

## INTRODUCTION

Project “*Barboleta* Learning Board Methodology” aims to increase and improve children’s speech, memory, attention, and logical thinking abilities through the movement on the *Barboleta* balance board. The project is funded by the European Union Erasmus+ programme and in the project following outputs are developed:

1. Methodology for the work with the learning balance board.
2. Exercises to use with the *Barboleta* balance board.
3. Digital IT board.

*Barboleta* balance board is invented by the clinical psychologist Baiba Blomniece-Jurane with the aim to help children to improve the ability to concentrate, be emotionally involved in the learning process, decrease the stress level, and improve learning outcomes. Improvements in the above-mentioned actions are achieved through movement. More information about the *Barboleta* balance board is available on the web page <https://Barboleta.lv/>.

The project is implemented in the partnership of 4 organisations representing three different European Union countries and different types of organisations.

Organisation	Country	Type
<i>Barboleta</i> Ltd.	Latvia	Social enterprise
Liepaja University	Latvia	University
VSI Democratic school	Lithuania	Educational institution (primary level)
INTEGRA ONLUS	Italy	NGO

*Barboleta* balance board exercises are one of the project outputs and provides set of exercises and can be used by different specialists in their work with *Barboleta* balance board. Exercises are developed for following subjects:

- Speech therapy
- English, Spanish and Italian as foreign language
- Mother language learning (Lithuanian and Italian). These exercises are available in corresponding document version
- Exercises examples for geometry, geography, catholic religion, hand washing.

# 1. SPEECH THERAPY

## 1.1.

<b>Subject</b>	<b>STIMULATION OF THE SENSE OF BALANCE</b>
<b>Age of pupils</b>	1,5 years – adults

<b>Objective of the exercise</b>	Stimulation of the CNS with the aim to promote the development of speech and language, efficiency of the learning process, change of focus.
<b>Necessary cards</b>	Not necessary.
<b>Learning outcomes</b>	CNS activity is promoted.

<b>Description of the exercise</b>	The person moves the ball along the <i>runner</i> , in the rhythm of the ball rolling, from top to bottom and vice versa.
<b>Level 1 Learning</b>	A person on a board learns balancing movements without a ball.
<b>Level 2 Training/ Memorizing</b>	Performs balancing movements with one ball or a ball held in a static position (the ball does not roll - it is held by a specialist).
<b>Level 3 Memory outcome</b>	Performs balancing movements and rolls the ball from top to bottom, from bottom to top (full ball rolling cycle).

<b>Suggestions for the modification</b>	You can use different balls - bigger/ smaller/ lighter/ coloured balls, you can roll two balls at the same time, etc.
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## 1.2.

<b>Subject</b>	<b>AUDIAL STIMULATION</b>
<b>Age of pupils</b>	1,5 years – adults

<b>Objective of the exercise</b>	Stimulate speech hearing perception. Activates the speech hearing centre with the vestibular apparatus.
<b>Necessary cards</b>	Not necessary.
<b>Learning outcomes</b>	A person perceives a sound, syllable, word or phrase.

<b>Description of the exercise</b>	The person is sitting on the balance board (in different positions) or moving the ball along the <i>runner</i> (in different positions), the speech therapist pronounces a sound, a syllable or a short phrase (according to the purpose of the lesson, developmental age). The speech therapist repeats several times.
<b>Level 1 Learning</b>	A person sits on a balance board (without a ball), the specialist swings it and calls out sounds, syllables or words. One speech sample is repeated several times.
<b>Level 2 Training/ Memorizing</b>	A person sitting moves a ball down the runner, a speech therapist swings him and calls sounds, syllables or words. Only one speech sample is used per roll cycle (from top to bottom and back) (e.g. only /s/, /s/, /s/... or only /si/, /si/, /si/ .. etc.).
<b>Level 3 Memory outcome</b>	The person is standing up and moves the ball along the runner, the speech therapist swings him and calls sounds, syllables or words.

<b>Suggestions for the modification</b>	It is possible for a person to make a ball movement while sitting near the board, with their hands. A specialist can change the speech samples used in one cycle, then combine two speech samples in one cycle, etc.
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### 1.3.

<b>Subject</b>	<b>BREATHING EXERCISES</b>
<b>Age of pupils</b>	1,5 years -adults

<b>Objective of the exercise</b>	Promote smooth and deep inhalation and exhalation exercises to prolong inhalation and exhalation.
<b>Necessary cards</b>	Not required. If the person needs additional motivation, play elements with cards or things can be used (e.g. helping the wind blow away the leaf, etc. - pictures or figures of animals, birds, people and a maple leaf).
<b>Learning outcomes</b>	The person can take a deep breath through the nose and exhale through the mouth.

<b>Description of the exercise</b>	A person sits on a balance board with a straight back or stands and rolls the ball down the runner, starting from the left, top (or bottom) corner. The specialist asks the person to first inhale deeply and then exhale evenly until the ball reaches the chosen object. <u>The length of inhalation/exhalation should be adjusted to the person's abilities individually. The duration of the lesson is no more than 2 min.</u>
<b>Level 1 Learning</b>	A person sits on a balance board (without a ball), the specialist swings it and teaches steady breathing.
<b>Level 2 Training/ Memorizing</b>	The person sits on a balance board and rolls the ball while inhaling and exhaling evenly. At the beginning, the nearest objects are selected to reach the goal of the ball (if cards or figures are used). Then the exhalation time is extended - further objects are chosen to achieve the goal (if cards or figurines are used).
<b>Level 3 Memory outcome</b>	A person repeats breathing exercises while standing on a balance board with legs.

**Suggestions for the modification**

You can change the ways of breathing, for example, inhale through the mouth - exhale through the nose, inhale and exhale only through the nose.

Themes can be changed.

You can add, for example, the pronunciation of the sound /s/ (if you exhale through the mouth), the pronunciation of the sound /m/ when you exhale through the nose.

#### 1.4.

<b>Subject</b>	<b>LEARNING THE PRONUNCIATION OF SOUNDS. ARTICULATION EXERCISES</b>
<b>Age of pupils</b>	From 3 years and till necessary

<b>Objective of the exercise</b>	Practice the mobility of the articulation apparatus and maintaining static positions (according to the type of sound pronunciation disorder).
<b>Necessary cards</b>	Picture cards (eg "Tongue cards", etc.) that associatively correspond to the essence of the exercise or pictures of sound pronunciation profiles.
<b>Learning outcomes</b>	Improved accuracy of movements of the articulation apparatus, coordination, switching and ability to hold static positions.

<b>Description of the exercise</b>	A person sits on a balance board, sitting with a straight back or standing, and rolls a ball on a runner, repeating an articulation apparatus exercise demonstrated by a specialist.
<b>Level 1 Learning</b>	In the upper left side corner of the board exercises zone, a sound articulation profile or an exercise image is placed, while in the other corners of the exercise zone animal figures/ pictures can be placed. The person rolls the ball and imitates the first exercise for each figure or picture.
<b>Level 2 Training/ Memorizing</b>	In the side corners, pictures of various exercises of the articulatory apparatus are alternately placed to teach the person to switch the movements of the articulatory apparatus (basic exercises or according to the sound to be learned later).
<b>Level 3 Memory outcome</b>	Repeats the above exercises while standing on the balance board. The exercise card is changed - the person remembers the exercise and performs it. The exercise is performed repeatedly (one complete cycle of rolling the ball).

**Suggestions for the  
modification**

Changing the exercises of the articulation apparatus movements and / or changing their sequence.

## 1.5.

<b>Subject</b>	<b>LEARNING THE PRONUNCIATION OF SOUNDS. ISOLATED SOUND</b>
<b>Age of pupils</b>	From 3 years till necessary

<b>Objective of the exercise</b>	Practice pronouncing an isolated sound correctly with the imitation technique.
<b>Necessary cards</b>	Letter card or picture (corresponding to the sound being learned).
<b>Learning outcomes</b>	Improved / mastered the correct pronunciation of an isolated sound.

<b>Description of the exercise</b>	A person sits on a balance board, sitting with a straight back or standing, and rolls a ball down a runner. The specialist has previously shown an exact sample of sound articulation in front of the mirror. The person on the boards repeats the articulation pattern. If necessary, the specialist provides a repeated sound pronunciation sample in front of the mirror.
<b>Level 1 Learning</b>	The person sits on the balance board, rolls the ball and imitates the sound to be learned (the specialist articulates, the person imitates/ repeats several times – a full cycle of rolling the ball). On the sides of the board, in the task areas, there are cards with letters/ pictures, according to the sound to be imitated.
<b>Level 2 Training/ Memorizing</b>	The person sits on the balance board, rolls the ball and independently pronounces the sound to be learned. The letter/ picture cards in the task areas are saved for support. If necessary, repeat level 1.
<b>Level 3 Memory outcome</b>	While standing on the balance board, repeat level 2. If necessary, level 1 also can be repeated.

<b>Suggestions for the modification</b>	You can vary letter cards - change upper and lower case letters.
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You can vary the images - different images that start with the sound to be learned.

Learning, clarifying, strengthening the pronunciation of other sounds (individually, observing the ontogenesis of learning the pronunciation of sounds).

## 1.6.

<b>Subject</b>	<b>ACQUISITION OF SOUND PRONUNCIATION. FASTENING.</b>
<b>Age of pupils</b>	From 3 years till necessary

<b>Objective of the exercise</b>	Strengthen the correct pronunciation of sounds in syllables, words, phrases.
<b>Necessary cards</b>	Picture cards according to sound.
<b>Learning outcomes</b>	Correct sound pronunciation is strengthened.

<b>Description of the exercise</b>	A person sits on a balance board, sitting with a straight back or standing, and rolls a ball down a track. In the exercises there are cards of pictures or syllables, words. At each corner of the runner, a syllable, word or phrase (according to the step) is spoken.
<b>Level 1 Learning</b>	The person consolidates the correct pronunciation of sounds in syllables, following the "friendly sound" approach (for example, the sound /s/ is first combined into a syllable with the sound /i/, then /e/, /a/, /u/, /o/; sound / š/ - first with /u/, then with /o/, /a/, /e/, /i/ etc.) ( <i>exercises has to be adjusted to each national language specifics</i> ).
<b>Level 2 Training/ Memorizing</b>	Picture cards with words that start with the sound to be reinforced (first, words with the sound at the beginning, in the next round - the sound is at the end of the word, then in the middle).
<b>Level 3 Memory outcome</b>	Pronunciation of the sound in a phrase (picture cards with <i>noun</i> drawings on the left, <i>action</i> representation card on the right; <i>adjective</i> representation card on the left, <i>noun</i> representation on the right during the following tasks).

<b>Suggestions for the modification</b>	Figures can be used instead of a <i>noun</i> picture card. Letter cards can be used to form syllables. Consonant on the left, vowels on the right (open syllables), then vice versa
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(closed syllables). Attention: strengthening of the affricates /c/, /č/, /dz/, /dž/ is started in reverse – with closed syllables!

Word cards can be made to form word combinations (phrases) - see level 3.

## 1.7.

<b>Subject</b>	<b>SOUND PERCEPTION</b>
<b>Age of pupils</b>	From 3/4 years till necessary

<b>Objective of the exercise</b>	Activate the auditory perception of speech (practice hearing the required sound).
<b>Necessary cards</b>	A sound graphic (letter) or picture cards that begin with or contain an audible sound. Blank card (no letter, no picture).
<b>Learning outcomes</b>	Perceives a certain sound in a series of different sounds.

<b>Description of the exercise</b>	The person is sitting on the balance board with his back straight or standing up, listens to the sound and goes to the letter with the ball. If the sound named by the specialist does not match the required one, then roll to the blank card. Letter (or picture) cards are on the right, blank cards are on the left.
<b>Level 1 Learning</b>	The person is on the balance board and rolls the ball, the specialist calls the sounds. The person rolls the ball to the letter (picture) or to the blank card.
<b>Level 2 Training/ Memorizing</b>	The specialist calls the syllables - the person rolls the ball to the letter or picture if he hears the required sound, but on the blank card if the sound in the syllable is not audible.
<b>Level 3 Memory outcome</b>	The specialist calls out the words - the person rolls the ball to the letter or picture if he hears the required sound, and to the blank card if the sound in the word is not audible.

<b>Suggestions for the modification</b>	In the following exercises, change the sounds that the person has to hear. Rolling can be stopped if the named sound is not the required one, or the syllable in the word does not have the required sound. The degree of difficulty of the task is modified according to the person's abilities and age.
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## 1.8.

<b>Subject</b>	<b>SOUND DIFFERENTIATION</b>
<b>Age of pupils</b>	From 3/4 years till necessary

<b>Objective of the exercise</b>	Hear and distinguish similar sounds.
<b>Necessary cards</b>	Letter cards (corresponding to a pair of acoustically similar consonants, such as /p/ and /b/, /t/ and /d/, /k/ and /g/, etc.).
<b>Learning outcomes</b>	A person distinguishes between articular and acoustically similar sounds.

<b>Description of the exercise</b>	A person is on a balance board, sitting with a straight back or standing, rolls a ball on a runner and listens to sounds, syllables or words named by a specialist. The ball is rolled to the side area of the board where the graphic symbol (letter) of the heard sound or another conventional symbol is visible.
<b>Level 1 Learning</b>	The specialist calls acoustically similar sounds (within one sound pair) in a mixed order and the person rolls the ball to the right or left to the letter (or other symbol) that corresponds to the heard sound.
<b>Level 2 Training/ Memorizing</b>	The specialist calls syllables that have acoustically similar sounds in a mixed order, and the person rolls the ball to the right or left to the letter (or other symbol) that corresponds to the sound heard.
<b>Level 3 Memory outcome</b>	The specialist calls words with acoustically similar sounds in a mixed order. The person rolls the ball right or left to the letter (or other symbol) that corresponds to the sound heard.

<b>Suggestions for the modification</b>	Other pairs of acoustically similar sounds – isolated sounds, syllables, words.
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The specialist calls out acoustically similar sounds in a mixed sequence and the person rolls the ball to the right, to the left if they hear the pre-arranged sound from the similar sound pair, or remains still if there is no sound.

## 1.9.

<b>Subject</b>	<b>SOUND ANALYSIS</b>
<b>Age of pupils</b>	From 4/5 years till necessary

<b>Objective of the exercise</b>	Develop sound analysis skills - listen and determine the location of sounds in a word (at the beginning, end, middle), determine the sequence of sounds in a word.
<b>Necessary cards</b>	Graphical symbols [e.g. S – ; – S; – S – (indicating the specific sound) or O – ; – O; – O – (symbolic notation for sound location, works for any sound)] which shows the location of the sound.
<b>Learning outcomes</b>	The person identifies the location and sequence of the sound.

<b>Description of the exercise</b>	A person sits on a balance board, sitting with a straight back or standing, and rolls a ball down a track. It is agreed which sound should be heard and its location determined (first, each location position is learned in isolation, then all location positions are learned simultaneously). Degree of closure – determines the sequence of sounds in a word.
<b>Level 1 Learning</b>	The specialist names the names. If the person hears the required sound at the beginning of the word (in the next lessons, at the end, in the middle), the movement of rolling the ball is performed. If not, the movement is stopped. The corresponding graphic symbol card is placed in the upper left corner of the balance board.
<b>Level 2 Training/ Memorizing</b>	The specialist names the names. The person rolls the ball to the graphic symbol that corresponds to the location of the sound in the word. There are no cards in the task area on the left side of the balance board, graphic symbols are on the right side.
<b>Level 3 Memory outcome</b>	There is a picture in the left on exercise area opposite the first bend in the runner. In other corners are the graphic sound image (letters) in a mixed order. The person rolls the

ball in the correct order (according to the order of the sounds in the word).

**Suggestions for the modification**

The person acts as the leader of the activity and invites the specialist to move the ball to the indicated picture, calling out the sounds in turn. The degree of difficulty of analyzing the sounds of words increases.

## 1.10.

<b>Subject</b>	<b>SOUND SYNTHESIS</b>
<b>Age of pupils</b>	From 4/5 years till necessary

<b>Objective of the exercise</b>	Develop sound synthesis skills - connect sounds into syllables or short words.
<b>Necessary cards</b>	Picture cards or syllable / word cards (according to the person's age and ability).
<b>Learning outcomes</b>	Able to merge sounds into syllables, short words. Improved ability to hear sounds and pronounce them correctly.

<b>Description of the exercise</b>	A person sits on a balance board, sitting with a straight back or standing, and rolls a ball down a runner. The specialist names the word by sounds (at the initial stage of learning, the pauses between sounds are shorter, then they are lengthened). The person listens to the named sounds, merges them into a name and names the word or rolls the ball to the corresponding picture card (in later stages - word cards).
<b>Level 1 Learning</b>	The specialist names syllables, then short words by sounds. A person, standing on the board and rolling the ball evenly, names the heard sound, the word. No picture or word cards are used.
<b>Level 2 Training/ Memorizing</b>	There are picture cards in the corners of the balance board exercise areas. The specialist names short words by sound. The person hears and fuses (synthesizes) the sounds, recognizes the words, and rolls the ball to the corresponding pictures.
<b>Level 3 Memory outcome</b>	There are syllable or word cards in the corners of the balance board exercise areas. The specialist names syllables, short words by sounds. The person listens and merges (synthesizes) sounds, recognizes syllables, words, rolls the ball to the appropriate syllable or word card (the person has initial reading skills). Start with syllable cards.

**Suggestions for the  
modification**

The person acts as the leader of the activity (see 1.9.).  
Increases the degree of difficulty of words and/ or pauses  
between naming sounds).

## 2. FOREIGN LANGUAGES

### ENGLISH

#### 2.1.

<b>Subject</b>	<b>ENGLISH (or Spanish or other foreign language)</b>
<b>Age of pupils</b>	5-10 years

<b>Objective of the exercise</b>	Increase English lexicon knowledge.
<b>Necessary cards</b>	8 cards: 4 with illustrations (drawings or photos) and 4 with the English or foreign words for those objects.
<b>Learning outcomes</b>	Learning new English words.

<b>Description of the exercise</b>	The teacher displays the learning cards with illustrations on the left side and the cards with English words on the right side; then pointing every card (or moving <i>Barboleta</i> by hands), says the name of every object in Italian and reads the corresponding word in English or in another foreign language.
<b>Level 1 Learning</b>	Saying name in mother language and English name for every object with all cards uncovered.
<b>Level 2 Training/ Memorizing</b>	Every time the teacher can cover one or two or three different cards. When the ball goes near the covered card, child tries to remember the name on int. If the student doesn't remember the word, the teacher turns the card and repeats the name.
<b>Level 3 Memory outcome</b>	The student can look the picture on the left side and to remember its English name on the right side: all the cards on the right are covered.

<b>Suggestions for the modification</b>	The exercise can be done also moving the ball in the opposite way, starting from the end (ball near last card on the right): in this case the aim is to remember the translation of the foreign words.
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## 2.2.

<b>Subject</b>	<b>ENGLISH (or Spanish or other foreign language)</b>
<b>Age of pupils</b>	5-10 years

<b>Objective of the exercise</b>	Increase lexicon of a foreign language.
<b>Necessary cards</b>	8 cards: 4 cards of 4 different colours and 4 white cards with the names of those colours in the language that you chose.
<b>Learning outcomes</b>	Know the names of colours in a foreign language.

<b>Description of the exercise</b>	The teacher displays the coloured cards on the left side and the cards with colours name on the right side; then, pointing every card, says the name of every colour in mother language and reads the corresponding word in the foreign language that you chose.
<b>Level 1 Learning</b>	Saying name in mother language and foreign name for every colour with all cards uncovered.
<b>Level 2 Training/ Memorizing</b>	Every time the teacher can cover one or two or three different cards. When the ball goes near the covered card, student says the word which is covered. If the student doesn't remember the word, the teacher turns the card and repeats the name.
<b>Level 3 Memory outcome</b>	The student can look at the picture, say the name in mother language on the left side and remember the foreign name on the right side: all the cards on the right are covered.

<b>Suggestions for the modification</b>	The exercise can be done also moving the ball in the opposite way, starting from the end (ball near last card on the right): in this case the aim is to remember the foreign words.
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### 2.3.

<b>Subject</b>	<b>ENGLISH</b>
<b>Age of pupils</b>	6 years

<b>Objective of the exercise</b>	Consolidate communication skills related to the lexicon of numbers.
<b>Necessary cards</b>	You need 8 cards: 4 with numbers (from 1 to 4) and 4 with the corresponding words (one, two ...).
<b>Learning outcomes</b>	Name some numbers in a foreign language and associate the number with the corresponding word.

<b>Description of the exercise</b>	<p>The exercise lasts 10 minutes for each student. It is divided into 3 phases.</p> <p>Phase 1: the flash-cards are on the balance board in correspondence with each other (numbers on the right, words on the left)</p> <p>Phase 2: the teacher describes the exercise and invites each student to do it by associating the number with the relevant word.</p> <p>Phase 3: the teacher asks the child to pronounce the number in English when the ball reaches him.</p>
<b>Level 1 Learning</b>	Understands how the exercise works.
<b>Level 2 training / Memorizing</b>	Associate the number with the corresponding English word.
<b>Level 3 Memory outcome</b>	Consolidate the vocabulary related to numbers in English from 1 to 4.

<b>Suggestions for the modification</b>	The exercise can also be used for the consolidation of numbers from 5 to 10.
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## 2.4.

<b>Subject</b>	<b>ENGLISH</b>
<b>Age of pupils</b>	7-8 years

<b>Objective of the exercise</b>	Know the numbers in English from 1 to 20. Know how to connect the number in figures and the equivalent in letters.
<b>Necessary cards</b>	Cards needed 1-2-... ..20; one-two-.... Twenty
<b>Learning outcomes</b>	Broaden the vocabulary: know how to say and write the numbers from 1 to 20.

<b>Description of the exercise</b>	First the teacher asks to combine the names of the numbers with the relative numbers. Then the figures are covered, and the teacher asks to read the names of the numbers. Finally, the names of the numbers are covered, and the teacher asks to say the word relating to the indicated figure.
<b>Level 1 Learning</b>	Combine the names of the numbers with the relative numbers.
<b>Level 2 training / Memorizing</b>	Cover the figures and ask to read the names of the numbers.
<b>Level 3 Memory outcome</b>	The names of the numbers are covered, and the teacher asks to children to say the word relating to the indicated figure.

<b>Suggestions for the modification</b>	
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## 2.5.

<b>Subject</b>	<b>ENGLISH</b>
<b>Age of pupils</b>	7-8 years
<b>Objective of the exercise</b>	Learning and knowing how to connect opposite adjectives. Grasp the logical sense and increase the vocabulary.
<b>Necessary cards</b>	NEW-OLD-HAPPY-SAD-FAST-SLOW-TALL-SHORT
<b>Learning outcomes</b>	Expanded vocabulary and to knows how to connect opposite adjectives.
<b>Description of the exercise</b>	First, we ask to combine the pairs of opposite adjectives. Then we cover one side and asks the children to say the opposite adjectives.
<b>Level 1 Learning</b>	First level of difficulty of the exercise: you are asked to combine the pairs of opposite adjectives.
<b>Level 2 training / Memorizing</b>	Second level of difficulty of the exercise: one side is covered, and the children are asked to say the opposite adjectives.
<b>Level 3 Memory outcome</b>	
<b>Suggestions for the modification</b>	

## 2.6.

<b>Subject</b>	<b>ENGLISH, GRAMMAR</b>
<b>Age of pupils</b>	9-10 years

<b>Objective of the exercise</b>	Learns to use prepositions of place.
<b>Necessary cards</b>	Prepositions in words: IN, BEHIND, ON, UNDER, NEXT TO, ABOVE Pictures: with objects showing prepositions of place: IN, BEHIND, ON, UNDER, NEXT TO, ABOVE
<b>Learning outcomes</b>	Knows the meanings and usage of basic prepositions of place.

<b>Description of the exercise</b>	A student connects the words to the pictures.
<b>Level 1 Learning</b>	A student learns the meanings of prepositions. IN, BEHIND, ON, UNDER, NEXT TO, ABOVE
<b>Level 2 Training/ Memorizing</b>	The student rolls the ball to the corresponding picture card and connects meanings. Only picture cards are left on the board, a student must roll the ball to the card after hearing the words from the teacher.
<b>Level 3 Memory outcome</b>	A student creates his/her own sentences, using prepositions of place, while standing on a certain preposition.

<b>Suggestions for the modification</b>	It could be done with other kinds of prepositions, e.g., expressing movement. The action is shown first and the prepositions of movement card: ACROSS, ALONG, UP, DOWN, INTO, OUT, THROUGH, OVER, TOWARDS has to be found on the board.
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## 2.7.

<b>Subject</b>	<b>ENGLISH, GRAMMAR</b>
<b>Age of pupils</b>	10-11 years

<b>Objective of the exercise</b>	Learn countable/uncountable nouns.
<b>Necessary cards</b>	<p>Cards of uncountable nouns categories:</p> <ul style="list-style-type: none"> <li>• Liquids and gases (water, milk, air, coffee, smoke, mist etc.)</li> <li>• Solid and powder or grains (wood, metal, pastry, rice, sand, cheese etc.)</li> <li>• Energy (heat, cold, light, sunshine, radiation etc)</li> <li>• Subjects (English, economics, maths, science etc) Data and abstracts (information, advice, education, intelligence etc)</li> <li>• Feelings (love, hate, happiness, hope, pride)</li> <li>• Food (bread, butter, jam, honey, cheese, yoghurt, chocolate).</li> </ul> <p>Cards with different countable nouns. Noun pictures, noun words.</p>
<b>Learning outcomes</b>	Knows the difference between countable and uncountable nouns, basic rules, and the categories of uncountable nouns.

<b>Description of the exercise</b>	A student hears a noun and must roll the ball and say is it countable or uncountable.
<b>Level 1 Learning</b>	Pictures depicting different nouns are put on the board. A child must name the noun and then roll the ball to the correct word: countable/uncountable.
<b>Level 2 Training/ Memorizing</b>	Uncountable noun categories: liquids, solid, subjects, abstracts, feelings are put on one side of the board, and different nouns on the other. A student must roll the ball to the correct category.
<b>Level 3 Memory outcome</b>	

**Suggestions for the  
modification**

You can also practice expressing the number of uncountable nouns this way. Create sentences, stories, word games using this method.

## 2.8.

<b>Subject</b>	<b>ENGLISH, VOCABULARY</b>
<b>Age of pupils</b>	7/8 years

<b>Objective of the exercise</b>	Students learn to express their feelings in English.
<b>Necessary cards</b>	Cards with words: HAPPY, SAD, ANGRY, SCARED, THIRSTY, HUNGRY, BORED, TIRED, EXCITED Cards with emotions corresponding to feelings.
<b>Learning outcomes</b>	Knows the basic words for expressing feelings, recognize basic emotions in pictures/ each other's faces, think what you could do when feeling one or other way.

<b>Description of the exercise</b>	A student hears the word, tries to find it on the balance board and rolls the ball to the corresponding picture of the emotion/feeling.
<b>Level 1 Learning</b>	Pictures and cards with words depicting different emotions/ feelings are put on the board. A teacher says the word and a child must find it by rolling the ball, then connects the word to the picture.
<b>Level 2 Training/ Memorizing</b>	Pictures and cards with words depicting different emotions/ feelings are put on the board. A student connects the words to the pictures, after this a teacher or other student gives questions: When you're happy you... (smile, laugh, giggle, chuckle, shout, yell, argue etc.)
<b>Level 3 Memory outcome</b>	A student creates his own comics and stories about expressing feelings.

<b>Suggestions for the modification</b>	Could be done with a broad range of vocabulary.
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## 2.9.

<b>Subject</b>	<b>ENGLISH, SPEAKING/WRITING</b>
<b>Age of pupils</b>	10/11 years

<b>Objective of the exercise</b>	Learn to create/ tell a story according to a given plan.
<b>Necessary cards</b>	<p>Cards with questions:</p> <ul style="list-style-type: none"> <li>● WHEN? (Long, long ago...; Once upon a time, When I was a baby etc.)</li> <li>● WHERE? (Palace; In Outer Space; Desert Island etc.)</li> <li>● WHO? (Robot; mermaid, princess etc.)</li> <li>● WHAT HAPPENS? (First of all; suddenly; instantly etc)</li> <li>● WHO DO THEY MEET? (Magician, spy, dragon etc.)</li> <li>● WHAT WILL THEY NEED? (Secret identity, spaceship, getaway car)</li> <li>● WHAT HAPPENS NEXT? (Then, afterwards, finally etc.)</li> </ul> <p>WHAT HAPPENS IN THE END? (Mystery solved, reunion, happily ever after etc.)</p>
<b>Learning outcomes</b>	Students can create their own story with given prompts, know about the importance of order of events.

<b>Description of the exercise</b>	A student connects story questions in order. By doing this tells the story, later may write it down and expand.
<b>Level 1 Learning</b>	A student rolls the ball from one question card to another and tries to understand what the best sequence of events in a story is.
<b>Level 2 Training/ Memorizing</b>	Pair work: one student rolls the ball trying to follow the correct order of the story, another tries to help to create possible answers to the rolled question and writes it down.
<b>Level 3 Memory outcome</b>	Students create their own stories, may make comics, tell the story, make it on flash cards. Later tell stories to the class.

<b>Suggestions for the modification</b>	A story may have a wider range of sequencing words, linking words, tenses, specific vocabulary.
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## SPANISH

### 2.10.

Subject	SPANISH
Age of pupils	11-12 years

Objective of the exercise	Practice the verb <i>gustar</i> and the indirect object and subject pronouns
Necessary cards	Me, te, le, nos, os, les
Learning outcomes	Distinguish indirect object nouns, make relation with subject nouns. Can use the verb <i>gustar</i> and builds the sentences from the images.

Description of the exercise	The student makes relation between subject pronouns and indirect object pronouns, then practises building sentences with them.
Level 1 Learning	The student on balance board is rolling the ball to the indirect object pronoun which is corresponding to the given subject pronoun (other students one by one is giving the task).
Level 2 Training/ Memorizing	The student on the board has to construct the phrase from the images ( <a href="#">actividad 7</a> ) (or students that are acting it out) starting from the indirect object pronoun ( <i>Barboleta</i> cards) which is suitable for the particular sentence (shown in the images)
Level 3 Memory outcome	-

Suggestions for the modification	This way you can practice also other verbs which works like <i>gustar</i> (f.e. <i>encantar</i> , <i>doler</i> , <i>interesar</i> etc.)
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## 2.11.

<b>Subject</b>	<b>SPANISH</b>
<b>Age of pupils</b>	11-12 years

<b>Objective of the exercise</b>	Practice the verb <i>gustar</i> - singular/plural forms.
<b>Necessary cards</b>	Level 1: me gusta, me gustan, me gusta, me gustan (Any two words in singular and plural, f.e. - el color; los colores; la pizza; las pizzas) Level 2: me gusta, me gustan
<b>Learning outcomes</b>	Distinguish singular from plural (in nouns and <i>gustar</i> forms), use the verb <i>gustar</i> and build the sentences.

<b>Description of the exercise</b>	The student builds the phrases with <i>me gusta</i> or <i>me gustan</i> , while rolling the ball to the correct form he uses. In the beginning the nouns are giving and all of the students recalls singular and plural. Then, students are adding their own nouns.
<b>Level 1 Learning</b>	In the beginning teacher sets the task – singular or plural. The first student on the balance board says loudly the phrase while joining the verb with noun (f.e. Me gusta el color ) and says the task to the next student (f.e. Plural) The cards he used are removed from the balance board. The next one must build the plural phase from the cards that have been left for him. It is done until all the cards are removed.
<b>Level 2 Training/ Memorizing</b>	The student is on the balance board rolling the ball to correct form – gusta or gustan according to the nouns that other students one by one tells. The student on the balance board is loudly telling the phrases with the given words.
<b>Level 3 Memory outcome</b>	

<b>Suggestions for the modification</b>	This way you can practice also other verbs which works like <i>gustar</i> (f.e. encantar, doler, interesar etc.)
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## 2.12.

<b>Subject</b>	<b>SPANISH</b>
<b>Age of pupils</b>	8-14 years

<b>Objective of the exercise</b>	Practice new vocabulary (colours).
<b>Necessary cards</b>	Rojo, amarillo, azul, blanco, negro, rosado, marrón, gris
<b>Learning outcomes</b>	Expanded vocabulary on a move.

<b>Description of the exercise</b>	The student on the balance board chooses one colour from the cards and rolls the ball to it while loudly telling the name of it. All the others must find something in the classroom in this colour and touch it. The first who finds and touches, goes on the board to choose another colour.
<b>Level 1 Learning</b>	The cards can be in the corresponding colours (f.e. rojo).
<b>Level 2 Training/ Memorizing</b>	The cards are all in white, written in black (f.e. rojo).
<b>Level 3 Memory outcome</b>	-

<b>Suggestions for the modification</b>	-
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## 2.13.

<b>Subject</b>	<b>SPANISH</b>
<b>Age of pupils</b>	8-14 years

<b>Objective of the exercise</b>	Practice new vocabulary (furniture).
<b>Necessary cards</b>	Mesa, silla, escritorio, ventana, puerta, cama, sofá etc. (depending on what you have in the classroom).
<b>Learning outcomes</b>	Expanded vocabulary on a move.

<b>Description of the exercise</b>	The student on the balance board chooses one piece of furniture from the cards and rolls the ball to it while loudly telling the name of it. All the others must find and touch this piece of furniture in the classroom. The first who finds and touches, goes on the balance board to choose another piece of furniture.
<b>Level 1 Learning</b>	Cards with furniture names in Spanish and in native language or photos of the furniture are put on the balance board. Student is moving the ball through all of them and names them aloud. The rest of the classroom can also repeat what is being said.
<b>Level 2 Training/ Memorizing</b>	The cards are mixed on the balance board and student must move the ball from native language word/photo to the Spanish word accordingly.
<b>Level 3 Memory outcome</b>	Only Spanish words are left on the balance board. You might consider making 1st and 2nd steps twice with different 4 words each time so that for the 3rd level you can have all 8 furniture words in Spanish. The person that is on the balance board is picking one word and moving ball towards it. As student mentions it the rest of the class must touch that furniture as fast as possible. And the one who has touched it first is picking the next word on the balance board.

<b>Suggestions for the modification</b>	Suggestion for 3rd level. Any student in the classroom can choose the furniture and touch it and the student on the balance board has to roll the ball towards its Spanish name.
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## 2.14.

<b>Subject</b>	<b>SPANISH</b>
<b>Age of pupils</b>	9-14 years

<b>Objective of the exercise</b>	Practice new vocabulary (various rooms).
<b>Necessary cards</b>	Cocina, cuarto de baño, dormitorio, pasillo, salón, el comedor.
<b>Learning outcomes</b>	Expanded vocabulary on a move, improved creativity and speaking.

<b>Description of the exercise</b>	The student on the balance board chooses one room from the cards and rolls the ball to it while loudly telling the name of it. All the others must imagine where this room could be in the classroom, if the classroom would be an apartment (thinking where f.e. would be good to sleep, to eat etc.). When students choose which is the best place for kitchen, for instance, they go there and act if they are cooking (according to what you do in that room).
<b>Level 1 Learning</b>	
<b>Level 2 Training/ Memorizing</b>	It could grow to a talking activity, if students during acting would explain what they can do in the room. Student tells why this part of the classroom reminds them of the kitchen, for instance.
<b>Level 3 Memory outcome</b>	

<b>Suggestions for the modification</b>	
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## 2.15.

<b>Subject</b>	<b>SPANISH</b>
<b>Age of pupils</b>	8-14 years

<b>Objective of the exercise</b>	Practice conjugating verb IR and expressing future with IR+a+infinitive.
<b>Necessary cards</b>	Voy, vas, va, vamos, vais, van
<b>Learning outcomes</b>	Practicing the verb IR, new grammar structure and the structure of the sentence.

<b>Description of the exercise</b>	The student on the balance board is given a noun (f.e. yo). According to the noun, he chooses correct form of the verb <i>IR</i> rolling the ball to it while loudly telling the name of it.
<b>Level 1 Learning</b>	The student according to given noun chooses the correct form of the verb <i>IR</i> . (f.e. yo voy),
<b>Level 2 Training/ Memorizing</b>	The student adds the additional verb that comes to his mind (f.e. yo voy a ir).
<b>Level 3 Memory outcome</b>	The student (or the rest of the class) can add a direct object or an object of the preposition (f.e. yo voy a ir a casa). The rest of the class translates the sentence to the mother language.

<b>Suggestions for the modification</b>	-
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## 2.16.

<b>Subject</b>	<b>SPANISH</b>
<b>Age of pupils</b>	8-14 years

<b>Objective of the exercise</b>	Nouns
<b>Necessary cards</b>	Yo, tu, ella/el, nosotros, vosotros, ellos/ellas + pictures of these nouns.
<b>Learning outcomes</b>	Know nouns and uses correctly singular/plural.

<b>Description of the exercise</b>	The student on the balance board connects the words to the pictures.
<b>Level 1 Learning</b>	A student learns the meanings of nouns.
<b>Level 2 Training/ Memorizing</b>	The student rolls the ball to the corresponding picture card and connects meanings. Only picture cards are left on the board, a student must roll the ball to the card after hearing the words from the teacher.
<b>Level 3 Memory outcome</b>	A student creates his/her own sentences, adding verb to the given noun.

<b>Suggestions for the modification</b>	
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## ITALIAN

### 2.17.

<b>Subject</b>	<b>ITALIAN</b>
<b>Age of pupils</b>	8-10 years

<b>Objective of the exercise</b>	Learn common Italian phrases.
<b>Necessary cards</b>	Ciao, grazie, come va?, va bene, and the same words in mother language.
<b>Learning outcomes</b>	Improved pronunciation, knows common Italian phrases, can have simple interactions .

<b>Description of the exercise</b>	The student makes relation between the word(s) in Italian and in native language, then practises building sentences with them.
<b>Level 1 Learning</b>	The student on board is rolling the ball from the word(s) in Italian to the corresponding word(s) in native language and pronounces them aloud.
<b>Level 2 Training/ Memorizing</b>	-
<b>Level 3 Memory outcome</b>	The word(s) in Italian are hidden and the student on the balance board has to remember and translate the word(s) from native language to Italian.

<b>Suggestions for the modification</b>	This way you can memorize and practice pronunciation of any other Italian phrases (for example, bella, buon appetito, certo, arrivederci, etc.)
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## 2.18.

<b>Subject</b>	<b>ITALIAN</b>
<b>Age of pupils</b>	8-10 years

<b>Objective of the exercise</b>	Learn common Italian phrases.
<b>Necessary cards</b>	Bella, buon appetite, certo, arrivederci, In mother language, for example, English, beautiful, delicious, of course, goodbye.
<b>Learning outcomes</b>	Improved pronunciation, knows common Italian phrases, can have simple interactions.

<b>Description of the exercise</b>	The student first makes relation between the word(s) in Italian and in mother language, then practises building sentences with them.
<b>Level 1 Learning</b>	The student on balance board is rolling the ball from the word(s) in Italian to the corresponding word(s) in mother language and pronouncing them aloud.
<b>Level 2 Training/ Memorizing</b>	-
<b>Level 3 Memory outcome</b>	The word(s) in Italian are hidden and the student on the balance board has to remember and translate the word(s) from mother language to Italian.

<b>Suggestions for the modification</b>	This way you can memorize and practice pronunciation of any other Italian phrases (for example, ciao, grazie, come va?, va bene, etc.)
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### 3. GEOMETRY

#### 3.1.

<b>Subject</b>	<b>GEOMETRY</b>
<b>Age of pupils</b>	7-13 years

<b>Objective of the exercise</b>	Knowledge of geometric shapes.
<b>Necessary cards</b>	8 cards: 4 with shape pictures and 4 with shape names.
<b>Learning outcomes</b>	Knows structures and names of different geometric shapes.

<b>Description of the exercise</b>	The teacher puts the cards with pictures on the left side and the cards with names on the right side; then, pointing every card, reads the name of every shape.
<b>Level 1 Learning</b>	Says the names of every shape with all the cards uncovered.
<b>Level 2 Training/ Memorizing</b>	Every time the teacher can cover one or two different cards: when the ball runs near the covered card the student names the shape. If the student doesn't remember the shape name, the teacher turns the card and repeats the name.
<b>Level 3 Memory outcome</b>	The student can remember all the names of the geometric shapes.

<b>Suggestions for the modification</b>	
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## 4. MATHEMATICS

### 4.1.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	6 years

<b>Objective of the exercise</b>	Game experimentation that requires joining and adding actions.
<b>Necessary cards</b>	8 cards: 4 with additions and 4 with sums.
<b>Learning outcomes</b>	Addition up to 10

<b>Description of the exercise</b>	<p>The exercise lasts 5 minutes for each child. The cards are arranged in correspondence with each other. On the right are the cards with the operations and on the left the cards with the totals.</p> <p>The student positions himself on the balance board and do the 3 steps of the activity.</p>
<b>Level 1 Learning</b>	Mentally associate the addition with the corresponding sum.
<b>Level 2 training / Memorizing</b>	Record the operation with its result.
<b>Level 3 Memory outcome</b>	Consolidate new knowledge and integrate it with those already possessed.

<b>Suggestions for the modification</b>	It is possible to create similar exercise by placing the cards diagonally to each other.
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## 4.2.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	6 years
<b>Objective of the exercise</b>	Do simple operations with the use of 0 and 1.
<b>Necessary cards</b>	8 cards: 4 with the pairs of addends and 4 with the same pairs of addends reversed.
<b>Learning outcomes</b>	Reads and writes numbers and perform calculations.
<b>Description of the exercise</b>	The exercise lasts 5 minutes for each student. The cards are arranged diagonally: on the right side of the balance board are placed the first 4 cards (e.g. $4 + 0 = 4$ ) and on the left side are the other 4 cards with inverted addenda ( $0 + 4 = 4$ ).
<b>Level 1 Learning</b>	Match the additions of the right column with the operations of the left column by using the ball.
<b>Level 2 training / Memorizing</b>	Record the additions and related sums.
<b>Level 3 Memory outcome</b>	To enhance the understanding of the use of 0 and 1 within simple addition.
<b>Suggestions for the modification</b>	The exercise can be used for the evaluation of the student, in particularly to verify the acquisition of the learning objective.

### 4.3.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	6 years

<b>Objective of the exercise</b>	Association number – quantity.
<b>Necessary cards</b>	8 cards: 4 with the numbers (one digit for each card) and 4 with the quantities represented with the dots or other shapes
<b>Learning outcomes</b>	Coordinates body in balance Can read and write numbers by 10

<b>Description of the exercise</b>	<p>The activity is divided into 3 steps to be carried out on the <i>Barboleta</i> balance board. Total duration of 10 minutes for each child. The cards are positioned two by two, each in correspondence of the other.</p> <p>The student does a first test exercise to learn how to use their body to balance.</p> <p>The teacher explains how the conduct of the exercise. It is necessary to associate the number with the quantity. The student repeats the number in voice when the ball is by the card.</p> <p>The exercise ends when the entire route has been completed.</p>
<b>Level 1 Learning</b>	Learn how the balance board works.
<b>Level 2 training / Memorizing</b>	Associate the number with the corresponding quantity.
<b>Level 3 Memory outcome</b>	Verbalize the number in speech.

<b>Suggestions for the modification</b>	Using a rug under the balance board so that there is more adherence between the board and the floor.
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#### 4.4.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	6 years

<b>Objective of the exercise</b>	Associate the previous number with the next number.
<b>Necessary cards</b>	8 cards: 4 with the previous numbers and 4 with the numbers following the first ones
<b>Learning outcomes</b>	Creates a row of numbers progressively and regressively Reads and writes natural numbers.

<b>Description of the exercise</b>	<p>The exercise lasts 5 minutes for each student. The cards are arranged in a diagonal orientation. ex. 4, prior to 5, is placed in first place on the left side of <i>Barboleta</i>, while 5 is placed in second place on the right side of the balance board.</p> 
<b>Level 1 Learning</b>	Understands the logic of the exercise.
<b>Level 2 training / Memorizing</b>	Associate the previous number in the right column with the next number in the left column.
<b>Level 3 Memory outcome</b>	Strengthen the relationship between natural numbers as part of 10.

<b>Suggestions for the modification</b>	It is possible to use this type of exercise not only to consolidate knowledge already learned but also to learn the previous-next relationship of numbers.
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#### 4.5.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	8 years

<b>Objective of the exercise</b>	Recognize and describe angles.
<b>Necessary cards</b>	10 cards: 5 with different angles and 5 with the names of every corner. Other 10 cards: 5 with the design of different corners and 5 with the description of each corner.
<b>Learning outcomes</b>	Classifying angles.

<b>Description of the exercise</b>	In the first phase of the exercise the student must match every corner designed to the corresponding name. Then students have to explain the definition of angles drawn in relation to the right angle and at the end repeating loudly the definition of angle.
<b>Level 1 Learning</b>	The student recognizes different angles.
<b>Level 2 training / Memorizing</b>	Link the drawing of each corner to the specific name.
<b>Level 3 Memory outcome</b>	Match the drawing of the angles with its characteristics in relation to the right angle and explains the definition.

<b>Suggestions for the modification</b>	-
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#### 4.6.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	8 years

<b>Objective of the exercise</b>	To understand the concept of fraction and fractional unit.
<b>Necessary cards</b>	8 cards: 4 with whole divided in equal parts and other 4 with the corresponding fraction. Other 8 cards: 4 with interiors divided in equal parts and 4 with fractional units.
<b>Learning outcomes</b>	Recognize and represent fractions and units.

<b>Description of the exercise</b>	Exercise is carried out in two phases. In the first phase there are 4 geometric shapes divided in equal parts. The student reads the fractions according to the coloured parts and moves the ball to corresponding whole. Then only the whole is presented, and the child must recognize for each of them the fractionary unit. The exercise has a duration of 5 minutes for each student.
<b>Level 1 Learning</b>	Recognize fractional units that are divided in equal parts.
<b>Level 2 training / Memorizing</b>	Connects the entire fractional unit to the whole number.
<b>Level 3 Memory outcome</b>	Recognize and describe the unit in voice in the classroom.

<b>Suggestions for the modification</b>	-
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#### 4.6.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	7-10 years

<b>Objective of the exercise</b>	Learning to do simple multiplications by memory
<b>Necessary cards</b>	10 cards, one for every number of the times table
<b>Learning outcomes</b>	Times tables from 2 to 10

<b>Description of the exercise</b>	<p>On the balance board we can put only 8 cards, that will be the cards from the two to the nine. They will be put alternately one on the left side and one on the right, so that the ball movement can describes the correct numeration. The first card will be put on the floor at the left of the 2 or over it, while the last will be put at the right of the 9 or under it (for example, if you choose times table of 9, you have to put on the balance board cards from 18 to 81, while the cards with 9 and 90 will be put on the floor, 9 near 18 and 90 near 81).</p> <p>The ball movement in this exercise can't be too fast because every time the teacher or the student must tell "9 times 2 is 18; 9 times 3 is 27" and so on.</p> <p>The teacher could add smaller and different cards on which is written "times 1", "times 2" and so on, to display next to the main cards with the numbers.</p>
<b>Level 1 Learning</b>	Repeating all the times table with all the cards uncovered (saying every time the whole multiplication, for example 9 times 2 is 18).
<b>Level 2 Training/ Memorizing</b>	Repeating all the times table with some covered cards (sometimes also without saying the whole multiplication).
<b>Level 3 Memory outcome</b>	Repeating all the times tables with all the cards covered, saying and without saying the whole multiplication

**Suggestions for the modification**

It's possible also to make a sort of quiz: the teacher can make a question about a multiplication and the student will have to move the ball near the card with the correct answer.

Of course, for the quiz the additional cards (times 1, times 2) have to be removed and if we want to make the exercise more difficult we can display the cards in a random order.

## 4.7.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	7 years

<b>Objective of the exercise</b>	To know 10 bonds.
<b>Necessary cards</b>	Cards: 1,2,3,4,6,7,8,9,10.
<b>Learning outcomes</b>	Remembers 10 bonds by heart.

<b>Description of the exercise</b>	A child connects one number with the other to get 10.
<b>Level 1 Learning</b>	Firstly, on the left there are 1,2,3,4. And on the right there are 9,8,7,6. A child goes from 1 to 9 and gets 10.
<b>Level 2 Training/ Memorizing</b>	Cards on the right are mixed up. Then cards on the left are mixed up.
<b>Level 3 Memory outcome</b>	All the cards are mixed up and the child goes to the number that the teacher says and then goes to the other that is needed.

<b>Suggestions for the modification</b>	
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#### 4.8.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	7-8 years

<b>Objective of the exercise</b>	Know and express a comparison between quantities
<b>Necessary cards</b>	Cards needed 15 ... 25-28 ... 28-37 ... 19 (<, >, =)
<b>Learning outcomes</b>	Understands the concept of bigger than, lesser than and equal.

<b>Description of the exercise</b>	First, the number cards are on <i>Barboleta</i> in one side and the symbol cards on the other. Then symbols are covered, and the children are asked to name one by one the cards.
<b>Level 1 Learning</b>	The number cards are placed on one side and the symbol cards on the other.
<b>Level 2 training / Memorizing</b>	Then other cards are placed on <i>Barboleta</i> , the symbols are covered and the children are asked to name them independently.
<b>Level 3 Memory outcome</b>	

<b>Suggestions for the modification</b>	
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#### 4.9.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	7-8 years

<b>Objective of the exercise</b>	Learn multiplications.
<b>Necessary cards</b>	1x2, 2x6, 3x4... ..3x10
<b>Learning outcomes</b>	Memorize and know the tables of 1, 2 and 3.

<b>Description of the exercise</b>	First, the number cards to be multiplied are arranged on one side of <i>Barboleta</i> and the result cards on the other. Then other cards are arranged, the result cards are covered, and the children are asked to name one by one the cards. DURATION: 10 minutes, students must repeat the exercise until remembers the table.
<b>Level 1 Learning</b>	First the cards of the numbers to be multiplied are arranged on one side and those of the results on the other.
<b>Level 2 training / Memorizing</b>	Then other cards are arranged, the results are covered, and the children are asked to multiply independently.
<b>Level 3 Memory outcome</b>	

<b>Suggestions for the modification</b>	<p>The exercise can be used to learn other times tables, for example:</p> <ul style="list-style-type: none"> <li>- Memorize and know the tables of 4, 5 and 6. Cards: 4x9, 5x7, 6x8... ..6x10</li> <li>- Memorize and know the times tables for 7, 8 and 9. Cards: 7x9, 8x5, 9x6 ... ..9x10</li> <li>- Memorize and know the tables of 1, 2 and 3. Cards: 1x2, 2x6, 3x4 ... ..3x10</li> </ul>
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## 4.9.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	9 years

<b>Objective of the exercise</b>	Learn about division.
<b>Necessary cards</b>	Representation of written fractions and decimal numbers.
<b>Learning outcomes</b>	Transforms fractions into decimal numbers.

<b>Description of the exercise</b>	By placing on <i>Barboleta</i> the cards with fractions on one side and cards with decimal numbers on the other side, the child must read the fraction and identify the corresponding decimal number. Exercise duration 20 minutes.
<b>Level 1 Learning</b>	The child reads the fraction on one side and then identifies the corresponding answer on the other side. In this way the child understands how to transform fraction into decimal numbers.
<b>Level 2 training / Memorizing</b>	The child reads the fraction on one side and then identifies the answer on the other side that does not correspond.
<b>Level 3 Memory outcome</b>	The child reads the fraction from one side and identifies the answer. The cards on the other side are reversed.

<b>Suggestions for the modification</b>	The exercise can also be done in reverse: the child should transform the decimal numbers into fractions.
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#### 4.10.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	9 years

<b>Objective of the exercise</b>	Learn about divisions.
<b>Necessary cards</b>	Representation of fractions.
<b>Learning outcomes</b>	Understands the concept of complementary fraction.

<b>Description of the exercise</b>	By placing on <i>Barboleta</i> the cards with a fraction on one side and the other in another side. The child must read the fraction and identify the corresponding complementary fraction. Exercise duration 20 minutes.
<b>Level 1 Learning</b>	The child reads the fraction on one side and then identifies the complementary fraction on the other side.
<b>Level 2 training / Memorizing</b>	The child reads the fraction on one side and then identifies the answer on the other side that does not correspond.
<b>Level 3 Memory outcome</b>	The child reads the fraction from one side and identifies the complementary fraction. The cards on the other side are reversed.

<b>Suggestions for the modification</b>	
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#### 4.11.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	8 years

<b>Objective of the exercise</b>	Recognize the decimal fractions and transform them in decimal number.
<b>Necessary cards</b>	8 cards: <ul style="list-style-type: none"> <li>• 4 with decimal fractions and 4 non fractions decimals.</li> <li>• 8 cards: 4 with interiors divided into 10, 100, 1000 equal parts and 4 with the corresponding decimal numbers.</li> </ul>
<b>Learning outcomes</b>	Recognize decimal fractions and know how to transform them in the corresponding decimal number.

<b>Description of the exercise</b>	<p>In the first phase of the exercise, 4 cards are present with decimal fractions and 4 with non-decimal fractions.</p> <p>The student says in a voice if every fraction is decimal or no and also student say the rules of recognition (denominator 10, 100, 1000). Then, in the second step, the student connects the decimal fraction to the corresponding decimal number.</p> <p>The exercise lasts about 10 minutes for each student.</p>
<b>Level 1 Learning</b>	Recognize fractions.
<b>Level 2 Training / Memorizing</b>	Understand the different between decimal and non-decimal fractions with repetition of the rule.
<b>Level 3 Memory outcome</b>	Know how to transform the decimal fraction into decimal number.



## 4.12.

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Age of pupils</b>	9 years

<b>Objective of the exercise</b>	Learn about divisions.
<b>Necessary cards</b>	Representation of written fractions and images.
<b>Learning outcomes</b>	Understand the concept of a fraction.

<b>Description of the exercise</b>	On <i>Barboleta</i> there are the cards with a fraction on one side and the cards with the images representing the fraction on the other side. The child must read the fraction and identify the corresponding image. Exercise duration 20 minutes.
<b>Level 1 Learning</b>	The child reads the fraction on one side and then identifies the corresponding answer on the other side.
<b>Level 2 Training / Memorizing</b>	The child reads the fraction on one side and then identifies the answer on the other side that does not correspond.
<b>Level 3 Memory outcome</b>	The child reads the fraction from one side and identifies the answer. The images on the other side are covered.

<b>Suggestions for the modification</b>	
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## 5. GEOGRAPHY

### 5.1.

<b>Subject</b>	<b>GEOGRAPHY</b>
<b>Age of pupils</b>	8-14 years

<b>Objective of the exercise</b>	Learning countries and capitals name
<b>Necessary cards</b>	8 cards: 4 with the names of countries and 4 with the names of their capitals
<b>Learning outcomes</b>	Matches the names of countries from all over the world with the name of their capitals

<b>Description of the exercise</b>	The teacher displays the cards with countries names on the <i>Barboleta</i> left side and the cards with the capital's names on the right side. Then, pointing every card (or moving the balance board by hands), reads the names.
<b>Level 1 Learning</b>	Learning the names of countries and their capitals with all cards uncovered.
<b>Level 2 Training/ Memorizing</b>	Repeating the names with some covered cards.
<b>Level 3 Memory outcome</b>	Remember the capitals names with all cards on the right side covered.

<b>Suggestions for the modification</b>	<p>The exercise could be done also moving the balance board in the opposite way, starting from the last card of the right side: in this case the student could match a capital with its country (instead of a country with its capital)</p> <p>The teacher could also make a sort of quiz, using only cards with cities names. For example, the teacher asks, "Which is the Japan capital?" and then the student has to go with the ball near the card with the correct answer.</p> <p>This exercise could be also used for national geography, to learn names of cities and capitals of every region.</p>
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## 6. CATHOLIC RELIGION

### 6.1.

<b>Subject</b>	<b>CATHOLIC RELIGION</b>
<b>Age of pupils</b>	13-15 years

<b>Objective of the exercise</b>	Knowledge of Holy Spirit presents
<b>Necessary cards</b>	7 cards with the names of the seven Holy Spirit Presents
<b>Learning outcomes</b>	Knows which are the names of the seven presents and what they are

<b>Description of the exercise</b>	<p>The teacher displays the seven cards in a random order (of course at one of the eight <i>Barboleta</i> corners, it's not important which, there won't be any card).</p> <p>The exercise is composed of three different steps: the first step is memorizing the names of the seven presents; the second step (o zero step) is a teacher explanation about their meaning, without using <i>Barboleta</i>; the third part is a quiz about the meaning of each present.</p>
<b>Level 1 Learning</b>	<p>Learning the names moving on the balance board, with all the cards uncovered.</p> <p>Listening the teacher lesson about what they are (before to start the exercise or after the first step of the exercise).</p>
<b>Level 2 Training/ Memorizing</b>	Repeating the names with all the cards covered.
<b>Level 3 Memory outcome</b>	Give correct answers to the quiz questions (going with the ball near the card with the correct answer).

<b>Suggestions for the modification</b>	This exercise could be used at school during religion lessons, but also by educators in parishes or oratories in which the children receive catholic education.
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## 7. HAND WASHING EXERCISE

### 7.1.

<b>Subject</b>	<b>ACTIVITY AIMED AT THE DEVELOPMENT AND ENHANCEMENT OF MOTOR SKILLS - PRAXIS</b>
<b>Age of pupils</b>	9 years

<b>Objective of the exercise</b>	Learn the hand washing sequences.
<b>Necessary cards</b>	Graphical representation of the action sequences.
<b>Learning outcomes</b>	Understand and memorize the sequences for washing hands.

<b>Description of the exercise</b>	By placing the cards with the images in a successive way, the child must listen to the teacher who associates the description of the action with the images. Exercise duration 10 minutes.
<b>Level 1 Learning</b>	The child carries out the exercise independently, initially paying only visual attention, following the teacher's instructions.
<b>Level 2 training / Memorizing</b>	The child carries out the exercise while the teacher describes the action represented in the image.
<b>Level 3 Memory outcome</b>	

<b>Suggestions for the modification</b>	
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