

⏪ Momentum Rewind Sessions

Another challenging year at Momentum is near its end. Our students have made salvation decisions, sin confessions, and purity commitments. They have scrutinized their faith, surfacing some doubts and latching on to reasons they believe. And they have experienced life On Mission.

And soon they go home, where the real work of following Jesus takes place: at school, during work, through sports, with friends, in the privacy of their own rooms. Fortunately, God did not call us to discipleship alone. Parents, pastors, youth leaders and peers follow together. You help guide them.

⏪ **Momentum Rewind** is a tool designed to help Christ-followers comeback to The Comeback. We've provided a few sample guides from this week's speakers. In the next month we will post select Powertrax on the www.buildmomentum.org/resource site.

⏪ **Momentum Rewind** follows a simple format, summarizing the key points of the speaker and providing prompts and reflection questions to help **remember**, **rekindle**, and **reengage** with God. It is a suggestion, not a law: pick and choose how to fit it to your students' spiritual needs.

WHAT'S in each ⏪ Momentum Rewind Guide?

- ⏪ **Prompt:** Each lesson begins with a question or illustration to peak interest.
- ⏪ **Play:** Each lesson has a link to a recording of the main speaker's lesson.
- ⏪ **Process:** Each lesson provides follow up Bible passages and reflection questions.
- ⏪ **Pray:** Each lesson closes with an opportunity for accountability and prayer.

We recognize curriculum is but one resource in the discipleship process. And there is no shortage of good curriculum. However, in our ever-changing culture, we believe there is great value in review and reflection. This is designed to build on what God started in your students. He will finish it (Phil. 1:6).

An Incentive: If you pass this curriculum opportunity on to a youth worker who has never brought his/her church to Momentum, and they sign up as a new church,* *you will receive one free registration for your church.*** Two new churches = two free registrations. **For more information**, call the Momentum office at 574.267.6622 and ask to talk to Erin.

**Each new church must have at least 5 people registered for full the week of conference. **Each free registration is for ONE student and may not be divided between students. Note: New churches may be eligible for the new church discount.*

Direct questions, suggestions, and feedback to Tim Sprankle: tim.sprankle@gmail.com



Key Passage: John 4:1-43

Core Truth: Jesus is the perfect comeback we're all waiting for.

- ⏪ The woman at the well has a spoiled reputation.
- ⏪ Jesus gets beneath the surface of her reputation.
- ⏪ Jesus gives living water to those who believe He is Messiah.

Prompt: Get a pitcher full of water. Pass out cups to the students to fill with water until it runs out. Make sure one cup has a hole in it. Invite students to drink it. Make fun of those who get none. Segue into Clayton King's message, which will surface our longings through the picture of human thirst.

Play: Video of Clayton King, "Waiting for #7" www.buildmomentum.org/resources

Process: Select from the following questions to help students remember, rekindle and reengage.

- ⏪ **Read** John 4:1-26.
- ⏪ **What are some important facts about the setting (time and place) of this story?**
- ⏪ Clayton lists several "odd and interesting" actions of Jesus. **What does this odd encounter teach about Jesus?**
- ⏪ Our reputations affect how others relate to us. **What was the reputation of this Samaritan woman? How did it affect her social status? How does your reputation affect your relations?**
- ⏪ The woman perks up at the idea of "living water" (v 15). She sounds ready to take the offer if it means she doesn't have to return to the well. **What does this comment say about her hurt?**
- ⏪ Clayton criticized social media for making it too easy to edit and airbrush our lives. He said, "There's always a story on the surface, but we don't see the inner story." **How does this truth affect your relationships? What false image do you project?**
- ⏪ Clayton said, "When we can't get to Jesus, he gets to us." Interact with this idea. **What aspects of your life make it hard to get to Jesus? Where do you see Him reaching to you?**
- ⏪ **Read** John 4:39-43. Describe how the townspeople responded to the woman's story of Jesus. **How might one person's "comeback" become contagious?**
- ⏪ Clayton called the message "Waiting on Number Seven" because Jesus fulfilled and perfected the what the Samaritan woman had been waiting for. **What was it?**
- ⏪ **What are you waiting for? How do you try to fulfill that longing in the meantime?**

Pray: Extend to your students the invitation to *comeback* to Jesus. Give them an opportunity to confess their spoiled reputation and acknowledge Jesus embraces them and offers living water.



Key Passages: Luke 9:23; Hebrews 12:1-3

Core Truth: The Comeback is sustained by daily comebacks.

- ⏪ The Christian life is a challenging journey (Heb. 12:1)
- ⏪ The comeback clears up your vision (Heb. 12:2)
- ⏪ Daily comebacks give endurance and abundance (Heb. 12:3)

Prompt: Keith will talk about the importance of daily habits in our relationship with God. Take a minute to have students share their good and bad habits. Feel free to provoke them a bit by asking how they developed these habits.

Play: Video of Keith Minier, “Daily Comebacks” www.buildmomentum.org/resources

Process: Select from the following questions to help students remember, rekindle and reengage.

- ⏪ Keith warned against confusing *decisions* from *discipleship* and the *beginning* of the faith journey with the *end*. **What did he mean, and how does the idea of sanctification apply?**
- ⏪ The Chinese buffet story illustrated how promotions do not always match reality. **How well has Jesus’ promise to abundant life (see John 10:10) fit your reality?**
- ⏪ “Faith is born in a moment but experienced in a lifetime,” Keith said. **How has your faith changed, for better or worse, since its birth?**
- ⏪ **Read** Luke 9:23. **What does this tell us about The Comeback?**
- ⏪ Interact with Keith’s provocative question: **“Why do we accept Jesus for eternal destiny and hope, but not daily decisions and habits?”**
- ⏪ **Read** Hebrews 12:1-3. **What does the great cloud of witnesses tell us about the journey?**
- ⏪ There is no app or download that eliminates (or shortcuts) the challenges of our spiritual journey. **How does focus on Jesus help us persevere?**
- ⏪ Keith provided at least five benefits of clear vision. **What are they and how do they help?**
- ⏪ At the close of the message, Keith tied endurance and abundance to daily disciplines, encouraging each student to choose one discipline to help him or her comeback to Jesus. **What are some spiritual disciplines? What disciplines have helped you feel close to Jesus?**
- ⏪ **What discipline do you think God wants you to grow in your life?**
- ⏪ Keith used the illustration of his father’s whistle as a signal to comeback. **What keeps you from coming back to God?**

Pray: Lead the students through the Jesus Creed, a simple prayer based upon Jesus’ teaching on the two greatest commandments: Love God, Love Others. “God, help me love you with all my heart, soul, mind, and strength; and love my neighbor as myself.” Encourage them to pray this daily for a week.



Key Passage: Exodus 2:11-15; 3:1-4:17

Core Truth: People who comeback, give back.

- ⏪ Moses sins and hides it from others.
- ⏪ Moses accuses himself in the wilderness.
- ⏪ Moses excuses himself from God's calling.
- ⏪ Moses accepts God's forgiveness and gives in to His calling.

Prompt: Before showing the video, see if you students are familiar with the phrase “skeleton in a closet.” Ask them to give a definition and an example, although not necessarily a personal confession. Read Psalm 32:1-5 and present King David as one example of showing his sinful bones to God.

Play: Video of Jim Brown, “Coming Clean” www.buildmomentum.org/resources

Process: Select from the following questions to help students remember, rekindle and reengage.

- ⏪ The Scriptures are filled with people who sinned, but served God regardless. Jim will focus on Moses. **Who are other biblical characters who sinned, but served God regardless?**
- ⏪ **Read** Exodus 2:11-15.
- ⏪ **How does Moses' backstory** (see Exodus 2:1-10) **explain (not excuse) his murderous actions?**
- ⏪ After Moses was called out by a fellow Hebrew for committing murder, he runs to hide his sin from others. Jim said, “We often disqualify ourselves with our hidden sins. Hidden sins haunt us... We tend to remember what we should forget and forget what we should remember. Sin haunt us.” **What makes hidden sin so powerful?** (Take time with this, listing many reasons.)
- ⏪ Jim cautioned against “doing the devil's work for him.” He said we tend to *accuse* ourselves. **What does it look like to accuse ourselves? What do the devil's accusations sound like?**
- ⏪ **Read** Exodus 3:1-4:17. **What excuses does Moses give to get out of leading Israel's rescue?**
- ⏪ Jim commented, “Show me your friends, and I'll show you your future.” **What future is your current circle of friends shaping for you?**
- ⏪ “Our hidden sin haunts us more than anyone else,” Jim asserted. He likened it to a skeleton in our closet. **What is the solution to the pain of our hidden sin?**
- ⏪ **Read** 1 John 1:9. **What happens when we confess? What are some good rules for confession?**
- ⏪ Reiterate Jim's main idea: “People who comeback, give back.” **How can you give back to God's rescue mission?** Consider gifts and opportunities God has provided you.

Pray: Give your students quiet space to kneel, bow, or stretch out their hands and confess to God their hidden sins. Reread 1 John 1:9 to assure them of God's forgiveness. Also encourage students to offer their cleansed selves to God's rescue work. “Here I am, send me,” you may have them say.



Core Truth: We need confident belief AND loving communication.

Sean role plays an atheist, sharing his intellectual move from believer to skeptic and fielding questions from Momentum students. Questions revolve around origins, morality, biblical reliability, purpose, and the person of Jesus. The session closes with an appeal to grow our confidence in Christianity and soften our conversations with atheists.

Prompt: Students rub shoulders with unbelievers. Some are agnostic, others atheistic; some aggressive, others dispassionate. Invite students to define atheism and share what they know about atheists. Introduce Sean McDowell as one of the best voices on preparing Christians to defend their beliefs, but warn them his speech will do it in an odd way, by wearing Atheist Glasses.

Play: Video of Sean McDowell, “Atheist Glasses” www.buildmomentum.org/resources

Process: Select from the following questions to help students **remember**, **rekindle** and **reengage**.

NOTE: This session does not follow the typical formula. Instead of preaching to the audience, Sean fields their questions, criticisms, and challenges role-playing an atheist. The session lasts longer but moves faster than usual, so it may be more beneficial for your youth group to break your viewing into two to three segments, pausing in between questions to interact with them.

The following ⏪Rewind questions fall into two categories:

1) **Questions students asked the atheist:**

Questions of Origins: If you believe humans evolved from apes, why don't we see transitional skeletons? If you believe in a Big Bang, how did something come from nothing? How do you explain the incredible design in the world if you don't believe in a Designer? Can you give me an example of evolution taking place today?

Questions of God/Bible: Can you provide examples of the contradictions in Scripture you are so sure of? How does the God of the Bible differ from other ancient deities? Aren't atheists hypocritical for their inconsistency in belief in no God?

Questions of Morality: Where do you get an idea of right and wrong?

Questions of the Church: How do you explain the unity of the 2000+ people gathered at Momentum sharing their love for Jesus?

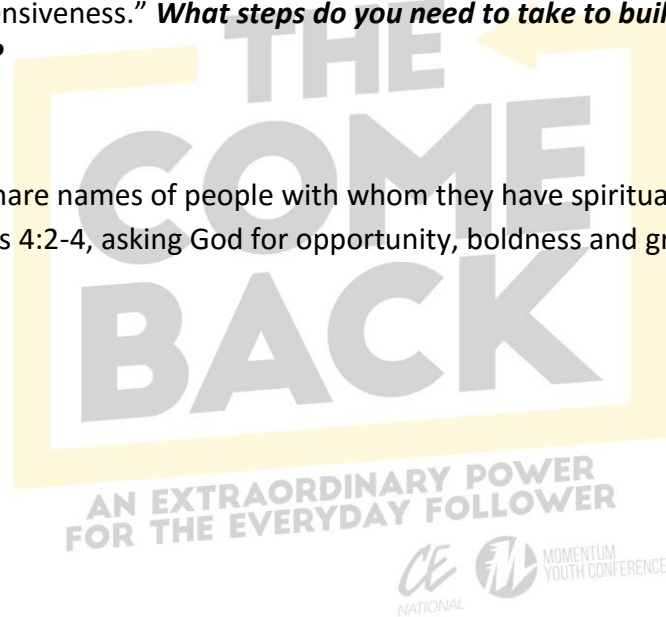
Questions of Humanity: Do you believe we have a soul? What do you think happens after we die?

Questions about Truth: Where does an atheist get his confidence in making truth assertions?

2) Questions related to our interaction with atheists:

- « Lack of biblical knowledge may feel like an obstacle to sharing your faith. But even Sean admitted to not knowing everything. ***What should we do or say when we don't know an answer to an unbeliever's question?***
- « "I don't believe most of what I said (as an atheist). I'm a Christian not because of blind faith. I'm a Christian because I think it's true," Sean proclaimed. ***What makes you think it's true?***
- « It is not uncommon for Sean to feel hostility and arrogance from Christian audiences when he does his role play. ***What did he say motivates this response? How did you feel listening?***
- « When Sean spoke to a group of free-thinking atheists in California, they gave him some tips on how Christians can improve their reputation and approach to atheists. ***What did they say?***
- « Read [John 1:14](#). ***How does Jesus model the perfect apologist?***
- « Sean said, "Christians get angry and defensive because they don't have firm beliefs. Confidence pushes down defensiveness." ***What steps do you need to take to build confidence in your Christians beliefs?***

Prayer: Have students share names of people with whom they have spiritual conversations. Pray for each one. [Read](#) Colossians 4:2-4, asking God for opportunity, boldness and grace in sharing their faith.





Verses related to Jesus' Crucifixion and Resurrection: Matthew 27-28; Mark 15-16; Luke 22-24; John 19-21; Acts 1:1-12; 1 Corinthians 15:1-22

Core Truth: Resurrection is the most reasonable answer to the empty tomb, but requires a belief in supernaturalism.

Prompt: Tell students to envision themselves serving as an expert witness at a trial. Let them know they have only six minutes to state their case. The question: Why he or she believes in Christianity. Give them six actual minutes to sketch out their defense. Let one or two share.

Play: Video of J. Wallace, "Cold-Case Faith" www.buildmomentum.org/resources

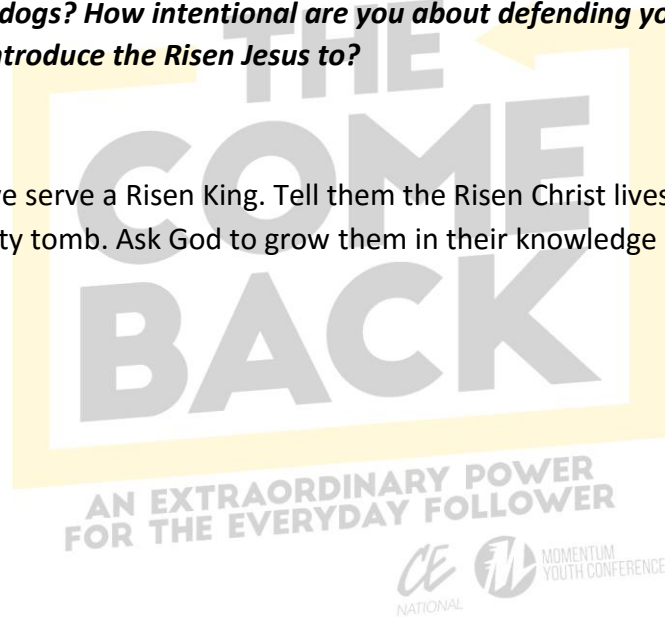
Process: Select from the following questions to help students remember, rekindle and reengage.

Note: For a full version of his material and other resources: www.coldcasechristianity.com/resources

- « For 35 years Wallace was a skeptic, but after applying forensics to faith claims, he became a believer. **How does his personal testimony inspire you?**
- « "What you presuppose will keep you from clearly seeing the truth." **What is a presupposition? How does this apply to faith inquiries?**
- « Before addressing the resurrection of Jesus, Wallace gave a case study of his son's murder. (Remember: There are only four ways to die.) He used the "judicial standard," which seeks to prove a *reasonable* answer, not just a *possible* answer. **Why does this distinction matter?**
- « **Read** 1 Corinthians 15:1-22. What does this passage tell us about Jesus' resurrection?
- « Citing *The Case for the Resurrection of Jesus* (Habermas & Licona) Wallace enumerates four bare minimum facts about Jesus all scholars agree on. **What are the four irreducible truths?**
 1. Jesus was crucified and buried.
 2. The tomb was empty and no one ever produced his body.
 3. His disciples believed they saw the risen Jesus.
 4. The disciples were transformed following their alleged resurrection observations.
- « **What are the seven explanatory possibilities Wallace gives for the empty tomb?**
 1. The disciples were wrong.
 2. They were lying.
 3. They were delusional.
 4. They were fooled.
 5. They were influenced.
 6. They were distorted.
 7. They were accurate.
- « **How does he argue for the unreasonableness of the first three explanatory possibilities?**

- ⏪ Due to time constraints, Wallace was not able to discredit possibilities 4 to 6. ***What evidence would you raise to prove the disciples were fooled, influenced or distorted as unreasonable?***
- ⏪ “The Christian explanation [of the empty tomb] has a problem,” Wallace concluded. ***What is the problem he referred to?***
- ⏪ Wallace accused atheists (he was one formerly) of “a bias against supernaturalism,” which is a form of circular logic. ***What is supernaturalism and what might compel an atheist to deny it?***
- ⏪ At the close of his talk, Wallace made an honest confession. He said, “I’m not a Christian because it works for me. Christianity is not convenient, popular, or easy to live out... I’m a Christian because it’s true.” ***How does this match up with your faith experience? If Christianity were not true, but convenient and popular, would you accept it?***
- ⏪ In his final, urgent call, Wallace declared, “If the yard was full of sheepdogs, we wouldn’t have a wolf problem... We need to know WHY Christianity is true, not just THAT it is true. It’s time to decide to be a sheepdog: to know what we believe and defend it.” ***What did he mean by wolves and sheepdogs? How intentional are you about defending your faith?***
- ⏪ ***Who can you introduce the Risen Jesus to?***

Pray: Remind students we serve a Risen King. Tell them the Risen Christ lives within them. Take time to thank God for the empty tomb. Ask God to grow them in their knowledge and defense of the faith.





Core Truth: God calls our whole self to holiness.

Jackie Hill-Perry tells her story of coming out of a godless lifestyle, including a lesbian relationship. God saved her whole self, not just the sexually compromised parts, and brought her to a place of surrender. Her story encourages followers of Jesus to give their whole lives to holiness, trusting God can turn any sinful bent to glorious surrender.

Prompt: Gender issues and confusion abound among today's teens. The topic is not ignored, but in many ways flaunted in public schools and social media. Ask students to share how the conversation comes up. Ask them how the idea of purity or holiness would be discussed among their peers. Use this as a lead into Jackie's testimony. Cue them into the notion that holiness, not sexuality is our identity.

Play: Video of Jackie Hill-Perry, "Called to Holiness" www.buildmomentum.org/resources

Process: Select from the following questions to help students remember, rekindle and reengage.

- « **What did Jackie learn about sexuality from struggles in her childhood?**
- « Jackie contrasted her believing Aunt from her unbelieving mother. Her singing and forgiving made her stand out. **Who in your life stands out for their Christ-like attitude?**
- « As she started to express her lesbian lifestyle, Jackie said, "In this phase, Christians looked past me." **What were the three possible reasons she supposed they responded this way? When you see people who express their sexuality and gender differently, how do you respond?**
- « The turning point for Jackie was when God said to her, "The girl you are with will be the death of you." She clarified: It was not her *lesbianism* lifestyle, but her lifestyle, period. **What is the difference? Why do we treat sexual (especially homosexual) sin in isolation from other sin?**
- « Jackie stated, "The problem is I asked God to save me from one thing, not to save all of me." **How does this idea intersect with the biblical concepts of salvation and sanctification?**
- « "When you preach Jesus, he's not calling us to heterosexuality," Jackie said. "He's calling us to holiness. Heterosexuality is not the goal; holiness is." **Where is holiness lacking in your life?**
- « Jackie warned against confusing sin and temptation. "Temptation does not define our identity." **Why was she so strong on this clarification?**
- « **Read** 1 Corinthians 6:9-11, 18-20; 10:31. **What confidence do we have in facing temptation?**
- « **Read** Colossians 1:16. **How does Jackie relate this verse to our bodies and holiness?**
- « **What aspects of your life and body do you need to surrender to God's holiness?**

Pray: After having many of the students share a place they can stand up, speak out, and make a difference, invite several youth or leaders pray that "God might do exceedingly abundantly beyond all we ask or think, according the power that works within us" (Ephesians 3:20).



Key Passages: Isaiah 6:1-8, 9-13; Ephesians 2:10

Core Truth: Full time ministry is not for the faint-hearted.

- ‹‹ You must see God clearly (Isaiah 6:1-4)
- ‹‹ You must see your sin clearly (Isaiah 6:5-7)
- ‹‹ You must say, “Send me” and go (Isaiah 6:8)

Prompt: When Jesus called his first disciples to follow him, it came at a cost and with a promise. [Read](#) the account in Mark 1:16-20. Briefly share your call to ministry as you segue into Kevin and Jason’s talk.

Play: Video of Kevin & Jason, “Send Me” www.buildmomentum.org/resources

Process: Select from the following questions to help students **remember**, **rekindle** and **reengage**.

- ‹‹ Kevin came from the inner-city where God rescued his father from alcoholism and connected their family to a church. Jason grew up in the suburbs, raised in a Christian home but riddled with fear and anxiety. **What do their diverse backgrounds suggest about who God can use?**
- ‹‹ **How have you viewed your family background as a roadblock to full-time ministry?**
- ‹‹ Kevin said, “The church was an opportunity to equip me, to get me to the place I wanted to be.” **How has your church helped equip you for ministry? How would you like to be equipped?**
- ‹‹ “Ministry is not about me,” Jason said, “but what God can do *through* me. If I submit my life to Him, He can do great things.” **How do you get in the way of God’s work? How can you get out?**
- ‹‹ Moses, Jeremiah, Ezekiel, and Isaiah give a pattern of God’s call to ministry. [Read](#) Isaiah 6:1-8. **What are the three elements to the call?**
- ‹‹ Kevin stressed, “If we’re going to be effective, we must have a clear understanding of who God is: High and lifted up.” **How do you nurture such a vision? When did you last see His holiness?**
- ‹‹ Jason likened Isaiah’s cleansing experience with the work of Jesus. **What was the comparison? What sin are you wallowing in?**
- ‹‹ “There’s preparation before participation,” Kevin taught. Worship leads to confession leads to commission. Isaiah says, “Here I am, send me.” **Are you prepared to say “Send me”?** Explain.
- ‹‹ [Read](#) Isaiah 6:9-13. **What do these verses say about success and ministry?**
- ‹‹ The speakers closed with a call to full-time vocational ministry and a 20-year glimpse into the future. Think forward: **What do you want God to have done through you 20 years from now?**

Pray: Use Jesus’ prayer of commissioning in John 17 as a guide. Encourage the students to envision Jesus praying that prayer over them daily. Pray God unites, protects, empowers, and loves them.



Key Passages: 1 Corinthians 1:26-31; 4:10; 1 Samuel 17

Core Truth: Fools for Christ face their battles with boldness and clarity.

- ⏪ Fools for Christ don't fit into the world's norms
- ⏪ Fools for Christ face giants.
- ⏪ Fools for Christ remember who they are in light of who God is.

Prompt: Students may not have a reputation for “common sense,” but you want to disprove that theory. Invite them to come up with a list of common sense ideas learned from their elders. Remind them Jesus does not call us to common sense, but living as fools for Christ to cue Jeff's talk.

Play: Video of Jeff Bogue, “Fools for Christ” www.buildmomentum.org/resources

Probe: Select from the following questions to help students remember, rekindle and reengage.

- ⏪ **Read** 1 Corinthians 1:26-31; 4:10. **How would you define a fool? How about fool for Jesus?**
- ⏪ Jeff said, “In our culture there is a common standard, a norm, separate from what Christ calls us to.” **What are some of these norms the world promotes that contrast with Jesus' values?**
- ⏪ **What does it mean to “boast in the Lord”? What do you tend to boast in?**
- ⏪ Jeff warned parents, peers, and others at home may not seem receptive to students' faith following their return from Momentum. **What kind of responses did he tell students to expect?**
- ⏪ Jeff presented David as a fool for God as he faced Goliath. Review the details of 1 Samuel 17. **What details in the story make David seem foolish to others?** (Note what others say to him.)
- ⏪ “If you want to advance the kingdom of God and see Him work in a powerful way, you're going to pay for it. There are lots of people in our lives who no longer fight,” Jeff said. **How do you know someone has stopped fighting? What price have you paid for following God's call?**
- ⏪ **Read** 1 Samuel 17:34-37. **What does this passage teach about standing tall against giants?**
- ⏪ Jeff challenged the notion that Momentum (and other like experiences) is “just a spiritual high.” He presented the week as a set aside “time of clarity” to hear from God. **How clearly do you hear from God in the day-to-day battles? How can you carve out space for more clarity?**
- ⏪ Bold commitments lead to big temptation, Jeff stressed. **How can you fight greater temptation in the wake of your bold commitments to follow Jesus?**
- ⏪ **What word would you write on your rock?**

Pray: Remind students of the power of memory. Remembering God's power gives clarity in our battles. Give them two minutes to peruse Psalm 18. Invite them to use David's language and imagery as a prompt to thank God for always showing up in their battles.