

Confirmation 2021

Teacher's Guide



confirmation

a rite of passage at first united methodist church, mckinney

“The gifts he gave were that some would be apostles, some prophets, some evangelists, some pastors and teachers, to equip the saints for the work of ministry, for building up the body of Christ, until all of us come to the unity of the faith and of the knowledge of the Son of God, to maturity, to the measure of the full stature of Christ.”

Ephesians 4:11-13

Welcome to Confirmation 2021!

We are so glad you have chosen to teach this year and hope this experience is a blessing to you. As you go through these next few months, know that you are covered in prayer. We will be in prayer for you, our pastors and staff will be in prayer for you, and we have asked various people within the congregation to be praying for you as well.

This is an important time in the life of our students. They will not only be learning about the foundations of their faith, but will likely make firm commitments to live for Jesus for the rest of their lives! We appreciate you serving as a teacher more than you know! We are available to you at any time.

Blessings in Christ,
Chris, Deidre & Peyton

Get to Know Your Youth Ministries Staff

Chris, Deidre, and Peyton are here to assist you in any way. Deidre will be responsible for the bulk of the weekly programming of Confirmation, and will be providing support to our volunteers who make this class happen (teachers, project leaders, etc.). You will receive communication from all three of us during this year.

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Teacher responsibilities

It is your responsibility as the teacher to...

- **Create an environment of love.** Students will not feel the love of God in Confirmation unless they feel loved by those around them. Creating a loving classroom means being present when students arrive each week, smiling, offering (long distant) hugs and high-fives, expressing an interest in students' lives, listening, meeting students where they are, and telling them that God loves them!
- **Emphasize commitment.** It is important for each student to understand that Confirmation is a commitment, but more importantly, Christ is a commitment. There are a lot of responsibilities that come along with being a Christian and a member of Christ's Church. Confirmation and the journey of faith is not something to be taken lightly.
- **Get to know every person in your class.** Ideally, you would know each of the student's names by the second Sunday class period. As the weeks go by, though, you will also want to know their interests, background, personality, etc. so that you can reach them, be involved in their lives, and minister to them more effectively.
- **Encourage Faith Partner interaction.** Faith Partners are an important part of the student's Confirmation experience. The more individualized attention and interaction the student receive during the three months, the better, so please encourage your class to get to know their Faith Partners and spend time with them. Students, no matter how they may act, are craving deep, personal, and meaningful relationships. Faith partners can serve as one of the most effective instruments God uses to capture our youth's hearts.
- **Stay on track.** If at any time the discussion is going in a direction that it doesn't need to go, you will need to gently pull your students' attention back to the task or subject at hand. At the same time, if the discussion has hit a lull and doesn't seem to be going anywhere (this is often referred to as "awkward silence"), you may need to be creative in how to get your class's attention. Don't be discouraged if a discussion is not going in the direction you would like for it to (or if it is going in no direction at all!); instead, be patient, avoid frustration, and remind yourselves that they're young. God's timing for their learning is perfect! J
- **Be serious when it's time to be serious and silly when it's time to be silly!** If you are covering something serious and important, or if you, as the teacher, are simply the only one who needs to be talking, and you have students who are being loud and rambunctious, tell them that it is no time to joke around. If you are playing a game, have a blast and use that time to show them how cool and fun you are! *At all times*, demand that the students show respect to you and their peers. *At all times*, show students love that reflects the love of Jesus.
- **Follow up with "Go The Extra Mile" sections of the manual.** At the end of each lesson's reading, there is a section called "Go The Extra Mile." This is for any student who would like to put forth a little extra effort, do outside research, and/or find out more about the topic discussed. After each teaching lesson, there will be an opportunity for further discussion, if

time allows. You can use this time or just ask students outside of class if they went the “extra mile” and if so, what they learned.

- **Make opportunities for fellowship.** Class time is good for learning but a bit more challenging to grow deep friendship. You may want to consider planning a fellowship opportunity outside of regular class time. Later in this guide is list of suggestions for these “field trips;” you can also talk to the students for other suggestions. Students may need to pay for the event themselves, so please try to make the activities as low in cost as possible. We will gladly reimburse any of your personal or group expenses for these opportunities if needed. (You might need to volunteer to drive some of your students if they do not have a ride to activities.)
- **Invite students to church with you.** This is tricky during a pandemic, but you can encourage your students to attend church virtually. Ask them about their experience, and look for connections between sermons and lessons. Once in-person worship resumes, if you feel comfortable attending, you can invite students to attend with you.
- **Alert students to the Confirmation schedule.** Make sure everyone knows that the weekly classes, weekly readings and service project are mandatory and very important. All of these parts of Confirmation build up to their “Big Day.” Encourage students to participate in class discussions, get involved in the service project, and be a part of any planned activities.
- **Communicate with your student’s parents if they need you.** This simply means you are available to your student’s parents if they need to talk with you about their child’s Confirmation experience. **Note: If you are having a problem with one of your students, please discuss the problem with the church youth leadership first so they are aware of the situation.*
- **Pray for your students.** We hope you will lift your Confirmation class up daily in prayer, asking God to teach, shape, and reveal His love and truth to each student.

Teaching “Helpful Hints”

The following will help make your Confirmation class a success! All are merely suggestions, though – we encourage you to make your class your own. Be creative and have fun!! J

As you teach, consider....

- Trying to make the material relevant to students’ lives. (i.e. “How can we make *worship* a part of what we do every day?” or “What does *Scripture* mean for us today?”)
- Using a variety of mediums as you communicate your lesson - art, music, writing, discussion, games, loud, quiet, etc. - while staying true to the material. This ensures that your message reaches a diverse group of students.
- Making the lessons interactive. Get everyone to participate - even the quiet ones. This may mean acting out Scripture verses, having students bring snacks that start with the same letter as the lesson (Snickerdoodles on Sacraments day), or simply getting up and “shaking it out” just so they don’t fall asleep!
- Making sure everyone in your class gets to know everyone else. Bond your class – help them enjoy each other, create “inside jokes,” be a family, etc.
- Having fun! Ideally, your students would look forward to coming to Confirmation each week. J
- Bringing candy, donuts, or other food or drinks that will get your students excited. (Consider bringing their favorites. If you know they love *doughnut holes*, bring a few dozen to class on Sunday morning!) **Note: We will reimburse you for any of these expenses, minus tax unless you get a tax exempt form from us; just give us your receipts.*
- Making your class casual, relaxed, and fun!
- Being creative! If you don’t think the game and/or curriculum is effective for a particular lesson, modify it! You can make up games, show videos, etc. that you think will work best. The sky’s the limit on how you can be creative in your class! .
- Giving assignments to the students if you can think of any that would help them apply the lessons to their lives. (ex. “We learned about worship this week. Before we meet again next time, write out a “Worship Works” list that has 10 ways you can worship God every day of the year. Then, try and do at least 5 of them this week at school.”)

How do I teach?

Below is a list of more specific suggestions concerning how to teach your class. They include how to lead your class, encourage your students and be creative, follow the manual, facilitate discussion, and the like. If you know of other things that help you teach effectively, feel free to share them with your fellow teachers!

- Begin and end each class with a prayer. This alerts students that God is actually *with them* in class.
- Each lesson begins with a goal/purpose. This is there for you to understand the main points of discussion for that week and to highlight the most important parts of the lesson. When the students leave your classroom at the end of each week, they should leave understanding the goal/purpose for that day. **Note: The goal/purpose does not need to be read out loud each week! As the teacher, you simply need to understand it and let it lead and guide your class discussion.*
- Things typed in parentheses are merely notes for you to follow. They either give you page numbers or answers to the questions, based on the reading. Rather than saying “Turn to page 20 for the answer,” be prepared ahead of time and know the answer. If your students are struggling, lead them to the correct answer. **Important: These notes are *guidelines* to follow – they are not necessarily (though they are sometimes) specific answers. (Ex.: ways to worship God in every day life may be typed out for you in the parenthesis, but there are many more ways! Let the students think of the majority of them. **i.e. think outside the box!*) **The more you look at your manual, the less you will keep their attention.***
- Encourage discussion and participation – don’t just let them answer the question and move on. Help them to truly *understand* what they are learning. On that note... ***DON’T LET YOUR STUDENTS GET AWAY WITH SUNDAY SCHOOL ANSWERS!!** This is one of the more difficult things to do in student ministry. It’s important, though, that we challenge students to think through and understand what they are learning about their faith so it becomes real for them. This is especially important in Confirmation.
- If your students are not talking, challenge them. Don’t let them get away with complete silence! At the same time, respect those who are more quiet – ease them into discussion.
- Encourage journaling. At the end of each lesson is a Journal page. Let the students know this page is there for them to take any notes or write any questions they have as they read each week. More journaling at home might make more discussion in class!
- Pray on your own and/or with your teaching partner before you lead each class.
- At the end of each class, tell your students about what’s coming up (planned activities, break from class, etc.). Also, prepare them for the week’s reading and next week’s discussion!

- ***IMPORTANT!** Encourage students to do their reading each week! This will make your job a lot easier as they will understand what you're talking about when you lead them. As well, it will help the students really learn all of the important stuff. Tell your students, "You get what you give." If they do not actively participate in what they're doing by reading and taking part in class, they're not likely to get much out of their Confirmation experience or be ready for their big day.
- Try to stay up to date on all the activities that are happening with Confirmation. Make announcing and inviting students to upcoming activities a part of your weekly routine.

Do not assume that students know what you're talking about all the time! Often we use "Christian language" because we're used to talking about our faith and what it means to us, but doing this can lose student's attention or make them feel frustrated. Below is a list of some things that might be confusing to students and possible thoughts to help them grow in understanding.

Concepts Students May Not Understand:
(and a few thoughts to hopefully help you clarify)

- Open Heart/Open Mind – Having an "open heart" or an "open mind" in our faith or Confirmation journey simply means we listen and consider the things we hear in class and church. We don't necessarily believe everything and say, "Anything goes," but we also don't assume God and/or Christianity has nothing to do with us just because of other ideas we may have.
- God "at work" - This means God's doing things in our midst. It can be a doctor healing a patient, a friend helping a neighbor, or John Wesley feeling the "strange warming in his heart" and believing in Christ! God is "at work" all around us. In fact, God will be "at work" in your Confirmation class. J
- God's forgiveness through Jesus Christ, God working through the Holy Spirit –God is beyond our understanding. Jesus and the Holy Spirit are ways in which God reveals God's self so we might have a more clear understanding.
- A relationship with Christ – The Confirmation Introduction in the manual gives an idea. Basically for students, though, being in a relationship with Christ means believing God really loves them and wants to spend time with them. A relationship with Christ involves Scripture reading and prayer to *know* the things of God, serving and loving to *do* the things of God, and being involved in church community. It is to trust your life to Jesus as Lord and Savior.
- The gospel – literally "good news." The basics of the Christian gospel are that God created humans out of love, but humanity has sinned and fallen short of what God expects from us. God sent Jesus Christ – the perfect sacrifice - to forgive our sins and bring us into complete relationship through his death and resurrection. Our salvation through Christ is Good News

- Doctrine – basically, a system of belief. Church doctrine is what we believe to be true about God ~ Father, Son, and Holy Spirit. Webster defines doctrine as:
1 archaic : TEACHING, INSTRUCTION
2 a : something that is taught **b** : a principle or position or the body of principles in a branch of knowledge or system of belief : **DOGMA c** : a principle of law established through past decisions
d : a statement of fundamental government policy especially in international relations
**Church doctrine is obviously Christian principles based on the gospel.*
- The Holy Spirit – One of the three Persons of the Trinity; God’s Spirit since the very Beginning. The Holy Spirit is how God exists here on earth now that Jesus has left earth and returned to the Father. The Holy Spirit is how we experience God in our daily lives today.
- Anglican – from Webster:
1 : of or relating to the established Episcopal Church of England and churches of similar faith and order in communion with it
2 : of or relating to England or the English nation
- God’s will – in very simple terms, God’s plan for both individual lives and for the world. Charles Swindoll, a well-known Christian pastor and writer, called it “not so much about our own well-thought-through ‘mission’ for our lives as it is... what matters to [God] in our lives,” (The Mystery of God’s Will, i.x.)
- Salvation – God’s free gift of eternal life through belief in Jesus Christ. Salvation in the Christian faith refers both to the after life/heaven and life on earth (salvation from despair, loneliness, sin, etc.)
- Fasting – from Webster:
1 : to abstain from food
2 : to eat sparingly or abstain from some foods
**In Confirmation, fasting refers to abstaining from food for spiritual reasons. When we give up something and begin to crave it we are reminded of Jesus who gave up his life because he craved to be in a relationship with us.*
- Speaking in tongues - language not understood by the general public, brought on by the Holy Spirit in the life of a Christian believer. There are many different views and understandings on speaking in tongues.

Introduction **Confirmation... WHAT?!**

GOAL/PURPOSE: To talk about Confirmation. What is it? What are we in for these next 3 months? Topics include, “Confirmation... WHAT?!”, “The Basics” of Confirmation, and “To Be Confirmed or Not to be Confirmed... THAT IS THE QUESTION.” The purpose of this class is to explain confirmation and get a feel for what students are feeling going into the experience. Are they excited about Confirmation, or are they dreading it? Who in your class is a regular church attender, and who is new and/or not involved? This lesson will be a time to get to know your students, talk about what things they will “make firm” in Confirmation, go over the basics of the season, and discuss the decision to be confirmed. Encourage your students to have fun these next few months and also take the experience seriously.

****WELCOME YOUR STUDENTS TO THEIR FIRST CLASS!***

Begin your time together with prayer.

(Teacher pray to avoid students feeling uncomfortable on the first day.)

**Encourage your class to have an open mind and heart as they go through Confirmation. Assure them God loves them and has a plan for their lives and their weeks in Confirmation. Let them know you’re excited about a great season and having them in your class!*

For Class #1, begin your time together with introductions. (Play the two games listed below.) Then, try to get them excited about the lesson material and encourage them to do their reading each week. Spend the bulk of your class time getting into the curriculum.

Get to know your class!!

Game #1: Tell the students that they are not allowed to speak during the first game. They must put themselves in order (in a line) from youngest to oldest, using their birth day and year. Not only can they not speak; they also cannot write or use a smart phone. Once they think they are in the right order, have them go around the room and say their birthdays to see if they ordered themselves correctly.

Game #2: “The Name Game!” Give the students one minute to think of an adjective that describes them and starts with the same letter as their name. (Ex: “Running Ran” or “Nice Nikki” or “Lovable Lorraine”) Have the oldest student introduce himself or herself. The next oldest must then say the previous person’s name and then his or her name. (Ex: “This is Cool Chrissy. I am Fun Frank.”) The third oldest must then do the same by saying the first two players names and then his or her name, and so on....

****Hand out a Blow Pop to each youth, saying it represents God’s free gift of love and grace to them. Then go over the questions below.***

DISCUSSION:

- How are all of you feeling about Confirmation? Excited? Bummed? Indifferent?
- On page 4 of your manual, there are three different people. Which one most closely resembles you going into this experience?

- What does Confirmation mean?
- What things do we “make firm” in Confirmation? *Take some time to talk about each of these. Are any of these concepts – Christianity, grace, baptism, a relationship with Christ – confusing? If so, which ones?
- Take a look over all of the “Basics” of Confirmation? What are you most excited about? Which ones might be a challenge?
- As the teacher, do a quick review of the decision to be confirmed. Let students know that at the end of the season, they are completely free to choose *not* to be confirmed. Also encourage them, though, to have an open mind and heart as they go through Confirmation. Assure them God loves them and has a plan for their lives and their weeks in Confirmation.

MATERIALS NEEDED: One bag of Blow Pops or suckers.

**Finish with anything else they'd like to discuss and then close the class in prayer, thanking God for each student in your class and asking God to be with them as they go through Confirmation.*

LESSON 1

Church: Where it's at!

GOAL/PURPOSE: To establish the context for Confirmation – the Church. To learn about how the Christian Church started and how it spread, obstacles the early Christians faced, and what the Church is like today. The reading in this lesson looks at the book of Acts to see a model of church life and then compares that model to what we do today. By the end of this week's class, your Confirmands should understand the link between the church of Acts and the general church today (not to mention some ways of how it relates specifically to Living Life Church).

****Begin the class with prayer.***

Before you get started, ask students to introduce themselves to the class again and tell a little bit about themselves (favorite food, hobbies, what school they go to, etc.). Also ask them to talk a little bit more about their experience in the church and/or their faith journey. Have they always attended church, how long have they been a part of First Methodist McKinney, do they have any favorite bible stories or bible verses? By the end of this class, you should know everyone's name in your class. (As the weeks go by, be mindful of your student's pasts as you ask them questions. Try not to put students in an awkward spot by asking questions that they do not know or are uncomfortable answering).

Just as last week, use this class to get students excited about the lesson material and encourage them to do their reading each week. *Have fun!*

ACTIVITY:

Divide into groups of 2 or 3. Give each group a handful of spaghetti and a handful of marshmallows. Tell them they will have 5 minutes to build a church out of their materials. At the end of the 5 minutes, have each group describe their church to the rest of the class. They should include why their church looks the way it does and what kinds of things go on inside of it (ex. Bible studies, prayer meetings, Sunday School, worship, etc.).

MATERIALS NEEDED: Large bag of dried spaghetti, large bag of mini marshmallows, posterboard

DISCUSSION:

- 1) What or who started the Church so many years ago? (Jesus) Who did he ask to lead the Church? (his disciples, specifically Peter)
- 2) What seems to be the most important belief in the Christian Church? (Jesus Christ, the Son of God ~ his life, death, and resurrection)
- 3) What were some of the characteristics of the early church in Acts? ****List these characteristics on the board.***
- 4) How important are people to all of this? (This may be a good time to ask students how the manual defines *fellowship* (Christian friendship or *koinonia* in Greek)).

EXERCISE:

Take some time to look up 1 Corinthians 12:12-27 as a class. Discuss these verses briefly and note the importance of *each person* to the body of Christ. Then, just to be goofy, teach the students the hand motions to *“Here is the church; here is the steeple. Open the doors and see all the people!”*

DISCUSSION, CONTINUED:

- 1) How does the church in *Acts* differ from what you’ve experienced in church?
- 2) How is it similar?
- 3) What has been good and/or bad about your experience in the church?
- 4) What do you think is the most important part of being a church? (unified belief in Jesus Christ and living it out)
- 5) What can you do to make your church more like the church in *Acts*?
- 6) Why do you think it’s important that we learn about the church first in Confirmation? (sets the context for all of our Christian learning to come)

**Finish with anything else they’d like to discuss (Go the extra mile) and then close the class in prayer.*

LESSON 2

What's my Christian Heritage?

GOAL/PURPOSE: To understand what *Protestant* means, who *John Wesley* was, and what makes us *Methodists*. Overall, though, it is most important that the students see what it means to be a Christian. "Christian" is not just a label we have when we are born or something we call ourselves in our "religion" - it is professed belief in Christ and all that God has done for us through Him. Learning about Martin Luther, the Protestant Reformation, and John Wesley is significant because it helps us better understand our Christian faith and who we are as believers.

****Begin the class with prayer.***

****Offer a quick review of last week's lesson or the material so far.***

ACTIVITY:

Sit Down

Ask the entire group to stand. Tell students to sit down whenever a statement you read applies to them. If you read another statement that applies they are to stand up (or sit down depending on their current position). Basically they are to stand or sit anytime a statement applies. They should be as honest as possible. Below are some examples to get you started.

Sit down if you:

- have worn the same socks for two days
- sing in the shower
- have ever been told you have bad breath
- have eaten green jello
- use Sure deodorant.
- like to eat pickles
- have ever crashed your bike
- have ever lied to your parents
- have ever cheated on a test
- snoop to look at your Christmas presents
- like to dance
- enjoy going to church
- others?

NO MATERIALS NEEDED.

DISCUSSION:

- 1) Where does the term "Protestant" come from? What does it mean?
- 2) What kinds of things was Luther protesting against? What changes did he want to make?
- 3) Why is the term "Protestant" important to our faith today? (dependent on God's grace, not works, etc.)

- 4) Luther protested against things that he believed were “unbiblical.” What does *unbiblical* mean? Why does it matter? How did he know the beliefs weren’t biblical?
- 5) Take some class time to talk about John Wesley. What time period did John Wesley live in? What was his family history? What words did he use to describe the way he felt when he was finally assured of Christ’s presence and salvation in his life?
- 6) John Wesley believed we should use our head and our hearts in matters of faith. Our manuals say too much of one or the other could be dangerous. How is that so?
- 7) If John Wesley was your friend today, would he be extraordinary or ordinary? (**Note: show the students that Wesley was just an ordinary man, but he did extraordinary things! They can be ordinary but do extraordinary things too!*)
- 8) How did Methodists get their name?
- 9) In general, how “methodical” do you say we are in our denomination today? As individuals? (refer to questions in reading about this) How can we strive to be more “methodical” and make John Wesley proud?
- 10) What are some things that make people Methodist?
- 11) How are Methodists similar to other denominations? **remind them that one of our duties as Christians is to love and accept Christians of all denominations, even if they worship or practice in ways that are different from what we do. Ex. Contemporary vs. traditional, Baptist vs. Methodist, etc.*

EXERCISE:

As a class, take a look at the Church History Chart/Family Tree at the end of this week’s lesson. Discuss how things have moved from Old Testament Judaism to Jesus to Pentecost (last lesson) to the Reformation (this lesson) and then “forked” in a bunch of different directions, Methodism’s being just one of them.

DISCUSSION, CONTINUED:

- 1) How does our past (Luther, Protestant, Wesley, Methodist history, etc.) affect our faith today? (**Refer to Church History Chart... we are, in many ways, like those who came before us; our past helps make us who we are, etc.*)
- 2) How will the things we learn in Confirmation affect our future as Christians? (know what we believe, how to grow as a disciple, etc.)
- 3) Remind youth that the Church, Christians all over the world, are unified by professed belief in the death and resurrection of Jesus. As a goofy closing, sing together, “*I am the Church; you are the Church. We are the church together. All who follow Jesus, all around the world – yes, we’re the church together.*”

**Finish with anything else they’d like to discuss (Go the extra mile) and then close the class in prayer.*

LESSON 3

Who is God? Who am I?

GOAL/PURPOSE: To understand the Christian God as God the Father, God the Son, and God the Holy Spirit. To see that though God is three “Persons,” God is still One. The Trinity helps us understand that God is complex (see Scriptures at the end of this week’s reading) and all-encompassing, but at the same time simple because He is the one true God. **As noted in the reading, though we refer to God as “He” throughout much of Confirmation, it is important to remember that God is neither male nor female (nor black or white, etc.).*

****Begin the class with prayer.***

**Offer a quick review of last week’s lesson or the material so far.*

ACTIVITY:

#1: Elephant Story:

Read the story below:

One day six blind men were walking down a road together in India. As they were walking, they came upon an elephant. Each of them touched it and had a direct experience with the elephant. One blind man touched the tusk, a second the trunk, a third an ear, a fourth a leg, a fifth the tail, and the sixth the side of the elephant.

The blind men continued on their journey. They began to discuss their experiences with the elephant, and a great argument broke out. The first man stated that the elephant was like a spear. No, said another, it was like a large snake – thick with powerful muscles. The third claimed it was like a warm left – thin, flat, and flexible. The fourth argued that the elephant was like a trunk of a tree. The fifth said he could hold the elephant in his hand – it felt like a rope. The sixth insisted that the elephant was really like a wall.

Try as they might, the blind men could not agree on what the elephant was like. Each was convinced he was right and the other five were wrong. Who was right?

**Take a minute to discuss this.*

Ask the students:

- How is this story a parallel to the Trinity? (everyone has different experiences of God; some see Him as a Father, others see Him as a Spirit, etc.)
- How is the story lacking? (Each man only got to know one aspect of God. While not incorrect, each understanding of the “elephant” (God) was incomplete. **We should make an effort to experience all aspects of God’s character - God the Father, Son, and Holy Spirit - in our every day lives so we can know Him better.*

DISCUSSION:

- 1) What did you all think about this week's reading? How accurate do you think it was talking about the different ways we see God?
- 2) Look through your lesson's reading and the various images of God. Can you relate to any of those images of God? If so, which one do you relate to the most?
- 3) How do you think as Christians we need to re-think the way we see and relate to God? (not see Him as a "Him"J, not see Him as a mean judge, not only ask Him for things like we do vending machine, etc.)
- 4) What does sovereign mean?
- 5) What does holy mean?
- 6) God is so huge! What are some great things about God being so big? (He's in control, there's nothing He can't do, etc.)
- 7) God is also personal. Jesus, for example, came down on earth to live with God's people! What are some great things about that? (He comforts me, He cares about my life, etc.)
- 8) How can we be comforted by the fact that God was fully human on earth? (faced the same temptations we did, can relate to every situation, etc.)
- 9) If Jesus went to your school, what kinds of things do you think he would do? (think of others before himself, love everyone, be confident, share, etc.)
- 10) How could you do some of those things in your school? (take friends' trash to the trash can after lunch, open doors for others, be a good listener, etc.)
- 11) How can we find strength in the resurrection of Christ?
- 12) How can you experience God's presence through the Holy Spirit? (reading Scripture, praying, doing God's work, serving God's people, etc.)
- 13) What are some things the Holy Spirit empowers us to do on a daily basis?
- 14) One of the questions in the reading asked if you have ever felt the power of the Holy Spirit in your life. Would anyone like to share with the class if you have? What was that experience like?
- 15) If the Holy Spirit is really that important, how can we follow it more than our own goals and/or plans? (look at situations through the eyes of God, make sure the things we do honor God, etc.)
- 16) The title of this week's lesson is "Who is God? Who am I?" How do the different Persons of God help you understand more about who you are? (Some examples are below.)
 - a. God the Father/Creator helps us see ourselves as creatures/human beings;
 - b. Jesus helps us see our sin and imperfections
 - c. the Holy Spirit allows us to see how much we can do and be with the power of God in us!... etc.

EXPLAIN/SAY:

Confirmation is "making firm" our commitment to Christ and accepting Christ as our Lord and savior. Following Christ is more than a onetime decision, it is daily choices to draw close to Christ and trust him in every aspect of our lives. Some of us may have grown up in the church and always felt connected to Christ and others may have never known about Christ until starting confirmation. I want us to take a minute to pray and consider how we will make firm our relationship with Christ. When we pray I will allow for a few moments of silence. In the silence I would encourage you to invite

Christ into every aspect of your life and ask for the wisdom and courage to live as examples of Christ's love. If you have never asked Christ into your life and you want Christ to be your Lord and Savior, after the moment of silence, I will guide you through a prayer of salvation.

Prayer: Will you bow your heads in prayer... (moment of silence). God we are thankful that you hear our prayers and you long to be in a relationship with us. If there is anyone here that would like to invite you into their life for the first time may they repeat this prayer in the quietness of their heart; Dear Lord, I believe that Jesus died on a cross for my salvation (pause). I admit I am a sinner and have done many things that do not please you (pause). I am sorry and I ask you to forgive me (pause). I come to you now inviting you into my life and ask you to take control of my future (pause). Help me to live every day in a way that pleases you (pause). I love you, Lord, and I am thankful that I am a new creation (pause). God we are all thankful that you love us. Let us make firm our faith and live for your glory every day. Amen.

SAY: If there is anyone who invited Christ into their life for the first time we want to celebrate with you so be sure to let an adult leader know and your peers as well. If anyone here wants more specific ways to grow in your faith or would like an adult to be praying for a specific area of your life, please let us know.

**Finish with anything else they'd like to discuss (Go the extra mile) and then close the class in prayer.*

LESSON 4

Why Worship?

GOAL/PURPOSE: To understand the importance of worship. We worship together on Sunday mornings at church and every day of our lives by what we do, say, and think. The lesson's reading outlines the different rituals of corporate worship and discusses why ritual is important. It also teaches students how they can worship God on a daily basis. The most important thing to highlight in this lesson is that God is good, and God is worthy of our time, energy, attention, and hearts in worship – in church and every day.

****Begin the class with prayer.***

****Offer a quick review of last week's lesson or the material so far.***

ACTIVITY:

*** Hymn Drill**

Explain that a *hymn* is "a song of praise" and hymns have been sung to God for thousands of years. A hymnal is a collection of praise songs. We use hymnals in the Sanctuary, but we do not use hymnals in Wellspring since we project the song lyrics on the screen.

Divide into teams of two or three students. Pass out a set of hymnals so that there is at least one hymnal for every other team member. Explain that you will call out a description of something from a hymn in the book. Whoever finds the hymn first wins 1,000 points for his or her team. Note: A hymn can be used only once. Ask for the following:

- A hymn with the word "love" in it
- A hymn written by someone named Wesley
- A hymn with words about an attribute, or characteristic, of God
- A hymn with the word "blood" in it
- A hymn with an unusual word (such as "Ebenezer")
- "Amazing Grace"
- The hymn on page 27 (not necessarily hymn number 27)
- A hymn about heaven
- A hymn with a chorus
- The last hymn in the book
- Others

MATERIALS NEEDED: 5-6 hymnals. Copies of the planning center worship sheets.

LESSON INTERACTION:

Planning Center Worship Outline: Pass out a copy of the worship outline to students. Refer to it as you have the discussion below. Call attention to the things in the bulletin that are designed for particular parts of worship (ex: sermon = proclamation; praise = singing, etc.)

DISCUSSION:

- 1) What is worship?
- 2) Why do we worship?
- 3) Who can tell me something great about God?
- 4) What does God's greatness have to do with worship? (go deep/get into student's lives and how all that God is and does for us should inspire worship in us)
- 5) Why it is important to participate in corporate worship?
- 6) Why is ritual important in church even though it may seem boring?
- 7) Who should we make worship about? (God!)
- 8) What does it mean to be "reverent"? Why is it important that we make our worship *reverent*?
- 9) How can we be active participants in worship? (sing songs, pray, actually listen to the sermon, etc.)
- 10) Why is it important to respect and appreciate the ways other denominations and people choose to worship? (b/c God works in different ways in different churches and criticizing other churches criticizes God's people and the ways He works)
- 11) Read Romans 12:1-2 from your manual. What does it mean to live a life of worship? (*to present your bodies as a living sacrifice, holy and pleasing to God*)
- 12) What are some ways we can worship God in our every day lives? **There are some examples in the manual, but have them come up with some of their own too and/or discuss what they wrote in their manual.*
- 13) Is it hard to live a life of worship? Why?
- 14) What can we do to make sure we always worship God even if we don't feel like it? (focus on/look for the goodness of God above our own circumstances)

**Finish with anything else they'd like to discuss (Go the extra mile) and then close the class in prayer.*

LESSON 5

Sacred Stuff: The Sacraments

GOAL/PURPOSE: To find out what the word “sacrament” means, learn what the sacraments are in the Methodist Church, and understand why they are important to our lives today as Christians.

**Begin the class with prayer.*

**Offer a quick review of last week’s lesson or the material so far.*

ACTIVITY:

Divide your class into teams of two or three. Give each team four or five sheets of paper, a pair of scissors, and a roll of tape. Their task is to form a chain of paper links by cutting the paper into strips, linking them and taping them closed. At the end of your time limit (2 or 3 minutes) the team with the longest chain wins.

MATERIALS NEEDED: paper, scissors, rolls of tape

DISCUSSION:

- 1) Even though the sacraments are mysterious, what can we learn from them? (they put us in a covenant relationship with God. like the chains you just made they help connect us to God)
- 2) What are some ways that someone can be baptized? (sprinkle, pour, submersion)
- 3) Why is it important for Christians to be baptized? (b/c baptism is a symbol of God’s love, it claims us as God’s children for His purposes, not the world’s, etc.)
- 4) Have any of you been baptized and if so do you remember it? (If there are students that have not been baptized you may want to talk about ways they can be baptized on their Confirmation Day.)
- 5) Why is it important to celebrate communion? (b/c it 1.) reminds us of Christ’s suffering and allows us to take part in it, 2.) allows us to celebrate the hope of the resurrection, 3.) puts us in community with other Christians, and 4.) puts us in God’s holy presence and invites the Holy Spirit into our lives)
- 6) What are some of your thought/feelings about receiving the sacrament of communion; Is just ritual? Renewing? Boring? Not related to your life or Christian walk? Helpful in connecting you to the love of God? Explain.
- 7) If one has a hard time connecting with God during communion what might they do to better connect? (pray, consider how much they are loved by God since Christ was willing to die for each of us, consider how Christ nourishes your life and faith.)
- 8) Lots of people spend time in concentrated prayer before receiving communion. Do any of you pray before or during communion? Explain. What benefit might there be to doing that?
- 9) How can you show others the importance of the sacraments?

**Finish with anything else they’d like to discuss (Go the extra mile) and then close the class in prayer.*

Bonus Information: Dr. Thomas Bramwell Welch launched the processed fruit juice industry when he successfully pasteurized Concord grape juice to produce an “unfermented sacramental wine” for fellow church parishioners in Vineland, N.J.

Thomas Welch was a minister in the Methodist Episcopal Church and wanted to create a pure grape juice that could be used for the Lord’s Supper. Using grape juice, instead of wine, allowed children and those struggling with alcoholism to fully participate in communion.

LESSON 6

God's Letter to Us: Scripture

GOAL/PURPOSE: To learn about God's letter to us, the Bible. The most important thing for youth to understand in this lesson is that the Bible is God's Word to us, and it is useful for our lives today as Christians (2 Timothy 3:16,17). The week's reading discusses in detail the Old and New Testaments and different translations and paraphrases of the Bible. Most importantly, it encourages students to think of the Bible as a book for them to read and live by today. It challenges them to stop making excuses and start experiencing God's life-changing Word firsthand!

****Begin the class with prayer. Have 2 Timothy 3:16-17 written on the board.***

**Offer a quick review of last week's lesson or the material so far.*

ACTIVITY:

*** Verse Finder**

*(*Note: Take a few minutes to go over different areas/tools that might be found in their bible; concordance, maps, keys, study notes, etc.)*

You can have students work as individuals or in pairs. Make sure that everyone has a bible. Explain that this will be a special kind of scavenger hunt where you give them an item or word, and they find a verse in the Bible that contains the item or word. For example, if you were to say "prophet," they would find a verse that contained the word "prophet"; then they would stand up and read that verse aloud. Keep score and determine a winner. Possible items or words to find could include: lamb, king, food, weapon, love, grace, article of clothing, mode of transportation, plant, weather, a woman, a woman named Mary, church, money, mountain. The object of this game is to focus students' attention on the Bible and let them search different areas.

DISCUSSION:

- 1) Talk about the Scripture written on the board (it's also in their manuals). What does it mean for the Bible to be "God-breathed" (NIV) or "inspired by God" (NRSV)?
- 2) What are some of the main purposes of Scripture? (shows us who God is, shows us who we are, how we can be in a relationship with God, and how we can do God's work on earth, etc.)
- 3) What is the Bible made up of? (poems, history, letters, etc.)
- 4) How are the Old and New Testaments related? (Both tell of God's covenant relationship with His people.) How are they similar and/or different?
- 5) Take a brief look at the Bible timelines in their manuals. Note the big events, with which they may or may not be familiar. Note key people and the books of the Bible in which their stories are.
 - a. Do any of these stories or characters stand out to you in your lives and circumstances today? Are any obviously relevant to your lives? If so, explain.
- 6) What parts of the Bible tell us about Jesus' life on earth? (the gospels)
- 7) Read over the "Bogus Bible Claims" in your manual. Have you ever believed any of these? If so, which ones?

- 8) What keeps you from reading your Bible?
- 9) Do you really believe that God can change lives through Scripture? If so, how?
- 10) Scripture is an essential part of the Christian life. Pass out a note card to each student and ask them to do these two things:
 - Write out a few ways that they believe God can change their lives through Scripture.
 - Pick one of the books of the Bible below (**Write the five books and their keywords on the board*) based on what keywords they think look interesting. Ask the student to commit to reading the entire book by the end of Confirmation.

**Hand out paperclips and ask the student to paper clip their list to the inside cover of their Bible or Confirmation manual.*

Books of the Bible:

Keywords:

John	belief in Jesus, Son of God
Acts	life in the early church, Holy Spirit
Romans	sin and righteousness
Philippians	to live is Christ, Joy
James	faith and action

MATERIALS NEEDED: one note card and one paperclip for each youth

**Finish with anything else they'd like to discuss (Go the extra mile) and then close the class in prayer.*

LESSON 7

Talking With God: Prayer

GOAL/PURPOSE: Similar to the lesson on Scripture, this lesson is a challenge for students to make their relationship with Christ a reality in their lives. As they read and discuss prayer, the goal is for them to understand that communication with God is essential to knowing God and being in a relationship with Christ. The lesson goes over these specifics concerning prayer (all are worth discussing!):

- Anyone can pray.
- We pray to build and maintain our relationship with God and know God's plans for our lives.
- We can pray at any time.
- Lives change, people are healed, and big things happen when we pray.
- Both answered and unanswered prayers tell us a lot about God.
- There are a variety of different ways to pray.

****Begin the class with prayer and ask students how they are coming with the Scripture reading they committed to last week (book with keywords listed on the board).***

**Offer a quick review of last week's lesson or the material so far.*

OPTIONAL ACTIVITIES:

#1 * Listening

Get the whole class to sit in a circle. Have everyone begin to snap in unison. Walking around the circle, one adult leader begins to read Matthew 5:1-26. The second adult (or selected student) also walks around the circle and reads Genesis 1:1-31. After a few minutes of all this noise, have all the sounds stop. Ask the students what they heard. Make your questions specific. (i.e. On what day did God create the animals? What did Jesus say would happen to the meek?)

Then have everyone get very quiet, shut their eyes, and listen again while you read the Matthew verses. Ask what they heard this time.

**The point is that we can hear God speaking when we shut out the distractions and take time to listen.*

MATERIALS NEEDED: none

#2 *The Bible on Prayer: Pass out two slips of paper to each student. Each slip of paper has a different Scripture reference on it about prayer. Have the students look up the Scriptures and tell the class what God has to say about prayer as described in the scriptures.

- Matthew 6:7 (We should not be insincere when we pray.)
- Matthew 21:21-22 (Whatever we ask for in prayer, we will receive.)
- 1 Thessalonians 5:16-17 (We should pray without ceasing.)
- Colossians 4:2 (We should devote yourselves to prayer.)
- James 5:14-16 (We should pray for the sick; prayers of righteous men are powerful and effective.)

- Joshua 1:8 (We should meditate on God’s Word.)
- Psalm 46:10 (We must be quiet at times to really know God.)
- Psalm 55:17 (We should pray regularly.)
- Matthew 5:44 (We should pray for our enemies.)
- Matthew 6:5-7 (We should pray secretly and honestly.)
- Matthew 6:9-15 (Prayer implies relationship—“Father.”)
- Matthew 26:41 (Prayer will keep us from sin.)
- Luke 18:1 (Prayer will give us courage.)
- John 16:23-24 (Prayer involves asking.)
- 1 Thessalonians 5:16-18 (We should pray at all times, giving thanks.)
- James 5:13-14 (We should pray for those with deep needs.)
- Others?

MATERIALS NEEDED: slips of paper with Scripture on it; copies of “Prayer Triggers” worksheet (see end of lesson guide)

OPTIONAL EXERCISE:

Have someone read aloud James 4:1-10. Ask how that passage relates to the way we pray. Note especially verses 2 and 3. Ask:

According to this passage, why aren’t some people’s prayers answered? (b/c they ask with false motives)

What is the relationship between a person’s prayer life and his or her closeness to God? (the more we communicate with God, the closer we are to Him)

What causes people to be separated from God? (friendship with the world)

What can we do to become close to God? (submit to God... **prayer is a great way to do this!*)

DISCUSSION:

- 1) Do you ever feel like you are not a good enough “pray-er”? If so, how can you overcome your insecurities?
- 2) Do you ever feel like prayer is a “private” thing? Why?
- 3) How can prayer help you grow in your relationship with God? (communication, knowing God better)
- 4) Think about your life. What time is good for you to pray? (in the morning when you’re not sleepy, with your family at the dinner table, etc.)
- 5) Is there ever a time when we cannot pray? (no)
- 6) Can you remember a time when you or someone-you-know life or circumstance was changed because of God’s answering prayer? If so, please share!
- 7) How can we pray throughout our day?
- 8) Discuss ACTS that the students read about in the lesson. Go through each letter and what it means. How can ACTS help them stay focused during prayer?
- 9) Take the last few minutes of class to encourage “prayer triggers” to help increase students prayer life. (See next page; copies will be in your teaching packet Sunday.)

**Finish with anything else they’d like to discuss (Go the extra mile) and then close the class in prayer.*

PRAYER “TRIGGERS”

Growing: (These are few ideas to help make prayer a regular part of your daily life.)

- Alarm / Trigger – use an alarm clock, timer, or other trigger (bell at school, red lights, airplane, etc.), to be a short time of prayer.
- Journal – Use one page a day to write down your prayers. Helps keep prayers focused, is an opportunity to see God more clearly, is an encouragement for the future, and helps to sort out life.
- Prayer List – Listing prayers helps “track” them. Recall God’s faithfulness.
 - Date of Request - Brief Description of Request - Answer(s) to the Request - Date of Answer
- Prayer Time – Make a specific time (and place) to pray.
- Meditate – Use a meditation *opener* and focus on God’s word. Empty out yourself and fill with God.
- Partner – Find someone to pray with or someone to hold you accountable to praying.
- Team – Ask several people to be praying for you as you commit to growing in prayer.
- Creative – Put action to prayer. Keep it lively.

Prayer Ideas: (These are different ways of praying)

- **Burning Prayers** – Write your prayers of confession on paper. Burn the piece of paper and read 1 John 1:8-9 after burning the prayers.
- **Prayer Chains** – Write your prayers on small sheets of paper and form them each day into paper chain. Hang the chain somewhere where you will see it. This is good for a family and use to talk about the strength that comes from prayers and family unity.
- **Sugar Cubes** – When you want to give something to God use this method. Take a sugar cube and a glass/bucket/pool of water. Hold the sugar cube in your hand and pray to God the thing you would like to give up. “Transfer” your prayer to the cube and then throw it into the water. It is now God’s and you have let it go.
- **Molding** – Get some play dough and form it as you pray. Maybe form yourself and as you pray about certain situations, form the clay into the mood in which you felt in that situation.
- **Candles** – Candles can be used in a number of ways: to symbolize the Holy Spirit, be a light to the world, hope in a time of darkness, etc. Light a candle and focus on the idea of light as you pray.
- **Map** – Draw a map of the places God has taken you through prayer, or of the places you would like God to take you through prayer.
- **Penny in Shoe** – Place a penny in your shoe. Each time you feel the penny throughout the day say a little prayer.
- **Rock in Shoe** – Put a small rock in your shoe. After it has burdened you enough take it out, hold it and pray about the things that have burdened you. “Transfer” your prayers to the rock and then throw the rock as far as you can away from you.
- **Knots** – Get a piece of string and tie several loose knots in it. Pray for those things that have got you “tied up” in life, and untie a knot each time. At the end of the prayer time the string will be knot free.
- **Round the Clock** – Commit to praying at the top of the hour for an entire day.

- **Without words** – Use some medium to express your prayers (paint, color, draw, dance, etc.) Read Romans 8:26-27 to help guide your prayer.
- **Ice** – Hold a piece as you pray for unjust things or “cold hearted” people. See how even the smallest of warmth melts the frozen ice. Know that God is a God of justice and can warm the hearts of anyone...including our own hearts.
- **Blessing Bracelet** – Take beads and place them on a string. Each time you place a bead on the string thank God for a blessing in your life. After you have finished praying, tie the string around your wrist/neck and continue to be mindful of God’s blessings.
- **Newspaper** – Cut out things from the paper that need praying for. Pray for one or two of the articles each day.
- **Prayer Walk** – Walk around an area that needs prayer. Kid’s room, business, bed, etc. and each time you make a lap pray for something specific.
- **Moving On** – Get a moving box and place in it all the things that are holding you back in life. Once the box is full get rid of the box – move on.
- **Balloon stomp** – Blow up balloons and pray for those things you want to “stomp out” in your life. Once you are done praying. Stomp on all the balloons.
- **Tree of Life** – Get a branch and stick it a flower pot. Commit to praying for healing or renewal in others lives. Write the prayers on different sizes of green paper. Tape the paper to the branch and watch your tree *grow*.
- **Cooking** – Spend time cooking something. As you add each ingredient pray for a specific item you would like to see grow/transform/complete/etc. Once the cooking is completed know that God uses all kinds of things to make new things.
- **Thirsty** – Set a certain time in the day that you will not drink anything. Make it an extended time. Then spend time praying that you will thirst for something (God’s love, holiness, justice, etc.). Recognize your physical thirstiness with your thirst for the something else. After praying, enjoy your favorite drink and know that God give us *living water*.
- **God Is...** - Make a list of all the things God is and give thanks for those things.
- **Shopping** – As you shop think about what you are buying and offer a prayer related to the item. Ex. Bread = Christ will be the bread of your life. Fish = how you might be a fisher of people. Etc.
- **Nature** – Find time to spend in nature. Give thanks to God for God’s creation and God’s continued work in creation.
- **Themes** – Take on a theme for the week and pray for that theme all week. Ex. Friends, family, justice, healing, moral choices, etc.
- **Everyday Things** – Pray while doing the everyday things. Brushing teeth, shower, driving to work, etc.
- **Expounding** - taking a known prayer, usually a familiar one, and adding to it.

LESSON 8

Living our Faith

GOAL/PURPOSE: To learn how to put faith into practice and to understand that the decisions we make affect how others see Christ. The lesson's reading goes over Wesley's advice on how to live the Christian life. By following Scripture, tradition, experience, and reason, we are able to live in a way that pleases God and shows others God's power in our lives.

****Begin the class with prayer and ask students how their prayer time is coming. Are they using their list? Enjoying time with God in prayer?***

**Offer a quick review of last week's lesson or the material so far.*

ACTIVITY:

Assign a "class secretary" to write on the board. Ask students to think of their role models and describe them to the class. The secretary will write the names of the role models on the board along with characteristics of each role model. Then have the class compare these characteristics with common characteristics of role models. Next have the class name "common" role models in the world. (famous actors/actresses/models/athletes, rich men and women, etc.) Have the class contrast their every day role models with more worldly role models. (Ex. How is Grandpa Bob (wise, loving, takes me to church) different from their favorite musician?) Finally, have the class vote on the top 3 most important qualities of a role model.

NO MATERIALS NEEDED.

DISCUSSION:

- 1) What is the purpose of a role model? Why are they important?
- 2) Do you ever think of yourselves as role models? Explain.
- 3) Has Confirmation made you any more excited about living a life for Christ? Explain.
(*Encourage students to be honest!!* And if any still seem pretty unenthused about God, consider talking to them after class, praying for them, or helping them find ways to live for Christ.)
- 4) Talk through the Wesley quadrilateral, highlighting Scripture as the most important of the four guides to Christian living.
 - a. Can anyone give me some examples of how someone might use the Wesley quadrilateral to make a decision?
 - b. How do you think the Wesley quadrilateral is helpful?
 - c. How do you think the Wesley quadrilateral is difficult and/or challenging?
- 5) It says in the manual that "every decision we make matters to God." Do you think that's true? Explain why or why not.
- 6) What decisions can you make that will show others how much God matters to you?
- 7) Do you think God will help you make decisions for Him? Explain.
- 8) What does it mean for God to be "at work"/"working" in someone's life?

- 9) If you are willing to share; How is God at work in *your* life right now?
- 10) What will help you live a life for Christ? (reading the Bible, praying, serving God and others, talking to other Christians, etc.)
- 11) How do you see God in the world and in those around you?
- 12) How does that encourage you to follow Christ more closely and live a life for him?

**Finish with anything else they'd like to discuss (Go the extra mile) and then close the class in prayer.*

LESSON 9

Creeds, Doctrine, Symbols, and Seasons

GOAL/PURPOSE: To understand why we have creeds, doctrine, symbols, and seasons in our church today and find out more about them. By the end of this lesson, youth should know why we say the things we say in worship and what many of the pictures they see around churches mean.

**Begin the class with prayer.*

**Offer a quick review of last week's lesson or the material so far.*

DISCUSSION:

- 1) How did creeds come to be?
- 2) What is the purpose of a creed? (to state what we believe)
- 3) Are there any creeds you have had to learn (Scout's motto, sports team chant, etc.)
- 4) Do any of you recognize the Apostles Creed? What kinds of things does it affirm?
- 5) Can you see how the Apostles Creed and others have meaning in your life today? If so, explain.
- 6) How can you recite the creeds in church in such a way that they are truly a profession of your beliefs?

ACTIVITY:

Name that logo. Hold up certain logos of football teams, products, schools, etc. and see if students can name them. After a logo has been named ask if the symbol has any meaning for them.

MATERIALS NEEDED: printed logos

DISCUSSION CONT.

- 7) What is a symbol?
- 8) What is the purpose of a symbol?
- 9) What can symbols teach us about God? (God is peace, God is the Beginning and the End, God is hope, etc.)
- 10) What are the more common symbols you see that related to Christianity? (cross, ICTHUS fish on cars, etc.)
- 11) Have students share which symbols if any are particularly meaningful for them.
- 12) Why is it important for us to pay attention to the seasons of the church? (b/c they remind us of the life and ministry of Jesus and the history of Christianity and the Church)
- 13) What seasons of the church are most meaningful to you and why?

Explain that this *season* of Confirmation has been great as you have gotten to know the students better, have seen Christ at work in them and are excited to see how they will be living examples of Christ in the world.

Ask students what parts of Confirmation they have enjoyed the most. (You are likely to finish this lesson early. Take time to answer any questions the students may have that have not already been addressed. Also ask if any of the student's relatives or friends will be coming to the Confirmation Service.)

Let everyone give (long distance) high fives and hugs and just celebrate their accomplishment of completing Confirmation.

**Close in prayer, praising God for bringing each student into your Confirmation class! Ask God to "make firm" the lives, hearts, and commitments of your students so they can love and serve Him forever ~*