

THE BASIC CONCEPTS PROGRAMME

A Metacognitive Programme For Young Children Who
Experience Barriers Towards Learning In The Foundation Phase



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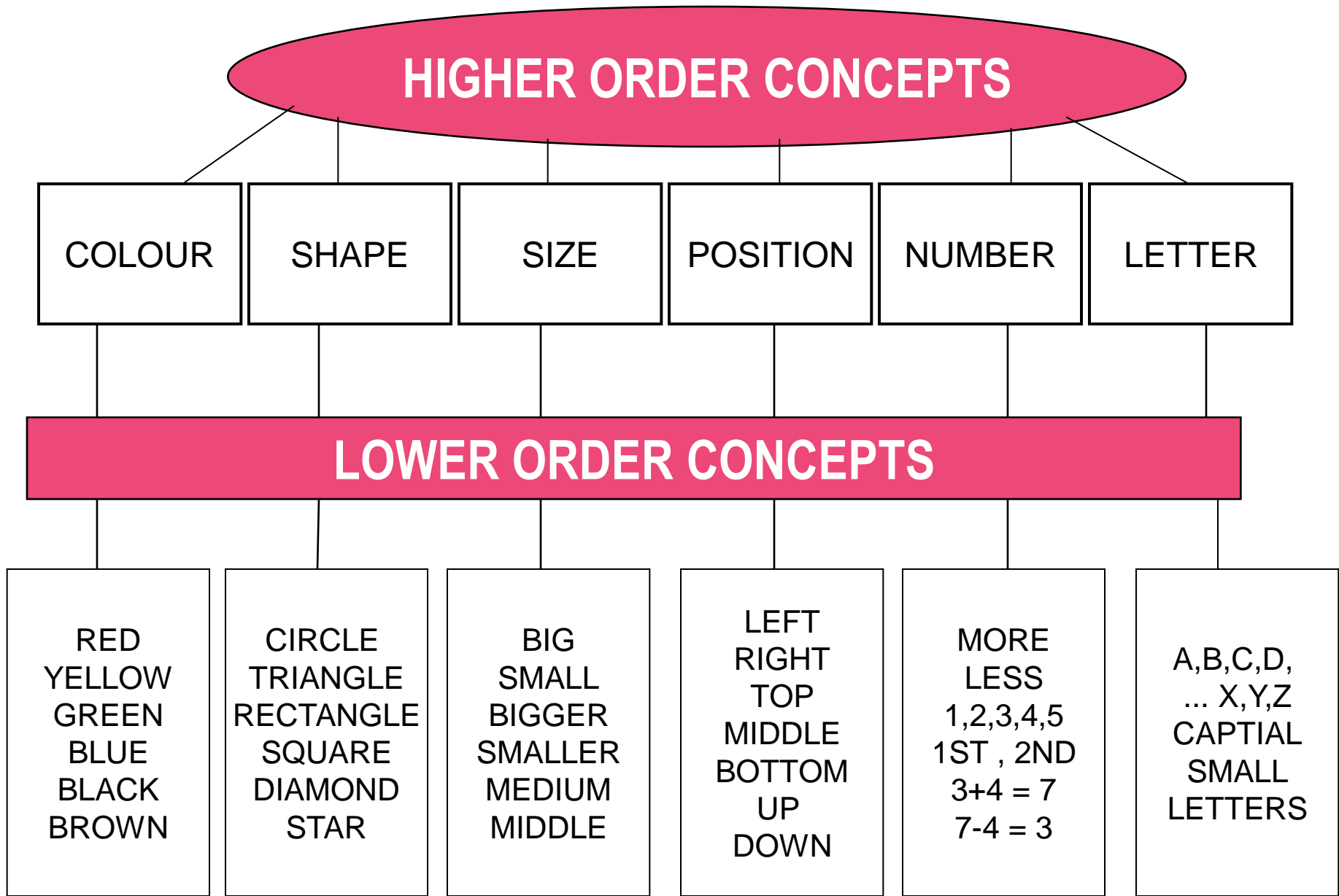


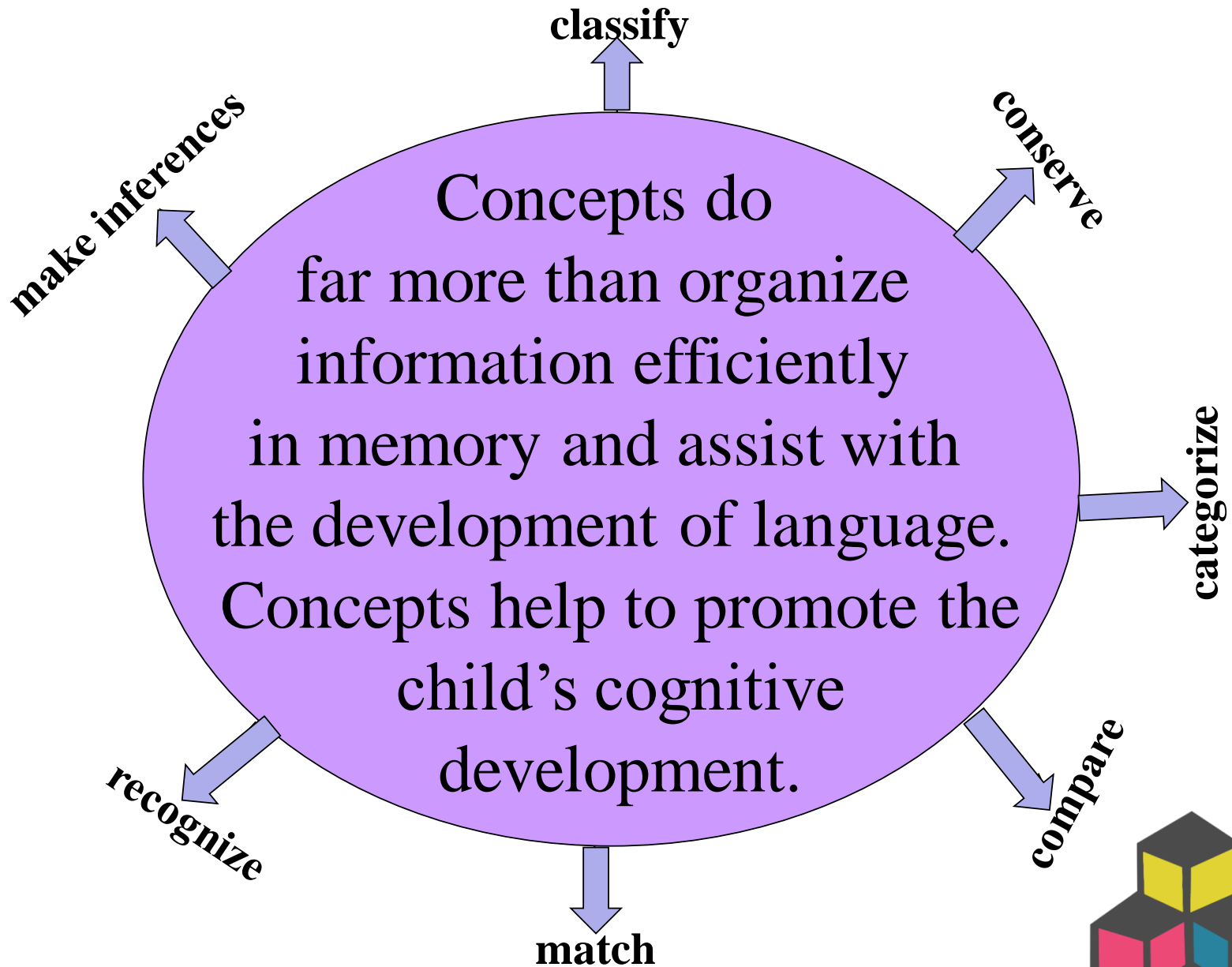
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The **BASIC CONCEPTS PROGRAMME (BCP)** is a comprehensive, developmental intervention programme for young children who have experienced significant educational disruptions and come from disadvantaged communities.

While the **BCP** assists teachers to develop an unique interactive and language-based approach to teaching, learners are equipped to develop critical language concepts and cognitive skills for school learning.

CONTENT OF THE BASIC CONCEPTS PROGRAMME





Role of Basic Concepts in Development & Learning

Knowledge of basic conceptual systems is an indicator of:-

- school achievement,
- cognitive ability,
- school readiness, and
- children who are at risk of school failure.

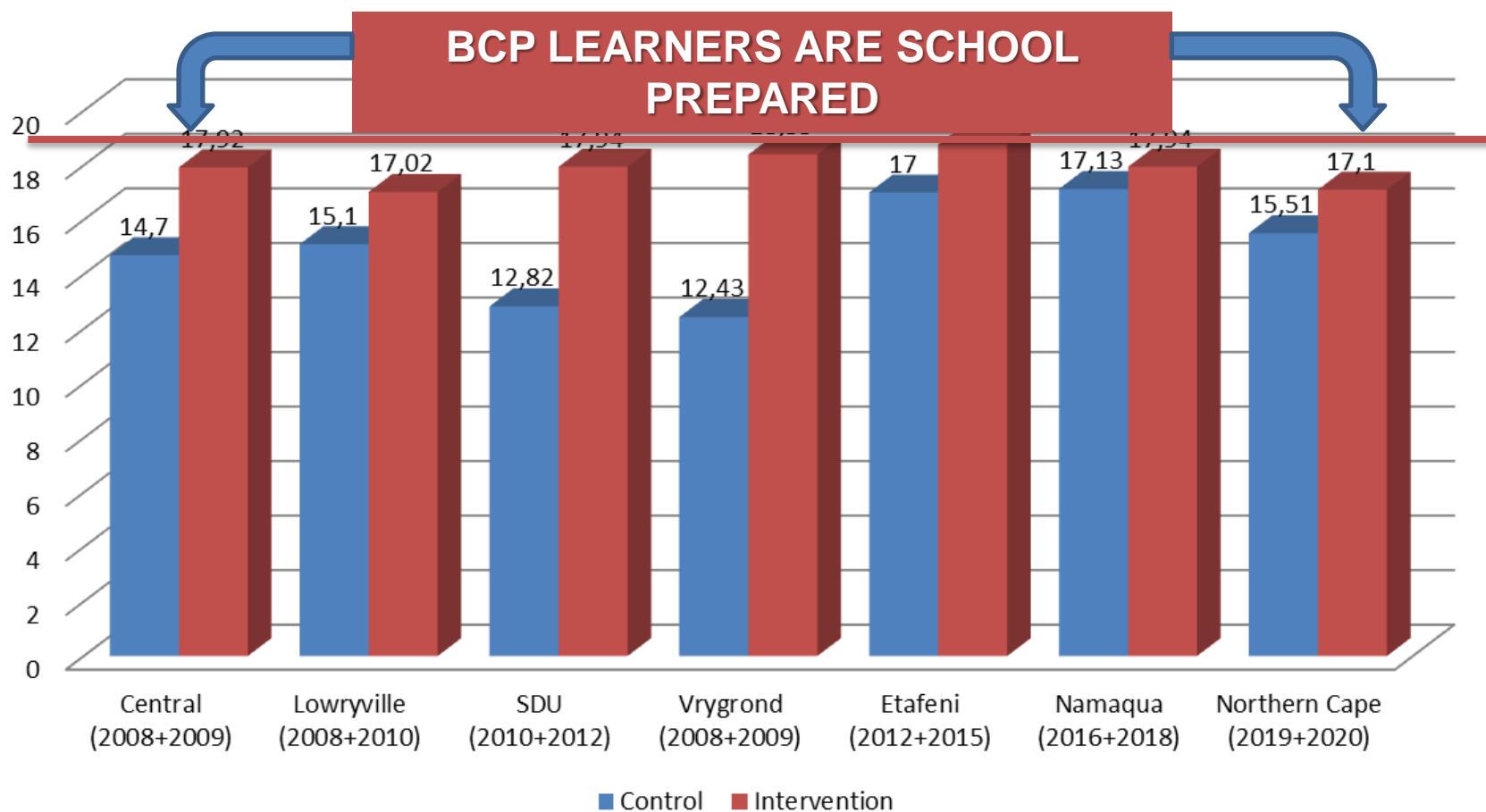


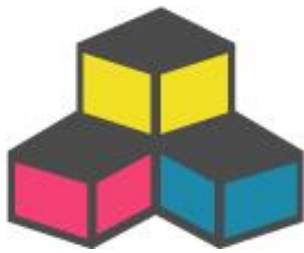


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Test of Basic Concepts Knowledge: Comparing Control and Intervention Results In Seven BCP Projects





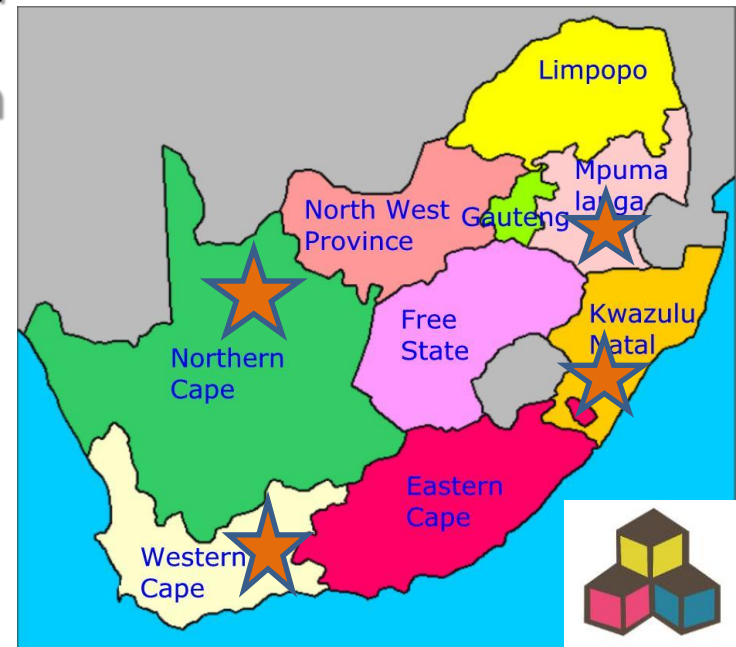
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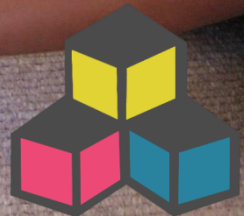


- Projects in **4 provinces** across South Africa
- Most projects are run in collaboration with Department of Basic Education
- Trained over **2500 educators**
- Reached children in about **1000 schools**
- BCP is registered with SACE
- Projects are mostly run with children from poor socio-economic environments



The Basic Concepts Programme is particularly effective for learners who have:

- gaps in their knowledge of basic concepts and poor vocabulary development
- receptive and expressive language difficulties
- information processing difficulties
- working memory difficulties
- attention and concentration difficulties
- motor planning difficulties
- low levels of intrinsic motivation
- self-regulation difficulties
- low self-confidence
- school learning difficulties (eg: reading, writing, mathematics)





TEACHER COMMENTS ABOUT THE BASIC CONCEPTS PROGRAMME

‘They are eager to work and they are more at ease to speak and help the slower learner.’

‘Learners’ minds have opened to perceiving things in detail.’

‘Learners started to interact more. Language started to improve ... they are confident to answer questions within the group and classroom.’

‘All learners in my class enjoy the programme. Stronger learners help or encourage slower learners. Learners are able to verbalize better. Programme helps with other learning areas.’

‘One of my Afrikaans learners who could not speak a word of English has now acquired vocabulary through the BCP. I have seen some progress in reading and mathematics with some pupils.’

‘Learners who would never talk are now starting to participate (verbally). Introverted learners are now starting to participate in lessons.’

‘Some of my learners who are in the BCP ... it has helped them to speak ... Some didn’t want to speak, but now they can (and) they are so interested in the BCP.’



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BASIC CONCEPTS IN ACTION



Basic Concepts Programme Materials

the basic concepts programme



MEDIATOR'S MANUAL

A metacognitive programme for young children who experience learning difficulties in the Foundation Phase

Louis Benjamin PH.D.



Training File

THE BASIC CONCEPTS PROGRAMME

TRAINING FILE



Name of Mediator

A TRAINING WORKSHOP FOR
NORTHERN CAPE DEPARTMENT OF EDUCATION
(2019-2024)



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BC Posters

BASIC CONCEPTS PROGRAMME IDEAS FOR SMALL GROUP ACTIVITIES



There are activities for the rest of your class to do in groups while you are busy on the mat with your BC group. They are designed to be 10-15 minutes long to suit the rest of your BC group. **UNDERSTANDING**
The learners wait for you to tell them to start their activity after you have explained the activities to all the groups, so that all groups start at the same time. Each group has a different activity.
The activities suggested require preparation before you start the session, but we have tried to keep things easy to run inside your class. See the attachment for templates related to the activities below.

Activity 1: Building letters with sticks and clay

Materials: sticks/tooth sticks, clay, glue, letters of the alphabet, BC Workbook

- Step 1: Show the learners how to use the materials to build letters. The learners are given an example of the letter (capital and lower case) that they will build. The teachers focus on the same letter for the entire week.
- Step 2: The learners first build the letter (capital and lower case) using the sticks and clay on the lined page.
- Step 3: The learners then either glue the letters on the page and cut also continue to build



Activity 2: Dots and writing letters

Materials: model of the letter made out of small sticks and/or clay, pencil crayons, BC Workbook

- Step 1: The teacher shows the learners how to do the model of the letter on a page. The learners are given a model of the letter and shown how the final product might look.
- Step 2: The learners first draw the letters on the page and then trace imaginary lines between the dots with their finger.
- Step 3: The learners then either glue the letters on the page and cut also continue to build



Activity 3: Building and decorating letters

Materials: Paper, glue, sticks, glue, examples of the letter, BC Workbook

- Step 1: The learners are requested to paint and decorate the letter (capital and lower case). The learners are given a model of the letter and shown how the final product might look.
- Step 2: The learners first draw the letters on the page - using as much of the space as possible.
- Step 3: The learners then either glue the letters on the page and cut also continue to build



Activity 4: Cutting out pictures that start with the letter

Materials: Magazine, scissors, crayons, glue, BC Workbook

- Step 1: Show the learners the template for the activity and explain the activity. The learners are requested to find pictures inside a magazine that start with the letter that you are working during the week.
- Step 2: The learners find pictures inside the magazine and cut them out.
- Step 3: The learners paste the pictures that start with that letter on the template for the activity.



Activity 5: Writing and drawing pictures using the BCP reading word

Materials: Worksheet with words for each learner, scissors, pencil crayons, BC Workbook

- Step 1: The learners are given several three letter words that include the same letter that they are learning about that week. You can help the learners to read the words with letters that have been included in previous weeks.
- Step 2: The learners paste the words on the template and then underline the first letter of the word.
- Step 3: The learners are also asked to write the letter and to draw a picture of the word.



Activity 6: Cut out, underline as well as read the number of letters in the word

Materials: Magazine, scissors, crayons, glue, BC Workbook

- Step 1: The learners are asked to find words inside a magazine that have the letter that you are working during the week.
- Step 2: The learners paste the words inside their workbook and underline the first letter. The learners find words with the capital and lower case letter and should have enough words to fill out the page.
- Step 3: The learners are finally requested to write down (just to each word) the number of letters in each word. The learners could also draw the word with the most and least letters.



Cognitive Tool Kit

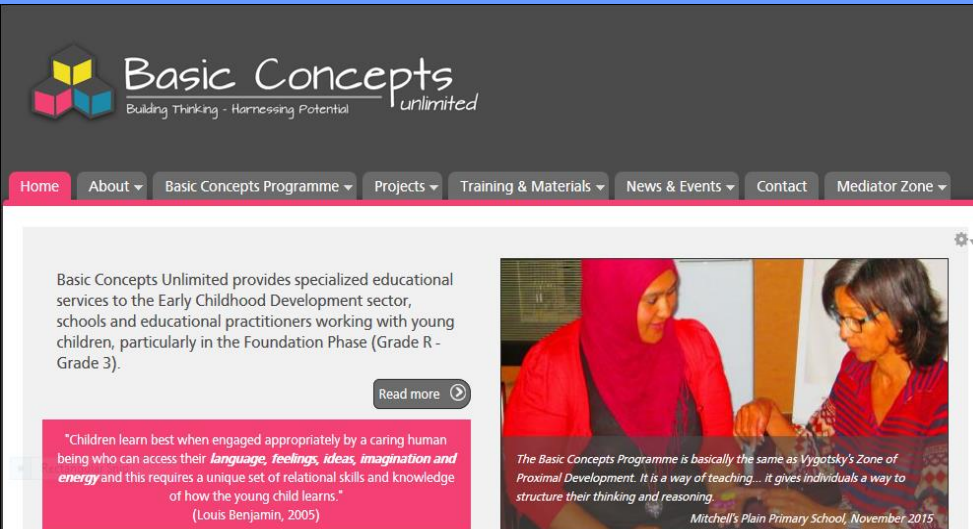


- Set 1: 75 Blocks
- Set 2: 120 Interlocking Cubes
- Set 3: 90 Pegs + 5 Position Boards
- Set 4: 13 Magnetic Numbers
- Set 5: 26 Magnetic Letters

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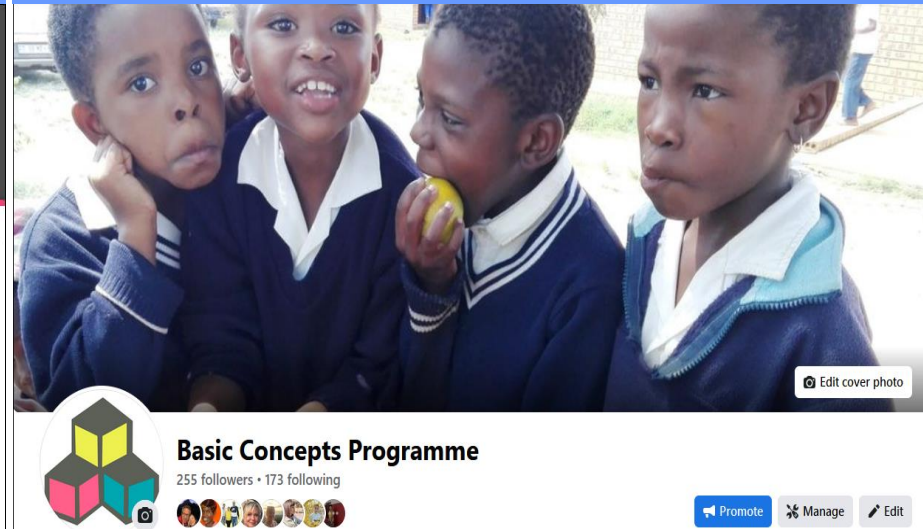
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View Our New Video About Our Work

<https://www.youtube.com/watch?v=BfnAi-UYw28>





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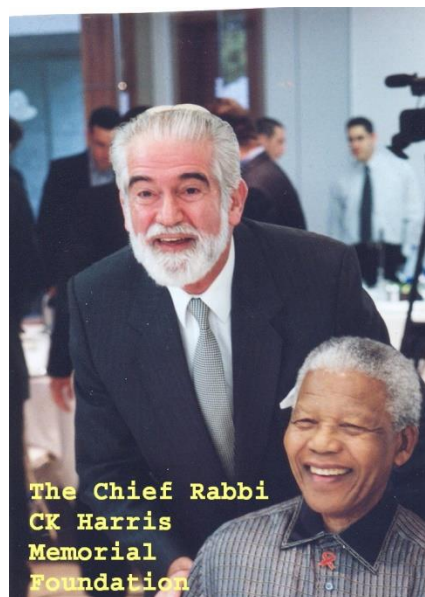
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