Dear Parents, Staff, Students, and Supporters of St Joseph’s College,

Last Thursday, we celebrated St Joseph’s Day. It’s our day. We had the opportunity of celebrating the life of St Joseph. Our celebrations involved a liturgy where we gave thanks to God and honoured St Joseph, followed by a Homeroom challenge were we found the champion Captain Ball team of the College and a celebration together as a College community. Congratulations to Homeroom 9FM2 who are the champion Captain Ball team for 2008.

St Joseph is the Patron of Fathers. He obeyed God’s plan for his family without question. We pray to St Joseph that we may have the same faith that he has. He gives fathers a good example of how to act with courage in the constant protection of their families. As the words of our College Prayer state:

Through his example may we find:
Sincerity in our endeavours
Humility in our achievements
Courage in our convictions
Wisdom in our decisions
and the Peace that is achieved through Just action.

A reflection from Fr Joseph Lienhard, SJ:

Joseph the Patriarch

When we encounter Joseph in the Gospel, we encounter a man who lets God rule his life, a man who does not demand his own way, a man who let God call him forward. He took Mary into his house when an angel told him to do so; he led Mary and Jesus to Egypt when they were in danger; and when he found Jesus, at the age of twelve, in the Temple, he accepted the words, “Did you not know that I had to be in my Father’s house?” (Lk 2: 49). If we are true Christians, there is something of Joseph in each of us, something that says, God directs my life, and that’s how it ought to be. St Joseph, pray for us!

We also had the opportunity of recognising members of staff who have celebrated ten years of service at the College. Our congratulations and thanks go to:

Mr Scott McDermott Ms Frances Stegeman

St Joseph Pray for Us

Best wishes and
God Bless,

Mr Peter McLoughlin
Principal
**ANZAC DAY 2008**

As part of today's Newsletter, each family is being provided with a notification/permission letter for College students to take part in the **2008 ANZAC Day March on Friday 25 April**. I encourage all students to take part in this very important event:

“We march to remember those who have served this country”.

Once parents/carers have signed the form, students are asked to return the response section to Student Reception.

**FAREWELL**

Dr Leonie Jennings has made a decision to retire from teaching. Dr Jennings has been teaching at St Joseph’s College since 2003 and before that taught at Southern Cross University where she held positions such as head of faculty. I admire Dr Jennings’ passion for her subject area, her great faith and genuine care for her fellow man. She leaves us to take up volunteer work with those less fortunate than ourselves. We hope to see Mrs Jennings at the College from time to time in a casual teaching role.

**PRAYERS**

Please pray for the repose of the soul of the grandmother of Brandon Mackay (10SL1) who passed away last Friday.

**Mr Peter McLoughlin**
Principal

**DEPUTY’S NOTICES**

**APPOINTMENTS**

Please be aware that teaching staff work to a 10-day timetable of teaching classes and as such, they are not usually available for ‘walk in’ meetings with parents. If a parent is wishing to see a teacher, the parent needs to ring and make an appointment prior to arriving at the College.

**PLEASE MARK THESE IMPORTANT DATES IN YOUR CALENDAR**

**SCHOOL REPORTS DISTRIBUTION**

Term 1 Reports for students in Years 7-11 will be posted out to families on **Friday 11 April 2008**, the final day of Term 1.

In their final year of schooling, students in **Year 12** receive only two Semester Reports. **Semester 1 Reports will go out on Tuesday 27 May 2008**.

**PARENT/STUDENT/TEACHER EVENINGS IN TERMS 2 & 3**

In **Terms 2 and 3**, there will be a Parent / Student / Teacher Evening for each Year Group. The details are as follows:

- **Year 7** Tuesday 12 August (Term 3, Week 4)
- **Year 8** Monday 28 July (Term 3, Week 2)
- **Year 9** Monday 4 August (Term 3, Week 3)
- **Year 10** Wednesday 23 July (Term 3, Week 1)
- **Year 11** Wednesday 11 June (Term 2, Week 7)
- **Year 12** Tuesday 3 June (Term 2, Week 6)

**COMING EVENTS**

**WEEK 8**

- **Thursday 20 March** ...................................................(Day 9)
  - Holy Thursday (Easter Liturgy)
- **Friday 21 March** ...................................................(Day 10)
  - Good Friday
- **Sunday 23 March** ..................................................
  - Easter Sunday
- **WEEK 9**
  - **Monday 24 March** ................................................(Day 1)
    - Easter Monday
  - **Wednesday 26 March** .................................(Day 3)
    - Catholic School’s Week
  - **Thursday 27 March** ...........................................(Day 5)
    - Year 10 History & Geography exams
  - **Friday 28 March** .............................................(Day 6)
    - Vaccinations = 1st dose of HPV: Years 7-10 Girls
  - **Saturday 29 March** ........................................(Day 7)
    - Year 10 History & Geography exams
  - **Sunday 30 March** ...........................................(Day 8)
    - Vaccinations = Hep B & Chicken Pox: Year 7 Boys & Girls

**WEEK 11**

- **Tuesday 6 April** ...........................................(Day 2)
  - Year 12 Riverina Business Excursion (BST Students)
- **Wednesday 7 April** .............................................(Day 3)
  - Tweed Valley Competition begins
- **Friday 9 April** ................................................(Day 5)
  - Term 1 End – This is a normal School Day
- **Term 1 Reports posted – Years 7-11**
  - Year 11 Meals on Wheels (selected students)

Mr Peter Lyon
Deputy Principal

The School Newsletter and School Calendar are both available online @ www.bps.lism.catholic.edu.au.

The School Calendar contains year group events, assessment schedules and term dates.
Diary: The student diary should be signed by parents/caregivers each week.
Any concerns? Contact the relevant Year Coordinator.

EASTER MASS & RECONCILIATION TIMES

ST JOSEPH’S PARISH
MASS TIMES

Thursday 20 March (Holy Thursday)
Mass of the Lord’s Supper
7:00pm Mass

Friday 21 March (Good Friday)
Stations of the Cross
Solemn Liturgy
3:00pm

Saturday 22 March (Holy Saturday)
The Easter Vigil - Liturgy of Light,
Word, Water, Eucharist
7:30pm - Easter Vigil Mass
(note: longer than usual Mass - supper afterwards)

Sunday 23 March (Easter Sunday)
7:00am and
9:00am Mass

RECONCILIATION TIMES

Tuesday 18 March
9:30-10:00am

Wednesday 19 March
(Holy Family Chapel - St Joseph’s College)
9:45-10:15am
7:00pm

Thursday 20 March (Holy Thursday)
9:30-10:00am
4:30-5:00pm
Fr Michael Brady, Parish Priest

ST ANTHONY’S PARISH
MASS TIMES

Tuesday 18 March
Pottsville 5:30am
Kingscliff 9:00am

Wednesday 19 March
Pottsville 7:00pm
Kingscliff 9:00am

Thursday 20 March (Holy Thursday)
Mass of the Lord’s Supper
Pottsville 7:00pm
Kingscliff 9:00am
Kingscliff 3:00pm

Friday 21 March (Good Friday)
Stations of the Cross
Pottsville 9:00am
Kingscliff 10:30am
Kingscliff 3:00pm

Solemn Liturgical Action of the Cross and
Holy Communion

Saturday 22 March (Holy Saturday)
Easter Vigil
Kingscliff 7:30pm

Sunday 23 March (Easter Sunday)
Pottsville 7:00am
Kingscliff 9:00am

RECONCILIATION TIMES

Tuesday 18 March
Kingscliff 9:30-10:00am
Pottsville 5:00-5:25pm

Wednesday 19 March
Kingscliff 9:30-10:00am
Kingscliff 5:30-6:30pm

Thursday 20 March (Holy Thursday)
Pottsville 8:00-8:30pm
Kingscliff 9:00-9:30am
Fr Jim Griffin, Parish Priest

PROJECT COMPASSION 2008

This week’s story comes from the Indigenous Global Family and is entitled:

Masna: Justice for the Javanese

Masna is from a remote village in West Java, Indonesia. She is participating in a water and sanitation project run by Hope for the Poor and supported by Caritas Australia.

Only two years ago her village lacked clean water and basic toilet facilities resulting in poor health and high rates of water-borne and gastrointestinal diseases.

The program provides health education, technical advice and basic materials to pipe water and build toilets. Most families now enjoy clean drinking water and the incidence of disease, especially diarrhoea has decreased.

Your donation to Project Compassion will allow communities like Masna’s to gain clean water and sanitation, enabling them to look forward to the future with improved health.

Caritas Australia works to alleviate poverty in more than 30 countries around the world. Caritas Australia helps people to help themselves, regardless of race, gender or religion. Make a difference by donating today.

To-date, we have raised $1,548.30. Thank you to everyone who has supported this worthy cause.

Year 11 Committee

Reading of the Week

Today’s Reading comes from the Second Book of Samuel:

The word of the Lord came to Nathan:
‘Go and tell my servant David, “Thus the Lord speaks: When your days are ended and you are laid to rest with your ancestors, I will preserve the offspring of your body after you and make his sovereignty secure.

(It is he who shall build a house for my name, and I will make his royal throne secure for ever.) I will be a father to him and he a son to me. Your House and your sovereignty will always stand secure before me and your throne be established for ever.”’

Mr Scott McDermott
RE Coordinator - Ministry
Students Absences: Please telephone the College between 7:45am and 9:30am on the day of the absence. A note is also required on the first day of the student’s return.
As it is already Week 8 it is probably a good time to take a breath and reflect on the year so far. Year 7 have had plenty of time now to navigate their way around the school, understand the intranet and their assessment requirements and attempt to keep their locker “clean” and organised . . . This has been easier for some than others, although all have made a great effort to begin the school year in a positive and enthusiastic way.

On Thursday of Week 6, Year 7 had their first Reflection Day at the Doyle Centre here at the College. I would like to thank their Catholic Studies teachers as well as Mr McDermott our Ministry Coordinator and the students themselves for a great day. Thanks also to the Year 9 SRC who so ably manned the BBQ and the mums and dads who so generously contributed “goodies” for our shared morning tea. Below are some excerpts following on from the student’s first Year 7 Reflection Day.

Ms Kerrie Priddis
Year 7 Coordinator

The good things about the Year 7 Reflection Day:

- We learnt how to work together
- We shared who we were to our friends
- We got to know about each other and have fun - and be creative
  
  Sophie Johns (7MB1)

- We all got to know each other in heaps of games
- We made things and had heaps of fun
- We had a celebration liturgy about us and being one community
- Sir made it really funny and weird with his jokes and the stories he told
- We learnt how lucky we were when we watched a video about the disabled
  
  Taylor Fien (7MB1)

- Everybody got to mix together
- It was fun
- We had to work together
  
  Jay Capellari (7MB1)

- We learnt that everybody is different
- Teamwork is a really good value to have
- Everyone was smiling
- We played fun games
- We got to know everyone
- We didn’t just have fun but we learnt important values
  
  Bonnie Amos (7MB1)

- We all worked together
- We had fun
- We had good food
- Everyone met new people
- There were no fights
  
  Ruby Bruce (7MB1)

- It was fun
- We got to know everyone
- We got to have our own input
- The food was good
  
  Lizzie Boyle (7MB1)
Emergency Attitude Intervention:
Identify something your child is narrow-minded and closed-viewed about – for example, gender ("Girls are dumb"), race ("Chinese are sneaky"), religion ("Muslims are all terrorists"), or age ("The elderly are all senile"). Then institute a plan to give her/him face-to-face evidence that her/his view is not only unfair but also incorrect. For instance, if a young child is prejudiced against a certain ethnicity, you might find a day care that has diversity, or expose her/him to positive images of the group using toys, music, literature, videos, and public role models. A plan for a teen biased about physical disabilities might be for her/him to help out in the Special Olympics or expose her/him to heroes in literature, film, and the real world of successful people who have lived with their disabilities: the deaf composer Ludwig van Beethoven; the disabled physicist Stephen Hawking; the author who battled depression Virginia Woolf; the deaf and blind advocate Helen Keller; the schizophrenic mathematician John Nash, subject of the best-selling biography and film A Beautiful Mind; or the one-handed pitcher Jim Abbott.

Ignorance and lack of experience are two of the most common reasons that children develop biased views. Providing your child with an experience putting her/him in direct confrontation with her/his bias is one of the best ways to help her/him recognise that her/his attitude is not only narrow but also wrong.

"Adults are so out of touch they don’t have a clue!" “You can’t trust any of the news.” “If I were Asian, I’d have a much better chance of getting into university: all of them do.” Narrow-minded children are tough to live with: they are set in their ways, think their views are always right, and are usually quite un receptive to new opinions. They are dead certain that their way is not only the right way but also the only way. Trying to convince them their views are wrong can be exhausting. Children with these attitudes see things only from their side and hear only what they want to hear, and that’s usually only the views that fit their beliefs or help them get their way. And so narrow-minded children are also self-centred.

It’s as though they want to close the door to ideas that counter theirs and seem almost afraid to let new opinions in. But they are shutting out the potential for stretching their knowledge and their awareness of others’ feelings and thoughts. And there’s a bigger danger: it jeopardises their growth of character as well. By keeping their minds locked to new perspectives, they are robbed of developing the very virtues that can strengthen their moral growth and activate their concern for others.

Five virtues in particular are on the endangered list of narrow-minded children:
- **Empathy – identifying with and feeling other people’s concerns**
- **Respect – valuing others**
- **Kindness – concern about the welfare of others**
- **Fairness – choosing to be open-minded and to act in a just way**
- **Tolerance – respecting the dignity and rights of all persons, even those whose beliefs and behaviours differ from our own.**

But there’s something else going on that should also be a big warning: not only are these children narrow-minded, they can also be very bigoted. The whole matter of your child’s tolerance – her/his ability to respect the rights of all persons, even those whose beliefs and behaviours differ from her/his own – is at stake. Since narrow-minded children are willing to hear only what they want to believe and don’t take the time to listen, they run the risk of forming views far too quickly. And often they are biased not on facts but on broad categorical judgments.

Those stereotypes can have deadly outcomes because they plant the seeds of prejudice and hate. After all, how can you possibly learn to be accepting of different beliefs, genders, abilities, cultures, and religions unless you are willing to be open to those differences? Sadly, narrow-minded children are robbed of those opportunities because their close-minded views don’t allow new beliefs to enter into their close-minded outlooks on life.

There are several factors that might contribute to children’s being narrow-minded and prejudiced. They may be picking up on attitudes from you or other members of your family when they hear racist or sexist language, jokes, or casual remarks, whether they are conscious or not. They may be getting it from their peers or the media. For example, they might be part of a group that shapes their values and identity by opposing another group or type of person. They may have had a bad experience at school or in the community that you may not even know about that has left them with a profound bias or misunderstanding. They may have never been exposed to various points of view, cultures, and individuals. Or they may have deep unresolved fears and insecurities, which they’re projecting on to others as scapegoats for their own problems. To help our children live in a more harmonious world, we must teach them to be more open-minded and tolerant. Their world is growing more diverse every day. Many communities today have large populations of what used to be known as minority groups (such as African Americans, Latinos, Asians, and Muslims) but are now the majority. Whereas some children are responding to this change with fear, prejudice, and hate, others are learning to accept and respect differences. The more open-minded and tolerant your children are, the more open they will be to learning about other people. The more they learn, the less they will be uncomfortable or fearful in any kind of situation, with any kind of person. Although it’s certainly never too late, the sooner we instil the virtues of tolerance, open-mindedness, and flexibility, the better the chance we have of preventing insidious, intolerant attitudes from taking hold.

Bad Attitude Alert:
Prod deep down to find the roots of this attitude to figure out why it took hold.

Diagnosis
Answer these questions to reflect on how your child developed her/his narrow-minded biased views in the first place, as well as why s/he is continuing to use them.

**Why?** Your first step is to try to determine why your child is so narrow-minded and biased and what s/he is gaining from using this attitude. Here are a few reasons children are prejudiced. Check ones that may apply to your child:

- Lacks empathy for those who are different
- Is anxious toward a certain group due to a previous negative experience
- Is around others who make frequent comments or jokes putting another group down
- Is part of a peer culture that seems to focus on the negative traits of others or considers active conflict with another group to be an essential part of their identity
- Is seeking attention or approval from others who think her/his biased comments are cute, clever, or funny
- Has been allowed to be biased; no one counters her/his views
- Lives in a family where only one point of view is tolerated
- Is self-centred: has been made to believe her/his views are always correct
- Has been raised in an authoritarian home where dialogue and debate are not encouraged
- Is underexposed to diversity: raised in a homogeneous environment
- Lacks knowledge: her/his views are biased due to limited information
- Other: (Can you think of anything else)

**What?** Are there particular issues or things s/he is usually more biased about: certain races, cultures, nationalities, religions, gender, age, sexual orientation, appearance, abilities, or disabilities? How does s/he display her/his bias? Does s/he show disrespect toward people because of their differences? Does s/he make comments that put another person down, focus only on the negative traits of a particular group, tell derogatory jokes about another group, or refuse to listen to anything that point of view or this group?

**Who?** Does s/he display the same biased attitude to everyone? Why? Are there a few individuals who help fuel her/his biased beliefs? Who are they? A cousin? Neighbour? Sibling? Peer? What about an adult? A coach? Teacher? Your friends? Are there some individuals s/he does not use her/his narrow-minded ways on? If so, who? Why does s/he spare them?
When? Is there a particular time of day, week, or month that might be inspired by a TV show, a racist uncle’s visit, or a particular holiday (like Australia Day) that provokes your child’s narrow-minded attitude? Is there a reason? For instance, s/he might be seeking attention or peer approval, or s/he might be in the company of peers, relatives, or friends who are also biased.

Where? Are there certain places where s/he is more likely to voice his biased views (at school or day care, home, the soccer field, one of your friend’s homes, Aunt Em’s)? Why?

Finally, think seriously about your answers. Are you seeing any predictable patterns? Do you have any better understanding of your child’s narrow-minded attitude and how it got started?

What’s wrong with your current response?

Now reflect on how you typically respond to your child’s narrow-minded attitude. Start by reviewing the last few times your child was narrow-minded. Now replay the scene in your mind. What was the issue about, and, more important, how did you respond to her/his attitude? If s/he made a biased comment or joke, did you laugh or let her/him know you thought it was “cute”? What about your non-verbal messages? Did s/he see you smile, quietly chuckle, or nod your head in agreement? Did you respond with another biased comment or joke? Or did you ignore her/his comment, pretend you didn’t hear it, and let it slide? Did you feel uncomfortable about her/his comment and express your discomfort? Did you tell her/him what was wrong with her/his side? If you did, what? Did s/he see your uneasiness in your body language? For instance, did you frown, roll your eyes, shake your head, or frown?

Did you agree or disagree with her/his view? Did you let her/him know your opinion? If so, how? For instance, did you debate the issue with her/him and point out why the comment was narrow-minded or offer evidence to support your view? Did you ask her/him to discuss her/his opinion? Listen to her/his side carefully? Ask her/him where s/he obtained the information? Ask why s/he feels the way s/he does? Did you don’t disagree with her/him, how will s/he learn a different view? If your child said a prejudicial, biased comment directed at someone, did you hold her/him accountable? For instance, did you ask her/him to reflect on how the victim felt? Demand that s/he apologise or do something toward the person to try to prove that you are right or get your way? Did you attest to your requests?

What is the one response you know does not work in stopping her/his narrow-minded, prejudicial attitude?

Facing your own bad attitudes:

Were you raised in a home where everyone was expected to follow a strict party line, or were you exposed to a variety of points of view? Were you allowed to express your feelings and beliefs? What if your beliefs differed from those of your parents? How did your parents respond if someone made a prejudicial or comment or joke in their presence? Can you think of instances in which your parents demonstrated intolerance toward anyone? What were they about? What were some of your parents’ political biases and personal prejudices? Do any of those remain with you today? Do you feel you are passing any of these on to your child? If so, which ones?

Take time to reflect on how you might be projecting those outdated ideas to your child.

Take a serious look at yourself. Do you consider yourself tolerant and unbiased, or intolerant and prejudiced? Would your child, colleagues, spouse, and friends agree with your self-appraisal? What if your beliefs differed from those of your parents? How did your parents respond if someone made a prejudicial or comment or joke in their presence? Can you think of instances in which your parents demonstrated intolerance toward anyone? What were they about? What were some of your parents’ political biases and personal prejudices? Do any of those remain with you today? Do you feel you are passing any of these on to your child? If so, which ones?

Take time to reflect on how you might be projecting those outdated ideas to your child.

Take a serious look at yourself. Do you consider yourself tolerant and unbiased, or intolerant and prejudiced? Would your children, colleagues, spouse, and friends agree with your self-appraisal? What if your beliefs differed from those of your parents? How did your parents respond if someone made a prejudicial or comment or joke in their presence? Can you think of instances in which your parents demonstrated intolerance toward anyone? What were they about? What were some of your parents’ political biases and personal prejudices? Do any of those remain with you today? Do you feel you are passing any of these on to your child? If so, which ones?

Take time to reflect on how you might be projecting those outdated ideas to your child.

Teach listening behaviors:

Model listening. Children learn listening best not through our lectures but by copying others. Use natural opportunities to really listen to your child so s/he has a good model to copy: Stop what you’re doing, give her/him your full attention, and then model good listening skills: look her/him in the eye, nod and smile, and listen in slightly toward her/him so s/he feels your presence.

Teach paraphrasing. When a natural opportunity arises (for example, when members of the Mafia. All the Irish do is drink.

Teach the “Don’t give me that attitude” makeover:

To help eliminate your child’s biased, narrow-minded attitude, take the following steps.

Step 1 – Clean Your Own House

Children aren’t born intolerant, biased, narrow-minded, bigoted, and prejudiced. They learn those lethal attitudes, and one of the places they learn them best is right underneath our own noses: from us! The first step to tempering your child’s narrow-minded ways is by realizing your own biases. Here are a few assumptions that can be so deeply seated that you may not be aware they are there. But our children sure are! And chances are that you are communicating those attitudes to your child. Check ones that apply to you:

- Loyalty. “My child can do no wrong.”
- Wealth. Because you are prejudice, did s/he see your uneasiness in your body language? For instance, did you frown, roll your eyes, shake your head, or frown?
- Education. You can be educated only if you go to university. You can get a good education only at an elite university.
- Sexual orientation. Homosexuality is a choice. Gays will go to hell.
- Race and culture. The Chinese are sneaky. Asian children are all great students. All black people have rhythm. All Jews are rich. Latinos make great lovers. Italians are all members of the Mafia. All the Irish do is drink.
- Politics. My party, right or wrong. All Democrats do is tax and spend. Republicans always favour the rich.
- Sex roles. Women should be seen and not heard. Blondes are dumb. Women will claw their way to the top. Men are superior. Football players are stupid. Boys who don’t play sports are wimps.
- Groups. Police officers are racists. The homeless could get jobs if they tried.
- Age. The elderly are all senile. Teens care only about themselves.

Once you discover which narrow-minded views you may be spreading to your child (and usually quite unconsciously), make a conscious effort to temper them so that they don’t become your child’s prejudices.

Step 2 – Cultivate Listening Skills

Narrow-minded children only want to hear what they want to hear, and rarely tune in to what the other person is saying. The result: they will continue to be narrow-minded. Cultivate your child’s listening skills so that s/he not only hears new information but becomes more receptible to fresh ideas. Here are ways to do so:

- Model listening. Children learn listening best not through our lectures but by copying others. Use natural opportunities to really listen to your child so s/he has a good model to copy: Stop what you’re doing, give her/him your full attention, and then model good listening skills: look her/him in the eye, nod and smile, and listen in slightly toward her/him so s/he feels your presence.
- Teach paraphrasing. When a natural opportunity arises (for example, when members of the Mafia. All the Irish do is drink.
- Provide new knowledge. Once your child is more open to listening, educate her/him about the issues s/he is most narrow-minded about. After all, an enormous amount of prejudice, hate, and narrow-mindedness comes from sheer ignorance. So provide her/him with more appropriate information about the topic s/he is so closed about. Take her/him to museums, help her/him find Web sites, and select movies or books about the subject so s/he sees a different side.

- Learn paraphrasing. Help your child listen more attentively to a speaker around your dinner table or any other times you’re together. Here’s how. Each family member takes a turn briefly describing something that’s happened to him or her during the day. The next speaker must correctly restate the previous talker’s ideas and then add his or her own ideas. All the Irish do is drink.

- Find a new fact. When a natural opportunity arises (for example, when members of the family are listening to a speaker, reading a book, listening to the news, or watching a documentary), encourage everyone to listen for one fact that is new to him or her and then report it to the group. To make it challenging, no one may replicate another person’s fact.

- Provide new knowledge. Once your child is more open to listening, educate her/him about the issues s/he is most narrow-minded about. After all, an enormous amount of prejudice, hate, and narrow-mindedness comes from sheer ignorance. So provide her/him with more appropriate information about the topic s/he is so closed about. Take her/him to museums, help her/him find Web sites, and select movies or books about the subject so s/he sees a different side.

Step 3 – Take a Stand Against Biased, Judgmental Statements

All children are bound to make occasional biased comments, state narrow-minded opinions, or repeat discriminatory jokes. How you react has a lot to do with whether they will try to again. You also send
your children a clear message about your own attitudes. So if or when you hear a biased statement, do express your displeasure. “That’s a biased comment, and I don’t want to hear it.” Your child needs to hear your discomfort so that s/he understands your values. You also model a response s/he could imitate if prejudicial, narrow-minded statements are made in her/his presence. Here are two others: “I know you think Eminem is a great musician, but I strongly object to how disrespectfully he represents women. It’s hurtful and incorrect.” “I was very uncomfortable when Uncle Jake was talking about how absurd it was for a Latina to become president. That is such a narrow-minded view.”

Step 4 ~ Teach How to Recognise Stereotypes and Biases

Before your child is willing to change her/his narrow-minded attitude, s/he must understand what a stereotype is, how to recognise one, and why they can be harmful. These next ideas help your child learn those important three parts:

- Define stereotypes. You might say, “A stereotype is a big sweeping idea we believe about a whole group of people or subject area. Usually the beliefs are wrong because they are not true about every member of the group or every instance about the subject. They are also unfair because the person believing the stereotype makes a judgment without getting all the facts.” Point out that if the comment has “You always ...”, “You never ...” “They always ...” or “They’re all ...”, chances are that what follows is a biased stereotype.

- Listen for stereotypes. A fun way to help your child recognise stereotypes is by listening for them together on television. Turn it into a game by trying to count how many biased statements you hear in a set time. As soon as one is detected, yell out, “Stereotype!” The biased comment must then be repeated: “The reporter said: ‘All teachers in Los Angeles schools are bad!’ Stereotype!”

- Give examples of harmful biases. Our culture is saturated with biased views that can erode our children’s attitudes and perpetuate narrow-minded views. Provide your child with a few examples when you discuss that although they seem harmless, they can be quite hurtful and cloud our views. Here are a few: Teenagers only care about themselves. Adults are out of it. Boys who play football are stupid. The Polish are dumb. Cheerleaders are “easy.” Girls are poor at math. Then ask your child to give evidence of why it isn’t completely true – for example, “Jen and Kara are really good at math.”

- Play, “Prove it!” Encourage family members that whenever anyone in your household utters a sweeping stereotype, another member should gently counter the person’s view by responding, “Prove it!” For example, if your child says, “Jocks are so stupid,” a sibling could retort, “I beg to differ: I know five guys on my football team who are in all the accelerated classes.”

- Use the media. Film, music, television, literature, and jokes are major perpetrators of stereotypes. Asking your children’s questions that point out biases as they occur is often beneficial in helping her/him recognise the misrepresentation. Here are a few examples that show how:

  - Newspapers: “I’ve read a number of stories lately about police brutality. Do you think people might get the impression that all police are unfair and beat up minorities? What do you think?”

  - Nightly news: “The news always seems to be showing blacks as aggressive and caught doing bad things. Do you think they are?”

  - Literature: “This is another story in which the stepmother is wicked. Is that true for all stepmothers? If a child keeps reading stories like this, what do you think his attitude about stepmothers will be?”

Step 5 ~ Challenge Biased Views

One thing is certain: if you don’t challenge your child’s narrow-minded view, her/his attitude will continue. The most important thing is not to overreact or be too quick to criticise; that response will stop her/his comment but not her/his attitude. Your goal is to change her/his attitude, and the only way to do that is by listening carefully to your child’s words and why s/he feels that way. Only then can you give her/him evidence to counter her/his view. Here are a few ideas that will help you challenge her/his biased attitude:

- Listen first. When you hear your child make a prejudicial, narrow-minded comment, the first thing you should do is to be heard. That’s listening, not judging or interrupting. You want to gather as many facts as you can to find out why s/he feels the way s/he does and what gave rise to her/his words. That way you can help her/him change it before it turns into a long-lasting prejudice. Suppose your child says, “Kids who don’t speak English shouldn’t be allowed in our school.” You might say, “I want to hear why you say that.” “You sound as if you feel very strongly about that. Why is that?” or “Where did you hear that?”

- Challenge the view. When you’re clear as to why your child expresses such a biased attitude, challenge her/his opinion with more accurate information and point out where s/he is incorrect. It’s always best to try to give examples that dispel her/his view. For example, if your child says, “Homeless people should get jobs and learn how to survive on their own,” you might counter: “There are many reasons homeless people don’t work or have houses. Some of them are ill. Some can’t find jobs. Houses cost money, and not everyone can pay for a house or an apartment.”

- Demand proof. In some cases, ask your child to provide proof of her/his claim. For instance, if s/he adamantly states that old people are all senile, put her/him on the Internet and find examples of older heroes (check under heroes or senior citizens). “What about Graham’s story? ‘If you’re diagnosed with cancer, you’ll die’ (What about Lance Armstrong?). ‘If you have asthma, you can’t be a runner’ (What about Jackie Joyner-Kersee?).

Step 6 ~ Enforce Moral Consequences for Hurtful Comments

Let your child know that any comment that is insulting to someone else will not be allowed. In addition to being painful to the victim, such prejudicial comments breed hate. If your child does make a comment, then s/he must apologise. Most important, the apology must be genuine and delivered sincerely. You may need to spend time talking to your child about her/his victim: “How would you feel if someone said, ‘I’m sorry,’ to you?” so that your son or daughter really understands the ramifications. Your message is, What you did caused someone else to hurt. So what will you do to make up for that pain? Children must realise that although they cannot take back the hurt caused from stingy words or deeds, they are responsible for their actions. Even the youngest child can draw a picture, or phone the victim to say, “I’m sorry.” Here are some examples for helping them understand: Telling Maria she talks weird is hurtful. She speaks a different language at home and is just learning to speak English. You need to apologise to her.”

“The joke you told Josh is not funny because it made fun of his religion. It’s wrong. I can’t allow you to hurt other people’s feelings. What do you plan to do to let him know you are sorry?”

The First 21 Days

Organise a Formal Family Debate Night, a great way to contest common problems in a supportive atmosphere. It is also a way for children to practice communication skills and hear different points of view. Not only will your narrow-minded child get a chance to hear a different side to his biased attitude, but s/he may just change her/his opinion. Do remember that each member’s opinion is considered equally important, and everyone has a right to be heard. That also means your children do not have to agree with your opinion, and you must respectfully listen to your children’s views as well. Use these tips to make your first debate, as well as provide the opportunity to help change your child’s biased attitude:

- Set Fair Fighting rules. Five rules must be enforced: (1) Everyone is listened to. (2) No put-downs are allowed. (3) You may disagree, but do so respectfully. (4) Talk calmly. (5) Everyone gets a turn.

- Create a suggestion box. Many families set aside a small box for members to suggest family issues or topics they’d like to address at the next debate. Young children can draw pictures of ideas.

- Use current events. Search the news for debate topics that might pique your children’s interests. Possibilities for younger children are not protecting bears in the forest, not being allowed to ride bikes or skateboards on the sidewalk, and not funding art or music in school. Possibilities for older children are lowering the drinking age, raising the driving age, legalising marijuana, abortion, the Iraq War, legalisation of gambling, restitution to black Americans, and the death penalty.

- Debate family issues. Topics can also be hot button issues in your home. For younger children, they can cover rules, sibling conflicts, chores, privileges, allowances, and TV choices. For older children, consider quality time with parents, curfews, computer access, R-rated movies, car use, choice of peers, and dating and romance.

Attitude Makeover Pledge:

How will you use these steps to help your child become less biased and narrow-minded and achieve long-term change? Work out exactly what you agree to do within the next twenty-four hours to begin changing your child’s attitude so s/he is more tolerant and accepting.

The New Attitude Review:

All attitude makeovers take hard work, constant practice, and parental reinforcement. Each step your child takes toward change may be a small one, so be sure to acknowledge and congratulate everyone one of them along the way. It takes a minimum of twenty-one days to see real results, so don’t give up! And if one strategy doesn’t work, try another. Keep track of your child’s weekly progress.

Ongoing Attitude Tune-Up:

Where does your child’s attitude still need improvement? What work still needs to be done?

Attitude Makeover Resources:


Ms Frances Stegeman
Pastoral Advisor

School Shoes: Parents are reminded that school shoes are to be of the traditional, hard leather lace-up style.
SPORTS NEWS

Congratulations to all our swimmers who represented the College so well at the Diocesan Carnival at Club Banora on Wednesday 5 March 2008. Congratulations especially to:

Dominic Cormack  Boys  13 Years Age Champion  
Joseph Hardy    Boys  13 Years Runner Up  
Jaimie Lahrs     Girls  12 Years Runner Up

The following swimmers qualified for the NSWCCC Carnival at Homebush on 2 May. Good Luck!

<table>
<thead>
<tr>
<th>Event</th>
<th>Name</th>
<th>Time</th>
<th>Placing</th>
</tr>
</thead>
<tbody>
<tr>
<td>50m Freestyle</td>
<td>Dominic Cormack</td>
<td>29.82</td>
<td>2nd</td>
</tr>
<tr>
<td>Boys 13 Years</td>
<td>Joseph Hardy</td>
<td>29.2</td>
<td>1st</td>
</tr>
<tr>
<td>Boys 12 Years</td>
<td>Matthew Trubuil</td>
<td>37.82</td>
<td>2nd</td>
</tr>
<tr>
<td>Girls 12 Years</td>
<td>Jaimie Lahrs</td>
<td>33.46</td>
<td>2nd</td>
</tr>
<tr>
<td>50m Breastroke</td>
<td>Jaimie Lahrs</td>
<td>41.75</td>
<td>1st</td>
</tr>
<tr>
<td>Girls 12 Years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50m Backstroke</td>
<td>Brodie Charters</td>
<td>39.39</td>
<td>1st</td>
</tr>
<tr>
<td>Boys 13 Years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50m Butterfly</td>
<td>Kendal Fitzgibbons</td>
<td>35.20</td>
<td>1st</td>
</tr>
<tr>
<td>Girls 13 Years</td>
<td>Joseph Hardy</td>
<td>33.37</td>
<td>1st</td>
</tr>
<tr>
<td>Boys 13 Years</td>
<td>Dominic Cormack</td>
<td>1:08.42</td>
<td>1st</td>
</tr>
<tr>
<td>100m Freestyle</td>
<td>Dominic Cormack</td>
<td>1:08.42</td>
<td>1st</td>
</tr>
<tr>
<td>Boys 13 Years</td>
<td>Isaac Scaysbrook</td>
<td>2:16.36</td>
<td>1st</td>
</tr>
<tr>
<td>Boys 15 Years</td>
<td>Amy Elkington</td>
<td>2:22.25</td>
<td>1st</td>
</tr>
<tr>
<td>Girls 12 Years</td>
<td>Dominic Cormack</td>
<td>2:27.9</td>
<td>1st</td>
</tr>
</tbody>
</table>

Our students were great ambassadors of the College and are to be commended on their achievements and behaviour.

Mr Peter McLaughlin  
Sports Coordinator
Messages to Students: Office staff cannot disrupt teaching in order to deliver messages that are not of an urgent nature. Year Coordinators will endeavour to deliver non-urgent messages at lunchtime, or prior to the end of the school day.

**STAYING SAFE**

Introducing **Mr Peter Serone**

Mr Serone is our school Drug and Road Safety Reference Teacher.

Our school uses approved syllabuses and resources that teach students about safe practices.

The Reference Teacher’s role is to work with staff and in partnership with parents to ensure the implementation at school level of curriculum based Drug and Road Safety Education.

Student Safety is important to us

---

**STUDENT OF THE WEEK**

*Could this be a picture of you?*

The nominated student is required to present themselves to the College Principal before Friday of this week. If this student does, they will receive a voucher to the value of $5 for purchases at the Canteen.

**KEEP WATCHING THIS SPACE – THE NEXT TIME IT COULD BE YOU!**

*Student Council*

---

**STUDENT OF THE WEEK**

Could this be a picture of you?

The nominated student is required to present themselves to the College Principal before Friday of this week. If this student does, they will receive a voucher to the value of $5 for purchases at the Canteen.

**KEEP WATCHING THIS SPACE – THE NEXT TIME IT COULD BE YOU!**

*Student Council*

---

**CANTEEN NEWS & ROSTER**

**MEAL OF THE WEEK**

This week we have the lovely Thai Chicken Red Curry for $4.00 and of course the “hungry” portion for $5.00. Please make sure you place your orders BEFORE SCHOOL.

Wishing all families a safe and happy Easter break and see you back all bright-eyed and bushy-tailed next week.

**CANTEEN ROSTER**

**WEEK 8**

<table>
<thead>
<tr>
<th>Monday 17 March</th>
<th>Michelle Clarke &amp; Jan O’Donohue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 18 March</td>
<td>Sandra Hughes &amp; Janice Brown</td>
</tr>
<tr>
<td>Wednesday 19 March</td>
<td>Fern Wendt &amp; Lee Camp</td>
</tr>
<tr>
<td>Thursday 20 March</td>
<td>Donna Fien &amp; Margaret Pulland</td>
</tr>
<tr>
<td>Friday 21 March</td>
<td>G O O D  F R I D A Y</td>
</tr>
</tbody>
</table>

**WEEK 9**

<table>
<thead>
<tr>
<th>Monday 24 March</th>
<th>E A S T E R  M O N D A Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 25 March</td>
<td>Lee Camp &amp; H E L P</td>
</tr>
<tr>
<td>Wednesday 26 March</td>
<td>Sandra Jeffries &amp; H E L P</td>
</tr>
<tr>
<td>Thursday 27 March</td>
<td>Jeannette Lanskey &amp; Michelle Kirk</td>
</tr>
<tr>
<td>Friday 28 March</td>
<td>Bernadette Beattie &amp; Debbie Davey</td>
</tr>
</tbody>
</table>

*Mrs Dianne Pinkstone  
Canteen Manager*

---

**BRING HOME A BROTHER OR A SISTER**

In July 2008, students, aged 15-18 years, from over 15 countries will be arriving in Australia to study at local schools for 5 or 10 months. Opportunities exist to act as a host family in a volunteer/unpaid capacity. Hosting can be on a temporary, short or long term basis.

Host families help provide students with the chance to study and experience life in Australia. This is a great way to learn about another country and culture, establish a lifelong link to a family in another country and contribute to international goodwill. If your family can offer a friendly, supportive and caring home environment, contact us today.

To learn more about this opportunity, call Student Exchange Australia on 1300 135 331 or visit our website [www.studentexchange.org.au](http://www.studentexchange.org.au).

---

**Science Competition (RTBSC)**

Closes Thursday 20 March 2008

**Australian Mathematics Competition**

Closes Friday 21 March 2008

---

**STUDENT OF THE WEEK**

*Could this be a picture of you?*

The nominated student is required to present themselves to the College Principal before Friday of this week. If this student does, they will receive a voucher to the value of $5 for purchases at the Canteen.

**KEEP WATCHING THIS SPACE – THE NEXT TIME IT COULD BE YOU!**

*Student Council*
DAYS IN THE DIOCESE
10-14th July 2008
Our Parish has been asked to accommodate 50 pilgrims
Is there any room at your place?

This is your chance to play an important and rewarding role in Australia’s hosting of the world’s biggest youth event.

From 10-14 July 2008 the Diocese of Lismore is looking to individuals and families from parishes and schools to open their homes and provide hospitality in the form of friendship, accommodation, meals and transport to the thousands of young overseas pilgrims who are coming to be part Days in the Diocese.

Homeowners will be asked to provide bed and breakfast on a complimentary basis and private transport to local venues or events.

To become a Home Stay Host, please complete a registration form and return it to your parish office or school; if there is anything you’d like to ask about, please contact your parish office and speak with your WYD Coordinator.

We look forward to your support for this important and exciting event.

Open up your home to pilgrims, give them a great Aussie welcome and join in the WYD experience

Days in the Diocese Host Registration

Name: _____________________________________________________________
Address: ___________________________________________________________
Email or phone contact: _______________________________________________
Number of Pilgrims I am able to host: _________________________________
Gender preference: ________________________________________________
Dear Parents,

ANZAC Day, 25 April, this year falls on the last Friday of the Term 1 school holidays. For many years now St Joseph’s College has participated in the Twin Towns March. We march to remember those who have served our country. In 2008, we commemorate a number of significant events including the 90th anniversary of many battles in which Australians were involved on the Western Front and the armistice which ended World War One.

This is an opportunity for students to demonstrate and experience the values of citizenship, community awareness and school spirit. The RSL Sub Branch Committee has decided to continue with the format of a special children’s parade and there is an expectation that all members of the Student Representative Council will be present on this important occasion. The response particularly from our Year 12 students over the past four years has been very good.

Students are required to meet in Chalk Street, Coolangatta by 10:00am. Punctuality is very important please as students need to assemble in height order for the March. The meeting location is the same as last year. Students must wear their full school uniform, including their school cap. It is important that students make every effort to look their best. It may also be advisable for students to wear sunscreen. We will be marching to the cenotaph in Wharf Street as usual for the Main Service.

At the conclusion of the Main Service, all children attending are invited to have a light snack and soft drink in the Twin Towns Services Carpark courtesy of the Twin Towns RSL. For this reason and as a courtesy to the organisation required by the RSL it is very important that we have definite numbers of students attending and RSVPs.

Students will need to organise their own transport to and from the March. If transport is a problem, please let me know. It should be possible to pick up students at the end of the Main Service at about 11:00am.

Please detach the permission slip and return to Miss Gooley by **Wednesday 9 April**.

Yours sincerely,

Mr Peter McLoughlin  
Principal

Miss Helen Gooley  
History Teacher

---

**PLEASE RETURN TO STUDENT RECEPTION BY WEDNESDAY 9 APRIL 2008**

I give permission for my child/ren (as listed below) to be involved in the ANZAC Day March on Friday 25 April 2008.  *Please print clearly the Student’s Name and Homeroom*

1. __________________________________ HR ________  2. __________________________________ HR ________
   (STUDENT NAME) (STUDENT NAME)

3. __________________________________ HR ________  4. __________________________________ HR ________
   (STUDENT NAME) (STUDENT NAME)

Number of students for refreshments (comprising light snack and soft drink) after the Service: _____

Parent / Guardian signature: ____________________________________________

Peace Through Justice