



UNIT 2 SESSION 1

WHO IS MARTIN LUTHER?

Romans 1:16-17

Deuteronomy 6:4-5

SESSION OBJECTIVES

Throughout this session, students will:

Know who Martin Luther was and why he is a significant figure.

Feel connected to 500 years of Reformation thought and tradition.

Experiment with making simple but central claims about personal faith.

GETTING READY

Looking Back

Martin Luther lived in Saxony (now a part of Germany) during the first half of the sixteenth century. He was a monk, a priest, and a scholar—part of the Augustinian order. As a young man, Martin was troubled by a deep fear of God's righteous judgment. As he studied the Bible—particularly the writings of Paul—he came to believe and trust that God's righteousness is not about condemning people for their sin but about freeing them from it for the sake of Jesus Christ.

This insight turned his whole world upside down. It also helped him see how his church was using threats of God's judgment to control and oppress people when it should instead be participating in God's gracious work of forgiveness and freedom.

Martin was a prolific writer, a charismatic teacher, and a powerful preacher. He used these skills to call the medieval Roman Catholic Church to reform its practices and re-center itself in its core mission of gospel proclamation. This message was rejected by those in power, but Luther and others who joined him persisted, even in the face of threats, violence, and excommunication. The Reformation movement he helped spark went on to transform the world.

What Lutherans Believe

Lutherans continue to remember and learn from Martin Luther because of his ideas about—and proclamation of—God’s love and forgiveness. Basic Lutheran theological claims include the following:

- **We don’t choose God.** Human beings don’t have to work our way toward a relationship with the One who created us and everything else that exists.
- **God chooses us.** God comes to us most clearly in Jesus, who brings a surprising word of forgiveness, life, and grace.
- **We can’t believe this by ourselves.** God’s Holy Spirit enables and empowers us with faith. Faith isn’t about perfect living; it’s the gift of trusting that God’s love and promises are true for each of us, always.
- **Our good works flow from faith in what God has done.** Freed by God’s forgiveness, and trusting it to be the truth for us, we get to freely and joyfully serve the needs of our neighbors.

Current Connections

Students may find Luther’s “realness” relatable. He grew and changed over the course of his life. He got anxious, mad, and sad. He experienced joy when things went well and was discouraged when his mistakes piled up. He had some great friends and made a lot of other people angry. He loved nature and music. He cared about what his parents thought. He liked to eat and argue and sing songs. He told jokes, some of them scatological. Just like you and your students, Luther wasn’t perfect, but he shared his gifts with the world.

Saying Yes to . . .

Martin Luther emphasized how amazing God’s YES is as a gracious gift that makes every other YES of faith possible. Lutheran worship, including our understanding of baptism and communion as means of grace, is deeply rooted in Luther’s thought and teaching—as is the rite of Affirmation of Baptism.

Every promise God makes is a YES in Jesus Christ. As students learn and grow in faith during this unit of Lutheran Yes!, you can support and encourage them as they explore how to respond with their own YES to God’s gift of YES that is accessible for everyone.

GATHER (10 minutes)

Choose one of these Gather activities to welcome your students as they enter this space of YES. Then move to the Get Connected activity using the Connection Deck.

GATHER ACTIVITY OPTION 1

“HERE WE STAND” CARPET SQUARE CHALLENGE

MATERIALS

- Two to four 18 x 18-inch carpet squares or similarly sized mats (one per two or three students); alternately: cardboard or large pieces of paper cut to size
- Six or more prewritten index cards with simple but central faith claims. Duplicates are okay. Examples:
 - » God is love
 - » Jesus loves me
 - » God cares for the whole world
 - » God gives us faith
 - » God forgives us
 - » Jesus feeds us
 - » God’s grace is a free gift
- Blank index cards
- Writing utensils

PREPARATION

- Arrange to use an open space such as an empty classroom or fellowship area. Push all furniture aside.
- Place the carpet squares on the floor, with 6–8 feet around each.
- Place the prewritten and blank index cards and writing utensils on a table.

Background

Although Martin Luther didn’t actually say the phrase “Here I stand!” when he refused to recant his writings before the emperor at the Diet of Worms in 1521, the legends

that grew in later years put this statement on his lips. People who knew and loved Luther wanted to emphasize his unwillingness to move away from the revolutionary claim at the heart of his faith: We are saved by trusting God's goodness through Christ and not by our own efforts or works—no matter how good these things are. This activity offers students a chance to practice claiming simple but central faith commitments while also exploring in a physical way how we can “stand together” on shared faith claims through mutual support and trust.

Get Started

Part 1: Stand Alone

As students arrive, invite them to select one of the prefilled cards or to write one “true” thing they think or believe about God on a blank index card. They can also write one “true” thing they think or believe God declares about them.

Once a student has a card, ask them to place it on a carpet square, stand on the square, say (or shout), “Here I stand!” and then read what’s written on the card. Students can take turns with carpet squares as needed.

Part 2: Add a Partner

Invite students to find another student who shares or agrees with the claim on their card. Challenge them to see if they can both stand on the carpet square at the same time, say (or shout), “Here we stand!” and read together what’s written on their shared card.

Part 3: Everyone Together

Challenge your group to find one claim that everyone can agree on and see if they can all fit on a single carpet square at the same time. This may include lots of balancing, leaning, and holding on to one another. The goal is to get everyone on one square, say (or shout) “Here we stand!” and then state the shared claim. You can make this less physically challenging by having the group form a circle around their shared claim.

Tips:

- Adapt the complexity of simple but central faith claims to suit your students.
- Accommodate students with mobility issues or other needs as appropriate. This can be a “Here I sit!” activity as well, without balancing or standing challenges.
- Adapt the rules about body proximity and touch to the comfort level of your students. If a student does not want to be physically close to others, that student can read the claim on the index card at a distance from others.
- Using smaller carpet squares will make this activity more physically challenging. Larger squares will make it easier.

GATHER ACTIVITY OPTION 2

500-YEAR TIMELINE

MATERIALS

- One 50-foot landscaping tape measure (you can also use a 25-foot carpentry tape measure and a yardstick)
- Full roll of masking tape or blue painter's tape
- Markers
- 500-Year Timeline Event Cards from page 167 (one sheet for every 10 students)
- Blank index cards
- One-foot rulers and/or additional yardsticks
- An open space long enough to install a 42-foot line of tape, such as a sanctuary aisle or hallway

Tip: This activity can also be adapted for use in a smaller space, turning at the corners of the room as necessary.

PREPARATION

- Decide if you will pre-install the timeline or make the timeline construction part of the activity.
- Use the tape measure to measure out a straight line that is 42 feet long. This is approximately 500 inches—one for each year between 1517 and 2017.
- If using the landscaping tool, use masking tape to attach the measuring tape to the floor at 10-foot intervals. If using a shorter tape, install a line of masking tape that runs the full 42 feet. Then use a yardstick and marker to mark two-foot intervals.
- With a marker and short strips of tape, mark “1517” at the far left end of the timeline. Then, at the far right end, approximately 42 feet away, mark “2017, 500 years of Reformation.”
- Use a ruler to add inches to the timeline to reach the present. Then, add a tag for the current year that says “Now.”
- Make a copy of the 500-Year Timeline Event Cards from the reproducible sheet on page 167. Cut them out so students can add these to the timeline during the activity.

Tip: If you can keep the timeline in place for several weeks, plan to add events throughout this unit.

Background

The initial events of the Protestant Reformation happened a very long time ago. Most historians mark its beginning on the October day in 1517 when Martin Luther posted his 95 Theses on the door of the Castle Church at Wittenberg. Luther died in 1546, but the movement he helped begin continued—and continues today. This activity gives students a visual and physical sense of how much time has passed since the start of the Reformation by comparing 500 years to the spans of their own lives so far. Students will place their own birth years on the timeline, as well as other significant personal and historical events.

Get Started

If you choose to install the timeline as part of the student activity, follow the instructions detailed in the “Preparation” section above.

Part 1: Locate Yourself

As students arrive, invite them to write their name and birth year on a blank index card.

Point out the timeline and the 1517, 2017, and “Now” tags on it. Explain that the timeline uses about one inch to represent each year between 1517 and today. Invite students to use rulers or yardsticks (or the markings on the installed landscaping tape) to find their birth year and tape their card to that point on the timeline.

As they finish placing their own cards on the timeline, hand out 500-Year Timeline Event Cards. Challenge students to locate those dates and tape the cards to the correct points on the timeline. There are 20 events to place. Ask students to return to the “Now” end of the timeline once they’ve placed their events.

Part 2: Go Back in Time

Once all the events are placed, walk the group down to the 1517 end of the timeline, pointing out the other events on the timeline as you go. When you arrive at the 1500s, explain that this unit of Lutheran Yes! confirmation will include sessions about some of the people, events, ideas, and places that were part of this period in history.

If There’s Still Time

Invite students to come up with other personal or historical events that have occurred within the last five centuries. Encourage them to use the measuring tools, markers, index cards, and tape to add these events to the timeline. Possible events: ancestors’ or relatives’ birth years; the founding of your state; construction of your church, city, neighborhood, or home.

Make It Active

The timeline represents 500 years. If you’ve got runners and a space that can accommodate it, see who can cover the distance the fastest.

Five hundred years separate us from the Reformation. We are four times that far from the time of Jesus and the events of the New Testament. Invite students to walk “back in time” by completing a few laps of the timeline.

GET CONNECTED

MATERIALS

- Unit 2 Connection Deck

PREPARATION

- Plan a spot where your group can lay out the Connection Deck cards on a flat surface.

Transition from the Gather activity to a time for students and leaders to make connections with each other. Let students know that each time you meet, you'll use some of the cards to make connections—with themselves, with each other, and with their faith. Each time you meet, you can use the cards in a different way. If you have more than eight students, divide students into smaller groups. You will need one Connection Deck for each small group.

Choose the nine yellow Connection Deck cards with people from the Reformation on the other side and lay them in the middle of the table with the image side facing up.

Ask students to choose a card.

Once everyone has selected a card, flip the cards over and count how many symbols are on the yellow side. That number will be how many things about themselves they are invited to share with the group. These can be things like talents, hobbies, experiences, physical quirks, or unique facts about themselves.

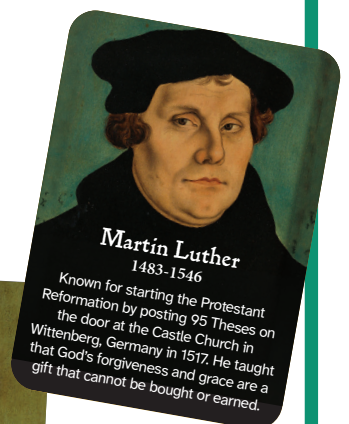
Make a note of which student chooses to share first with the group. They will go first in the game during Regather.

After everyone has shared, including the leader, invite everyone to turn their card over and look at the image. Before reading the words on the card, have the students share with a partner or with a small group:

What came to mind when you first saw the image on your card?

Was this person familiar to you?

After students share their responses, ask them to read aloud about the person on their card. Remind them that these people were important during the Reformation.



FOCUS

(10 minutes)

MATERIALS

- Bibles
- Bell, chime, or other cue

PREPARATION

- None

Use a bell, chime, or other cue to let students know it is time to transition to the next activity. If you have more than one small group, invite all groups to sit together in a gathering space.

Welcome students to Lutheran Yes! confirmation. Prepare them for this curriculum's structure and content with any of these points, which you can adjust to your context:

We are gathered to explore saying YES to the affirmations you will say at the Affirmation of Baptism service at the end of this confirmation program.

- God said YES to you from the very beginning. You are a precious child of God, and God will always love you.
- If you are baptized, your parents/caregivers and baptismal sponsors said YES when they brought you to be baptized.
- If you are not baptized, your parents/caregivers said YES to you being part of this confirmation ministry.
- The congregation said YES when they promised to support you and your parents/caregivers at your baptism.
- The congregation says YES to you by supporting this confirmation ministry.

In Lutheran Yes!, we will do these kinds of things together each time we meet:

- **Sign in at the sign-in table.** (Describe the activities they may do there, such as writing down their name on a sign-in sheet, filling out a name tag, picking up a schedule, and so on.)
- **Gather together with an activity** you can start doing when you arrive.
- Once everyone arrives (or at a specific time), **we'll use a deck of cards to help us make some connections** with each other and check in on how people are doing.

- **Then we'll move to reading a few Bible passages** that introduce the day's focus. If you have your own Bible, you can write in it.
- After that, you'll each get **a chance to explore these ideas through something called a Quest**. Quests are different each time we meet. Each Quest will invite you to discover more about a specific topic that is part of Lutheran Yes!
- **We'll regather** by using the cards to play a quick game and then finish with a final activity.

Distribute Bibles to students.

Explore the two readings for this session. Use one of the Bible reading strategies described on page 10. If this is your first session of confirmation, or if you think your group could benefit from a brief exploration of how to find Bible passages, walk through how to find these two passages by finding the Table of Contents together and then searching for the book, chapter number, and verses.

Read Romans 1:16-17 together.

Follow up with one or more of these questions and explorations:

- If there is a word or phrase you don't understand, you can ask about it now.
- What do you think "righteousness" means?
- What are some ways you might be able to recognize someone who is living "by faith"?

Read Deuteronomy 6:4-5 together.

Follow up with one or more of these questions and explorations:

- If there is a word or phrase you don't understand, you can ask about it now.
- You may remember from Unit 1 that this ancient passage is part of one of Judaism's most important prayers, the Shema [sheh-MAH]. It is a reminder of the one God who is at the heart of covenant faith. What do you want to be reminded about every time you pray?
- Describe some differences between loving with all your heart, soul, and might.

DISCOVER

(25-35 minutes)

Introduce students to the three Quest options that will help them learn about Martin Luther, explore some of his ideas, and get a feel for why Lutherans continue to remember and celebrate him. Invite all students to begin their Quest by reading about Martin Luther on page 5 of their Quest Book. Based on your context and available resources, choose one, two, or all three of these Quests for your students.

Quest 1 is called True or False Trivia Challenge: Martin Luther Edition. Not only will you learn 15 fascinating facts about Martin Luther's life and times during this Quest; you will also learn how to speak some words in German.

Quest 2 is called Show What You Believe. It explores how Martin Luther used colors and images to design a symbol that showed the most important parts of his faith—and invites you to try doing the same by creating your own personal seal.

Quest 3 is called Old Words, New Language. You'll follow in Luther's footsteps by translating some words from the Bible into language that's easier to understand and relate to today.

Once students decide which Quest to pursue, they can head to that area with their Student Quest Books and writing utensils. Plan to have a leader or volunteer in each space to answer questions and offer support.

TRUE OR FALSE TRIVIA CHALLENGE: MARTIN LUTHER EDITION

MATERIALS

- Unit 2 Student Quest Books
- Trivia Challenge Answer Key from pages 169–170 (one per small group)
- Scissors
- Painter's tape
- Glue sticks or tape
- Writing utensils

PREPARATION

- Provide table space and good lighting.

Get Started

Tip: Students may begin this Quest not knowing anything about Martin Luther—and that's okay! This Quest is all about learning about him through trivia, including some little-known and interesting facts. Page 5 of their Quest Book provides a quick introduction and invites them to add what they learn.

Students who choose this Quest will cut out the *wahr/falsch* tabs on page 7 of their Quest Books. Working individually, in pairs, or in small groups, students will read the statements, determine whether each is true (*wahr*) or false (*falsch*), and place the corresponding tab in the space provided. They can use painter's tape to attach each one so tabs can be moved if needed.

Once they've filled every space with a guess, distribute the Trivia Challenge Answer Key so they can check their guesses, rearrange their tabs if necessary, and then glue them in place.

If there's time, encourage students to “correct the record” in the spaces provided on page 10 of their Quest Books by rewriting the seven false statements to make them true.

Wrap It Up

When they have finished, students are invited to consider the following questions and write their answer in the space provided:

- Which fact about Martin Luther do you think you'll remember in a week?
- Which fact surprised you the most?
- Which fact about Martin Luther is most similar to you?
- Which "false" fact do you wish was actually true? Why?

Tip: Add an element of game show-style competition by dividing the group into two teams and selecting a "host" to ask the questions and reveal the answers. The host presents a question, waits for both teams to respond, and then reads the full correct answer. Keep score as appropriate to the group. Don't distribute answer keys to the groups if you choose this variation.

QUEST 1

TRUE OR FALSE TRIVIA CHALLENGE: MARTIN LUTHER EDITION

FIRST, USE SCISSORS TO CUT OUT THE GREEN/RED TABS ON THE EDGE OF THE PAGE. YOU WILL USE THESE TO MARK WHETHER YOU THINK A STATEMENT IS WAHR (TRUE) OR FALSCH (FALSE).

THEN PLAY THE GAME IN YOUR PAIR OR SMALL GROUP. READ EACH ITEM OUT LOUD (TAKE TURNS). AS EACH IS READ, VOTE WITH A THUMB-UP FOR WAHR OR A THUMB-DOWN FOR FALSCH.

AS YOU PLAY, KEEP TRACK OF WHICH VOTES WIN FOR EACH ITEM BY PLACING A "WAHR" OR "FALSCH" TAB IN THE BOX BESIDE THE STATEMENT. USE PAINTER'S TAPE TO KEEP TABS IN PLACE.

WHEN YOU'VE READ AND VOTED ON ALL 15 STATEMENTS, ASK YOUR LEADER TO PROVIDE THE CORRECT ANSWERS.

AS YOU LEARN THE TRUE FACTS ABOUT LUTHER, REARRANGE YOUR TABS AS NEEDED. THEN USE TAPE OR GLUE TO STICK THEM IN THE RIGHT PLACES.

FINALLY, WORK TOGETHER TO COMPLETE THE "CORRECT THE RECORD" ACTIVITY ON PAGE 10.

LEARN GERMAN
WAHR (VAHR) = TRUE
FALSCH (FALSH) = FALSE

6 WHO IS MARTIN LUTHER? QUEST 1

1 WAHR/FALSCH

Martin Luther once accidentally stabbed himself in the leg with a sword. He nearly died from this wound. While he was recovering, he learned how to play a stringed instrument called a lute.

2 WAHR/FALSCH

During his life, Luther was a student, a monk, a priest, a professor, an outlaw, and a father of six children.

3 WAHR/FALSCH

Martin Luther was made a saint in 1952.

4 WAHR/FALSCH

Martin Luther was usually clean-shaven, but he had a beard for a little while around 1522.

5 WAHR/FALSCH

Martin Luther switched from being a Methodist to being a Lutheran in 1545.

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6 WAHR/FALSCH

Martin Luther was going to become a lawyer, but he got so scared by an earthquake one day that he vowed to become a monk instead.

7 WAHR/FALSCH

Martin Luther translated the New Testament from Greek into Spanish.

8 WAHR/FALSCH

Martin Luther wrote the Small Catechism, the Medium Catechism, and the Large Catechism.

9 WAHR/FALSCH

One of Martin Luther's powerful friends and benefactors was a man called Frederick the Wise.

10 WAHR/FALSCH

Martin Luther once encouraged his friend Philip to "sin boldly."

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11 WAHR/FALSCH

Martin Luther once challenged the pope to a duel.

12 WAHR/FALSCH

Martin Luther's wife, Katharina, was once a nun.

13 WAHR/FALSCH

Martin Luther never traveled outside of Germany.

14 WAHR/FALSCH

Martin Luther had a dog.

15 WAHR/FALSCH

It's estimated that Martin Luther was responsible for writing about a third of all the books published in Germany in the first half of the 16th century.

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SHOW WHAT YOU BELIEVE

MATERIALS

- Unit 2 Student Quest Books
- Paper for drawing or painting, or newsprint for working with clay
- Art supplies and media for making two- or three-dimensional art, such as markers, paints, pastels, clay, collage supplies, or colored pencils
- Writing utensils
- Scissors

PREPARATION

- Provide table space, good lighting, and high-quality art supplies.
- Consider where students can store or display their work upon completion, bearing in mind that some media might not be dry by the end of the session.

Background

This Quest is about communicating ideas by choosing, combining, and arranging symbols and colors. Martin Luther, who was pretty good with words, also did this, especially with his seal, known as the “Luther Rose.” In Luther’s era, seals were used to mark books or letters or other items to demonstrate that something belonged to or had been produced by someone specific. This Quest can be completed individually, in pairs, or as part of a small collaborative group.

Get Started

Students begin by reading about and looking at Luther’s seal on page 11 of their Quest Books. Then they’re invited to try designing one for themselves.

You can help students consider the following questions from page 12:

- What symbol or idea feels central to your faith?
- How can you represent your experience of God’s love? What does it feel/look like?
- Which “traditional” Christian symbols (such as the cross, a dove, water, bread and wine) will you use, if any? You can also use Elements of Worship symbols from Unit 1.
- How does your faith connect you with others, with God, and with the rest of the world? How will you show this?

Students can experiment with their own designs in the space provided on page 13 of their Quest Books. Remind them that there is no wrong way to create a seal—everyone’s is personal and different. Encourage creativity in form, color, and content. Ask students which of Luther’s images they might use in their own seal.

Once they have a draft they like, students can produce a more finished version using the provided art supplies.

Wrap It Up

As students work, invite them to consider the following questions from page 13 of their Quest Books:

- Where can you display your work?
- Who can you share it with?
- Why did you choose your symbol, colors, and design?

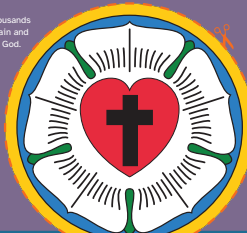
A Surprise

Luther’s seal on page 11 of the Student Quest Book has been printed so that there is a second seal on the back side of the page. Students can cut out this seal to have a two-sided version of the Luther Rose to keep. Their own sketched seal design will be visible through the resulting hole.

QUEST 2

SHOW WHAT YOU BELIEVE

Martin Luther wrote thousands of words, trying to explain and defend his ideas about God. These included books, letters, and songs. He also used images to show what he believed. In 1530, Luther wrote a letter to his friend Lazarus Spengler. In it, he explained the symbols in the seal he had designed to mark the title pages of his books.



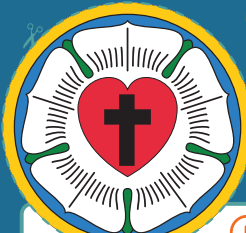
HERE ARE FIVE ELEMENTS OF HIS SEAL THAT LUTHER POINTED OUT IN HIS LETTER:

- A **black cross** at the center of everything, because “faith in the Crucified One” is the most important thing.
- A **red, living heart**, because the cross of Christ doesn’t kill us, but makes us alive.
- A **bright white rose**, which surrounds and comforts the faithful heart with a beautiful peace that is “not as the world gives.” The seal came to be known as the “Luther Rose” because of this image.
- A **sky-blue field**—the color of hope—that symbolizes God’s promised future.
- All this surrounded by an endless **golden ring** because, Luther wrote, “Heavenly blessedness is exquisite, beyond all joy, and better than any possessions.”

WHO IS MARTIN LUTHER? QUEST 2 11

NOW IT'S YOUR TURN

USE THIS TEMPLATE TO WRITE, SKETCH, OR DOODLE SOME IDEAS FOR YOUR OWN PERSONAL “SEAL.” ONCE YOU HAVE A DRAFT YOU LIKE, USE ART SUPPLIES TO CREATE A FINISHED VERSION.



Martin Luther shared his seal in his books and explained it to his friends. Where can you display your work?

Who can you share it with?

Why did you choose your symbol, color, and design?

CONSIDER HOW YOU COULD USE IMAGES AND COLORS TO DEPICT SOME IMPORTANT ELEMENTS OF YOUR FAITH.

- What symbol or idea feels central to your faith?
- How can you represent your experience of God’s love? What does it feel/look like?
- Which “traditional” Christian symbols (such as the cross, a dove, water, bread and wine) will you use, if any? You can also use Elements of Worship symbols from Unit 1.
- How does your faith connect you with others, with God, and with the rest of the world? How will you show this?

Martin Luther’s seal first appeared on some of his printed writings in the 1520s. It was in black and white and had his initials on either side.

As Luther got more famous and as his books found a wider audience, printers started to include colored versions of the Luther Rose. Each one had to be painted by hand!

In the 500 years since Luther put his theology into picture form, his seal has been used to decorate everything from church architecture and stained-glass windows to tattoos and bumper stickers.

12 WHO IS MARTIN LUTHER? QUEST 2 13

QUEST 3

OLD WORDS, NEW LANGUAGE

MATERIALS

- Unit 2 Student Quest Books
- Psalm 46 (KJV) from page 168 (one copy per person or small group)
- Writing utensils
- *Evangelical Lutheran Worship (ELW)* (one per person or small group)

PREPARATION

- Provide table space and good lighting.

Background

One of Martin Luther's most amazing and enduring accomplishments was translating the Bible from its original languages into German. He wasn't the first person to attempt this project. But Luther's version was the first to express the Bible's ancient stories, words, and ideas in the language that regular German people used to think, dream, and speak to each other. Luther's work as a translator and interpreter unlocked the Bible's riches for everybody who could read.

In this Quest, students will attempt their own translations of a Bible text from "King James English" into language that they and their peers can more easily understand and relate to. The Quest can be completed individually or as part of a small collaborative group.

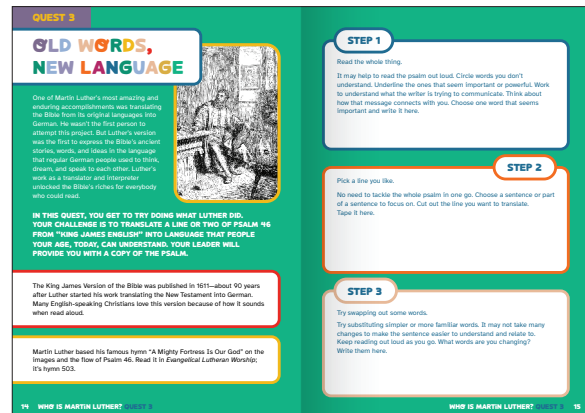
Get Started

Provide each student or small group with a copy of Psalm 46 (KJV) from page 168.

As students read the psalm and consider the provided steps, be available to help define or explain certain words or spellings. Remind students that translating scripture can be challenging, but that the point is helping people understand what's happening in the verses.

Encourage students to share their translations with each other.

Students who finish early can read the lyrics of "A Mighty Fortress Is Our God" (ELW 503) side by side with the KJV version of Psalm 46. Which parts do they recognize as similar between the scripture and the hymn?



REGATHER

MATERIALS

- Unit 2 Connection Deck
- Writing utensils
- Bell, chime, or other cue

PREPARATION

- Shuffle the Connection Deck.
- Place the GRACE/JESUS card with the GRACE side face up in the middle of a table or playing area.

Use the bell, chime, or other cue to regather everyone from their Quests.

Introduce students to the **Cross Connection** game they'll play with the Connection Deck across many sessions.

Deal out a specific number of colored cards for the Cross Connection game as follows:

2 players

Player 1 receives 9 blue cards.

Player 2 receives 9 yellow cards.

3 players

Cards listed above for Players 1 and 2, plus Player 3 receives 9 red cards.

4 players

Player 1 and Player 2 receive 9 blue cards each.

Player 3 and Player 4 receive 9 yellow cards each.

5 players

Player 1 and Player 2 receive 9 blue cards each.

Player 3 and Player 4 receive 9 yellow cards each.

Player 5 receives 9 red cards.

6 players

Player 1 and Player 2 receive 9 blue cards each.

Player 3 and Player 4 receive 9 yellow cards each.

Player 5 and Player 6 receive 9 red cards each.

Simple rule = Make sure each player or team has 9 cards.

The student who shared first during Get Connected will begin by placing one of their cards onto the GRACE card, following the placement rules. The card placed must overlap the bottom card to match the outlined shape on the card underneath.

Students then take turns going around and placing one of their cards on ANY of the previously played cards as long as it follows the placement rules. If there is room, students can also place their card on an available spot on the GRACE card as long as the card placed only covers one card.

Play continues until everyone has connected all of their cards to other cards in the play area. Students now add up the number of visible SYMBOLS showing on their cards, and that is their score for the game. The student with the highest score wins.

If time allows, students can collect their cards, shuffle them, and play again.

Conversation Starters

- Throughout his life, Martin Luther made connections with many other people who supported his faith. Who are you connected to who supports your faith?
- Why do you think the GRACE card is central for this game?
- What do you remember (from our Get Connected time) about the people on the other side of the yellow cards?

CROSS CONNECTION GAME BASIC RULES

These instructions will guide you through the basic rules for the Connection game. Each session in this unit will have variations on these basic rules, so knowing and playing the basic rules will make all future variations easier to understand.

1. Make sure to have a large, open, and flat play area or table on which to lay the cards.
2. Place the GRACE card in the middle of the play area.
3. Sort the cards by color and separate the color decks depending on how many students will be playing. For larger groups they can team up using the same color deck and splitting the cards between them.
4. Students shuffle their decks and keep them in their hand without looking through them. During the game they play the top card from their hand. If that one doesn't fit anywhere they can place it at the bottom of their deck and try the next card.

Whoever has the fewest number of symbols on their top card goes first. If there is a tie the students who tied check the next card and the one who has the fewest symbols goes first.

Playing the Connection Game:

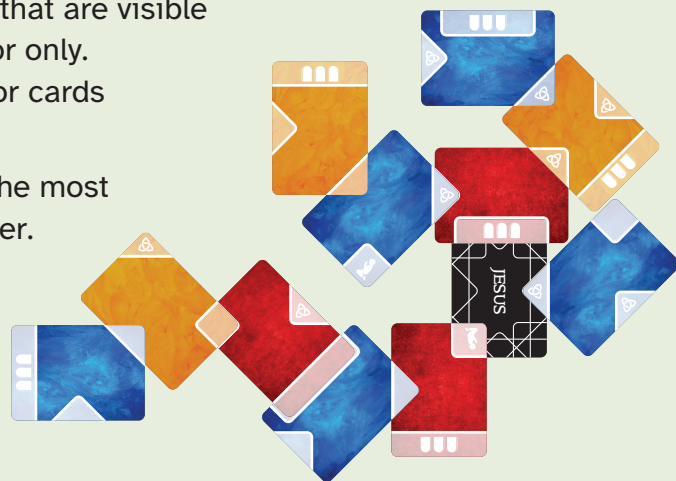
1. The student places the top card from their deck onto the GRACE card.
2. The card can be rotated to cover one of the shapes on the Grace card. When the shapes on the cards fit together, and perfectly outline the card underneath so that it appears continuous, it has been placed correctly.
3. Play continues clockwise.
4. Students can now use the next card they play to cover a shape that matches on any previously played card or the GRACE card if there is still room.

Things to note:

- Point out the three symbols they'll see on the colored side of the cards: a trinity symbol for the Apostles' Creed, a praying person for Lord's Prayer, and tablets for the Ten Commandments.
- Shapes with or without symbols in them can cover matching shapes with or without matching symbols in them.
- A card played can only connect or touch one other card.
- Cards cannot be played onto cards that do not match or do not align perfectly.

End of Game Scoring:

1. When students have played all their cards the game has ended and scoring begins.
2. Players count the symbols that are visible on the cards of THEIR color only. Teams using the same color cards can combine their scores.
3. The student or team with the most visible symbols is the winner.
4. Longer games can be played by keeping score from round to round or playing to 100.



Shapes must line up and keep the form of the card underneath.

SEND

(10 minutes)

MATERIALS

- Unit 2 Student Quest Books
- Martin Luther on a Stick from page 171
- Scissors
- Tape
- Wooden craft sticks
- Writing utensils

PREPARATION

- Make copies of the Martin Luther on a Stick reproducible, one per student.
- Arrange the sending space with tables that can accommodate this project and enough open space to gather your group in a circle.

Welcome any closing thoughts or questions, and share announcements.

Distribute Martin Luther on a Stick cutouts, scissors, wooden craft sticks, and tape. Invite students to cut out the head and tape it to a wooden craft stick. When they finish assembling, have them write on the back, "Here I Stand" and write one thing they strongly believe about God and/or their faith. Some examples are: I believe God is always with me. I believe God listens to my prayers. I believe it is okay to have questions.

As the students are cutting and taping, explain that Martin Luther lived an exciting life during an exciting part of history—history that he contributed to with his writing and leadership. Ask students to report on what they learned about Luther's life during any part of this session. Note that their answers might include something he did, when he lived, or what he stood for. If students are stuck, encourage them to consult page 5 in their Quest Books or think about the Quest they participated in.

Once everyone has finished, gather the group in a circle and invite each student to use their Martin Luther on a Stick to offer an "I statement" in the voice of Martin Luther.

Examples:

I translated the Bible into German!

I love Jesus!

I spoke up!

I never wanted a church named after me!

I designed a seal with a white rose in it!

I had a dog!

Once everyone shares their I statement, have them share their "Here I Stand" statement, allowing students to pass if they do not want to share. Then, close with the brief prayer below. Invite the students to raise up their Martins when you say Martin Luther's name, and to join you in saying Amen.

Gracious God, we give you thanks for Martin Luther and how he spent his life helping people hear the good news about your love in Jesus Christ. Thank you for all the other people who spoke up during the Reformation. Thank you for the people who stand up and speak out for justice and truth. Help us be brave and generous as we share your love and serve our neighbors.

We pray in Jesus' name . . .

Amen.

Encourage students to take their Martin Luther on a Stick home and place it somewhere that will help them remember that standing up for the right thing is an important part of faith. Collect Quest Books and send students with a YES.