

Jubilee 2025 Pilgrims of Hope

Year level: Foundation

Module overview

Doctrinal overview

Introduction to Jubilee: Opening doors

Content focus

- The Jubilee Year in the Catholic Church
- The Holy Door and the symbolism of Church are significant
- The role of the global Catholic community, including Pope Francis
- Church and school communities as part of God's family.

Content descriptors

Church and community:

- K&U – explain ways a church and school community are part of the family of God
- R&R – interpret experiences of family and friendship in relation to God's family
- P&CE – reflect on how they live as part of a family, school and the family of God.

Word of hope: Caring for all of creation

Content focus

- Saint Paul and Saint Francis of Assisi are examples of hope expressed as patience
- Creation is beautiful and we are called to care for it
- Patience is a fruit of the Holy Spirit
- We can express an appreciation for creation.

Content descriptors

God, religion and life:

- K&U – explain a personal understanding of God
- R&R – interpret the ways the natural world and humanity reveal God's love
- P&CE – reflect on ways people relate to each other and the environment.

Journey of hope: Journeying together

Content focus

- The idea of a pilgrimage as a special journey to connect with God
- Luce (Jubilee Year mascot) represents hope, friendship and kindness
- 'Pilgrimage' helps us to reflect on how we prepare for special journeys
- Ways to show love and care within our school and family community.

Content descriptors

Church and community:

- K&U – explain ways a church and school community are part of the family of God
- R&R – interpret experiences of family and friendship in relation to God's family
- P&CE – reflect on how they live as part of a family, school and the family of God.



Signs of hope: We can be peacemakers

Content focus

- The concept of peace and what it means to be a peacemaker
- How to bring hope and peace to others through actions and prayers
- Simple prayers and blessings that promote peace, including Saint Francis' blessing
- Fairness, sharing and compassion as ways to follow Jesus.

Content descriptors

Morality and justice:

- K&U – explain fairness, sharing and compassion in light of the story of Jesus
- R&R – interpret what it means to be a disciple of Jesus
- P&CE – reflect on how they could respond to the call of discipleship.

Appeals for hope: Sharing God's gifts

Content focus

- We are all part of God's family and are called to care for one another
- The importance of sharing as a way to help others and show love
- The unique gifts God has given to us and how people can share those gifts with others
- How Jesus teaches us to live, giving our gifts for the good of everyone.

Content descriptors

Scripture and Jesus:

- K&U – explain the meaning of scripture stories about the life, death and resurrection of Jesus
- R&R – interpret the stories of Jesus, making connections to experiences of family and friendship
- P&CE – reflect on ways Jesus shows us how to live in right relationships.

Anchored in hope: Mary, our mother of hope

Content focus

- Mary, the mother of Jesus, trusted and hoped in God
- Mary as our spiritual mother who helps guide and care for us
- Simple Marian prayers and ways to honour Mary
- The importance of prayer in developing our relationship with God and each other.

Content descriptors

Prayer, liturgy and sacrament:

- K&U – explain ritual actions and structures of simple prayer
- R&R – interpret why people pray
- P&CE – reflect on Jesus and the relationship Christians have with God and each other.



Achievement standards

By the end of Foundation ...

Knowledge and understanding: <i>seeking truth</i>	Reasoning and responding: <i>making meaning</i>	Personal and communal engagement: <i>living story</i>
Students explain the Catholic Tradition and its elements by sequencing and retelling, using borrowed ideas	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by naming their own ideas and reflecting on the ideas of others to make sense of their experiences and wonderings	Students reflect on experiences that provoke spiritual and religious insights by expressing their thoughts and feelings, and making connections to personal experiences. They integrate new insights by seeing familiar relationships in different ways



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Introduction to Jubilee: Opening doors

Learning outcomes

- Understand what a Jubilee Year is in the Catholic Church
- Explore the significance of a Holy Door and the symbolism of Church
- Discover the global Catholic community and Pope Francis' role
- Reflect on how church and school communities are part of God's family.

Key vocabulary

- **Jubilee:** A special year in the Catholic Church of forgiveness and reconciliation
- **Pilgrimage:** A journey to a holy place in a religious way for a religious purpose
- **Forgiveness:** Saying sorry and making things right
- **Reconciliation:** Restoring relationships that have been broken
- **Holy Door:** This reminds us of God's love and care
- **Church doors:** These remind us to keep our hearts open and welcome others.

Materials needed

- [KWL Chapter 2 \(John 10: 3–5, 14\) sacred storytelling script](#)
- [Church door template.](#)

Learning activities

1. Introduction: Why do we go to church?

- Start with a group discussion:
 - Why do we go to church?
 - What do we see there? Who do we meet?
 - What do people do in church?
- Encourage the students to share their experiences of going to church, and introduce the concept of church as a place of prayer, community and reflection.
- Talk briefly about what happens during Mass and how church is a special place where people come together as a family of God.

2. Exploring our local church

- If possible, take a short walk to the local parish church. Meet with your parish priest.
- Focus on the church doors. We need to step inside the doors to enter the sacred space of the church. The doors are open to invite us all to come in.
- Ask the students:
 - How do we prepare to visit the church?
 - What should we do when we enter the church?
- Discuss respectful behaviour like quietness, prayer and reverence.
- Invite your parish priest to explain the layout of the church, pointing out significant areas such as the altar, baptismal font and the tabernacle.



3. Deeper exploration of doors

- Ask the students:
 - What is a door?
- Encourage students to share their thoughts. Guide them to realise that doors are found everywhere – at home, school, playground, etc.
- Lead a brief discussion on how doors protect us, but also help us enter new spaces and meet new people.

Key concept: Doors are not just things that keep us safe; they are also openings to exciting places and experiences.

- Emphasise the idea that doors can be welcoming and lead to new adventures, similar to how we enter different rooms at home or at school.

4. Symbolism of doors

- Introduce the idea that doors can also be symbols. Similar to how the doors at home keep us safe, church doors are special doors that welcome us into a place where we can learn about God.
- Encourage students to think about what makes them feel welcome when they enter a room. What do they see or feel that lets them know they are in a friendly place?

Connection to the church: In church, the doors remind us of God's love and mercy, and they invite us all to come in, as Jesus said: 'I am the door; if anyone enters by me, he will be saved' (John 10: 9).

5. Craft activity: Designing a church of welcome

- Provide each child with paper, crayons and images of welcome.
- Encourage them to think about what they would like to see when they open their door. Maybe they want to see friends, family or a big heart that represents love.
- Remind them that, like the Holy Door in the church, the space inside their door can represent warmth, kindness and love.

Guiding questions during crafting: What would make you feel happy when you open a door?

6. Exploring Pope Francis and the global Church

Discussion

- Briefly introduce Pope Francis:
 - Who is Pope Francis?
 - What does he do?
 - Where does Pope Francis go to church?
- Explain that Pope Francis is the leader of the worldwide Church and calls all people to love, care for one another and experience God's mercy.

Optional

- Show a short video or image of Pope Francis at Mass.

7. Learning about Holy Doors

- Explain that Pope Francis calls this year a Jubilee Year, a time for people to reflect on God's love, and walk through Holy Doors to experience forgiveness and renewal. The [Holy Door](#) has images of stories that remind us of God's love and mercy, what it means to be loved and welcomed.



- Share with the students that there are special doors in churches, called Holy Doors. These doors are opened during a special time in the Church, called the Jubilee Year. They represent God’s love and mercy, and everyone is invited to come through them and feel welcomed, forgiven and loved.

8. God’s love and mercy in Scripture

- Share [KWL Chapter 2 \(John 10: 3–5, 14\) sacred storytelling script](#) and ask ‘wonder questions’:
 - What does this story tell us about God’s love for us?
 - What does God want for us?

9. Creating our own doors

- Have students create their own door for their church based on the story of the Good Shepherd. What symbols of love and welcome from this story can they add to their door?
- Let the students express themselves freely, and guide them to understand that their door is a symbol of welcome and love, like the doors of Jubilee.
- Encourage students to share their thoughts on how they can feel welcomed at the church and how the doors there invite everyone to experience God’s love.

Extension activities or additional resources

Fingerplay: ‘Here is the church’ (see [video](#)):

‘Here is the church. Here is the steeple. Open the doors and see all the people.’

Opportunities for prayer

CAFOD [Jubilee for schools prayer](#)

Develop your own class prayer for the year

Content descriptors

Church and community

K&U – explain ways a church and school community are part of the family of God

R&R – interpret experiences of family and friendship in relation to God’s family

P&CE – reflect on how they live as part of a family, school and the family of God

Scripture and background notes

Scripture suggestions

[John 10: 7–9](#) Jesus, the ‘door’ of our salvation

KWL links

[Prep Unit 10: We visit the church](#)



Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Easter – empty tomb

Pentecost – safety of the upper room

Advent – opening doors on Advent calendar

School events

Opening events for school buildings

First day of Prep

100 days of Prep – reflection on welcoming

Buddies activity

Classroom ideas

Connect to concepts of community and belonging

Further reading and additional resources

Teacher resources

[What is the Jubilee?](#)

[Why is 2025 a Jubilee Year in the Catholic Church?](#)

Student resources

The Holy Door history and images: <https://stpetersbasilica.info/Interior/HolyDoor/HolyDoor.htm>

Exploring the [2025 Jubilee Year logo](#)



Jubilee 2025 Pilgrims of Hope

Year level: Foundation

Word of hope:
Caring for all of
creation

Learning outcomes

- Understand the concept of hope as patience, taught by Saint Paul and Saint Francis of Assisi
- Reflect on the beauty of creation and how we can care for it
- Explore patience as a fruit of the Holy Spirit
- Create an artistic expression of appreciation for creation.

Key vocabulary

- **God's creation:** Everything that God has made, including the earth, animals, plants and people
- **Common home:** The earth is a place where everyone lives together, like a big family
- **Instrument of God:** Something or someone that God uses to help do good things in the world
- **Patience:** Staying calm and waiting when things take time or don't go as planned.

Materials needed

- Picture book: [Brother Sun, Sister Moon: Saint Francis of Assisi's Canticle of the Creatures](#) by Katherine Paterson
- Videos: [Saint Francis of Assisi](#) and [The Canticle of Creation](#) (optional)
- Art supplies (crayons, markers, paper, stickers)
- Reflection worksheet for students.

Learning activities

1. Introduction

Greeting and prayer

- Begin with a simple prayer, asking God to help us understand how we can care for creation and show patience. For example: 'Dear God, thank you for the wonderful world you have created. Help us to be patient and care for all the creatures and things around us. Amen.'

Engage the class

- Ask the students:
 - What is your favourite thing in nature?
 - Do you like flowers, trees, animals or the sky?
- Let them share briefly to get them thinking about creation.

2. Story: Saint Francis and the Canticle of the Creatures

Read the story

- Read *Brother Sun, Sister Moon* by Katherine Paterson, which tells the story of Saint Francis and his love for all of creation.
- Pause during the reading to ask questions:
 - Who is Saint Francis?
 - What did he love most about nature?



- What does it mean when Saint Francis says 'brother sun' and 'sister moon'?
- How did Saint Francis see all the creatures?

3. Reflecting on Saint Francis and creation

Discussion prompts

- Lead a discussion using the following prompts to reflect on the Canticle of the Creatures and how we care for God's creation:
 - Who was Saint Francis?
 - How do you see God's creation around you?
 - Which line from the Canticle of the Creatures do you like the most?
 - If you could express this line in a drawing, what would it look like?
 - What does it mean to be God's instrument and care for his creation?
 - How can we care for what God has made?
 - How do we look after the earth?
 - What does 'our common home' mean?

Tie back to hope

- Explain that, just as Saint Francis saw hope and beauty in everything, we too can have hope that we can make the world a better place by caring for it.

4. Patience as a fruit of the Holy Spirit

Introduction to patience

- Introduce the concept of patience as a fruit of the Holy Spirit. Patience helps students wait without worry because good things often take time.
- Share examples of how we need patience when we care for nature (e.g. waiting for a plant to grow, being gentle with animals or cleaning up the environment).

Patience is a sign of love and kindness.

Discussion

- Ask the students:
 - What does it mean to be patient?
 - How do we show patience when taking care of God's creation?
 - Can we wait for a flower to bloom or for animals to be fed?

Just as a plant needs time to grow, patience helps students grow in their friendships and relationships.

Connect to Saint Francis

- Explain how Saint Francis was patient with all creatures and saw the beauty in everything, even when it took time.

5. Creative activity: Expressing creation through art

Activity instructions

- Ask the students to choose their favourite part of creation (a tree, an animal, the sun, the moon or something from the Canticle of the Creatures).
- Encourage them to draw or colour it, using their imagination to express how they appreciate God's creation.
- If possible, play some peaceful background music as they work, creating a calm, reflective atmosphere.
- As they create, ask them: What do you love most about this part of creation?
- Walk around and engage with students about their artwork and how it reflects their understanding of hope, patience and love for creation.



Reflection and conclusion

Share artwork

- Invite students to share their drawings with the class, explaining what part of creation they chose and why it is important to them.

Discussion

- Ask the students:
 - How can we use our gifts to care for all of creation?
 - What does it mean to be patient and take care of the earth?
- Encourage students to think of small ways they can take care of the earth and be patient, like recycling, watering plants or being gentle with animals.

Opportunities for prayer

CAFOD [Jubilee for schools prayer](#)

Develop your own class prayer for the year

Content descriptors

God, religion and life

K&U – explain a personal understanding of God

R&R – interpret the ways the natural world and humanity reveal God’s love

P&CE – reflect on ways people relate to each other and the environment

Scripture and background notes

Scripture suggestions

[Genesis 1](#) Six days of creation and the Sabbath

[Genesis 2: 4–7](#) Another account of the Creation

[Psalm 104](#) God the creator and provider

[Colossians 1: 16](#) For in him all things were created

KWL links

[Prep Unit 8](#): The Spirit comes

[Prep Unit 9](#): Our wonderful world

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

1 September – 4 October: Season of Creation



Key dates

4 October: Feast of Saint Francis of Assisi

Jubilee Year

22–23 November: Jubilee of Choirs

Sacraments

Confirmation (gifts and fruits of the Holy Spirit)

Classroom ideas

Link to units exploring the concepts of stewardship, justice and sustainability

Further reading and additional resources**Videos**

[Laudato Si'](#)

[Saint Francis of Assisi](#)

[The Canticle of Creation](#)

Other resources

Caritas Australia: [Care for our Common Home](#)



Jubilee 2025 Pilgrims of Hope

Year level: Foundation

Journey of hope:
Journeying together

Learning outcomes

- Learn about the idea of a pilgrimage as a special journey to connect with God
- Understand how Luce represents hope, friendship and kindness
- Participate in a simple, imaginative 'pilgrimage' activity to reflect on how we prepare for special journeys
- Identify ways we can show love and care within our school and family community.

Key vocabulary

- **Pilgrimage:** A journey to a holy place in a religious way for a religious purpose
- **Luce:** (Italian: ['lu:tʃe] lit. 'light') The official mascot of the Catholic Church's 2025 Jubilee. Designed by tokidoki founder Simone Legno, [Luce](#) represents a Catholic pilgrim. She is accompanied by a pet dog named Santino and three friends named Fe, Xin and Sky
- **Journey:** The act of travelling from one place to another, often over a long distance.

Materials needed

- A picture of Luce (illustration by Simone Legno)
- A yellow scarf or anorak to represent Luce
- A pretend 'pilgrim's staff' (can be a stick or decorated cardboard tube)
- Simple maps or drawings of a 'pilgrimage' route (e.g. a path around the classroom or school)
- Markers and crayons for drawing activities.

Learning activities

1. Introduction

Show and tell

- Show the class a picture of Luce and ask:
 - What do you notice about her clothes?
 - Why do you think she has a staff and a cross?

Storytime

- Explain who Luce is:
 - Luce is a special traveller called a pilgrim. She goes on long walks to connect with God, and share hope and love with others.
 - Her shining eyes remind us of how we shine when we are connected to God and others.

2. Exploring the idea of a journey

Pilgrimages are journeys where we think about God and how we can help others.

Discussion prompts

- Ask the students:
 - Have you ever gone on a special trip – maybe to visit family, a park or a church?
 - What do we need to bring for a trip like that?



- How did you prepare?
- How do we feel when we arrive at a special place?
- Connect these ideas to Luce's pilgrimage.

3. Activity: Mini pilgrimage

Plan together

- As a class, decide:
 - Where will our special journey go? (Not just the endpoint, but places along the way, e.g. to quiet corners of the school or a decorated spot in the classroom.)
 - What should we carry? (Small symbolic items that remind us of God's dream for us, like a paper cross or flower.)
 - How can we prepare? (For example, by walking quietly or thinking about something kind we can do for a friend.)

The pilgrimage

- Lead the students on a walk along the planned path.
- Stop at different points to talk about hope, kindness and the family of God.
- At the end, gather to say a simple prayer of praise or thanksgiving.

Reflection and conclusion

- Ask the students:
 - How did it feel to go on our journey together?
 - What can we do to bring hope and kindness like Luce does?

Creative activity

- Have students draw Luce and her friends or their own 'journey of hope'.
- Display their artwork in the classroom as a reminder of the lesson.

Opportunities for prayer

CAFOD [Jubilee for schools prayer](#)

Develop your own class prayer for the year

Content descriptors

Church and community

K&U – explain ways a church and school community are part of the family of God

R&R – interpret experiences of family and friendship in relation to God's family

P&CE – reflect on how they live as part of a family, school and the family of God

Scripture and background notes

Scripture suggestions

[Luke 2: 41–52](#) The boy Jesus in the temple ([Commentary](#))



KWL links

[Prep Unit 10: We visit the church](#)

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Holy Week, including Stations of the Cross

Key dates

16–23 March: Catholic Education Week

Jubilee Year

24 December 2024: Opening of the Holy Door of Saint Peter's Basilica

28 July – 3 August: Jubilee of Youth

Sacraments

Initiation – Baptism, Confirmation and Eucharist

Penance

School events

School or parish feast day Mass

Whole-school celebrations of prayer and liturgy

Classroom ideas

Link to units exploring the concept of community and belonging

Explore a place for pilgrimage in the classroom or around the school

Further reading and additional resources

Teacher resources

[Pilgrimage in the Middle Ages](#)

[What is the point of a pilgrimage?](#)

Student resources

Luce and friends: www.tokidoki.it/blogs/collabs-projects/luce



Jubilee 2025 Pilgrims of Hope

Year level: Foundation

Signs of hope:
We can be
peacemakers

Learning objectives

- Understand the concept of peace and what it means to be a peacemaker
- Recognise how we can bring hope and peace to others through actions and prayers
- Learn simple prayers and blessings that promote peace, including Saint Francis' blessing
- Reflect on fairness, sharing and compassion as ways to follow Jesus.

Key vocabulary

- **Sign of peace:** Greeting gesture during Mass; a moment when the faithful express their desire for peace and reconciliation with one another
- **Peacemaker:** Someone who actively works to promote peace and reconciliation.

Materials needed

- '[Rivers of your peace](#)' by Andrew Chinn and '[Song of blessing](#)' by Michael Mangan
- Printouts or a display of Saint Francis' blessing to Brother Leo
- A simple chart to record student ideas about being peacemakers
- Craft materials for drawing or making a 'peace symbol' (e.g. doves, hearts)
- Bible or student's version of a story where Jesus shows compassion.

Learning activities

1. Introduction

Begin with song

- Play or sing '[Rivers of your peace](#)' to set a reflective tone.

Discuss the theme

- Ask the students:
 - What is peace?
 - How do you feel when you feel peaceful?
- Introduce the idea that Jesus calls us to be signs of hope and peace, helping those in need like the sick, lonely or poor.

2. Exploring peace and peacemakers

Discussion prompts

- Ask the students:
 - What is a peacemaker?
 - What are some ways we can share peace with others at school, at home or in our community?
- Record answers on a chart. Examples could include sharing, helping a friend, saying kind words or praying.



Storytime

- Read a short story of Jesus showing compassion (e.g. feeding the hungry, healing the sick).
- Reflect:
 - How did Jesus bring peace to others?
 - How can we do the same?

3. Connecting peace to prayer and liturgy

Teach key phrases from Mass

- Practise saying 'Peace be with you' and discuss the meaning of the sign of peace at Mass.
- Introduce the Sign of the Cross as a way to bless ourselves and invite peace.

Write a class peace prayer

- Create a simple prayer together. For example: 'Dear God, thank you for your love. Help us to be kind, share and bring peace to everyone we meet. Amen.'

Pray Saint Francis' blessing to Brother Leo

- Recite the blessing together and explain its meaning in simple terms. This prayer asks God to give us peace and bless everyone around us.

Reflection and conclusion

Craft or drawing

- Have students draw doves, hearts or other symbols of peace and decorate them with words or pictures showing how they can be peacemakers.

Closing song

- Sing '[Song of blessing](#)' to end the lesson with a positive and reflective mood.

Optional

- If time permits, generate a simple grace prayer for before and after meals, such as: 'Thank you, God, for our food. Bless it and help us to share your peace with others. Amen.'

Opportunities for prayer

Practise 'peace be with you' and the sign of peace

Write a class peace prayer

Introduce the Sign of the Cross as a way of blessing ourselves

Generate class prayers for blessings before and after meals (grace)

Saint Francis' blessing to Brother Leo:

The Lord bless you and keep you.

May he show his face to you and have mercy.

May he turn his countenance to you and give you peace.

The Lord bless you!



Content descriptors

Morality and justice

K&U – explain fairness, sharing and compassion in light of the story of Jesus

R&R – interpret what it means to be a disciple of Jesus

P&CE – reflect on how they could respond to the call of discipleship

Scripture and background notes

Scripture suggestions

[Matthew 5: 9](#) Peacemakers will be called ‘children of God’

[Mark 16: 14–18](#) Jesus appears in the upper room

[John 14: 27](#) Peace I leave with you

[Numbers 6: 24–26](#) The Lord give you peace

KWL links

[Prep Unit 10](#): We visit the church

Connections to curriculum, liturgical calendar and events

Key dates

21 September: International Day of Peace

Sacraments

Reconciliation

Classroom ideas

Link to units exploring the concept of justice



Jubilee 2025 Pilgrims of Hope

Year level: Foundation

Appeals for hope:
Sharing God's gifts

Learning outcomes

- Understand that we are all part of God's family and are called to care for one another
- Explore the importance of sharing as a way to help others and show love
- Recognise the unique gifts God has given us and how we can share those gifts with others
- Reflect on how Jesus teaches us to live, giving of our gifts for the good of everyone.

Materials needed

- [Fratelli Tutti](#) (CAFOD animation) or an [excerpt](#) from *Encanto* showcasing family working together
- Pictures of people helping others (e.g. sharing food, caring for the sick)
- A basket with symbolic 'gifts' (e.g. toy food, coins, a heart cutout, stars, etc.)
- A bible or child-friendly scripture storybook
- Chart paper and markers for brainstorming
- Art supplies for a creative activity.

Learning activities

1. Introduction

Storytelling or animation

- Show the CAFOD [Fratelli Tutti](#) animation and summarise. For example: 'We are all part of God's family and each of us has special gifts to share.'
- Show a short [excerpt](#) from *Encanto*, where the family uses their unique gifts to help the community, or discuss how the family works together for good.

Discussion prompts

- Ask the students:
 - Who is in God's family?
 - How is it like the family in *Encanto*?
- Highlight how everyone, like Mirabel and her family, has unique gifts to help others.

2. Explore the concept of sharing

Discussion prompts

- Ask the students:
 - What does it mean to share?
 - Why do we share with others?
 - Does everyone in the world have what they need? How can we help them?

Sharing basket activity

- Use a basket filled with symbolic 'gifts' (toy food, coins, a heart, stars, etc.).
- Pass the basket around and ask each student to pick a 'gift' they can share with others.
- Discuss how each gift could help someone (e.g. food helps someone who is hungry, sharing a heart shows love).



3. Explore God's gifts

Discussion prompts

- Ask the students:
 - What gifts has God given us (e.g. love, kindness, talents)?
 - What is one special gift you have that you can share?
 - What gifts do others in our family or school community have that help us?

Creative activity

- Have students draw or colour a picture of the unique gift they can use to make the world a better place and to help others (e.g. being kind, making friends, helping parents).
- Display the drawings on a classroom 'community gift wall'.

4. Sharing in Scripture

- Tell the story of the feeding of the five thousand (Luke 9: 10–17).
- Reflect on how Jesus shared God's gifts in this story. Jesus used the gifts that were given and multiplied them. God keeps giving, but also calls on us to give too.
- As the students:
 - What can we learn from Jesus' actions?
 - What can we learn from the characters in the story?

Simple prayers

- Teach grace before meals. For example: 'Bless us, O Lord, and these your gifts, which of your goodness (or bounty), we are about to receive through Christ our Lord. Amen.'
- Practise saying 'thanks be to God' when thinking about the gifts God has given.

Reflection and conclusion

Class brainstorm

- Create a chart titled 'Ways we can share our gifts' and write down ideas from the students (e.g. sharing toys, helping a friend, giving to the poor).
- Use connections to *Encanto* to help frame language (e.g. Luisa uses her strength to help, Mirabel shows love by bringing the family together).

Closing prayer

- Say a simple class prayer. For example: 'Dear God, thank you for making us one big family. Help us to share our gifts, love one another and take care of everyone in need. Amen.'

Opportunities for prayer

Teach grace before meals
Practise saying 'thanks be to God'

Content descriptors

Scripture and Jesus

K&U – explain the meaning of scripture stories about the life, death and resurrection of Jesus
R&R – interpret the stories of Jesus, making connections to experiences of family and friendship
P&CE – reflect on ways Jesus shows us how to live in right relationships



Scripture and background notes

Scripture suggestions

[Matthew 22: 36–40](#) The two great commandments

[Acts 2: 44–45](#) All who believed were together and had all things in common; they would sell their possessions and goods and distribute the proceeds to all, as any had need.

KWL links

[Prep Unit 2](#): The good shepherd

[Prep Unit 3](#): Lost and found

[Prep Unit 4](#): Jesus washes the disciples' feet

[Prep Unit 11](#): Together at Mass

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

1 September – 4 October: Season of Creation

Key dates

27 June: Feast of the Sacred Heart of Jesus

31 August: [Social Justice Sunday](#)

Jubilee Year

25–27 April: Jubilee of Teenagers

28–29 April: Jubilee of People with Disabilities

30 May – 1 June: Jubilee of Families, Children, Grandparents and the Elderly

16 November: Jubilee of the Poor

Classroom ideas

Link to units exploring the concept of justice

Further reading and additional resources

Script for sacred storytelling: <https://dobcel.catholic.edu.au/wp-content/uploads/Feedingofthe5000.pdf>

Catholic social teaching

[Solidarity](#)

[Preferential Option for the Poor](#)



Jubilee 2025 Pilgrims of Hope

Year level: Foundation

Anchored in hope:
Mary, our mother of
hope

Learning outcomes

- Understand that Mary, the mother of Jesus, trusted and hoped in God
- Recognise Mary as our spiritual mother who helps guide and care for us
- Learn about simple Marian prayers and ways to honour Mary
- Reflect on the importance of prayer in developing our relationship with God and each other.

Key vocabulary

- **Mary:** The mother of Jesus is often seen as a guide for many people, especially in the Catholic faith. She shows us how to love and trust God.

Materials needed

- Song: '[Mary, show us the way](#)' by Michael Mangan
- Images or statues of Mary, Jesus and the Holy Family
- Materials to create a small Marian shrine (blue fabric, flowers, candles or drawings)
- A copy of the Hail Mary prayer (visual aid for students)
- Bible or storybook for a short gospel story about Mary.

Learning activities

1. Introduction

Begin with song

- Play or sing '[Mary, show us the way](#)' to set a reflective tone.

Discussion prompts

- Ask the students:
 - Who is Mary?
 - Who is Jesus?
 - Who is Joseph?
- Show an image of the Holy Family, and explain that Mary is the mother of Jesus and our spiritual mother too.

2. Mary, mother of Jesus

Discussion prompts

- Ask the students:
 - What do mothers do for us?
 - What do you think Mary did for Jesus?
- Explain that Mary cared for Jesus, trusted God and showed great hope, even in difficult times.

Short gospel story

- Read Luke 1: 26–38 (the annunciation) or John 2: 1–11 (the wedding at Cana).
- Discuss how Mary trusted and helped others in these stories.



3. Exploring Mary as our mother

Discussion prompt

- Ask the students:
 - How is Mary like a mother to us?
- Explain that Mary listens to our prayers and helps guide us closer to Jesus.

Marian shrine activity

- Work together to create a small Marian shrine in the classroom using fabric, flowers and pictures or drawings of Mary.
- Teach the students that Marian shrines are places where people honour Mary and ask her for help.

4. Prayer

Introduce the Hail Mary

- Teach the prayer line by line, explaining its meaning in simple terms.
- Practise saying the Hail Mary together as a class.

Discuss Marian feast days

- Mention a few special days like the Feast of the Assumption (15 August) or the Feast of Our Lady of Lourdes (11 February).
- Explain that these are times when we celebrate Mary's love and hope.

Prayer time

- Gather around the Marian shrine and pray together. For example: 'Mary, queen of peace, show us the way to love and trust God as you did. Help us to be kind and hopeful. Amen.'

Reflection and conclusion

Class reflection

- Ask the students:
 - How can we trust and hope like Mary?
- Encourage students to think of one thing they can do to show love and kindness, just as Mary did.

Optional art activity

- Have students draw a picture of Mary with symbols of hope (e.g. stars, flowers or her holding baby Jesus).

Extension activities or additional resources

- Explore Mary, star of the sea, guiding us towards Jesus. Link to stars used to guide generations of people, including Aboriginal, Torres Strait Islander and Pacific Islander peoples (*Moana* may be a good prompt).

Opportunities for prayer

Hail Mary

The Rosary

Mary Queen of Peace [invitation to prayer and reflection](#)



Content descriptors

Prayer, liturgy and sacrament

K&U – explain ritual actions and structures of simple prayer

R&R – interpret why people pray

P&CE – reflect on Jesus and the relationship Christians have with God and each other

Scripture and background notes

Scripture suggestions

[John 2: 1–11](#) The wedding at Cana

[Luke 1: 26–38](#) The birth of Jesus foretold

[Luke 1: 39–56](#) Mary visits Elizabeth and Magnificat

[Luke 2: 1–21](#)/[Matthew 1: 18–25](#) The birth of Jesus

KWL links

[Prep Unit 16](#): Jesus' family

[Prep Unit 20](#): Jesus is born

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

May: Month of Mary

October: Month of the Rosary

Advent

Key dates

25 March: Annunciation of the Lord

11 May: Mother's Day

24 May: [Our Lady, Help of Christians](#)

31 May: Visitation of the Blessed Virgin Mary

26 July: Feast of Saint Joachim and Saint Anne

27 July: [World Day for Grandparents and the Elderly](#)

15 August: Assumption of the Blessed Virgin Mary

22 August: Queenship of the Blessed Virgin Mary

21 November: Presentation of the Blessed Virgin Mary

8 December: Immaculate Conception of the Blessed Virgin Mary

Classroom ideas

Link to units exploring the concepts of relationships and identity



Additional resources and background notes

A Marian shrine is a sacred place dedicated to the veneration of the Virgin Mary, the mother of Jesus Christ. These shrines often serve as pilgrimage sites where individuals come to pray, seek intercession and reflect on their faith. They may contain statues, images or relics associated with Mary and are often located in areas where significant events related to her have occurred, such as apparitions or miracles. The purpose of a Marian shrine is to foster devotion to Mary and to encourage the faithful to deepen their relationship with God through her intercession.

