side of the triangle varying in steepness and difficulty. The purpose is to jump from stone to stone without touching the floor - you can vary the position of the stones to create more challenging paths for children.

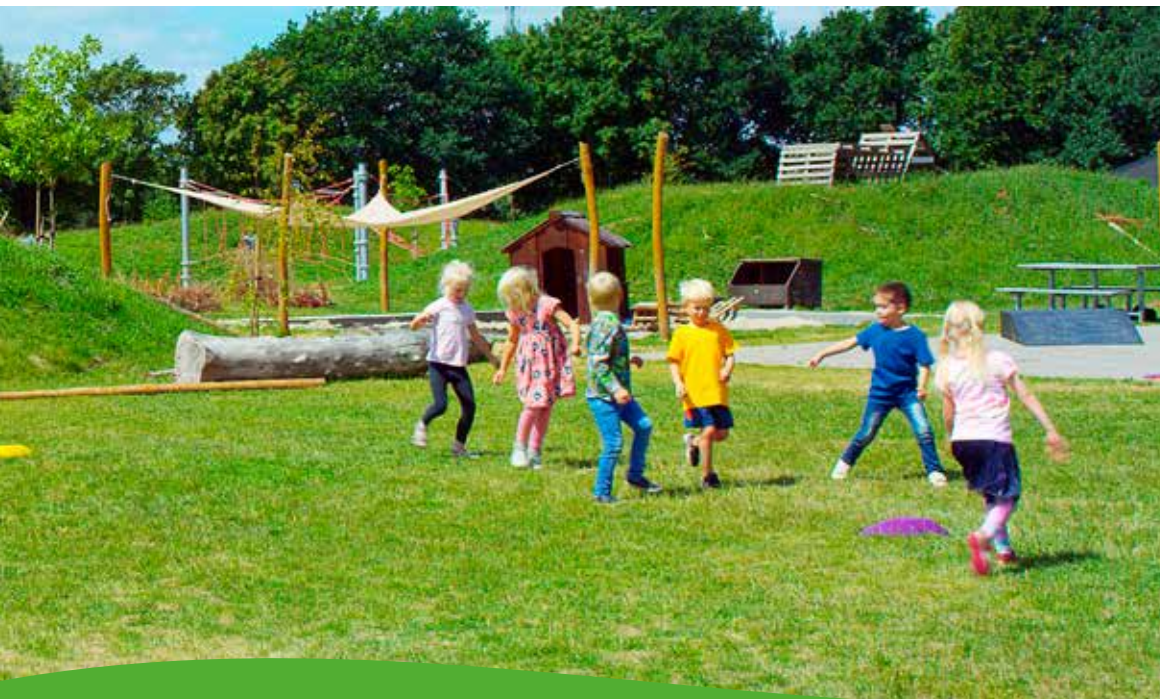
*Dimensions*  
L 26/38 cm, W 26/37 cm,  
H 4.5/8.5 cm



Art 2120

# Race around River Stone square - 4

Rivers Stones 3.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/933](https://learning.gonge.com/video/933)



## Activity guidelines

### Instruction

- Make a square using four River Stones as corners
- The sides of the square should be ten metres
- Make rules for how to move on each side
- For inspiration: Knees up high, walk sideways, walk backwards

### Mastery

- The child remembers to change activity on each side
- The child can do the activities in a controlled manner
- The child has the endurance to complete the course 5-6 times

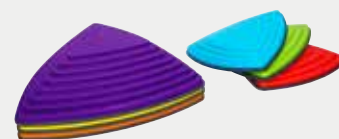
### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About River Stones

The River Stones are inspired by stepping stones in a river with each side of the triangle varying in steepness and difficulty. The purpose is to jump from stone to stone without touching the floor - you can vary the position of the stones to create more challenging paths for children.

*Dimensions*  
L 26/38 cm, W 26/37 cm,  
H 4.5/8.5 cm



Art 2120

# Jump on Bouncing River Stone

## Bouncing River Stones 1.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/461](https://learning.gonge.com/video/461)



### Activity guidelines

#### Instruction

- The child steps onto the Bouncing River Stone
- Jump up and down
- Encourage the child to do it both quickly and slowly
- Stop jumping when you hear adult clap hands
- Try not to fall off

#### Mastery

- The child can regain balance after jump
- The child can adapt the height of the jump

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Bouncing River Stones

Stepping and jumping on the Bouncing River Stone is more physically challenging as bouncing requires adjustment through the ankles and legs, which strengthens the proprioceptive sense.

*Dimensions*  
L 36 cm, W 37 cm, H 10 cm.



Art 2126

# Jump on and off the Bouncing River Stone

Bouncing River Stones 2.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/466](https://learning.gonge.com/video/466)



## Activity guidelines

### Instruction

- The child jumps onto the Bouncing River Stone
- Jump down again
- Try to keep balanced

### Mastery

- The child can regain balance when landing on Bouncing River Stone
- The child lands in a controlled way when jumping up and down from the Bouncing River Stone

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Bouncing River Stones

Stepping and jumping on the Bouncing River Stone is more physically challenging as bouncing requires adjustment through the ankles and legs, which strengthens the proprioceptive sense.

*Dimensions*  
L 36 cm, W 37 cm, H 10 cm.



Art 2126

# Jump from one Bouncing River Stone to another

## Bouncing River Stones 3.a

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/471](https://learning.gonge.com/video/471)



### Activity guidelines

#### Instruction

- The child jumps forward from one stone to the next
- Jump down again
- Try to keep balanced
- Try not to fall down
- The child can regain balance after the jump

#### Mastery

- The child can adjust the power of their jump to remain balanced

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Bouncing River Stones

Stepping and jumping on the Bouncing River Stone is more physically challenging as bouncing requires adjustment through the ankles and legs, which strengthens the proprioceptive sense.

*Dimensions*  
L 36 cm, W 37 cm, H 10 cm.



Art 2126

# Stand on one leg on Bouncing River Stone

Bouncing River Stones 1.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/659](https://learning.gonge.com/video/659)



## Activity guidelines

### Instruction

- The child balances on a Bouncing River Stone standing on one leg
- Encourage the child to count to ten while balancing on one leg
- Switch legs
- Try to keep balanced

### Mastery

- The child can remain balanced on one leg for ten seconds

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Bouncing River Stones

Stepping and jumping on the Bouncing River Stone is more physically challenging as bouncing requires adjustment through the ankles and legs, which strengthens the proprioceptive sense.

*Dimensions*  
L 36 cm, W 37 cm, H 10 cm.



Art 2126



# Jump sideways from one Bouncing River Stone to another

## Bouncing River Stones 2.b

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/665](https://learning.gonge.com/video/665)



### Activity guidelines

#### Instruction

- Place the Bouncing River Stones next to each other
- The child jumps sideways between the stones
- Try to keep legs together when jumping

#### Mastery

- The child can regain balance after jump
- The child can adjust the power of their jump to remain balanced

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Bouncing River Stones

Stepping and jumping on the Bouncing River Stone is more physically challenging as bouncing requires adjustment through the ankles and legs, which strengthens the proprioceptive sense.

*Dimensions*  
L 36 cm, W 37 cm, H 10 cm.



Art 2126

# Jump on and off Bouncing River Stone on one leg

Bouncing River Stones 1.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/939](https://learning.gonge.com/video/939)



## Activity guidelines

### Instruction

- The child jumps onto a Bouncing River Stone on one leg
- Jump off the Bouncing River Stone
- Switch legs and repeat
- Try to remain balanced

### Mastery

- The child can remain balanced on one leg after jump

### Assesment

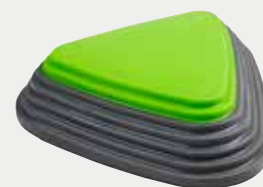
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Bouncing River Stones

Stepping and jumping on the Bouncing River Stone is more physically challenging as bouncing requires adjustment through the ankles and legs, which strengthens the proprioceptive sense.

*Dimensions*  
L 36 cm, W 37 cm, H 10 cm.



Art 2126

# Jump between Bouncing River Stones without changing direction

## Bouncing River Stones 2.c



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/945](https://learning.gonge.com/video/945)



### Activity guidelines

#### Instruction

- Place two Bouncing River Stones next to each other
- The child jumps forth and back without turning their body
- Try to remain balanced

#### Mastery

- The child can regain balance when jumping in both directions
- The child can adjust the power of their jump to remain balanced

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Bouncing River Stones

Stepping and jumping on the Bouncing River Stone is more physically challenging as bouncing requires adjustment through the ankles and legs, which strengthens the proprioceptive sense.

*Dimensions*  
L 36 cm, W 37 cm, H 10 cm.



Art 2126

# Balance on the Arch with the curved ends pointing down

Arches 1.a

## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/755](https://learning.gonge.com/video/755)



## Activity guidelines

### Instruction

- Make a track of Arches with the curved ends pointing down
- Encourage the child to walk along the track
- Try to remain balanced and avoid touching the ground

### Mastery

- The child can remain balanced and move at a steady pace

## Assesment

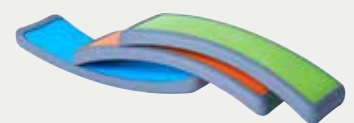
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163

# Balance on the Arch with the curved ends pointing up

## Arches 2.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/760](https://learning.gonge.com/video/760)



### Activity guidelines

#### Instruction

- Make a track of Arches with the curved ends pointing up
- Encourage the child to walk along the track
- Try to remain balanced and avoid touching the ground

#### Mastery

- The child can remain balanced when the Arch is tipping

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

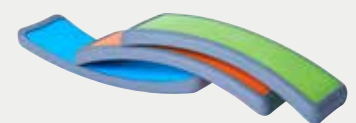
Read more about how to assess this on page 13.

### About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

#### Dimensions

L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163

# Rock from side to side on an Arch

Arches 3.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/765](https://learning.gonge.com/video/765)



## Activity guidelines

### Instruction

- Place the Arch with the curved ends pointing up
- The child places a foot on each side of the arch
- Rock from side to side
- Try not to lose balance

### Mastery

- The child can remain balanced while shifting weight

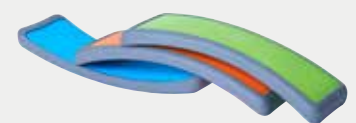
### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163

# Balance on overlapping Arches

## Arches 4.a



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/770](https://learning.gonge.com/video/770)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Make a track of Arches overlapping each other with the curved ends facing down
- Encourage the child to walk along the track
- Try not to fall off

### Mastery

- The child can remain balanced and move at a steady pace

### Assesment

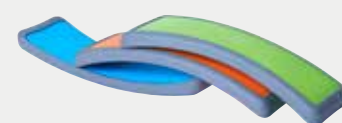
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163

# Jump from Arch to Arch

Arches 5.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/775](https://learning.gonge.com/video/775)



## Activity guidelines

### Instruction

- Place five Arches next to each other with the curved ends facing down
- Leave 5-10 centimetres distance between the Arches
- Encourage the child to jump from Arch to Arch without pause
- Try to stay on the central section of the Arches

### Mastery

- The child can remain balanced while jumping
- The child can jump across sections without pausing

### Assesment

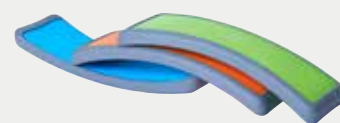
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163



# Jump from Arch to Arch while distinguishing colours

## Arches 1.b

### Activity info

#### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/476](https://learning.gonge.com/video/476)



### Activity guidelines

#### Instruction

- Place five Arches next to each other with the curved ends facing down
- Leave 10-15 centimetres distance between the Arches
- The child jumps from Arch to Arch without pause
- Encourage the child to say the colours of the Arches while jumping

#### Mastery

- The child can remain balanced while jumping
- The child can jump across sections without pausing

#### Assesment

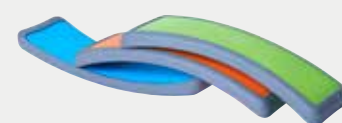
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163

# Jump and balance on two Arches

Arches 2.b



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/482](https://learning.gonge.com/video/482)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- Place two Arches on top of each other and form an 'eye'
- Help the child balance on top of the Arches
- Let the child balance and jump up and down
- Try to remain balanced

### Mastery

- The child can regain balance after jumping
- The child can adapt the height of their jump

### Assesment

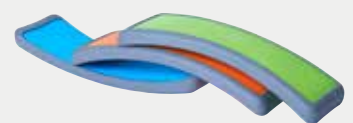
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163

# Rock backwards and forwards on Arch

## Arches 3.b

### Activity info

#### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

#### Age

4-5 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/488](https://learning.gonge.com/video/488)



### Activity guidelines

#### Instruction

- Place an Arch with the curved ends facing up
- Let the child step onto the Arch
- Keep feet parallel with the Arch
- Rock back and forward
- Try to remain balanced

#### Mastery

- The child can remain balanced while shifting weight

#### Assesment

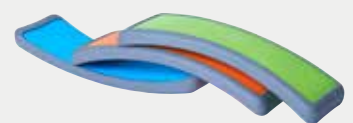
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163

# Jump onto two Arches with legs together

Arches 4.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/494](https://learning.gonge.com/video/494)



## Activity guidelines

### Instruction

- Place two Arches on top of each other and form an 'eye'
- The child jumps onto the Arches and down again
- Try to keep legs together or legs apart when jumping

### Mastery

- The child can adapt height and power behind the jumps
- The child can regain balance when landing on Arches

### Assesment

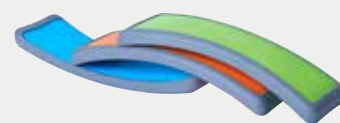
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.




Art 2163

# Balance on the Arch with the curved ends facing up, placed on two Arches with the curved ends facing down

## Arches 1.c

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/951](https://learning.gonge.com/video/951)



### Activity guidelines

#### Instruction

- Place two Arches next to each other with the curved ends facing down
- Place another Arch on top with the curved ends facing up
- Help the child balance while keeping feet parallel with the Arch
- Try not to fall off

#### Mastery

- The child can remain balanced while shifting weight

#### Assesment

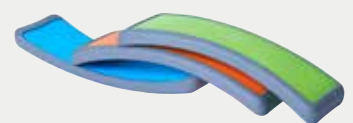
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163

# Balance on Arches while catching and throwing

Arches 2.c



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/957](https://learning.gonge.com/video/957)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Place two Arches next to each other with the curved ends facing down
- Place another Arch on top with the curved ends facing up
- Help the child balance with one foot on each side of the top Arch
- Practice catching by throwing an object back and forth

### Mastery

- The child can remain balanced while shifting weight
- The child can remain balanced while focusing on a task

### Assesment

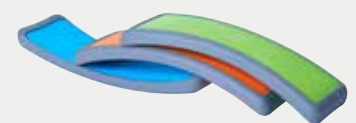
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163

# Jump from unstable to stable Arches

## Arches 3.c

### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years

### Watch the video



Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/963](https://learning.gonge.com/video/963)



### Activity guidelines

#### Instruction

- Make a course of Arches with the curved ends alternately facing up and down
- The child jumps from stable to unstable Arches with feet together
- When feeling comfortable, encourage the child to jump on one leg
- Try to remain balanced

#### Mastery

- The child can coordinate jumps and move steadily

#### Assesment

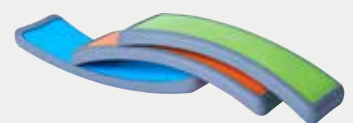
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Arches

Multipurpose Arches designed to allow children to invent new ways of playing and create motor challenges; the possibilities are endless. An Arch can be placed either with the curved side up - forming a bridge - or down, turning it into a seesaw.

*Dimensions*  
L 59 cm, W 21.5 cm, H 10.5 cm.



Art 2163



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/232](https://learning.gonge.com/video/232)



### Activity guidelines

#### Instruction

- Make a course of Hilltops
- Encourage the child to step onto higher Hilltops and jump down onto lower ones
- Try to remain balanced

#### Mastery

- The child regains balance after jump

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

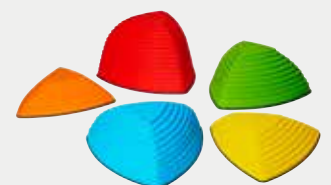
Read more about how to assess this on page 13.

### About Hilltops

Hilltops develop children's ability to estimate distances and make them familiar with heights. Each top is provided with a rubber rim which prevent them from slipping and protect the floor. Hilltops are made so that they can not overturn.

#### Dimensions

L 38/41/43 cm, W 38/41/43 cm,  
H 8.5/17/26 cm



Art 2121



# Jump on Hilltops course

## Hilltops 2.a



### Activity info

#### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/780](https://learning.gonge.com/video/780)



### Activity guidelines

#### Instruction

- Make a course of Hilltops
- The child jumps up and down from top to top
- If necessary, provide assistance by lightly supporting the child's elbow

#### Mastery

- The child can jump up and down from Hilltops
- The child regains balance after jump

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

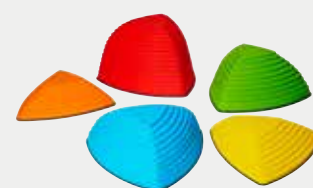
Read more about how to assess this on page 13.

### About Hilltops

Hilltops develop children's ability to estimate distances and make them familiar with heights. Each top is provided with a rubber rim which prevent them from slipping and protect the floor. Hilltops are made so that they can not overturn.

#### Dimensions

L 38/41/43 cm, W 38/41/43 cm,  
H 8.5/17/26 cm



Art 2121

# Jump from one Hilltop to another

Hilltops 3.a



## Watch the video



Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/785](https://learning.gonge.com/video/785)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- Lay out a course of Hilltops and River Stones
- Play “the floor is lava”
- The child jumps between Hilltops without touching the ground
- As a challenge, let the child pick up Activity Rings laid out along the course

### Mastery

- The child keeps balanced throughout the entire course
- The child can move up and down in a controlled manner

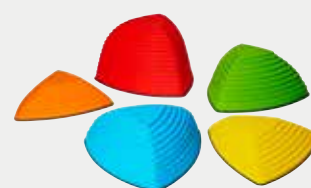
### Assessment

Observe whether the challenge is in the child’s proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Hilltops

Hilltops develop children’s ability to estimate distances and make them familiar with heights. Each top is provided with a rubber rim which prevent them from slipping and protect the floor. Hilltops are made so that they can not overturn.

*Dimensions*  
L 38/41/43 cm, W 38/41/43 cm,  
H 8.5/17/26 cm



Art 2121

# Jump between high and low Hilltops and River Stones

## Hilltops 1.b



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/438](https://learning.gonge.com/video/438)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- Lay out a course of Hilltops and River Stones
- The child jumps between Hilltops without touching the ground
- The child jumps up or down between Hilltops of various heights

### Mastery

- The child regains balance after all jumps
- The child can shift centre of gravity without losing balance

### Assesment

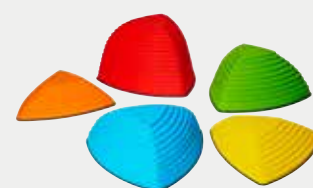
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Hilltops

Hilltops develop children's ability to estimate distances and make them familiar with heights. Each top is provided with a rubber rim which prevent them from slipping and protect the floor. Hilltops are made so that they can not overturn.

*Dimensions*  
L 38/41/43 cm, W 38/41/43 cm,  
H 8.5/17/26 cm



Art 2121

# Walk on selected colours of Hilltops and River Stones

Hilltops 2.b



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/444](https://learning.gonge.com/video/444)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- Lay out a course of Hilltops and River Stones
- The child chooses a colour to walk onto and another colour to jump to
- Try to remain balanced

### Mastery

- The child remains balanced
- The child can maintain focus on where to jump and where to walk

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

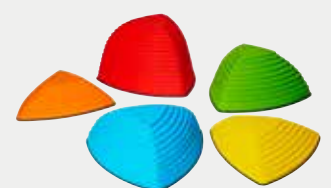
Read more about how to assess this on page 13.

## About Hilltops

Hilltops develop children's ability to estimate distances and make them familiar with heights. Each top is provided with a rubber rim which prevents them from slipping and protects the floor. Hilltops are made so that they can not overturn.

### Dimensions

L 38/41/43 cm, W 38/41/43 cm,  
H 8.5/17/26 cm



Art 2121

# Step with one foot on Hilltop and one foot on River Stones - 1

## Hilltops 3.b



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/671](https://learning.gonge.com/video/671)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- Place five River Stones around a red Hilltop
- The child puts one leg on the Hilltop – this leg remains on the Hilltop
- Call out a colour of River Stone for the child to put the other leg on
- Choose a new colour and move the original leg to this River Stone

### Mastery

- The child has the strength to get up and down in a controlled manner

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

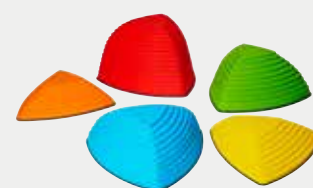
Read more about how to assess this on page 13.

## About Hilltops

Hilltops develop children's ability to estimate distances and make them familiar with heights. Each top is provided with a rubber rim which prevents them from slipping and protects the floor. Hilltops are made so that they cannot overturn.

### Dimensions

L 38/41/43 cm, W 38/41/43 cm,  
H 8.5/17/26 cm



Art 2121

# Step with one foot on Hilltop and one foot on River Stones - 2

Hilltops 4.b



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/450](https://learning.gonge.com/video/450)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- Place five River Stones around a Hilltop
- The child puts one leg on the Hilltop
- Call out a colour of River Stone for the child to put the other leg on
- Challenge the child by picking a colour located behind them

### Mastery

- The child has the strength to get up and down in a controlled manner
- The child remains balanced while moving backward

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

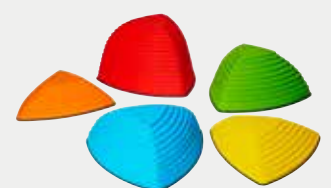
Read more about how to assess this on page 13.

## About Hilltops

Hilltops develop children's ability to estimate distances and make them familiar with heights. Each top is provided with a rubber rim which prevents them from slipping and protects the floor. Hilltops are made so that they cannot overturn.

### Dimensions

L 38/41/43 cm, W 38/41/43 cm, H 8.5/17/26 cm



Art 2121

# Step from one Hilltop to another, one foot at a time

## Hilltops 1.c



### Watch the video

Scan the QR-code to  
access a video of the  
activity or follow link:

[learning.gonge.com/video/969](https://learning.gonge.com/video/969)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Make a row of Hilltops
- The child can only have one foot on one top at a time
- Encourage the child to move slowly/walk in slow motion
- Challenge them by varying Hilltop heights and the distances between them

### Mastery

- The child has the strength to move up and down in a controlled manner with every step

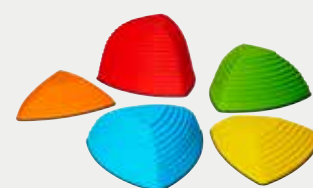
### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Hilltops

Hilltops develop children's ability to estimate distances and make them familiar with heights. Each top is provided with a rubber rim which prevent them from slipping and protect the floor. Hilltops are made so that they can not overturn.

*Dimensions*  
L 38/41/43 cm, W 38/41/43 cm,  
H 8.5/17/26 cm



Art 2121

# Stand with one foot on Hilltop and one on and off River Stones

Hilltops 2.c

## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/975](https://learning.gonge.com/video/975)



## Activity guidelines

### Instruction

- Place two River Stones on each side of a tall Hilltop
- The child puts one leg on the tall Hilltop and one on the lower Riverstone
- By stretching and bending the leg on the Hilltop, the child lifts the other leg on and off the River Stone
- Switch legs

### Mastery

- The child has the strength to get up and sit down in a controlled manner

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

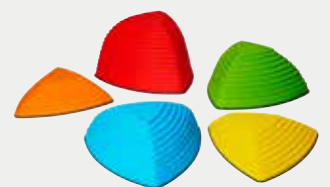
Read more about how to assess this on page 13.

## About Hilltops

Hilltops develop children's ability to estimate distances and make them familiar with heights. Each top is provided with a rubber rim which prevent them from slipping and protect the floor. Hilltops are made so that they can not overturn.

### Dimensions

L 38/41/43 cm, W 38/41/43 cm,  
H 8.5/17/26 cm



Art 2121



# Rock slowly in Mini Top

## Mini Top 1.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/348](https://learning.gonge.com/video/348)



### Activity guidelines

#### Instruction

- Allow the child to get comfortable lying in the Mini Top
- Rock the child slowly to give a feeling of relaxation and comfort
- Keep eye contact
- Use both forward-backward and side-to-side movements

#### Mastery

- The child is able to enjoy the vestibular stimulation
- The child maintains eye contact

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

### About Mini Top

The Mini Top invites young children to teeter, swing and spin around - at first with the help of an adult and subsequently on their own.

*Dimensions*  
Diameter 68 cm, H 26 cm.



Art 2099

# Spin around in Mini Top - 1

Mini Top 2.a



## Activity info

### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/343](https://learning.gonge.com/video/343)



## Activity guidelines

### Instruction

- Allow the child to get comfortable lying in the Mini Top
- Make the Mini Top spin around once by gently pushing the child's knee
- Stabilise the Mini Top and regain eye contact

### Mastery

- The child is able to enjoy the vestibular stimulation
- The child can signal whether the stimulation is pleasant

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Mini Top

The Mini Top invites young children to teeter, swing and spin around - at first with the help of an adult and subsequently on their own.

*Dimensions*  
Diameter 68 cm, H 26 cm.



Art 2099

## Spin around in Mini Top - 2

### Mini Top 3.a

#### Activity info

##### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

##### Age

3-4 years



#### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/338](https://learning.gonge.com/video/338)



#### Activity guidelines

##### Instruction

- Let the child get comfortable lying in the Mini Top
- Make the Mini Top spin around once by gently pushing the child's knee
- Stabilise the Mini Top and regain eye contact
- When comfortable, try spinning the child around more than once

##### Mastery

- The child can cope with the stimulation without feeling stressed
- The child can regain eye contact during pauses

##### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

#### About Mini Top

The Mini Top invites young children to teeter, swing and spin around - at first with the help of an adult and subsequently on their own.

*Dimensions*  
Diameter 68 cm, H 26 cm.



Art 2099



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/333](https://learning.gonge.com/video/333)



### Activity guidelines

#### Instruction

- Let the child get comfortable sitting in the Mini Top
- Ask how many times the child would like to get spun around
- Ask specifically: 3 or 5 times? Fast or slow?
- Check for eye contact and ask whether the child is comfortable

#### Mastery

- The child can cope with the stimulation without feeling stressed
- The child has a sense of their own boundaries and what feels pleasant or unpleasant

#### Assessment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Mini Top

The Mini Top invites young children to teeter, swing and spin around - at first with the help of an adult and subsequently on their own.

*Dimensions*  
Diameter 68 cm, H 26 cm.



Art 2099


# Rock back and forward in Mini Top

## Mini Top 5.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/326](https://learning.gonge.com/video/326)



### Activity guidelines

#### Instruction

- Let the child get comfortable sitting in the Mini Top
- Encourage the child to rock back and forth without help
- Try to rock in a smooth movement

#### Mastery

- The child has the strength in their back and stomach to make the Mini Top rock
- The child can rock the Mini Top with large, steady movements

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Mini Top

The Mini Top invites young children to teeter, swing and spin around - at first with the help of an adult and subsequently on their own.

*Dimensions*  
Diameter 68 cm, H 26 cm.



Art 2099



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/322](https://learning.gonge.com/video/322)



### Activity guidelines

#### Instruction

- Use the Mini Top to play hide and seek
- Try to keep the whole body under the Mini Top

#### Mastery

- The child has a sense of their own size
- The child expresses joy when found

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Mini Top

The Mini Top invites young children to teeter, swing and spin around - at first with the help of an adult and subsequently on their own.

*Dimensions*  
Diameter 68 cm, H 26 cm.



Art 2099

# Jump down from Mini Top

## Mini Top 7.a

### Activity info

#### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/317](https://learning.gonge.com/video/317)



### Activity guidelines

#### Instruction

- The child steps onto an overturned Mini Top
- Jump down from the Mini Top
- Try not to fall

#### Mastery

- The child can step onto the Mini Top and stand without support
- The child can jump off in a controlled manner

#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Mini Top

The Mini Top invites young children to teeter, swing and spin around - at first with the help of an adult and subsequently on their own.

*Dimensions*  
Diameter 68 cm, H 26 cm.



Art 2099

# Rock from side to side in the Top

Top 1.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/677](https://learning.gonge.com/video/677)



## Activity guidelines

### Instruction

- Let the child get comfortable sitting in the Top
- Encourage the child to rock from side to side without help
- Try to make the Top move smoothly

### Mastery

- The child has the strength to make the Top rock from side to side
- The child can change direction and make large and steady turns

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Top

A wonderful Top for hours of fun. Top for 1 or 2 children. Lots of uses: use it to rock from side to side, spin it, build a den, etc. Develops children's physical coordination while they play.

*Dimensions*  
Diameter 80 cm, L 44 cm.



Art 2100/2101



# Spin half turns in the Top

Top 2.b



## Activity info

### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/683](https://learning.gonge.com/video/683)



## Activity guidelines

### Instruction

- Let the child get comfortable sitting in the Top
- Encourage the child to spin half a turn and then pause, with their head down or in sitting position
- Try to change direction and come back up again

### Mastery

- The child dares to lean back to make the Top tilt
- The child has the strength to get the Top back to start position

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Top

A wonderful Top for hours of fun. Top for 1 or 2 children. Lots of uses: use it to rock from side to side, spin it, build a den, etc. Develops children's physical coordination while they play.

*Dimensions*  
Diameter 80 cm, L 44 cm.



Art 2100/2101

# Spin around in the Top

Top 1.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/523](https://learning.gonge.com/video/523)



## Activity guidelines

### Instruction

- Let the child get comfortable sitting in the Top
- Encourage the child to make the Top turn by using abdominal and back muscles
- Try to turn a whole round

### Mastery

- The child has the strength in stomach, back and arms to make the Top spin a whole round
- The child can coordinate muscles so that the movement is steady

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Top

A wonderful Top for hours of fun. Top for 1 or 2 children. Lots of uses: use it to rock from side to side, spin it, build a den, etc. Develops children's physical coordination while they play.

*Dimensions*  
Diameter 80 cm, L 44 cm.



Art 2100/2101

# Turn backwards in the Top

Top 2.c



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/529](https://learning.gonge.com/video/529)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years

## Activity guidelines

### Instruction

- Allow the child to get comfortable sitting in the Top
- Encourage the child to make the Top turn backwards without using the strength of the arms
- Try to make the Top turn smoothly

### Mastery

- The child has muscle strength in stomach, back and arms to make the Top spin a whole round
- The child can coordinate muscles so that the movement is steady

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Top

A wonderful Top for hours of fun. Top for 1 or 2 children. Lots of uses: use it to rock from side to side, spin it, build a den, etc. Develops children's physical coordination while they play.

*Dimensions*  
Diameter 80 cm, L 44 cm.



Art 2100/2101

# Spin around fast in the Top

Top 3.c



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/982](https://learning.gonge.com/video/982)



## Activity guidelines

### Instruction

- Allow the child to get comfortable sitting in the Top
- Encourage the child to make the Top turn as fast as possible
- The faster the Top turns the greater the vestibular stimulation

### Mastery

- The child can tolerate strong vestibular stimulation
- The child has the strength and coordination to make the Top spin fast for a longer period

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Top

A wonderful Top for hours of fun. Top for 1 or 2 children. Lots of uses: use it to rock from side to side, spin it, build a den, etc. Develops children's physical coordination while they play.

*Dimensions*  
Diameter 80 cm, L 44 cm.



Art 2100/2101

# Pushing the Body Wheel

## Body Wheels 1.a



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1073](https://learning.gonge.com/video/1073)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

3-4 years

## Activity guidelines

### Instruction

- The child lies on the Body Wheel on stomach
- Encourage the child to push forward using the feet and roll as far forward as possible
- Encourage the child to experiment pushing from the floor with feet and hands

### Mastery

- The child sets the Body Wheel in motion in a controlled movement
- The child is able to roll unaided

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Body Wheels

The Body Wheel is an exciting new physical activity designed to challenge children of all ages. Even small children can set the wheel in motion, providing an excellent exercise to practise body agility, strength and balance.

*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# Roll the child on the Body Wheel

Body Wheels 2.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1076](https://learning.gonge.com/video/1076)



## Activity guidelines

### Instruction

- The child lies on small the Body Wheel on stomach
- Stabilise the child's spine with both hands
- Push the child forward until the hands are in contact with the floor
- Pull the child back to rest on the feet
- Roll the child rhythmically forward and back

### Mastery

- The child reacts voluntarily using hands and feet

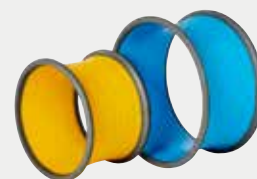
### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
Read more about how to assess this on page 13.

## About Body Wheels

The Body Wheel is an exciting new physical activity designed to challenge children of all ages. Even small children can set the wheel in motion, providing an excellent exercise to practise body agility, strength and balance.

*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# Roll around inside the Body Wheel

## Body Wheels 3.a



### Activity info

#### Senses

 Proprioceptive

 Vestibular

 Tactile

 Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1079](https://learning.gonge.com/video/1079)



### Activity guidelines

#### Instruction

- The child lies across the Body Wheel
- The child is encouraged to roll, keeping arms, head and legs away from the Body Wheel
- The child rolls repeatedly and attempts to roll back again

#### Mastery

- The child is able to repeat the roll without rolling out of the Body Wheel
- The child is able to achieve a fluid rolling movement

#### Assesment

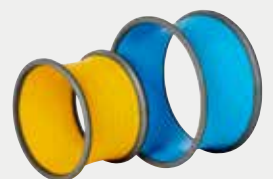
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Body Wheels

The Body Wheel is an exciting new physical activity designed to challenge children of all ages. Even small children can set the wheel in motion, providing an excellent exercise to practise body agility, strength and balance.

*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# Rolling the Body Wheel to each other

Body Wheels 4.a



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

3-4 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1082](https://learning.gonge.com/video/1082)



## Activity guidelines

### Instruction

- Two children roll the Body Wheel to each other
- Their arms must work together to make the Body Wheel roll straight
- The child has to exert force so that the Body Wheel rolls all the way to the other child

### Mastery

- The children are able to get the Body Wheel to roll straight
- Each child is able to exert sufficient force to ensure that the Body Wheel rolls to the other child

### Assesment

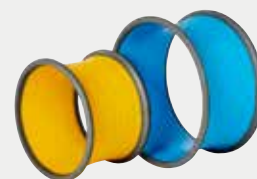
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Body Wheels

The Body Wheel is an exciting new physical activity designed to challenge children of all ages. Even small children can set the wheel in motion, providing an excellent exercise to practise body agility, strength and balance.

*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270



# Crawl through Body Wheels

## Body Wheels 5.a



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

3-4 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1085](https://learning.gonge.com/video/1085)



### Activity guidelines

#### Instruction

- Place 3-4 Body Wheels in a row
- The child crawls through them head first
- The child maintains the crawling position all the way
- The child crawls from one the Body Wheel to the next without the Body Wheels rolling away from each other

#### Mastery

- The child is able to crawl without collapsing onto the stomach
- The child is able to negotiate transitions between one Body Wheel and the next

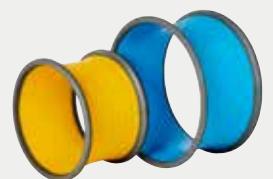
#### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

### About Body Wheels

The Body Wheel is an exciting new physical activity designed to challenge children of all ages. Even small children can set the wheel in motion, providing an excellent exercise to practise body agility, strength and balance.

*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# Roll the child forward and back on the Body Wheel

Body Wheels 1.b



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1088](https://learning.gonge.com/video/1088)



## Activity guidelines

### Instruction

- The child lies across the Body Wheel on stomach
- Stabilise the child's spine with both hands
- Push the child forward until his/her hands are in contact with the floor
- Pull the child back to rest on the feet
- Roll the child rhythmically forward and back

### Mastery

- The child is able to react voluntarily using hands and feet

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Body Wheels

The Body Wheel is an exciting new physical activity designed to challenge children of all ages. Even small children can set the wheel in motion, providing an excellent exercise to practise body agility, strength and balance.

*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# Jump from tower of Body Wheels

## Body Wheels 2.b



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1091](https://learning.gonge.com/video/1091)



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- Build a tower with the large Body Wheel below (as a cylinder) and the small Body Wheel on top (as a drum)
- Encourage the child to experiment with climbing up and standing on the small Body Wheel
- The child balances standing on the small Body Wheel
- The child jumps down to the floor unaided

### Mastery

- The child is able to keep the balance on the tower
- The child is able to jump down in a controlled movement

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Body Wheels

The Body Wheel is an exciting new physical activity designed to challenge children of all ages. Even small children can set the wheel in motion, providing an excellent exercise to practise body agility, strength and balance.

*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# Balance on the edge of the Body Wheel

Body Wheels 4.b



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1097](https://learning.gonge.com/video/1097)



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

4-5 years

## Activity guidelines

### Instruction

- Place the Body Wheel on the floor (as a cylinder)
- Using both hands and feet, the child must raise itself onto the rubber edge of the Body Wheel
- The child stands with a foot on each side of the Body Wheel
- The child lets go with his hands and stands up straight on the rubber edge

### Mastery

- The child is able to coordinate hands and feet to move into the standing position
- The child is able to keep his/her balance in the standing position

### Assesment

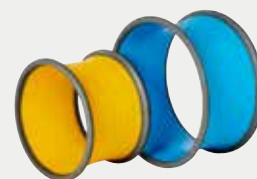
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

## About Body Wheels

The Body Wheel is an exciting new physical activity designed to challenge children of all ages. Even small children can set the wheel in motion, providing an excellent exercise to practise body agility, strength and balance.

*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# 360° roll while sitting inside the Body Wheel

## Body Wheels 1.c



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1100](https://learning.gonge.com/video/1100)



## Activity guidelines

### Instruction

- The child sits inside the large Body Wheel
- Hands must remain within the perimeters of the Body Wheel
- The child stabilises itself with feet and spine pressed against the inside of the Body Wheel
- The adult rolls the Body Wheel several times
- On a signal, the adult changes direction and rolls the Body Wheel back

### Mastery

- The child can stabilise the body and maintain the position pressed against the inside of Body wheel
- The child can cope with a 360° roll

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

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*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# Jump from a tower of Body Wheels to the next

Body Wheels 2.c



## Activity info

### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1103](https://learning.gonge.com/video/1103)



## Activity guidelines

### Instruction

- Build two towers from two large and two small Body Wheels
- Build the towers close to each other
- The child crawls up onto and stands on one tower
- When the child has gained the balance, jumps over to the other tower
- The child turns and jumps back

### Mastery

- The child has good balance on the tower
- The child is able to jump in a controlled movement

### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child. Read more about how to assess this on page 13.

## About Body Wheels

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*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# Jump into Body Wheels

## Body Wheels 3.c



### Activity info

#### Senses

-  Proprioceptive
-  Vestibular
-  Tactile
-  Visual

#### Age

5-6 years



### Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1106](https://learning.gonge.com/video/1106)



### Activity guidelines

#### Instruction

- Place three or more Body Wheels of different sizes in a row
- The child starts facing the first Body Wheel and jumps up into it
- The child jumps into the next Body Wheel applying force to the movement

#### Mastery

- The child is able to jump to the height of the cylinder
- The child is able to apply sufficient force to the jump

#### Assesment

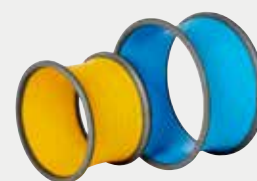
Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.

Read more about how to assess this on page 13.

### About Body Wheels

The Body Wheel is an exciting new physical activity designed to challenge children of all ages. Even small children can set the wheel in motion, providing an excellent exercise to practise body agility, strength and balance.

*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270

# Walk on the edge of the Body Wheel

Body Wheels 4.c



## Activity info

### Senses



Proprioceptive



Vestibular



Tactile



Visual

### Age

5-6 years



## Watch the video

Scan the QR-code to access a video of the activity or follow link:

[learning.gonge.com/video/1109](https://learning.gonge.com/video/1109)



## Activity guidelines

### Instruction

- Place the small Body Wheel on the floor (as a cylinder)
- Using both hands and feet, the child must raise itself onto the rubber edge of the Body Wheel
- The child stands with a foot on each side of the Body Wheel
- The child takes small steps in circles around the edge

### Mastery

- The child is able to keep the balance during weight transfer
- The child is able to take small steps as a controlled movement

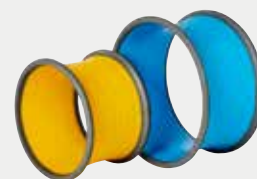
### Assesment

Observe whether the challenge is in the child's proximal zone of development, or whether it is either too easy or too difficult for the child.  
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## About Body Wheels

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*Dimensions*  
Diameter 46/59 cm, W 29/30 cm.



Art 2268/2269/2270



## Comments?

If you have any comments or ideas to contribute to this compendium, we would like you to share them with us at [gongelearning@gonge.com](mailto:gongelearning@gonge.com).

## Gonge Insights

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Check:

<https://www.a-winter.com/gonge/insights>

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