

Use Empathy	Relevant ACARA General Capabilities	
<p>Empathy is a choice we make. It is a way of saying to someone else "I hear you, and I am here for you". This is easier said than done and takes practice.</p> <p>In the parable of the good Samaritan, it is easy to be sympathetic for the man who has been harmed- to look on him with pity and point out the positive. It is much harder for us to stop, listen, and help him. We like to think of ourselves as people who are able to easily see who needs help, but sometimes it is not so obvious. When we think of our 'neighbour', it's not necessarily the person we are sitting next to in class. It might be the person that harmed you. It could be the person who has treated you with disrespect. It could be the person that made you feel ashamed. Part of showing empathy is understanding that every saint has a past; and every sinner has a future.</p> <p>Empathy is welcoming everyone's perspectives, acknowledging that everyone has an idea, and all perspectives are valid and deserve respect and to be listened to.</p> <p>Edmund Rice acknowledged that in order to show empathy, you need to walk in someone else's shoes. So, he bought ninety pairs of shoes for the young men at Waterford. On a literal level, the boys had shoes, so they looked ready for school. On a metaphorical level, Edmund acknowledged that there was a need that he could fulfil, and by providing the boys with basic things like shoes, he could help get to the real problems, and help create real solutions.</p> <p>In the Joey's Way, we show empathy in many ways. We attend Breakfast Club, Rosie's, participate in social justice activities, and look out for the people in our community that may be lost. We actively participate in restorative conversations and conferences, and we try and walk in someone else's shoes, even if the ground is rocky or uneven.</p> <p>Empathy Looks Like:</p> <ul style="list-style-type: none"> • Staying out of judgement • Listening to others • Recognizing emotions in others • Engaging authentically in restorative conversations and restorative conferences when applicable. <p>Empathy Sounds Like:</p> <ul style="list-style-type: none"> • "What's your name?" • "I am here for you". • "Can I help you?" • "Are you ok?" • "Thank you for sharing your perspective with me" • ... Nothing! Simply listening with open ears and open hearts. <p>Empathy Feels Like:</p> <ul style="list-style-type: none"> • Someone is with you. • You are never alone at St Joseph's College. • Even if we do not get our way totally, our perspective has been heard. • Taking the time to understand a person's perspective, even if it differs from our own. 	<p>Level 5 (By the End of Year 8)</p> <ul style="list-style-type: none"> • pose questions to probe assumptions and investigate complex issues • draw parallels between known and new ideas to create new ways of achieving goals • identify indicators of possible problems in relationships in a range of social and work related situations • analyse enablers of and barriers to effective verbal, nonverbal and digital communication • assess individual and group decision-making processes in challenging situations • assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations • plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals 	<p>Level 6 (By the End of Year 10)</p> <ul style="list-style-type: none"> • pose questions to critically analyse complex issues and abstract ideas • explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships • formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks • develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making • generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts • propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely
Relevant Scripture		
<p>The Parable of the Good Samaritan</p> <p>25 On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?"</p> <p>26 "What is written in the Law?" he replied. "How do you read it?"</p> <p>27 He answered, "'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind[a]; and, 'Love your neighbour as yourself."</p> <p>28 "You have answered correctly," Jesus replied. "Do this and you will live."</p> <p>29 But he wanted to justify himself, so he asked Jesus, "And who is my neighbour?"</p> <p>30 In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. 31 A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. 32 So too, a Levite, when he came to the place and saw him, passed by on the other side. 33 But a Samaritan, as he travelled, came where the man was; and when he saw him, he took pity on him. 34 He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. 35 The next day he took out two denarii[c] and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.'</p> <p>36 "Which of these three do you think was a neighbour to the man who fell into the hands of robbers?"</p> <p>37 The expert in the law replied, "The one who had mercy on him."</p> <p>Jesus told him, "Go and do likewise."</p>		