



# THE WHOLE PERSON APPROACH

"EXPLORING HOLISTIC DIMENSIONS"

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There are four domains that **The Whole Person Approach (WPA)** consists of the **BODY, HEART, MIND and SPIRIT** across the Multiple Intelligence (MI) spectrum. They also reinforce the Four Cs of the 21st century: **Creativity, Critical thinking, Communication and Collaboration.**

**The Body Domain** is experienced through the *physical dimension* by tapping into **Bodily- Kinesthetic Intelligence** and **Naturalistic Intelligence**. Both nature and the body are ecosystems which demonstrates a delicate balance and **collaboration.**

**The Heart Domain** focuses on the *emotional dimension* by nurturing **Interpersonal and Intrapersonal Intelligences** and supporting **communication, collaboration** and social-emotional learning.

**The Mind Domain** strengthens the *mental dimension* through **Logical-Mathematical Intelligence** which builds **critical thinking** and **Verbal-Linguistic Intelligence** strengthening **communication** skills.

**The Spirit Domain** contains exploration of one's capacity in the *spiritual dimension* to both, appreciate and explore **Visual-Spatial, Musical-Rhythmic and Existential Intelligences** and express it with unique **communication** and **creativity.**

## EXPLORING HOLISTIC DIMENSIONS

The Pandemic hit last year in 2020 and forced the world to adjust to a "new normal" and compelled us to re-evaluate our lives and assess what is important and what we can do without. It was the need of the hour to address all the dimensions that will help strengthen our capabilities to cope with the uncertainties and demands of these VUCA times - ***Volatile, Unprecedented, Complex, and Ambiguous.***

The Whole Person Approach introduced in 2020, became our very own wellness formula that enables holistic development. In the words of Alvin Toffler, "The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn, and relearn." The Whole Person Approach focuses on learning what is good for us, unlearning habits that are not, and re-learning how to be more in tune with ourselves, both inside out.

The etymology of the word 'health' stems from an ancient language meaning "wholeness." Ailments can originate in the body, heart, mind, or soul. For a human being to be complete and whole, all of these four dimensions need to be addressed. Only synergy and alignment of these dimensions can bring about a "win-win" for an individual's overall well-being. As Director of Glendale Education, I introduced The Whole Person Approach synergizing in a new fashion, two proponents that drive our pedagogy- namely the ***Multiple Intelligences and the 7 Habits.***

## How did WPA originate?

Worldwide, we saw individuals take up courses and hobbies they never previously had time for. The most simple pleasures we took for granted in life became cherished. Somehow before the pandemic, life was too fast and too busy to discover what was most precious in life. In May 2020, I had an epiphany that excited me to the core. I had already written the ***ABCs of Brain-Compatible Learning*** but that remained mainly cerebral. I thought why not ABCs of the Body, Mind, Heart, and Spirit?! (Look out for this in the future☺) Hence, The Whole Person Approach (WPA) was born! Originally, in the summer of 2020, I started a series called, "Sharpen the Saw" which became a well-received webinar to help individuals optimize their potential to become the best versions of themselves when we were forced into the lockdown. Despite the circumstances, this self-discovery of "Sharpen the Saw" helped individuals optimize their circle of influence and bring about opportunities to skill-build and indulge in the development of a full spectrum of human potential.



In this newsletter, I am excited to share how WPA is backed by developmental science. Not only is it fun to indulge in self-discovery but also encourages **growth mindset, self-efficacy, self-regulation**, and leads to better **identity formation**. Also, you will witness the array of life skills, social-emotional learning, and holistic habits practiced by our students and appreciated by the parents.



In June 2020, Glendale Education launched WPA with the **Heart Domain**, wherein we introduced habits of Kindness and Gratitude to nurture the Social-Emotional Dimension. A simple act of kindness can create endless ripples and an **Attitude of Gratitude** unleashes abundance in our lives. Next, we hopped, skipped, and jumped with the Physical Dimension of our **Body Domain** where we encouraged **Fitness Challenges, Going Green**, and bringing the power of nature back into our lives! **Nature Nurtures**, and so does leading a healthy and active lifestyle that brings the body-mind connection to life for physical and mental health. With the heart and body on an upward spiral of growth, it was time to unleash our spirit with some creativity and inner meaning.



We commenced our **Spirit Domain** with a splash of colors and a palette to **unleash creativity** through art appreciation, artistic patterns, photography, and more! **Rhythmic Rhapsody** added the much-needed harmony and melody the spirit requires, followed by an inner reflection of our deep purpose to **find our bliss**. With the exuberance that was unleashed, we moved on to recharging the Intellectual Dimension of **Mind Domain** and the intellect with some reading, logic, and critical thinking routines. The magical journey of unleashing the whole person gained further momentum in version 2.0 of WPA in the second term. Our exciting journey has led us to unexplored territories within our potential to help us find our "inner gold" and extend what illuminates from within to the entire world as well as ourselves.



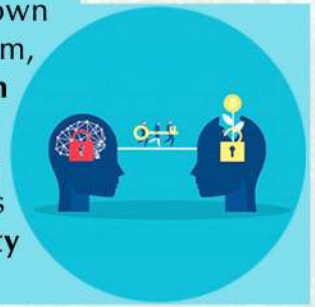
*"The Character Ethic, which I believe to be the foundation of success, teaches that there are basic principles of effective living, and that people can only experience true success and enduring happiness as they learn and integrate these principles into their basic character."*

- Stephen Covey



# Linking Developmental Science with Practice

Through WPA, educators in school can support individuals to drive their own success keeping in mind the growth across the Multiple Intelligence spectrum, nurtured within the school climate and culture. With the assumption of **growth mindset** (Dweck, 2012), WPA is proposed to increase the **self-regulation** and **self-efficacy** of participants as well as aid the **social and emotional well-being** of the teaching-learning community. The exploration and understanding of one's human capacity to learn and grow is also proposed to expand one's **identity formation** by realizing one's innate potential as it is developed.



Researchers Yeager and Walton (2011) in their study posit that “**social-psychological interventions** are tools to target important psychological processes in schools. They have produced long-lasting gains in achievement in multiple studies, but they are dependent on the capacities, meanings, and recursive processes present in local contexts. If scaled up in appropriate ways, social-psychological interventions have the potential to contribute, in conjunction with other reforms, to the solution of endemic problems in education.” With this in mind, WPA has been intended to synergize and strengthen the positive potential of **The Leader In Me** combined with **MI** and **Growth Mindset**.

**Leader in Me®**

There is a synergistic interdependency among four key components of **Process, Person, Context, and Time** in the **Bioecological Model**. “Participation in such interactive processes over time generates the ability, motivation, knowledge, and skill to engage in such activities both with others and on your own. For example, through progressively more complex interaction with their parents, children increasingly become agents of their own development” (Bronfenbrenner & Morris, 1998).

## What is Growth Mindset?

*“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”*

(Dweck, 2015)



## Growth Mindset and WPA

Growth Mindset recognizes that individuals are able to understand that they can get better at everything with consistent efforts and by utilizing effective strategies while seeking support if required. Combined together it appears that the application of growth mindset, WPA, MI and LIM enable schools to teach students to **learn for life and not just school**.

## What is Identity Formation?

Identity deals with questions such as, “*Who am I? What am I about? What do I value? What do I want to do with my life?*” “Individuals develop an image of who they are and what they would like to be. This image is composed of (a) conceptions of one's personality and capabilities, (b) long-range goals and plans, (c) motivational sets, (d) ideal and taught images of what one should be like” (Eccles, 2009).

## Identity Formation and WPA

Eccles (2009) mentioned that “individuals play a very agentic role in co-constructing...aptitudes for mastering various possible tasks and activities.” These feed into the identity formation process linked to the development of various components that has been defined as the ‘ME self.’ By practicing WPA, participants understand their competencies through active participation in discovering their potential.



## What is Self- Efficacy?

Self-efficacy reflects not only how we think and feel about ourselves but particularly the confidence we feel in “the ability to exert control over one’s own motivation, behavior, and social environment.” Through the cognitive and affective channels, self-efficacy plays a critical role in how we perceive and receive life experiences (Chowdhury, 2020).

## Self- Efficacy

An individual’s belief in his or her capacity to execute behaviors necessary to produce specific performance attainments “can influence other events that affect their lives” (Bandura, 1977, 1986, 1994, 1997). A self-system based on our social skills, cognitive skills, observational learnings, and social backgrounds is built up in which self-efficacy is a crucial component to the backbone of one’s personality (Bandura, 1977).

## Sources of Self-Efficacy



## Determining Efficacy Judgments

### Performance Outcomes

“Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task” (Bandura, 1977).

### Vicarious Experiences

### Vicarious Experiences

“People can develop high or low self-efficacy vicariously through other people’s performances. A person can watch another perform and then compare their own competence with the other individual’s competence” (Bandura, 1977).

### Verbal Persuasion

### Verbal Persuasion

“Self-efficacy is influenced by encouragement and discouragement pertaining to an individual’s performance or ability to perform” (Redmond, 2010).

### Physiological Feedback

### Physiological Feedback

“People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy” (Bandura, 1977).



## What is Self- Regulated Learning?

Self-Regulated Learning (SRL) refers to the process a student engages in when she takes responsibility for her own learning and applies herself to academic success (Zimmerman, 2002).



## Self- Regulated Learning and WPA

Self-Regulated Learners are engaged in learning metacognitively, motivationally, and strategically engaged in learning (Winne & Perry, 2000). WPA has been designed to motivate the learning community and is strategically structured to be implemented within one’s schedule and monitor their practice over the week(s) with the The Leader In Me’s 4 Disciplines of Execution (4DX) Model. The 4DX model helps individuals to decide on how to go from x to y by self-monitoring and self-reflection.

Students recorded and submitted 4DX charts to their teachers every week.



# BODY DOMAIN

"Our Body is precious. It is our vehicle for awakening. Treat it with care." - Buddha



Naturalistic  
Intelligence



Bodily-Kinesthetic  
Intelligence

## Physical Dimension

The Body and Mind are so deeply connected that when we work on our physical dimension, it inevitably leads to increased mental well-being. Two very important and time-tested contributors to good health and wellness are "Nature" and "Exercise." During the Body Domain, we incorporated new habits of "Going Green" and "Being Fully Alive" to increase our vitality through physical activity, consuming natural goodness and spending time in nature.

## Nature Nurtures

At Glendale, our green ten-acre campus stands testimony to our belief in the nurturing effects of the nature. We went an extra mile to cultivate the seeds of naturalistic intelligence further by being the first school in the subcontinent to incorporate the United Nations Sustainable Development Goals in our curriculum. Now we have transformed these seeds to a full-fledged habit by adding "Go Green" in our Whole Person Approach under the physical dimension.



## DID YOU KNOW ?

Attention Restoration Theory (ART) (Kaplan, 1989, 1995) suggests that mental fatigue and concentration can be improved by time spent in or looking at the nature. The capacity of the brain to focus on a specific stimulus or task is limited and results in 'directed attention fatigue'.





## Parent Testimonials



**Ms. Kavita Mathur**  
Parent of Ruhaan Mathur  
(Grade II A)

2020 has been the toughest on children as they were forced to confine themselves inside their homes. Their otherwise active and always on-the-go lifestyle took a sedentary turn. We are grateful to Glendale for introducing the WPA Body Dimension that enabled our children to engage in some fun and easy physical activities. Ruhaan enjoyed giving a kickstart to his mornings with deep breathing exercises and unwinding during his evening walks with me. To balance this healthy aspect he incorporated the Rainbow Food Plan in his everyday diet and not only did he cut his junk food intake, but also ensured everyone in the family followed these activities regularly. It definitely helped us all.



**Ms. Urmila Yadav**  
Parent of Aksharanjani  
(Grade UKG A)

2020 has been an extraordinary year and we all had to adapt to the "New Normal." I think Glendale's curriculum encompasses all aspects of the child's well being including physical and emotional intelligence and nurtures their overall development. Besides that Glendale's focus on "living an active and healthy lifestyle", through exercise and nutrition, is commendable. My daughter is really enjoying this innovative engagement model and we, as parents, really appreciate all the hard work being put in by the teachers.

### REFLECTION TEMPLATES

<b>WEEK-1</b> Activity  <b>Reflection:</b> I walked for 20 minutes every morning.	<b>WEEK-2</b> Activity  <b>Reflection:</b> I performed Suryanamaskar for 20 minutes every morning.
<b>WEEK-3</b> Activity  <b>Reflection:</b> I tried to get all the rainbow colours of food on my plate.	<b>WEEK-4</b> Activity  <b>Reflection:</b> I detoxed myself with Citrus water. 1 litre per day.

Name :XXXXXX  
Class/Sec: ----

The reflections were recorded on the templates that were provided, along with photographic evidence.

### STAY ACTIVE DAILY

#### Fully Alive:

Activities like Jogging, Walking, Cycling, Yoga and Deep Breathing aimed at making the children realize the importance of staying physically active.

**Fitness Bingo** included activities like Squats, Jumping Jacks, Sit Ups, Crunches, Lunges, Knee Raises etc.

**The Healthy Plate:** reducing sugar and cutting junk was all about consuming a balanced diet and avoiding unhealthy food items.

**Detox Drink Activity:** As part of the Body Dimension activities, students learned to make a detox drink with chia seeds, lemon juice, and honey.

### CHALLENGE YOURSELF PHYSICALLY

### HEALTHY PLATE

### DRINK DETOX



# HEART DOMAIN

*"Educating the mind without educating the heart is no education at all." -Aristotle*



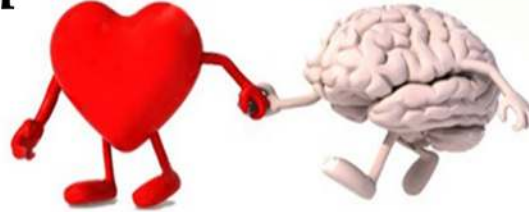
Interpersonal  
Intelligence



Intrapersonal  
Intelligence

## Emotional Dimension

When we look at pre-natal development, science confirms that the heart starts beating before the brain is fully formed. A pioneer in the field of neuro-cardiology, Dr. J. Andrew Armour, M.D., Ph.D., has



uncovered some groundbreaking discoveries regarding the function of the heart's intrinsic nervous system. "The heart possesses its own little brain, capable of complex computational analysis on its own. Data clearly indicate that the intrinsic cardiac nervous system acts as much more than a simple relay station for the extrinsic autonomic projections to the heart..."



### Cultivating the Heart Dimension

*"We mature socially and emotionally by making consistent, daily deposits in the Emotional Bank Accounts of our key relationships." - Stephen Covey*



The Heart Dimension in WPA can be cultivated by developing a person's Interpersonal intelligence and Intrapersonal Intelligence. Interpersonal Intelligence refers to the ability that helps us connect and bond with others. A long-term Harvard study has found that, it is the depth and quality of our relationships that increases our longevity and happiness quotient. What better way to connect than through small acts of kindness that can create a huge ripple of impact. Kindness can also be thought of as deposits in other persons' emotional bank accounts in which kindness counts. The more one deposits, the more one can draw a feeling of trust, reliance and trust in relationships making them richer. Our first activity for developing the Heart Dimension in our WPA 1.0 was to record acts of kindness which also reinforced one's Interpersonal Intelligence and second activity was to increase the attitude of gratitude by recording all that which we are blessed with and appreciating it.

Simon Sinek stated that "Random acts of **Kindness** and acts of **Generosity** is how simple it is to make people feel good." According to studies, Sinek related that doing an act of kindness, receiving one or even just witnessing such acts, gives a surge of oxytocin – a feel good hormone released to make one feel love and a state of well-being.







There is a transformative power to positive, heartfelt emotions across one's physical, cognitive and psychosocial functioning. Glendale's vision aims to create young global citizens who care about the common good, display empathy and compassion and build bridges of understanding to create a more collaborative and humane society.

The Heart Domain was a collection of a weekly menu of activities that aimed at helping the students practice virtues like Kindness and Gratitude. A handy tracker based on the **Four Disciples of Execution (4DX Model)** was given to students to track their daily progress and experiences were shared by recording the reflections on the given templates along with photographic evidence to encourage this in their identity formation and self-directed regulation.



Helping out at Home



Students participate in various activities such as keeping **Gratitude Jars**, **Kindness Bingo**, **E-card making** for friends and helpers and following the **Self-Care Menu** for themselves

## 3H Activity

3H stands for Health, Hygiene, and Happiness. Students practiced the act of kindness by making 3H kits and distributing to the community helpers. The kits comprised of face masks, soaps, sanitizers, fruits, and chocolates or sweets.



**Mrs. Farahnaaz Kheradmand**  
Parent of Zaamin Ali  
(Grade II D)

*The 3H activity initiated by Glendale Academy was a wonderful activity for teaching our little leaders to contribute to the society from what they have. As our school song says, "sow a thought, reap an action, sow an action, reap a habit, sow a habit, reap a character, sow a character, reap a destiny." The thought of Ms. Anjum Babukhan to help society will become a habit, later a character for our little leaders. Zaamin really enjoyed the 3H activity and planned to give the 3H kit to our maid initially but an electrician walked in and it was so mindful of Zaamin to give the kit to the electrician.*

## Parent Testimonials



**Ms. Suraksha**  
Parent of Samaksh  
(Grade 1A)

*The initiative taken by the school in making the kids assemble the 3H kit in the current situation is appreciated. Dev enjoyed putting together the kit for our driver, Venkatesh. He learnt the value of donating and why we donated each item in the kit. For example, fruits for health and immunity, sanitizer and mask for hygiene, and the candy for happiness. He was very happy when Venkatesh came back and told that his children were thrilled to get the candy.*



**Ms. Shwetha Reddy**  
Parent of Dev Sudhesh  
(Grade 2A)

*It is rightly said that the joy of giving is only known to the giver! Samaksh experienced it while doing the 3H project assigned by his class teacher he was very happy and excited and helped me with the planning. He was very satisfied with the project. While we as a family keep doing such activities Samaksh hadn't earlier shown any interest personally and this was the first time he experienced the happiness of giving and he wants to experience this again and again.*



# MIND DOMAIN

"I cannot teach anybody anything. I can only make them think." -Socrates



Verbal-Linguistic  
Intelligence



Logical-Mathematical  
Intelligence

## Mental Dimension

The Dimension of the Mind which is characterised by intellectual competence, is best sharpened cultivating the powerful tools of **Verbal-Linguistic Intelligence** and **Logical-Mathematical Intelligence**. In fact, developing the **Reading Habit** and **Math Proficiency** are two of our Wildly Important Goals (WIGS) at GA. "If we encounter a man of rare intellect we should ask him what books he reads," said Ralph Waldo Emerson, the great American poet and philosopher. This is so true and echoes Margaret Fuller's maxim "Today a Reader, Tomorrow a Leader." In this information age when there is a plethora of information available at our fingertips, it is very important to know how to filter that information for accuracy and how to use that information wisely!

"The essence of the independent mind lies not in what it thinks, but in how it thinks." - Christopher Hitchens

The benefits that accompany investing in mind support will bring clarity and an awareness that will empower you on a whole new level. When you clear your mind and change your thoughts, quite literally, you can change your life. Positive thoughts attract positive life experiences. Meditation is a beautiful way to still the mind and stop that annoying constant mind chatter. When you stop this internal dialogue, the mind can truly settle. Don't underestimate the power of visualization as one of the most important ways to improve your mind power. You always have a choice on how you react and respond to any challenge, so if you are genuinely facing a problem, find a solution and then take the necessary steps to move forward and achieve the best result possible for a positive outcome. (Source: motivationgrid.com)

### Reading in Nature



### Adopt a Favorite Reading Spot



## Parent Testimonials



**Ms. Ramya Tumkar**  
Parent of Trisha Sharma  
(Grade V E)

The Mind Domain was a wonderful experience for Trisha. The fun puzzles like sudoku and crossword really exercised her mind. Her favourite activity was "Brain Tracker Activity" as it helped her in keeping track of her activities and what she need to do. The Daily Reading Log activity helped her in keeping a track of her reading and improved her reading skills. Thank you for introducing this wonderful activity.





*"If you correct your mind, the rest of your life will fall into place" - Lao Tzu*

### Logical Activities:

These enjoyable activities were aimed to help in the development of critical, creative, abstract thinking and problem-solving skills.

One could mentally exercise one's mind with:

- **Puzzle-a-Day**
- **Mend or Repair** a small annoyance at home that's been weighing on one's mind
- Arrange a **Logical Pattern**
- **Brain Tracker Activity**
- Maintain a **Reading Log**
- **Share a favorite Thinking Routine** in academics.

#### Puzzle-a-Day



#### Mend or Repair



#### Brain Tracker Activity



#### Visible Thinking Routines



#### My Reading Log



Albert Einstein had rightly said, "Education is not the learning of facts but the training of the mind to think." The Mind Domain strengthens the mental dimension through **Logical-Mathematical Intelligence** which builds critical thinking and **Verbal-Linguistic Intelligence** which strengthens communication skills. There was a wide range of activities specially curated to enthruse all palates.



# SPIRIT DOMAIN

*"Our purpose here on earth: to manifest the very nature of our spirit, which is touched by the spirit of God" -Rumi*



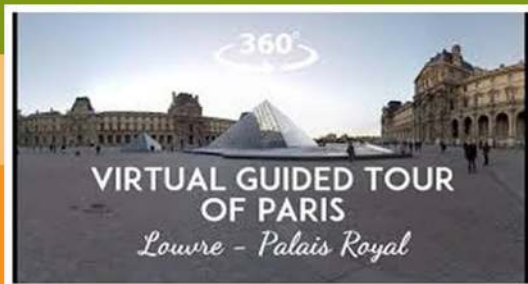
## CREATIVE SPIRIT! (Visual-Spatial Intelligence)

Students unleashed their Creative Spirit by choosing to represent themselves with colours and symbols that resonate with their inner spirit. Photography, artistic themes and sensorial touch were a few options from the menu created to discover & recover their creative self.

When children drip, splash, splatter colours, move along the canvas and different mediums with fingers, brushes, spatulas and rollers they dabble in science and basics of math. The fine motor skills improve as they manipulate the paintbrush or bare fingers to make the color-saturated canvases burst with movement and character.

There is an increasing amount of scientific evidence that proves art enhances brain function. *"Art can change a person's outlook and the way they experience the world."*

In SPIRIT domain under visual-spatial, students were also given an array of activities to indulge in ranging from Virtual Tours, viewing snippets of exhilarating Dance and Music performances, aesthetic appreciation of Museums and Historical and Cultural sites.



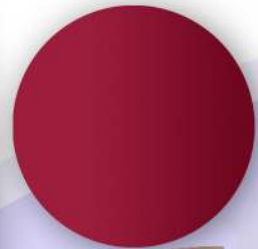
### DID YOU KNOW

Creating art may boost young children's ability to analyze and problem-solve in myriad ways, according to Mary Ann F. Kohl, author of Primary Art: It's the Process, Not the Product.



**Mrs. Sasmitha Singha**  
Parent of Shrihaan Das  
(Nursery)

*The Whole Person Approach" Curriculum... what a wonderful initiative! We are constantly amazed by the genuine interest and care Glendale gives to our kids on a daily basis. This is our son's first preschool experience, and as a parent, I cannot express enough love and gratitude to those involved in helping to mould and influence my son in such a positive and loving atmosphere!*



To acquire spiritual intelligence is to continue in the upward spiral of learning and applying eternal truths





## DID YOU KNOW

Music even works more rapidly and intensely upon the mind than any art, because it requires so little conscious reflection. The Journal of Positive Psychology conducted a study in 2013 that discovered that individuals who listened to music that could be classified as happy and upbeat were able to improve their mood and overall happiness in just a few weeks.



## RHYTHMIC RHAPSODY! (Musical-Rhythmic Intelligence)



Students were encouraged to rejuvenate and harmonize their spirit with a series of options were put forth to students to tap into the rhythm of music and synchronize with the Spirit. Tuning into moving melodies, feeling the timbre of different musical instruments (including making your own - DIY), professing thoughts and pitching expressions through powerful poetry, reverberating with the vibrations of sound therapy of chimes, bells or singing bowls etc. were options to choose from.

Music can have positive effects on physical and mental health. Numerous research studies have shown that listening to pleasurable music can reduce stress, provide comfort, boost mental stimulation, focus attention, provide comfort, ease pain, improve mood, memory and cognition.

*"Sometimes divine revelation simply means adjusting your brain to hear what your heart already knows,"* quipped Dan Brown.

## DIY Musical Instruments



## Creating a zen zone



## CALL OF THE SPIRIT! (Existential Intelligence)

It was heartening to see our children attempting to discover the spark that makes their life meaningful and joyous! The menu of SPIRIT including opportunities for quiet introspection and self-realization. They pen-downed their experiences in the journals, scrapbooks and 'My Heart' maps while also creating 'Zen Zone' to spend 'Me-Time'.

'Existential intelligence refers to deep sensitivity and people's ability to handle intense questions such as the meaning of existence. It's one of the most complex and rarest of the nine types of intelligence proposed by American psychologist, Howard Gardner. Being aware, helps us to move towards discovering our purpose and how we can work towards living a meaningful life. This Japanese refer to this as our "reason for being" - ikigai while Joseph Campbell who has studied the human journey through his study of monomyth, calls it, "finding your bliss." People with existential intelligence are reflective and deep thinkers. They demonstrate high sensitivity on matters related to human existence and strive to find the answers for questions like:

*"Who am I?"  
"What gets you 'in the ZONE' or 'in FLOW'?"  
"Where do you 'find your BLISS'?"  
"What is the meaning of life on earth and reason for one's existence?"  
"What is the impact you want to leave on this world?"  
"The mystery of human existence lies not in just staying alive, but in finding something to live for,"*  
quoted Fyodor Dostoyevsky.



**Ms. Rajitha Koganti**  
Parent of Akhil Polimetla  
(Grade-3A)

*WPA Spirit Template was an outstanding and impressive template where the kids had an opportunity to do the activities to find the spark which makes life beautiful and meaningful. The virtual tours were so engaging and user friendly that they could experience the visit of a museum by navigating from gallery to gallery. The Heart-Map was a fabulous and fun activity. As a parent I felt so impressed that Glendale Academy made learning innovative and interesting.*