

# Jubilee 2025 Pilgrims of Hope

Year level: 3–4

## Module overview

### Doctrinal overview

## Introduction to Jubilee: Receiving God's mercy

### Content focus

- Key concepts linked to Jubilee such as mercy, forgiveness, pilgrimage and renewal
- How the Jubilee Year can support spiritual growth and renewal of faith
- Places to encounter God through prayer and reflection
- The Jubilee logo as a symbol of renewal and mercy.

### Content descriptors

God, religion and life (Y3):

- K&U – explain free will in the Catholic Tradition
- R&R – interpret the Catholic understanding of right relationship and its broader significance
- P&CE – reflect on choices in light of the Catholic understanding of right relationship.

Prayer, liturgy and sacrament (Y4):

- K&U – explain the role of prayer, the sacred and liturgy in people's lives
- R&R – interpret the significance of symbol, ritual and the sacred in relation to prayer experiences
- P&CE – reflect on personal and school community practices and preferences for prayer.

## Word of hope: Jesus, Word of God made flesh

### Content focus

- Jesus is the Word of God made flesh (CCC #458)
- Parables reveal God's love, mercy and forgiveness
- Jesus' healing brings hope and inspires personal growth.

### Content descriptors

Scripture and Jesus (Y3):

- K&U – explain the literary form of parables in Scripture and locate specific passages by chapter and verse
- R&R – interpret parables and how they express the Kingdom of God
- P&CE – reflect on the rituals used by the Catholic community when celebrating with sacred texts.

## Journey of hope: Mission of love and mercy

### Content focus

- Jesus' message brings hope through love, mercy and grace
- Saint Paul's journeys and their significance in spreading the Good News
- The influence of hope on personal faith and daily life experiences
- The message of hope inspired by Scripture and its historical context.



## Content descriptors

Scripture and Jesus (Y4):

- K&U – explain New Testament scripture texts with reference to historical setting and culture of the time of Jesus, using a variety of sources
- R&R – interpret the roles of some of the major characters in scripture texts within a historical context
- P&CE – reflect on some of the main characters in scripture texts and explore connections with their life.

## Signs of hope: Saying ‘yes’ to God

### Content focus

- Mary as a sign of hope, and how her faith and ‘yes’ to God serve as an example for us
- How people can be signs of hope in the world today
- The role of Mary and the saints in discipleship
- Everyday saints and how we can act as disciples of Christ.

## Content descriptors

Church and community (Y3):

- K&U – explain the role of Mary and discipleship in the early Church
- R&R – interpret the meaning and importance of Mary and discipleship for the Church today
- P&CE – reflect on the present parish community and ways it enables discipleship.

## Appeals for hope: Called to be disciples

### Content focus

- The importance of loving others, as Jesus teaches in John 13: 34–35, and who Jesus calls us to love
- The principle of human dignity and how it applies to personal actions towards others, especially those in need
- Making decisions guided by faith, hope and love, and the effect personally and communally.

## Content descriptors

Morality and justice (Y3):

- K&U – explain Jesus’ commandment to love one another
- R&R – interpret the significance of personal responsibility in maintaining right relationships
- P&CE – reflect on choices in light of Jesus’ commandment to love one another.

Morality and justice (Y4):

- K&U – explain how Catholic social teaching may inform decision-making
- R&R – interpret local and global decisions in light of Catholic social teaching
- P&CE – reflect on the consequences of decisions and actions.

## Anchored in hope: Jesus, our anchor

### Content focus

- Jesus is the anchor of our faith, providing stability and hope
- Church traditions, including the Eucharist, guide and strengthen us in our faith journey
- The role of prayer, Scripture and artwork in expressing faith
- Connections between Scripture and personal experiences, e.g. Jesus calming the storm.



## Content descriptors

Church and community (Y4):

- K&U – explain connections between the family, local parish, the Archdiocese and the papacy
- R&R – interpret key figures from church history through their contribution to the development and growth of the Church
- P&CE – reflect on a sense of belonging to Church and/or school community and plan ways to contribute.

## Achievement standards

### By the end of Level 4 ...

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 <b>by</b> referring to history and context. They compare and contrast their understanding with another perspective	Students interpret their life in dialogue with the Catholic Tradition and the cultural context <b>by</b> identifying the 'big questions' of human experience and articulating why they matter	Students reflect on experiences that provoke spiritual and religious insights <b>by</b> engaging with beauty, the unseen and the mystery of God's work in the world.  They integrate new insights <b>by</b> articulating how these might influence personal decision-making



# Jubilee 2025 Pilgrims of Hope

Year level: 3–4

## Introduction to Jubilee: Receiving God's mercy

### Learning outcomes

- Define the key concepts of mercy, forgiveness, pilgrimage and renewal
- Reflect on how the Jubilee Year can help us grow spiritually and renew our faith
- Identify places in the school where we can encounter God through prayer and reflection
- Create a personal design for a Jubilee pilgrimage logo that symbolises renewal and mercy.

### Key vocabulary

- **Jubilee:** A special year for pilgrimage, prayer, mercy and renewal
- **Mercy:** God's unconditional love and forgiveness
- **Pilgrimage:** A journey, either physically or spiritually, to a holy place for prayer and reflection
- **Renewal:** To refresh or start afresh in our relationship with God
- **Forgiveness:** Saying sorry and making things right
- **Reconciliation:** Restoring relationships that have been broken.

### Materials needed

- Computer or tablet for videos and online readings
- Paper, markers, crayons or other art supplies
- Photo scavenger hunt worksheet
- Bible or printed scripture readings (optional)
- [Jubilee Year signs](#)
- '[His mercy is more](#)' (song).

### Learning activities

#### 1. Introduction

- Explain the concept of the Jubilee Year: The Jubilee Year is a time of special significance for Catholics, where the focus is on spiritual renewal, God's mercy and forgiveness. It is a time to reflect on one's relationship with God, and to receive God's love and forgiveness.
- Share that, during the Jubilee Year, Catholics also participate in pilgrimages to holy places to deepen their faith.

#### 2. Jubilee, an opportunity for personal and communal renewal

- Use [The 3 Whys](#) thinking routine to engage students in reflection and discussion. Ask:
  - Why might the Jubilee Year matter to you?
  - Why might it matter to people around you?
  - Why might it matter to the world?
- Discuss how the Jubilee Year is an opportunity for personal and communal renewal, where everyone can experience God's love and forgiveness.



### 3. Reflecting on mercy

- Play the song '[His mercy is more](#)' to help students reflect on the idea of mercy in their lives.

#### Teacher reflection

- Share this quote from Pope Francis: 'God never tires of forgiving us; we are the ones who tire of seeking his mercy' (*Evangelii Gaudium*, n. 3).
- Discuss how mercy means God's forgiveness is always available to us, even when we make mistakes.

#### Discussion prompts

- Ask the students:
  - What is mercy?
  - How does mercy relate to forgiveness?
  - When have you experienced God's mercy in your life?

### 4. Pilgrimage: A journey of faith

- Explain pilgrimage: Pilgrimage is a spiritual journey that people take to transform themselves and grow closer to God.
- Ask the students:
  - Where are the places we seek God?

#### Activity

- Have students go on a photo scavenger hunt around the school to find locations or objects that help them connect with God, such as:
  - religious symbols (crosses, statues, etc.)
  - quiet places for prayer
  - sacred spaces or environments in the school.
- As they find these locations, have students take photos or draw pictures, and note how each place helps them seek or encounter God.

### 5. Pilgrimage of prayer

- After the scavenger hunt, invite students to reflect on school community practices and their preferences for prayer.
- Have students map out their own pilgrimage of prayer or create a pilgrimage for specific groups (e.g. students, parents, community members).
- Include a moment to pray or reflect in each space.
- Focus on mercy, restoring right relationship and forgiveness at each location.

### Reflection and conclusion

- Ask students to reflect on what they have learned:
  - What is one thing you learned about the Jubilee Year?
  - How can we experience God's mercy in our daily lives?
  - Where do you go to seek God, either physically or spiritually?
- Provide students with a range of ways to express their knowledge, e.g. record a news broadcast, write a song, create a collage and annotate it, write a newspaper article, design a poster.

#### Closing prayer

- Pray [The Jubilee Prayer](#) together.
- Encourage students to participate and add personal intentions for the Year of Jubilee.



## Extension activities or additional resources

### Design your own Jubilee logo

- Discuss the official Jubilee Year logo. Talk about the meaning of the symbols used in the logo, such as the cross, which represents faith, hope and love.
- Invite students to design their own logo to represent a pilgrimage they might go on or a prayer pilgrimage they just experienced around the school. Encourage them to use symbols like a cross or heart, or other meaningful images that represent renewal, prayer and God's mercy.

### Jubilee Year prayers

- Explore the [Jubilee calendar](#) and the different groups that are specifically mentioned.
- Consider prayer intentions for your classroom.
- Invite students to create and lead prayer for others based on different Jubilee dates throughout the year.

### Opportunities for prayer

[Visio divina](#): praying with images

[Lectio divina](#): praying with Scripture

[The Jubilee Prayer](#)

### Content descriptors

#### God, religion and life

K&U – explain free will in the Catholic Tradition

R&R – interpret the Catholic understanding of right relationship and its broader significance

P&CE – reflect on choices in light of the Catholic understanding of right relationship

#### Prayer, liturgy and sacrament

K&U – explain the role of prayer, the sacred and liturgy in people's lives

R&R – interpret the significance of symbol, ritual and the sacred in relation to prayer experiences

P&CE – reflect on personal and school community practices and preferences for prayer

### Scripture and background notes

#### Scripture suggestions

[Leviticus 25: 11–12](#) The sabbatical year

[Isaiah 60: 1](#) The ingathering of the dispersed

### KWL links

[Year 3 Unit 1](#): Sharing in the loving life of God

[Year 3 Unit 12](#): Forgiveness and strength are gifts of the Lord

[Year 3 Unit 14](#): Living the grace of the Holy Spirit

[Year 4 Unit 12](#): Experiencing God's healing forgiveness

[Year 4 Unit 14](#): Growing in God's grace

[Year 4 Unit 16](#): Growing in friendship with God



## Connections to curriculum, liturgical calendar and events

### Key dates

20 February: World Day of Social Justice

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

9 March – 17 April: Season of Lent

16–23 March: Catholic Education Week

18 April: Stations of the Cross

### Jubilee Year

28 July – 3 August: Jubilee of Youth

31 October – 2 November: Jubilee of the World of Education

### Sacraments

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

### School events

Art show for logos

School feast day

## Further reading and additional resources

Magisterium AI [definitions of mercy and forgiveness](#)

Jubilee 2025 website [www.iubilaeum2025.va/en.html](http://www.iubilaeum2025.va/en.html)

Preparing for the Jubilee Year 2025 video [www.youtube.com/watch?v=gVz7DstU5vw](https://www.youtube.com/watch?v=gVz7DstU5vw)

Jubilee Year calendar [www.iubilaeum2025.va/en/pellegrinaggio/calendario-giubileo.html](http://www.iubilaeum2025.va/en/pellegrinaggio/calendario-giubileo.html)

Jubilee logo explained [www.iubilaeum2025.va/en/giubileo-2025/logo.html](http://www.iubilaeum2025.va/en/giubileo-2025/logo.html)



# Jubilee 2025 Pilgrims of Hope

Year level: 3–4

Word of hope:  
Jesus, Word of God  
made flesh

## Learning outcomes

- Understand that Jesus is the Word of God made flesh (CCC #458)
- Explore and interpret how parables reveal God's love, mercy and forgiveness
- Reflect on the ways Jesus' healing brings hope and inspires personal growth.

## Key vocabulary

- **Word made flesh (the incarnation):** Jesus, as God's love and divine Word (logos), became human to show us how to be close to God. God loves people so much that he wanted to be with them and understand their lives
- **Emmanuel:** Meaning 'God with us', it is a word of Hebrew origin
- **Parable:** Story used to illustrate a moral or spiritual lesson, as told by Jesus in the gospels
- **Healing:** Not just physical, but also spiritual renewal
- **Love:** In the Catholic Tradition, love means caring for others like God cares for us, being kind, helping those in need and sharing joy with everyone around us
- **Hope:** In the Catholic Tradition, hope is believing that God loves us and will help us, even when things are hard, and trusting that good things will come in the future.

## Materials needed

- Scripture passages (in bible, online or hard copies):
  - Luke 5: 17–26 Jesus heals a paralytic
  - Luke 13: 10–17 Jesus heals a crippled woman
  - Luke 17: 11–19 Jesus cleanses 10 men with a skin disease
  - Luke 19: 1–10 Jesus and Zacchaeus
- Character notes and labels for Bibliodrama (if using this approach)
- [Open-minded Portrait](#) templates.

## Learning activities

### 1. Introduction

- Set the scene by introducing the learning content. For example: 'Today, we will learn how Jesus brings hope and healing through his words and actions in Scripture.'
- Explain the meaning of key terms:
  - Word made flesh (the incarnation): Jesus, as God's love and divine Word (logos), became human to show us how to be close to God. God loves people so much that he wanted to be with them and understand their lives
  - Emmanuel: 'God with us'
  - parable: a story with a spiritual lesson
  - healing: not just physical, but also spiritual renewal.

### 2. Exploration of Scripture

- Read and discuss selected parables of healing (consider using [Bibliodrama](#) as a strategy):
  - [Luke 5: 17–26](#) Jesus heals a paralytic
  - [Luke 13: 10–17](#) Jesus heals a crippled woman





- [Luke 17: 11–19](#) Jesus cleanses 10 men with a skin disease
- [Luke 19: 1–10](#) Jesus and Zacchaeus.
- Use guided prompts for whole-group discussion or consider asking similar questions to different characters in the scripture stories:
  - What people experience hope?
  - Who or what gives them hope?
  - How does hope shape their future?
  - What words does Jesus offer which heal and give hope to others?
  - What actions or words do characters in the parables use to receive mercy or healing?
  - Who would the characters be in our world today?
  - How does this parable give hope to the world today?
  - How are you like the person who receives God's love and mercy?

### 3. [Circle of Viewpoints](#)

- Give students time to explore the perspectives of different characters.
- Brainstorm a list of different perspectives.
- Choose one perspective to explore, using these sentence-starters:
  - I am thinking of ... [the topic] ... from the viewpoint of ... [the viewpoint you've chosen]
  - I think ... [describe the topic from your viewpoint. Be an actor – take on the character of your viewpoint]
  - A question I have from this viewpoint is ... [ask a question from this viewpoint].
- Facilitate a short class discussion, emphasising empathy and connection to modern situations. Ask the students:
  - Before meeting Jesus, what were the characters feeling or experiencing?
  - After meeting Jesus, how did their lives change?

### 4. [Open-minded portraits](#)

- Have students choose one character from the parables (e.g. the crippled woman, a man with leprosy, Zacchaeus).
- Complete an [Open-minded Portrait](#) by:
  - illustrating the character
  - writing their thoughts and feelings before and after encountering Jesus
  - reflecting on how they experienced God's love and mercy.

## Reflection and conclusion

### Class discussion

- Ask the students:
  - What lessons of hope and healing can we take from Jesus' actions?
  - How can we bring mercy and forgiveness into our own lives?

### Exit questions

- Have students answer:
  - How does Jesus give hope to people in these stories?
  - How can you bring hope to others?

## Extension activities or additional resources

- Listen and reflect on the key words or message of '[Seek me first](#)'.
- Have students complete a [Connect, Extend, Challenge](#) thinking routine in connection with the song and its lyrics



## Opportunities for prayer

[Visio divina](#): praying with images

[Lectio divina](#): praying with Scripture

Writing prayers about themes of hope, mercy and forgiveness

## Content descriptors

### Scripture and Jesus

K&U – explain the literary form of parables in Scripture and locate specific passages by chapter and verse

R&R – interpret parables and how they express the Kingdom of God

P&CE – reflect on the rituals used by the Catholic community when celebrating with sacred texts

## Scripture and background notes

### Scripture suggestions

[Luke 5: 17–26](#) Jesus heals a paralytic

[Luke 13: 10–17](#) Jesus heals a crippled woman

[Luke 17: 11–19](#) Jesus cleanses 10 men with a skin disease

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

[John 1: 14](#) Word made flesh

## KWL links

[Year 3 Unit 4](#): Jesus Christ

[Year 3 Unit 5](#): Lent, Holy Week and Easter

[Year 4 Unit 4](#): Jesus Christ

[Year 4 Unit 5](#): Coming closer to God through Lent and Easter

## Connections to curriculum, liturgical calendar and events

### Liturgical year/seasons

Lent

Easter

### 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](#)

6–13 July: [NAIDOC Week](#)

### Jubilee Year

8–9 March: Jubilee of the World of Volunteering

4–5 October: Jubilee of Migrants

### Sacraments

Penance

Eucharist



**School events**

Caritas Australia's [Project Compassion](#)

National Sorry Day and National Reconciliation Week

Vinnies Winter Appeal

R U OK?Day

Catholic Mission's [Socktober](#)

Vinnies Christmas Appeal

**Further reading and additional resources**

Background to Luke's Gospel:

<https://bibleproject.com/explore/video/luke-1-9/>

<https://bibleproject.com/explore/video/luke-10-24/>



# Jubilee 2025 Pilgrims of Hope

Year level: 3–4

Journey of hope:  
Mission of love and  
mercy

## Learning outcomes

- Understand how Jesus' message brings hope through love, mercy and grace
- Explore Saint Paul's journeys and their significance in spreading the Good News
- Reflect on how hope influences your faith and daily life
- Create and share a message of hope inspired by Scripture and its historical context.

## Key vocabulary

- **Hope:** In the Catholic Tradition, hope is believing that God loves us and will help us, even when things are hard, and trusting that good things will come in the future
- **Miracle:** Something amazing that happens, which seems impossible and shows that God is helping or doing something special
- **Conversion:** Changing one's religion or beliefs
- **Grace:** A gift from God that helps us to do God's work, gives us strength and support when times are tough, helps us to grow and serve our community, and transforms our hearts and minds leading to a deeper relationship with God
- **Sin:** A deliberate choice which goes against God's will, damaging our relationship with God, other and the world
- **Healing:** It is by God's grace that we are healed. Healing by the grace of God can be physical or spiritual
- **Journey:** Travelling from one place to another, often for a purpose.

## Materials needed

- Scripture:
  - [Luke 17: 11–19](#) Jesus cleanses 10 men with a skin disease
  - [Luke 9: 10–17](#) Feeding the five thousand
  - [Mark 4: 35–41](#) Jesus stills a storm
  - [Luke 8: 26–39](#) Jesus heals the Gerasene demoniac
  - [John 11: 1–44](#) The raising of Lazarus
  - [Luke 8: 40–56](#) Jesus heals a woman and Jairus' daughter
- Videos:
  - Bible Kids: [Paul's Conversion](#)
  - Crossroads Kids' Club: [God's Story: Paul](#)
- Visual aids:
  - interactive map of [Paul's Missionary Journeys](#)
  - images from *The Baker Illustrated Guide to Everyday Life in Bible Times*
- Handouts for reflection questions and group activity instructions
- World map classroom display for marking Saint Paul's journeys.



# Learning activities

## 1. Introduction: Engage in discussion

- Begin by asking questions:
  - When have you felt alone or hopeless?
  - Who or what gave you hope?
- Briefly explain that Jesus' mission was to bring hope to others through his actions and miracles. For example: 'Jesus' message was one of love and mercy which gave people hope. People continue to spread the Good News that Jesus died and rose again from the dead so that we would be free of sin. God's grace is with us as we journey in faith, hope and love.'

## 2. Scripture exploration

### Explore the miracle of Jesus

- Read Luke 17: 11–19 (Jesus cleanses 10 men with a skin disease).
- Use images or artwork to further consider key messages, ideas and concepts in the scripture story (e.g. James Christensen's [Ten lepers](#)).
- Highlight key moments:
  - the lepers were in a desperate state, outsiders physically and socially
  - they had deep faith in Jesus as a healer
  - Jesus offers healing both physically and spiritually
  - they found hope in turning to God in moments of suffering
  - God's love is available to all.

## 3. Jesus' love gives hope

- Model reflection on the scripture story for students. For example: 'This story shows me that, even in hard times, Jesus' love brings us hope.'
- Go further using the [Step In, Step Out, Step Back](#) thinking routine.
- Discuss as a class:
  - What did Jesus do to give hope in these stories?
  - How might the characters feel?
  - How do these stories make you feel?

### Reflection handout

- Have students draw an annotated picture of a time when Jesus gave people hope in the past and in the present.
- Ask students to write a sentence about how this scripture story inspires them.

### Additional or alternative miracle story

- Show [God's Story: Jesus Feeds 5000](#) (Crossroads Kids' Club).
- Discuss how Jesus' miracle of feeding the crowd gave people hope.
- Make connections to the Eucharist. For example: 'How does the celebration of Eucharist give us hope?'

## 4. Journey through Jesus' miracles

### People continued to place their hope in Jesus

- Read the Scriptures that will most engage your students. Explore different artworks and images that represent or have connections to themes in the stories:
  - [Mark 4: 35–41](#) Jesus stills a storm
  - [Luke 8: 26–39](#) Jesus heals the Gerasene demoniac



- [John 11: 1–44](#) The raising of Lazarus
- [Luke 8: 40–56](#) Jesus heals a woman and Jairus' daughter.
- Discuss and reflect with each Scripture:
  - Where and when did people have hope?
  - Where and when were people without hope?
  - Why do you think people put their hope in Jesus?

## 5. Saint Paul's journey

- Select and share a video to support students to understand the story of Paul's conversion to Christianity:
  - Bible Kids: [Paul's Conversion](#)
  - Crossroads Kids' Club: [God's Story: Paul](#).
- Discuss with students what happened to Paul after his conversion. For example: 'After Saint Paul converted to Christianity, he went on many journeys spreading a message of hope to communities. He shared the Good News that we are all offered salvation through Christ, who died, rose again and shared with us the Holy Spirit. Paul kept in touch with the communities he visited by writing letters.'

## 6. Expert Groups

- Create groups to research one of Paul's journeys.
- Have groups explore and share information about:
  - the historical setting or culture at the time
  - the people Paul was writing to
  - where and what challenges they faced
  - images or descriptions of the place, dress, housing, method of transport, etc. at the time of Paul's pilgrimage
  - words or phrases from Scripture that give hope.
- Ask the students:
  - What message of hope do you feel Saint Paul would offer our community or the world today?
- Have groups or individuals present learning and share information about the part of Paul's journey they investigated. This could involve preparing an oral presentation, video, song, board game or poster. Consider face-to-face and digital modes of sharing knowledge.

## Reflection and conclusion

- Have students reflect on their learning using the following prompts:
  - I used to think ...
  - Now I think ...
  - I still wonder ...

## Extension activities or additional resources

### Letters of hope

Paul was a prolific letter writer and the first to record stories of Jesus through letters of hope to the community.

- Ask the students:
  - How did Saint Paul bring hope to the early Christian communities?
  - How can we continue this mission today?



- Explore where people in your community have come from and map their journey or place locations on a map. Ask:
  - What letter would you write to these communities to give them hope?

### Letters to Pope Francis

Pope Francis continues to write letters to us (even [introducing the Year of Jubilee](#)). People turn to Pope Francis as a leader of hope for the Catholic community.

- Read and share the book *Dear Pope Francis* ([online read aloud](#)).
- Have students write a letter to their own community or family with a message of hope they would like to hear or share.

### Opportunities for prayer

[About lectio divina](#)

### Content descriptors

#### Scripture and Jesus

K&U – explain New Testament scripture texts with reference to historical setting and culture of the time of Jesus, using a variety of sources

R&R – interpret the roles of some of the major characters in scripture texts within a historical context

P&CE – reflect on some of the main characters in scripture texts and explore connections with their life

### Scripture and background notes

#### Scripture suggestions

[Mark 4: 35–41](#) Jesus stills a storm

[Luke 8: 26–39](#) Jesus heals the Gerasene demoniac

[Luke 8: 40–56](#) Jesus heals a woman and Jairus' daughter

[Luke 9: 10–17](#) Feeding the five thousand

[Luke 17: 11–19](#) Jesus cleanses 10 men with a skin disease

[John 11: 1–44](#) The raising of Lazarus

### KWL links

[Year 3 Unit 6](#): The Church lives in the life of God

[Year 3 Unit 8](#): The Holy Spirit in our lives

[Year 4 Unit 6](#): The Church – our parish community

[Year 4 Unit 8](#): The Holy Spirit alive in our Church

### Connections to curriculum, liturgical calendar and events

#### Key dates

31 May: Visitation of the Blessed Virgin Mary

29 June: Feast of Saint Paul the Apostle

1 November: All Saints' Day



**Jubilee Year**

24–26 January: Jubilee of the World of Communications

4–5 October: Jubilee of the Missions

4–5 October: Jubilee of Migrants

**Sacraments**

Penance (gives us hope and restores right relationship with God, others and the world)

Eucharist (gives us hope with the knowledge that God is with us)

Confirmation (like Saint Paul, we are called and sent into the world to share God's love and bring joy to others)

**School events**

School expo

Parish and school feast days

Catholic Education Week

**Curriculum area links**

Geography

Mathematics (location)

**Further reading and additional resources**

[Let's Go: Feeding 5000](#)

[Conversion of St Paul](#)

[Saul's Conversion on the Road to Damascus](#)

Background information about Saint Paul: [www.bbc.co.uk/religion/religions/christianity/history/paul\\_1.shtml](http://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml)

**Examples of historical context**

*The Baker Illustrated Guide to Everyday Life in Bible Times* by John A Beck





# Jubilee 2025 Pilgrims of Hope

Year level: 3–4

Signs of hope:  
Saying 'yes' to God

## Learning outcomes

- Recognise Mary as a sign of hope, and how her faith and 'yes' to God serve as an example for us
- Reflect on how we can be signs of hope in the world today
- Explore the role of Mary and the saints in discipleship
- Identify everyday saints and reflect on how we can act as disciples of Christ.

## Key vocabulary

- **Discipleship:** A deep commitment to following and imitating Christ. It involves actively participating in building God's Kingdom and responding to the needs of others
- **Disciples:** People who have accepted God and committed their lives to following the example of Jesus
- **Saints:** Models of living a Christian life, and an inspiration to people for how to live a life of faith, hope and holiness.

## Materials needed

- Song: '[Mary said "yes"!](#)' by Michael Mangan
- Picture storybooks:
  - *Mary: The Mother of Jesus* by Tomie dePaola
  - *A Garden for Mary* by Neena Gaynor
- Bible for reading scripture passages
- Whiteboard and markers
- Paper and pencils for reflection and activities
- Pope Francis quote: 'There are the saints of every day, the "hidden" saints, a sort of "middle class of holiness" ... to which we can all belong'
- Parish bulletin or list of parish ministries.

## Learning activities

### 1. Prayer

- Begin with a short prayer, asking for God's presence and guidance as you reflect on faith, hope and discipleship. For example: 'Dear God, we thank you for the gift of Mary and the saints. Help us to follow their example and be signs of hope in the world. Guide us in our faith and strengthen us to be disciples of your love. Amen.'

### 2. Introduction to the theme: Mary and saints as signs of hope

- Discuss the lesson's key message: Mary's faith in God and her 'yes' to his plan made her a sign of hope for the world.
- Ask the students:
  - What does hope mean to you?
  - How can someone's faith bring hope?



### 3. Song: 'Mary said "yes"!'

- Play the song 'Mary said "yes"!' by Michael Mangan.
- Consider as a class what Mary was saying 'yes' to and why her 'yes' was important.
- Ask students to listen carefully to the words of the song, and reflect on how Mary said 'yes' to God and how that made her a sign of hope for the world.
- Afterward, discuss the song's message in relation to the concept of discipleship.

### 4. Mary, a person of faith and hope

- Read the following scripture passages aloud:
  - [Luke 1: 26–38](#) The birth of Jesus foretold
  - [Luke 1: 39–56](#) Mary visits Elizabeth and Magnificat
  - [Matthew 1: 18–25/Luke 2: 1–21](#) The birth of Jesus
  - [John 2: 1–5](#) The wedding at Cana
  - [John 19: 25–27](#) Mary at the foot of the cross.
- After reading each passage, ask students the following questions:
  - Why did Mary say 'yes' to God?
  - How did Mary's faith and actions give hope to others?
  - How can we, like Mary, be people of faith and hope?
- Use the [Peel the Fruit](#) thinking routine to go deeper with each passage of Scripture.

### 5. Signs of hope today

#### Thinking Pathways +1 routine

- Encourage students to think of one positive action they can take this week to bring hope to others, just as Mary did.

#### **Discussion prompts**

- Ask the students:
  - Why did God choose Mary?
  - Who would God choose today?
  - How can we be a sign of hope for others in our world today?
  - How do we respond with faith and hope in our lives today?
  - Who is in need of hope in our world?
  - How can we bring hope to others?

### 6. Pope Francis quote reflection

- Share Pope Francis' quote: 'There are the saints of every day, the "hidden" saints, a sort of "middle class of holiness" ... to which we can all belong.'
- Ask students to reflect on the idea of everyday saints. Discuss how ordinary people, like Mary, can be saints by following God's call in their lives.

#### **Discussion prompts**

- Ask the students:
  - Who do you know that follows God with all their heart?
  - Are there people in your life who inspire you by their faith?

### 7. Exploring everyday saints

- Share examples of saints and other role models who show faith through their actions.
- Encourage students to think of small, unnoticed actions that bring hope to others – like helping a friend, praying for someone in need or showing kindness to others.



- Have students write or draw their own ideas of saint-like actions they can take to be disciples who act in faith and love.

## 8. Parish connections and reflection

- Discuss the role of the parish community in fostering discipleship. Explore how the parish provides opportunities for faith and service.

### Discussion prompts

- Ask the students:
  - How does our parish help us listen to and respond to God’s call?
  - What are some ministries or activities that help us bring hope to the world?

## Reflection and conclusion

### Closing prayer

- End with a prayer, thanking God for the example of Mary and all the saints. Ask for the strength to live with faith and hope, just as Mary did. For example: ‘Mary, you were a sign of hope in the world. Help us to follow your example and bring hope to those around us. Help us to have faith and trust in God’s plan for us. Amen.’

## Extension activities or additional resources

### Home assignment

- Ask students to reflect on someone in their life who is a ‘hidden saint’ and share their story in the next lesson.

### Parish project

- Have students research a local parish ministry or charity and bring information to class about how it is bringing hope to the community.
- Consider a visit from your parish priest or parishioners involved in different ministries.

### Pope Francis quote

‘The Saints are not supermen, nor were they born perfect ... They are people who ... lived normal lives [but when] they recognized God’s love, they followed it with all their heart’.

- Have students research different saints to find out how they came to follow God.
- Ask them to reflect on who they know that follows or followed God with all their heart.

### Opportunities for prayer

Hail Mary  
 Litany of the Saints  
 Mass or prayer services for All Saints’ Day

### Content descriptors

#### Church and community

K&U – explain the role of Mary and discipleship in the early Church  
 R&R – interpret the meaning and importance of Mary and discipleship for the Church today  
 P&CE – reflect on the present parish community and ways it enables discipleship



## Scripture and background notes

### Scripture suggestions

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

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

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

[John 2: 1–5](#) The wedding at Cana

[John 19: 25–27](#) Mary at the foot of the cross

### KWL links

[Year 3 Unit 8](#): The Holy Spirit in our lives

[Year 3 Unit 9](#): Mary, mother of the Church

[Year 3 Unit 16](#): Listening, speaking and responding to God

[Year 3 Unit 18](#): Advent and Christmas

[Year 4 Unit 6](#): The Church – our parish community

[Year 4 Unit 9](#): Mary helps us to know and follow Jesus

[Year 4 Unit 18](#): Advent and Christmas

### 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

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

31 May: Visitation of the Blessed Virgin Mary

15 August: Assumption of the Blessed Virgin Mary

22 August: Queenship of the Blessed Virgin Mary

1 November: Solemnity of All Saints

16 November: [World Day of the Poor](#)

21 November: Presentation of the Blessed Virgin Mary

8 December: Immaculate Conception of the Blessed Virgin Mary

#### Jubilee Year

11–12 October: Jubilee of Marian Spirituality

#### Sacraments

Baptism

Confirmation



**School events**

Mother's Day celebration or prayer

Grandparents Day celebration or prayer

Father's Day celebration or prayer

Mass or prayer service for All Saints' Day

School celebration of parish feast day

**Further reading and additional resources**

Melbourne Catholic article: ['Missionary discipleship: What it means and why it matters'](#)



# Jubilee 2025 Pilgrims of Hope

Year level: 3–4

Appeals for hope:  
Called to be  
disciples

## Learning outcomes

- Recognise the importance of loving others, as Jesus teaches in [John 13: 34–35](#), and be able to identify who Jesus calls us to love
- Interpret the principle of human dignity and how it applies to actions towards others, especially those in need
- Explore how making decisions and taking actions guided by faith, hope and love can positively affect yourself and others.

## Key vocabulary

- **Human dignity:** A recognition that all people are created in the image and likeness of God and, as such, should be treated with love and respect, and in a way that allows them to flourish and live life to the full
- **Love:** Catholic love, often referred to as 'agape', is characterised as a self-giving love that seeks the good of others, reflecting the nature of God's love. It reflects commitment to the wellbeing of others, including those who may be considered enemies
- **Commandment:** Something that expresses the will of God which people of faith are obliged to do or follow
- **Catholic social teaching:** A collection of doctrine developed by the Church that emphasises the dignity of the human person, the common good, and the obligation of individuals to contribute to society and to seek justice, particularly for the poor and vulnerable.

## Materials needed

- Images of people:
  - [Love one another](#)
  - [Catholic Social Teaching Card Set](#)
  - [Human dignity](#)
- Scripture:
  - [John 13: 34–35](#) The new commandment
  - [Luke 6: 20–26](#) Blessings and woes
  - [Matthew 25: 40–45](#) The judgment of the nations.

## Learning activities

### 1. Introduction: Called to love

#### Scripture reading

- Begin with reading John 13: 34–35: 'I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another.'

#### Discussion

- Ask the students:
  - What does it mean to love one another?



- Who is Jesus asking us to love?
- Why is love so important?

## 2. Sorting images – who am I called to love?

- Show a variety of images to the students (e.g. people helping others, people in need, people in different situations).
- Discuss in small groups or use the [Think, Pair, Share](#) thinking routine to sort the images. Ask:
  - What do you notice about the people in these images?
  - How might they be similar to us?
  - How might they be different?
  - How can we reach out to someone who seems different from us?

### Connecting images to Scripture

- After sorting the images, read John 13: 34–35 again and ask students:
  - How does Jesus want us to treat others?
  - How might we need to change our thinking about who we should love?
- Have students sort the images again, but this time, they should think about who Jesus would want them to love.
- Discuss any changes in the way the images were sorted.

## 3. Exploring the Beatitudes

### Scripture reading

- Read [Luke 6: 20–26](#) (the Beatitudes): ‘Blessed are you who are poor, for yours is the kingdom of God. Blessed are you who are hungry now, for you will be filled ...’

### Discussion

- Ask the students:
  - Why does Jesus say these people are ‘blessed’?
  - Who are the ‘hungry’ in our world? (Try to also consider more symbolic interpretations, e.g. what is the world hungry for?)
  - How can we show love and hope to people who are poor, hungry or sad?
- Sort the images again, this time in relation to the Beatitudes, e.g. poor, hungry, etc.

## 4. Human dignity and Catholic social teaching

- Introduce the concept of human dignity as a core part of Catholic social teaching.
- Discuss how every person is made in God’s image, and should be treated with love and respect.
- Use Caritas Australia’s [Catholic Social Teaching Toolkit](#) to find definitions for each Catholic social teaching principle.
- Read through the definitions of each principle.
- Reflect on the principle of human dignity through discussion. Ask the students:
  - What does it mean to respect the dignity of all people?
  - How can we act in ways that show respect for others?

## Reflection and conclusion

- Complete the Thinking Pathways [Making Meaning](#) routine to consolidate learning.
- Explore a range of concepts, e.g. human dignity, common good, love, respect, justice.



## Personal reflection

- Reflect on how we can live out the principles of love, faith and hope in our everyday lives.
- Remind students that, as followers of Jesus, we are called to act with kindness, respect and dignity towards everyone, especially those in need.
- Ask the students:
  - How do we respect the dignity of all people in our actions?
  - What does Catholic social teaching ask us to pay attention to in our choices?
  - What can we do to bring hope to others, both locally and globally?
  - What are the consequences of making decisions with faith, hope and love versus decisions anchored in the teaching of Jesus Christ?

## Extension activities or additional resources

- Read [Matthew 25: 40–45](#) (the judgment of the nations).
- Consider using a thinking routine such as [Connect, Extend, Challenge](#).
- Encourage students to make connections to people in the world today, and discuss what actions they can take (including supporting charities) to support and show love to others.

## Thinking with images

- Select one of the [human dignity](#) images.
- Complete a [Thinking with Images](#) thinking routine.
- Ask the students:
  - How is this image connected to human dignity?
  - How might this image not show human dignity?

## Opportunities for prayer

### Praying with images

Reflect on different images and ask students to create prayers of petition, intercession or thanksgiving  
Invite students to create prayers of hope based on the images  
Use tools like Scrabble, Magnetic Poetry or Bananagrams to help students co-construct their prayers

## Content descriptors

### Morality and justice

K&U – explain Jesus' commandment to love one another

R&R – interpret the significance of personal responsibility in maintaining right relationships

P&CE – reflect on choices in light of Jesus' commandment to love one another

### Morality and justice

K&U – explain how Catholic social teaching may inform decision-making

R&R – interpret local and global decisions in light of Catholic social teaching

P&CE – reflect on the consequences of decisions and actions

## Scripture and background notes

### Scripture suggestions

[John 13: 34–35](#) The new commandment

[Luke 6: 20–26](#) Blessings and woes

[Matthew 25: 40–45](#) The judgment of the nations





## KWL links

[Year 3 Unit 2](#): Created by God, called to love

[Year 3 Unit 3](#): God calls us to respect ourselves and others

[Year 3 Unit 15](#): To love God and my neighbour

[Year 4 Unit 8](#): The Holy Spirit alive in our Church

[Year 4 Unit 14](#): Growing in God's grace

[Year 4 Unit 15](#): Love one another

## Connections to curriculum, liturgical calendar and events

### Liturgical year/seasons

Lent

October: [World Mission Month](#)

Advent

### Key dates

4 February: International Day of Human Fraternity

27 June: Feast of the Sacred Heart

31 August: [Social Justice Sunday](#)

19 October: World Mission Day

### Jubilee Year

8–9 March: Jubilee of the World of Volunteering

28–29 April: Jubilee of People with Disabilities

20 September: Jubilee of Justice

4–5 October: Jubilee of the Missions

4–5 October: Jubilee of Migrants

16 November: Jubilee of the Poor

14 December: Jubilee of Prisoners

### Sacraments

Penance (restores right relationship with God, others, the world)

### School events

Social justice actions or fundraisers throughout the year

## Further reading and additional resources

Caritas Australia's Project Compassion

Vinnies Winter Appeal

Catholic Mission's Socktober

Parish Advent or Christmas appeal

[Australian Catholic Migrant and Refugee Office](#)

[CatholicCare Victoria](#)

[Jesuit Refugee Service Australia](#)

[Joseph's Corner](#)



# Jubilee 2025 Pilgrims of Hope

Year level: 3–4

Anchored in hope:  
Jesus, our anchor

## Learning outcomes

- Unpack the symbolism of Jesus as the anchor of our faith, providing stability and hope
- Explore how Church traditions, including the Eucharist, guide and strengthen us in our faith journey
- Reflect on the role of prayer, Scripture and artwork in expressing faith
- Interpret the story of Jesus calming the storm and relate it to personal experiences
- Engage in creative expressions of faith through writing and art.

## Key vocabulary

- **Hope:** In the Catholic Tradition, hope is believing that God loves us and will help us, even when things are hard, and trusting that good things will come in the future
- **Eucharist:** The sacrament instituted by Christ at the Last Supper, the Eucharist contains the body and blood, soul and divinity of our Lord Jesus Christ under the appearances of bread and wine. It serves as a memorial of his sacrifice and a source of spiritual nourishment for the faithful.

## Materials needed

- [A sailor's prayer](#)
- Images:
  - [Cape of Good Hope](#) by William Joy
  - [Be calm](#) by Sieger Köder
  - [The Last Supper](#) by Sieger Köder
  - [Last Supper](#) by Dorothy Tchumut
- Scripture:
  - [Matthew 8: 23–27](#)
  - [Mark 4: 35–41](#)
  - [Luke 8: 22–25](#)
- Together at One Altar:
  - [Receive \(parts of the Mass\)](#)
  - [Images of the Last Supper](#)
- Art supplies (paper, markers, crayons, paints)
- Whiteboard, markers
- Venn diagram template
- Copies of Scripture for each student.

## Learning activities

### 1. Introduction: Setting the stage

- Begin by discussing the concept of hope and safety. Ask students:
  - What are the things in your life that make you feel safe or give you hope?
- Explain that, in our faith, Jesus is the anchor that holds us steady in times of difficulty.



## 2. Exploration of prayer and art

- Read [A sailor's prayer](#) to the students.
- Show them [Cape of Good Hope](#) by William Joy.
- Ask the students:
  - What are the things that guide and give hope in the prayer?
  - What might the people on the boat be hoping for?
  - What do they need to bring them hope?
  - What are the things in our world or lives that help us feel safe and protected?
  - What guides us and gives us hope?
- Have students create their own artwork or write a prayer, incorporating symbols of protection, love and strength that hold personal meaning.

## 3. Scripture reflection: Jesus stills a storm

- Read and reflect on Scripture from [Matthew 8: 23–27](#), [Mark 4: 35–41](#) and [Luke 8: 22–25](#).
- Discuss how Jesus calmed the storm and the significance of his actions.
- Use the [Think, Pair, Share](#) thinking routine and ask students:
  - In moments of uncertainty, who is our model and guide?
  - What does Jesus ask us to do when we are afraid?
  - What actions or words of value does Jesus recognise in others?

### Thinking Pathways [Step Inside](#) routine

- Encourage students to imagine they are part of the story, thinking about the fears and hopes of the people in the boat.

### Artistic response

- Ask students to either write a poem or story from the perspective of one person in the scripture story, or draw their interpretation of the scene.

## 4. Eucharist and its importance

- Discuss the different parts of the Mass and their significance in the Catholic faith.
- Explain how the Eucharist is an essential part of the Mass and helps us stay connected to Christ.

### Explore images of the Last Supper

- Show [images](#) and discuss their meaning.
- Look at different cultural interpretations of the Last Supper to understand its universal significance:
  - *The Last Supper* by Sieger Köder
  - *Last Supper* by Dorothy Tchumut.
- Have students reflect on how the Eucharist strengthens our journey with Christ and is a symbol of our faith.

## Reflection and conclusion

- Have students share their artwork, poems, stories or prayers with the class.
- Ask students to write a poem or short story, imagining themselves in the scene from Scripture (Jesus calms a storm), reflecting on the themes of faith, hope and trust in Jesus.
- Celebrate Mass as a community.



## Extension activities or additional resources

### Engagement with Church history and community

- Discuss the connection between the family, the local parish, the Archdiocese and the papacy in the growth of the Church.
- Reflect on how the school and parish communities contribute to a sense of belonging.
- Plan ways students can contribute (individually or collaboratively) to their church or school community.
- Go on an excursion to the local parish church or St Patrick's Cathedral to celebrate Mass.

### Opportunities for prayer

Visio divina (praying with images): Encourage students to reflect on *Be calm* by Sieger Köder, focusing on how it makes them feel and how it connects to Scripture

Lectio divina (praying with Scripture): Read aloud the passage about Jesus calming a storm, allowing students to reflect quietly on how they can rely on Jesus in difficult times

### Content descriptors

#### Church and community

K&U – explain connections between the family, local parish, the Archdiocese and the papacy

R&R – interpret key figures from church history through their contribution to the development and growth of the Church

P&CE – reflect on a sense of belonging to Church and/or school community and plan ways to contribute

### Scripture and background notes

#### Scripture suggestions

[Matthew 8: 23–27](#) Jesus stills the storm

[Mark 4: 35–41](#) Jesus stills a storm

[Luke 8: 22–25](#) Jesus calms a storm

### KWL links

[Year 3 Unit 7](#): Loving and praising our God

[Year 3 Unit 11](#): The Eucharist

[Year 3 Unit 12](#): Forgiveness and strength are gifts of the Lord

[Year 4 Unit 1](#): God is with us

[Year 4 Unit 7](#): Remembering and living God's Word

[Year 4 Unit 8](#): The Holy Spirit alive in our Church

[Year 4 Unit 11](#): The Eucharist

### Connections to curriculum, liturgical calendar and events

#### Liturgical year/seasons

Ordinary Time

#### Key dates

16–23 March: Catholic Education Week

27 June: Feast of the Sacred Heart



**Jubilee Year**

28 March: 24 Hours for the Lord (Jubilee)

7–8 June: Jubilee of Ecclesial Movements, Associations and New Communities

**Sacraments**

Eucharist

**Further reading and additional resources**

Busted Halo:

[Sacraments 101: Eucharist \(how we receive\)](#)

[Sacraments 201: Eucharist \(what we believe\)](#)

