THINK EQUAL

Cydradd Feddwl

Article 2 – All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.











We live in a world of pandemic levels of discrimination and violence...

1 in 3 (35%)
women worldwide have experienced physical and/ or sexual violence

The 2nd
leading cause of death among 15-24 year old's globally, is suicide.

28 million
children have been left homeless by armed conflict



$8.3 billion
is the annual cost of domestic violence against women in the US

200 million +
girls and women alive today have undergone FGM

82 million +
people have been forcibly displaced worldwide



Sources: WHO, Journal of Occupational Health Psychology, UNCHR, UNICEF

A mental health crisis...

Suicide is the biggest killer of men under the age of 45

1 in 5 children are bullied in the UK

1 in 6 children have probable mental health disorders in the UK.

Developing students' social and emotional skills may be more important now than ever

'Frightening' statistics on children's mental health revealed in MPs' cross-party report

Mental health problems to be next pandemic after Covid

People's mental health has been attacked simultaneously by multiple mechanisms

WHO Executive Board stresses need for improved response to mental health impact of public health emergencies

We are on a **mission** to achieve a **global** system change In **Early Childhood** Education through

Social and Emotional Learning

Created by 22 global experts including...

- **Sir Ken Robinson** (world renowned educationalist);
- **Dr Urvashi Sahni** (Founder of Study Hall Educational Foundation, Brookings Fellow);
- **Dr Marc Brackett** and **Dr Robin Stern** (Co-directors of the Yale Center for Emotional Intelligence);
- **Neuroscientist Professor Richard Davidson** (University of Wisconsin-Madison);
- **Brian O'Maoileoin** (Primary School Principal, United World College of South East Asia);
- **Vicky Colbert** (CEO and Founder Fundación Escuela Nueva, Wise Education Laureate);
- **Dr Sheila Wamahiu** (expert on value-based education Kenya);
- **Barbara Isaacs** (President of Montessori, Europe).



So far Think Equal have reached

20 COUNTRIES &

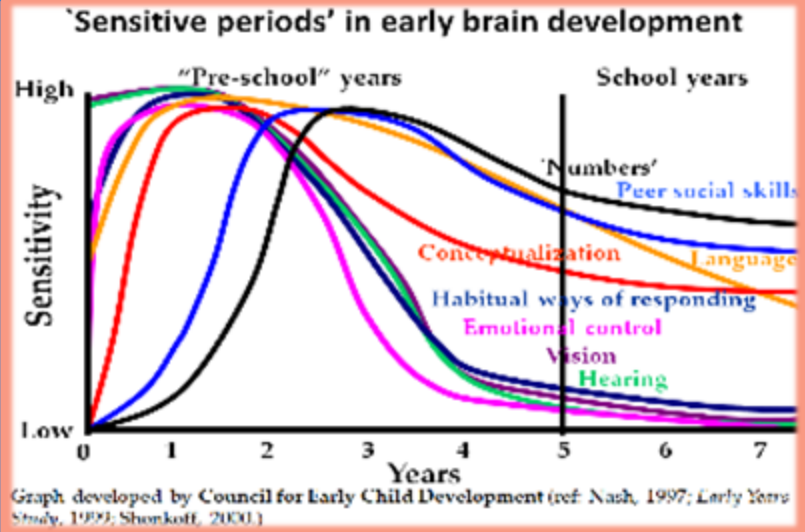
18 Languages



IMPORTANCE OF EARLY LEARNING

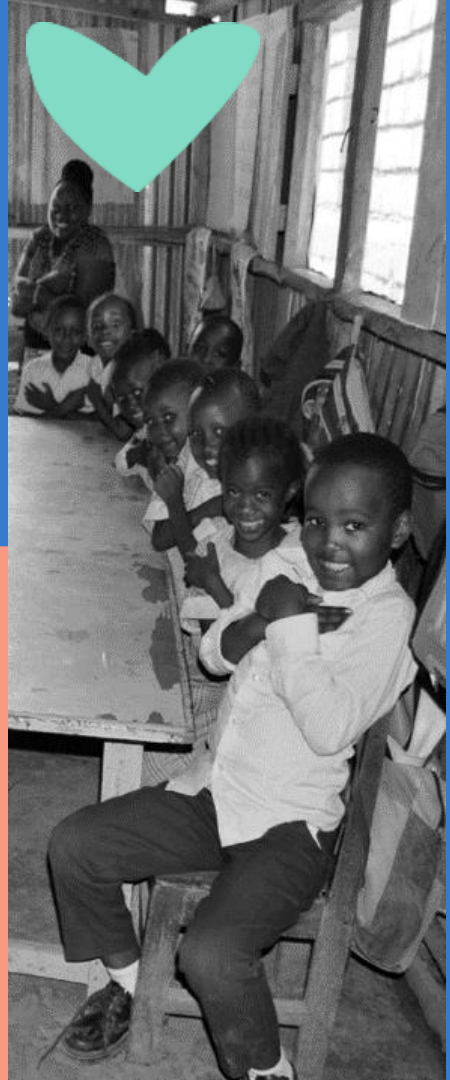
- Think Equal is designed to be taught to children between the ages of 3 and 6 – the critically sensitive and influential years of development where children's behaviours and attitudes can be transformed

- The programme builds a strong foundation for individual and societal progress, making communities safer, healthier, stronger, more prosperous, equal and just.



Graph developed by Council for Early Child Development (ref: Nash, 1997; *Early Years Study*, 1998; Shonkoff, 2000.)

Neuroscience is clear that foundations for prosocial positive outcomes in life need to be built in the pre-school years when the brain is optimally sensitive and behaviours and attitudes are modifiable.



The Think Equal programme covers 25 social competencies

Think Equal teaches 25 social and emotional learning skills to young minds. The programme is rooted in mental health and social justice and takes a literature based approach.



Benefits of SEL: RESEARCH

- Over the past six decades, numerous studies have evidenced **positive impact** of high-quality SEL programmes in **early childhood**, as **lifetime effects.**
- Nobel laureate James Heckman found that SEL not only has long term (into midlife) **positive effects on crime, employment, health,** cognitive and non-cognitive skills and other outcomes for the participant (Heckman and Karapakula 2019), but also benefits those around them (Heckman and Karapakula 2019b)
- Students who learned SEL in ethnically diverse and urban areas demonstrated **fewer emotional and behavioural challenges during their adolescent years** (Durlak et al. 2008)
- A systematic review and meta-analysis of 79 unique studies (across 6 continents) indicated **significant improvement in social competence, emotional competence, behavioural self-regulation, emotional and behavioural problems,** and early learning outcomes compared with control participants (Blewitt et al. 2018)
- Early learning programs resulted in **increases in adult incomes ranging from 10% to 25%. (**Bartik, T. J. 2014).

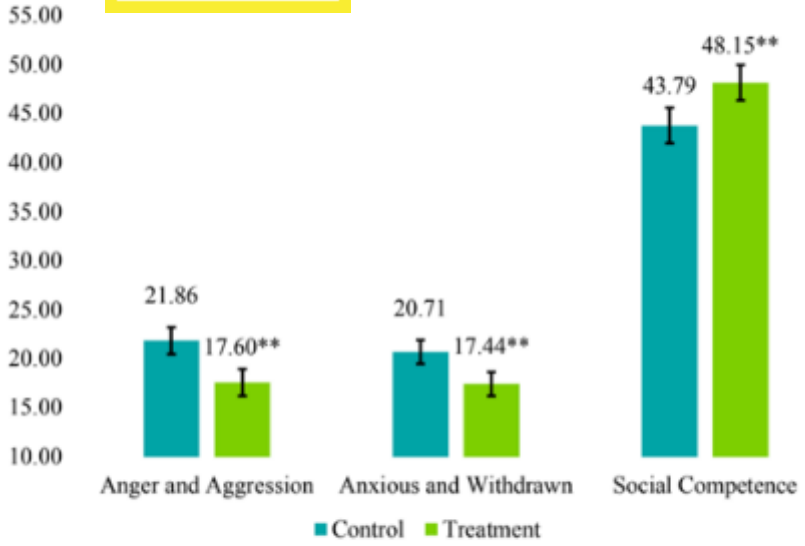


Figure 2. Adjusted means regressing T2 Anger and Aggression, Anxious and Withdrawn, and Social Competence on T1, age, English proficiency, gender, and access to Think Equal, accounting for nesting within school, variance between school in Think Equal access.

QUANTITATIVE DATA
YALE EVALUATION BOTSWANA

"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."

Dr. Craig Bailey – Yale University Center for Emotional Intelligence

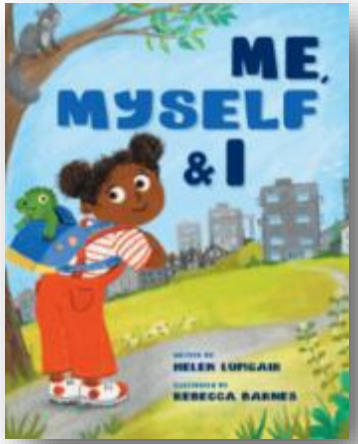
Results revealed significant, large effects for access to Think Equal on five out of eight outcomes. Access to Think Equal was associated with:

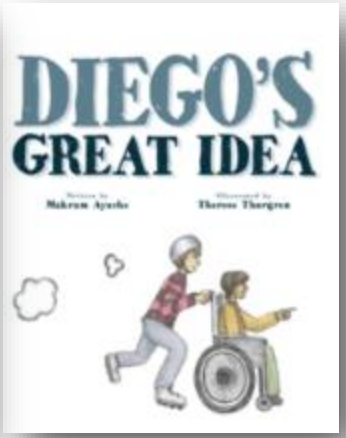
- greater Emotion Regulation (d = .85)
- less Emotion Dysregulation (d = .79)
- less Anger and Aggression (d = 1.49)
- less Anxious and Withdrawn (d = 1.29)
- greater Social Competence (d = 1.10)

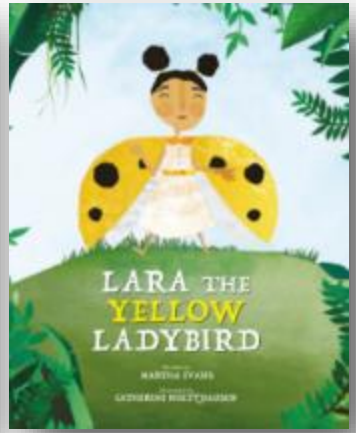
WHAT DOES THINK EQUAL LOOK LIKE IN SKETTY SCHOOL?

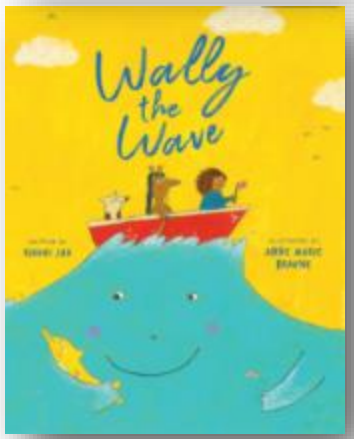
- 3 lessons per week – 30 minutes
- A range of fantastic picture books
- Each week has a different focus
- Activities and themes of lessons are incorporated into provision
- Discussion based

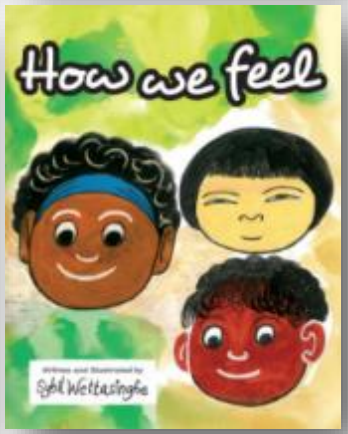
SOME OF OUR ORIGINAL NARRATIVE PICTURE BOOKS:

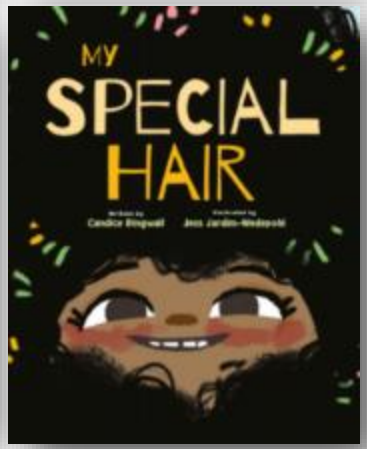




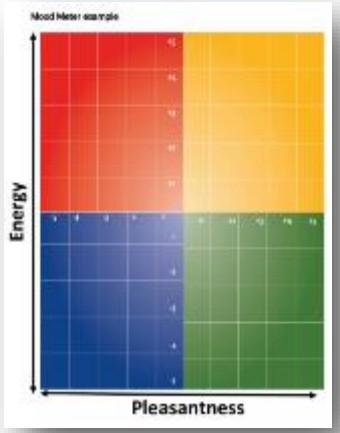








SOME OF OUR BEST PRACTICE RESOURCES:





















Why Think Equal?

Compassion, kindness and reconnection is so important, especially after undergoing a pandemic. Now more than ever is the time to build resilience and self-confidence. We want our children to develop a sense of belonging and empathy for others. These sessions will really help to build self-esteem and confidence.

Enabling children to look into the lives of others through narrative picture books instils empathy, understanding and celebration of diversity.

After introducing the mood meter, we can already see a change in the way children are identifying their emotions and developing their vocabulary.

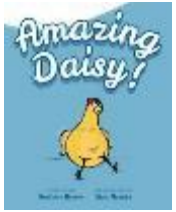
Think Equal beyond the classroom



Home kits

Our work is centered within the classroom, however, we also recognize the importance of involving parents and families to extend and embed this mission even further into the minds of the next generation. We offer two types of Home Kits:

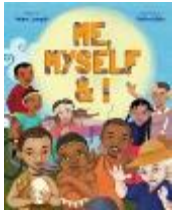
1. **Free digital pack** that we created as a covid response for home learning. This includes the digital copies of 6 of our books along with 30 x 10-minute activities a week for parents to do with their children that accompany and mirror the learning within the classroom.













2. A brand new subscription pack for $69 called **EQlicious** which includes animations of 12 of our books, voiced by famous actors including Olivia Coleman, Emma Thompson, Stephen Fry, and Susan Sarandon along with accompanying activities and resources for parents to do with their children.



Thank you for listening.

Any questions?

RSE
Relationships and Sexuality Education

RSE

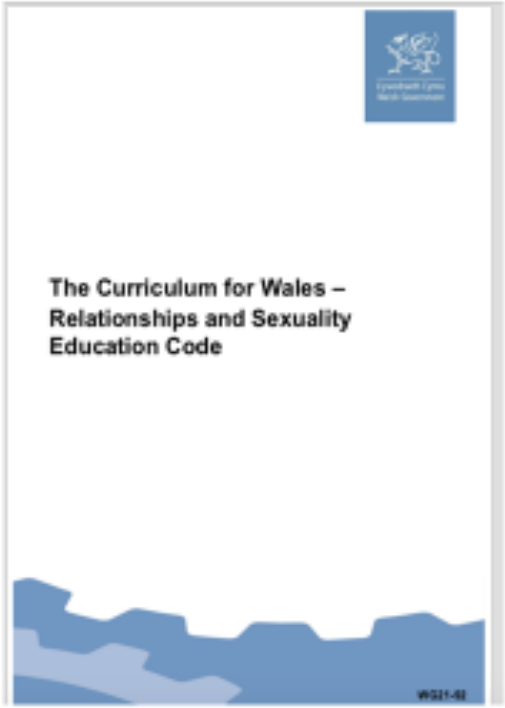
- RSE is a positive and protective part of the Curriculum for Wales.
- It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives.
- Our aim at Sketty Primary is to give young people the information they need to help them **develop healthy, nurturing relationships** of all kinds, not just intimate relationships.
- It should enable them to **know what a healthy relationship looks like** and **what makes a good friend, a good colleague and a successful marriage or other type of committed relationship**.
- It should teach what **acceptable and unacceptable behaviour** in relationships is.

The Three Strands

- (a) Relationships and identity
- (b) Sexual health and wellbeing
- (c) Empowerment, safety and respect

The three phases of learning are:

- 1. Phase 1 – from age 3
- 2. Phase 2 – from age 7
- 3. Phase 3 – from age 11



RSE

- Mandatory part of the New Curriculum
- No opt out from parents
- Must be developmentally appropriate for learners - age, knowledge and maturity and any additional learning needs.
- Factors such as the physical and mental and emotional development of learners should be taken into account.
- This is essential to ensuring learners are kept safe from information for which they are not sufficiently mature to process.
- Not a reason for withdrawal from lessons.