

THINK EQUAL

A global education charity that is both
a movement and a concrete
programme, to **lay the positive
foundations for individuals and wider
societies.**



Feedback from Teachers

“Think Equal has come at a time where the Gambia really needs it. Considering the violence, we experience every day. I was amazed after my first lesson with the kids, when a child tells me aunty Fatou, I will never talk back at my sister again. This really shows the important of Think Equal to the kids”

Feedback from Fatoumata Jallow of Omega nursery school

“I feel so much joy having to teach Think Equal in my class. This is my first time teaching it using Marvelous Me and am so excited. The children loved it, it has ignited kids emotionally. Their participation is just wonderful and lovely.”

Feedback from Fatou Laye from Kingston Nursery School



« Since Think Equal, children have greatly improved their social lives. At school, they are more understanding of each other. If there are any conflicts, they try to resolve them between themselves, especially the little girls who often squabble. Before, they would just tell me about the problems and then get angry with each other. Now they're nicer to their friends. And above all, they express their emotions more easily instead of burying them. »

Antsafitiavana RAHANITRIANAINA
Teacher Lycée La Colombe Espoir

"THINK EQUAL is here for us especially with the use of narrative picture books, it's very simple to show the children and as a deaf child it easier to understand with the use of narrative books, When I go back to my school, I will implement all that I have learnt at the training."

Abi expressed her gratitude to the Think Equal team for the training, she added that the lesson plan are ready-made for teacher which, makes teaching and learning more effective.



**Abi Jammah.
A teacher from Gadhoh Nursey
School for the Deaf , with her
translator.**

Ofsted Feedback



'The texts within this programme are astoundingly beautiful. They cover a huge range of concepts in perfectly age appropriate ways. They are thought provoking and facilitate the most fantastic conversations and learning. Our children [and staff I should add] are using language that I have never heard before in the setting. We used a text from this programme and the associated lesson plan activity in our recent Ofsted inspection – the inspector was amazed'

Nursery Practitioner, Taqwa Nursery

Children learn about feelings and emotions. For example, children select their photo and discuss their feelings by selecting a jar when they arrive at the setting.

Children are beginning to recognise and talk about their emotions.

Ofsted Report from Bolton Nursery

"Staff also talk to children about what makes them unique. For example, they encourage children to look into the mirrors and describe what they see. This generates discussions about differences, such as eye colour. This also helps children to understand differences between themselves and their peers."

Ofsted Report – Salford Nursery about TE Activity from "Me Myself and I"



We Know This Works



3 Randomised Control Trials:

Australia

- Children with poorer baseline scores tended to benefit the most from Think Equal.
- More emotionally regulated.
- Less anxious and withdrawn.
- Demonstrated greater extraversion.

Botswana

- Greater Emotion Regulation
- Less Emotion Dysregulation
- Less Anger and Aggression
- Less Anxious and Withdrawn
- Greater Social Competence

Colombia

- Children:
 - Increased Self-awareness behavior.
 - Increased Prosocial behavior.
- Practitioners:
 - Increased Empathy.
 - Increased Mental Wellbeing.

Dr Craig Bailey on the impact of the programme:

“Children exposed to Think Equal were more socially and emotionally skilled and less likely to be anxious, angry, aggressive and withdrawn than their peers who did not have access to Think Equal. These impacts were extremely large and are supported by anecdotal reports from educators”

Feedback



Feedback on Emotional Literacy & Confidence from the first 2 months of implementation

"It is great how **cross-cultural** the materials are. There are so many cultural elements to the programme, including looking at **stereotyping, different abilities, kindness and equality.**"

"It's really helped them **expand their vocabulary, they're expressing themselves more and connecting with how they're actually feeling inside,** rather than just naming what the feeling is."

"I can see a big difference already on the way the children talk about their and their friends' feelings"

"Children have been **amazing at naming their feelings,** they can tell me how feelings come and go."

"Children have quickly become relaxed at **relating the books to their own experiences**"

"It's giving a voice to some of the children who wouldn't normally speak up about different issues and giving them a little bit more confidence"