

## WHAT IS SPIELGABEN?



**Spielgaben** is not just a toy. It is an excellent learning tool for kids 3 to 12 years old. Kids learn through play while covering a range of learning areas & subjects, especially Math & Visual Arts. The materials are known in a variety of terms, including Eunmul (South Korea), Gabe (Asia) and Spielgabe (Germany). It is the same toys that inspired genius people of all time. It is developed for Friedrich Froebel's original Kindergarten. Froebel called these materials, "The Gifts".



mama smiles

## **INTRODUCTION:**

The Froebel® Gifts are educational materials developed for Friedrich Froebel's original Kindergarten. Perhaps the world's most intricately conceived playthings, these materials appear deceptively simple, but represent a sophisticated approach to child development. The Gifts are arguably the first educational toys.

Froebel developed special educational toys for his Kindergarten schools. They were so named because they were both given to the child (to be properly respected as gifts) and also function as tools for adults to observe the innate human "gifts" each child possesses from birth. One observes the remarkable qualities and innovative ideas that make each child unique when they have the opportunity to explore and create according to Froebel's method.

The materials were not some accidental creation, as some modern historians assume. Froebel spent a great deal of time observing children and refining the design of the Gifts. He numbered Gifts 1-6 (the only materials to be identified specifically as "Gifts" in Froebel's writing) in part because it simplifies referring to them. Later materials can be described succinctly as tablets (Gift 7), sticks (Gift 8), rings (Gift 8 or 9), points (Gift 9 or 10). For example, Gift 2 is a set of wood solids (sphere, cylinder, cube) with a hanging apparatus. Eight one-inch wood cubes is known more simply as Gift 3, etc.

Gifts have one primary difference from other materials used in the Kindergarten — they are able to be returned to their original form when play is finished. An important part of Gift play, the presentation of the Gift is always as a whole form (e.g. Gift 3 removed from the box as a cube form of 8 cubes), and when play is done parts are combined before being placed into the box as a whole. There are only two other rules for Gift play; (1) all parts must be incorporated and (2) a creation is always changed through modification, not destroyed and rebuilt. In this way unity is maintained and subtle lessons about the nature of change are learned.

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Our school has the full set of Asian Spielgaben toys which is called GABE. It is a 15-piece set including Gabe 1,2,3,4,5,6,7,8,9,10,5B,5P, Jun 1, jun2, and chess board. It is made up of high quality beech wood material, top smooth varnished, water base painting. Below are informative and educational texts about each set of GABE toys.

## GABE 1: Yarn Balls



Froebel recognized that a ball is often a first or favorite toy of infants. It is lightweight and easy to grasp or hold. For Froebel, the ball symbolized unity because it is a complete whole, a pure form. The whole is the beginning of understanding and everything else is derived from the whole.

Learning is derived from impressions formed during play. The child forms his/her first impressions of the physical world by holding, rolling or watching the ball. Play with objects and interaction with the mother or caregiver help the child begin to differentiate his/herself from the rest of the world (the whole). Talking (vocabulary) and eye contact are so important for these early impressions, and balls are a wonderful tool to stimulate interactions.

With the mother playing with the child in a cheerful but deliberate way, songs, rhymes and animated facial expressions all help convey fundamental ideas about the world to this new person. The play with balls introduces the idea of movement and motion into child's world through rolling, swinging, and tossing games.

The balls help a child begin to distinguish form, color and movement — the qualities of matter in the physical universe. It also is early physical activity to improve of eye-hand coordination and gross motor control. While later Gift play is divided by Froebel into Forms of Life, Forms of Beauty and Forms of Knowledge, First Gift play is simply grouped into Form, Color and Movement.



## FORM

A ball is round, with no sharp points or corners. There are no flat planes or lines. It is easy to hold. The ball has weight and it has size. The soft yarn is pliable and can be compressed slightly. It is soft and perhaps has a faint odor. In the beginning the child may simply recognize it has "being" or "not being." Soon, it becomes "here" or "not here." But the underlying impression is the complete qualities of what it is: a yarn ball. Balls are an ancient toy and balls are all around us. There are many round objects in our world which this form can represent — fruit (the red ball is an apple, the orange ball is an orange), sports (baseball, basketball, soccer), marbles, balls of string, ballons, etc. The child will naturally compare the ball to other objects that are similar or "not ball." It is imaginative play.

## COLOR

The six colors can be divided into the primary colors (red/yellow/blue) and the secondary colors (orange/green/purple). As each ball is the same except for color, the child will begin to differentiate the balls by their unique quality — color. This is a wonderful way to introduce the colors of the rainbow to a young child. Froebel taught that red was often the color that most often attracted infants. You may select another color, but begin with just one ball. As each color ball is introduced, continue with the same games and songs. The name of the color is associated with the ball as the repeats the word during play.

Later, two balls may be used together. Froebel suggested that balls of complimentary color be used (red/green or orange/purple). If using three balls, start with the three primary colors (red/yellow/blue) and interchange them with the secondary colors. In this way, the child begins to associate the three colors as a group.

## MOVEMENT

Matter can be in motion or at rest. It can rest on the floor or a table or on an open hand as is the hand moves. The ball has many possible motions (rolling, swinging, revolving, hopping, dancing, etc.). The adult can introduce new motions as the child becomes familiar with the others. The motions are usually introduced as part of a game or a story in which the ball is the main character.

## GABE 2: Sphere, Cylinder and Cube



Gift 2 contains two 2-inch cubes, one 2-inch cylinder and one 2-inch sphere. Froebel called this Gift "the children's delight" with the difference of its features. The beads found in every kindergarten were developed from Froebel's Second Gift and are perhaps more suitable for children 3 and 4 years old.

### **PRESENTATION**

The box can be shaken and the child asked, "What is inside?" Open the lid and reveal the pieces. Have the child touch, feel, smell, hold and examine the sphere, then the cylinder, and the cube, in turn. The key points of the presentation are the handling, observing and comparing of the pieces of the Gift. All of the three different solids have holes drilled in them (the extra cube is solid for comparison to gifts 3 and 4). The sticks are provided so that the solid can be spun on the stick (see the illustration on page 10) and the results compared.

### **FORMS OF LIFE**

Use the pieces to represent things from the child's life (e.g., the sphere is an orange, the cylinder is a baby bottle or a wheel, the cube is a house, etc.). Stack the pieces in different ways (e.g. the cylinder on the cube and the sphere on top creates a person). Build with the pieces and include the box parts, as well. Roll the sphere and cylinder. Encourage the children's descriptions through imaginative play.

### **FORMS OF KNOWLEDGE**

Differentiate the pieces by naming the geometric shapes. Sort them. Count the number of pieces or the number of surfaces, edges, corners, etc. Introduce the concepts of on/under, front/back, up/down, in front of/behind, etc. Simple physics concepts can be discovered. Some of the solids will roll (sphere, cylinder) and some will stand (cube, cylinder). The idea of resonance in sound also can be learned by tapping the solids together or onto the table. By exploring these properties, children will be naturally curious and their discoveries will create a foundation of basic science.

### **FORMS OF BEAUTY**

This Gift lends itself to creating patterns and designs by spinning the solids. Children will delight in spinning the solids on the sticks. The child will discover that by spinning one solid he/she will see the shape of another (e.g. spinning a cylinder produces a sphere, spinning a cube produces a cylinder). The interconnectedness of forms and objects can be shown even to young children. This activity can also be performed by spinning solids suspended on a string. The sticks allow more direct participation and more than one person to take part in the play.

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## GABE 3: The Divided Cube



### PRESENTATION

The presentation of the blocks is done in an orderly fashion to maintain the initial wholeness of the cube. The box is turned upside down, lid on the bottom. The box is carefully lifted off, revealing the two-inch cube from Gift 2 now made from eight one-inch cubes. This is the process for opening Gifts 3 through 6. Gently insist on this ritual — no dumping of the blocks. The child will develop a respect for this order if you show them that you also respect it. It is also important to use all of the pieces when working with the Gift since the wholeness is a key point. The child will begin to see the pieces as part of the whole cube and their relationship to the whole. In this way, nothing is wasted or left out. This is a subtle but powerful message of inclusion and conservation. Putting the Gift away is the reverse of the presentation. Have the child reassemble the whole cube on the lid, cover with the base, and then flip the box upright. Actually, this process is really just a continuation of the presentation and of the whole cycle of playing with each Gift. The underlying concept is of a unity of parts moving through various forms and returning to the whole (before the whole cycle repeats again). This idea is planted in a

child's mind like a seed and will germinate until the child begins to see this cycle in broader life, as well. Froebel strongly believed in the value of symbolic play. "What shape is this?" Have the child count the number of cubes. Count the six faces of each cube, the twelve edges and the eight corners. Emphasize this idea by returning to this observation with individual children at different times during play.

### **FORMS OF LIFE**

Have the child use the blocks to represent things from his/her life. The child may begin with simple forms (trains, towers, etc.) and make associations and create stories. Encourage these associations and stories by asking questions. Children tend to do this naturally during block play. Far from simple use of imagination, these associations between their inner and outer worlds are the foundation of real learning.

### **FORMS OF KNOWLEDGE**

Sorting, differentiation, counting, arithmetic (addition, subtraction, multiplication, division), fractions (parts of whole), and concepts/vocabulary (line, cube, square, plus, equal, half, etc.) can be reasoned with this Gift. Let each child build his/her own construction, then talk about the number of cubes that have been used in different ways. The child will begin to make associations with concrete three-dimensional work, as opposed to purely abstract mathematical thinking. Return to counting the number of cubes, sides, edges and corners. Begin by counting the cubes and placing them next to each other in a line and stating "one and one is two," "two and one is three," etc. The child will discover proportions and see operations of addition/subtraction through "half of eight is four" or "two from three is one," etc. The blocks can be stacked or combined into layers to illustrate multiplication, division and fractions ("four times two equals eight").

### **FORMS OF BEAUTY**

Forms of Beauty can be created on a gridded board or free form on a table. Forms of Beauty start with the cube and progress one cube at a time — changing and evolving a design, then returning to the cube once again. Encourage the child to continually modify a construction of the cubes rather than tearing down and rebuilding. One thing should lead to the next. Froebel believed that this would leave ideas in a child's mind. This process promotes the logical and orderly development of ideas. Be sure to follow the child's invention and not "tell" him/her what to do with the cubes. Listen to the stories. Use the blocks to awaken a sense of beauty by forming symmetrical designs. These designs embody the principles of symmetry, proportion, balance, strength of center, rhythm and simplicity.

## GABE 4: Rectangular Prisms



In Gift 4, the two-inch cube is now divided into 8 oblong blocks which are 2 inches by 1 inch by 1/2 inch.

Froebel's Gift 4 is only a slight variation on Gift 3, but the rectangular prisms open up many more possibilities. Children may view them as bricks or tiles and they will see a familiar shape. The two inch cube is again divided into eight pieces, but the pieces have a proportion of 1 to 2 to 4 (1/2" by 1" by 2"). This feature will aid in creating modular constructions and designs, and proportion can be discussed as part of the Forms of Knowledge.

### **PRESENTATION**

The presentation is exactly the same as with Gift 3. This reinforces the process/ritual from before. Ask the child how this new Gift differs from the last. Comment on the similarities and differences.

### **FORMS OF LIFE**

New possibilities in building provide new associations. Introduce words like brick, tile, steps. The child will make walls, sidewalks, fences, tables, chairs, etc.

### **FORMS OF KNOWLEDGE**

The concept of fractions (and vocabulary words half, quarter, fourth, etc.) can be

discovered, as well as proportion. Introduce new words like rectangle, oblong, direction, vertical, horizontal, height, width, length, etc.

## **FORMS OF BEAUTY**

Continue with symmetrical designs. Remember that each new design is created by modifying the last. When the child is ready and has explored the possibilities of symmetrical patterns you may introduce asymmetrical designs.

## **GABE 5: Cubes & Triangular Prisms**



Froebel's Gift 5 consists of a three-inch cube divided twice in each direction, with some cubes divided diagonally into triangular prisms (half-cubes and quarter-cubes) yielding 21 one-inch cubes, 6 half-cubes, and 12 quarter-cubes. Gift 5 now represents a larger, three inch cube and incorporates more pieces and variety. The half-cubes and quarter-cubes introduce a triangular shape. This Gift is best used with children 5 years old and older.

## **PRESENTATION**

The presentation is exactly the same as with Gift 3. The child will comment on the similarities and differences to previous Gifts.

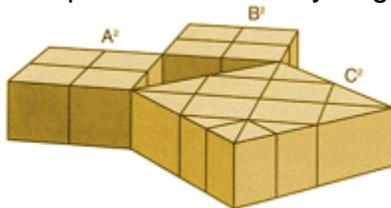
## **FORMS OF LIFE**

The child will again use the blocks to represent things from the child's life. The new

triangle pieces will introduce many more possibilities for the child to explore and allow for more realistic buildings and structures. Remember that the stories are as important as the construction as they will give you insight into the logic of the child's thoughts

### FORMS OF KNOWLEDGE

New terms like angle, triangle, diagonal, rectangular prism can be introduced. Fractions and other mathematical concepts can be discovered and concepts of geometric shapes, size/shape differentiation, parts-of-the-whole relationships, and others can be further explored. With this Gift, children can see it as three cubed ( $3^3$ ), the larger 3" cube composed of 27 1-inch cubes (albeit some further divided into triangles). For older children, the Gift may also be positioned to represent more abstract mathematical concepts such as the Pythagorean Theorem ( $A^2+B^2=C^2$ ).



PYTHAGOREAN THEOREM  $A^2+B^2=C^2$

### FORMS OF BEAUTY

Forming patterns and designs with Gift 5 produces exciting and complex symmetries. Play with this Gift will be further expanded when color is added with the parquetry tiles of Gift 7.

Remember to modify a construction rather than destroy and rebuild another.

### GABE 5B: BRICKS



GABE 5b is not the original game gift after Froebel because it has not developed in his lifetime that. Hermann Goldammer, a student Froebel has so provided together, so it is called "game gift 5B after Goldammer". Meanwhile, however, it belongs to the standard of the Fröbel-gifts beside it.

It contains, in contrast to the first 5 doses the first time round blocks, namely half Zylinder / rolls.

### **FORMS OF LIFE**

With the game gift 5B can naturally endless things and objects, ie the so-called. Lifeforms, rebuild. Sure, you can thus also build any kind of towers.

### **FORMS OF BEAUTY**

The game gift 5B after Goldammer is the only kit of gifts Game 3-6 of round blocks contain. And that also makes the special charm of the building with this game collection. This way you can with these devices build especially aesthetically. Children can use it either things or objects rebuild from their environment or create patterns.

The laying or construction of beautiful symmetrical patterns is in Froebel's pedagogy "forms of beauty" or "art forms". The rule of the game is this: There must always all the blocks of the respective game gift be used. From the 44 square, round and semicircular building blocks of the game countless gift 5B can symmetrical patterns and shapes are assembled.

## **GABE 5P: Concentric Rings**



Froebel 5P includes 3 cylinders, each divided into three Concentric Rings, and 9pcs cube with printed numbers. but only 3 layers vertically instead of four. Kids can recognize the cylinder form and inspect and examine the characteristics which distinguish them from the other Froebel blocks. The child may note the number of divisions and their axis. Cultivate their ability of divergent thinking. Also can use these bricks to create the pattern they like.

## GABE 6: Classic Building Blocks



Froebel's Gift 6 again divides the three-inch cube into more varieties of rectangular prisms, including 18 oblong blocks, 12 flat square blocks (caps), and 6 narrow columns. Gift 6 continues from the form of the three inch cube introduced in Gift 5. As Gift 4 introduced new proportions to Gift 3's cubes, so does Gift 6 introduce new proportions to the three inch cube. This is a return to concepts of size and modularity introduced in Gift 4. The arrival of the classic construction components of the cap and the column brings a real architectural feel to this Gift. In fact, Frank Lloyd Wright's Larkin Building can be represented by using the contents of Gift 6 (as shown in the photo to the right). As with Gift 5, this Gift is best used with children 5 years old and older.

## PRESENTATION

The presentation is exactly the same as with Gift 3.

## FORMS OF LIFE

Again using the blocks to represent things from his/her life, the new sizes and shapes will be eagerly put to use by the child.

## FORMS OF KNOWLEDGE

Continue a discussion of fractions. Area and volume can be also be reasoned. Scale, proportion and modularity can be discovered by having the child make as many different squares as possible.

## FORMS OF BEAUTY

Use the blocks to awaken a sense of beauty by forming symmetrical designs which embody the principles of symmetry, proportion, balance, strength of center, rhythm and simplicity.

## GABE 7: Parquetry Tablets



Seventh in the series of Froebel Gifts, this set of parquetry tablets contains a variety of geometric shapes, made from either wood, plastic or paper.

## 7 SHAPES:

Square (1" and 2")

Equilateral triangle (1" and 2")

Right-angled isosceles triangle (1" and 2")

Right-angled scalene triangle

Obtuse isosceles triangle

Circle (2")

Half circle (2")

Each shape comes in a pair of complementary colors (orange/blue, red/green, yellow/purple, etc.). Jumbo versions of the Circle, Square and Triangles are provided for younger children (ages 3 and 4).

There is not space enough here to fully describe the uses of this Gift. It is hoped that these instructions will serve as a guide and a brief introduction to Froebel's methodology. Once you understand Froebel's playful approach, the possibilities of this Gift are nearly limitless

The shapes of Froebel's Gift 7 parquetry tablets are derived from the surfaces of the first six Gifts. Up to now, the child understood surface as part of the solids. Now the flat tablets introduce the concept of surface or plane as a separate object.

This Gift signifies a move from the solid to the flat surface. The first six Gifts allowed a child to create a three-dimensional miniature of objects in their world. Gift 7 allows the child to represent these objects in two-dimensional form. From this work comes an important developmental step. The child is able to utilize what might be abstract thought by playing with these concrete objects. The shift from concrete to abstract comprehension should not happen abruptly, but build gradually through play.

All knowledge is built on previous knowledge. To build on previous Gift play, you may introduce the new tablet shape along with the solid Gift piece it was derived from. Let the child discover that she can place a 2" square on the side of the 2" cube from Gift 2 or place a 1" squares on the sides of the cube from Gift 3. The child begins to see the connection between the solid form and its surfaces.

## **PRESENTATION**

Introduce each shape one at a time. Begin with one piece. In this way, the child may focus on the unique qualities of the shape. Gradually add more pieces of a shape until the child is ready for the next shape, then start with one piece of that shape. Once the

child is familiar with a shape's possibilities, move to a new shape, in order from square, right-angle, equilateral, obtuse and scalene.

Froebel divided Gift play into three categories: Forms of Knowledge (math/science), Forms of Life (relating to objects found in a child's life/world) and Forms of Beauty (abstract patterns and designs). In keeping with the spirit of play, it is usually best to introduce a Gift with Forms of Life and then later explore Forms of Knowledge or Forms of Beauty. Suggestions for the latter two are given at the end. Children always like to build things from their own world. Representing whatever is familiar is a wonderful experience for young children

### **FORMS OF KNOWLEDGE**

The variety of shapes and angles make Gift 7 a natural tool for expressing geometry. Concepts of fractions, symmetry, opposites, proportion, etc. can be discovered by older children. The math possibilities for children six and older are endless. The tablet shapes can be combined to form a variety of geometric shapes, including: Pentagon, Hexagon, Heptagon, Octagon, Trapezoid, Trapezium, Rhombus, Rhomboid



### **SQUARE**

Give the child one square to begin with (you may use the 2" square with younger children). Once they have formed an impression of the tablet, use questions to start the dialogue: How many sides does this shape have? Are all the sides the same length? How many corners (or points) does it have? How many angles? Does this shape have a special name?

Through conversation you will guide the child to truly observe the square. The child will not learn through talking, but by doing. You will also discover what the child is perceiving. This is a window into the child's mind, helping you understand what impressions the child is forming. This dialogue will also engage a child in thinking for himself and provide the correct terminology for each discovery.

Have the child rotate the tablet and ask the same questions again. Does it matter which

way the tablet is pointing (or what color the square), or are the answers always the same?

You can relate these ideas of angle and corners, etc. to the larger world. Ask the child if they see angles anywhere else in the room. This exercise will reinforce the concepts and help the child to see horizontal, vertical, and parallel lines in his everyday world. What is important to the child is the play - seeing what can be made. Be conversational about what the child is making.

Once the child has exhausted the potential of one square, begin work with two. The two pieces can be put together in a variety of ways (side to side, side to corner, corner to corner, etc.). Once the possibilities of two pieces are exhausted move to three, then four, on up to eight, or more pieces. You may mix the two colors of each shape together

**RIGHT-ANGLED ISOCELES TRIANGLE**

Again, give the child one piece. This shape is different than the square. How many sides does it have? How many angles? Introduce the idea of "acute" versus "right" angles. Introduce a second right-angle triangle. Just like the two prisms in Gift 5 combined to form a cube, the two triangles can form a square. What kind of line divides the square? How many angles does the triangle have? Are all the sides the same length? Are all the angles the same?

**RIGHT-ANGLED SCALENE TRIANGLE**

Compare this right-angled triangle to the last. How is it the same or different? Combine two pieces. What does it form?

**EQUILATERAL TRIANGLE**

The two previous triangles were right-angled. Have the child compare this new triangle. How is it the same or different? You might mention the word equilateral (meaning "equal-sided"), but it is not necessary for the child to repeat it. The experience with the shape is more important than the terminology. Combining two of these triangles does not make a rectangular form as the two other triangles did.

**OBTUSE TRIANGLE**

Again, compare this shape to the other triangles. What make it different or unusual? Have the child combine two pieces. What can be made by connecting two pieces? Does

this shape have a name?

Once the child has been introduced to each shape, you may increase the number of pieces. This offers more possibilities for creative play. You may then proceed with the normal sequence of Forms.

### **FORMS OF LIFE**

The children represent objects in their lives in two dimensions. Begin with a reasonably small number of pieces (four or six) of one shape. Later you can increase the number of pieces to eight or twelve. Once the child has become familiar with the forms of each shape, try combining a few shapes at a time. Remember to limit the number of each shape so as not to overwhelm the child. Examples of these forms are illustrated on the back of this booklet.

### **FORMS OF BEAUTY**

This Gift allows for wonderful designs with color. The variety of angles and shapes can produce intricate mosaics and patterns, offering an interesting challenge to children ages six and older.

Made from an even number of pieces of the same shape (usually eight), these creations are symmetrical forms that are constantly modified. The primary idea of this Form is that a creation is never destroyed — only transformed. Froebel perceived this as one of the Four Laws of Unity — nothing in nature is ever destroyed, but rather it is transformed into something else.

Starting with a solid form, the activity usually proceeds from the inner pieces to the outer. The forms have a windmill-like quality, with the outer pieces appearing to spin about the periphery. Examples of a series of these forms are pictured on the back. Not coincidentally, many of Frank Lloyd Wright's work features this windmill symmetry.

## GABE 8: Sticks

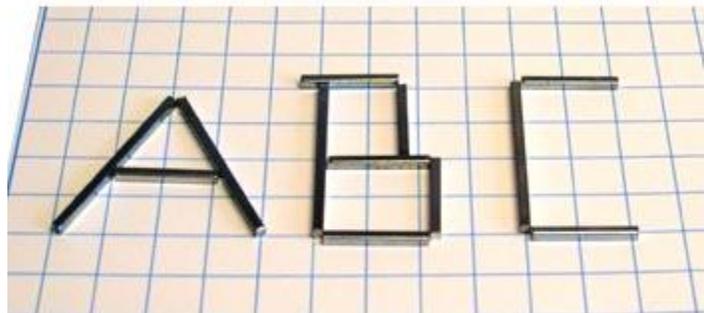


Froebel 8 sticks. 6 size, 8 colors, total 584pcs. Length 2.5cm sticks, 20pcs/color, length 5cm sticks, 13pcs/color, length 7.5cm sticks, 13pcs/color, length 10cm, 12.5cm, 15cm sticks, 9pcs/color. 8 colors: red, blue, green, yellow, purple, orange, white, black. Use these different colors and size sticks, kids can creative all kinds of patterns as they like, such as beech, swing, spider web, crocodile etc. Use high quality beech wood box for storage it. Froebel's 8 signifies a move from the surface to "the line."

### PRESENTATION

Froebel divided Gift play into three categories: Forms of Knowledge (math/science), Forms of Life (relating to objects found in a child's life/world) and Forms of Beauty (abstract patterns and designs). Suggestions for these may be used as appropriate for the child.

Children explore the world through play. A young child should always begin play with a Gift using Forms of Life. Children always enjoy building things from their own world and representing whatever is familiar is a wonderful experience for young children. The knowledge (one-to-one correspondence, arithmetic, etc.) can be drawn from what the child has made.



As with all the Gifts, it is important to remember not to give the child too many pieces at once, or allow the child to leave them scattered. Froebel believed that nothing in the world is ever destroyed - only modified. To keep with that idea, the child

should keep changing a creation rather than starting over. The enclosed grid should be used when appropriate.

All knowledge is built on previous knowledge. To build on previous play, introduce the sticks with a tablet. Have the child lay the 2" sticks along each side of the 2" square tablet from Gift 7. Perhaps he/she could also form a solid square by lying many 2" sticks side-by-side.

Traditionally, the 2" sticks are used first because these are a comfortable size for children. For this reason, the set includes more of the 2" length. After the child is familiar with the line form you may introduce the other sizes. Begin with a small number of sticks (6 or 12) and gradually increase the number as the child's play requires.

### **FORMS OF LIFE**

Start with a reasonably small number of pieces (6 to 12) of the 2" stick. You may increase the number of pieces as needed. Ask the child to create something. Participate in the play by making your own creations.

The children will represent objects in their lives in two dimensions. Although examples of Forms of Life are pictured on the back of this booklet, you should not try to reproduce them. Each child will create from his/her own world.

In this play, the adult can "peer into" the mind of the child and perceive how the child understands and interacts with his/her world by asking the child about his/her creation. Through the attention and dialogue, the child will build self-esteem and understanding of relationships. Through the act of creating, the child will develop self-confidence and become more familiar with the physical properties of the universe.

You may also start a dialogue regarding the metal of the sticks. Have you seen this type of thing before? What else is made of metal? Where does metal come from? This is a wonderful launching point for a conversation with the child.

### **FORMS OF KNOWLEDGE**

Useful for concretely demonstrating arithmetic (adding, subtracting, multiplying, dividing, greater than/less than, etc.), the sticks allow the child to experience the ideas of top/middle/bottom, right/left, toward/away from, vertical/horizontal, plus various kinds of slants and angles. A variety of geometric shapes (from Gift 7 play) may be formed with the sticks. The child may also use the sticks as a unit of measure.

Guide the child's attention to the properties of each shape through questions. Allow the child to form impressions of these properties rather than stating facts or providing answers.

## FORMS OF BEAUTY

Again, start with fewer pieces so that the child can explore the possibilities of each amount. The sticks allow for wonderful symmetrical shapes and patterns. The parent or teacher playing with the child may demonstrate the technique of modifying each part of symmetrical shape in turn. In this way, the progression of variations happens through a series of simple, repeated modifications. Many of Frank Lloyd Wright's designs have this "windmill" effect.

Later, you may introduce a larger number and wider variety of lengths to create more elaborate designs.

### GABE 9: Rings



Froebel 9 includes 6 colors rings and half rings, total 216pcs. inner diameter 2.5cm rings,6pcs/color; inner diameter 3.75cm rings,6pcs/color; inner diameter 5cm rings,6pcs/color; inner diameter 2.5cm half rings,6pcs/color; inner diameter 3.75cm half rings,6pcs/color; inner diameter 5cm half rings,6pcs/color. Froebel 9 represents the edges or outlines of these objects, curved lines.

The rings introduce the circle and the curved line. You may choose to start with the largest ring, especially with younger children. Since all knowledge is built on previous knowledge, you may perhaps introduce the 2" ring by having the child place the ring on

the 2" cylinder from Gift 2. Begin with a one ring, then add two, etc. Allow the child time to form impressions about the ring. Beautiful designs can be made with the rings. You might introduce the half ring with a stick and allow the child to note the similarities and differences.

### **FORMS OF LIFE**

The children again represent objects in their lives. Starting with a reasonably small number of pieces (6 to 12) of one ring or two half rings, increase the quantity or variety as needed. Focus the child's attention through a dialogue. What objects are circles? What does this half circle look like? (e.g. a bowl, a smile, etc.) Can you see any other circle or curves around you? Always raise their eyes to the world around them.

Emphasize the connections.

After the impressions of each form are made, include both the sticks and the rings to allow play with both straight and curved lines.

### **FORMS OF KNOWLEDGE**

The rings allow the child to discover whole/half, diameter/circumference, inside/outside and the concept of curve direction (or orientation). How many sides does a circle have? Does it have angles?

### **FORMS OF BEAUTY**

Elaborate patterns of curved lines are quite beautiful and soothing. Give the child a few pieces to start and add more as needed. For symmetrical patterning, it is advisable to start with a central form and modify the peripheral pieces.

## **GABE 10: The Point**



Ninth in a series of 10 Gifts, Froebel's Gift 9 features small objects, often in a variety of colors, to represent the point.

Continuing the logical cycle, from the solid forms of Gifts 1-6, the surface of Gift 7, the lines of Gift 8, and now to Gift 9, children are now asked to create using only points. So, the progression of Gifts has reached a higher level of abstraction - a point with no dimension, essentially only "position" is referenced. Froebel understood that children cannot be taught these abstract concepts, but they can discover them through play and internalize these ideas. The impressions formed by doing creates a solid foundation of understanding.

All knowledge is built on previous knowledge, and every activity reinforces this knowledge. The young mind is still organizing its concept of the world and these brightly colored wood pieces invite a child to explore these concepts in a playful way. By playing with the child and asking questions, the child will reveal his/her thoughts about the world.

It is important to note that, although Froebel used these items in his Kindergarten, he did not establish the sequence of the Gifts after Gift 7. This work was done after his death by his followers and several numbering schemes developed over the years. These instructions are intended to serve as a guide and a brief introduction to Froebel's methodology. Once you understand Froebel's playful approach, you will see that the possibilities of this Gift are limitless and that using the Gifts is a creative activity, not meant to be a rigidly followed procedure.

## **PRESENTATION**

Froebel divided Gift play into three categories: Forms of Knowledge (math/science), Forms of Life (relating to objects found in a child's life/world) and Forms of Beauty (abstract patterns and designs). Suggestions for these may be used as appropriate for the child. The enclosed grid can be used when appropriate but it is not always necessary. Design forms and forms of knowledge are only meaningful if a child can discover them. They should not be taught didactically.

Children explore the world through play. A young child should always begin play with a Gift using Forms of Life. Children always enjoy building things from their own world and representing whatever is familiar is a wonderful experience for young children. The knowledge (one-to-one correspondence, arithmetic, etc.) can be drawn from what the child has made.

As with all the Gifts, it is important to remember not to give the child too many pieces at once, or allow the child to leave them scattered. Froebel believed that nothing in the world is ever destroyed - only modified. To keep with that idea, the child should keep

changing a creation rather than starting over. The enclosed grid should be used when appropriate.

You may choose to first introduce the point along with the solid cube from Gift 2. Start with one or two pieces so that the child will focus on its properties. Have the child note the points on the corners of the cube. What are they? They are not shapes or lines.

### **FORMS OF LIFE**

The children represent objects with a series of points. Begin with a reasonably small number (12) of pieces, all one color. Later you can increase the number of pieces and vary the colors. Examples of these forms are pictured on the back on this instruction card.

Ask questions. Do you see other points in the room? Always raise their eyes to the world around them. Emphasize the connections.

### **FORMS OF KNOWLEDGE**

Sorting and ordering objects is the foundation of basic mathematics. When used with or without the grid, the points are naturally suited for this activity. Besides arithmetic (adding, subtracting, etc.), basic concepts of geometry can be explored. What is a point? Does it have a shape or direction? The idea of position and connecting points to form a line can then be reasoned by the child.

A paper grid (or table with inscribed gridlines) is ideal for exploring the geometry of the point. You may perhaps have the child place a handful of points at the intersection of lines on the grid (on either the 1" side or the ½" side). The points can form lines (vertical, horizontal, diagonal, etc.) or shapes (circle, triangle, square, etc.). Each line or shape can be used to represent something - a person or object - and can be worked into a story or song. You may also repeat the exercise, placing the points in the center of the grid squares.

### **FORMS OF BEAUTY**

The other Gifts naturally form symmetrical, geometric patterns. Using the grid card with the points will again encourage the child to produce these type of designs. By allowing the child to create freestyle designs, you will also find beauty and structure in his/her creations.

Gift play with the points is closely related to drawing, one of Froebel's Occupations. One of the distinctions between an Occupation and a Gift is that a Gift can be returned to its original form (Froebel spoke of a fundamental law of the Universe that nothing is ever

destroyed — it only changes form). Drawing is an Occupation since it cannot easily be undone.

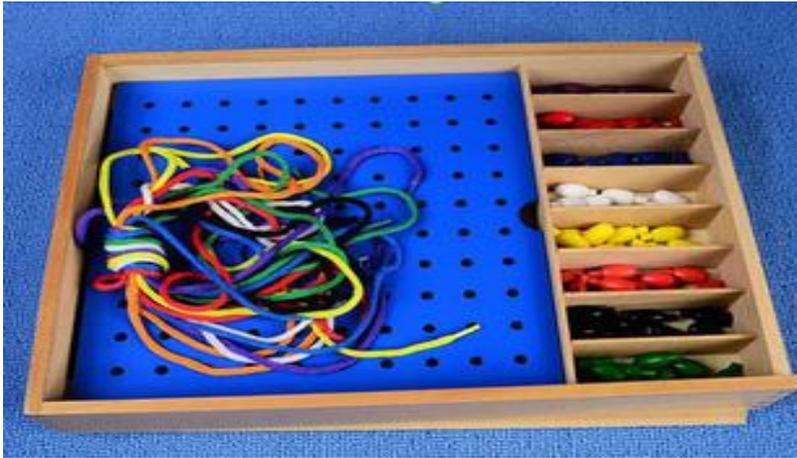
It helps to understand Gift 9 in this context. Through Gift play, the child will begin to see the universe in terms of solids, surfaces, lines and points. In drawing, the child may perceive lines as a series of connected points. Points also exist in three dimensions. Gift 10, the final Gift, creates a skeletal structure of a form using both points and lines.

## Jun GABE 1: Beads



Froebel Jun 1 includes 6 color total 102 pcs beads. cube beads, 4pcs/color, size 2.5cm; sphere beads, 5pcs/color. Dia 2.5cm; cylinder beads, 4pcs/color, dia 2.5cm; half cylinder, 2pcs/color; triangle 2pcs/color. With a string line. Kids can learn colors, shapes, string beads and creative designs by this Froebel toys. This activity helps develop fine motor skills for kids.

## Jun GABE 2: Pegboard



Froebel Jun 2-Pegboard includes 8 color total 120pcs pegs, 8 color lines, a pegboard, packed in a beech wood box. 15pcs peg for each color. Kids can creative all designs as they want. Aslo children can learn the relation between point and surface from this Froebel Jun 2.



*\* I would claim that this **Froebel kits are not just for children but also for adults!** Everyone can here looking at his level his challenge ... here are a few samples in the form of photos. Above is a bathroom (with shower, toilet, sink and bathtub!), built with Froebel blocks*

Reference:

<http://www.froebelgifts.com/>