



emotional intelligence

charitable trust

Trust reg no: IT266/2012/PMB

BE A HELPING
HAND FOR OUR
CHILDREN.



SUPPORT THE EMOTIONAL INTELLIGENCE CHARITABLE TRUST
AND EQ ADVANTEDGE COURSE TO IMPROVE THE EMOTIONAL AND
SOCIAL WELL-BEING OF OUR YOUTH IN SOUTH AFRICA.

*THERE CAN BE NO KEENER REVELATION OF A SOCIETY'S SOUL THAN THE WAY IN WHICH IT
TREATS ITS CHILDREN. NELSON MANDELA*

To whom it may concern.

My name is Andrea Kellerman and I run a psychology practice in Westville. I would like to introduce the EQ Advant-Edge course, which services the *Emotional intelligence charitable Trust*, which is based on Emotional Intelligence, also known as EQ and was developed by psychologists, counsellors and other experts from the field of psychology.

The courses were put together for children as an extra mural activity, because we are seeing more and more child-clientele who are lacking the right emotional skills. As D. Goldman quoted in his research:

"IQ will get you through school but EQ will get you through life."

So many children don't have great social skills, suffer from *anxiety*, are the subjects of *bullying and violence*, *who cannot concentrate*, have *sleeping problems* and even show *depressive symptoms*. Such children don't have the skills to cope well in life and often don't have role models and slip into negative behaviour patterns.

The EQ course has been extensively developed after much research into relevant professional literature, interviews with various collaborating professionals and from their own experience with clients of the identified age-group.

We would really love to be able to offer this Emotional Intelligence course (we have developed different age-appropriate levels and offer the courses for different age groups) *for underprivileged children*. In order to reach an effective number of such children, we need funding.

In our experience the life-skills lessons at schools are often not sufficient and children are in need of more instruction on how to control emotions, combat anxieties, be more assertive, communicate better, eat right etc., in order to deal more effectively with their lives now-a days.

The information that follows will give you better insight into how the course works and what would be required of yourselves.

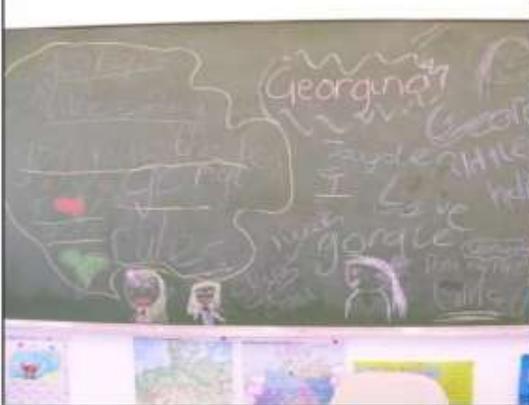
I would love to come by and discuss the course further with you if I may. Please let me know when it would suit you to come and see you.

I am look forward to hearing from you and hope for a mutually beneficial working relationship.

Yours sincerely

Andrea Kellerman





CONTENTS

- Why is EQ important?
- Research
- Our Vision
- What the course involves
- How can you help?
- Your role
- Structure
- Examples of material
- School motivation
- Testimonials
- Contact details



WHY EQ IS IMPORTANT?

A high EQ reduces despair, low self-esteem, crime, suicide and anger.

We are passionate about the development of our children in South Africa! In recent years, children in South Africa have had to face increasingly difficult situations and often do not have the much-needed support to develop the level of emotional intelligence required to cope. In America and Europe it is widely accepted that EQ is important to enhance the country's economy, as it helps individuals to be more emotionally stable and happy, which in turn leads to a better work ethic. We feel that those skills should be taught to children not just to adults!

There are many factors that lead to crime, suicide and low self-esteem in children. Some of the emotional and social challenges facing children in South Africa are...

Divorces involving couples with children

In 2008, there were 26 947 children (younger than 18 years old) involved in divorce.

With South Africa having one of the highest growing divorce rates in the world, it goes without saying that many couples may experience severe problems and challenges within their relationship, which in turn have a growing negative effect on their children!

Crime

By global standards, South Africa has high levels of violent crime (ranked 7th in the world, per capita). Already in 1999, a third of all crimes recorded by the police in South Africa were violent in nature (this percentage has grown since then). In the United States, which is considered to be a relatively violent society, 15% of recorded crimes are violent, while about 6% of recorded crimes in the United Kingdom are violent in nature.

There is a strong correlation between age and crime. Probably the most important single fact about crime is that it is committed mainly by teenagers and young adults.

In a one year period, between April 2009 and March 2010, there were a total of 16,834 murders reported in South Africa. This works out to an average of 46 reported murders per day!

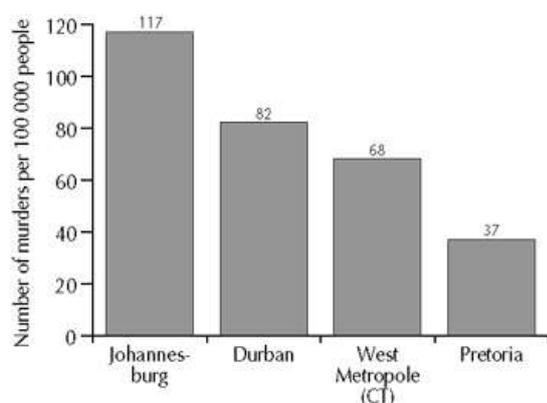
Sexual Crimes, including rape, numbered at 68,332 in the same year period, averaging at 187 per day!



Assault with the intent to inflict grievous bodily harm was reported 205,293 times and Common assault was reported 197,284 times. This gives us a daily average of over 1100 assault cases!

Statistics released by Childline South Africa this year, 2011, indicate that no less than 43% of the nation's children are subject to abuse in one form or another, on a regular basis.

South Africa has a relatively youthful population. According to the last census, a third of the South African population was under the age of 15 years, and 41% was under the age of 20 years in 2010. The numerically largest population segments were those aged 5 to 9 years and 10 to 14 years, each of which made up almost 12% of the total population. Over the last five years many children in the 1996 population 'bubble' of 5 to 14 year olds will have moved into the crime prone ages of 12 to 19 years.



In Durban, the serious crimes that increased faster than all crime in the city were hijacking of trucks (122%), serious assault (34%), residential burglary (31%) and aggravated robbery (25%). Importantly, some crimes decreased, such as bank robbery (although the latter was off a low base of 46 robberies recorded in 1996), murder (-16%) and burglary of business premises (-7%) between 1994 and 1999 in Durban.

One must always be aware that despite these statistics, the true numbers may in fact be substantially higher. Many crimes go unreported due to a lack of faith in the judicial, policing and other legal systems, as well as for fear of reprisals from offenders.

HIV and AIDS



Based on its sample of 32,861 women attending 1,447 antenatal clinics across all nine provinces, the South African Department of Health Study estimates that 29.4% of pregnant women (aged 15-49) were living with HIV in 2009. Until 1998 South Africa had one of the fastest expanding epidemics in the world, but since 2006 HIV prevalence among pregnant women has remained relatively stable. *Unfortunately, stable is naturally not the optimum, as a decrease in infection rates is always more desirable.*

Estimated HIV prevalence (%) among antenatal clinic attendees, by province

Province	2001	2002	2003	2004	2005	2006	2007	2008	2009
KwaZulu-Natal	33.5	36.5	37.5	40.7	39.1	39.1	38.7	38.7	39.5
Mpumalanga	29.2	28.6	32.6	30.8	34.8	32.1	34.6	35.5	34.7
Free State	30.1	28.8	30.1	29.5	30.3	31.1	31.5	32.9	30.1
Gauteng	29.8	31.6	29.6	33.1	32.4	30.8	30.5	29.9	29.8
North West	25.2	26.2	29.9	26.7	31.8	29.0	30.6	31.0	30.0
Eastern Cape	21.7	23.6	27.1	28.0	29.5	28.6	28.8	27.6	28.1
Limpopo	14.5	15.6	17.5	19.3	21.5	20.6	20.4	20.7	21.4

Based on a wide range of data including the household and antenatal studies, UNAIDS estimated that HIV prevalence was 17.8% among 15-49 year olds at the end of 2009. According to their own estimate of total population, this implies that around 5.6 million South Africans were living with HIV at the end of 2009, including 300,000 children under 15 years old. Death of parents and family leaves children without any role models who can teach them to be emotionally sound and self-sufficient.

Suicide

Between 6 893 and 8 000 South Africans commit suicide every year, which translates into 667 deaths a month, 154 every week, and 22 every day.

Among victims, those aged 10-24 mainly used hanging, 25-29 used poison, burning and jumping, 30-34 used firearms, and 40-44 opted for gassing.

South African studies have revealed that up to 7.8 percent of schoolchildren had attempted suicide, and about four percent have discussed suicide.

Children often believe that death is reversible. Often symptoms of depression are misinterpreted as they convert their stress into physical signs, like more complaints of stomach aches and headaches.

Children need to be taught conflict resolution skills from an early age, as well as how to deal with life's pressures!

These statistics are growing and it is of utmost importance to give our children the vital tools to survive the pressures they face.

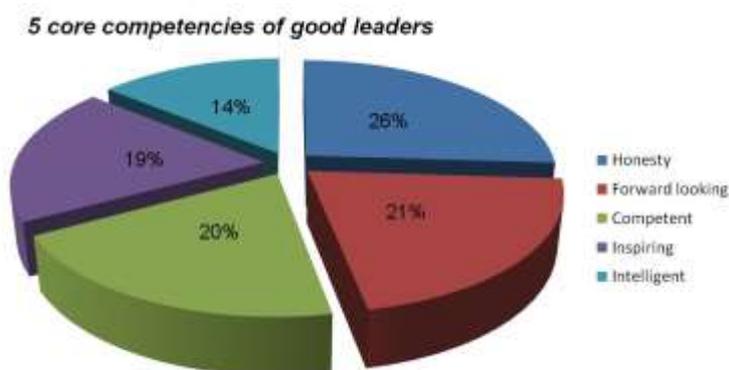




Many students and learners in South Africa come from low to no-income families, where children often play the role of parents lost to crime or HIV. For many of these children, simple survival is their focus and most of the family resources are dedicated to basic needs. Much of the income is generated by generosity and charity, with little expendable income for extra activities. These children are being robbed of the opportunity to learn basic life skills, by sheer necessity.

By supporting the EQ Advantedge course you can help these children to cope better and equip them to lead a happier life. This in return will help our economy by having less crime, better educated citizens and a more stable society, with individuals more able to make valuable contributions in the home, social and workplace!

Recent surveys show the desirable characteristics in employees and potential leaders:



Intelligence (IQ) alone is one of the least desirable factors, while those related to a high EQ are more important!

Research

Introduction

The report that follows serves to assist in describing the efficacy of the programs that we have introduced into various schools within the eThekweni municipality over the last several years. The data has helped us to understand not only the efficacy of our material, but also to identify redundancies in our material as well as that which has been most effective in delivery.

Motivation

It has become apparent that although the skills we facilitate are often considered soft-skills by many, it became necessary to quantify the progress and success of the courses that we have administered, in order to be able to validate the necessity of what we do. As such, we decided on a simple questionnaire design that would assist us to give empirical and measurable value to otherwise theoretical concepts. The questionnaire outlines eleven basic areas of skill that we felt were most applicable to the learners' context.

Methodology

Measuring change over time.

After exploring a number of different methodologies, a qualitative approach was found to be most conducive to the type of tracking research that we wanted to do. To measure change, questions were asked of various responsible persons regarding the skillset of the learners at two points in time, primarily before the coursework and after completion.

Asking the same questions at different points in time allows us to report on changes in the overall views of the responsible persons as relate to the aforementioned skillsets.

When measuring change over time, it was important to use the same question wording and to be sensitive to where the question is asked in the questionnaire to maintain a similar context as when the question was asked previously. All of our survey reports include a topline questionnaire that provides the exact question wording and sequencing.

An example of the questionnaire is included below (figure):

Please can you give us feedback on how you think the learners changed with the EQ Advantedge Course?

Please rate the following out of 10 (1 being the worst)

Please give us a rating how the learners were before the course and after the course

Please rate the following Out of 10	Before	After
Communication skills		
Control of emotions		
Empathy		
Dealing with Bullying		
Anger management		
Self-esteem		
Leadership qualities		

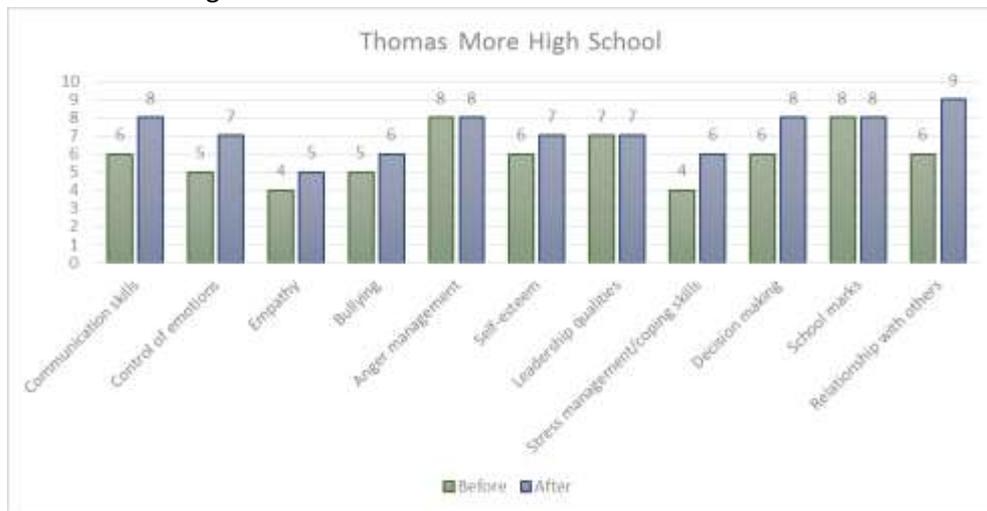
Stress management/coping skills		
Decision making		
School marks/ academic performance		
Interpersonal relationships/relationship with others		

Data and Results

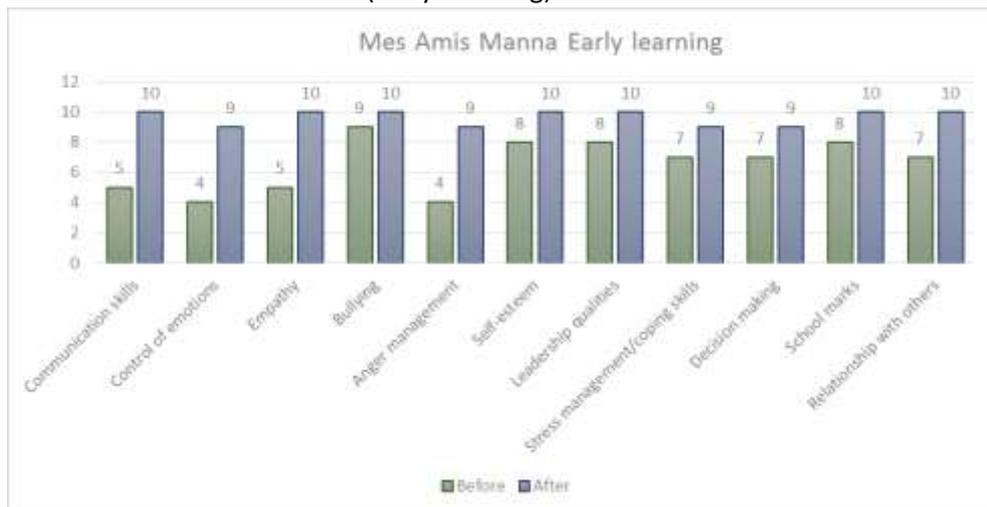
We have included several examples of data, regarding the changes measured, from both the private and public sector, as well as overall averages for the eleven (11) given skill areas.

Private Schools:

Thomas More High School

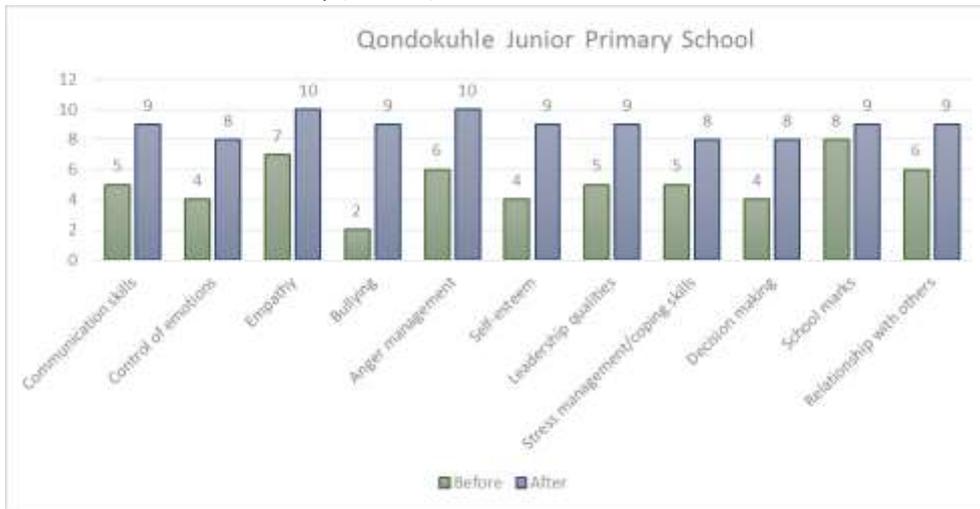


Mes Amis Manna Foundation (Early Learning)

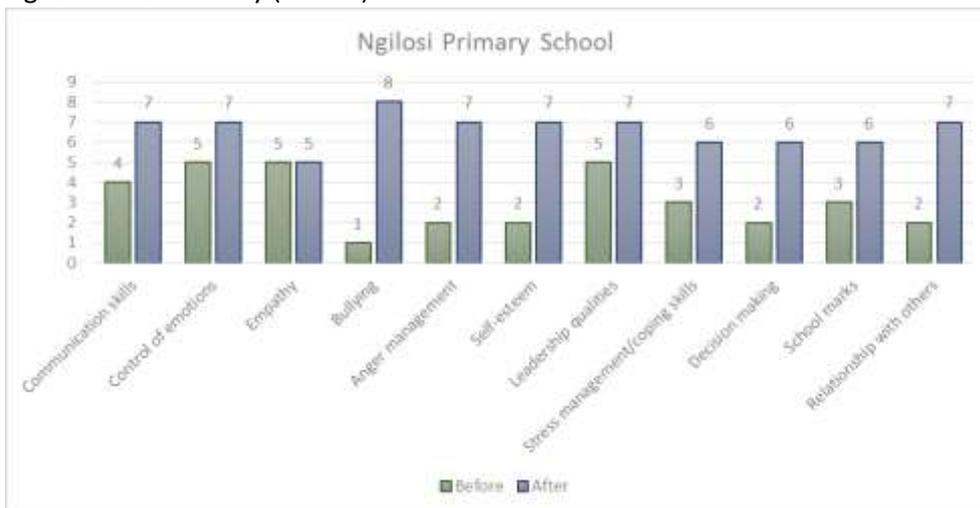


Public Education:

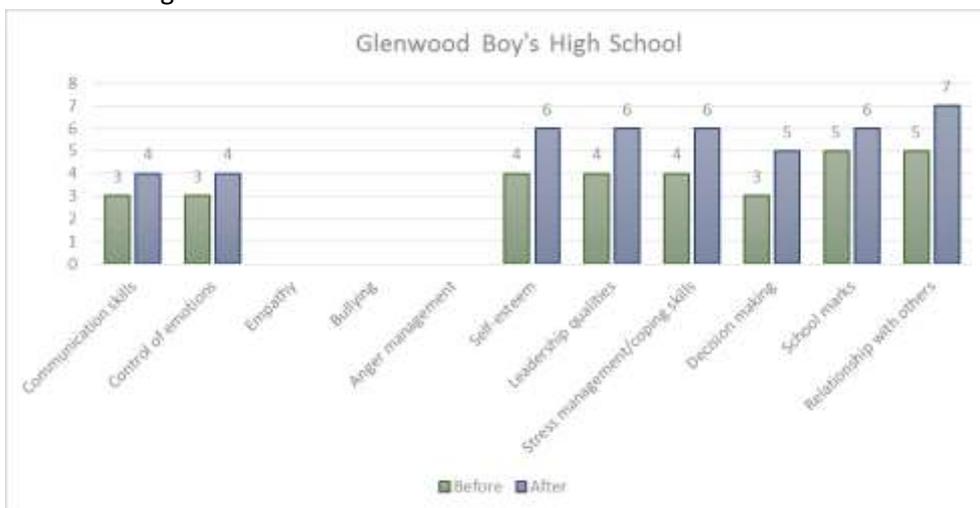
Qondokuhle Junior Primary (uMlazi)



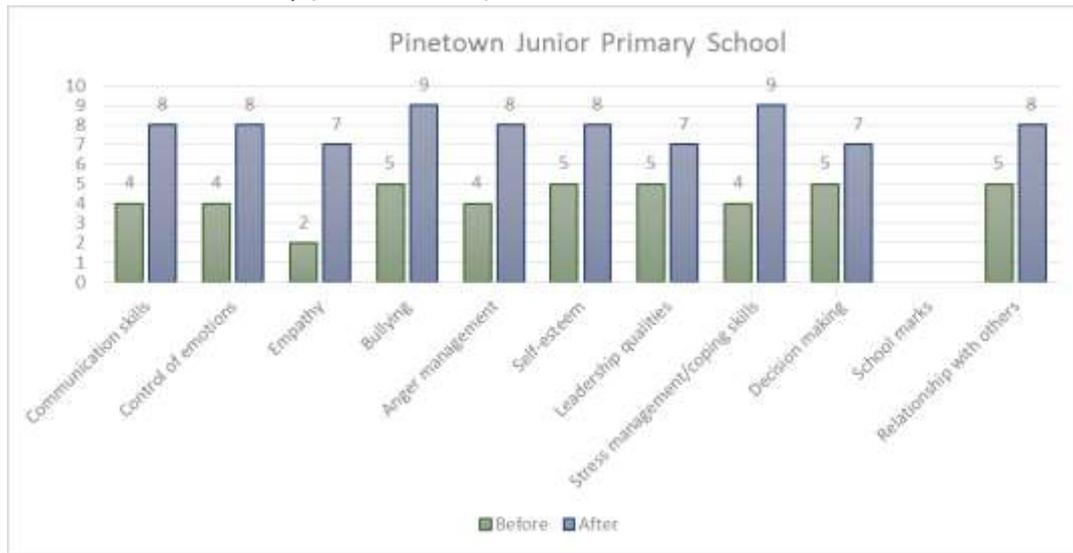
Ngilosi Junior Primary (uMlazi)



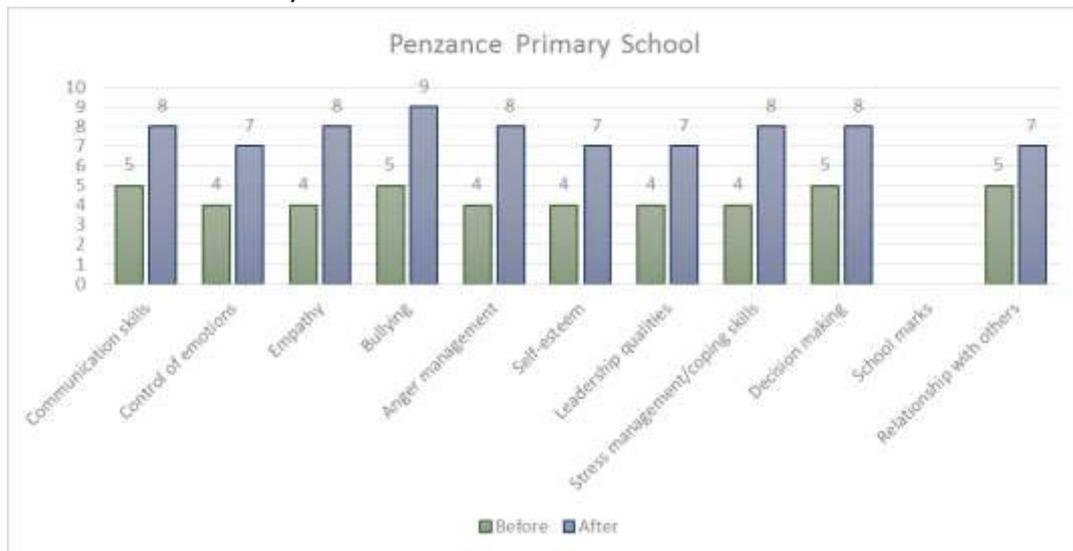
Glenwood High school



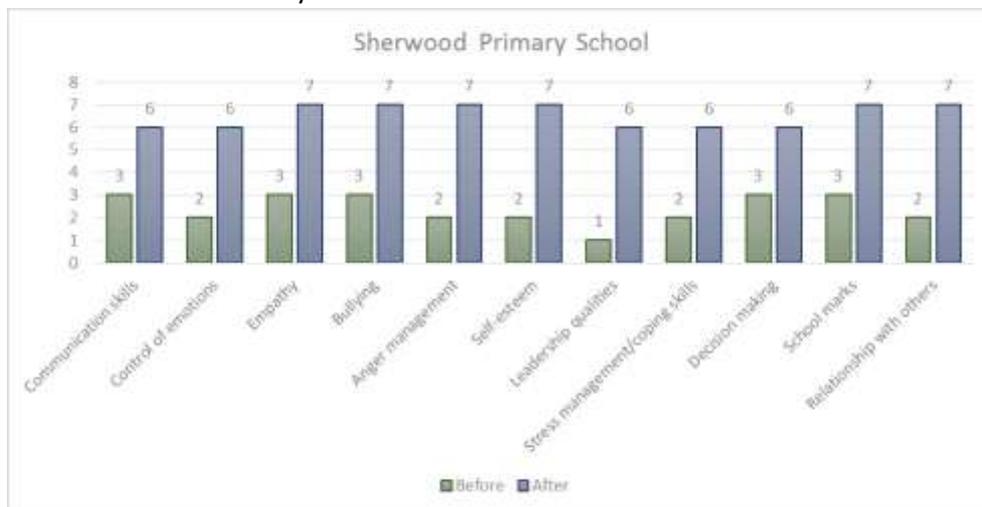
Pinetown Junior Primary (Remedial unit)



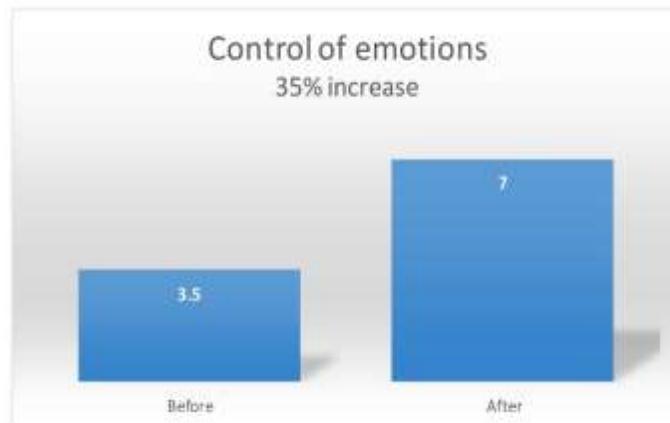
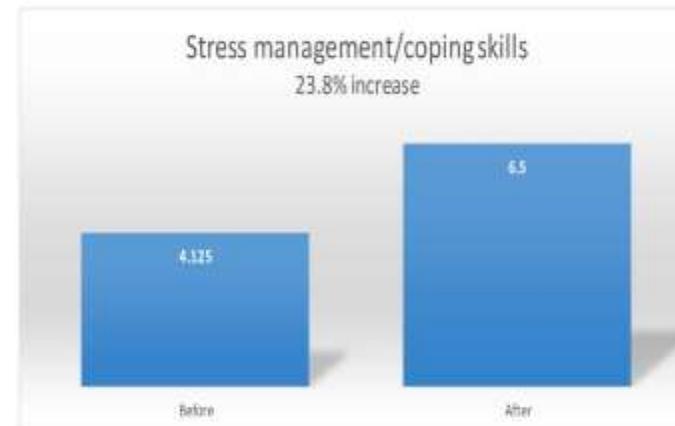
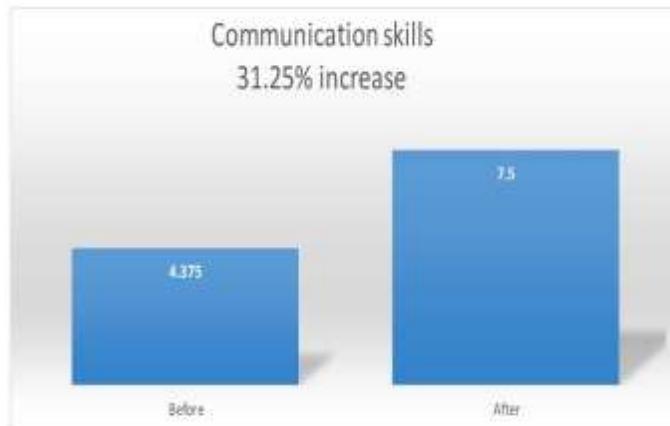
Penzance Junior Primary

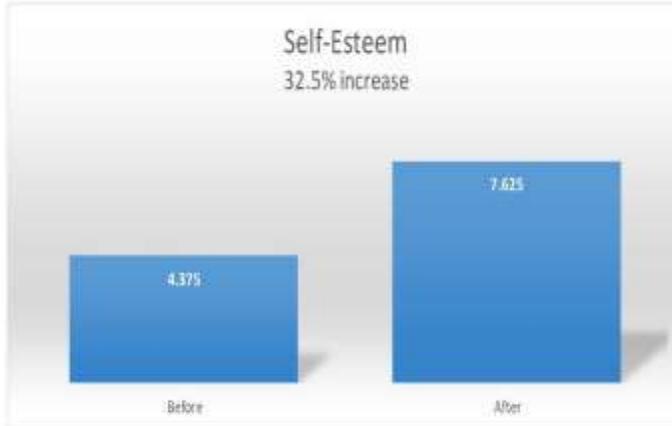


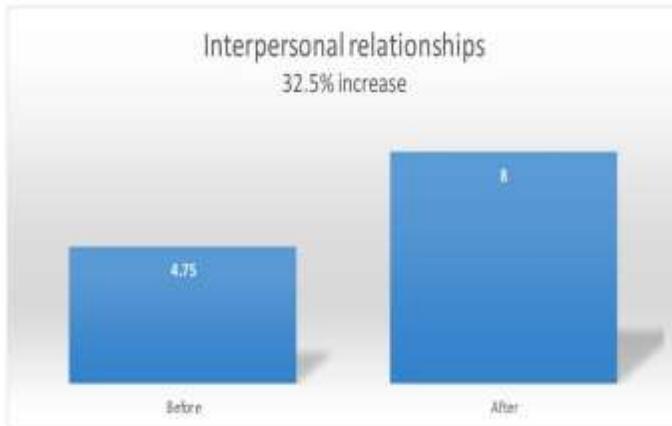
Sherwood Junior Primary



Averages







Interpretation of results:

The following is a numerical representation of the average increases in the skill areas measure by our research exercise.

Skill area	Increase in skill (%)
Communication skills	31.25
Control of emotions	35
Empathy	31.4
Dealing with Bullying	28
Anger management	38.6
Self-esteem	32.5
Leadership qualities	25
Stress management/coping skills	23.8
Decision making	27.5
School marks/ academic performance	18.3
Interpersonal relationships/relationship with others	32.5

Interpretation:

The data and scoring of improvement by learners is based on observation by educators and guardians, as well as facilitators. The results seem to be fairly straightforward and self-explanatory, showing an average improvement across skills at 29.44%, with clearly identifiable skills that have greatest improvement (Anger-management and Emotional control) and those that show the least improvements (Academic performance and Stress management).

Challenges

Language barriers: The material that we have developed over the years was initially aimed primarily at first-language English speakers. As the charitable aspect of our endeavors grew, we saw the need to introduce more isiZulu-speaking facilitators who were able to assist in translation of the material into isiZulu. This took some collaboration yet has proven to be successful, as can be seen by measured outcomes in those schools in which our course has been delivered in isiZulu, as opposed to English.

Incomplete Data: At the time of administration, not all of the responsible parties were able to access or evaluate all of the information required to give full feedback. As a result, not all of the data could be successfully collected. As a result, averages have been drawn from available data.

Timing: one of the primary challenges initially facing the coursework as it is presented on the school premises, is finding a time suitable to the schools and their administration, as well as to the learner and their guardians. To date, we have found consensual timing arrangements with the schools at which we have presented, as well as with learners and guardians, after some administrative rearrangement.

Duration: Not all courses have been conducted over the same amount of time. Some have been completed during the course of a single school year, while others have been completed over several months. Timetable constraints on the part of the schools and learners make it challenging to adhere to a set time-frame, although the course work is designed to be able to be made to fit particular time constraints.

OUR VISION

Dare to reach out your hand into the darkness, to pull another hand into the light.

Norman B. Rice

The EQ Advant-Edge course has been designed in order to equip children with some of the *advantages* necessary to successfully navigate an ever-more *changing and challenging* world! For us at EQ Advant-Edge, it is of *paramount* importance to create the opportunity for our children in South Africa to get a running start and good emotional foundation!

The course is designed to promote:

- *Emotional Wellbeing*
- *Socially Appropriate Behaviour*
- *Better Understanding of Selves and Others*
- *Greater Self-Esteem*
- *Physical Wellness*

This is achieved through various sessions designed around these topics, delivered by knowledgeable facilitators with a background in the field of Psychological studies. Our facilitators are trained to make use of sound *Social and Psychological theory and practice*, to make each lesson not only enjoyable, but practical too!

- Participants are encouraged to interact through various *play-therapy, role-play and hands-on experiences*, in order to maximize understanding and absorption of the material!
- Promoting *social-learning and acceptance of self and others*, in a safe and *supportive environment*.
- Nutritional sessions are designed to help children understand what is healthy and good for them and why!
- Fun and interactive exercises and illustrations help them to make better decisions regarding healthy eating choices.
- Visualisation and relaxation exercises, teach them how to *take control of their emotions and self-esteem*, giving them the tools to develop greater well-being and exercise calmness and equanimity, self-composure!



WHAT THE COURSE INVOLVES

Our age-appropriate courses are designed for children of different age-groups. Presently, we provide for those in the 5 to 8 year old group, as well as those in the 9 to 12 year old groups!

The courses are gender sensitive, allowing for appropriate interaction in mixed and single sexed school contexts.

Each course runs over a period of a full year to make sure that the children learn continuously how to improve their EQ.

The sessions cover topics such as:

- Decision making
- Nutritional Awareness
- Conflict resolution
- Friendship
- Stress management
- Emotional Insight
- Empathy
- False-Beliefs
- Self-Esteem
- Anger management

... and many more!



How can you help?



YOUR ROLE

The youth of South Africa need your help!

We propose that if anybody deserves the chance to get the advantage in this world, it is this group! As such, we ask you and your company to consider sponsoring one or more groups of 10 to 12 learners for a full year! The cost to your company will be small, but the benefit to the less fortunate youth would be great!

- Sponsor groups of 12 learners at a school of your choice! Sponsorship rates are dependent on each project!
- Help us to get sponsorship for at least 2000 kids!

This will pay for:

- Admin
- Tuition
- Staff fees
- Communication fees
- Materials
- Ongoing training
- Transport costs
- Uniforms
- Booklets, CDs
- Research and material generation
- Advertising



You get:

- Advertising (using your logo on all the materials provided, newspaper articles, our webpage and other advertising sources)
- Consistent feedback on the progress of the group of children you are sponsoring
- Tax benefits
- Beneficial for BEE points



You will be sponsoring specific schools with the very realistic need for the skills on offer. Due to their unfortunate circumstances, these children do not often have adequate opportunities to develop these skills on an effective basis!

STRUCTURE

Each course is:

- ***Each course will run for school four terms***
- 10 sessions per term (one a week).

There will be a limit on the number of children (***10 to 12 maximum***), to provide more quality in each lesson.

With the course, each child receives:

- Full colour worksheets and instructions
- One-on-one as well as group facilitation
- EQ Advant-Edge folder to store their notes
- A booklet on Nutritional information, to be utilised by the whole family.
- A certificate of completion at the end.

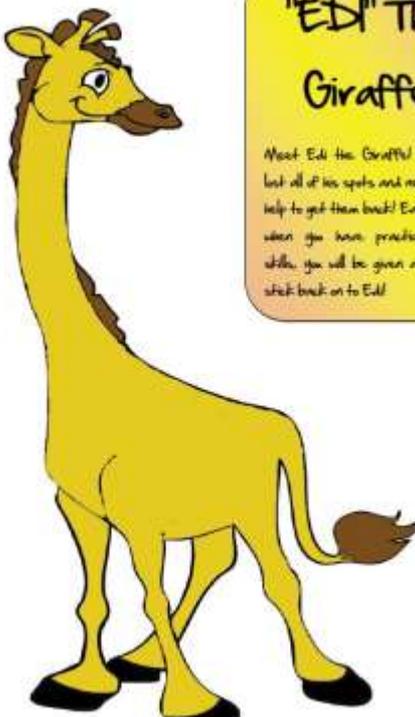


EXAMPLES OF MATERIAL

Advant Edge

"Eli" The Giraffe

Meet Eli the Giraffe! Eli has lost all of his spots and needs your help to get them back! Each week, when you have practised your skills, you will be given a spot to stick back on to Eli!



Folder for notes

Advant Edge

Controlling your actions!

There are some things we **can't** control, like...

(Fill in the empty spaces!)





There are some things we can control, especially how we react! Let's talk about impulse control in each of these situations:



Your brother/sister/friend breaks your brand new game:



Your mum/dad/gran tells you to clean your room... again!



You overhear someone talking badly about you:

Worksheets

Advant Edge



Give your child the emotional **ADVANT-EDGE!**

The Emotional Thermometer!

This is an Emotional Thermometer! Each lesson, you can colour in a part of it, with your favourite colour, depending on how you feel! This way, we can see exactly how we are feeling!

If you like, you can write why you feel the way you do, or tell everyone else!



SCHOOL MOTIVATION



HIGHBURY PREPARATORY SCHOOL

Highbury Road, Hillcrest, KwaZulu Natal, South Africa, Private Bag X7019, Hillcrest 3650
Telephone +27 (0) 31 765 9800, Fax +27 (0) 31 765 9838, Email: highbury@hps.co.za, Website: www.hps.co.za

August 2011

Re. Advant-Edge EQ Course

To whom it may concern

Highbury School has for the past two terms allowed an EQ course to be run in one of our classrooms for a group of our Senior Primary boys. Following the success of this course we have recently widened the offer to include boys from the Foundation Phase for the next series of sessions.

We believe implicitly in the importance of EQ and the development thereof. For a number of our boys, this was an opportunity to, in a small group situation, work through thorough and well presented material, with like-minded pupils, in a fun and exciting way.

The boys look forward to their weekly sessions and speak highly of what they are doing. Evidence of a growth in self confidence and self belief has been encouraging to note and we look forward to seeing more growth over time.

Please feel free to contact me should you require further information.

Brad Cooper
Deputy Headmaster
cooper@hps.co.za



Established 1903
Headmaster: Richard Stanley • NPO 016-738



Deutsche Schule Durban

Member of ISASA (Indep. Schools Assoc. of SA)

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P.O.Box 1633
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Fax: (031) 267 1311
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Website: www.dsdurban.co.za

August 2011

During the December 2010 holidays, Andrea Kellerman and her team from AdvantEdge offered a course to help children to develop coping skills. Forty children from various schools in the area, in the age of 5 -12 attended the 5day courses which ran over two weeks. The sessions were well organised, the facilitators well prepared and children were constantly stimulated to participate.

Feedback from children that attended the course was very positive and they felt that they had benefitted. Their self-esteem, communication skills, self-belief and intra- personal skills improved. One child in particular was no longer so anxious at bed time and was able to express himself better. Yet another was able to take part in social activities after the course was completed which she was too scared to take part in before. In the light of this I would recommend that children participate in this course.

Ruth Böhmer

Principal, Deutsche Schule Durban

mes amis manna

Early Learning Centre

Home to Moms & Babes; Moms & Tots & The Jungle Tots Playgroup

109 Clark Road
Glenwood 4001
031-201-9772

P.O. Box 1352
Gordons Bay 7151

TO WHOM IT MAY CONCERN

I would like to take this opportunity to recommend that all schools in some degree or another, from the age of 4 years old implement The Advant-Edge Course into their extra mural activity or as part of their daily school routine.

We started this program with our 4 year olds at the beginning of this year and have seen huge benefits with problem solving, social interaction and general life skills. With our fast paced life style children definitely need this head start on how to cope with the pressures of modern day society. I just find that as an Educator and principal so much emphasis is placed on the IQ of a child and not enough time is spent developing the EQ of the child and as a result of this we are raising up a generation that is smart, but cannot cope or function in the real world with all the daily pressures and demands that life throws our way. The IQ of your child will get them through school, but their EQ will be what gets them through life.

I think Andrea, who along with her business partner so beautifully summed up their courses goal in the following way, "Our Advant-Edge courses are designed to provide your child with interactive sessions, aimed at developing coping skills to better equip them to face an ever more challenging world!"

I would highly recommend the Advant-Edge Course and wish that I could make it compulsory for all my students as I can see huge benefits in it.

Yours sincerely



RUANDA ROCHAT

MANAGER/PRINCIPAL

MES AMIS MANNA

SHERWOOD PRIMARY SCHOOL

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TELEFAX: (031) 2082939
E-MAIL: sherprnm@mweb.co.za



40 SANDRINGHAM PLACE
SHERWOOD
4091

19th October 2011

Dear Sir/Madam

Re EQ Advantaged Courses

We wish to confirm that our school would be interested in the EQ Advantaged Courses for our learners. We feel that the pupils that would benefit most from such a course would be our most disadvantaged pupils of which we have a large number. Unfortunately most of our learners are not in a position to afford the financial commitment and would require financial assistance.

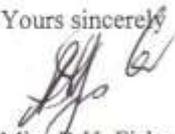
Our school statistics for 2011 are as follows, 65% African learners, 21% Coloured learners, 12% Indian learners and 0.32% White learners. We have 928 learners at the school.

Many of our learners live in single parent homes or have no parents. This has impacted on the behaviour and social skills of the pupils, as they do not always have the benefit of a suitable role model.

Our pupils would benefit from a course such as the one you offer especially in the areas of self-esteem, conflict resolution, dealing with teenage depression and dealing with anxiety.

Should you require any further information, please feel free to contact the school.

Yours sincerely


Miss B.H. Fisher
(Principal)

KWAZULU NATAL DEPARTMENT
OF EDUCATION & CULTURE
SHERWOOD PRIMARY SCHOOL
40 SANDRINGHAM PLACE
SHERWOOD 4091
OFFICIAL

QONDOKUHLE JUNIOR PRIMARY SCHOOL

POSTAL ADDRESS

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ENQUIRIES

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mantopreusker@gmail.com

01 July 2015

To whom it may concern

I would like to take the opportunity to motivate for serious consideration to be given to the Emotional Intelligence Charitable Trust as benefactors of the funding that has been made available by yourselves for the benefit of the less fortunate.

Last year, in the 3rd and 4th term, in collaboration with local government and corporate sponsors, the team from the Emotional Intelligence Charitable Trust made our school one of the focal schools in their distribution of services.

As part of the donation and the larger project as a whole, the team made sure to provide free emotional intelligence (EQ) courses for approximately 40 of our learners on a weekly basis. The sessions were interactive and the children loved learning valuable lessons, skills and strategies, all delivered in isiZulu. The learners who were the beneficiaries of this program had a noticeable and tremendous behavior change. They acquired various values, knowledge and skills.

The value of the sessions to our children is impossible to quantify. Needless to say, they benefitted immensely and we would love to have them back to see to all of our students!

Please be reassured that the donations received are going to a worthy cause!

Yours faithfully

M. Nala-Preusker

School Head

Qondokuhle Junior Primary School.



Est. 1886

PINETOWN SENIOR PRIMARY SCHOOL

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P.O. BOX 20
PINETOWN
3600

To Whom It May Concern:

I am writing this to confirm both the availability at our school and the need for the EQ Advant-Edge course at our school. We were approached some time ago by the course administrators and after have reviewed the available material; we have decided that it would be most beneficial to the underprivileged learners who make up the majority of our learners.

I can hereby confirm that of the 503 children in our school, comprising, mainstream, remedial and slow learners (the old "special ed."), more than 75% are from previously disadvantaged families. Of this number, I have no doubt that the vast majority would benefit greatly from a course of this nature.

Unfortunately, due to circumstances, most of our learners' families or guardians are unable to afford to finance their dependants for the course and would require financial assistance. As it is, many of our parents cannot afford the course and are struggling to pay for primary necessities.

With the Hiv/AIDS pandemic, along with other social issues which result in very few children living in two-parent households, we are noticing that very few children receive the necessary emotional support from adults; sometimes none at all. We've noticed a deterioration in the social skills required for conflict resolution. More and more issues require adult or educator intervention and the children seem to lack the skills to settle their own issues. This has, rather alarmingly, resulted in an escalation of varying degrees of aggression. Physical attacks with weapons such as scissors and sharpened pencils have occurred.

With this deterioration of social and emotional skills that has been noticed, it is becoming more evident that without the intervention from outside of the home environment, many of these children are at risk of developing maladaptive and possibly criminal behaviours. Our children would definitely benefit from this course, especially in areas such as self-esteem, conflict resolution, anxiety reduction, depression lifting and many more!

If you have any queries, please feel free to contact myself or Brigid Barnes on 031 7025277

Kind regards

D CHRISTENSEN
HOD REMEDIAL UNIT

BJ BARNES
PRINCIPAL

TESTIMONIALS

"My daughter THOROUGHLY enjoyed the course. I looked through her notes and was really impressed with the subject matter - very well chosen and age appropriate, I think she really benefited from it." Thembi

"My daughter is using the "stop, think, act" exercise the whole time. It helped her not to react impulsively and to think before she gets upset unnecessarily. What a great course." Lu E.

"The relaxation exercises make me feel calm and happy; I use them all the time." Moses (9)

"My daughter practices her self-relaxation skills almost every night now. I'm very impressed!" Hayley

"My son is able to sleep at night now. He was so anxious before and learned the skills to calm himself down now. The relaxation exercises are really good. Thank you, what a change!" Thuli

"My mom isn't allowed to buy Coke anymore, because I learned about all the sugar in it." Rebecca (6)

"When my mom was angry, I told her that I had learned to Stop, Think and then Act." Jared (12)

"I learned what a good friend is and how to act out what I feel in a controlled and calm way." David (11)

"The children who did the EQ course benefited tremendously from it. They can control their emotions much better and act more maturely. They have a greater understanding of how they can react in a better way. I can see a big change in them when I have them in my classroom." Gr. 3 teacher, Pinetown.



SOME OF OUR SUPPORTERS





CONTACT DETAILS

Please do not hesitate to contact us via any of the channels provided below:

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Doug Berry (Trustee)

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We are looking forward to hearing from you!



With contribution by

Lisa Raleigh

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela