

# Ark VOYAGE



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

November 2014/ Vol.3 / Issue 11

## Captain Speaks...

### Techniques to enhance Loving Quality Communication



“ Observing others, and their behavior without bias, and prejudices will go long way towards the well-being among parents and children, and teachers and students.

When one practices Observation consciously without making any moral judgments children and students grow more spontaneous and free.”

LQC (Loving Quality Communication) is based on the firm conviction that ‘God who is Love’ is present in each human being. This is what we call the ‘Good News’. This faith propels us to practice LQC.

LQC is enhanced by the use of four practices called:

- Observations
- Feelings
- Needs
- Requests

It is both an art and a skill to be able to use these four elements effectively to build relationships.

### OBSERVATIONS

The ability to observe a reality or a phenomenon without judging, accusing, or blaming is itself a skill. Often biases and prejudices influence our perception of a reality. When we analyze others, our own needs, and values influence the process.



Observe without moralistic judgment

However, it is important to distinguish between value judgment and moralistic judgment. Value judgments are prompted by the values we uphold. We make moral judgments of people, which are to be avoided. As the Lord has said “Hate sin, but love the sinner.”

“Do not judge and you will not be judged, for as you judge others, so you will yourself be judged...”

(Mat. 7, 1)



The young people are very allergic when wrong motives are imputed to their actions, and condemnatory remarks passed on their behavior.

A teacher scolded and punished a student for coming late to class. The teacher started the remark saying that student was late and added that the student is lazy and not interested in his studies. The teacher punished the boy by demanding that he should stand outside the class for the whole period. Later the teacher comes to know that the student was late, because he went out of his way to take a victim of an accident to the hospital.

In the first part of the teacher's intervention, there was a value judgment, when the student had come late. But, imputing guilt was a moral judgment. The anomaly was that the boy was late due to a noble initiative he had taken.

There are cases when corrective measures are needed, when a student does wrong things. Here too, a value clarification process may be more in place than punishments.

**“Use of moralistic judgments imply imputing wrongness or badness on the part of the people who do not act in harmony with our values. Hence, we blame, put down, belittle, insult, compare,..others.”**



Take a situation in a family, when observation and moral judgments lead to a strained relationship.

A college student Patricia sitting in her room at home had something fallen into her inner garment. Her younger brother, Mark, 15 year-old, shouted that something fell into didi's clothes. Daddy, sitting in the living room, remarked immediately: “Surely, she will get some lizard, or some animal into her clothes. Her room is always disorderly. She is lazy to keep the room clean.” Little later, Patricia found that, it was her pendent from chain that had fallen. Mark shouted: “Daddy, it was the pendent from her chain.” Daddy was quiet. Now, Mark gives a mild admonishment to Daddy: “Why Daddy, did you judge didi wrongly? Was it not your bias?” It was indeed food for thought for Daddy!





One of the pitfalls of observation is comparison. Parents and teachers tend to compare their children or students among themselves or with others.

Comparisons are deadly. Often, negative ‘scripts’ are written for children, through comparisons.

I recollect, in one of my family visits, a mother introduced to me her three children. Calling the eldest child, Peter, she said: “Peter is a smart boy. He is very good in studies; he is a rank holder in the class. He plays music. He has lot of good friends.” Calling the second child, the mother introduced her to me, saying: “Preethi is an all-rounder. She is good in studies. She is a good athlete...” The third child, Mark, a three-year old boy, sitting in front of her, was listening to all these introductions. Now the mother introduces the third child saying: “ This **stupid** one, I don’t know what he will become!”

This was apparently the style of the mother introducing her three children. Stretching the incident a little further, let us imagine that third child goes to the Kindergarten school at the age of four. The first day of the class, the teacher trying to get control of the class was shouting. Her first remark to this child, Mark, was: “You stupid, sit down.” The child exclaims in his mind: “Ahaa! The teacher too seems to have identified my ‘quality’ – **stupid** – that my mother reinforced every time I was introduced to others.”

Will anyone be surprised, if Mark turns out to live a life of stupidity? His script was written by his mother, and further reinforced by the teacher – ‘stupid boy’.

Many children, and adolescents develop a low self-esteem as a result of their parents’ and teachers’ comparing their children/students with others, and belittling them. The young develop a mind-set of ‘ I can’t do it’; ‘I am not worth it.’ ‘I am less than they’. ‘I am not O.K., and others are O.K.’

Let parents and teachers not compare their children or students. Each person is unique and special. Some of them may not fall into the standard models we have in our mind. Many great people did not fit into the “normality” that our traditional society and institutions uphold. Creative people do not normally walk on a straight line. ‘Lateral Thinking’ is thinking out of the box, leading to creativity.



I want to conclude this ‘Captain speaks...’ with the remark of our philosopher Mr. J. Krishnamurthi: “ Observing without evaluating is the highest form of human intelligence”. It needs a mature personality, a magnanimous heart, and an abundance mentality – indeed, one has to be a “MAHATMA” to reach that level.

Observation practiced well is not enough to live the LQC, but it must be accompanied by the use of the other practices of expressing one’s feelings, needs, and requests. We shall deal with the other three practices in the following issues of ‘ARK VOYAGE’.

- Fr. Joe Arimpoor, sdb

# ☀ Youth Animation Program (YAP) ☀



**Institution:** St. Mary's Convent School,  
**Place:** Rudrapur  
**Dates:** 14th to 17th Nov, 2014  
**Resource Persons:** Mukesh, Mareena, Bijaya,  
Chandra Sekhar, & Manish  
**Participants:** 504 Students

***Beyond Certification, and Qualification  
to Education***



**Mr. Bijay the resource person:**  
***"Discover the Giant in you !"***

A student summed up the benefit of this Animation Program: "Why our education is emphasizing so much on syllabus and exams, not much on our emotional and spiritual growth?"

After all, is not education the development of the whole-person? '



**Ms. Mareena: "You can multiply the talents  
God has given you !"**



**Mr. Manish Pathak: "Your life is worth your  
Relationships"**

**Mr. Mukesh:**  
***"You are a  
special gift  
of God!"***





# ☀ Youth Animation Program (YAP)



**Institution:** Maria Assumpta Convent School  
**Place:** Kashipur  
**Diocese:** Bareilly  
**Dates:** 10th to 13th Nov, 2014  
**Resource Persons:** Mukesh, Bijaya, Mareena, Jobin, & Manish  
**Participants:** 300 Students

*Angelic message: "God doesn't make a junk, therefore, I am not a junk!"*

The 3-D program awakened in the students the desire to enhance their Self-Esteem. On the one side they were happy to learn that there were causes beyond their control that has affected the low level of their self-esteem. If they heal these hurts they will be happier persons.

On the other hand, they were very hopeful that they can improve their Self-Esteem.

After the session on "Me and My Family," a student expressed: "I never realized that I can play a significant role in building up a better family"

*"You can contribute your share to make your family better"*



**Ms. Mareena:** "Do you compliment your parents?"



**Institution:** Carmel School  
**Place:** Chamba  
**Dates:** 21st and 22nd Nov, 2014  
**Resource Persons:** Mukesh, Mareena, Chandra Sekhar, Manish, & Jobin  
**Participants:** 197 Students

*"Have I missed something in my Education?"*

The Teachers, who attended the Animation Program for the students were impressed with the way the resource team got the students engaged in self-reflection and group discussion.

One of the teachers exclaimed; "If such programs were available, when we were young, many of our problems, both personal and professional, would not be there, kudos to the ARK team!"



**Mr. Jobin & Mr. Sekhar:** "Grab the opportunity! Discover, Develop and Grow"

## Why Low Self-Esteem?

1. **Parents write the script:**  
"You're not good!",  
"You are stupid!"
2. **Comparisons**
3. **Forgetting that each child is special**



# Teachers Enhancement Program (TEP)



**Institution: St. Peter's High School**

**Place: Jammu**

**Diocese: Jammu and Srinagar**

**Dates: 5th Nov, 2014**

**Resource Persons: Fr. Joe Arimpoor and Sekhar**

**Participants: 60 Teachers**

*Teachers look for the multiplier effect  
at St. Peter's School*

The one day, Teachers' Animation Program was so intense that Fr. Joe took the sessions from 8.00 am to 6.00 pm. The ten-hour program was the result of a win-win strategy that Fr. Stalin, the Principal of the School arrived at a dialogue with the teachers.

The teachers were unanimous in their demand that a special seminar be conducted for the Teachers on "Moving from Punishments and Rewards to Reason, Love and God". The Principal, Fr. Stalin and teachers fixed the seminar with Fr. Joe Arimpoor on that topic by the end of March 2015. Fr. Stalin, the Principal has already introduced in the school the DAAD Revolution which is launched by DB ARK (Don Bosco Animation and Research Kendra), 'DAAD Revolution' invites all the students and teachers to do an Act of Random Kindness every day, The students are reminded regularly by the teachers do an ARK.

"Imagine Jammu and Kashmir experiences Peace and Love through 'ARK' (Act of Random Kindness) Revolution".



*Move from punishments  
to Reason, Love, and God*



*Join the DAAD Revolution and lead the  
students to do an ARK a day*



*'Father, if no punishments, how can we control  
the students?'*



*A Synergetic team at St. Peter's School, Jammu*



# Parents Empowerment Program (PEP)



**Institution: St. Mary's Convent High School**

**Place: Rudrapur**

**Dates: 15th & 16th Nov, 2014**

**Resource Persons: Mukesh and Mareena**

**Participants: 350 Parents**

***The best gift to your children: "QUALITY TIME SPENT TOGETHER!"***

The resource persons emphasized on the point that the best gift that the parents can offer to their children is their love for each other. The healthy growth and development of the children depends greatly on the serene and harmonious life of their parents.

The story of Jennifer was very impressive; it drove home the message very strongly.

Jennifer, an eleven year old girl wanted no gifts from her parents for her birthday. Parents of Jennifer, were discussing behind closed doors, what gift to give Jennifer on her 11<sup>th</sup> birthday. The child listened to their discussion, where they were suggesting different items. At one point, Jennifer flung the door open, and barged inside and cried out; "I don't want any of your gifts for my birthday."

Parents; "Why Jenny?"

"Jenny:" I want a little of your **TIME**; more than any gift.

Children crave for quality time with their parents; The Spelling of LOVE for the children is T.I.M.E.

Parents wanted more of such seminars.



***Does our culture demand that our women should be submissive? Who will liberate them? What can I do about it?***

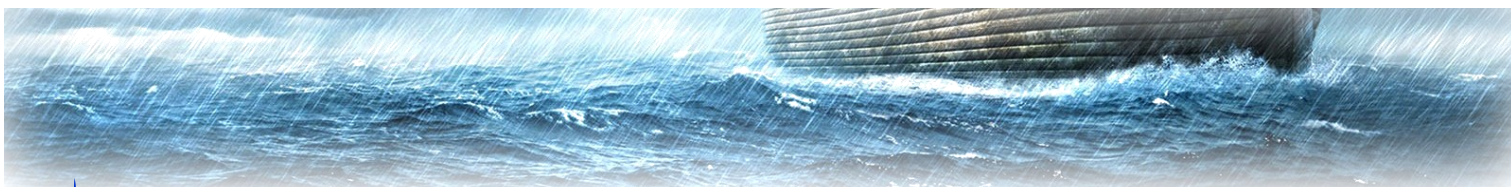
***Neither MY way, nor YOUR way, but OUR way is the SUPER HIGHWAY to Peace, Harmony, and Loving Relationship.***



***How do you develop a 'WIN-WIN' relationship between parents and children?***



***Balancing of COURAGE and CONSIDERATION is important in building up a good Relationship.***



## Staff Development

**Institution: Don Bosco ARK**

**Place: New Delhi**

**Dates: 25th Nov, 2014**

**Participants: Team Leaders of DB ARK**

### TEAM LEADERS PLAY A VITAL ROLE IN THE FULFILLMENT OF DB ARK MISSION

DBARK allows a professional system of Management and Administration.

Annually the team meets for reviewing the progress the institution has made in the accomplishment of its missions.

The compelling score board, and the setting up of the annual targets for each department proves to be a powerful tool for effective monitoring and evaluation.



The Team Leaders with Fr. Joe in the Review and Planning Session.

Team Leaders meet every month- TeLeRAPS (Team Leaders' Review, Animation, and Planning Session) to review and plan ahead.

Developing effective strategies, and drawing SMART - Tested (Specific, Measurable, Attainable, Realistic, Time-Bound) Lines of Action have proved to be effective steps in taking ARK mission forward.

Strategies are developed to close the execution gap. One such strategy is termed as "RASA". RASA stands for R = Re; A = Assignment; S = Scheduling; and A = Allocation.

Often decisions are not carried out due to the inability of the person in charge. Then the task is Re-Assigned to another person who may be capable of carrying it out. In other cases it may be the task is not completed within the time fixed. Then recourse is to Re-Schedule for the completion of the task. There may be situations when resources were not adequate to complete the task. At this point the Management mobilizes additional resources to complete the task.

TeLeRAPS has not only established the identity of the Team Leaders, but it has made them more responsible. The realization that leaders are different from managers was itself a great step. Their preoccupation in the past was **to do things right**, but they realize it is more important **to do the right things**.

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