



THINK EQUAL

EMPOWERING CHANGE THROUGH
EDUCATION

THINK EQUAL **Quotes**



**"I LOVED LEARNING ABOUT WHY I AM
UNIQUE. I ALSO LIKED LEARNING ABOUT
HOW EVERYONE HAS DIFFERENT SKIN
COLORS AND THAT WE ARE ALL SPECIAL."**

Think Equal Student, New Roads School, USA.



**"I LIKED LEARNING ABOUT FAMILY
AND HOW EVERYONE HAS A
DIFFERENT FAMILY THAT IS
SPECIAL TO THEM."**

Think Equal Student, New Roads School, USA.





I LOVED STARTING OFF THE SCHOOL YEAR USING THE THINK EQUAL CURRICULUM. IT WAS A GREAT WAY TO INTRODUCE SOCIAL AND EMOTIONAL SKILLS TO OUR KINDERGARTEN STUDENTS. THE LESSONS WERE ENGAGING, CREATIVE AND THEY WERE SO FUN TO TEACH. WE HOPE TO RECEIVE MORE THINK EQUAL LESSONS IN THE FUTURE!

Think Equal Teacher, New Roads School, USA.



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“The children could also better recognise empathy and acts of kindness in themselves and others and when they noticed and experienced that kinder more compassionate behaviour, it had a reinforcing and calming effect on them and on the other children they were engaging with.”

Think Equal Australia Evaluation

“...one little boy who was very unsettled and distracted is now able to settle himself and has become an engaged and responsive group member”.

Think Equal Australia Evaluation



“One of our little boys, Omar, who is from North Africa, when he discovered in class that his skin didn’t match the black crayon we held against it, but that it did match a dark brown crayon, asked to be taken to the mirror. We took him to the bathroom mirror, and he looked at himself amazed and said: *“I am brown”* and then came back into class and announced to all his classmates: *“I am brown. I am brown. We are all brown”*. This was a very special moment of revelation for all of us.”

Halla, Head teacher Islamic Academy,
Edmonton, CANADA





There was a boy with social emotional concerns (struggled with not wanting to share, drop off in the am, children not wanting to play with him and about hurting others). Since the Think Equal Project, this child is now sharing with the other children and is using his words to express his feelings instead of his hands. Also, the other children are wanting to play with him. Just a few minutes ago I went in the room to drop off the new Think Equal lesson plans and I observed him playing a memory game with four other children. I just stayed off to the side to listen to the conversation they were having amongst each other. I heard him say to the child that wasn't making a match. "Don't be sad, you can do it!" Then he put one arm around the child and gave him a half hug. It warmed my heart.

*Gayle MacDonald, Director of Sugar Plum Day Care Centre in Peace River
– Alberta, CANADA,*



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“Think Equal could not have come at a better time for our school. As our children enter nursery after lockdown, it is a time for compassion, kindness and reconnection. A time to build resilience and self-confidence. We want our children to develop a sense of belonging and empathy for others. Think Equal fits right in with our work and we are already noticing a shift towards more inclusivity in children’s play”

Tower Hamlets, United Kingdom.





We have noticed an increase in kind behaviour, spread throughout the class; the children complement each other and are happy to work together as a group.

Kensington and Chelsea, United Kingdom.



It has been powerful to be able to talk about it with parents. If parents are concerned about the children socially one of the things, I can draw upon is the fact that we have recognised the need to look at the child more holistically and so the programme matches so well with that. I am able to give it to the parents and use it as a tool as how we are managing the emotional needs of the children.

Kensington and Chelsea, United Kingdom.

