

Jubilee 2025 Pilgrims of Hope

Year level: 1–2

Module overview

Doctrinal overview

Introduction to Jubilee: Making things right

Content focus

- The Jubilee Year in the Catholic Church focuses on forgiveness and reconciliation
- The importance of forgiveness and repairing relationships with God and others
- Journeys and their depiction in Scripture
- Empathy and reflection as understood through stories and Scripture.

Content descriptors

Scripture and Jesus (Y2):

- K&U – explain various ways God’s people are portrayed in the Old and New Testament
- R&R – interpret ways images of God can be lived out in community
- P&CE – reflect on encounters with the Word of God and how it is used in the community.

Morality and justice (Y2):

- K&U – explain key scripture stories of Jesus’ forgiveness and compassion in terms of impact on community relationships
- R&R – interpret the significance of the life and teachings of Jesus for building community today
- P&CE – reflect on how actions impact community.

Word of hope: Belonging to God’s family

Content focus

- Hope, God’s love and belonging to God’s family through the sacrament of Baptism
- Signs of God’s love in creation, their families and the Church
- The importance of belonging to both God’s family and their own.

Content descriptors

Church and community (Y1):

- K&U – explain ways people can belong to God’s family
- R&R – interpret the significance of family meals and gatherings in relation to the traditions of the Church
- P&CE – reflect on the importance of belonging to family and church.

God, religion and life (Y1):

- K&U – explain the concepts of beauty and goodness in relation to God as Creator
- R&R – interpret the world through a lens of relationship with the sacred
- P&CE – reflect on relationships with God, self, others and creation.



Journey of hope: Sharing God's love

Content focus

- Themes of hope, welcoming others and generosity, using the symbolism of open doors
- We are all welcomed into God's love
- We are called to show God's love and generosity to others.

Content descriptors

Church and community (Y1):

- K&U – explain ways people can belong to God's family
- R&R – interpret the significance of family meals and gatherings in relation to the traditions of the Church
- P&CE – reflect on the importance of belonging to family and church.

Signs of hope: Jesus, light of the world

Content focus

- Jesus is the light of the world whose love guides and illuminates our lives
- Identifying the light of Jesus in the world around us
- People and actions can reflect Jesus' love and kindness
- The light of Jesus shines for others through simple everyday acts of kindness and love
- Saints and holy people in the world bring Jesus' light to others
- Showing kindness, compassion and helping those in need can be a source of light in the world.

Content descriptors

Church and community (Y2):

- K&U – explain the significance of some key figures in the local parish and the wider Church
- R&R – interpret the contribution of key figures in shaping the Church
- P&CE – reflect on what it means to be a member of a parish and school community.

Appeals for hope: Stewards of God's creation

Content focus

- God's creation is meant to be shared by all people and we are called to care for it
- The concept of stewardship, knowing that God entrusted humanity with the responsibility of looking after God's creation
- Human dignity and how Jesus calls us to love and care for our neighbours, especially in how we share the earth's resources
- Personal actions as stewards of creation which can help transform the world
- The principles of stewardship and their application to actions in everyday life, which can help protect the environment and share resources more ethically, efficiently and beautifully.

Content descriptors

Morality and justice (Y1):

- K&U – explain key scripture stories of love and care for the environment in relation to local community issues
- R&R – interpret the meaning of stewardship in relation to local community actions
- P&CE – reflect on how people can be stewards of creation.



Anchored in hope: The gift of prayer

Content focus

- Prayer is a gift from God that helps deepen our relationship with him
- Prayer is central to the spiritual life of Christians
- Different expressions of prayer, including personal, communal and liturgical prayers
- Scripture to help understand how Jesus prayed (e.g. the Lord's Prayer, Gethsemane)
- How a personal prayer life can help people grow closer to God
- The diversity of prayer practices around the world.

Content descriptors

Prayer, liturgy and sacrament (Y1):

- K&U – explain key elements and purpose of personal and communal prayer forms
- R&R – interpret the significance of the sacred and sacred places
- P&CE – reflect on various ways people can have a relationship with God.

Achievement standards

By the end of Level 2 ...

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 drawing on their experiences and the perspectives of others	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by describing, wondering and posing questions about how they live and what they believe	Students reflect on experiences that provoke spiritual and religious insights by considering their own thoughts and feelings and those of others, identifying similarities and differences. They integrate new insights by identifying possible implications for community



Jubilee 2025 Pilgrims of Hope

Year level: 1–2

Introduction to Jubilee: Making things right

Learning outcomes

- Understand that the Jubilee Year in the Catholic Church focuses on forgiveness and reconciliation
- Explore the importance of forgiveness and repairing relationships, both with God and others
- Develop an understanding of journeys and how they are depicted in Scripture
- Encourage empathy and reflection through stories and Scripture.

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
- **Journey:** The act of travelling from one place to another, often for a purpose.

Materials needed

- Bible: Luke 2: 4–7; Luke 9: 1–6; Exodus 1–14; Luke 19: 1–10
- Image of the Jubilee logo or mascot (Luce), if available
- Daniel Tiger’s song ‘[Saying I’m sorry is the first step](#)’.

Learning activities

1. Introduction

- Engage with the students. Ask:
 - Have you ever been on a journey or trip?
 - What was it like?
- Discuss how some journeys can be easy, but others are difficult – just like in life.
- Introduce the concept of Jubilee.
- Explain that a Jubilee Year is a special time in the Catholic Church for forgiveness and making things right with God and with each other.
- Highlight that 2025 is a Jubilee Year, and people are invited to restore and renew their relationships with God, each other and all of creation.

2. Daniel Tiger’s song

- Play ‘[Saying I’m sorry is the first step](#)’ for the class.
- Discuss the meaning of the song, and what it means to apologise and make things right.
- Invite students to act out the song, practising saying sorry and repairing relationships.

3. Exploration of Scripture

- Read Luke 2: 4–7 (Mary and Joseph travelling to Bethlehem), Luke 9: 1–6 (Jesus sending out the disciples) and Exodus 1–14 (Moses and the journey to freedom).



Discussion

- Ask students to think about these journeys:
 - Were they easy or hard?
 - What did the people experience during their travels?
- Discuss how these journeys were important to God's plan and how faith helped the people on their way.

Circle of Viewpoints

- Brainstorm different perspectives from the stories (e.g. Mary, Joseph, the donkey, Moses, the disciples).
- Use these sentence starters for the students to explore a character's viewpoint:
 - I am thinking of this journey from the viewpoint of ...
 - I think ...
 - A question I have from this viewpoint is ...

4. Forgiveness and right relationships

Forgiveness in Scripture

- Read Luke 19: 1–10 (the story of Zacchaeus):
 - What happened in the story?
 - What did Jesus do? What did Zacchaeus do?
- Reflect on how forgiveness can help people live in harmony and restore relationships. It also means we must do the work to be close to God.

Reflection and conclusion

Create stepping stones for the Jubilee Year

- Discuss how we can show forgiveness and repair relationships in our own lives. Ask the students:
 - What action can we take to restore relationships?
 - What could you think, say or do?
- Write ideas onto the stepping stones to refer to throughout the Jubilee Year.

Closing prayer

- Finish with a litany, where each student reads the words on their stone. For example:
 - We pray that we learn to ... (e.g. sit with people and listen, say sorry, recognise when we make mistakes, etc.).
- Use the response 'God is our light and our hope'.

Extension activities or additional resources

The Terrible Suitcase by Emma Allen and Freya Blackwood

- Read the story about a child's journey, and the challenges of packing and saying goodbye.
- After reading, discuss how journeys are sometimes hard, and we need to show kindness and forgiveness – just like the child in the story.

Harriet, You'll Drive Me Wild! by Mem Fox

- Read this story, where Harriet and her mum make mistakes, say sorry and repair their relationship.



Opportunities for prayer

CAFOD [Jubilee for schools prayer](#)

Prayers of forgiveness

Litany <https://catholicidentity.bne.catholic.edu.au/prayer/SitePages/Litany.aspx#linkToHeading2>

Content descriptors

Scripture and Jesus

K&U – explain various ways God’s people are portrayed in the Old and New Testament

R&R – interpret ways images of God can be lived out in community

P&CE – reflect on encounters with the Word of God and how it is used in the community

Morality and justice

K&U – explain key scripture stories of Jesus’ forgiveness and compassion in terms of impact on community relationships

R&R – interpret the significance of the life and teachings of Jesus for building community today

P&CE – reflect on how actions impact community

Scripture and background notes

Scripture suggestions

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

[Luke 2: 4–7](#) Mary and Joseph travel to Bethlehem

[Luke 9: 1–6](#) Jesus sends out the 12 disciples

[Exodus 1–14](#) The story of Moses

[Luke 19: 1–10](#) Jesus and Zacchaeus

KWL links

[Year 1 Unit 18](#): Saying sorry – asking forgiveness

[Year 2 Unit 11](#): God of freedom

[Year 2 Unit 14](#): Welcome home – reconciliation

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Holy Week

Key dates

13 February: Anniversary of the apology to Australia’s Indigenous peoples

26 May: National Sorry Day

27 May – 3 June: National Reconciliation Week

Sacraments

Penance (a special opportunity to receive God’s grace)

Further reading and additional resources

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



Jubilee 2025 Pilgrims of Hope

Year level: 1–2

Word of hope:
Belonging to God's
family

Learning outcomes

- Understand the significance of hope, God's love and belonging to God's family through the sacrament of Baptism
- Identify and reflect on the signs of God's love in creation, families and the Church
- Appreciate the importance of belonging to both God's family and one's own.

Key vocabulary

- **Baptism:** A special celebration, called a sacrament, where we become part of God's family. When we are baptised, we become part of God's big, loving family forever
- **Hope:** This comes from God's love for us. No matter what happens, nothing and no one can ever separate us from God's love. We belong to God's family, and that gives us hope and strength.

Materials needed

- [See, Think, Wonder](#) thinking routine
- Images or videos of Jubilee celebrations
- [Celebrating God's Love](#) activity sheet
- '[Welcome to the family](#)' song.

Picture books

- [God's Brilliantly Big Creation Story](#) by Dai Woolridge
- [The Hockey Jersey](#) by Jael Richardson with Eva Perron
- [I'm Australian Too](#) by Mem Fox
- [Let's Eat!](#) by Ana Zamorano.

Learning activities

1. Introduction

- Start by discussing the concept of hope with the students. Ask them:
 - What does the word 'hope' mean to you?
 - What are some things you hope for?

2. The sacrament of Baptism

- Introduce Baptism as the special sacrament where Catholics are welcomed into God's family.
- Ask the students:
 - Do you know anyone who has been baptised?
 - What do you think happens during a baptism?

3. Seeing God's love

- Read one of the following picture books to the class:
 - [God's Brilliantly Big Creation Story](#) by Dai Woolridge
 - [The Hockey Jersey](#) by Jael Richardson with Eva Perron



- [I'm Australian Too](#) by Mem Fox
- [Let's Eat!](#) by Ana Zamorano.
- After reading the book, complete the [See, Think, Wonder](#) thinking routine:
 - What do you see? (Look at the pictures and describe what's happening.)
 - What do you think about that? (What do the pictures and story make you think about hope, family or love?)
 - What does it make you wonder? (What questions do you have after reading?)

4. Exploring signs of God's love

- Discuss different ways we can see God's love:
 - in creation (e.g. the beauty of nature, animals and people)
 - in our families (e.g. when our parents, siblings or friends show love and care for us)
 - in Mass (e.g. the symbols of the Eucharist, the water of Baptism, the community coming together).
- Ask the students:
 - Who are the people that love you?
 - How do they show you that they love you?
 - How do you show your family and friends that you love them?

5. Church and community connection

- Watch videos of people coming together at the Vatican to celebrate the Jubilee Year.
- Discuss how people from all over the world come together to celebrate God's love and community. (Share some personal pilgrimage photos if available.)
- Ask:
 - What do you see in these pictures of people gathered at the Vatican?
 - How do people in your family and church come together to celebrate God's love?
- Complete the [Celebrating God's Love](#) activity sheet.

Discussion

- Consider the following:
 - people belong to God's family when they come together to worship, celebrate and show love
 - family meals and gatherings are special moments when we share God's love and belong to each other.

Reflection and conclusion

Reflection activity

- Ask the students to reflect on the importance of belonging to family and church. They can share their thoughts with a partner or write/draw a picture in their journals.

Discussion prompts

- Ask the students:
 - Why is it important to belong to God's family?
 - What are some ways we can show God's love to others?
 - How does it feel to know you are part of a global family?

Craft activity

- Write ideas about ways we can show God's love to others on a [paper doll chain](#) to represent one family.



Extension activities or additional resources

- Join in as a group to sing '[Welcome to the family](#)'.

Opportunities for prayer
CAFOD Jubilee for schools prayer Prayer of thanks
Content descriptors
Church and community K&U – explain ways people can belong to God’s family R&R – interpret the significance of family meals and gatherings in relation to the traditions of the Church P&CE – reflect on the importance of belonging to family and church God, religion and life K&U – explain the concepts of beauty and goodness in relation to God as Creator R&R – interpret the world through a lens of relationship with the sacred P&CE – reflect on relationships with God, self, others and creation
Doctrinal focus
Recommended references from <i>Catechism of the Catholic Church</i> and <i>Compendium of the Catechism of the Catholic Church</i> #1275 Christian initiation is accomplished by three sacraments together: Baptism, which is the beginning of new life; Confirmation, which is its strengthening; and the Eucharist, which nourishes the disciple with Christ’s Body and Blood for his transformation in Christ. (See Compendium #251 How is Christian initiation brought about?) #1267 Baptism makes us members of the Body of Christ: ‘Therefore ... we are members one of another.’ Baptism incorporates us into the Church. (See Compendium #156 In what way is the Church the body of Christ?) #1271 Baptism constitutes the foundation of communion among all Christians. (See Compendium #263 What are the effects of Baptism?)
Scripture and background notes
Scripture suggestions Matthew 3: 13–17 The baptism of Jesus Luke 18: 15–17 Jesus blesses little children
KWL links
Year 1 Unit 11: Baptism Year 2 Unit 12: Signs of God’s love Year 2 Unit 18: The wonder and awe of creation



Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Easter

1 September – 4 October: Season of Creation

Key dates

26 January: Australia Day

11 May: Mother's Day

15 May: International Day of Families

26 July: Feast of Saints Joachim and Anne

27 July: World Day for Grandparents and the Elderly

7 September: Father's Day

Jubilee Year

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

Sacraments

Baptism

Eucharist

School events

Grandparents Day

Mother's Day and Father's Day

School and parish Masses and prayer services



Jubilee 2025 Pilgrims of Hope

Year level: 1–2

Journey of hope:
Sharing God's love

Learning outcomes

- Explore the themes of hope, welcoming others and generosity through the symbolism of open doors
- Reflect on how all are welcomed into God's love
- Recognise the call to show God's love and generosity to others.

Key vocabulary

- **Hope:** This opens the door to a bright future and welcomes others into God's love
- **Generosity:** Giving from the heart, just like the widow in the Bible
- **God's family:** We are all part of God's family and we are called to share his love with others.

Materials needed

- Images or videos of the Holy Door opening
- [Colors, Shapes, Lines](#) thinking routine.

Learning activities

1. Introduction to the journey of hope

- Begin by discussing the idea of hope with the students. Ask them:
 - What is hope?
 - When you think about hope, what do you imagine?
- Explain to the students that hope is like a door that opens onto the future, inviting us to experience new things and to welcome others into God's love.

2. The special doors of the basilica in Rome

- Talk about the special doors in Saint Peter's Basilica that are opened during the Jubilee Year. Explain that these doors are symbols of God's love and are open to everyone. Like these doors, God's love is always open to us, welcoming us into his family.
- Invite a student to stand at the door to welcome classmates.
- Show images of the doors of the basilica in Rome opening and ask the students to think about what it means for everyone to be welcomed.

3. Thinking routine

- Use the [Colors, Shapes, Lines](#) thinking routine to look closely at the images or videos of the basilica doors opening. Ask the students:
 - What colours do you see?
 - What shapes do you see?
 - What lines do you see?
- Encourage the students to share their observations, and to reflect on how the doors opening might symbolise welcoming and hope.



4. Generosity towards others: Shared reading

- Read *The Doorbell Rang* by Pat Hutchins. This book is about generosity, sharing and welcoming others into your home.
- After reading, ask the students:
 - How do we welcome others?
 - Why do we welcome others?
 - How do we show generosity towards others?
- Link the story's themes to how God calls us to show love and generosity, just like in the story.

5. Scripture reflection: The widow's offering

- Read or tell the story of Luke 21: 1–4. Discuss how the widow, even though she gave only a small amount, showed great generosity because she gave from her heart.
- Ask the students:
 - How did the widow show generosity?
 - How can we show generosity like the widow?
- Explain that hope and generosity are not about the size of the gift, but about the love and care behind it.

Reflection and conclusion

- Discuss how hope is like a door that opens to new possibilities, just as the doors of the basilica open to welcome everyone. Hope is also like a seed, growing and helping us become more generous with our love and actions towards others.
- Ask the students to think about how they can show hope and generosity:
 - How can we open the door to others and share God's love?
 - How can we be generous with our actions and words?
- Invite students to each create a panel showing a way they can be generous in words and actions at home, at school and in the community. Collate panels into a whole-class Jubilee Year door display.

Opportunities for prayer

CAFOD [Jubilee for schools prayer](#)

Prayer of thanks

Content descriptors

Church and community

K&U – explain ways people can belong to God's family

R&R – interpret the significance of family meals and gatherings in relation to the traditions of the Church

P&CE – reflect on the importance of belonging to family and church

Scripture and background notes

Scripture suggestions

[Luke 21: 1–4](#) The widow's offering

[Mark 10: 13–16](#) Jesus blesses little children



KWL links

[Year 2 Unit 20: The poor widow](#)

Connections to curriculum, liturgical calendar and events

Key dates

16–23 March: [Catholic Education Week](#)

28 September: World Day of Migrants and Refugees

Jubilee Year

4–5 October: Jubilee of Migrants

Sacraments

Initiation – Baptism, Confirmation and Eucharist

School events

Beginning of the school year (classroom door design)

Caritas Australia's Project Compassion

Vinnies Winter Appeal

Catholic Mission's Socktober

Vinnies Christmas Appeal

Further reading and additional resources

[Mini Vinnies Year of Jubilee Resources](#)

Background to the Holy Door: <https://stpetersbasilica.info/Interior/HolyDoor/HolyDoor.htm>



Jubilee 2025 Pilgrims of Hope

Year level: 1–2

Signs of hope:
Jesus, light of the
world

Learning outcomes

- Describe how Jesus, as the light of the world, guides us to love others
- Reflect on how we can be the light of Jesus for others through acts of kindness and compassion
- Acknowledge that saints and holy people are examples of how to reflect Jesus' light in the world.

Key vocabulary

- **Jesus, light of the world:** Jesus is like a light that shows us the way to love, be kind and follow God. He guides us through his teachings and shows us how to bring light into the world through our actions.

Materials needed

- *God Is Here* by Lisa Tawn Bergren
- [Little Lights | Hope Works](#) CBC Kids video
- [I Walk with Vanessa: A Story about a Simple Act of Kindness](#)
- [Step Inside](#) thinking routine
- Images of saints
- [When God Made Light](#)

Learning activities

1. Introduction

- Start by discussing times when it has been dark and students have had trouble finding their way. How does light make a difference?
- What if we said 'Jesus is the light of the world'? Ask the students:
 - What do you think it means for Jesus to be the light of the world?
 - How does light help us see and guide our way?

2. Explanation

- Explain that Jesus is like a light that shows us the way, helping us to know how to love, be kind and follow God. He guides us through his teachings and shows us how to bring light into the world through our actions.

3. Picture storybook

- Read *God Is Here* by Lisa Tawn Bergren. The story reminds children that God's presence is with us, lighting our way.
- After reading, ask the students:
 - How does God light our way in this story?
 - Can you think of other ways that God's light shines in the world around you?



4. Explore light and kindness

- Show the CBC Kids video [Little Lights | Hope Works](#). In this story, a group of kids notice a lonely light across the lake and decide to bring other lights together to help someone in need.
- Ask the students:
 - What did the kids do to help the boy across the lake?
 - How do their actions show that they are the light of Jesus for others?

Discussion prompts

- Ask:
 - Who lights the way for you?
 - How can you ignite the spark of light in yourself?
 - How can you help light up someone else's day?

5. Jesus is the light: Reflecting his love

- Read [I Walk with Vanessa: A Story about a Simple Act of Kindness](#) by Kerascoët. In the story, Vanessa shows kindness to a new student, reflecting Jesus' love through a simple action.

Discussion prompts

- Ask the students:
 - How did Vanessa show kindness?
 - How can we show kindness to others in our school or community?

6. Scripture reflection: The mustard seed

- Read [Luke 13: 18–21](#) about the mustard seed and its growth. Explain how the small mustard seed grows into a large tree, symbolising how small acts of kindness can grow and make a big difference in the world.
- Ask:
 - How can one small act of kindness make a big difference in someone's life?
 - What are some small ways you can be the light of Jesus today?

7. Saints and holy people: Shining as lights

- Explore the lives of saints who brought light to the world, such as Saint Francis of Assisi and [Blessed Carlo Acutis](#) (Patron of the Internet).
- Use [Saints & Animals Art Series](#) or [Meet the Saints!](#) to show images and ask the students:
 - What did these saints do to be the light of Jesus?
 - How do saints help guide us in showing kindness and love?
- Use the [Step Inside](#) thinking routine to guide research on saints:
 - What can this person or thing perceive?
 - What might they know or believe?
 - What might they care about?

8. Being the light of Jesus for others

- Discuss how we can be the light of Jesus for others through simple actions:
 - smiling at someone who is lonely
 - helping a friend who is sad
 - sharing something with someone in need.
- Read [When God Made Light](#) by Matthew Paul Turner to explore how light is part of God's creation and how we can reflect his light through good actions.



Reflection and conclusion

- Ask the students to reflect on how they can be the light of Jesus today.
- Have them draw a picture or write about one way they can bring light into the world on the [light bulb template](#), then create your own class festoon light string.
- Celebrate the call to be light by singing '[This little light of mine](#)'.

Opportunities for prayer

CAFOD [Jubilee for schools prayer](#)

[The Examen for Children video](#) based on *The Examen Book*

Content descriptors

Church and community

K&U – explain the significance of some key figures in the local parish and the wider Church

R&R – interpret the contribution of key figures in shaping the Church

P&CE – reflect on what it means to be a member of a parish and school community

Scripture and background notes

Scripture suggestions

[Luke 13: 18–21](#) The parable of the mustard seed

Genesis 1

KWL links

[Year 1 Unit 12](#): Mary our mother

[Year 2 Unit 5](#): Saints

[Year 2 Unit 6](#): St Patrick

[Year 2 Unit 10](#): Jesus, light of the world

[Year 2 Unit 19](#): Sowing the seeds

[Year 2 Unit 23](#): Shining in the darkness

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Pentecost

Key dates

20 February: World Day of Social Justice

2 March: Clean Up Australia Day

17 March: Saint Patrick's Day

8 June: Pentecost Sunday

1 November: All Saints' Day

Jubilee Year

8–9 March: Jubilee of the World of Volunteering



Sacraments

Confirmation (using our gifts to shine Jesus' light into the world)

School events

School feast day

Parish feast day

Further reading and additional resources

[*The Marvelous Mustard Seed*](#) by Amy-Jill Levine and Sandy Eisenberg Sasso



Jubilee 2025 Pilgrims of Hope

Year level: 1–2

Appeals for hope:
Stewards of God's
creation

Learning outcomes

- Understand that God's creation is for everyone and recognise the call to be stewards of creation
- Reflect on Jesus' teachings about loving one's neighbour and the dignity of all people
- Identify ways to take responsibility for caring for the world God has given us
- Consider practical actions to transform communities for the good of all.

Key vocabulary

- **Steward:** Someone who takes care of something that doesn't belong to them
- **Stewardship:** Taking care of the things that belong to everyone, like the earth and its resources
- **Dignity of all people:** Every person is special and loved by God, which means everyone deserves to be treated with kindness and respect
- **Common good:** Like a big team effort where everyone plays a part to make life better for all. Ensuring that earth's resources are available for all people, not just a privileged few.

Materials needed

- Bible: [Genesis 1: 26–28](#); [Genesis 2: 3](#); [Psalm 65: 9–13](#)
- Song: '[Canticle of creation](#)' by Dan Schutte
- National Geographic Kids article: '[How to save the planet](#)'
- [Ecological Examen](#) resources
- [Imagine If ...](#) thinking routine
- Video or image resources on stewardship and caring for the earth
- [In God's Garden](#) activity sheet.

Picture books

- [Uno's Garden](#) by Graeme Base
- [The Lorax](#) by Dr. Seuss
- [How to Help the Earth by the Lorax](#) with Tish Rabe
- [Noah Builds an Ark](#) by Kate Banks.

Learning activities

1. Introduction

- Begin the lesson by introducing the theme of stewardship:
 - What does it mean to be a steward of something?
 - Why does God want us to take care of the earth?

2. Discussion

- Pope Francis said 'the goods of the earth are not destined for a privileged few, but for everyone'. Ask the students:
 - What do you think this means?
 - How can we share the earth's resources with everyone?



3. Picture storybooks: *Uno's Garden* and *The Lorax*

- Read or show a video of [Uno's Garden](#) by Graeme Base. Discuss how the garden grows and the changes that happen when humans don't take care of it. Ask the students:
 - How did Uno care for his garden?
 - How can we make sure the earth stays healthy for everyone?
- Read or show a video of [The Lorax](#) by Dr. Seuss. Focus on how the Lorax cares for the trees and the environment. Ask:
 - What happens when we don't take care of the trees or the earth?
 - What did the Lorax do to help?

4. Reflecting on stewardship: Stewards of creation

Bible reflection

- Read [Genesis 1: 26–28](#) and [Genesis 2: 3](#), where God gives humanity the responsibility to care for the earth. Ask:
 - How does God describe our role in caring for creation?
 - What does it mean to be a steward of creation?

Discussion prompts

- Ask the students:
 - What actions would transform our communities for good?
 - How can we make sure everyone has access to the earth's resources?
- Draw yourself in the garden, living out God's call to act for the common good.

5. Imagine If ... thinking routine

- Guide students through the [Imagine If ...](#) thinking routine to discuss how to improve the sharing and care of resources:
 - How could you make it more effective? (work better)
 - How could you make it more efficient? (easier or faster to use)
 - How could you make it more ethical? (better for the community, easier to share, safer, fairer)
 - How could you make it more beautiful? (preserving the beauty of creation)
- Ask the students to imagine how their community or school could help care for the earth more effectively, efficiently and ethically.

6. Exploring saints and Ecological Examen

- Discuss the lives of saints like Saint Francis of Assisi, who taught us to care for creation. Share '[Canticle of creation](#)' and explain how Saint Francis celebrated all of creation as part of God's work.
- Introduce [Ecological Examen](#) to help students reflect on how they take care of the earth. Ask:
 - How did you help take care of creation today?
 - What can you do tomorrow to be a better steward?

7. Practical application: How to save the planet

- Read National Geographic Kids article '[How to save the planet](#)'. Discuss practical actions students can take to care for the earth, such as:
 - recycling
 - saving water



- planting trees
- reducing waste.

Reflection and conclusion

- Conclude the lesson by having students reflect on what they can do to help care for creation.
- Ask them to draw or write about one action they can take to be better stewards of the earth.
- Add this to a jar or basket to be used during prayer time.

Opportunities for prayer

CAFOD [Jubilee for schools prayer](#)

Creation prayer

[Ecological Examen](#)

[‘Canticle of creation’](#)

Content descriptors

Morality and justice

K&U – explain key scripture stories of love and care for the environment in relation to local community issues

R&R – interpret the meaning of stewardship in relation to local community actions

P&CE – reflect on how people can be stewards of creation

Scripture and background notes

Scripture suggestions

[Genesis 1: 26–28](#)

[Genesis 2: 3](#)

[Psalm 65: 9–13](#)

KWL links

[Year 2 Unit 15: Feeding the hungry](#)

[Year 2 Unit 19: Sowing the seeds](#)

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

1 September – 4 October: Season of Creation

Key dates

27 June: Feast of the Most Sacred Heart of Jesus

Further reading and additional resources

[Care for our Common Home](#)

[Laudato Si’ animation for children](#)



Jubilee 2025 Pilgrims of Hope

Year level: 1–2

Anchored in hope:
The gift of prayer

Learning outcomes

- Understand that prayer is a gift from God that helps deepen our relationship with him
- Identify different ways of praying, including personal, communal and liturgical prayers
- Understand how Jesus prayed (e.g. the Lord's Prayer, Gethsemane)
- Reflect on personal prayer life and how we can grow closer to God through prayer
- Appreciate the diversity of prayer practices around the world.

Key vocabulary

- **Prayer:** The raising of one's heart and mind to God that helps deepen our relationship with him.
- **Prayer as gift:** Allows individuals to participate in a relationship that is both personal and transformative.

Materials needed

- Books: *God Gave Us Prayer* by Lisa Tawn Bergren, *How Can I Pray?* by Steph Williams
- Bible: Luke 11: 1–13 (The Lord's Prayer), Mark 14: 32–42 (Jesus prays in Gethsemane)
- Images or videos of prayer from different cultures around the world
- [I Used to Think ... Now I Think ...](#) thinking routine
- Jubilee prayers or prayers from the liturgy
- Art supplies for students (paper, crayons, markers).

Learning activities

1. Introduction to prayer

- Start with a simple question: 'What is prayer?' Ask students to share what they think prayer is and why it is important.
- Introduce the concept that prayer is a gift from God and it helps us grow closer to God.
- Discuss briefly how prayer is central to Christian life and is something we do every day to stay close to God.

2. Story: *God Gave Us Prayer*

- Read *God Gave Us Prayer* by Lisa Tawn Bergren.
- Ask the students:
 - How does the story explain prayer as a gift from God?
 - What different ways did the characters in the story pray?

3. Exploring different ways to pray

- Read *How Can I Pray?* by Steph Williams. Discuss the different types of prayer:
 - personal prayer (silent, talking to God in your heart)
 - communal prayer (praying with others, like at Mass)
 - liturgy and sacraments (formal prayers at church, such as the Eucharist).



4. Scripture reflection: How Jesus prayed (sacred storytelling)

Luke 11: 1–13 – The Lord’s Prayer

- Share and discuss the Lord’s Prayer. Ask the students what it teaches us about how to pray:
 - Why do you think Jesus taught us this prayer?
 - What can we learn from it?

Mark 14: 32–42 – Jesus prays in Gethsemane

- Discuss how Jesus prayed when he was feeling sad or scared. Ask the students:
 - How does this story show us that it’s okay to pray when we feel sad or need help?

5. Prayer around the world

- Show pictures or videos of different prayer practices from around the world (e.g. people praying in different cultures, prayer in nature or at sacred places).

Discussion prompt

- Ask the students:
 - What are some ways you pray with your family?
- Discuss how different people around the world pray in different ways, but all are united in their love for God.

6. Prayer practice: Writing a prayer

- Ask students to write or draw a simple prayer, thanking God for the gift of prayer and asking him to help them pray more.
- Guide students to include something specific that they would like to pray for (e.g. family, friends, the world).

Reflection and conclusion

I Used to Think ... Now I Think ...

- Complete the [I Used to Think ... Now I Think ...](#) thinking routine.
- Ask the students:
 - Before the lesson, what did you think prayer was?
 - Now that we’ve talked about it, what do you think prayer is now?
- Encourage students to share their reflections with the class.
- Close with a prayer together. You could use the Lord’s Prayer or a simple prayer of thanks for the gift of prayer.

Opportunities for prayer

The Lord’s Prayer
Prayer of thanks

Content descriptors

Prayer, liturgy and sacrament

K&U – explain key elements and purpose of personal and communal prayer forms
R&R – interpret the significance of the sacred and sacred places
P&CE – reflect on various ways people can have a relationship with God



Doctrinal focus

#2590 'Prayer is the raising of one's mind and heart to God or the requesting of good things from God' (St. John Damascene, *Defide orth.* 3, 24: PG 94, 1089C).

(See Compendium #534 What is prayer?)

Scripture and background notes

Scripture suggestions

[Luke 11: 1–13](#) The Lord's Prayer

The 'Our Father' in Luke's Gospel is simpler than the version in Matthew's. Luke's version also has the advantage of not being couched in the slightly archaic English (dating from the sixteenth century) in which we receive Matthew's Our Father. As such, this prayer resembles the prayer of children: its brief phrases are straightforward and direct without the 'professional' air that surrounds much formal prayer. At the same time, its themes are a reflection of what the whole gospel seeks to convey: a relationship with God who is to be understood as 'the Father', whose essence is holiness, whose reign is longed for, who is the source of life and daily sustenance, whose forgiveness and mercy does not fall short of the human forgiveness we offer each other, and who is the one who holds each of us, one by one, in his hands and can be trusted to test us no further than we can bear. Above all, Luke's Our Father shows that prayer is 'conversation with God'. God understands not only our words, but also our hearts. Therefore, we should feel free to speak to him in our normal voices and words whenever or wherever we wish.

[Mark 14: 32–42](#) Jesus prays in Gethsemane

KWL links

[Year 2 Unit 22: Prayer](#)

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Lent

Ordinary Time

Key dates

7 March: [World Day Of Prayer Australia](#)

Jubilee Year

28 March: 24 Hours for the Lord (Jubilee)

Sacraments

Penance

Eucharist

School events

Stations of the Cross

Anzac Day

Remembrance Day

Whole-school liturgy and prayer services

Further reading and additional resources

[What is prayer?](#)

