RETHINKING LEARNING & TEACHING IN EARLY CHILDHOOD DEVELOPMENT

BRAINBOOSTERS
learning is child’s play

(Early Literacy & Numeracy)

October 2014
by Karina Strydom
“Education is the most powerful weapon which you can use to change the world”

NELSON MANDELA
CONTENT

Executive summary 3
Background 4
Foundation for all future learning 5
Rethink teaching and learning in ECD 6
Putting science into action for ECD 10
Methodology Age 1 - 3 11
Methodology AGE 6 - 8 24
Pre-reading skills 28
Parent Involvement 35
Nelson Mandela famously said that “Education is the most powerful weapon which you can use to change the world.” However, South Africa has still not developed a parenting culture where parents view themselves as the child’s primary educator. Parents spend insufficient time talking, reading or playing with their children, and their knowledge of which basic concepts are necessary for future learning is severely lacking. As a result, many children enter school without a proper foundation.

BrainBoosters conducted research with 870 learners aged between 6 – 7 years, and discovered that most children enter Grades R & 1 without adequate understanding of colours, shapes or how to count out each number from zero to ten. These basic concepts are the foundation for all future learning, and have to be introduced as they are intangible ideas that children cannot discover on their own. Research has established that the sooner children learn colours, shapes and numbers, the better they tend to do at school.

Existing methods of teaching can be slow and strenuous, but BrainBoosters has developed an easy way of introducing these concepts to young children, using an age-appropriate method which we have adapted for older children. The children learn a number of soft skills through play, and by implementing strong scientific principles, the BrainBoosters Programme has achieved remarkable results in a short period of time.

Because children learn differently at different ages, BrainBoosters has developed two programmes:

1. Play & Learn (ages 1-3)
2. Catch-Up (ages 6 - 8)

Each programme includes training and products for teachers, parents and children.

Every day, the sun rises on an opportunity to make a difference. Each colour, shape and number taught is a building block for a child’s future.

Many children enter school without a proper foundation. BrainBoosters conducted research with 870 learners aged between 6 – 7 years, and discovered that most children enter Grades R & 1 without an adequate understanding of colours, shapes or how to count out each number from zero to ten. On average, the children knew approximately 5/10 colours, 2/10 shapes and 6/10 numbers.

Children who learn colours, shapes and numbers earlier tend to do better at school. It is the foundation for all future learning. This is according to the Scientific America Mind Journal of July 2011.
Why are basic concepts the foundation for all future learning?

Colour, shape, numbers, size, spatial relationships and written words are everywhere in our environment. Everything has a colour and shape, is in quantities, is large or small, is in front, behind or to the left or right of you and has a written word. Once a child has an understanding of these concepts, everything in his environment will start to make sense.

For example; **COLOUR** is used in activities such as matching, sorting, grouping and classification.

The ability to identify **SHAPES** is necessary in order to distinguish the physical differences between objects. It lays the groundwork for Algebra and Geometry which is a vital element of early Mathematics. Teaching the alphabet to a 2 year-old has no value but recognising the difference between a pentagon and a hexagon helps children to later distinguish between the letter ‘b’ and the letter ‘d’ or the number 6 and 9.

Understanding the concept of **NUMBERS** (such as the ability to count any number from 0 – 10 using tokens) is necessary before learning basic calculations such as addition and subtraction. Before the child can grasp the idea that a figure can represent a number, he/she should have mastered the general concept of numbers and the idea that each number can represent various objects.

Once the child has mastered the concept of shapes, it is time to introduce the concept of **BIG & SMALL**, something children particularly enjoy learning about.

It is important that the child has an understanding of **POSITION** words describing spatial relation so that he/she can follow instructions in class. For example; *top or bottom of page, read from left to right, etc.*

Young children should learn that **WRITTEN WORDS** have meaning. BrainBoosters introduces concept words and their meanings.
1ST REASON FOR NOT KNOWING COLOUR, SHAPE & NUMBERS:

CHILDREN CANNOT DISCOVER CONCEPTS

Children who can tie their shoelaces and ride a bicycle were taught to do it. They have to practice repeatedly to master these skills. It is the same with colour, shape and numbers.

Children cannot discover these concepts on their own (free play), they need to be introduced. However, because these are intangible concepts, they can be difficult to teach.
Blue Plate Methodology of BrainBoosters:

If a child is served dinner on a blue plate, he/she can discover the following about that plate without assistance:

- That it is something that holds his food.
- That it might break if it falls.
- That it is heavy, or light.
- That it can or cannot roll.
- That it cannot move by itself.

However, he cannot discover the word ‘plate’ or that it is a ‘blue’ plate, or that the plate looks like a ‘circle’ or that it is ‘one’ or ‘two’ plates. If a child touches the plate, he is touching the plate, not the ‘colour’, the ‘shape’ nor ‘one’ or ‘two’.

BrainBoosters don’t use any objects to introduce concepts. Using objects is already applying knowledge which they don’t have. Once they have an understanding of these concepts, objects can be used.

http://youtu.be/lgpJC7Q9i_Y
Many parents in South Africa don’t see themselves as their children’s primary educator and tend to overlook the importance of cognitive stimulation. They do not spend adequate time talking, playing or reading with their children. Not only are they unaware that this can play an important role in laying a basic educational foundation, they do not know why, what or how to teach their children basic concepts. As a result of this, far too many South African children enter mainstream schooling without a basic educational foundation.

Even Charles Darwin (1877) found it difficult to teach his own children colours.

“They could not name the colours although I tried repeatedly to teach them”. Charles Darwin (1877)
3rd REASON FOR NOT KNOWING COLOUR, SHAPE & NUMBERS:

EXISTING METHODS

The existing method used in most pre-schools is to use objects to introduce colour, shape or numbers. E.g. How must a child know to look at the colour of the object and not the object itself? This is confusing, takes continuous, repetitive effort, and is slow and difficult to learn.

There is nothing wrong with the young child’s brain, only with the method used to introduce concepts such as colour, shape and numbers. The properties or characteristics of colour, shape and numbers cannot be touched and therefore cannot be separated from the object.
1. **Play & Learn (ages 1-3) used in Day Care centres:**

We provide non-academic training with a picture-driven manual for caregivers with little or no ECD training, who care for children under the age of four. We provide carefully-selected toys, books and posters in six themes for the teacher, as well as six themed Parent Packs.

2. **Catch-Up (ages 6-8) used in Pre- and Primary Schools:**

This programme is aimed at children who missed out on the foundation for all future learning. BrainBoosters offers an accelerated learning program providing training and products for teachers, learners and parents. It consists of two parts:

   - **Part 1** - Mathematical concepts and vocabulary.
   - **Part 2** - Pre-Reading skills.
Window of Opportunity: What do we do about this? What do we do differently? How do we put science into action?

BrainBoosters introduce children to the basic concepts during the window of opportunity when effortless learning can take place in an age-appropriate way.

**BASIC CONCEPTS**

- COLOUR
- SHAPE
- NUMBER
- BIG & SMALL
- POSITION
- WRITTEN WORDS

**INTRODUCE BASIC CONCEPTS**

**DURING THE WINDOW OF OPPORTUNITY**

1. Isolate
2. Reinforce
3. Combine
4. Reflect
5. Don’t test
We introduce 10 colours simultaneously because children have to learn a colour in relation to other colours and not one colour at a time.

Does the method work? Yes! Evidence-based learning shows that a child as young as 15 months can identify 8 out of 10 colours after just four weeks. In order to demonstrate that the programme does work, we assessed a 15-month-old child, but usually we do not test children under the age of 4.

1. **Isolate**
   
   Isolate each element of the concept, but introduce all elements simultaneously. It is usually sufficient for a child under four years of age to master the concept, when he/she is passively shown the element in addition to seeing and hearing its name.

   We do not show different objects when we introduce colour.

   First we show the word ‘red’ on its own and then the colour separately i.e. the entire page in red.

   ![Red](http://youtu.be/mL0WwDuqYPo)

   **ISOLATE COLOURS**

   **PLAY & LEARN PROGRAMME (30 minutes per day)**

   **METHODOLOGY - AGE 1 – 3**

   1. **Isolate**
   2. **Reinforce**
   3. **Combine**
   4. **Reflect**
   5. **Don’t test**
Does the method work? Yes. Evidence-based learning shows that a 2-3 year-old knows 10 out of 10 shapes after three weeks.

1. **Isolate**

Isolate each element of the concept, but introduce all elements simultaneously.

First we show the word ‘square’ on its own and then the shape in black. The characteristic of shapes lies in the curved or straight lines.

We introduce 10 shapes simultaneously and all in one colour and one size so that the child learns a shape in relation to other shapes, and not one shape at time.

[http://youtu.be/6ooeEte5Z1Y](http://youtu.be/6ooeEte5Z1Y)
PLAY & LEARN PROGRAMME (30 minutes per day)

METHOD FOR AGE 1 – 3

1. Isolate
2. Reinforce
3. Combine
4. Reflect
5. Don’t test

1. Isolate:

Isolate each element of the concept, but introduce all elements simultaneously. Show children the number and how to place the number of black discs on the white spaces in the book. Encourage children to do it on their own.

![Image of discs](http://youtu.be/F8MFopiOKEw)

We don’t use different colourful objects, counting songs or rhymes to introduce number concepts. For most children, counting songs and rhymes rely on memory and do not teach an understanding of numbers at all. We encourage teachers to begin each day with a counting demonstration using discs. As the teacher counts to 20 and then back to zero (whilst taking away) the discs until there are none left on the table, the children are able to see addition and subtraction in action and zero when there is nothing left on the table.

Does the method work? Yes! Once a child can count out five of the same objects, it shows that the child has started to grasp the concept of what numbers are and how they work. See a 2-3 year-old counting out 5 discs.

![Video](http://youtu.be/GVLTpwlMhEI)

![Video](http://youtu.be/F8MFopiOKEw)
2. **Reinforce:**

Brain connections become permanent through repetition. (How does a baby learn the word ‘MOMMY’, how many times must the baby hear the word MOMMY?) Repeated activation of the neuron networks that exercising the cognitive muscle strengthens these connections. Children love repetition. This is how they learn. For example, we show the child a book of 10 colours three times per day for three weeks. It takes less than a minute to flip through the book. Teachers do daily counting demonstrations.

![My book of colours](http://youtu.be/eCZGjL1BfGA)

http://youtu.be/5VxRlG04cxE
1. Isolate  
2. Reinforce  
3. Combine  
4. Reflect  
5. Don’t test

COMBINE
30 - 40 DIFFERENT COLOUR GAMES

Each theme consists of carefully-selected toys. During the 30-minute per day programme, (one that can easily fit into the normal day programme at a day care centre) different guided games are played to reinforce what was learnt. As soon as the child grasps how to play the game, he can do it on his own. Our books are unique because we never show sentences together with a picture. The sentence is on one page which must be turned in order to see the picture. In this way, the child has to look at the written words when the teacher shows him how to read from left to right and from top to bottom.

Example:

Show the children how to match the colours of the cards to the colours on the ball and in the book.

Hide a ball inside the large stacking barrel. Say the name of the colour when the ball is revealed.

http://youtu.be/os4CjuJaP1o

http://youtu.be/Z6HZ--nI2dA
PLAY & LEARN PROGRAMME (30 minutes per day)
METHOD FOR AGE 1 – 3

1. Isolate
2. Reinforce
3. Combine
4. Reflect
5. Don’t test

Alternating the red cups with the yellow, shape foam discs, show the children how to build a tower.

Show the children how to match the raised puzzle shapes to the black foam shapes.

Show the children how to use the crayons to make the outline of the black foam shapes. (Not the oval or the circle.)

Show the children how to match the words on the yellow foam discs to the words in the books.

COMBINE
30 - 40 DIFFERENT SHAPE GAMES

http://youtu.be/NYb0xT-MmPg
http://youtu.be/0nH0Gghbgyc
http://youtu.be/EXzAGpdVNH4
http://youtu.be/czGL9Sdr708
PLAY & LEARN PROGRAMME (30 minutes per day)

METHOD FOR AGE 1 – 3

1. Isolate
2. Reinforce
3. Combine
4. Reflect
5. Don’t test

COMBINE

30 - 40 DIFFERENT NUMBER GAMES

Read the posters to one child or to a group of children.

Show the children the hopscotch number that corresponds to the number in the book.

Lay out the hopscotch blocks with the numbers one, two and three. Show the children how to jump over each block while you call out the numbers.

Show the children how to stack the black discs to make a tower. Let them take turns. Ask them to select the highest or lowest tower.

http://youtu.be/lgpJC7Q9i_Y

http://youtu.be/Kmgxex4vkaM

http://youtu.be/ddUeIbMYLRaQ

http://youtu.be/EczWqAOAM
PLAY & LEARN PROGRAMME (30 minutes per day)
METHOD FOR AGE 1 – 3

1. Isolate
2. Reinforce
3. **Combine**
4. Reflect
5. Don’t test

**COMBINE**

**30 - 40 DIFFERENT BODY GAMES**

After children have learnt colour, shape and number concepts, they are now ready to apply this knowledge. The next three themes are used to apply the concepts and to build knowledge.

Show the objects one at a time and say their names out loud as you remove them from the Feely Bag.

Let the children make different sounds with the instruments. Choose one child at a time to be the conductor of the orchestra.

Let the children take turns to stand next to, behind, in front and inside the Play & Learn container as you say the words.

Let the children match the colour of the words on the puzzle pieces to the colours on the poster and colour cards.

- [http://youtu.be/d7j6eZ0BesI](http://youtu.be/d7j6eZ0BesI)
- [http://youtu.be/y-Fx7HR4PJU](http://youtu.be/y-Fx7HR4PJU)
- [http://youtu.be/kbxup1iE5qE](http://youtu.be/kbxup1iE5qE)
PLAY & LEARN PROGRAMME (30 minutes per day)
METHOD FOR AGE 1 – 3

1. Isolate  
2. Reinforce  
3. Combine  
4. Reflect  
5. Don’t test

COMBINE

30 - 40 DIFFERENT FOOD GAMES

Encourage older children to show younger children how to build the puzzle.

Let the children turn over the halves of the stacking barrels and line them up from smallest to largest. Place a fruit puzzle piece on top of each cup. Say the name of a fruit out loud, and ask the children to pick up the cup that has that fruit on it.

Show the children how to use the stacking barrels and fruit puzzle pieces to build a tower. Say the name of the fruit as they build.

Show the children how to match the fruit puzzle pieces to the pictures on the poster. Encourage them to do it on their own.
PLAY & LEARN PROGRAMME (30 minutes per day)
METHOD FOR AGE 1 – 3

1. Isolate
2. Reinforce
3. Combine
4. Reflect
5. Don’t test

Show the children how to match the names of the animals on the discs to the names on the posters.

Play animal ten-pin-bowling with the plastic animals and a ball. Show the children how to count the animals that remain standing after the ball has been rolled.

Hand out one animal to each child and ask them to show you the head, legs, tail, ears etc. of the animals.

Show the children how to play shop-shop. Let the children buy their favourite animals.

http://youtu.be/D0xT6GUOFQk
http://youtu.be/M2_P8KxU0DQ
http://youtu.be/4o0rWVH7LDc
http://youtu.be/gWzu8w3a_Qw
Children should be able to use a word with an understanding of its meaning, in context and with confidence! For example: The peas on my plate are green. The plate looks like a circle, etc.

We are constantly surprised at the level of understanding when children use the words in context. For example: A four-year-old told her father that he is a ‘real hexagon’ meaning he is full of points, full of nonsense.
No testing, no stress, but lots and lots of fun! Most children love to learn, but they hate to be tested. They are going to be tested from Grades R to 12, and they do not respond well to the stress of being tested before starting school.

Children learn through play and when they hear the words repeatedly. Because each child learns at his own pace, there is no need to rush them. Some children will be quick to recognise the shape of the word while others may need more time. There should not be any pressure on a child to know all colours, shapes and numbers within a certain time-frame.
1. Isolate
2. Reinforce through ample repetition, always giving instant, interactive feedback where mistakes are spotted
3. Combine
4. Reflect
5. Children may be assessed. Pre-, mid- and post- assessments.

OLDER CHILDREN
LEARN DIFFERENTLY

Can older children learn in the same way? No, because they have lost the ability to learn just by soaking up what they see, it takes more effort, time and a different method. We often get feedback from day care centres that the two year-olds are learning much faster than the four year-olds. For this reason, we had to adapt our method for children older than three.

Interactive method with instant feedback:

E.g. Each child is given a set of the 10 matching shape cards with the words on the back. They are asked to lay out the cards on their desk and while the teacher shows the word of the shape, each child has to hold up the corresponding shape card. This method works well as it actively engages each child. The teacher is now able to instantly see which child needs further assistance, even with large numbers of children in the classroom. She is able to unobtrusively show any child with the incorrect card the correct matching card – giving stress-free instant feedback to that child. The programme does not need to make use of costly high-end technology. Instead; all that is needed is a set of matching cards.
OLDER CHILDREN LEARN DIFFERENTLY

This thinking is in line with many international studies that confirm that feedback is an essential ingredient in training our brain. (Scientific American Mind of July/August 2014 p24)

Because the BrainBooster programme is play-based, we have found that absenteeism declined because children love to learn through play.

The programme allows children to develop non-cognitive skills (character building) in addition to cognitive skills. The amount of PLAY that we offer facilitates the development of a number of natural soft skills.

Look at the confidence of this 5 – 6 year-old demonstrating counting to her class mates.

http://youtu.be/_u_eHeADbU
OLDER CHILDREN LEARN DIFFERENTLY

Interactive method:

Play-based learning:

Weekly assessment:
CATCH-UP PROGRAMME (45 minutes per day)
METHOD FOR AGE 6 - 8

PRODUCTS

TEACHER RESOURCES

- X 27 differently-themed A4 BOOKS
- X 17 differently-themed A3 POSTERS
- Weekly plan
- Counting strips
- A3 posters for overview of programme
- Counting discs

LEARNER & PARENT RESOURCES

- X 26 differently-themed sets of matching cards in containers
- X 12 differently-themed 4 POSTERS
- X 1 Parent-Child interaction book
- X 1 Matching exercise book
- Counting strip
- Counting discs
- X 2 Parent Packs

HOW TO PLAY THE GAME:
1. 2-4 players
2. Shuffle the Number Dominoes cards and share them between the players.
3. Use your own tokens – coins, pebbles or small stones.
4. The player takes the top domino card and chooses the lowest number and moves the token the appropriate number of spaces. When the player lands on a space, he needs to identify the number, shape or colour. If he doesn’t know the number, shape or colour, he has to go back the number of spaces. (Use either the dots or the number.)
5. The winner is the first person to reach the WINNER block.

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Does the method work? (Evidence-based learning) Children learn faster with BrainBoosters. The biggest improvement reported was from a Grade 1 teacher who followed the program precisely from Day 1; her class average increased from 28% to 85%.

Teacher’s attitudes also changed during the 12-week programme, reflected by increased results and the fun children had.

Please view our Research feedback documents: http://www.brainboosters.co.za/reasearch-and-articles

The remarkable results and fun that the children experienced resulted in a positive change in attitude and behaviour of teachers. Please view.
Young children should learn as early as possible that written words have meaning. Please watch the concentration and enjoyment of this 4 month-old baby being introduced to colour and the written word.

[Video](http://youtu.be/7ukeVAV1hYI)

A 3 - 4 year-old girl was able to recognise the words of colour and understand the meaning of each word after 3 weeks on the programme.

This could have a profound impact on a country’s literacy levels if children are introduced to concepts and learn to recognise their written words and meanings before the age of 4.

A recap of the existing method that is commonly used throughout the world:

<table>
<thead>
<tr>
<th>Pre-Reading Skills</th>
<th>Phonemic Awareness</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Vocabulary Enhancement</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Written Words Have Meaning)</td>
<td>The ability to break apart the spoken words into smaller sound segments.</td>
<td>Understanding that alphabets represent sounds that can be blended together to form spoken and written words</td>
<td>The ability to recognize words easily and accurately, and read with greater speed</td>
<td>Teaching additional new words</td>
<td>Ability to read with full understanding and make inference from the text</td>
</tr>
</tbody>
</table>
WHY A DIFFERENT APPROACH IS NEEDED

The motivation for a reading programme such as this is based on extensive insights gleaned from numerous ‘literacy research’ documents from a wide array of experts in the field. These writings confirmed one thing: that many children in South Africa seem to be unable to comprehend what they read. BrainBoosters has been looking at why this might be.

Most pre-schools use songs and rhymes as a fun way to introduce the alphabet. What BrainBoosters has observed is that many children who are learning English as a second language seem to struggle to understand rhymes such as: ‘a’ for apple, ‘b’ for banana etc. Children don’t have the appropriate vocabulary for understanding rhymes and songs – let alone understanding the letter names and sounds in isolation.

South Africa ranks last in the world in numeracy and literacy. To use the same existing methods over and over again expecting a different outcome was Albert Einstein’s definition of insanity.

South Africa needs a drastic intervention plan because our education system at present is failing many of our children. Two out of three children grow up to enter the job market without adequate reading skills. If this situation continues, we can never hope to compete in a global economy. We believe that traditional methods are futile for most of the children learning English as a second language, proving to be a waste of time, money and energy. This is shown by the lack of improvement in South Africa’s ANA results and in our world rankings for literacy and numeracy.
In mainstream schooling, Grade 1 learners are taught 26 letters over the course of an entire year, and yet they still struggle to read. South Africa needs a programme that can accelerate this learning process.

BrainBoosters are using embedded phonics for children aged 4-6 to be introduced before they begin formal schooling, one that begins with a sentence describing a picture. After showing the children a picture, we introduce an English sentence relating to the picture and discuss it in the child’s vernacular. Through fun and games, we teach children to first recognise the individual ‘words’ of this sentence.

FIRST WEEK:
SENTENCE
The father is reading a book to his son.

http://youtu.be/VJh-nkYJM8s
SECOND WEEK:
FIRST LETTER SOUND OF EACH WORD
The father is reading a book to his son.

http://youtu.be/yw4cZL1jGIY

Once they can recognise and understand the words, we then make them aware of the first sound of each word in the same sentence.

THIRD WEEK:
LAST LETTER SOUND OF EACH WORD
The father is reading a book to his son.

http://youtu.be/u7pQJrtvvus

Then the last sound of each word in the same sentence.
An example of what some children were able to achieve in the first 3 weeks of the programme:

WEEK 1: Recognition of each word in the sentence.

WEEK 2: Recognition of the first sound of each word in the sentence.

WEEK 3: Recognition of the last sound of each word in the sentence.

During the 12-week programme, children only learn four different sentences, but 21 sounds. At the end of the 12-week programme, they should be able to read 10 different sentences using the words that were taught in the original four sentences.

Feedback from the first 3 weeks:

Please click on the YouTube links to view.

http://youtu.be/MHctb_UuI48

http://youtu.be/7e-A2nbqGVQ

http://youtu.be/pmWvjJPmviM

http://youtu.be/MHctb_UuI48
Once a child understands that written words have meaning and knows about 21 sounds, he will develop a mentality of ‘I can’. He hasn’t learnt to decipher words yet, but he will be ready and able to follow the Curriculum in Grade 1.

Observe how this Grade R learner responds after just three days on the programme. (Video taken with the teacher’s cell phone).

http://youtu.be/pQ2Rkr2cPuA

This confidence better positions children to follow the curriculum in Grade 1. This means that they will be primed for better marks and will be able to enjoy reading books from the school library.

The programme is designed for South African children. It aims to advance children’s ability to read in an enjoyable and exciting way!

N.B. - This programme is not a full reading programme. It is a reading booster programme that equips the child to follow the CAPS curriculum in Grade 1. We believe the programme increases the speed at which children learn to read.
How do we reach parents and show them WHY, WHAT and HOW to cognitively stimulate their young children? How do we teach them to play, read, talk and interact with their children?

We provide Parent Packs in both our programmes and show teachers how to train parents during Parent Evenings.
We provide six different parent packs with our Play & Learn Programme designed for children under four years of age: Colours, Shapes, Numbers, My Body, Food and Animals. The last three themes are used to apply concepts already learnt.

During Parent Evenings at day care centers or pre-schools, we show the parents how to play at least 10 minutes per day with their children using the products. The Parent Pack includes a picture-driven page with ideas on how to play so that parents can easily understand without even reading the instructions.
During parent days/evenings, we show parents how to play the games and encourage them to play at least 10 minutes per day with their children. Dual learning takes place; e.g. parents learn about shapes too.

BrainBoosters provides two different sets of Parent Packs in the Catch-Up Programme:

1. Two board games and dominoes to reinforce colour, shape and numbers.

2. Matching cards and posters to build vocabulary about food and animals.

Part 1 – Maths Parent Pack Part 2 – Pre-reading skills Parent Pack

http://youtu.be/srZvSiluzV4

http://youtu.be/CjitF74Rjuk
BrainBoosters has launched a Company Volunteer Programme whereby a company identifies a pre-school and buys Parent Packs for each child. The volunteers watch a 5-minute video on YouTube, then visit the school during a Parent Day/Evening where they demonstrate to parents how to play with their child using the products. The company can run this on a regular basis with the school.

http://youtu.be/RLHL3C1MBrk
In order to increase our reach, we will soon be launching a free mobile BrainBoosters ECD programme on MXit, aimed at showing parents or teenage siblings how to teach the important concepts for future learning to young children.

We also use social media such as Twitter, posting on parenting platforms about how parents can teach young children the concepts for future learning.

We are experimenting with video snippets for parents on how to do homework in Grade R.
Everyday, the sun rises on an opportunity to make a difference. Each shape, colour and number taught is a building block for a child’s future.

Music by: Ludovico Elnaudi - Una Mattina
‘One morning’

www.brainboosters.co.za

http://youtu.be/DUKf5wJ2Jhk