

CONFIRMATION

program

Confirmation Program Overview

Confirmation, or Catechism as it is often called, is an intentional faith development process. The goal is that each student will affirm their baptism and take ownership over their faith development. Confirmation includes 6th - 8th grade students who are part of St. Stephen and is rooted in worship, learning, service, and fellowship.

Worship & Learning

Students are expected to participate in worship through regular attendance, serving as an acolyte and crucifer, and by taking notes on what they hear, experience, and learn.

Students are expected to take notes on the service they attend by writing a brief summary of the sermon and/or any other observations they would like to share. Sixth grade students are expected to submit 6 notes per year, students in seventh will submit 7, and students in eighth will submit 8. Learning occurs through worship and class. Our curriculum includes four units of learning, spanning through the Old and New Testaments, Lutheran History & Catechism, and Lutheran Living. On Sundays that class doesn't meet, students are encouraged to worship or serve as a volunteer. Students are expected to complete 80% of the lessons listed to the right. Lessons that are not completed in person on Sundays at 9:30 will be able to be made up digitally (see instructions below).

Service & Fellowship

Students will participate as an acolyte or crucifer as scheduled. Students are to arrive at least 15 minutes prior to the start of the worship service. Each student will serve at least once at the 8:00 service as well as the 10:45 service so that the ministry is shared by all involved, as service to the church. If the student needs a replacement for a service, please let the Director of Connections, Allie Harpster, know by the preceding Thursday morning.

Additional service projects will be scheduled through the church, but we also encourage students to sign up to be readers, greeters, ushers, Kids Church leaders, and nursery helpers! Service and fellowship events will be announced on the website, through the newsletter and by email. Students are expected to complete 8 hours of service per year through St. Stephen, and submit those using the link at the bottom of the page.

Online Component

Students desiring to complete part or all of the lessons online must be approved by the Director of Family Ministry before proceeding. Each lesson has a video that must be watched and an online student and parent form that must be submitted. All three components need to be complete for that lesson before it will be reviewed by the Director of Family Ministry. After a unit is completed, the student will need to schedule an in person review before moving onto the next unit. Students completing classes in person will have an annual review built into the schedule.

UNIT ONE | BIBLE: OLD TESTAMENT

Lesson One:
Canon

Lesson Two:
The Hebrew Bible

Lesson Three:
Genesis

Lesson Four:
Exodus

Lesson Five:
Law

Lesson Six:
Judges

Lesson Seven:
Ruth

Lesson Eight:
Kings

Lesson Nine:
Babylonian Capt.

Lesson Ten:
Prophets

Lesson Eleven:
Psalms

Lesson Twelve:
Wisdom

Lesson Thirteen:
Job

Lesson Fourteen:
Esther

Lesson Fifteen:
The Rise of Rome

UNIT TWO | LUTHERAN HISTORY & CATECHISM

Lesson One:
Martin Luther

Lesson Two:
The Reformation

Lesson Three:
The Reformers

Lesson Four:
Lutheran Confession

Lesson Five:
Adiaphora

Lesson Six:
Luther's Small Cat.

Lesson Seven:
10 Commandments

Lesson Eight:
AC - Article One

Lesson Nine:
AC - Article Two

Lesson Ten:
AC - Article Three

Lesson Eleven:
The Lord's Prayer

Lesson Twelve:
Holy Baptism

Lesson Thirteen:
Holy Communion

Lesson Fourteen:
Confess & Forgive

Lesson Fifteen:
Daily Prayers

UNIT THREE | BIBLE: NEW TESTAMENT

Lesson One:
Maps

Lesson Two:
The New Testament

Lesson Three:
Jesus

Lesson Four:
Matthew

Lesson Five:
Mark

Lesson Six:
Luke

Lesson Seven:
John

Lesson Eight:
Acts

Lesson Nine:
Early Church

Lesson Ten:
Paul's Theology

Lesson Eleven:
Romans

Lesson Twelve:
1 & 2 Corinthians

Lesson Thirteen:
Galatians

Lesson Fourteen:
Letters

Lesson Fifteen:
Revelation

UNIT FOUR | LUTHERAN LIVING

Lesson One:
Justification by Faith

Lesson Two:
The Cross

Lesson Three:
Law & Gospel

Lesson Four:
Saint & Sinner

Lesson Five:
The Church

Lesson Six:
Freedom

Lesson Seven:
The Neighbor

Lesson Eight:
Grace

Lesson Nine:
The Word

Lesson Ten:
Bondage

Lesson Eleven:
Two Kingdoms

Lesson Twelve:
Vocation

Lesson Thirteen:
Worship

Lesson Fourteen:
Devil

Lesson Fifteen:
Doubt

ADDITIONAL LINKS

Sermon Notes

Service Hours

Email Lydia Brooks

CONFIRMATION

program

unit three

Online Lesson Note Guide

Use the questions listed below for each lesson as a guide for your lesson notes. Thoughtfully answer at least two of the questions listed for the lesson to receive credit. Make sure to list which questions you are answering.

UNIT THREE | LESSON ONE: MAPS

Read Acts 14:24-28. (1) Which places did Paul and Barnabas visit in this passage? Find them on a map of the Mediterranean region in the back of your Bibles. Read Genesis 12:4-8. (2) What places did Abram and his family visit/pass through in this passage? Locate them on a map in the back of your Bibles. (3) How did they know where to go next? (4) How do you think they felt as they saw the terrain change from what they were used to?

UNIT THREE | LESSON TWO: THE NEW TESTAMENT

Read John 12:44-50. (1) Who is Jesus talking about when he says "him who sent me" (v. 44)? (2) What is the significance of Jesus saying what the Father commands? Can you think of any other times in the Bible when God the Father commands someone to say something? Read Luke 2:3-6. (3) Do we have anything like a registration today? (4) Why do you think these details are included in Jesus' birth story? (5) Whose family is Joseph in? What do you know about David? How does that help us understand who Jesus is? Why would this be important information for the readers of Luke's Gospel?

UNIT THREE | LESSON THREE: JESUS

Read Philippians 2:5-8. (1) Do you think it matters that Jesus is fully human and fully divine? What would change if he were only human or only divine? (2) Bible scholars think verses 6-8 were part of an ancient hymn. Can you think of songs or hymns that we sing that help us remember who Jesus is? (Example: "Jesus Loves Me.") (3) This passage makes clear that God chose to become fully human. What does that choice tell us about God? Read Colossians 1:15-20. (4) If Jesus is the image of the invisible God, what can we know about God? (5) What do you think the writer meant when he said all things hold together in Jesus?

UNIT THREE | LESSON FOUR: MATTHEW

Read Matthew 1:22-23. (1) Why is it important to Matthew to point out that Jesus' birth coincides with the Old Testament prophecies about the Messiah? (2) What parts of this birth narrative would have been important to Matthew's Jewish audience? (3) Emmanuel means "God is with us." What does that mean to you today? Read Matthew 5:1-12. (4) Does this seem backward to you? Have you ever seen evidence of these sayings in your own life? (5) What does it mean to be "blessed"? (6) If you had to choose to live out one of the Beatitudes (these statements of Jesus that begin "Blessed are . . ."), which would you choose and why?

UNIT THREE | LESSON FIVE: MARK

Read Mark 1:14-20. (1) What's your favorite thing to do? What's one of the most important things you do in your daily life? Would you give it up if Jesus asked you to? (2) What was it about Jesus that made the fishermen follow him immediately? (3) When is the last time you did something immediately after being asked? Mark 8:27-30. (4) Why did Jesus ask the disciples, "Who do people say that I am?" (5) Why would Mark make a point of telling his audience that people sometimes assumed that Jesus was John the Baptist or Elijah? (6) Why do you think Jesus told the disciples not to talk about his being the Messiah? (7) Who do you say that Jesus is? What does that mean?

UNIT THREE | LESSON SIX: LUKE

Luke 2:41-52. (1) What does it feel like to be known or understood by someone? How does it feel when someone close to us doesn't seem to understand something we've done or something we want? (2) In light of this passage, what do you think Jesus would say to you in those moments? Read Luke 24:13-35. (3) Help students put this passage in the context of Jesus among friends: This time, his friends are not looking for him when they should be. Why does it sometimes feel harder to have our friends misunderstand us than our families? (4) When have you felt misunderstood or overlooked? What do you want people to see in you? What do people tend to misunderstand about you?

UNIT THREE | LESSON SEVEN: JOHN

Read John 14:6-11. (1) Jesus is trying to explain to his disciples that he is God. He says that if they don't believe him, they should consider his works as proof. What does Jesus do that helps prove he is the Son of God? (2) Do you think those actions are convincing? What would have convinced you if you were a disciple back then? (3) Of all the stories you've read or heard about Jesus, which one best illustrates who you think Jesus is? Read John 14:12-14. (4) What is Jesus promising his disciples in this passage? (5) In what ways does this promise extend to us today? (6) Jesus seems to be making a promise that doesn't always get kept. How do we make sense of that? Read John 11:38-44. (7) What does the story about the raising of Lazarus tell us about who Jesus is and what Jesus can do? (8) What might this story have to do with us today?

UNIT THREE | LESSON EIGHT: ACTS

Read Acts 1:6-11. (1) Does it seem that Jesus' disciples understand him yet? What do you think they expect Jesus to do now? Does it seem surprising that Jesus trusts these disciples to be his witnesses when they keep misunderstanding him? (2) What do you think Jesus means by the disciples' being his witnesses "to the ends of the earth"? Read Acts 10:44-48. (3) Surprise or astonishment was a common reaction of the early church witnessing the movement of the Holy Spirit. Who is the Holy Spirit surprising in this passage? (4) Where or with whom would you be surprised to see evidence of the Holy Spirit today? Do you think the Holy Spirit can still surprise us today? (5) What kind of assumed prerequisites or unwritten expectations are common in your experience of the church?

UNIT THREE | LESSON NINE: PAUL AND THE EARLY CHURCH

Read Acts 9:1-19 aloud. (1) What's the most surprising part of this story to you? (2) What do you think Ananias was thinking as the Lord spoke in verses 15-16? (3) Think of other times in the Bible when God spoke to people. Does God usually say surprising things? Read Philippians 3:7-11. (4) Keeping the Acts story in mind, what do you think Paul is talking about in this passage? (5) Is there anything that you once considered valuable but have discarded or given up because of Christ? What have you taken on because of Christ?

UNIT THREE | LESSON TEN: PAUL'S THEOLOGY

Read 1 Thessalonians 1:1-10. (1) If our church/youth group received a letter like this from a good friend or mentor, how would you feel? What emotions is Paul trying to convey to the church in Thessalonica? (2) Paul seems proud of the church. What specific actions or beliefs does he mention? Why do you think those might be particularly significant to Paul? Read Romans 8:31-39. (3) What does Paul mean in verse 31 when he says that God is "for" us? Who in your life is "for" you? Who are you "for"? (4) Brainstorm together about what other things Paul could have included in verses 38-39 that cannot separate us from God's love.

UNIT THREE | LESSON ELEVEN: ROMANS

Read Romans 1:16-17. (1) What do you think Paul is saying in these verses? (2) What do you think Paul means by righteousness? Is he talking about our righteousness (right standing before God) or God's righteousness? (3) What other messages do you hear about what you need to have a secure future? Read Romans 1:11-15. (4) Why is Paul writing this letter? (5) What does Paul mean when he says that he is a debtor? (6) Where have you found inspiration for your faith outside of the church or the Bible? Read Romans 10:5-11. (7) In what ways does Paul distinguish his faith from what Moses taught? (8) Do you think Paul allows room for doubts or questions? Why or why not? Do you think he's right? (9) What do you think matters most in the life of faith?

UNIT THREE | LESSON TWELVE: 1 & 2 CORINTHIANS

Read 2 Corinthians 5:17-21. (1) If you made a profession of faith at a young age, in what ways do you feel like something has "passed away" to make room for the new creature you're becoming? (2) What parts of your life, things that are perfectly permissible for your age, might confuse a younger person who is trying to figure out what it means to be a Christian? (3) What emotions or experiences do you associate with or anticipate in the process of becoming "completely new" in God? Read 1 Corinthians 8:1-13. (4) What modern-day scenarios might remind us of the "food sacrificed to idols" description in this section?

UNIT THREE | LESSON THIRTEEN: GALATIANS

Read Galatians 1:1-10. (1) Most of us experience at least slight changes in what we believe as we progress in faith. How would you define the difference between progressing in faith and turning in faith? (2) The Galatians were asked to perform a Jewish religious ritual in order to become full-fledged Christians. Paul himself was circumcised, so what was his concern? (3) In verse 10, Paul challenges his readers—and us—to think about our motivations for living out our faith in the world. What do you think he means when he says that if he were pleasing people he wouldn't be a servant of Christ? (4) So seriously: An angel shows up and tells you there are some extra details necessary to complete your faith (verse 8). How do you respond?

UNIT THREE | LESSON FOURTEEN: LETTERS

Read 1 Timothy 1:3-7. (1) Why do you think the author needed to clarify what his goal was? (2) What other goals do you think people might have thought he had? (3) What would love from an impure heart, a bad conscience, or insincere faith look like? (4) What does love from a pure heart, a good conscience, and sincere faith look like? Can you think of a time when you saw someone offer or act out of this kind of love? (5) What do you think was happening that provoked someone to write this letter?

UNIT THREE | LESSON FIFTEEN: REVELATION

Read Revelation 2:1-7. (1) Have you ever felt like you were trying really hard to do something right, only to have your efforts ignored or, worse, declared not good enough? (2) How does it feel to receive praise for a job well done? (3) How would it feel to be part of the church in Ephesus and hear the words in verses 1-3? (4) What do verses 4-6 tell us about some of the new churches in Asia at the time? (5) What do you make of the tree in verse 7? Does it seem familiar or similar to another biblical story? What might the author be indicating by making this connection?

UNIT THREE LINKS

[Student Notes](#)

[Parent Notes](#)

Online Lesson Note Guide

Use the questions listed for each lesson as a guide for your lesson notes. Thoughtfully answer at least two of the questions listed for the lesson to receive credit. Make sure to list which questions you are answering.