

CHANGING THE WORLD

CONFIRMATION FOR THE MISSIONAL CHURCH



Revised and Updated

MARK D. HINDS

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Writer

Mark D. Hinds, Ed.D., (mdhedd94@gmail.com) is a retired writer, editor and publisher for Presbyterian Church (U.S.A.) curriculum development. He has degrees from Trinity University, Austin Presbyterian Theological Seminary and the Presbyterian School of Christian Education (now Union Presbyterian Seminary). His 1994 dissertation was titled *The Book of Proverbs: Toward Alternative Pedagogical Principles for Confirmation in the PC(USA)*. He was the primary writer and project leader for the *Big God Big Questions* confirmation curriculum. In retirement, he enjoys writing for the church. Mark lives in Louisville, Kentucky, with his partner and spouse, the Rev. Dr. Peggy C. Hinds.

RetreatFriday

Lead two or more activities.

5:00 p.m.

Arrival and Welcome Activities

Activity 1: Make descriptive name tags with your names and favorites, such as musicians, food, friends, etc.

Activity 2: Name 5 favorite movies, 4 things that make you happy, 3 pet peeves, 2 favorite snacks, and 1 place you have traveled.

Activity 3: Decorate the space with reminders of Pentecost—red fabric and cutouts of white doves. Add red, yellow and orange flames.

Activity 4: Stand in a circle. Say your name and something (food, musical instrument, etc.) that begins with the same letter. The following person says their name and favorite thing, plus yours. Proceed around the circle. The last person repeats everyone's name and favorite thing.

Activity 5: Invite mentors/sponsors and confirmands (groups of no less than four people) to take a hike.

Activity 6: Play the [Electricity Game](#).

6:30 p.m.

Dinner Table Talk

Post the quotation and discussion prompts on the dinner tables.

“Inside each of us there are powers so strong, treasures so rich, possibilities so endless, that to command them all to action would change the history of the world.”
—H. Jackson Brown Jr., Author of *Life's Little Instruction Book*

Discussion prompts:

- What do you think when you hear the phrase “change the world”?
- Is changing the world doable? Where would you begin?

7:30 p.m. Session 1: Who Am I? Why Am I Here?

1. Pray

O Lord, uphold us by your Holy Spirit.
Daily increase in us your gifts of grace:
the Spirit of wisdom and understanding,
the Spirit of counsel and might,
the Spirit of knowledge and the fear of the Lord,

the Spirit of joy in your presence, both now and forever. Amen.

*Media clips,
equipment* 2. Opening video

Option 1: "Pay It Forward"

Talking points: Mr. Simonet gives his 7th-grade students an assignment: Think of a way to change the world and put it into action. Listen to how Mr. Simonet tries to shape the students' identities and purposes through the assignment.

Watch "Pay It Forward" (4:31–15:00).

Discussion prompts:

- How do you feel when you hear that the possibility of changing the world is inside you?
- How can changing the world shape your identity and purpose?

Option 2: "What Adults Can Learn from Kids"

Talking points: In a 2008 TED-Ed video, 10-year-old Adora Svitak identified childish thinking as bold ideas, wild creativity, and optimism. Svitak asserts that kids' big dreams deserve to be held to high expectations by supportive trusted adults.

Watch "[What adults can learn from kids - Adora Svitak](#)" (0:00–8:12)

Discussion prompts:

- How do you feel when you hear childish thinking described as bold, wildly creative, and optimistic?
- What big dreams do you have for changing the world?
- How can your trusted adults hold you and your dreams accountable to high expectations?

3. Kids who are changing the world

Display photos of young people from [Read the Stories of 40 Incredible Kids Who Have Changed the World](#).

Search on your smartphones for information on how the selected young people are changing the world. Take turns sharing what you've learned with the group.

Discussion prompts:

- What skills did the youth use to change the world?
- Brainstorm areas in your community/world that need young people to change the world.

4. Equality, equity, justice

Display "[Equality, Equity and Justice explained better.](#)"

Invite responses to the illustration.

Discussion prompts:

- What does it mean to be fair? What is the difference between equality and equity? Which brings about justice?
- What values motivate people to work for justice?
- How are young people changing the world? Through equality? Equity? Or justice?
- Which effort resonates with you? Which way of changing the world can you see yourself doing?

Lead one or both activities.

5. Brain break

Activity 1: Stand up. Touch your left ear with your right hand. At the same time, touch your nose with your left hand. Switch your hands. Touch your right ear with your left hand and your nose with your right hand. Switch back and forth a few times. Close your eyes, take a deep breath and blow it all out.

Activity 2: Stand up. Take turns saying your name while making a physical gesture. For example, Mike announces his name and drops to one knee while doing jazz hands. The rest of the group says the person's name in unison and imitates the move. Repeat for each person.

Media clip, equipment, Bibles or Bible apps

6. Who Am I? Why Am I Here?

Watch "[Justice](#)" (0:00–6:18).

Talking points: Human beings are set apart from all other creatures as the image of God, as God's representatives who rule the world by God's definition of good and evil. For some people, ruling the world means using and abusing it. Ruling the world means changing the world, ensuring that all people, especially the poor and the weak, have access to opportunities (Read Psalm 72). All humans are equal before God. Christians work to ensure everyone is treated with dignity and fairness.

Bibles or Bible apps

7. Breakout groups

Select one of the following Scripture passages: Deuteronomy 24:17-22; Micah 6:6-8; Isaiah 58:1-14; Matthew 25:31-40; and James 1:26–2:5. Talk about what intrigues, inspires, bothers or confuses you about the passages.

Discussion prompts:

- Who are the vulnerable today?
- What injustice grieves you the most?

- Who around you might need support?

*Media clips,
equipment*

8. Changing the world

Watch one or both of the following YouTube videos:

[“Widow who was invited to eat with strangers: ‘I think God sent me there.’” \(0:00–2:47\)](#)
[“So no student eats alone” \(0:00–2:57\)](#)

Discussion prompts:

- In what ways does loneliness worsen an already broken world?
- How does loneliness amplify injustice in the world?
- How is making sure someone else has a place at your table a form of working for justice?
- How do the videos show that changing the world is not so much a job as a state of mind?

*Candle,
lighter, Bible*

9:00 p.m. Worship 1

1. Sing “The Summons (Will you come and follow me?),” stanza 1.

2. Spiritual reading:

Light a candle.

Pray, “Holy Spirit, let us hear from you.”

Read 1 Corinthians 12:4-7. What words or phrases jump out? Silence.

Reread 1 Corinthians 12:4-7. What is the Spirit saying to you? Silence.

Reread 1 Corinthians 12:4-7. What is in your heart? Silence.

Read 1 Corinthians 12:4-7. Thank God.

Invite personal prayers for the day’s blessings. Close with the Lord’s Prayer or a prayer of your own.

3. Sing “The Summons (Will you come and follow me?),” stanza 2.

9:15 p.m. Service Project

Select one or more service projects.

Project 1: Make birthday cards for kids in homeless shelters.

Project 2: Make [sock kits](#) for people who are in need. Keep them in your car to distribute.

Project 3: Write your [senator](#) or [representative](#) about an issue you care about.

Project 4: Agree to volunteer with [Best Buddies](#) and follow through.