

Jubilee 2025 Pilgrims of Hope

Year level: 7–8

Module overview

[Doctrinal overview](#)

Introduction to Jubilee: Words, symbols and traditions

Content focus

- Jubilee Year is significant in the Catholic Tradition
- Specific symbols and traditions are associated with the Jubilee Year
- The 2025 Jubilee Year theme is 'Pilgrims of Hope'
- The biblical and historical background of Jubilee
- We are all called to participate in the Jubilee Year.

Content descriptors

Church and community (Y7):

- K&U1 – explain the historical context and experiences of the early Christian communities
- K&U2 – explain the tradition of their school and its connection to the local and global Church community
- R&R – interpret the actions of key people within the past and present Church who responded to a call to witness
- P&CE – reflect on their contribution to the school community and plan ways to contribute to the global Church.

Word of hope: Christian hope

Content focus

- Christian hope and its significance in the Catholic Tradition
- Biblical portrayals, definitions and meanings of hope
- The role of hope in the lives of individuals, communities and the world
- The theme of hope in connection to a school's mission and charism.

Content descriptors

Church and community (Y7):

- K&U1 – explain the historical context and experiences of the early Christian communities
- K&U2 – explain the tradition of their school and its connection to the local and global Church community
- R&R – interpret the actions of key people within the past and present Church who responded to a call to witness
- P&CE – reflect on their contribution to the school community and plan ways to contribute to the global Church.

Church and community (Y8):

- K&U1 – explain the role of mission in the past and present Church
- K&U2 – explain the expansion of the global Church using a historical lens
- R&R – interpret the influence of the Church in the world
- P&CE – reflect on the role of mission as a call for action.



Journey of hope: Pilgrimage, a path of faith

Content focus

- Historical context and experiences of early Christian pilgrimages
- The significance of pilgrimage sites in both local and global Church communities
- The role of pilgrimage as a call for action in the journey of faith.

Content descriptors

Church and community (Y7):

- K&U1 – explain the historical context and experiences of the early Christian communities
- K&U2 – explain the tradition of their school and its connection to the local and global Church community
- R&R – interpret the actions of key people within the past and present Church who responded to a call to witness
- P&CE – reflect on their contribution to the school community and plan ways to contribute to the global Church.

Church and community (Y8):

- K&U1 – explain the role of mission in the past and present Church
- K&U2 – explain the expansion of the global Church using a historical lens
- R&R – interpret the influence of the Church in the world
- P&CE – reflect on the role of mission as a call for action.

Signs of hope: Recognising faith

Content focus

- Sources of hope in today's world
- The impact of Jesus' resurrection on the Christian person
- Implications for people of faith and hope in today's world
- The impact of hope on the poor, oppressed and marginalised
- Cultural and/or faith influences that inform decisions.

Content descriptors

God, religion and life (Y8):

- K&U – explain how different faith traditions express the presence of God and describe right relationships
- R&R – interpret ways right relationships are expressed within Catholic social teaching and the social teachings of other faith traditions
- P&CE – reflect on how a faith tradition informs people's views and how they live in the world.

Morality and justice (Y7):

- K&U – explain key steps in the Catholic moral decision-making process
- R&R – interpret the discernment processes used by key people within the past and present Church
- P&CE – reflect on personal beliefs and attitudes, identifying the cultural and/or faith influences that inform decisions.

Morality and justice (Y8):

- K&U – explain the significance of the teachings of Jesus and how they inform Catholic social teaching
- R&R – interpret the validity of a variety of sources as guides for moral decision-making in light of Catholic social teaching



- P&CE – reflect on what guides people in decision-making.

Appeals for hope: Building a just and hopeful future

Content focus

- The concept of ‘tikkun olam’ and its relation to hope
- How right relationships are expressed within Catholic social teaching and other faith traditions
- How faith traditions, including Catholicism, guide people in responding to global challenges and bringing about positive change
- The call to repair the world as expressed in Catholic social teaching, specifically in relation to environmental and social justice.

Content descriptors

Scripture and Jesus (Y8):

- K&U1 – explain the connections between Jewish culture and tradition and the life of Jesus
- K&U2 – explain the impact of history and culture on the writings of the gospels
- R&R – interpret New Testament writings, comparing the contexts of then and now
- P&CE – reflect on the impact of Jesus’ message for his followers both then and now.

God, religion and life (Y8):

- K&U – explain how different faith traditions express the presence of God and describe right relationships
- R&R – interpret ways right relationships are expressed within Catholic social teaching and the social teachings of other faith traditions
- P&CE – reflect on how a faith tradition informs people’s views and how they live in the world.

Anchored in hope: Faith, hope and charity in action

Content focus

- The virtues of faith, hope and charity in the context of Christian discipleship
- How the virtues of faith, hope and charity come together and are expressed in the lives of the saints and exemplary figures
- The St Vincent de Paul Society as an example of Catholic social teaching in action
- Forgiveness and its connection to hope in the world today
- Forgiveness and truth-telling as key aspects of living as disciples of Christ
- Personal beliefs and actions in relation to forgiveness and reconciliation in the context of Christian hope.

Content descriptors

God, religion and life (Y8):

- K&U – explain how different faith traditions express the presence of God and describe right relationships
- R&R – interpret ways right relationships are expressed within Catholic social teaching and the social teachings of other faith traditions
- P&CE – reflect on how a faith tradition informs people’s views and how they live in the world.

Morality and justice (Y8):

- K&U – explain the significance of the teachings of Jesus and how they inform Catholic social teaching
- R&R – interpret the validity of a variety of sources as guides for moral decision-making in light of Catholic social teaching
- P&CE – reflect on what guides people in decision-making.



Achievement standards

By the end of Level 8 ...

Knowledge and understanding: <i>seeking truth</i>	Reasoning and responding: <i>making meaning</i>	Personal and communal engagement: <i>living story</i>
<p>Students explain the Catholic Tradition and its elements by investigating and analysing a range of perspectives. They use well-developed, evidence-based arguments to support their reasoning</p>	<p>Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically analysing the significance and the complexity of a variety of perspectives on issues</p>	<p>Students reflect on experiences that provoke spiritual and religious insights by examining what has shaped their views on life, the sacred and religious.</p> <p>They integrate new insights by highlighting the complexities of significant local and global issues and proposing a personal stance</p>



Jubilee 2025 Pilgrims of Hope

Year level: 7–8

Introduction to
Jubilee:
Words, symbols and
traditions

Learning outcomes

- Define what a Jubilee Year is and understand its significance in the Catholic Tradition
- Identify key symbols and traditions associated with the Jubilee Year
- Recognise the theme of the 2025 Jubilee Year, 'Pilgrims of Hope'
- Understand the biblical and historical background of the Jubilee
- Reflect on how we can participate in the Jubilee Year.

Key vocabulary

- Jubilee Year
- Holy Door
- Pilgrimage
- Pilgrims of Hope.

Materials needed

- Computer/tablet with internet access
- Projector/screen (for videos and images)
- Copies of the CAFOD article '[Why is 2025 a Jubilee Year in the Catholic Church?](#)'
- Printed Jubilee logos in different languages.

Learning activities

1. Introduction

Discussion

- Ask the students:
 - What do you think a 'Jubilee Year' might be?

In the Catholic Church, a Jubilee or Holy Year is a special year of forgiveness and reconciliation, in which people are invited to come back into right relationship with God, with one another and with all of creation.

- Provide a brief overview of the Jubilee Year in the Catholic Church as a year of forgiveness, reconciliation and renewal.
- Discuss what the CAFOD article '[Why is 2025 a Jubilee Year in the Catholic Church?](#)' says about the purpose and meaning of a Jubilee Year.
- After reading the article, use the [Take Note](#) thinking routine to ask students one or more of the following:
 - What is the most important point?
 - What are you finding challenging, puzzling or difficult to understand?
 - What question would you most like to discuss?
 - What is something you found interesting?



2. Understanding the Jubilee Year

Group activity

- Divide students into small groups. Give each group a set of key terms related to the Jubilee Year (e.g. Holy Door, pilgrimage, forgiveness, reconciliation, Pilgrims of Hope).
- Ask them to research and define these terms using provided resources or the internet. Example questions to guide research:
 - How often is it a Jubilee Year? (A Jubilee Year is ...)
 - What is the theme of the Jubilee Year in 2025? (The theme is Pilgrims of Hope ...)
 - When does the Jubilee Year start and finish? (The 2025 Jubilee Year begins on Christmas Eve 2024 and ends on ...)
 - What is the biblical background for the Jubilee Year? (The word 'Jubilee' comes from ...)
 - What is a Holy Door? (A Holy Door is ...)
 - What do Catholics do during a Jubilee Year? (Pilgrimage ...)

Class discussion

- Have students share their findings and discuss the significance of each term in the context of the Jubilee Year.

3. Jubilee around the world

- Display a large world map.
- Print Jubilee logos in different languages (visit the [Jubilee 2025 website](#)).
- Invite students to identify a country the logo may be from.
- Write a short prayer or blessing for the people of each country and create a class collage.

Discussion prompts

- Ask the students:
 - How does it feel to know that millions of people around the world are part of the same Church family?
 - Why is it important to feel connected to the universal Church?

Extension activities or additional resources

- Invite students to share one thing they learned or one way they hope to participate in the 2025 Jubilee Year.

Opportunities for prayer

[The Jubilee Prayer](#)

Beginning of the year prayer services or Mass

Parish celebrations of Jubilee

Content descriptors

Church and community

K&U1 – explain the historical context and experiences of the early Christian communities

K&U2 – explain the tradition of their school and its connection to the local and global Church community



R&R – interpret the actions of key people within the past and present Church who responded to a call to witness

P&CE – reflect on their contribution to the school community and plan ways to contribute to the global Church

KWL links

[Year 7 Unit 8](#): School and church communities

[Year 8 Unit 2](#): People and ministries in the Church

Connections to curriculum, liturgical calendar and events

Key dates

16–23 March: Catholic Education Week

28 November – 2 December: Australian Catholic Youth Festival

Jubilee Year

28 July – 3 August: Jubilee of Youth

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

Curriculum area links

Geography

History



Jubilee 2025 Pilgrims of Hope

Year level: 7–8

Word of hope:
Christian hope

Learning outcomes

- Define Christian hope and explain its significance in the Catholic Tradition
- Explore how hope is portrayed in the Bible
- Identify different biblical terms for hope and compare their meanings
- Reflect on the role of hope in our own lives, communities and the world
- Connect the theme of hope to our school's mission and charism.

Key vocabulary

- Hope
- Christian hope.

Materials needed

- [Think, Pair, Share](#) thinking routine
- [Connect, Extend, Challenge](#) thinking routine
- [Hope](#) video
- [Spes Non Confundit](#) (Bull of Indiction of the Ordinary Jubilee of the Year 2025)
- [What is Christian hope?](#) video.

Learning activities

1. Introduction

- Ask the students:
 - What do we mean when we use the word 'hope'?
- Using the [Think, Pair, Share](#) thinking routine, have students first think individually, then pair up to discuss their ideas of hope.

Group sharing

- Collect different examples and organise them on the board, grouping similar and different ideas together. Discuss the various meanings and experiences of hope.

2. Hopes for ourselves, others and the world

Discussion

- What hopes do we have for:
 - ourselves?
 - others?
 - the world?
- Discuss how these hopes are reflected in the school's mission or charism. Ask the students:
 - How can the idea of hope shape your actions or community?



3. Hope in the Bible

- Watch the video on the theme of [hope](#) in the Bible.

Discussion

- Ask the students:
 - What words are used for hope in the Old Testament and the New Testament?
 - How are these words similar and different?
 - How do the biblical definitions of hope compare with the ones we discussed earlier as a group?
- Make a list of the different terms that are translated as 'hope' in the Bible. Ask:
 - What do each of these terms mean?
 - How do these meanings compare with the explanations we gave of the term 'hope'?

4. Pope Francis on hope

- Share the following quote from Pope Francis' [Spes Non Confundit](#):

'Everyone knows what it is to hope. In the heart of each person, hope dwells as the desire and expectation of good things to come, despite our not knowing what the future may bring. Even so, uncertainty about the future may at times give rise to conflicting feelings, ranging from confident trust to apprehensiveness, from serenity to anxiety, from firm conviction to hesitation and doubt. Often we come across people who are discouraged, pessimistic and cynical about the future, as if nothing could possibly bring them happiness. For all of us, may the Jubilee be an opportunity to be renewed in hope. God's word helps us find reasons for that hope' (n. 1).

Discussion

- Ask the students:
 - What does this quote reveal about hope in the Catholic Tradition?
 - What does Pope Francis say about the role of hope and how does this fit with our earlier discussions on hope?
- Watch Pope Francis' [What is Christian hope?](#) video.
- Complete a [Connect, Extend, Challenge](#) thinking routine to answer the following questions:
 - How does Pope Francis' understanding of hope add to our previous ideas? Does it challenge or extend them?
 - How does Pope Francis connect hope to the experience of uncertainty and anxiety in the world?

Reflection and conclusion

Reflection journal

- Ask the students:
 - How can you bring hope to others, especially during the Jubilee Year?
 - In what ways can our school be a 'pilgrim of hope'?

Content descriptors

Church and community

K&U1 – explain the historical context and experiences of the early Christian communities

K&U2 – explain the tradition of their school and its connection to the local and global Church community



R&R – interpret the actions of key people within the past and present Church who responded to a call to witness

P&CE – reflect on their contribution to the school community and plan ways to contribute to the global Church

Church and community

K&U1 – explain the role of mission in the past and present Church

K&U2 – explain the expansion of the global Church using a historical lens

R&R – interpret the influence of the Church in the world

P&CE – reflect on the role of mission as a call for action

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Easter

Advent

Key dates

20 February: World Day of Social Justice

16–23 March: Catholic Education Week

28 November – 2 December: Australian Catholic Youth Festival

Jubilee Year

28 July – 3 August: Jubilee of Youth



Jubilee 2025 Pilgrims of Hope

Year level: 7–8

Journey of hope:
Pilgrimage, a path of
faith

Learning outcomes

- Explain the historical context and experiences of early Christian pilgrimages
- Describe the significance of pilgrimage sites in both local and global Church communities
- Reflect on the role of pilgrimage as a call for action in the journey of faith.

Key vocabulary

- Pilgrimage
- Pilgrim
- Sacred
- Journey.

Materials needed

- [The Seven Churches Pilgrimage](#)
- *The Way* (see www.youtube.com/watch?v=3qngwikD43o)
- *The Way, My Way* (see www.youtube.com/watch?v=e1YrEBQhLEQ)
- [Mary MacKillop Heritage Centre website](#)
- [Labyrinth Resource Group website](#).

Learning activities

1. Introduction: What is pilgrimage?

- Begin by asking students to define 'pilgrimage'. What do they think makes a place sacred?
- Discuss the importance of pilgrimage in the Christian tradition, emphasising that it involves a journey of faith, requiring effort, and is a spiritual practice that deepens the connection to God and the saints.

2. Pilgrimages in Christianity

- Briefly introduce examples of important pilgrimages:
 - Seven Churches
 - Camino de Santiago
 - Mary MacKillop
 - Holy Land.
- Highlight how these sites represent different aspects of Christian faith, history and tradition.

3. Exploring pilgrimage through media

- Show select scenes from *The Way* and *The Way, My Way*, which explore personal journeys of pilgrimage. Focus on how the pilgrimages shape the characters and their spiritual growth.

Discussion

- After viewing, ask the students:
 - How do the characters' experiences reflect the challenges and rewards of pilgrimage?
 - What lessons about faith and perseverance can we learn from these stories?



4. Planning a pilgrimage

Class pilgrimage project

- As a class, plan a pilgrimage route on the school grounds, identifying key locations to represent 'stations of the journey'. (Alternatively, create a labyrinth on the school grounds using chalk.)
- Mark places on the pilgrimage with a connection to holy places of pilgrimage.
- Write a short reflection that explains how the sacred sites connected and why they are places of pilgrimage for others within the tradition.
- Include prompts for quiet reflection or reflection.

Reflection stations

- Set up stations at the various locations in the school grounds (or the labyrinth), where students will:
 - reflect on word of hope, journey of hope, signs of hope, appeals for hope and anchored in hope
 - read a scripture passage, reflect on its meaning and offer a prayer.

Pilgrimage passports

- Give each student a 'pilgrimage passport' that will be stamped at each station they visit during the pilgrimage. Each passport stamp corresponds to a reflection or prayer they complete.

Reflection and conclusion

- After completing the pilgrimage, have students write a short reflection on their journey.
- Use the following questions as prompts:
 - What did you experience during the pilgrimage?
 - How did it deepen your connection to God and others?
 - Did you have any insights about your faith?

Extension activities or additional resources

Research project

- Have students research one of the major pilgrimages (e.g. Camino de Santiago) and present their findings to the class, focusing on the spiritual significance and historical context of the pilgrimage.

Labyrinth creation

- As a follow-up, have students create a digital or physical labyrinth to represent their own spiritual journey or the journey of a saint.

Opportunities for prayer

Prayer at each station

Content descriptors

Church and community

K&U1 – explain the historical context and experiences of the early Christian communities

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P&CE – reflect on their contribution to the school community and plan ways to contribute to the global Church

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K&U1 – explain the role of mission in the past and present Church

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R&R – interpret the influence of the Church in the world

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KWL links

[Year 8 Unit 2: People and ministries in the Church](#)

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Lent

Easter

Key dates

16–23 March: Catholic Education Week

28 November – 2 December: Australian Catholic Youth Festival

Jubilee Year

24–26 January: Jubilee of the World of Communications

28–30 March: Jubilee of the Missionaries of Mercy

12–14 May: Jubilee of the Eastern Churches

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

26–28 September: Jubilee of Catechists

4–5 October: Jubilee of the Missions

School events

School and parish feast days

Curriculum area links

Geography



Jubilee 2025 Pilgrims of Hope

Year level: 7–8

Signs of hope:
Recognising faith

Learning outcomes

- Reflect on sources of hope in today's world
- Describe how the resurrection of Jesus impacts the Christian person
- Interpret what it means to be a person of faith and hope in today's world
- Analyse and describe the impact hope can have on the poor, oppressed and marginalised
- Consider cultural and/or faith influences that inform decisions.

Key vocabulary

- Hope
- Marginalised
- Oppressed
- Poor
- Resurrection.

Materials needed

- Caritas Australia videos:
 - [Priscilla's Story](#)
 - [Human Dignity](#)
 - [Laxmi's Story](#)
 - [Preferential Option for the Poor](#)
- Access to computers/tablets for research (news articles, images, etc.)
- Whiteboard and markers
- Paper and pens for students to create their reflections and notes.

Learning activities

1. Introduction: What does it mean to be a person of faith today?

- Begin by asking students: What does it mean to be a person of faith in the world today?
- Discuss how faith shapes people's lives, decisions and actions in today's world.

2. The resurrection of Jesus

- Ask the students: How does the resurrection of Jesus impact the Christian person?
- Explain that the resurrection is central to Christian hope and that Christians are called to live out this hope in the world.

3. Jesus in the world today

- Read aloud [Luke 4: 16–20](#) (Jesus' mission statement).
- Ask the students:
 - If Jesus walked into our world today and said these words, what would he see?
 - Who are the blind, oppressed, poor and captives in our world today?
- Discuss the concept of poverty beyond money – looking at lack of access to basic needs, unemployment, underemployment and inadequate social services.



4. Exploring signs of hope in the world

- Show the four Caritas Australia videos (links provided above).
- After each video, prompt students with the following questions:
 - What did you see in the video that is a ‘sign of hope’ in the world today?
 - How does this align with the message of hope in the resurrection of Jesus?
 - How do these examples relate to the teachings in Luke 4: 16–20?

5. Signs of hope

Research and identification

- Have students research signs of hope in the world. As part of this, they will:
 - find current examples of hope in news articles, images or videos
 - analyse how these examples relate to the poor, oppressed, blind or captives in society
 - discuss how these examples can be considered a ‘sign of hope’.

Group work

- Divide students into small groups. Each group will present:
 - their example of hope from the research
 - how it relates to the themes of justice and hope, as taught by Jesus in the Bible
 - a brief reflection on how faith traditions like Christianity inform our actions in these areas (e.g. helping the marginalised, serving the poor, etc.).

Reflection and conclusion

Class discussion

- Have students share their findings with the class. Encourage them to connect their examples with how faith in action can transform the world.

Review key points

- Summarise the main ideas of the lesson: Jesus’ message of hope, the resurrection as a foundation for hope, and how we can see and respond to signs of hope in our world.

Final reflection

- Ask students to write a brief reflection using the following prompts:
 - What is a sign of hope that you see in the world today?
 - How does your faith help you recognise and respond to these signs of hope?

Closing prayer

- Close with a prayer asking for strength to be people of hope in the world, following the example of Jesus in serving those in need and bringing light to places of darkness.

Extension activities or additional resources

Community action

- Encourage students to identify and participate in a local service project that addresses issues related to the poor, oppressed or marginalised communities in their area.

Opportunities for prayer

Closing prayer

Prayer before and after social justice activities



Prayer services for key dates (see below)
Generating prayers of hope for the poor, oppressed and marginalised

Content descriptors

God, religion and life

K&U – explain how different faith traditions express the presence of God and describe right relationships

R&R – interpret ways right relationships are expressed within Catholic social teaching and the social teachings of other faith traditions

P&CE – reflect on how a faith tradition informs people's views and how they live in the world

Morality and justice

K&U – explain key steps in the Catholic moral decision-making process

R&R – interpret the discernment processes used by key people within the past and present Church

P&CE – reflect on personal beliefs and attitudes, identifying the cultural and/or faith influences that inform decisions

Morality and justice

K&U – explain the significance of the teachings of Jesus and how they inform Catholic social teaching

R&R – interpret the validity of a variety of sources as guides for moral decision-making in light of Catholic social teaching

P&CE – reflect on what guides people in decision-making

KWL links

[Year 7 Unit 16: Easter](#)

[Year 7 Unit 17: The way we live: Do unto others](#)

[Year 8 Unit 15: The influence of Jesus](#)

[Year 8 Unit 17: Living the Christian life](#)

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Easter

October: World Mission Month

Key dates

4 February: International Day of Human Fraternity

11 February: World Day of the Sick

20 February: [World Day of Social Justice](#)

27 June: Feast of the Most Sacred Heart of Jesus

6–13 July: NAIDOC Week

30 July: World Day Against Trafficking in Persons

31 August: [Social Justice Sunday](#)



28 September: World Day of Migrants and Refugees

19 October: World Mission Day

16 November: World Day of the Poor

Jubilee Year

28–29 April: Jubilee of People with Disabilities

20 September: Jubilee of Justice

4–5 October: Jubilee of Migrants

16 November: Jubilee of the Poor

14 December: Jubilee of Prisoners



Jubilee 2025 Pilgrims of Hope

Year level: 7–8

**Appeals for hope:
Building a just and
hopeful future**

Learning outcomes

- Understand the concept of 'tikkun olam' and its relation to hope
- Interpret how relationships are expressed within Catholic social teaching and other faith traditions
- Reflect on how faith traditions, including Catholicism, guide people in responding to global challenges and bringing about positive change
- Understand the call to repair the world as expressed in Catholic social teaching, specifically in relation to environmental and social justice.

Key vocabulary

- Catholic social teaching
- Justice
- Hope
- Common good
- Common home
- Solidarity
- Mercy.

Materials needed

- Bible readings:
 - [Luke 1: 46–55](#)
 - [Luke 10: 25–37](#)
- Quotes from Pope Francis' *Laudato Si'*
- Whiteboard and markers
- Paper and pens for students to record reflections
- Internet access for researching the concept of tikkun olam (or handouts).

Learning activities

1. Introduction

Discussion: What is hope?

- Begin by asking students:
 - What does hope mean to you?
 - How is hope expressed in your life?
- Briefly define 'hope' as an active and ongoing desire for a better future, with the belief that change is possible.

Introduce tikkun olam

- Explain the concept of tikkun olam: 'repairing the world' through responsible action.
- Ask the students:
 - How might this understanding of repairing the world connect with the Christian understanding of hope?



2. Exploring the concept of tikkun olam and Catholic social teaching

- Share an explanation of tikkun olam as a central value in Judaism. It is a belief that humanity has a responsibility to work towards repairing a broken world, which requires self-reflection and action.
- Ask the students:
 - Does this concept align with our Christian understanding of hope? How?

Catholic social teaching

- Introduce Catholic social teaching as a framework for building a just and compassionate world.
- Highlight key principles, especially:
 - Common good: The wellbeing of all people and the responsibility to create a society that serves everyone.
 - Solidarity: A commitment to working together for the good of others.

3. Pope Francis' Laudato Si'

- Present relevant quotes from *Laudato Si'*, especially:
 - 'The urgent challenge to protect our common home ...' (n. 13)
 - 'I urgently appeal ... for a new dialogue about how we are shaping the future of our planet' (n. 14).
- Ask students to interpret what Pope Francis is appealing for in these statements:
 - How is this related to hope?

4. Scripture reflection: Mary's song

- Read [Luke 1: 46–55](#). This passage is Mary's song, a declaration of God's justice and mercy.
- Ask the students:
 - What image of God does Mary reveal in this passage?
 - What examples in her song show God's care for the oppressed and marginalised?
 - How does Mary's vision of a just world connect with the themes of hope and the repair of the world?
- Have students reflect on this passage and write a brief response to the question: 'How can I live out the values Mary speaks about in my own life?'

5. Group research and reflection on global issues

Introductory discussion

- Refer to the following quote from Pope Francis' *Spes Non Confundit*:
'... the Jubilee reminds us that *the goods of the earth* are not destined for a privileged few, but for everyone' (n. 16).
- Ask the students:
 - Who might the Pope be speaking to here?
 - What do you understand he is saying?
 - What might be some of the issues that affect people globally?

Research on global issues

- Divide students into small groups. Assign each group a global issue (e.g. poverty, climate change, refugees, racial injustice).
- Each group will:
 - research how the issue is being addressed by faith communities, using Catholic social teaching and tikkun olam



- identify what hope looks like in these situations
- prepare a short presentation for the class on their findings.

Presentations

- Groups will share their findings, highlighting:
 - what actions are being taken to address the issue
 - how these actions reflect hope and repair the world.

Reflection and conclusion

Class discussion

- Discuss the presentations and reflect on how different faith traditions, including Christianity and Judaism, offer guidance for repairing the world and expressing hope.

Final reflection

- Ask students to reflect on the following in writing:
 - What are the most important things you can do to help repair the world?
 - How does your faith shape this call to action?

Closing prayer

- Close with a prayer asking for strength and courage to live out the values of justice, peace and hope in our world. Include a prayer for the healing of the world and the courage to act on behalf of the marginalised.

Extension activities or additional resources

Faith in action

- Encourage students to identify one action they can take to help repair the world. This could be a local or global initiative (e.g. volunteering, fundraising or advocating for environmental sustainability).

Service project

- Plan a community service project that aligns with the Catholic social teaching on care for creation.

Opportunities for prayer

Prayer services for key dates (see below)

Content descriptors

Scripture and Jesus

K&U1 – explain the connections between Jewish culture and tradition and the life of Jesus

K&U2 – explain the impact of history and culture on the writings of the gospels

R&R – interpret New Testament writings, comparing the contexts of then and now

P&CE – reflect on the impact of Jesus’ message for his followers both then and now



God, religion and life

K&U – explain how different faith traditions express the presence of God and describe right relationships

R&R – interpret ways right relationships are expressed within Catholic social teaching and the social teachings of other faith traditions

P&CE – reflect on how a faith tradition informs people's views and how they live in the world

KWL links

[Year 7 Unit 2](#): The Old Testament

[Year 7 Unit 9](#): Caring for creation

[Year 8 Unit 1](#): Background to the gospels

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

May: Month of Mary

1 September – 4 October: Season of Creation

October: Month of the Rosary

Key dates

4 February: International Day of Human Fraternity

20 February: World Day of Social Justice

31 August: Social Justice Sunday

1 September: World Day of Prayer for the Care of Creation

Jubilee Year

8–9 March: Jubilee of the World of Volunteering

20 September: Jubilee of Justice



Jubilee 2025 Pilgrims of Hope

Year level: 7–8

**Anchored in hope:
Faith, hope and
charity in action**

Learning outcomes

- Understand the virtues of faith, hope and charity in the context of Christian discipleship, and how they come together in the lives of exemplary figures
- Explain how forgiveness and truth-telling are key to living as disciples of Christ, and how these are connected to hope in the world today
- Examine the role of the St Vincent de Paul Society in demonstrating Catholic social teaching in action
- Reflect on personal beliefs and actions related to forgiveness and reconciliation in the context of Christian hope.

Materials needed

- Access to online content (e.g. the [St Vincent de Paul Society website](#))
- YouTube videos on forgiveness and truth-telling (optional)
- Whiteboard and markers
- Student notebooks or digital devices for reflection
- Information on [Catholic social teaching and the role of the St Vincent de Paul Society](#).

Learning activities

1. Introduction: Exemplars of faith, hope and charity

- Begin by discussing the virtues of faith, hope and charity as they relate to the life of a disciple.
- Ask the students:
 - What does it mean to live with faith, hope and charity?
 - How are these virtues demonstrated in the world today?

2. Saint Vincent de Paul and Catholic social teaching

- Introduce Saint Vincent de Paul as an example of someone who lived the combination of faith, hope and charity.
- Briefly explain how Saint Vincent de Paul's work is grounded in Catholic social teaching, especially his advocacy for marginalised groups.
- Show the St Vincent de Paul Society website, focusing on the organisation's mission and values (see www.vinnies.org.au/about-us).
- Discuss with students and invite reflection on the following questions:
 - How does the work of the St Vincent de Paul Society reflect the virtues of faith, hope and charity?
 - In what ways does the organisation combat social injustice, and care for the poor and marginalised?
 - How can we live out these virtues in our own community?

3. Love your enemies – Forgiveness and truth-telling

Introduction to Luke 6: 27–36

- Read [Luke 6: 27–36](#) (Love for enemies) aloud.



- Discuss the concept of forgiveness and how it connects to hope. Ask the students:
 - What does forgiveness mean in the context of Christian teaching?
 - How does forgiveness offer hope for healing and reconciliation?
- Discuss Pope Francis' view on forgiveness as found in [*Spes Non Confundit*](#):
 'Forgiveness makes possible a brighter future, which enables us to look at the past with different eyes, now more serene, albeit still bearing the trace of past tears' (n. 23).

Truth-telling and reconciliation (15 minutes)

- Introduce the concept of truth-telling from an Australian perspective, focusing on the reconciliation process with Aboriginal and Torres Strait Islander peoples.
- Discuss the link between truth-telling and forgiveness in the context of past injustices.
- Watch a brief video or read an excerpt from the [Reconciliation Australia website](#) about truth-telling and its importance.
- Reflect on how truth-telling can lead to forgiveness and hope for a better future. Ask the students:
 - How does truth-telling allow for healing and reconciliation?
 - In what ways does it help us move forward with integrity?

Discussion

- Encourage students to reflect on the following questions:
 - How can the practices of forgiveness and truth-telling give hope to individuals and communities?
 - How does Jesus' call to 'love your enemies' challenge us today?
 - How does the process of reconciliation in Australia relate to our Christian faith?

Reflection and conclusion

- Ask students to reflect individually in their notebooks or on digital devices about the following questions:
 - How do you embody the virtues of faith, hope and charity in your daily life?
 - In what ways can you practise forgiveness and truth-telling in your community?
 - What is your role in helping to repair and heal broken relationships, both personally and in the world around you?

Class discussion

- Invite a few students to share their reflections with the class.
- Summarise the key points of the lesson:
 - As disciples of Christ, we are called to live with faith, hope and charity.
 - Forgiveness and truth-telling are essential for reconciliation and hope in our world.
 - Catholic social teaching and actions like those of the St Vincent de Paul Society guide us in living out our faith through service and social justice.

Extension activities or additional resources

Research project

- Ask students to research another organisation or individual who exemplifies the virtues of faith, hope and charity, similar to the St Vincent de Paul Society.

Community engagement

- Coordinate a service project or collaboration with a local organisation that demonstrates Catholic social teaching in action, such as helping those in need or promoting social justice.



Links to Catholic social teaching

- Option for the poor and vulnerable: The Church calls for a preferential option for the poor and marginalised, demonstrated in Saint Vincent de Paul's advocacy work.
- Solidarity: The need to work together to build a just and peaceful world, particularly in reconciliation efforts and truth-telling.
- Dignity of the human person: Recognising the inherent dignity of every individual and their right to forgiveness, justice and peace.

Opportunities for prayer

Beginning of the year Mass
Prayer services for key dates (see below)

Content descriptors

God, religion and life

K&U – explain how different faith traditions express the presence of God and describe right relationships

R&R – interpret ways right relationships are expressed within Catholic social teaching and the social teachings of other faith traditions

P&CE – reflect on how a faith tradition informs people's views and how they live in the world

Morality and justice

K&U – explain the significance of the teachings of Jesus and how they inform Catholic social teaching

R&R – interpret the validity of a variety of sources as guides for moral decision-making in light of Catholic social teaching

P&CE – reflect on what guides people in decision-making

Scripture and background notes

Scripture suggestions

[Luke 6: 27–36](#) Love for enemies

KWL links

[Year 6 Unit 4: Reconciliation](#)

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

Connections to curriculum, liturgical calendar and events

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

24–26 January: Jubilee of the World of Communications

4–5 October: Jubilee of Migrants

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

Year-level retreats or reflection days

