

Jubilee 2025 Pilgrims of Hope

Year level: 5–6

Module overview

Doctrinal overview

Introduction to Jubilee: Pilgrims of hope

Content focus

- Jubilee in the context of the Catholic faith and the theme 'Pilgrims of Hope'
- The meaning and history of pilgrimage, and its symbolic significance
- Hope and how it is represented in the Church, including connections to the sacraments
- The symbols, colours and messages of the Jubilee logo.

Content descriptors

Prayer, liturgy and sacrament (Y5):

- K&U – explain the development of signs, symbols, rituals, prayers and practices associated with the Church liturgical calendar
- R&R – interpret the significance of liturgical signs, symbols, colours, rites, rituals and sacraments in the past and present Church
- P&CE – reflect on participation in communal prayer and use symbol and ritual when planning communal prayer experiences.

Word of hope: Our shared mission

Content focus

- The nature of the mission of Jesus in light of Scripture
- Individuals' role in the mission of the Church and the Kingdom of God
- How we can all bring hope to others through our actions.

Content descriptors

Church and community (Y6):

- K&U – explain the nature of the Holy Spirit and its particular role in the Catholic Church
- R&R – interpret the gifts and fruits of the Holy Spirit and how these enable people to contribute to the mission of the Church
- P&CE – reflect on their role in the mission of the Church and the Kingdom of God.

Journey of hope: Pilgrimages of the world

Content focus

- Pilgrimage as a concept, both physical and spiritual, and its connection to the Catholic faith
- The journey of pilgrimage opens hearts to God, faith and the sacred
- Connections between the concept of pilgrimage and personal experiences
- How students can undertake their own spiritual journeys of hope, justice and faith.



Content descriptors

God, religion and life (Y6):

- K&U – explain the Catholic understanding of the actions of the Holy Spirit
- R&R – interpret the work of the Holy Spirit in the world
- P&CE – reflect on ways religion contributes to the identity of believers.

Signs of hope: Recognising goodness

Content focus

- The Christian concepts of peace and justice, and how they relate to community issues and peacemaking
- How personal and political choices affect peace in local communities and the world
- The mission of the Church and the Kingdom of God, and ways people can contribute to peace in their community.

Content descriptors

Morality and justice (Y6):

- K&U – explain the Christian concept of justice in relation to community issues
- R&R – interpret ways political and personal choices impact community life
- P&CE – reflect on ways to participate responsibly and contribute ethically to the local and faith community.

Scripture and Jesus (Y6):

- K&U – explain various literary forms used in Scripture
- R&R – interpret key scripture texts, making connections to experiences, feelings and beliefs
- P&CE – reflect on the Word of God and identify how the teachings of Jesus impact on them.

Appeals for hope: Belief and unity

Content focus

- The importance of shared belief in building unity within the Church and the Nicene Creed as a foundational statement of faith
- How belief shapes thinking, feelings and actions, and how the Nicene Creed influences the understanding of God, Jesus Christ and the Holy Spirit
- The impact of shared beliefs on the community and the world.

Content descriptors

God, religion and life (Y6):

- K&U – explain the Catholic understanding of the actions of the Holy Spirit
- R&R – interpret the work of the Holy Spirit in the world
- P&CE – reflect on ways religion contributes to the identity of believers.

Anchored in hope: The Rosary in Christian hope

Content focus

- The Blessed Virgin Mary as a model of hope and faith, particularly in the context of the Rosary and the symbolism of Madonnelle in Rome
- Mary's relationship with Jesus in the Scriptures as a powerful witness of hope
- The practice of praying the Rosary as a way to guide believers in their journey of hope
- Making connections between the stories of the Rosary and one's own community and spiritual practices
- How individuals can embody hope in their lives and in their community.



Content descriptors

Prayer, liturgy and sacrament (Y5):

- K&U – explain the development of signs, symbols, rituals, prayers and practices associated with the Church liturgical calendar
- R&R – interpret the significance of liturgical signs, symbols, colours, rites, rituals and sacraments in the past and present Church
- P&CE – reflect on participation in communal prayer and use symbol and ritual when planning communal prayer experiences.

Achievement standards

By the end of Level 6 ...

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 identifying and evaluating their own and others' perspectives	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by investigating and making sense of differing views and evaluating their understandings and interpretations	Students reflect on experiences that provoke spiritual and religious insights by expressing and articulating moments of encounter. They integrate new insights by describing possible implications for local or global contexts



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Introduction to Jubilee: Pilgrims of hope

Learning outcomes

- Understand the meaning of Jubilee in the context of the theme 'Pilgrims of Hope'
- Explore the meaning and history of pilgrimage, reflecting on its symbolic significance
- Examine the theme of hope, how it is represented in the Church and how it connects to the sacraments
- Analyse the Jubilee logo, breaking it down for symbols, colours and messages.

Key vocabulary

- **Jubilee:** A season or occasion of joyful celebration, marked by reflection and restoration of right relationship
- **Hope:** From Latin *spes*, hope is that virtue by which we take responsibility both for ourselves and for the world. It is rooted in the fulfilment of God's promises in Christ, and a sense of trust and reliance on God and God's dream for us
- **Pilgrimage/pilgrim:** A journey to a sacred place, a ritual journey of moral or spiritual significance. Every step along the way has meaning. The pilgrim knows that life-giving challenges will emerge
- **Optimism:** A positive outlook and expectation.

Materials needed

- CAFOD [Jubilee for Schools FAQs](#)
- Images of pilgrims (historical and modern)
- [What Makes You Say That?](#) thinking routine
- Large, printed image of the Jubilee logo (for class analysis)
- Journal or notebook for students.

Learning activities

1. Introduction

Introduction to Jubilee Year

- Briefly explain what a Jubilee Year is in the Catholic Tradition (a time of special grace, prayer and reflection, usually marking significant anniversaries or events).
- Share that the theme for this Jubilee Year is 'Pilgrims of Hope'.

Question

- Ask students what they know about the concept of a 'pilgrim':
 - Have you heard this word before?
 - What do you think it means?
- Allow for responses, prompting thoughts about both physical and spiritual journeys.

2. Understanding pilgrimage

Discussion

- Define the term 'pilgrim', and explore its historical and spiritual meanings. Explain how a pilgrim is someone who embarks on a journey to a holy place for spiritual reasons.



- Discuss the role of pilgrimage in various faiths, particularly within Christianity.

Images and reflection

- Show images of pilgrims from history (e.g. medieval pilgrims, famous Christian pilgrimage sites like Lourdes or Santiago de Compostela) and modern-day pilgrims.
- Ask the students:
 - How have pilgrimages changed over time?
 - What do these images tell us about faith, hope and perseverance?

Activity

Students will work in pairs to create a ‘pilgrim’s journey map’ using a large sheet of paper. They will draw a simple map, symbolising a pilgrim’s journey towards a destination of hope (e.g. a church, a holy site or heaven). Students will annotate the map with symbols that represent key spiritual moments (e.g. prayer, suffering, forgiveness, joy).

3. Exploring the theme of hope

What is hope?

- Begin by asking students: ‘What does hope mean to you?’
- Encourage them to think of real-life examples or experiences where they have felt hope.
- Discuss how hope can look, feel and sound (e.g. it could be a smile, a prayer, a moment of peace), and how it is different from optimism.

Note: Hope is often rooted in a sense of trust and reliance on God and God’s dream for us, while optimism is generally based on a positive outlook and expectation of favourable outcomes due to personal or external circumstances.

4. Analysing the Jubilee logo

Jubilee logo

- Display a large version of the Jubilee Year logo. Break it down with the class, explaining the different sections, colours and symbols. Ask:
 - What do the colours represent? (e.g. red for love, gold for light and holiness, etc.)
 - What does each symbol in the logo stand for? (e.g. the cross, a pilgrim, a path, etc.)
 - How does the logo reflect the theme ‘Pilgrims of Hope’?

Discussion

- Ask the students:
 - Why is hope such an important theme for this Jubilee Year?
 - How does this logo help us understand the journey of hope that pilgrims undertake?

Reflection and conclusion

KWL chart

- On the whiteboard, create a ‘Know, Want to Know, Learned’ (KWL) chart. Ask students:
 - What do you already know about hope and pilgrimage? (K)
 - What do you want to know about Jubilee and hope? (W)
- At the end of each module, revisit the chart and fill in what they’ve learned (L).

Extension activities or additional resources

- Have students create a ‘Pilgrims of Hope’ journal where they reflect on how they can be a pilgrim of hope in their daily lives.



Opportunities for prayer

[The Jubilee Prayer](#)

Content descriptors

Prayer, liturgy and sacrament

K&U – explain the development of signs, symbols, rituals, prayers and practices associated with the Church liturgical calendar

R&R – interpret the significance of liturgical signs, symbols, colours, rites, rituals and sacraments in the past and present Church

P&CE – reflect on participation in communal prayer and use symbol and ritual when planning communal prayer experiences

Scripture and background notes

Scripture suggestions

[Luke 24: 13–35](#) The walk to Emmaus

KWL links

[Year 6 Unit 4](#): Reconciliation

[Year 6 Unit 12](#): God gathers us to worship

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Easter

Advent

Sacraments

Sacraments are ways in which we experience God's love, healing, forgiveness, nourishment and strengthening

School events

Beginning of the year Mass and assemblies

Further reading and additional resources

CAFOD Jubilee for Schools animation: <https://youtu.be/yia25rOML2Q?si=1fi6qrutbyK0XvST>



Jubilee 2025 Pilgrims of Hope

Year level: 5–6

Word of hope:
Our shared mission

Learning outcomes

- Explain the nature of the mission of Jesus in light of Scripture
- Reflect on our role in the mission of the Church and the Kingdom of God, and how we can bring hope to others through our actions.

Key vocabulary

- **Oppressed:** Individuals who are marginalised or suffering under various forms of oppression, including social, economic or spiritual burdens
- **Captives:** Understood both literally, as in prisoners, and metaphorically, referring to those who are trapped by sin, addiction or other forms of bondage that prevent them from experiencing true freedom
- **Good News:** Translation of the term 'gospel', which signifies the message of salvation and hope brought by Jesus Christ. The Good News invites all to experience liberation and reconciliation with God.

Materials needed

- Bibles or printed copies of Luke 4: 14–22, Isaiah 61: 1–2 and Isaiah 58: 6
- Handouts with key vocabulary and discussion questions
- Craft supplies: markers, paper, pens (optional for activity)
- [The 3 Whys](#) thinking routine.

Learning activities

1. Introduction: Hope

- Begin by asking the class:
 - What does 'hope' mean to you?
 - Can you think of a time when hope helped you through a difficult situation?
- Write responses on the whiteboard to create a definition of hope.
- Introduce the concept that Christians find ultimate hope in Jesus Christ, especially through his resurrection, which gives believers the hope of new life.

2. Scripture reading and analysis

- Read [Luke 4: 14–22](#).
- Focus on verses 18–19: 'The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor ...'
- Have students read [Isaiah 61: 1–2](#) and [Isaiah 58: 6](#), and compare them with Luke 4: 14–22.

Discussion prompts

- Ask the students:
 - What do you notice when comparing Jesus' words in Luke to the passages from Isaiah?
 - What key words stand out (e.g. oppressed, captives, good news)?
 - How does Jesus interpret these words in the context of his ministry?



- What do you think Jesus meant when he said, 'this scripture has been fulfilled in your hearing'?
- Who are the 'captives' or 'blind' in today's world?
- Who was the message for? (Explore the context and audience of both Isaiah and Luke.)
- How can we relate the message of hope to people who are suffering or oppressed today?

3. Vocabulary study

- Ask the students to define each term (oppressed, captives, Good News) and apply it to real-life examples.
- Reflect on how these terms apply to today's social and personal challenges. Ask:
 - Who is 'blind' today?
 - What are we 'blind' to?

4. Class discussion

The 3 Whys thinking routine

- Ask the students to reflect on the following questions:
 - Why might this passage (Luke 4: 18–19) matter to me personally?
 - Why might it matter to people around me (family, friends, city, nation)?
 - Why might it matter to the world?

5. A message of hope for today

Rewrite Isaiah 61: 1–2

- Have the students work in small groups to rewrite Isaiah 61: 1–2 in the context of today's struggles for justice and social issues. Encourage them to use language that reflects modern challenges, such as poverty, discrimination or inequality.

For example: 'The spirit of the Lord is upon me because he has called me to bring hope to those who are struggling for justice, to heal the wounds of the oppressed, to speak for the voiceless and to fight for freedom for the captives.'

- After they finish, ask each group to share their rewritten version with the class.

Reflection and conclusion

Who would proclaim Isaiah's words today?

- Ask the students:
 - If this passage from Isaiah were proclaimed by a living person today, who do you think would be best suited to proclaim it?
- Discuss examples of people in the world today who work for justice, freedom and healing, such as social activists, religious leaders or community organisers.
- Reflect on how each student can bring hope and make a difference in their own way, whether at school, at home or in their community.

Extension activities or additional resources

Art project

- Have students create a poster or visual art that represents the themes of hope, freedom and justice in the world today.

Service project

- Organise a class service project or fundraising event to help those in need in the local community, aligning with the message of bringing hope to the poor and oppressed.



Opportunities for prayer

Guided mediation Scripture

Content descriptors

Church and community

K&U – explain the nature of the Holy Spirit and its particular role in the Catholic Church

R&R – interpret the gifts and fruits of the Holy Spirit and how these enable people to contribute to the mission of the Church

P&CE – reflect on their role in the mission of the Church and the Kingdom of God

Scripture and background notes

[Luke 4: 16–30](#)

In this passage, Jesus Christ's entire ministry is presented in summary. Here, we sense both the work and the struggle of Jesus Christ for acceptance among his own people. In a framework of promise and fulfilment, Luke emphasises that Jesus Christ's life and work occur within his own Jewish tradition. In this context, Jesus' words and actions are part of a regular visit to the synagogue, where men gather to read and comment on the Scriptures. In reading from the scroll (Isa 61: 1–2 and 58: 6), Jesus makes it known that he has received God's Holy Spirit. Here, Jesus Christ reveals his messianic identity and divine mission. He makes reference to 'the year of the Lord's favor' – the year of Jubilee. This links his mission with the restoration of people and property, so integral to this ancient tradition. In the age of the Messiah, the great Jubilee will occur. Jesus Christ's declaration, 'Today this scripture has been fulfilled in your hearing', refers not only to the time of Jesus Christ, but to our present time when this fulfilment occurs. The astonishment of those listening to Jesus is due to the realisation that this man, who they have known only as the son of a carpenter, should be the one to deliver God's true Word and fulfil God's promises of a saviour.

Throughout Luke's Gospel, the Holy Spirit is referred to many times, especially in this part of the gospel. Luke wanted his audience to understand they would never be alone; the Holy Spirit would always be with them.

[Isaiah 58: 6–7](#)

The Israelites encountered more prosperous times after their period of exile in Babylon came to an end. This text from Isaiah was developed during this period of prosperity. The prophet cautions the listener to be attuned to the poor, the hungry and the homeless among them, and to offer them their rightful share in God's blessings of freedom and abundance.

[Isaiah 61: 1–2](#)

Isaiah 61:1–2 is a powerful passage often associated with hope, liberation and renewal. This text highlights God's mission of justice, mercy and restoration, emphasising care for the marginalised and oppressed.

In its original context, it likely referred to the return from exile in Babylon, offering hope to a people yearning for freedom and restoration. For Christians, this passage takes on deeper meaning, as Jesus reads it in the synagogue at Nazareth (Luke 4: 14–22), identifying himself as its fulfilment. This marks the beginning of his public ministry, emphasising his mission to bring spiritual and physical healing.



KWL links

[Year 5 Unit 4](#): Hope – grace and the moral life

[Year 6 Unit 10](#): The Word of God

Connections to curriculum, liturgical calendar and events

Key dates

8 June: Pentecost Sunday

31 August: Social Justice Sunday

Sacraments

Confirmation

Further reading and additional resources

Background on Luke and Isaiah: www.youtube.com/@bibleproject



Jubilee 2025 Pilgrims of Hope

Year level: 5–6

Journey of hope:
Pilgrimages of the
world

Learning outcomes

- Explore the concept of pilgrimage, including its physical and spiritual dimensions, and its significance within the Catholic faith
- Reflect on how pilgrimage fosters openness to God, deepens faith and nurtures a sense of the sacred
- Apply the concept of pilgrimage to personal life, identifying ways to embark on spiritual journeys grounded in hope, justice and faith.

Key vocabulary

- **Pilgrimage/Pilgrim:** A journey to a sacred place, a ritual journey of moral or spiritual significance. Every step along the way has meaning. The pilgrim knows that life-giving challenges will emerge.

Materials needed

- Articles about pilgrimages (e.g. Campion College Australia's [Footsteps of Faith: A brief history of Christian pilgrimages](#))
- Bibles or printed saints' stories
- Maps (for geographical connections to pilgrimages)
- Whiteboard and markers
- Craft supplies (for possible project)
- [Values, Identities, Actions](#) thinking routine
- Paper and pens.

Learning activities

1. Introduction: What is a pilgrimage?

- Begin by asking the class:
 - What comes to mind when you hear the word 'pilgrimage'?
 - Have you ever heard of any famous pilgrimage sites?
- Discuss their responses and introduce the concept of pilgrimage as a journey to a sacred place, either physically or spiritually.
- Share the following guiding ideas:
 - Pilgrimages can be journeys of the body (like walking the Camino de Santiago) or journeys of the heart and mind (spiritual reflection or prayer).
 - Pilgrimages help us draw closer to God, our faith and what we find sacred.

2. Exploring famous pilgrimages

Introduction to pilgrimage locations

- Provide students with a brief overview of famous pilgrimage sites around the world, for example:
 - Camino de Santiago (Spain): A path that many walk to honour Saint James, connecting to themes of faith, repentance and hope.



- Lourdes (France): A site of healing and miraculous apparitions of the Virgin Mary.
- Rome and Assisi (Italy): Places deeply connected to the lives of Saint Peter, Saint Paul and Saint Francis of Assisi.
- Fatima (Portugal): A site where Mary appeared to three shepherd children, offering a message of peace and hope.
- Medjugorje (Bosnia–Herzegovina): A site of reported apparitions of the Virgin Mary, calling for conversion and prayer.
- Penola (Australia): A site linked to the life of Saint Mary MacKillop, a modern-day saint who worked with the poor and marginalised.

Discussion prompts

- Ask the students:
 - Why do people visit these places?
 - What is the connection to the Church or a saint?
 - What do you think people hope to experience when they make a pilgrimage?
 - Why do people still go on pilgrimages today?
 - Is it just about visiting a physical place or is there something deeper?

3. Video or reading activity

- Provide students with short readings or videos on one or two pilgrimage sites, like Lourdes or the Camino de Santiago. Discuss the significance of these places in the Catholic faith.
- Share Campion College Australia's [Footsteps of Faith: A brief history of Christian pilgrimages](#) and discuss how pilgrimages connect Christians to the divine.

4. Pilgrimages as spiritual journeys

Reflection on pilgrimages of the heart and mind

- Discuss how not all pilgrimages involve physical travel. Some can be about a journey of the heart and mind – like the spiritual pilgrimage of prayer, reflection or acts of charity.
- Discuss themes such as justice, unity, truth and hope. Ask the students:
 - How can we engage in a pilgrimage of the heart through actions such as service, kindness and seeking peace?

Saints as pilgrims

- Reflect on the lives of saints (e.g. Saint Francis of Assisi, Saint Teresa of Calcutta or Saint Mary MacKillop) and how their lives were a pilgrimage of faith.
- Ask students to consider how the saints' journeys of faith mirror our own struggles for hope, justice and love.

Values, Identities, Actions thinking routine

- Have students reflect on the lives of a saint or a modern pilgrim (such as a charity worker or activist). Use the thinking routine and ask:
 - What values did this person hold?
 - What actions did they take?
 - How did their actions reflect their identity as a pilgrim of faith?
- Have students complete this routine in pairs or small groups, then share their reflections with the class.

5. Geography and mapping pilgrimages

Mapping pilgrimage locations

- Use maps of the world to locate key pilgrimage sites (e.g. Camino de Santiago, Lourdes, Rome, Assisi, Fatima, etc.).



- Ask the students to identify the geographical significance of these locations:
 - Why are they important places of pilgrimage for Catholics?

Historical and cultural significance

- Briefly explore the history behind these pilgrimage sites, and their impact on local culture and the global Catholic community.

Reflection and conclusion

Spiritual pilgrimages in our own lives

- Ask students to reflect on their own spiritual journeys:
 - What could be your 'pilgrimage' this year?
 - What might you focus on – hope, justice, charity, unity or truth?
- Encourage students to consider how they can embark on a pilgrimage of the heart, through prayer, service or acts of kindness, especially in the context of their school or family life.
- Ask the class to reflect on one aspect of a pilgrimage they would like to explore this year – whether a physical trip or a spiritual journey of hope. Write these reflections on paper or in a journal.

Extension activities or additional resources

Art project

- Have students create their own map or visual representation of a pilgrimage they would like to make, either physical or spiritual.

Research project

- Have students research a famous pilgrimage site (such as Lourdes or Fatima) and present their findings to the class.

Service project

- Organise a 'pilgrimage of service' where students work together on a community service project to help those in need.

<p>Opportunities for prayer</p> <p>Camino Prayer and prayers from various pilgrimage sites</p>
<p>Content descriptors</p> <p>God, religion and life</p> <p>K&U – explain the Catholic understanding of the actions of the Holy Spirit</p> <p>R&R – interpret the work of the Holy Spirit in the world</p> <p>P&CE – reflect on ways religion contributes to the identity of believers</p>
<p>Scripture and background notes</p> <p>Scripture suggestions</p> <p>Luke 4: 1–13 The testing of Jesus</p>



This occurs directly before the beginning of Jesus' ministry. A significant Scripture in understanding pilgrimage.

KWL links

[Year 5 Unit 3](#): Faith – grace and the moral life

[Year 5 Unit 7](#): The seven sacraments

[Year 6 Unit 2](#): Blessed are you

[Year 6 Unit 11](#): One in spirit

Connections to curriculum, liturgical calendar and events

Curriculum area links

Geography (mapping)

History

Further reading and additional resources

Catholic Precinct Walking Tour App: <https://maryglowreymuseum.info/Catholic-Precinct-Walking-Tour-App>

Characteristics of the Jubilee: Pilgrimage: www.iubilaeum2025.va/en/giubileo-2025/segni-del-giubileo/il-pellegrinaggio.html

Decree on the Granting of the Indulgence during the Ordinary Jubilee Year 2025:
www.vatican.va/roman_curia/tribunals/apost_penit/documents/rc_penitenzieria-ap_20240513_norme-indulgenza-giubileo2025_en.html

Saint Stories: www.teachingcatholickids.com/category/saints/saint-stories/



Jubilee 2025 Pilgrims of Hope

Year level: 5–6

Signs of hope:
Recognising
goodness

Learning outcomes

- Explore the Christian concepts of peace and justice, and how they relate to community issues
- Interpret how personal and political choices affect peace in our community and the world
- Reflect on our role in the mission of the Church and the Kingdom of God, and explore ways we can contribute to peace in the community.

Key vocabulary

- **Peacemaker:** An individual who actively seeks to promote peace and resolve conflicts, fostering reconciliation and understanding. This can encompass various actions, including mediation, dialogue facilitation, and the promotion of justice and mercy, all aimed at creating a harmonious society
- **Fruits of the Spirit:** Love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control (from Galatians 5: 22–23)
- **Saint:** A saint is recognised as a person who has lived a life of extraordinary holiness and virtue
- **Justice:** Reflecting God’s mercy and forgiveness, as we heal relationships and restore harmony within the community.

Materials needed

- Quotations from Scripture and Catholic social teaching (e.g. CAFOD’s [Catholic social teaching on peace and conflict](#))
- Whiteboard or chart paper
- Markers or pens
- Bibles or printed scripture excerpts
- Copies of the Prayer of Saint Francis and other relevant prayers (e.g. [‘Make me a channel of your peace’](#) by Rita Malavisi, The Beatitudes)
- [‘Prayer’](#) from *Come from Away* video (optional)
- Paper and pens for students.

Learning activities

1. Introduction

- Begin the lesson by discussing the concept of ‘hope’ in the world.
- Ask the students:
 - Where do we need hope in the world today?
 - What does it mean to have hope in a community or society?
 - What do we mean by ‘peace’ and why is it essential for the world?
- Display these questions on the board and invite students to share their thoughts. If needed, provide some examples of areas in the world or their own communities where they see a lack of hope or peace.



2. Exploring peace and hope through Scripture and Catholic social teaching

- Lay out quotations from Scripture, Catholic leaders and Catholic social teaching. Ensure the quotes cover a variety of topics such as peace, justice, hope and the role of individuals in creating change. Consider using those from CAFOD's [Catholic social teaching on peace and conflict](#).
- Invite students to select a quotation.

Reading and reflection

- Have students read their quotation and take a moment to reflect on its meaning. If necessary, they could explain it to a partner.
- Encourage them to think about how the quote connects to the idea of peacemaking and hope.
- Create a group of four students to discuss the meanings of the quotations, looking for common themes and ideas related to peacebuilding.

Group reflection

- After discussing the quotations, have each group choose what they consider the most important quote for peacebuilding and explain why. They should provide reasons that relate to the idea of peacemaking, justice or hope.
- Ask each group to share their chosen quotation and explanation with the class. Record these quotes and ideas on the board for further discussion.

3. Class discussion: What does peacemaking look like?

- Guide the class in a discussion about what peacemaking looks like in different areas of life:
 - What does peacemaking look like in your home, school and community?
 - What would peacemaking look like on a larger scale, in the nation or world?
 - How do the actions of individuals or groups contribute to creating hope and peace?
- Highlight how the Catholic Church teaches the importance of peacemaking, justice and love, and how these teachings are reflected in the quotations shared by the students.
- Draw connections to the role of the Holy Spirit in empowering individuals to bring peace and justice into the world.

4. Saints and peacemakers

- Explore the lives of saints and individuals who have embodied the values of peace and justice. Ask:
 - How did figures like Saint Francis of Assisi, Saint Oscar Romero, Saint Catherine of Siena, Saint Rita of Cascia or Saint Teresa of Calcutta work towards peace?
 - What specific actions or sacrifices did they make to build hope and peace in their communities or the world?
- Consider including video or reading excerpts about these saints, showing how their lives of faith led to transformative peacemaking.

5. Prayer of Saint Francis and personal commitment

Prayer of Saint Francis

- Introduce students to the Prayer of Saint Francis, which is a prayer asking for help in becoming instruments of peace. Excerpt:

‘Lord, make me an instrument of your peace. Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy ...’
- Have students reflect on the prayer and discuss its relevance to their own lives.



- Encourage students to think about how they can embody hope and peace in their own communities.
- Ask students to write or share one action they will take this week to bring about peace and hope in their home, school or local community.

6. Exploring the fruits of the Spirit

- Explore the fruits of the Spirit, particularly focusing on peace as one of the gifts that the Holy Spirit offers.
- Discuss how the fruits of the Spirit (Galatians 5: 22–23) help Christians live out the mission of peacemaking in their lives.

Reflection and conclusion

- Have students write one action they will take to contribute to peace and hope in their community, based on what they learned during the lesson.

Extension activities or additional resources

Service project

- Encourage students to participate in a service project that embodies peace and justice, such as organising a charity drive or writing letters of encouragement to those in need.

Art project

- Have students create a visual representation of one of the quotations about peace or a scene that illustrates peacemaking in their community.

Research project

- Have students research other saints or modern-day peacemakers who embody the message of peace and justice. Students could present their findings to the class.

Opportunities for prayer
Prayer of Saint Francis Oscar Romero Prayer Prayer liturgy: Sign of Peace, Lamb of God
Content descriptors
Morality and justice K&U – explain the Christian concept of justice in relation to community issues R&R – interpret ways political and personal choices impact community life P&CE – reflect on ways to participate responsibly and contribute ethically to the local and faith community
Scripture and Jesus K&U – explain various literary forms used in Scripture R&R – interpret key scripture texts, making connections to experiences, feelings and beliefs P&CE – reflect on the Word of God and identify how the teachings of Jesus impact on them



Scripture and background notes

Scripture suggestions

[Galatians 5: 22–23](#) The fruit of the Spirit

[Matthew 5: 1–12](#) The Beatitudes

[Luke 6: 20–26](#) Blessings and woes

KWL links

[Year 6 Unit 8](#): The Church – people of Pentecost

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

October: [World Mission Month](#)

Advent

Key dates

31 August: Social Justice Sunday

21 September: [International Day of Peace](#)

11 November: Remembrance Day (Armistice Day)

Further reading and additional resources

ACBC [Social Justice Statement](#)

CAFOD [Catholic social teaching on peace and conflict](#)

'[Dona nobis pacem](#)' canon performed by Julie Gaulke

'[Make me a channel of your peace](#)' by Rita Malavisi

'[Prayer](#)' from *Come from Away* (West End performance)



Jubilee 2025 Pilgrims of Hope

Year level: 5–6

Appeals for hope:
Belief and unity

Learning outcomes

- Understand the importance of the Nicene Creed as a foundational statement of faith
- Reflect on how belief shapes thinking, feelings and actions
- Reflect on personal belief statements, understanding the impact of shared beliefs on the community and the world.

Key vocabulary

- **Nicene Creed:** A formal statement of faith that articulates the core beliefs of Christianity
- **Consubstantial:** The same substance or essence
- **Begotten:** Brought into existence by, or as if by, a parent
- **Belief:** Personal conviction and communal identity in the Christian faith
- **Baptismal promises:** The commitments made by individuals during the sacrament of Baptism, where they profess their faith in God, the Son and the Holy Spirit.

Materials needed

- Printouts of the Nicene Creed (including the original text and updated version from Constantinople)
- Video or reading about the Council of Nicaea (optional)
- Story of [Tarak McLain](#)
- Strips of paper and markers for belief statements
- Bibles or printed scripture passages that relate to the Nicene Creed

Learning activities

1. Introduction: Reflecting on our beliefs

- Begin by asking students to consider the following questions:
 - What do you believe in?
 - How do your beliefs shape the way you think, feel and act in the world?
 - Have you ever thought about how your beliefs connect you with others?
- Allow students to share their thoughts, either aloud or on the board. This discussion will serve as a springboard for exploring how shared beliefs unite people within the Church.

2. Exploring belief through stories and examples

Tarak McLain's story (optional)

- Introduce the story of [Tarak McLain](#) or another relevant personal story about belief and unity.
- Ask the students:
 - Which beliefs do you share with Tarak McLain?
- Explore how shared beliefs can build connection and foster unity among people.



Group activity – personal belief statements

- Ask students to write down four–five of their beliefs on strips of paper.
- In small groups, have students compare their beliefs and sort them into common themes (e.g. love, hope, justice, peace, etc.).
- After sorting, ask:
 - What was challenging about finding similarities in your beliefs?
 - What was unifying?
- Encourage students to reflect on the role of shared beliefs in creating a sense of community.

3. The Council of Nicaea and the Nicene Creed

Historical context of the Council of Nicaea (325 CE)

- Introduce the concept of the Council of Nicaea, which was convened to address theological disagreements and establish a unified Christian belief system.
- Explain that the Nicene Creed, which was written by this council, defines the core beliefs of the Church and is still recited in Mass today.
- Discuss how the Jubilee Year 2025 will mark the 1700th anniversary of the Council of Nicaea, celebrating its significance in bringing unity to the early Church.

Exploring the Nicene Creed

- Read through each section of the Nicene Creed:
 - I believe in one God ...
 - I believe in one Lord, Jesus Christ ...
 - I believe in the Holy Spirit ...
 - I believe in one, holy, catholic and apostolic Church ...
- Ask students:
 - What stands out to you about each section of the Creed?
- Explore the meaning of specific terms, such as:
 - consubstantial (the same substance or essence)
 - begotten (brought into existence by, or as if by, a parent).
- Encourage students to reflect on why these terms were important in the early Church and how they still impact Christians today.

4. Reflection on how belief shapes actions

The Behavior Cycle

- Guide students through the [Behavior Cycle diagram](#):
 - If I believe [something], then I will think [this way], I will feel [this way] and I will behave/act [this way].
- Use one of the statements from the Nicene Creed to demonstrate this cycle. For example:
 - If I believe in Jesus Christ as Lord, then I will think about love and forgiveness, I will feel compassion for others, and I will act with kindness and justice.
- Have students choose one belief from the Creed that resonates with them and walk through the Behavior Cycle for that belief.

5. Creating personal belief statements

Developing a belief statement for the Trinity

- Ask students to reflect on their own understanding of God, Jesus Christ and the Holy Spirit.



- Have them create their own belief statement for each person of the Trinity:
 - I believe in God who ...
 - I believe in Jesus Christ who ...
 - I believe in the Holy Spirit who ...

Sharing and reflecting

- In pairs or small groups, have students share their belief statements with one another.
- Encourage them to reflect on how these beliefs might shape their behaviour and actions in the world.

Offering belief statements as prayer

- Have students write their belief statements on paper and offer them as a prayer, either silently or aloud. For example: ‘I believe in God who is loving and just. I will act with kindness and fairness towards others.’

Reflection and conclusion

- Ask students to reflect on how having a shared belief, such as the Nicene Creed, impacts their own lives and the lives of others:
 - How does believing in one God, one Lord and the Holy Spirit unite Christians around the world?
 - How do shared beliefs influence the actions of individuals and communities?

Relating to baptismal promises

- Draw a connection between the Nicene Creed and the baptismal promises that are often reaffirmed during Confirmation. Discuss how these promises represent a commitment to live according to shared beliefs in the Church.

Extension activities or additional resources

Research project

- Have students research the history of the Council of Nicaea and present what they learn about its importance in shaping Christian theology.

Art project

- Have students create artwork or a poster based on the Nicene Creed, highlighting key phrases that resonate with them.

Opportunities for prayer
<p>Nicene Creed</p> <p>Apostles' Creed</p> <p>Marian Prayers: www.ewtn.com/catholicism/devotions/marian-prayers-72</p>
Content descriptors
<p>God, religion and life</p> <p>K&U – explain the Catholic understanding of the actions of the Holy Spirit</p> <p>R&R – interpret the work of the Holy Spirit in the world</p> <p>P&CE – reflect on ways religion contributes to the identity of believers</p>



Scripture and background notes

Scripture suggestions

[Luke 1: 46–55](#) Magnificat

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

October: Month of the Rosary

Key dates

7 October: Feast of Our Lady of the Rosary

School events

Marian feasts

Further reading and additional resources

Baptismal promises during Confirmation

Confirmation: <https://resource-macs.com/2018/10/03/confirmation/>

I believe in God: <https://resource-macs.com/2018/10/09/i-believe-in-god/>

I believe in the Holy Spirit: <https://resource-macs.com/2018/10/09/i-believe-in-the-holy-spirit/>

Introduction to creeds: <https://resource-macs.com/2018/10/09/introduction-to-creeds/>

[Aboriginal Creed](#)

[Masai Creed](#)

Story of Tarak McLain: www.npr.org/2009/01/18/99478226/thirty-things-i-believe



Jubilee 2025 Pilgrims of Hope

Year level: 5–6

Anchored in hope:
The Rosary in
Christian hope

Learning outcomes

- Explore the role of the Blessed Virgin Mary as a model of hope and faith
- Analyse how Mary's relationship with Jesus in the Scriptures offers a powerful witness of hope
- Reflect on how we can embody hope in our lives and in our community.

Key vocabulary

- **Madonnelle:** Images of the Blessed Virgin Mary found on the corners of streets in Rome and other pilgrimage locations. These images serve as signs of guidance and reminders of Mary's constant presence in the lives of the faithful.

Materials needed

- Excerpt of the [From Tourist to Pilgrim](#) podcast (optional)
- Images of Madonnelle in Rome or other depictions of the Blessed Virgin Mary
- Art supplies (paper, coloured pencils, markers, etc.) for creating Madonnelle-style images
- Printed scripture passages related to the Mysteries of the Rosary
- Rosary beads for demonstration (optional)
- Whiteboard and markers.

Learning activities

1. Introduction to Madonnelle and the role of Mary in hope

- Begin by explaining the term 'Madonnelle' – images of the Blessed Virgin Mary found on the corners of streets in Rome and other pilgrimage locations. These images serve as signs of guidance and reminders of Mary's constant presence in the lives of the faithful.
- Show students a few images of Madonnelle (or 'Corner Marys'), discussing how these images often appear in places where people are on their journey or pilgrimage.

From Tourist to Pilgrim podcast (optional)

- Play or read an excerpt of [From Tourist to Pilgrim](#) (if available). This podcast discusses the experience of becoming a pilgrim, rather than just a tourist, when encountering sacred places like those associated with Mary.
- Afterward, discuss how pilgrims use these Madonnelle to draw closer to Jesus, walking with Mary as a guide of hope.

2. Exploring the role of Mary as a model of hope

Scripture and reflection

- Discuss how Mary, as the mother of God, offers hope through her faith, particularly as she witnessed the life, death and resurrection of her Son. Reflect on the significant moments in Mary's life when she embodied hope, such as the:
 - annunciation (when she said 'yes' to God's plan)
 - visitation (when she visited Elizabeth, sharing hope)
 - crucifixion (Mary's presence at the cross and her unwavering hope).



3. Mary and the Mysteries of the Rosary

- Introduce the Mysteries of the Rosary (Joyful, Sorrowful, Glorious and Luminous). Discuss how each mystery offers insights into Mary's life and her role as a model of hope for Christians.
- Choose one mystery to explore in depth, such as the annunciation or the crucifixion, and ask students:
 - How does Mary model hope in this moment?

Reflection questions

- Ask students to make a claim about what the artist is trying to convey about Mary in a Madonnelle image:
 - What does the image say about Mary's relationship with Jesus and with us?
 - What do we see in the image (colours, expressions, placement) that supports this interpretation?
 - What's left unanswered in this image?
 - What new questions does the image raise about Mary's role in our faith?

4. Creative activity: Designing your own Madonnelle

- Ask students to create their own Madonnelle-inspired artwork, reflecting one of the stories from the Mysteries of the Rosary.
- Have students choose a moment from the Rosary (such as the annunciation, the resurrection or the ascension) and create an image that portrays Mary in that moment, highlighting how she models hope in that story.
- Encourage them to think about:
 - how Mary's posture, expression or setting can symbolise her relationship with Jesus
 - the colours or symbols that reflect hope, grace and trust in God's plan.

Reflect on how Mary models hope

- As students work on their Madonnelle, have them reflect on the following questions:
 - How does this moment in Mary's life offer us hope today?
 - In what ways can we model Mary's hope in our own lives?

5. Building community through pilgrimage: Creating a pilgrimage of hope

- Once students have completed their Madonnelle artwork, discuss how these images (like the Madonnelle in Rome) can create a sense of pilgrimage and help guide others to Jesus.
- Have students work together to plan a school or parish pilgrimage. This could be a symbolic journey where each Madonnelle (created by students) is placed around the school or parish grounds, encouraging the community to walk with Mary in hope and faith.
- Discuss how this pilgrimage can reflect the journey of faith, both physical (through walking) and spiritual (through prayer and reflection).

Pilgrimage reflection

- Ask students to reflect on how the pilgrimage can inspire others:
 - How can we walk with Mary and journey with hope in our everyday lives?

Reflection and conclusion

- After completing the Madonnelle project and pilgrimage planning, discuss the significance of hope in the Christian life.
- Reflect on how the Rosary, as a prayer that invokes the intercession of Mary, helps us keep our eyes focused on Jesus and how Mary leads us to him with hope.



Extension activities or additional resources

Rosary prayer walk

- Organise a school Rosary prayer walk, where students pray a decade of the Rosary as they walk to different Madonnelle images around the school.

Research project

- Have students research famous Marian pilgrimage sites, such as Lourdes or Fatima, and present on how these locations inspire hope in the faithful.

Opportunities for prayer
The Rosary Hail Mary
Content descriptors
Prayer, liturgy and sacrament K&U – explain the development of signs, symbols, rituals, prayers and practices associated with the Church liturgical calendar R&R – interpret the significance of liturgical signs, symbols, colours, rites, rituals and sacraments in the past and present Church P&CE – reflect on participation in communal prayer and use symbol and ritual when planning communal prayer experiences
Scripture and background notes
The Mysteries of the Rosary – the stories of Jesus in Luke's Gospel
Connections to curriculum, liturgical calendar and events
Liturgical year/seasons Advent Sacraments Sacraments are ways in which we experience God's love, healing, forgiveness, nourishment and strengthening School events Beginning of the year Mass and assemblies
Further reading and additional resources
Mary: Model of discipleship for the third Christian millennium: www.kwl.com.au/blog/theology/mary-model-of-discipleship-for-the-third-christian-millennium/ The holy Rosary: www.vatican.va/special/rosary/index_rosary.htm

