

Jubilee 2025 Pilgrims of Hope

Year level: 9–10

Module overview

[Doctrinal overview](#)

Introduction to Jubilee: What is Jubilee?

Content focus

- Origins of the Jubilee Year and its importance in both Scripture and Catholic Tradition
- Themes of rest, reflection and restoration in the context of Jubilee
- The role of hope in navigating times of discouragement and disappointment.

Content descriptors

Scripture and Jesus (Y10):

- K&U – explain and compare key figures from Old and New Testaments and other sacred texts
- R&R – interpret how people of today draw on the Old Testament to shed light on the New Testament
- P&CE – reflect on connections between their lives, sacred texts and the world.

Word of hope: Faith, hope and love

Content focus

- Biblical teaching, especially Paul's perspectives (Rom 5; Rom 8) on the concept of hope
- Faith, hope and love as fruits of the Holy Spirit
- The relationship between faith, hope and love, Pope Francis' Jubilee Prayer and the teaching of Bishop Barron
- The concept of hope in relation to Jubilee Year and personal experiences.

Content descriptors

Church and community (Y10):

- K&U – explain some of the distinctive ideas, teachings and practices that arose from significant events in Church history
- R&R – interpret and analyse key Church teachings within their historical context
- P&CE – reflect on the relevance of a historical period or a particular Church teaching to the life of the Church today.

Journey of hope: The grace of mercy

Content focus

- Mercy, indulgences and pilgrimage as a journey of hope
- Theological concepts of mercy and indulgences, and their significance in the 2025 Jubilee Year
- Ways to enact corporal and spiritual works of mercy
- Social justice initiatives and projects which reflect works of mercy.



Content descriptors

Morality and justice (Y9):

- K&U – explain the foundations on which people base their ethical and moral stance
- R&R – interpret key life issues, applying critical discernment processes
- P&CE – reflect on an understanding of responsibility and how it informs social, ecological and political actions locally and globally.

Signs of hope: Justice, peace and healing

Content focus

- The significance of forgiveness and healing in the Christian faith through the Holy Door of Saint Peter's Basilica and Scripture
- Signs of hope offered by images from the Holy Door and Scripture
- Connections between their lives, sacred texts and the world.

Content descriptors

Scripture and Jesus (Y9):

- K&U1 – explain the links between Old Testament prophecy and the coming of Jesus as the Messiah
- K&U2 – explain the purpose, messages and functions of wisdom and prophetic literature in the Judeo-Christian tradition and the wisdom traditions of other religions
- R&R1 – interpret the significance of the role of prophets for the people of Ancient Israel, the early Christian communities and today
- R&R2 – interpret historical and contemporary artistic expressions of Mary and women in Scripture, in relation to the place of women in the modern world
- P&CE – reflect on how wisdom literature and prophecy can impact on them and society today.

Morality and justice (Y10):

- K&U1 – explain Catholic social teaching and how it relates to and challenges the secular values of Australian society
- K&U2 – explain the complexities involved in developing moral maturity and responsibility
- R&R – interpret contemporary issues in light of Catholic social teaching
- P&CE – reflect on ethical dilemmas facing the local and global community.

Appeals for hope: Addressing global injustice

Content focus

- Pope Francis' call to action regarding the scandal of hunger and inequality in society
- The Christian responsibility to advocate for justice, especially for the marginalised (the poor, prisoners, the sick and the elderly)
- Papal social teaching and how it relates to contemporary moral issues
- The theme of hope in connection with the identified social justice issues.

Content descriptors

God, religion and life (Y9):

- K&U – explain the concepts of good and evil in relation to contemporary world views
- R&R – interpret cultural norms and how they shape beliefs
- P&CE – reflect on different views of good and evil to appreciate the importance and impact of a moral stance in society.



Anchored in hope: Mary, witness of hope

Content focus

- The concept of Christian hope as a theological virtue and how it is manifested in the life of Mary
- Mary as a model of hope, strength and perseverance amid challenges
- Historical representations of Mary as the bearer of hope.

Content descriptors

Scripture and Jesus (Y9):

- K&U1 – explain the links between Old Testament prophecy and the coming of Jesus as the Messiah
- K&U2 – explain the purpose, messages and functions of wisdom and prophetic literature in the Judeo-Christian tradition and the wisdom traditions of other religions
- R&R1 – interpret the significance of the role of prophets for the people of Ancient Israel, the early Christian communities and today
- R&R2 – interpret historical and contemporary artistic expressions of Mary and women in Scripture, in relation to the place of women in the modern world
- P&CE – reflect on how wisdom literature and prophecy can impact on them and society today.

Achievement standards

By the end of Level 10 ...

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 distinguishing and connecting perspectives from both within and external to the tradition	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by unpacking the complexities of global issues using a range of perspectives with reference to the future	Students reflect on experiences that provoke spiritual and religious insights by articulating the role of conscience and ways people attend to its formation. They integrate new insights by applying their personal stance to global trends and ethical issues



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Introduction to Jubilee: What is Jubilee?

Learning outcomes

- Explain the origins of the Jubilee Year and its importance in both Scripture and Catholic Tradition
- Identify and explain the themes of rest, reflection and restoration in the context of Jubilee
- Relate the concept of hope in times of discouragement to personal experiences and reflections
- Engage in class discussions about the role of hope in navigating times of disappointment.

Background notes for teachers

A Jubilee Year is a special Holy Year. It is a year of reconciliation and forgiveness, and so we are invited to rest, reflect and restore ourselves.

Jubilee years are cyclical, meaning that they occur periodically over time. The practice has its origins in Scripture: Leviticus 25: 11–12.

The number 50 is important because the 50th year follows seven lots of seven years (i.e. 49 years). Seven is a significant number because it relates to creation and, according to the story, God rested on the seventh day after all his work. (Note the connection with the Sabbath and how it explores the importance of resting, reflecting and restoring.)

As we are sustained by his creation, and made in his image, we too need this kind of rest to pause, reflect and restore ourselves to the graces which God has given us. And so, the 50th year was a call to a time of rest, reflection and restoration.

While a Jubilee was initially to be celebrated every 100 years in the Catholic Church, in 1470, the Bull *Ineffabilis Providentia* stated that, from 1475 onwards, jubilees should be celebrated every 25 years at the behest of Pope Paul II.

Key vocabulary

- Hope
- Reconciliation
- Restoration.

Materials needed

- Bible: Leviticus 25: 11–12
- Video clips from [Jubilee 2025 – Ep 1 Origins of the Jubilee Year](#) (14:00–18:20, 19:10–21:48 and 22:00–25:09)
- Whiteboard and markers
- Notebooks or digital devices for student reflection.

Learning activities

1. Introduction

- Begin by discussing the concept of Jubilee with the class. Ask students if they have heard of the term before and what they think it might mean.
- Briefly explain that the Jubilee Year is a special Holy Year of reconciliation and forgiveness. It is a time for rest, reflection and restoration, originally established in Scripture in Leviticus 25: 11–12.



- Highlight the cyclical nature of the Jubilee Year, occurring every 50 years or every 25 years in the Catholic Church from 1475 onwards.

2. Scripture reading

- Read [Leviticus 25: 11–12](#) to the class.
- Discuss the significance of the number 50 (seven cycles of seven years is 49, so we rest on the 50th year) and its connection to rest and reflection, drawing a parallel to the Sabbath (rest on the seventh day).
- Ask the students:
 - Why do you think rest, reflection and restoration are so important for humanity?
 - How do these practices connect to the way we live out our faith?

3. How will we engage with rest, reflect, restore during this year of Jubilee?

Every journey needs periodic rests or pauses. The Church pauses to celebrate our work, to reflect on our relationship with God, neighbours and land, and we are renewed and refreshed for the journey ahead.

Video clip

- Show the first video clip from [Jubilee 2025 – Ep 1 Origins of the Jubilee Year](#) (14:00–18:20).
- Ask the students:
 - What are the participants saying?
 - What resonates with you?
 - What questions does it raise?
- Discuss the participants' thoughts on hope, reconciliation and restoration.

4. Pilgrims of hope: Spes Non Confundit

The Jubilee Year is a great journey of hope and, therefore, Pope Francis has given 2025 the theme 'Pilgrims of Hope'. He has also written a special papal Bull called [Spes Non Confundit](#), which translated means 'Hope does not disappoint'.

Pope Francis writes:

'Often we come across people who are discouraged, pessimistic and cynical about the future, as if nothing could possibly bring them happiness' (n. 1).

- Ask students to think about Pope Francis' statement and their own life.
- Prompt students with the following questions:
 - What are some things that discourage or disappoint you?
 - How can hope show up in those times?

5. Origins of Jubilee

- Discuss the question: 'What are some of the things that discourage or disappoint you and how can hope show up at these times?'

Video clip

- Show the second video clip from [Jubilee 2025 – Ep 1 Origins of the Jubilee Year](#) (19:10–21:48).
- Ask the students:
 - What are the participants saying?
 - What resonates with you?
 - What questions does it raise?



6. Group activity: Rest, reflect, restore

- Divide students into small groups and give each group a large sheet of paper.
- Assign one of the themes – rest, reflect or restore – to each group.
- Ask students to brainstorm and write practical ways to live out their assigned theme.
- Have groups share their ideas with the class.
- Write the key points on the board.

7. Hope in times of disappointment

- Discuss the question: ‘How can hope show up in times of disappointment?’
- Show the third video clip from [Jubilee 2025 – Ep 1 Origins of the Jubilee Year](#) (22:00–25:09).
- Ask the students:
 - What are the participants saying?
 - What resonates with you?
 - What questions does it raise?

8. When hope seems out of reach

- Explore the question: ‘What are some factors in our life and world which contribute to us feeling emotional and spiritual exhaustion or fatigue?’

Sometimes our hope seems far-fetched; our efforts fail. We must be patient and intentionally cooperate with God if we are to experience true hope.

In [Spes Non Confundit](#), Pope Francis notes:

‘This interplay of hope and patience makes us see clearly that the Christian life is a *journey* calling for *moments of greater intensity* to encourage and sustain hope as the constant companion that guides our steps towards the goal of our encounter with the Lord Jesus’ (n. 1).

- Reflect on how hope can manifest even in moments of failure or emotional exhaustion. Discuss Pope Francis’ words.
- Encourage students to reflect on and respond to the following questions:
 - What are some factors in your life or the world that contribute to emotional and spiritual exhaustion?
 - How do you think the concept of hope can help you navigate these feelings?
- Allow time for students to share their thoughts.

Reflection and conclusion

Personal reflection

- Ask students to write a brief reflection on the following questions in their notebooks or on digital devices:
 - How can hope help you in times of personal disappointment or exhaustion?
 - What practices or actions help you to rest, reflect and restore your relationship with God, others and the world around you?
 - How can the theme of the Jubilee Year guide you in this process?

Group sharing

- Invite a few students to share their reflections with the class.
- Summarise the key points:
 - The Jubilee Year is a call to pause, reflect and restore our relationship with God and others.
 - Hope is an essential companion on the Christian journey, especially in times of disappointment or exhaustion.
 - We must cooperate with God’s grace to experience true hope and growth.



Extension activities or additional resources

Luke 4: 18–19

- Encourage students to read this text symbolically for our time, asking:
 - What are we bound to, blinded to, enslaved by, tied to or captivated by?
 - What hope does Christ offer for us to bring about freedom, sight and good news?

Research project

- Have students research a specific Jubilee Year celebrated by the Catholic Church, focusing on its significance, celebrations and outcomes.

Opportunities for prayer

Develop a prayer service that encourages rest, reflection and restoration

Psalms

The Rosary

Content descriptors

Scripture and Jesus

K&U – explain and compare key figures from Old and New Testaments and other sacred texts

R&R – interpret how people of today draw on the Old Testament to shed light on the New Testament

P&CE – reflect on connections between their lives, sacred texts and the world

Scripture and background notes

Scripture suggestions

[Leviticus 25: 11–12](#)

[Luke 4: 18–19](#)

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Lent

Advent

Key dates

26 May: National Sorry Day

Sacraments

Reconciliation

School events

Retreat days



Jubilee 2025 Pilgrims of Hope

Year level: 9–10

Word of hope:
Faith, hope and love

Learning outcomes

- Understand the biblical teaching on hope from the perspective of Saint Paul, especially through the passages in [Romans 5](#) and [Romans 8](#)
- Reflect on the connection between faith, hope and love as fruits of the Holy Spirit
- Make connections between the teaching of Bishop Robert Barron on faith, hope and love, and the Jubilee Prayer of Pope Francis
- Develop an understanding of how hope relates to the Jubilee Year and how it applies to our own lives.

Background notes for teachers

‘Hope does not disappoint, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us’ (*Spes Non Confundit*, n. 2).

Saint Paul teaches that, through faith in Christ, we are justified, gaining peace with God and the hope of sharing in his glory. This hope, sustained by God’s love and the Holy Spirit, endures through suffering, fostering patience and perseverance, deepening our trust that nothing can separate us from Christ’s love.

Key vocabulary

- Virtues
- Faith
- Hope
- Love.

Materials needed

- Whiteboard or smartboard
- Projector and screen for video: [Bishop Barron on Faith, Hope and Love](#)
- Bible or printouts of Bible verses:
 - Romans 5: 1–3, 19
 - Romans 8: 35, 37–39
 - Romans 15: 5
- Printed copy of the [Jubilee Prayer](#)
- Pen and paper for notes.

Learning activities

1. Introduction

- Watch [Bishop Barron on Faith, Hope and Love](#).
- Before watching the video, ask students to take notes on the key points and any new ideas they learn from Bishop Barron’s discussion.
- After watching the video, prompt the class to discuss the following:
 - What new information did you learn about faith, hope and love?
 - How does Bishop Barron define these virtues and how do they relate to the Christian life?



- What questions do you have after watching the video? (Record these on the board for further exploration.)

2. Scripture reflection

- Read the selected Bible passages aloud:
 - [Romans 5: 1–3](#)
 - [Romans 5: 19](#)
 - [Romans 8: 35](#)
 - [Romans 8: 37–39](#)
 - [Romans 15: 5.](#)
- After reading each passage, discuss:
 - What does this passage say about hope?
 - How is hope related to suffering and patience in Saint Paul’s teaching?
 - What role does God’s love play in sustaining our hope?

Group discussion

- Ask students to reflect on the following:
 - Why does Saint Paul emphasise that hope does not disappoint?
 - How can we relate these teachings of Saint Paul to our lives, especially when facing challenges or suffering?

3. Connect with the Jubilee Prayer

- Hand out copies of the [Jubilee Prayer](#) and read it together as a class. Discuss how the prayer relates to the themes of faith, hope and love.

Discussion questions

- Ask the students:
 - How does the Jubilee Prayer speak about hope for the coming of God’s Kingdom?
 - What does the prayer mean by ‘tireless cultivators of the seeds of the Gospel’?
 - How can we be part of this mission of hope?
 - How does the Jubilee Year invite us to renew our faith and hope in the light of God’s love?

Reflection and conclusion

- Ask the students:
 - What does it mean to be a ‘Pilgrim of Hope’ in our world today?
- Have students write a short reflection (1–2 paragraphs) on how they can live out the themes of faith, hope and love in their daily lives. They could connect this to the teachings of Saint Paul, Bishop Barron’s video or the Jubilee Prayer.

Extension activities or additional resources

- Explore the context of the Roman community to which Paul was writing. Ask:
 - Are there any parallels between today and this community?

Opportunities for prayer

[The Jubilee Prayer](#)

[The Canticle of the Creatures](#)



Content descriptors

Church and community

K&U – explain some of the distinctive ideas, teachings and practices that arose from significant events in Church history

R&R – interpret and analyse key Church teachings within their historical context

P&CE – reflect on the relevance of a historical period or a particular Church teaching to the life of the Church today

Scripture and background notes

Scripture suggestions

[Romans 5: 1–3](#)

[Romans 5: 19](#)

[Romans 8: 35](#)

[Romans 8: 37–39](#)

[Romans 15: 5](#)

[The Gifts and Fruits of the Holy Spirit](#)

KWL links

[Year 10 Unit 9](#): Conscience and decision-making

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Pentecost

October: World Mission Month

Key dates

16–23 March: Catholic Education Week

Further reading and additional resources

Context of Paul's letter to the Romans: https://youtu.be/ej_6dVdJSIU?si=XmOarke1ymqLxLmi



Jubilee 2025 Pilgrims of Hope

Year level: 9–10

Journey of hope:
The grace of mercy

Learning outcomes

- Understand the theological concepts of mercy and indulgences, and their significance in the 2025 Jubilee Year
- Reflect on how hope, patience and mercy guide the Christian journey of faith
- Investigate the corporal and spiritual works of mercy, and how these can be lived out within the context of the Jubilee Year
- Develop an action plan to engage in social justice initiatives and projects reflecting the works of mercy.

Background notes for teachers

‘Indeed, the *indulgence* is a way of discovering the unlimited nature of God’s mercy. Not by chance, for the ancients, the terms “mercy” and “indulgence” were interchangeable, as expressions of the fullness of God’s forgiveness, which knows no bounds’ (*Spes Non Confundit*, n. 23).

The Christian life is a journey guided by hope and patience. It draws on historical jubilees that symbolise the outpouring of divine mercy and forgiveness. Theological reflections emphasise pilgrimage as a path to rediscover simplicity, spiritual renewal and deeper communion with God.

Key vocabulary

- Hope
- Patience
- Mercy
- Indulgences
- Pilgrimage
- Corporal and spiritual works of mercy.

Materials needed

- Internet access for research (or printed resources on indulgences and works of mercy)
- Printed handouts of [Catechism: Indulgences](#) and the [Jubilee Year 2025 decree](#)
- [Take Note](#) thinking routine
- College calendar for 2025 (or relevant social justice initiative calendar).

Learning activities

1. Introduction: Exploration of indulgences

- Explore written resources on indulgences and their role in the 2025 Jubilee Year. Focus on the following:
 - [“A Jubilee grace”: Vatican announces Holy Year indulgence](#)
 - [Decree on the Granting of Indulgence during the Ordinary Jubilee Year 2025](#)
 - [Catechism: Indulgences](#)
 - [Jubilee 2025: Indulgences](#).
- Explore different means through which a plenary indulgence is offered as part of the 2025 Jubilee Year.



- Invite students to complete the [Take Note](#) thinking routine as follows:
 - 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. Exploration of corporal and spiritual works of mercy

- Discuss the corporal and spiritual works of mercy as practical ways to live out hope and mercy. List the works on the board:
 - corporal works of mercy (e.g. feed the hungry, clothe the naked, visit the sick)
 - spiritual works of mercy (e.g. counsel the doubtful, forgive injuries, pray for the living and the dead).

Group activity

- Divide students into small groups and assign each group either a corporal or spiritual work of mercy to explore. Each group will research their assigned work and then present on the following:
 - What does this work of mercy involve?
 - How does this work of mercy embody hope?
 - How could this work be enacted in the 2025 Jubilee Year?

3. Social justice initiative and Jubilee Year projects

- Use the school calendar for 2025 to identify existing or planned social justice initiatives.
- Discuss how these initiatives can reflect the corporal and spiritual works of mercy.

Brainstorm project ideas

- Ask students to think of new projects that could be undertaken during the 2025 Jubilee Year to live out these works of mercy, such as:
 - creating a school-wide service project to support the hungry or homeless
 - organising prayer services or retreat opportunities focused on spiritual renewal and mercy
 - developing a community outreach program for reconciliation or forgiveness.

Action plan

- Ask students to consider how they could collaborate with the Jubilee Year teacher and student ambassadors to submit a project proposal for the 2025 Rerum Novarum Awards.

Reflection and conclusion

- Have students reflect individually in writing on the following questions:
 - How does the concept of indulgence deepen your understanding of God’s mercy in the context of the 2025 Jubilee Year?
 - How can the works of mercy be lived out in your own life?
 - What changes or actions can you take to live out hope, patience and mercy in your community?

Opportunities for prayer

Kyrie/Lord, Have Mercy
Trisagion
Our Father



Content descriptors

Morality and justice

K&U – explain the foundations on which people base their ethical and moral stance

R&R – interpret key life issues, applying critical discernment processes

P&CE – reflect on an understanding of responsibility and how it informs social, ecological and political actions locally and globally

Scripture and background notes

Scripture suggestions

The Beatitudes

KWL links

[Year 10 Unit 3](#): The reformation and Catholic reform

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Lent

Sacraments

Reconciliation

School events

Social justice activities

Further reading and additional resources

[Corporal and Spiritual Works of Mercy](#)



Jubilee 2025 Pilgrims of Hope

Year level: 9–10

Signs of hope:
Justice, peace and
healing

Learning outcomes

- Explore the significance of forgiveness and healing in the Christian faith through the Holy Door of Saint Peter's Basilica and Scripture
- Interpret the signs of hope offered by images from the Holy Door and Scripture
- Reflect on connections between our lives, sacred texts and the world.

Background notes for teachers

'We need to recognize the immense goodness present in our world, lest we be tempted to think ourselves overwhelmed by evil and violence' (*Spes Non Confundit*, n. 7).

'The first sign of hope should be the desire for *peace* in our world, which once more finds itself immersed in the tragedy of *war*' (n. 8).

In n. 10, Pope Francis writes:

'This is an ancient appeal, one drawn from the word of God, whose wisdom remains ever timely. It calls for acts of clemency and liberation that enable new beginnings: "You shall hallow the fiftieth year and you shall proclaim liberty throughout the land to all its inhabitants" (Lev 25: 10). This institution of the Mosaic law was later taken up by the prophet Isaiah ...'

(Isa 61: 1–2) and later in Luke's Gospel (Lk 4: 18–19) when Jesus announced his mission.

Christians find signs of hope in the world, such as the universal longing for peace, the dignity of human life and social justice. From the care of the elderly, migrants and the poor to fostering life, supporting the young and advocating for peace, Christians are called to be agents of hope and healing in the face of global challenges, rooted in the gospel and human solidarity.

Key vocabulary

- Forgiveness
- Holy Door.

Materials needed

- Copies of scripture passages:
 - [Leviticus 25: 10](#)
 - [Isaiah 61: 1–2](#)
 - [Luke 4: 18–19](#)
- Copies of the [Holy Door panels](#)
- [What Makes You Say That? \(Adapted\)](#) thinking routine for group discussion
- Internet access for research or printed articles on Catholic social teaching.

Learning activities

1. Introduction: What is the significance of the [Holy Door](#)?

- Introduce the Holy Door of Saint Peter's Basilica, and explain the symbolism of the door as an opening to forgiveness and mercy in the Jubilee Year.



2. Holy Door

- Explore the [individual panels of the Holy Door](#). In creating the panels, the artist, Vico Consorti, was inspired by the words of Pope Pius XII: ‘Grant, O Lord, that this Holy Year be the year of the great return and great forgiveness’.
- Discuss the significance of the panels:

The Angel at the Gates of Paradise	The Fall	Mary The Annunciation	The Angel of the Annunciation
Christ’s Baptism in the Jordan	The Lost Sheep	The Merciful Father	The Cure of a Paralytic
The Woman Who Was a Sinner	The Need for Forgiveness	Peter’s Denial	In Front of the Crucifix The Good Thief
The Appearance to Thomas	Christ’s Appearance to the Disciples	The Conversion of Saul	Opening the Holy Door

- Assign students one of the panels that focuses on forgiveness:
 - The Lost Sheep (Lk 15: 4–7)
 - The Merciful Father (Lk 15: 11–32)
 - The Cure of a Paralytic (Mk 2: 1–12)
 - The Woman Who Was a Sinner (Lk 7: 36–50)
 - The Need for Forgiveness (Mt 6: 14–15)
 - Peter’s Denial (Lk 22: 54–62).

Activity

- Have each student read the related scripture passage and reflect on it using the [What Makes You Say That? \(Adapted\)](#) thinking routine:
 - What’s going on?
 - What do you see that makes you say that?

Group discussion

- Divide students into small groups, and ask each group to apply the [Values, Identities, Actions](#) thinking routine to the artwork and Scripture.

Reflection and conclusion

- With one student in each group being an ‘expert’ on each of the six panels, ask students to share their insights and reflections with the class.

Content descriptors

Scripture and Jesus

K&U1 – explain the links between Old Testament prophecy and the coming of Jesus as the Messiah

K&U2 – explain the purpose, messages and functions of wisdom and prophetic literature in the Judeo-Christian tradition and the wisdom traditions of other religions

R&R1 – interpret the significance of the role of prophets for the people of Ancient Israel, the early Christian communities and today

R&R2 – interpret historical and contemporary artistic expressions of Mary and women in Scripture, in relation to the place of women in the modern world



P&CE – reflect on how wisdom literature and prophecy can impact on them and society today

Morality and justice

K&U1 – explain Catholic social teaching and how it relates to and challenges the secular values of Australian society

K&U2 – explain the complexities involved in developing moral maturity and responsibility

R&R – interpret contemporary issues in light of Catholic social teaching

P&CE – reflect on ethical dilemmas facing the local and global community

Scripture and background notes

Scripture suggestions

[Luke 15: 4–7](#) The lost sheep

[Luke 15: 11–32](#) The merciful father

[Mark 2: 1–12](#) The cure of a paralytic

[Luke 7: 36–50](#) The woman who was a sinner

[Matthew 6: 14–15](#) The need for forgiveness

[Luke 22: 54–62](#) Peter's denial

KWL links

[Year 9 Unit 4](#): People who cared: The prophets and social justice

[Year 9 Unit 8](#): Images of good and evil

[Year 9 Unit 9](#): Healing and hope: The sacrament of Penance and Reconciliation

[Year 9 Unit 10](#): Healing and hope: The sacrament of anointing of the sick

[Year 10 Unit 12](#): Christian love and the Kingdom of God

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

Lent

Key dates

27 May – 3 June: National Reconciliation Week

Jubilee Year

5–6 April: Jubilee of the Sick and Health Care Workers

14 December: Jubilee of Prisoners



Jubilee 2025 Pilgrims of Hope

Year level: 9–10

Appeals for hope:
Addressing global
injustice

Learning outcomes

- Understand Pope Francis' call to action regarding the scandal of hunger and inequality in society
- Reflect on the Christian responsibility to advocate for justice, especially for the marginalised (the poor, prisoners, the sick and the elderly)
- Explore papal social teaching and how it relates to contemporary moral issues
- Create a media piece that expresses the theme of hope in connection with one of the identified social justice issues.

Background notes for teachers

'hunger is a scandal, an open wound on the body of our humanity, and it summons all of us to a serious examination of conscience' (*Spes Non Confundit*, n. 16).

The earth's resources are for all, not just a privileged few. The 2025 Jubilee Year celebrates the 1700th anniversary of the Council of Nicaea, and encourages Christian unity and cooperation, calling for justice through the cancellation of unpayable debts and addressing the scandal of hunger.

Key vocabulary

- Hope
- Justice
- Social responsibility.

Materials needed

- Copies of the hymns:
 - 'Here I am Lord'
 - 'On eagle's wings'
 - 'We are many parts'
 - 'Christ, be our light'
- Access to video editing or music composition software (if possible) or art supplies for the media piece.

Learning activities

1. Introduction to theme

- Write the following quote from *Spes Non Confundit* on the board:
'hunger is a scandal, an open wound on the body of our humanity, and it summons all of us to a serious examination of conscience' (n. 16).
- Discuss how hunger and inequality are not just political issues, but moral issues that challenge our Christian conscience. Introduce the Jubilee Year and its call for Christian unity, cooperation and justice, particularly in addressing hunger and unpayable debts.



2. Exploring Pope Francis' *Spes Non Confundit*

- Provide a brief overview of the key groups in society that Pope Francis identifies in [*Spes Non Confundit*](#) as being in need of hope. These include:
 - prisoners
 - the sick and disabled
 - those affected by war
 - the poor
 - the young and the elderly.

Hymns and themes

- Introduce the four hymns:
 - '[Here I am Lord](#)'
 - '[On eagle's wings](#)'
 - '[We are many parts](#)'
 - '[Christ, be our light](#)'.
- Play a short clip of each hymn for the class to listen to.

Discussion prompts

- Ask the students:
 - How do these hymns express the themes of hope and justice?
 - How might they relate to Pope Francis' message about the need for action and solidarity?

3. Group work: Creating a media piece

- Divide students into small groups. Each group will choose a hymn and one of the five groups Pope Francis identified as being in need of hope: prisoners, the sick and disabled, those affected by war, the poor, and the young and the elderly.
- Have each group create a media piece that expresses the hymn, theme, words or phrases and the Christian call to action in addressing social justice issues. For example:
 - an artwork that visually represents the themes of hope and justice for one of the groups identified
 - an MP4 video that combines the hymn with images of social justice work or issues that reflect the theme of hope
 - a music composition that focuses on the social issues for one of the groups identified.

Discussion prompts

- Ask the students:
 - How does the hymn or theme from Pope Francis' message inspire us to take action?
 - How can we help in addressing global issues like hunger, injustice and the marginalisation of the poor?

Reflection and conclusion

Group presentations

- Have each group present their media piece to the class.

Reflection

- Ask students to reflect individually on the following questions:
 - How can we, as Christians, respond to the needs of the poor, sick and marginalised in our society?



- What practical actions can we take to address the issues of hunger and injustice in our community or globally?
- How does Pope Francis' message challenge us to live out justice, hope and mercy in our everyday lives?

Opportunities for prayer

Musica divina
 Visio divina
 Prayer services for key dates (see below)

Content descriptors

God, religion and life

K&U – explain the concepts of good and evil in relation to contemporary world views
 R&R – interpret cultural norms and how they shape beliefs
 P&CE – reflect on different views of good and evil to appreciate the importance and impact of a moral stance in society

Scripture and background notes

Scripture suggestions

[Matthew 25: 35–40](#)
[Isaiah 58: 6–10](#)

KWL links

[Year 10 Unit 9](#): Conscience and decision-making
[Year 10 Unit 11](#): Some moral issues for young people
[Year 10 Unit 13](#): Caring about our world: Papal social teaching

Connections to curriculum, liturgical calendar and events

Key dates

16–23 March: Catholic Education Week



Jubilee 2025 Pilgrims of Hope

Year level: 9–10

**Anchored in hope:
Mary, witness of
hope**

Learning outcomes

- Understand the concept of Christian hope as a theological virtue and how it is manifested in the life of Mary
- Reflect on Mary as a model of hope, strength and perseverance amid challenges
- Explore historical representations of Mary as the bearer of hope.

Background notes for teachers

‘Hope finds its supreme witness in *the Mother of God*. In the Blessed Virgin, we see that hope is not naive optimism but a gift of grace amid the realities of life’ (*Spes Non Confundit*, n. 24).

Christian hope, one of the three theological virtues together with faith and charity, provides inward direction and purpose to our life. Hope guides us to live with joy and perseverance as we wait for the promise of eternal life in communion with God. Anchored in the death and resurrection of Jesus Christ, this hope is not only a belief in life beyond death, but also a call to bear witness to God’s love, which transforms our lives and gives us the strength to face challenges, knowing we are anchored in the Lord’s promises.

Key vocabulary

- Christian hope
- Mary
- Witness.

Materials needed

- [See, Think, Wonder](#) thinking routine
- Various images of Mary, such as classical paintings, modern depictions and symbolic representations (can be printed or projected)
- Copies of the Magnificat ([Luke 1: 46–55](#)).

Learning activities

1. Introduction

Christian hope and Mary

- Write the following quote from *Spes Non Confundit* on the board:
‘Hope finds its supreme witness in *the Mother of God*. In the Blessed Virgin, we see that hope is not naive optimism but a gift of grace amid the realities of life’ (n. 24).
- Discuss the idea that Christian hope is not about blind optimism, but about placing our trust in God, especially through the example of Mary.
- Explain that hope is a theological virtue that points us towards eternal life with God, while also empowering us to persevere in our everyday challenges.



2. Mary as a symbol of hope

Art exploration

- Present students with a variety of images of Mary, each reflecting different aspects of her life and role as the bearer of hope (e.g. *Annunciation*, *Pieta*, *Our Lady of Perpetual Help*, modern artistic interpretations).

See, Think, Wonder thinking routine

- Have students choose one image of Mary to analyse using the [See, Think, Wonder](#) thinking routine. Instruct them to describe what they:
 - see in the image (e.g. colours, symbols, emotions)
 - think the image is communicating about Mary and her role as the bearer of hope
 - wonder about after viewing the image.
- Ask the students:
 - How does this representation of Mary deepen your understanding of Christian hope?

3. Group discussion and sharing

- After completing the analysis, ask students to share their observations in small groups. Encourage them to discuss the following questions:
 - How does Mary's life reflect hope and trust in God's promises?
 - What do the different artistic expressions tell us about Mary's role in the Christian faith and how does she model hope for us?
 - How does the Magnificat ([Luke 1: 46–55](#)) deepen our understanding of hope as expressed by Mary?

Reflection and conclusion

Christian hope and perseverance

- Reflect on how Mary's example can help us face challenges in our own lives. Emphasise that hope, as Mary lived it, is not about avoiding difficulty, but about trusting in God's love and strength, even through hardship.

Bible journaling

- Read the Magnificat a number of times. Have students highlight words or phrases that stand out to them.
- Invite students to decorate their copy of the Scripture with illustrations, drawings, colours or designs.
- Consider playing quiet or meditative music during this time.

Extension activities or additional resources

- Compare and contrast the Magnificat ([Luke 1: 46–55](#)) with Hannah's Prayer ([1 Samuel 2: 1–10](#)), looking at form, structure and purpose. The Magnificat serves as a continuation of the biblical tradition of praising God and the fulfilment of God's promises.

Opportunities for prayer

Magnificat
Hail Mary
The Rosary



Lectio divina

Visio divina

Content descriptors

Scripture and Jesus

K&U1 – explain the links between Old Testament prophecy and the coming of Jesus as the Messiah

K&U2 – explain the purpose, messages and functions of wisdom and prophetic literature in the Judeo-Christian tradition and the wisdom traditions of other religions

R&R1 – interpret the significance of the role of prophets for the people of Ancient Israel, the early Christian communities and today

R&R2 – interpret historical and contemporary artistic expressions of Mary and women in Scripture, in relation to the place of women in the modern world

P&CE – reflect on how wisdom literature and prophecy can impact on them and society today

Scripture and background notes

Scripture suggestions

[Luke 1: 46–55](#) Magnificat

[1 Samuel 2: 1–10](#) Hannah's Prayer

KWL links

[Year 9 Unit 11](#): Mary: Mother of God and the Church

Connections to curriculum, liturgical calendar and events

Liturgical year/seasons

October: Month of the Rosary

Key dates

25 March: Feast of the Annunciation

15 August: Feast of the Assumption

School events

Marian feasts

