

# Ark VOYAGE



News Letter of Don Bosco Animation & Research Kendra, New Delhi

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## Captain Speaks...

### The Skill-Set Required for the New Pedagogy



Ability to listen to one's feelings includes the capacity to identify and label your feelings accurately.

Continuing our reflection on the relationship skills required to be effective in the practice of the New Pedagogy of Reason, Love, and God. Let us dwell a little more on the skill of relating to one's feelings. **Getting in touch with one's feelings requires a further skill, namely, 'ability to listen to one's feelings!'** Your ability to be attuned sensitively to your own bodily reactions and feelings, goes a long way to build up your inner relationship. Listening to your feelings would involve not only just being aware of bodily sensations, but also the capacity to identify and label your feelings accurately.

To be effective in listening to your feelings, it is useful to build up a repertoire (vocabulary of words) to describe and catch the nuances of your own and others' feelings. Learning to be a good parent, or an educator in practicing the New Pedagogy the repertoire of words to describe feelings help children and students to feel accurately understood. **Hence it is worth developing this inner empathy, or being sensitively attentive to your own feelings.**

I give below a vocabulary of Feelings Words

- |                |               |              |                 |               |
|----------------|---------------|--------------|-----------------|---------------|
| • Accepted     | • Bored       | • Energetic  | • Hurt          | • Loving      |
| • Adventurous  | • Cheerful    | • Envious    | • Independent   | • Optimistic  |
| • Affectionate | • Dependent   | • Excitable  | • Insecure      | • Pessimistic |
| • Aggressive   | • Depressed   | • Free       | • Inferior      | • Powerful    |
| • Angry        | • Embarrassed | • Friendly   | • Involved      | • Powerless   |
| • Anxious      | • Responsible | • Frightened | • Irresponsible | • Interested  |
| • Apathetic    | • Sad         | • Grieving   | • Jealous       | • Rejected    |
| • Appreciated  | • Happy       | • Guilt-free | • Joyful        | • Relaxed     |
| • Loved        | • Humiliated  | • Guilty     | • Lonely        | • Resentful   |

## ☀ Captain Speaks...

Focusing on your feelings is both an art and a skill. Often we mix up feelings and thoughts or judgments. For example, if you answer that 'when someone ignores me I feel that they are rude': this is really focusing more on your thoughts than on your feelings. If you answer, 'when someone ignores me I feel angry', this is more focused on your feelings.

Feelings have no morality. They are neither right, nor wrong. The issue is your response to your feelings.

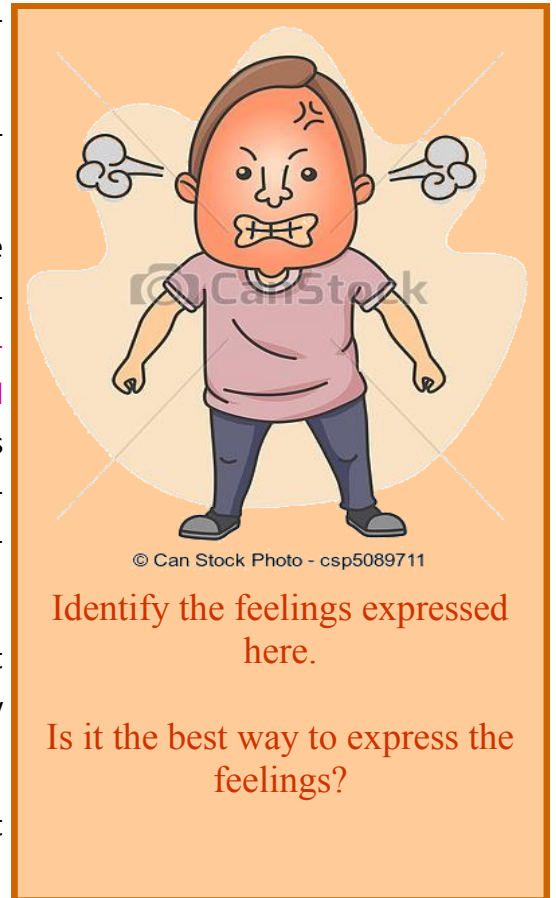
What others do may be a stimulus for your feelings, but not the cause. Hence, we can take the responsibility for what we do to generate our own feelings. **Often, our needs are at the roots of our feelings. When needs are not met we take to judgments, criticisms, and accusations.** If a wife says, "You are coming late every night this week ... I wonder whom you have discovered new." her need for intimacy is not met. She becomes angry; she takes to judging and accusing her husband.

Instead, if she had said, 'I missed you so much this week, and I get lonely'. There is every possibility of his responding more positively and with understanding.

One of the main barriers that impedes you using your feelings to best effect is the notion that other people make you feel this way or that.

*'You can be an actor,  
Not be a reactor.'*

It is important that I identify and label my feelings accurately to understand my children and students, and build up a good relationship with them. Being accurately in touch with my own feelings forms the basis for being able to listen to others' feelings in relationships.



- Is it a violent way of expressing one's feelings ?
- Does he have a better way?
- What is it ?
- Can you label?

- Fr. Joe Arimpoor, sdb





# Teachers Enhancement Program (TEP)



Place: St. Joseph Convent School, Moga , Punjab  
Date: 10th&11th March, 2014  
Resource persons: Fr. Joe Arimpoor, and Mukesh George

## Moving from Banking System of Education to an A-C-I Pattern

The teachers looked at the present system of education rather critically and they realized that there is an overemphasis on memory and not sufficient focus on developing other abilities. In the Banking System of education, the teachers deposit knowledge in the minds of children. The students keep it safe in their minds through the 'safety valves' of rote memory. At the end, they vomit it out, at the time of the examination when they write the answers 'verbatim' - word for word.

A famous social activist, Paulo Freire would suggest to move from the 'Banking System of Education' to an **A-C-I pattern** of education where '**A**' stands for Analytical ability, '**C**' stands for Critical ability, and '**I**' stands for Integrational/Applicational ability.



Fr. Joe encourages the teachers to promote Analytical, Critical, Integrational abilities in the children.

- Parents & Educators need patience to encourage children & students to respond to the frequent questions of What? & Why?
- If they do not know the answers they should be honest enough to admit it. At the same time encourage the young also to search for the answer.
- Critical Question should be welcomed, so that the young are encouraged to develop their critical ability.
- When the young try out creative applications, support them & accompany them.

Children below the age of 10, frequently ask the questions of "what" and "why". They develop their analytical ability and exploratory skills through the exercise of such questioning. When the children reach adolescent age, they start asking the question "why not". It is through this exercise that they develop their critical ability. **The parents and teachers encourage and promote the development of this ability in the young.** Their main role at this time is to provide stable points of reference, as they develop their critical ability.

The Integrational or Applicational ability produces creativity in the young.

**A-C-I is the super highway to creativity, discoveries, and inventions.**

# Teachers Enhancement Program (TEP)



Place: Velammal  
Educational Trust,  
Chennai

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Velammal Educational Institutions,  
under the Velammal Education Trust (VET),  
in Chennai, grew by leaps and bounds from  
a small school in Mugappair in 1986 with  
183 students and 13 staff members to a  
gigantic tree of  
more than 25 institutions,  
with about 80,000 students,  
5000 staff  
and nearly 100 principals, vice-principals  
and wing principals

Kudos to the Founders and the  
Pioneers of VET

DB ARK at the service of VET Rising to Higher Heights



# Teachers Enhancement Program (TEP)



Place: Velammal Vidyashram, Mambakkam  
Date: 22nd & 23rd March, 2014  
Resource persons: Fr. Joe Arimpoor, and Mukesh  
Participants: 19 New Staff

## ‘Mentor ;Mentee’-from Pioneers to Followers

Fr. Joe Arimpoor, SDB, Director of DB ARK, New Delhi and Mr. Mukesh George were the resource persons. Since the participants were new teachers, the focus of the program was on Induction.

The emphasis was on “Passing on the Fire” of the founders and pioneers to all new staff that joins VET. Understanding, accepting, and responding to VET School Culture were the elements of the exercise on the Coat of Arms for VET School Teachers. The involvement and enthusiasm shown by the teachers were praiseworthy.



A good induction program integrates the new staff into the VET School Culture

There was a kind of consensus among teachers of the necessity of being committed to quality and excellence on the one side, and innovative interventions on the other side.



Place: Velammal Vidyashram, Surapet  
Date: 20th & 21st March, 2014  
Resource persons: Fr. Joe Arimpoor, and Mukesh  
Participants: 46—Principals, Administrators, Coaches, Facilitators, Trainers, Mentors, Teachers...

## Education needs to be reinvented towards the ‘Whole-Person Paradigm’

Velammal Educational institutions are well provided with facilities and equipments. Now there is a need to ensure that they have quality, good educators, and up to date and relevant education system. This was the motive in inviting Don Bosco ARK, from New Delhi to conduct these programs. The participants realized that they have to get into a new approach of a whole person paradigm in education.

The teachers felt that the attention given to intrapersonal and naturalist intelligences was very inadequate. The members of Velammal Vidyashram educating team were enthused with the innovative interventions introduced in their school. Together they want to soar to higher heights.



Fr. Joe was delighted to see the innovative interventions at VET Vidyashram, Surapet.

## VET Towards Education in the Future

- “Helping students develop the initiative, enterprise, and creativity to become life-long learners”.
- Connecting students and the community to create learning programs rooted in the real world.
- Inspiring a sustained and Integrational culture of learning.
- Teaching students to ‘learn how’ rather than just to ‘know what’.
- Students must be given a stake in their own learning.

# Teachers Enhancement Program (TEP)



Place: St. Peter's School, Meerut  
Date: 31-3-2014  
Resource persons: Fr. Joe Arimpoor & Bijaya  
Participants: 19 Teachers



Fr. Joe is fully convinced that Evangelization is the heart of Education.

The teachers got a glimpse of the challenges facing education today. Being just a one-day session, they felt that it was only a 'trailer' of the full program ahead.

Some of the teachers remarked that the session on "Education and Evangelization" was an eye-opener for them. One of the participants remarked, 'Good News' is in all human beings, and if living it, and sharing it, is evangelization then surely, it should become an essential part of education !!

Good schools realize that they need to get into a "Learning Organization" paradigm. Resting on the laurels of the past, and becoming self complacent can be disastrous for "once-upon-a-time good schools."



Place: DB Provincial House  
Date: 28th & 29th March, 2014  
Resource persons: Assise, Mukesh  
Participants: 14 Teachers from

**Why not provide  
'Quality-Good Education' to the  
poor and the marginalized  
young, especially in vernacular  
schools?**



DB ARK promoting Quality Good Education for the poor and the marginalized.

The ARK team reaches out to Teachers in English Medium Schools. The team always felt challenged to reach out and motivate teachers of Hindi Medium Schools.

Why not provide 'Quality-Good Education' to the poor and the marginalized? This question has been disturbing us for long time.

The Teacher's Enhancement Program for the 14 teachers, who are reaching out to the Young At Risk, conducted on March 28 & 29, at Don Bosco Provincial House, New Delhi was a welcome step in this direction.



# Voice of Children (VOC) - TOT



Organization: World Vision, Lajpat Nagar  
Place: Don Bosco Provincial House, New Delhi  
Date: 18th March, 2014  
Participants: 8 Staff of World Vision



Place: Taj Hotel  
Date: 26th March, 2014  
Participants: Sophy, Assise and Bijay

## Only God can make us completely “whole”

The ‘Passage to wholeness’ journey undertaken by the 24 children from the community of Lajpat Nagar where World Vision is working for people has reached its third phase. The DB ARK team conducted a three day module. **After each module, the World Vision staff accompanies these children to ensure that the follow-up activities are carried out.**

The TOT (Training of Trainers) program also accompanies the World Vision staff towards the VOC approach where the children are better understood and responded to. Many of these children need a close follow-up to assist them to get rid of some of their bad habits.

In the process of  
“Passage to Wholeness”,  
the animators realize  
that some of the problems  
are so deep-rooted,  
that they stand in need of  
an “Inner Healing”  
and  
God’s special intervention.  
This is the focus of VOC-3.

## Corporate Sector, takes the Social Responsibility together with Government, & NGOs to uplift the poor.

Three members of the DB-ARK team were privileged to attend the National Level Conference of the CII (Confederation of Indian Industries), held at Hotel Taj, on March 26, 2014. The august assembly consisted of 2500 participants from different background: Central Ministers, Directors of NGOs, Industrialists and NGO staff.

**The focus of the conference was to enhance the leadership role in social change.** Few social activists were recognized and awarded during the program.

What the DB ARK team appreciated most was the efforts made to empower NGO leaders to bring about urgent and relevant social change through the collaboration of industrialists, government and NGOs.

Every company with a net worth of at least Rs 500 crores, or a minimum turnover of Rs 1,000 crores, or a minimum net profit of Rs 5 crores, is obligated to constitute a CSR committee dedicated to undertake a mixed spectrum of initiatives, such as promoting education, gender equality, women's empowerment, improving maternal health, or ensuring environmental sustainability.

The company can choose the social cause or project it wants to support from the list of activities specified in the Act.

**The CSR regime complements the efforts of the government and non-government organizations by requiring companies in India to initiate activities for the economic well-being of the underprivileged and for the environment.** Companies can also join hands with NGOs to undertake CSR projects.

# Staff Development Program



Place: Don Bosco ARK  
Date: 19th, 20th, 22nd and 24th March, 2014  
Resource person: Fr. Glenford Lowe  
Participants: 9 staff of DB ARK

example of the Good Shepherd in **Knowing** the youth, in **Accompanying** them, **Leading** them to

## ARK Team Moves Towards a Higher Level of Effectiveness

The staff development program at DB ARK is an on-going process. Besides the routine items on a daily, weekly and monthly basis, there are occasionally special programs too. One such was the training program conducted by Fr. Glen Lowe, sdb from Mumbai.

It was training with a difference. The focus was on the making of a Salesian Youth Minister.

The qualitative change in the youth is our goal. The foundation for the change is the "Good News" present in each one. The Salesian Youth Spirituality was yet another focus of this training.

The Pastoral Approach in the Salesian Youth Minister is effective when Youth Animators follow the

Evangelization brings forth the 'Good News' implanted in each one. The Salesian Youth Ministry focuses on this aspect more than anything else.



Fr. Glenford Lowe sdb (Master Trainer of Youth Ministry) in action.

greener pastures of higher aspirations, paying greater **Attention & Care for the Weaker ones, Going after the stray ones, Protecting** them from all types of dangers, and being available & ready to **Make sacrifices** to make the youth 'whole' and lead them to eternal bliss.

The ARK team was well enthused with this training program. They felt reinforced in the ARK Culture, where Evangelization and 'Whole-Person Paradigm' are emphasized upon.



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Towards shores beyond

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