

Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their teachers hands.

Period of the IDEA Program and groups
The IDEA Program will be held for a period of 3 months. There would be 90 minute sessions twice a week. The program is customized for groups of children from standards 1-4,5-7 and 8-10.



An ideal no of 24 students would be in each class

Stress has been defined as, "the inability to cope with a perceived or real (or imagined) threat to one's mental, physical, emotional, and spiritual well-being [sic] which results in a series of physiological responses and adaptations" (Seaward, 1997, p.5). In addition to responding physiologically, people may respond cognitively and emotionally to stress. Studies indicate that 70-80% of all disease and illness is stress-related (Seaward, 1997).

Stress affects each of the five dimensions of health: physical, mental, emotional, social, and spiritual. Examples of "distressors" (negative stressors) that children and adolescents may confront within these dimensions include: illness, injury, inadequate nutrition, and low levels of physical fitness (physical dimension); pressures to excel in academic and extracurricular activities, depression, and anxiety (mental/emotional dimension); relational issues, peer pressure, and dysfunctional family lives (social dimension); and inability to find purpose in life or to understand how individual lives contribute to a much larger and grander universe (spiritual dimension).

Schools play a vital role in stress management by assuring a healthy learning environment, providing services for stress reduction, enhancing student and staff knowledge and skills for coping with stress, and coordinating Intervention programs with families and communities.

The Comprehensive IDEA Program is an effective model for implementing stress management in schools and communities whilst enhancing the well-being of children through life skill exercises that hone creativity and learning amongst all children.

The program focuses on the student's learning, development, relationships, emotional health, academic success, focus and concentration and overall self identity. Our specialized team of experts helps children and youth overcome barriers to success in school, at home, and in life.

The U.S. Surgeon General estimates that one in five children and adolescents will experience a significant emotional problem during their school years. Some problems are more serious than others, but all children face challenges that can affect their learning and behavior. These can include:

- Stress and anxiety
- Worries about being bullied
- Problems with family or friends
- Loneliness or rejection
- Disabilities
- Depression
- Thoughts of suicide or hurting others
- Concerns about sexuality
- Academic difficulties
- Dropping out
- Alcohol and substance abuse
- Fear of violence, terrorism and war

This is why it is important to develop an intervention program to promote self-esteem self discipline, self worth, self identity, self pride and dignity.

Schools are ideal settings to promote these qualities in children and youth. Virtually every community has a school and most youngsters spend six hours a day there, so our program is geared to enhance the school environment with:

- Activities Tailored to learning and development
- Services familiar and accessible to students and parents
- Services designed to promote communication between home and school

There are other areas of the curriculum where the IDEA program may be infused: language arts (children's literature, creative writing, journal writing); social studies (Eastern traditions of meditation, yoga, learning to appreciate and value diversity; and learning to work co-operatively to solve problems); science (physiology of the stress response and relaxation response); and art and music (creative ways to relax and express thoughts and feelings).

The IDEA Program promises improvement in academic achievement for children.

The Idea Program is an extremely effective and innovative program that will improve academic performance, reduce diagnoses of attention deficient hyperactivity disorder (ADHD), and close the achievement gap between children.

The recent explosion in diagnoses of ADHD may be partly due to some children never learning to exercise attention control and self-discipline. Helping at-risk children improve EF (Executive Functions) skills early might be critical to closing the achievement gap.

Thus the IDEA Program has been carefully designed, based on findings from a research conducted by University of British Columbia Psychiatry Prof. Adele Diamond, who is Canada Research Chair in Developmental Cognitive Neuroscience, who led the first evaluation of a curriculum called Tools of the Mind (Tools), that focuses on executive functions (EFs) that depend on the prefrontal cortex area of the brain.

Functions include resisting distraction, considering responses before speaking, mentally holding and using information, and mental flexibility to "think outside the box."

At the end of the IDEA Program we hope to develop positive social skills and behavior, high academic achievement, good emotional health, self esteem, resiliency, competence, tolerance and respect for others, a safe supportive learning environment, a meaning to life and skills to fulfill ones dreams; as we stay committed to finding the best solution for each child and each situation.

The Idea Program will therefore address needs at home and school to help students succeed academically, emotionally and socially by addressing individual student needs, as well as enhance systems that support students on the school building.

What is the IDEA Program?

The Idea program is a holistic life skills program that empowers the child for day to day living.

What does IDEA stand for?

IDEA basically identifies the child's strengths, develops his/her personality, empowers his/her being whilst bringing out the best in the child.

Effective Development through Art

- Children go through sessions with trained experts enhancing their creativity through art.
- Development using forms of music, drama, visual art, dance, yoga, story telling, story writing etc. would be used.
- Therapist designs sessions to progressively accomplish goals which address needs of group of children.

Either an individual art form is used or sometimes a combination of a few- the therapist uses props, pictures, charts as required and also maintains visual aesthetics of the room the module is conducted in.

- Very often sessions are spontaneously changed depending on the reactions of the children. Post each session the therapist reviews the effectiveness of the art form and then decoded how to progress during the next session.
- Art as a development tool helps children access their feelings and express them freely- all art forms access our 'right brain' which is creative, intuitive and expressive
- Drumming and music has a deep impact on the brain and can have either a stimulating or calming effect
- Storytelling helps in focus and concentration-it helps develop active listening, clarity of thought and improving attention span.
- Dancing and movement based activities helps improve moods, release stress and bring freshness to the mind.

- Drawing and painting - Drawing and painting helps thoughts get defined on paper. Children express what they are unable to do with words - colors help define what is happening within us and help liberate these thoughts. Colors have a significant impact on emotions for the person using and viewing them.
- Drama is another medium that provides a 'safe space' where children can enact events that are happening in their lives, It helps sort out relationship issues, see another point of view and helps children understand real life situations better

Nutrition

- Children would be explained about the basic food groups, advantages of healthy eating eat right - play more. Effects on eating on the body.
- A child Nutritionist conducting these sessions would also impart knowledge in a fun environment on





The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards

Faculty Members

- Immunity
- Food and Nutrition
- Physical Activity
- Safety
- Pollution
- Your body
- Nutrition in relation with concentration : studying more effectively

Mentoring

- Mentors (counselors) work with students to broaden their interest areas and assist the students both in academic planning and self understanding and discovery.
- A friend of the children who they could always talk to and vice versa. Core areas for improvement would be identified. One-on-one or in a group informal talk time as a friend is key in the process.
- The mentor will provide feedback to the teachers based on their observations.

Enriched Activities

Innovations and creations

- Creative building exercises and activities to hone creative and productive thinking ability. The program would be in the form a fun activity or a role play. All children are divided into groups and perform tasks to the best of their ability.
- The Groups will not necessary be the groups formed for the earlier programs. The Groups will consist of a mix of students from class 1 - class 10.

Pooja Deora began her work with children at the age of 18. Her first job was at Akansha, an NGO for under privileged children. She taught each child to find his or her strength and rise from their situations to reach excellence in whatever they do.

Pooja worked with children across all ages and in institutes of high repute for over seven years before she took the plunge to begin the only school of its kind in India. She also initiated 'out of the box', after school programs to enhance a Child's creativity.

Pooja's experience in the real world has given her an edge over other educators as her beliefs come from her hands on interaction with varied students across the country.

Naamah Kathawala has a Bachelors of Science degree and an M.Ed from the University of Minnesota. Her international experience brings in new methodologies and teaching aids which sets the company PAN Academy Pvt. Ltd apart from the rest.

Through her journey in life, Ms. Kathawala has learnt the art of strategic planning which has been a very valuable skill in launching her company and in her role in starting the first "PAN Leadership' school."

PAN Academy also extended its service and expertise to training management level students within colleges in Bombay, to prepare them as they enter the corporate world.

PAN Academy helped the students develop the communication skills, personality and attitude required to excel in a corporate environment across various industries, in a global workplace.

Whilst working closely with college students and faculty, PAN Academy designed a program to offer specific challenges and opportunities to make students think creatively and effectively, optimizing their potential as a business professional and manager. It therefore helped in introducing the skills required for success in the corporate world.

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