

Description: Ever feel like you are fighting a battle but you have one arm tied behind your back? No matter how hard you try to fight temptation and sin you find yourself in the never ending cycle of failing, shame, asking forgiveness, experiencing victory for a little while, and then staring the cycle all over again? You are not alone. Victory is available, but it comes in a strange way... **surrender**.

Key Passages: Luke 4:1-13; James 4:7-8; 1 John 4:4; 1 Peter 5:8-9 cf. 1 Chronicles 16:9; 2 Peter 1:3-4

Extra Passages: Ephesians 6:11-17; 2 Peter 1:5-11; 1 Corinthians 10:13; James 1:13-15

Prompt: E. Scott Feather will begin the session with questions students have about temptation and spiritual warfare. “They are deeply connected,” he said. Take a few minutes to field questions from your students, as well as discuss the connection between temptation and spiritual warfare.

Play: Video of E. Scott Feather, “Spiritual Warfare” www.buildmomentum.org/resources.html

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

- ⏮ Scott started by saying “The best place to go to figure out what to do in the spiritual life is the example of Jesus.” Reread **Luke 4:1-13** and discuss what you can learn from Jesus’ temptation. Consider areas of weakness, the role of Scripture, and schemes of the devil.
- ⏮ Scott stressed the “golden key” to overcoming temptation is nothing new, but neither is it easy. He made several references to reading and memorizing the Bible. **What is the last verse you memorized? What are a few verses you could memorize to help fight temptation?**
- ⏮ Read James 1:13-15. This passage talks about the cycle of temptation and sin. **What does James say about the various stages? How is this helpful to know when we face temptation?**
- ⏮ Several times Scott mentioned temptation grows stronger or weaker depending on what we put into our minds. **What are some negative influences the devil may use to tempt you?**
- ⏮ The them for Momentum – **Yours** – highlighted the power of finding our identity in Jesus. Reread **1 John 4:4** and **2 Peter 1:3-4**. **What do these verses say about Christian identity? What would Satan want you to believe about your identity?**
- ⏮ Scott warned against lack of confession *and* over-confession. **What are the dangers of each?**
- ⏮ In the spiritual battle, Scott taught, we are not “on the offensive. We resist the devil and he eventually flees.” **How does the spiritual armor of Ephesians 6:11-17 fit into this pictures?**

Pray: Read David’s “audacious prayer” in Psalm 139:23-24. Ask students to repeat and personalize the prayer. Then lead students through a prayer of the spiritual armor (Ephesians 6:14-17).

Description: Have you ever thought that you were made to do something important in life? The truth is, you are! God has uniquely designed you to do something great, something that only you can do. Maybe you know in your heart that you are supposed to be a doctor, a musician, a politician, or an artist. Or maybe you don't know exactly what it is, but you have a feeling about it. All too often there is a giant obstacle standing in our way; its name is FEAR. It's time to learn how to punch fear in the face! Let's learn to escape average and do stuff that matters in life. God's desire is for us to live a fearless life so we can propel forward into our true calling.

Key Passages: Deuteronomy 1:26-35; 2 Timothy 1:7; 1 Peter 4:10

Extra Passages: Proverbs 1:7; Isaiah 41:10; Psalm 62; Matthew 8:23-27; 1 John 4:13-18

Prompt: Travis and Jake will discuss fear. To set the stage for the topic, choose several random phobias from Wikipedia's list (https://en.wikipedia.org/wiki/List_of_phobias). See if the students can identify them. Let students know the PowerTrax video focuses more on the effects of fear (how it bullies us) than specific types of fears (e.g., fear of death).

Play: Video of Travis Smith, "Punch Fear..." www.buildmomentum.org/resources.html

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

- ⏮ Travis mentions the difference between healthy and unhealthy fears. ***What are some unhealthy fears and what makes them unhealthy?***
- ⏮ Travis and Jake repeated this key idea: "The bully of fear is a bondage to your past and a barrier to your future." ***What did he mean by 'bondage' and 'barrier'?*** Give examples, if needed.
- ⏮ Referring to Deuteronomy 1:26-35, Jake said, "Fear makes you lie to yourself." ***What lies did Israel believe? What lies do we believe about God?***
- ⏮ FACT: "Fear not!" is among the most often repeated commandment in the Scriptures (some variation of the command appears 100-300x). And God often gives His reason: "For I am with you" (e.g., Josh. 1:9; Ps. 23:4). ***What do our fears say about our understanding of God?***
- ⏮ Reread 2 Timothy 1:7. ***How did Travis have the students personalize this verse? How might it affect your fears if you regularly personalized this verse?***
- ⏮ ***How do your friends feed your fears? Your parents? The media? The devil?***
- ⏮ Referring to 1 Peter 4:10, Jake commented, "You are uniquely made by God." ***How does knowing your unique giftedness help suppress fear? What do you think is your unique gifting?***
- ⏮ Unless fear is confronted, it cannot be conquered and freedom cannot be claimed. ***How will you start to punch fear in the face?***

Pray: Pray as a whole group. Give the students a minute of silence, encouraging them to confess their fears to God and recognize His nearness. Close the time by receiving God's joy, peace, and freedom.

Description: Gun violence. Police brutality. Protests. Arrests. Death of Police. The headlines this year have highlighted racial division in America. How is a Christian supposed to make sense of it? What is our responsibility as the body of Christ to demonstrate racial reconciliation? In the midst of tragedy in the news, how is the Good News of the Gospel relevant? This PowerTrax gives a Biblical response to racism, understanding “black Lives matter,” by responding through a Biblical worldview .

Key Passages: Philippians 2:1-11; Matthew 5:3-10; Psalm 139:23-24; John 13:34-35; John 1:12

Extra Passages: Genesis 12:1-3; Matthew 28:19-20; Acts 10; Galatians 3:28; Colossians 3:11

Prompt: America truly is a melting pot. However, the local church does not always reflect the diversity of the public school and neighborhood. Take a minute to compare the diversity of your classrooms to your youth group. If diversity is lacking, ask students how it might benefit your group. If diversity is evident, ask students how it strengthens your group. Then segue into Dayne’s talk.

Play: Video of Dayne Carraway, “Broken America” www.buildmomentum.org/resources.html

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

- ⏮ Dayne confessed his dislike for the idea that we should “be color-blind” as it relates to race. **Why does it bother him? What does it mean to “be colorful”?**
- ⏮ Social media, the news, and violence have added to the confusion around “Black Lives Matter.” Dayne provided some perspective on the movement. **What clarity did he offer about Black Lives Matter? Why is the comment, “All Lives Matter” unhelpful?**
- ⏮ Dayne said, “Racism or prejudice isn’t limited to treating someone badly. It’s increasing or lowering the quality of how you treat a person based upon the qualities about them.” **How might you be guilty of changing the way you relate to those different from you?**
- ⏮ Reread Philippians 2:1-11. **What were the five principles Dayne drew from this text concerning racial healing? How will you live them out?**
- ⏮ FACT: The early church wrestled with racism between Jews and Gentiles for decades. Jesus, Peter, and Paul, however, reached across racial barriers. Read Galatians 3:28. **What does this say about identity and race? How is this different than being ‘color-blind’?**
- ⏮ “If the church lived Christ’s model of humility, it would change the world,” Dayne suggested. **What are some practical examples of humility as it relates to interracial relationships?**

Pray: Break students into groups of 2-3. Have each one reread 2 Chronicles 7:14. Encourage them to confess racism and prejudice. Prompt them to petition God for personal and national revival.

Description: Do you wish that sharing your faith in Jesus was a more natural part of your life as opposed to just something you do when are on a mission trip or at a church program? Most Christians struggle to know what to say and how to go about conversations with the people right in front of us on a daily basis: friends, family, neighbors, co-workers, and others. This session gives a whole new way of living, where sharing your faith becomes a natural part of your everyday life.

Key Verses: 1 Peter 2:24; John 1:14; Matthew 9:36-38

Prompt: The percentage of Christians who share their faith is pretty low. Have students take guesses on this percentage. Before giving the correct answer, compare “good” percentages in other areas of life. What’s a good batting average? Good test score? Good shooting percentage in basketball? Good turnout to youth group event? Reveal the percentage of people who share their faith – 2% – and take a quick poll of your youth group to see if you’re above average. Either way, there’s room to improve!

Play: Video of Jason Holt, “Sharing Your Faith” www.buildmomentum.org/resources.html

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

- ⏮ Reread **1 Peter 2:24**. Jason provided this verse to overcome one of the barriers of sharing your faith. ***How does this verse provide a starting point in sharing your faith?***
- ⏮ Read the Apostle Paul’s testimony in 1 Timothy 1:12-16. ***What did God have to show him personally before using him in great ways to share his faith?***
- ⏮ ***Of the four common blocks to sharing your faith– your personality, sin/struggles, weak relationship with Jesus, selfishness – which ones affect you the most?*** Explain.
- ⏮ ***What other excuses do you give for not sharing your faith?***
- ⏮ Jason noted the newest Christians in his neighborhood are often the best evangelists. ***Why are new converts so good at sharing their faith?***
- ⏮ Reread **Matthew 9:36-38**. ***What did Jesus see when looking at the crowds? How could this perspective change the way you approach those who don’t know him?***
- ⏮ ***Where do you most often see “harassed and helpless” people?***
- ⏮ Jesus called his original followers to become “fishers of men” (Matthew 4:19). The leaders of Momentum use an acronym F-I-S-H (Friendly – Initiate – Story – Hope) to live “on mission.” ***What does F-I-S-H mean? How could this tool help in sharing your faith?***

Pray: Have students pray in a large group. Remind them of Jesus’ blood, shed on their behalf and give thanks. Pray God helps them to ***see people as God does***. Give them a minute of silence to think of people God may want them to ***see*** and share hope with. Invite them to pray these names aloud.

Description: The cultural mix of modern America is both exciting and challenging. How can I understand the basic thinking of people of other world religions (Jewish, Muslim, Hindu, Buddhist) well enough to reach into their lives with the Gospel? How do I speak about Jesus to my Atheist friends? This is part of our mission: to love and understand others well enough to reach out effectively for Jesus.

Prompt: Play a quick round of “Other Religion Trivia” where you ask students to engage with facts from diverse religions. Ask about key texts, peoples, and beliefs. Tell the students that all religions, in spite of major differences, have key points of connection.

Play: Video of Randy Smith, “Other Religions” www.buildmomentum.org/resources.html

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

- ⏮ The “starting point” Randy suggested for connecting with other world religions is curiosity. “Lost people don’t reach us. We have to reach them.” ***How curious are you about other world religions? Which ones are you most curious about and why?***
- ⏮ Every worldview answers several fundamental questions. ***What are three Randy addressed?***
- ⏮ Randy sketched **four** major beliefs in God spread across all religions. ***What are these four beliefs (Atheists, Deist/Agnostic, Pantheist, Theist) and how do they differ in their view of God?***
- ⏮ ***What did Randy expose about the global percentage of Atheists? Why is this important? What were his three arguments to challenge Atheism.***
- ⏮ Randy discussed a “Divine Chess Match,” noting the rise of world religions as each new phase of Biblical revelation came out. Discuss this theory. ***What does it say about Satan (2 Cor. 4:4)?***
- ⏮ Randy raced through five major world religions (Buddhism, Hinduism, Shinto, Confucius, Islam) not including Christianity and Judaism. ***Which of these religions do you have contact with? What information peaked your curiosity?***
- ⏮ Randy articulated a “cultural” approach when engaging people from other religions. He said to ask: “What are your culture’s ultimate concerns? Its view of reality? Are there gods and what are they like? What are people like? How do you view the world?” ***How might the cultural approach be more helpful than directly asking questions about religious beliefs?***
- ⏮ “Address people as people, not labels... We do not argue people into the kingdom,” Randy concluded. Then he presented five ways to reach lost people: eyes, ears, mouth, hands, arms. ***How do his five ways of reaching people help to reach them effectively?***

Pray: Read Psalm 96. Remind your students how God wants to draw all peoples to Himself. Ask them to think of someone from another religion they know and pray aloud for them.

Description: God calls us to be On Mission where He has placed us. As a student, that starts with your peers at school. Starting your own Bible study with your classmates though can seem like a daunting task. Hear from a high school student who started meeting with a few people to talk about Jesus and the Bible and saw the study grow into something more than he could have expected.

Key verses: John 1:1-15

Prompt: Leading a Bible study does not require a degree in Biblical Studies. Incredible tools abound, helping us understand God's Word, if we put in a little time. **The Bible Project** is a great resource, outlining many of the books of the Bible with captivating videos. Choose one of the videos (www.jointhebibleproject.com) from the series and show it to your students. Tell them they will hear from a high school student who not only took advantage of some great tools, but also trusted God to do amazing things at his school. Carlos' PowerTrax models a Bible study that could work at any school.

Play: Video of Carlos Baez, "Starting a Bible Study" www.buildmomentum.org/resources.html

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

- ⏮ The format Carlos provided for the Bible study was both simple and flexible. ***What four components were essential to the Bible study?***
- ⏮ A worship time with music may not be practical if the group is small or musicians are lacking. ***What format did Carlos suggest to provide musical worship even if resources are minimal?***
- ⏮ During the testimony time, Carlos asked students to stand up and share something God had done in their lives in the past week. ***Why is this testimony time valuable?***
- ⏮ Carlos stressed the importance of *investing* in people, rather than simply *inviting* them to a Bible study. ***What does it look like to invest in someone? Whom have you invested in lately?***
- ⏮ A Bible study, community group, or school club may have better success in reaching public school students than a church. ***What are some of the reasons for this reality?***
- ⏮ Carlos linked the success of their group to prayer. ***How did prayer strengthen their ministry? What would it look like to organize prayer walks around your school?***
- ⏮ ***What Christian groups meet in your school? How might a student-led Bible study reach new people in your school? What steps would you need to take to start one?*** Consider your team, your "target" students, time, location, and format of the group.

Pray: Break students into small groups. Give them several minutes to talk through the final question and outline their own Bible study. Encourage them to share the names of a few students who might attend. Have students close their time praying for these possibilities and people.

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Description: Today we are hit with messages and suggestions everywhere we go dealing with our sexuality and all the comes with it. Whether watching a movie preview, scrolling through your Instagram feed, hanging with friends, or walking in the mall, we are on sexual content overload. The reality is that these messages and our culture can put a lot of pressure on our dating relationships. In this fun, informative, conversation-style PowerTrax we will dig into what God says about our sexuality and how what he says plays out practically in the super-sexualized culture.

Key verses: Psalm 119:8; Exodus 20:14; 1 Thessalonians 4:3-5; Matthew 19:4-6; 1 Corinthians 6:18-20; Matthew 5:28; Ephesians 5:3; Mark 12:30-31; Proverbs 4:23; Romans 12:2

Prompt: Let students know you will discuss a topic they wrestle with every day, but don't always talk about in the home or at church. Yes, it is the Sex Talk. Alert them to the fact that God has much to say on the issue, and it's not simply, "No. No. No." God affirms sex in the right context. He created it. Read Song of Songs 4:1-7 to them as a sample of God's delight in marital sex before cuing the video.

Play: Video of Brad Deetscreek, "Sex Talk" www.buildmomentum.org/resources.html

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

- ⏮ In the church and Christian families, Brad said the Sex Talk often goes like this, "Don't do it... Then silence." **How is this approach damaging?**
- ⏮ "Sex is everywhere in our culture," Brad stated. **What examples did he and the students give? Where are you often confronted with sexual messages?**
- ⏮ Brad listed the annual # of sexual acts on Primetime TV at 14,000. **How does this statistic pair with your experience? How often is sex portrayed among married characters? Why is this?**
- ⏮ Review the list of verses Brad provided (Ex. 20:14; 1 Thes. 4:3; Matt. 19:4-6; 1 Cor. 6:18-20). **How would you define sexual immorality? What are specifics of God's sexual standard?**
- ⏮ Our culture advocates following your feelings or emotions. **What feelings does sex provoke? How well does sex satisfy these feelings? How does God truly satisfy them?**
- ⏮ Our culture says, "You have to date to get experience. You have to experiment sexually to prepare for your marriage. Porn doesn't hurt anyone." **How are these myths?**
- ⏮ **What is "The Dating Effect"? Why do you think dating young increases sexual temptation?**
- ⏮ Brad gave three principles for sexual purity. "Guard your heart. Honor God with your body. Renew your mind." **What are specific examples of each of these principles in your life?**
- ⏮ Reread **1 Corinthians 6:18**. How is sexual sin in its own category? How does it hurt you?

Pray: Read Psalm 119:8. Remind students God can *make* us pure and *keep* us pure. Invite them to confess sexual sin silently. After a minute, pray God's mercy, purity, and power to stand over them.

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Description: Life can be overwhelming, hopeless and sometimes downright scary. Is it possible to enjoy life, be loved, and know there is hope? This PowerTrax session considers life, love, depression, and anxiety.

Key Verses: Psalm 23:3; 46:10; 2 Corinthians 12:9; Ephesians 5:15-18; Philippians 4:4-8

Prompt: Our culture is not short on labels. Whether we describe our social status or racial identity, these labels can prove helpful or harmful. Mental health labels often come with stigma, but there is no doubt we live an age ready to plaster these labels on people, including ourselves. Quiz your students, and see how adept they are at coming up with diagnostic labels before starting Esther's talk.

Play: Video of Esther Pacheco, "Out of Control" www.buildmomentum.org/resources.html

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

- ⏮ Esther briefly underscored causes of depression and anxiety. ***What are these causes?***
- ⏮ Boundaries have two main purposes: they keep in good things (e.g., hope) and keep out bad things (e.g., despair). ***How do boundaries promote freedom, rather than restrict it?***
- ⏮ Esther used a box named Jordan to illustrate the INSIDE life and OUTSIDE life. ***If you were the box, what would be on the OUTSIDE? What would be on the INSIDE?***
- ⏮ Too often we try to change our OUTSIDE rather than manage the INSIDE. Esther raged against McDonald's to prove her point. ***What is the problem with trying to change the OUTSIDE?***
- ⏮ Reread Ephesians 5:15-18. ***What does this passage say about our world - social media, peer pressure, advertising - and how you can control what's INSIDE your box?***
- ⏮ ***How do social media and modern technologies cross boundaries?***
- ⏮ Esther posed a challenging question: "How do you put space between you and your world when you carry the world in your back pocket?" Then she added, "You control your social media. You can block, unfriend, and unfollow people. You can protect your password." ***How does social media affect you? More importantly, what is your philosophy of social media (i.e., what you share, like, and post; whom you follow, friend, or block)?***
- ⏮ Esther advised three boundaries and a few rules on how to improve social media usage and texting. ***What were these boundaries and how might they be helpful?***
- ⏮ At the end of the PowerTrax, students asked many personal questions. ***What question about boundaries or emotional health would you have asked that Esther did not address?***

Pray: Break students into small groups. Have them read Philippians 4:4-7. Ask them each to consider three things they can thank God for before requesting His surpassing peace.

Description: Have you ever been told that you're too young to accomplish something? Maybe it was by your parents, teachers, or your peers. What if we told you that you can make a difference right now? Listen and learn the truth that you are never too young to accomplish big things.

Key Verses: 1 Timothy 4:12, 15

Prompt: When you are young, it is easy to look forward to *getting older*: new opportunities, new responsibilities, new challenges. Take a few minutes with your students to hear what they are looking forward to after high school. Ask them what they look forward to in their twenties. See if they look beyond, to their thirties, forties, etc. Affirm the ability to "look forward," but let them know this PowerTrax will encourage them to seize opportunities now, in their youth, where God can use them.

Play: Video of Todd Shoemaker, "Never Too Young" www.buildmomentum.org/resources.html

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

- ⏮ Todd admitted being told, "You're too young," drives him nuts. ***Have you ever been told this? What were the circumstances and how did you respond?***
- ⏮ Everyone comes to the point where they wish they were young again. ***What were some of the perks Todd listed for being young?***
- ⏮ Read Acts 16:1-5; 1 Timothy 4:12, 15; 2 Timothy 1:1-7; 3:10-17. ***What do you know about Timothy and his faith journey?***
- ⏮ Paul was a great mentor for Timothy. He essentially said, "I believe in you." ***Who is a mentor in your life? How does he or she help you make a difference for God?***
- ⏮ Todd talked about the power of "believing in yourself." As a Christian "believing in yourself" is different than what the world teaches. ***What makes Christian self-confidence better?***
- ⏮ Your age is only one excuse you might use to keep you from doing great things for God. ***What are other excuses you use that hold you back from being a difference maker?***
- ⏮ Todd provided 4 discussion questions: ***What can you start doing to make a difference? What leadership can you develop in your youth group? What changes can you make in your school? In your neighborhood?*** (NOTE: He gives students time to discuss, and the video momentarily fades. You may pause and discuss each question in turn, or tackle them all at the end.)
- ⏮ ***What action steps can you take this week to make a difference?***

Pray: Break students into small groups and have them state one area where they feel God can use them to make a difference. Have them pray for one another to receive God's wisdom and blessing.

Description: Three guys walk into a bookstore. One is Jewish, another Catholic, another from a Bible church... They all ask for a Bible and each gets a different book. That isn't a joke – it's what happens! How do we know the books we have come from God and are the right collection? How can we really trust that God was at work behind the writings that come from the quills and hands of men so long ago? Here is the truth: there is a way to know.

Key verses: Hebrews 1:1-3; Luke 1:1-4; 2 Peter 1:16-21; 1 John 1:3

Prompt: In this video, Randy will tell the story of the Bible in two minutes. He is answering the Big Question: ***What is the Bible about?*** Give students a piece of paper and two minutes to summarize the big story of the Bible. Invite a few of them to share their summary before starting the PowerTrax.

Play: Video of Randy Smith, “Rock Solid Faith” www.buildmomentum.org/resources.html

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

- ⏮ Randy started by saying, “The Bible is under attack.” ***Where have you witnessed this attack?***
- ⏮ “Most of the arguments about the Bible aren’t about the Bible,” Randy said. “They’re about the notion there’s a moral truth that cannot be bent by popular vote.” ***What does he mean by this? What examples did he provide?***
- ⏮ Early in his talk, Randy summarized the Bible as “A story within a story.” ***Explain the 2 stories.***
- ⏮ Reread Hebrews 1:1-3 and 2 Peter 1:16-21. ***What do these verses say about the Bible?***
- ⏮ Randy provided “Four Tests” for the trustworthiness of the Bible. These are the Historical, Integrity, Testimony, and Transmission Tests. ***Explain each test and its strengths.***
- ⏮ ***How does the evidence of these “Tests” build your confidence in Christian faith?***
- ⏮ ***What value do the Dead Sea Scrolls (1947) add to reliability of the Bible?***
- ⏮ Randy compared the manuscript evidence of the Biblical books to other ancient Greek literature. ***How is the Biblical evidence superior? How is it viewed in most college campuses?***
- ⏮ When you consider the “Testimony Test” and “Cross-Reference” evidence of the Early Church Fathers, you discover profound depth of faith in the Word of God and resurrection of Jesus among Jesus’ earliest followers. ***How have the Word of God and resurrection shaped your life?***
- ⏮ Toward his conclusion Randy said, “The best life is a surrendered life.” ***What would you give up for God? Be specific.***

Pray: Remind students that persecution is predicted for godly people (2 Tim. 3:12). Freedom of religion may not always exist. Invite students to pray aloud for confidence in their faith and opportunities to share about the trustworthiness of God and His Word (Col. 4:2-4).

Description: Have you ever thought that you were made to do something important in life? The truth is, you are! God has uniquely designed you to do something great, something that only you can do. Maybe you know in your heart that you are supposed to be a doctor, a musician, a politician, or an artist. Or maybe you don't know exactly what it is, but you have a feeling about it. All too often there is a giant obstacle standing in our way; its name is FEAR. It's time to learn how to punch fear in the face! Let's learn to escape average and do stuff that matters in life. God's desire is for us to live a fearless life so we can propel forward into our true calling.

Key Passages: Deuteronomy 1:26-35; 2 Timothy 1:7; 1 Peter 4:10

Extra Passages: Proverbs 1:7; Isaiah 41:10; Psalm 62; Matthew 8:23-27; 1 John 4:13-18

Prompt: Travis and Jake will discuss fear. To set the stage for the topic, choose several random phobias from Wikipedia's list (https://en.wikipedia.org/wiki/List_of_phobias). See if the students can identify them. Let students know the PowerTrax video focuses more on the effects of fear (how it bullies us) than specific types of fears (e.g., fear of death).

Play: Video of Travis Smith, "Punch Fear..." www.buildmomentum.org/resources.html

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

- ⏮ Travis mentions the difference between healthy and unhealthy fears. ***What are some unhealthy fears and what makes them unhealthy?***
- ⏮ Travis and Jake repeated this key idea: "The bully of fear is a bondage to your past and a barrier to your future." ***What did he mean by 'bondage' and 'barrier'?*** Give examples, if needed.
- ⏮ Referring to Deuteronomy 1:26-35, Jake said, "Fear makes you lie to yourself." ***What lies did Israel believe? What lies do we believe about God?***
- ⏮ FACT: "Fear not!" is among the most often repeated commandment in the Scriptures (some variation of the command appears 100-300x). And God often gives His reason: "For I am with you" (e.g., Josh. 1:9; Ps. 23:4). ***What do our fears say about our understanding of God?***
- ⏮ Reread 2 Timothy 1:7. ***How did Travis have the students personalize this verse? How might it affect your fears if you regularly personalized this verse?***
- ⏮ ***How do your friends feed your fears? Your parents? The media? The devil?***
- ⏮ Referring to 1 Peter 4:10, Jake commented, "You are uniquely made by God." ***How does knowing your unique giftedness help suppress fear? What do you think is your unique gifting?***
- ⏮ Unless fear is confronted, it cannot be conquered and freedom cannot be claimed. ***How will you start to punch fear in the face?***

Pray: Pray as a whole group. Give the students a minute of silence, encouraging them to confess their fears to God and recognize His nearness. Close the time by receiving God's joy, peace, and freedom.

Description: Have you ever thought that you were made to do something important in life? The truth is, you are! God has uniquely designed you to do something great, something that only you can do. Maybe you know in your heart that you are supposed to be a doctor, a musician, a politician, or an artist. Or maybe you don't know exactly what it is, but you have a feeling about it. All too often there is a giant obstacle standing in our way; its name is FEAR. It's time to learn how to punch fear in the face! Let's learn to escape average and do stuff that matters in life. God's desire is for us to live a fearless life so we can propel forward into our true calling.

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Description: This PowerTrax session is for anyone who thinks their parents are pretty difficult to live with and needs some encouragement about how to make it work at home.

Key Verses: on patterns - Romans 12:2; on Satan's pattern - Exodus 28:14-18; Isaiah 14:12-15; on Jesus' pattern - Matthew 26:39; John 8:28; 12:49; 14:31; on family - Colossians 3:18-21; 1 Timothy 3:4-5; Ephesians 5:22-25; 6:1-4, 4

Prompt: It is easy for students to point out what they do not like in their parent. Most students, however, have probably not taken the time to describe the "perfect parent." Give your students a few minutes to shout out attributes and examples of the "perfect parent." Then tell your students even though this parent does not exist, our parents still have God-given roles in our lives. We are to honor them in spite of their imperfections. And if that is difficult, this PowerTrax will lead us in that direction.

Play: Video of Tim Wright, "My Parents Are..." www.buildmomentum.org/resources.html

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

- ⏮ Tim said we often relate to others primarily based upon feelings. ***What are some difficult feelings that often cloud how you relate to your parents?***
- ⏮ Satan and Jesus exemplify two key "patterns" for choosing and deciding. ***What two patterns did Tim talk about, and what are key actions and statements for each pattern?***
- ⏮ ***What is the Umbrella Principle? What are some examples of "umbrellas" in your life?***
- ⏮ Reread Colossians 3:18-21 and Ephesians 5:22-6:4. ***What do these verses teach about the intertwined roles in the family life? What is your role? What are your responsibilities?***
- ⏮ ***What are the God-given benefits living under the umbrella of God-given authority?***
- ⏮ ***What are some of the best sources for wisdom in your life?*** Be specific.
- ⏮ Tim stressed that God's design is for families "to operate under the loving umbrella of godly fathers and mothers, whose biblical responsibility is to bring their children up in the way of the Lord." ***Are you responsible for honoring your parents if they do not fulfill their roles?*** Explain.
- ⏮ ***What practical things can you do if your parents are "the worst" (i.e., spiritually irresponsible for leading the family in godliness)?*** NOTE: Tim gave eleven.
- ⏮ In his study notes Tim encouraged his students to "list as many benefits as possible for submitting to your parents' authority." ***How many can you list?***

Pray: Reaffirm the importance of submission and gratitude. Remind students God has set them into their given family. As difficult as it might be, encourage them to pray thanks and forgiveness for their parent(s). Give them a minute or two of silence for this prayer time before closing.

Description: Life can be overwhelming, hopeless and sometimes downright scary. Is it possible to enjoy life, be loved, and know there is hope? This PowerTrax session considers life, love, depression, and anxiety.

Key Verses: Psalm 23:3; 46:10; 2 Corinthians 12:9; Ephesians 5:15-18; Philippians 4:4-8

Prompt: Our culture is not short on labels. Whether we describe our social status or racial identity, these labels can prove helpful or harmful. Mental health labels often come with stigma, but there is no doubt we live an age ready to plaster these labels on people, including ourselves. Quiz your students, and see how adept they are at coming up with diagnostic labels before starting Esther's talk.

Play: Video of Esther Pacheco, "Out of Control" www.buildmomentum.org/resources.html

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

- ⏮ Esther briefly underscored causes of depression and anxiety. ***What are these causes?***
- ⏮ Boundaries have two main purposes: they keep in good things (e.g., hope) and keep out bad things (e.g., despair). ***How do boundaries promote freedom, rather than restrict it?***
- ⏮ Esther used a box named Jordan to illustrate the INSIDE life and OUTSIDE life. ***If you were the box, what would be on the OUTSIDE? What would be on the INSIDE?***
- ⏮ Too often we try to change our OUTSIDE rather than manage the INSIDE. Esther raged against McDonald's to prove her point. ***What is the problem with trying to change the OUTSIDE?***
- ⏮ Reread Ephesians 5:15-18. ***What does this passage say about our world - social media, peer pressure, advertising - and how you can control what's INSIDE your box?***
- ⏮ ***How do social media and modern technologies cross boundaries?***
- ⏮ Esther posed a challenging question: "How do you put space between you and your world when you carry the world in your back pocket?" Then she added, "You control your social media. You can block, unfriend, and unfollow people. You can protect your password." ***How does social media affect you? More importantly, what is your philosophy of social media (i.e., what you share, like, and post; whom you follow, friend, or block)?***
- ⏮ Esther advised three boundaries and a few rules on how to improve social media usage and texting. ***What were these boundaries and how might they be helpful?***
- ⏮ At the end of the PowerTrax, students asked many personal questions. ***What question about boundaries or emotional health would you have asked that Esther did not address?***

Pray: Break students into small groups. Have them read Philippians 4:4-7. Ask them each to consider three things they can thank God for before requesting His surpassing peace.

Description: Have you ever been told that you're too young to accomplish something? Maybe it was by your parents, teachers, or your peers. What if we told you that you can make a difference right now? Listen and learn the truth that you are never too young to accomplish big things.

Key Verses: 1 Timothy 4:12, 15

Prompt: When you are young, it is easy to look forward to *getting older*: new opportunities, new responsibilities, new challenges. Take a few minutes with your students to hear what they are looking forward to after high school. Ask them what they look forward to in their twenties. See if they look beyond, to their thirties, forties, etc. Affirm the ability to "look forward," but let them know this PowerTrax will encourage them to seize opportunities now, in their youth, where God can use them.

Play: Video of Todd Shoemaker, "Never Too Young" www.buildmomentum.org/resources.html

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

- ⏮ Todd admitted being told, "You're too young," drives him nuts. ***Have you ever been told this? What were the circumstances and how did you respond?***
- ⏮ Everyone comes to the point where they wish they were young again. ***What were some of the perks Todd listed for being young?***
- ⏮ Read Acts 16:1-5; 1 Timothy 4:12, 15; 2 Timothy 1:1-7; 3:10-17. ***What do you know about Timothy and his faith journey?***
- ⏮ Paul was a great mentor for Timothy. He essentially said, "I believe in you." ***Who is a mentor in your life? How does he or she help you make a difference for God?***
- ⏮ Todd talked about the power of "believing in yourself." As a Christian "believing in yourself" is different than what the world teaches. ***What makes Christian self-confidence better?***
- ⏮ Your age is only one excuse you might use to keep you from doing great things for God. ***What are other excuses you use that hold you back from being a difference maker?***
- ⏮ Todd provided 4 discussion questions: ***What can you start doing to make a difference? What leadership can you develop in your youth group? What changes can you make in your school? In your neighborhood?*** (NOTE: He gives students time to discuss, and the video momentarily fades. You may pause and discuss each question in turn, or tackle them all at the end.)
- ⏮ ***What action steps can you take this week to make a difference?***

Pray: Break students into small groups and have them state one area where they feel God can use them to make a difference. Have them pray for one another to receive God's wisdom and blessing.

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Prompt: It is easy for students to point out what they do not like in their parent. Most students, however, have probably not taken the time to describe the "perfect parent." Give your students a few minutes to shout out attributes and examples of the "perfect parent." Then tell your students even though this parent does not exist, our parents still have God-given roles in our lives. We are to honor them in spite of their imperfections. And if that is difficult, this PowerTrax will lead us in that direction.

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- ⏮ Tim said we often relate to others primarily based upon feelings. ***What are some difficult feelings that often cloud how you relate to your parents?***
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- ⏮ Tim stressed that God's design is for families "to operate under the loving umbrella of godly fathers and mothers, whose biblical responsibility is to bring their children up in the way of the Lord." ***Are you responsible for honoring your parents if they do not fulfill their roles?*** Explain.
- ⏮ ***What practical things can you do if your parents are "the worst" (i.e., spiritually irresponsible for leading the family in godliness)?*** NOTE: Tim gave eleven.
- ⏮ In his study notes Tim encouraged his students to "list as many benefits as possible for submitting to your parents' authority." ***How many can you list?***

Pray: Reaffirm the importance of submission and gratitude. Remind students God has set them into their given family. As difficult as it might be, encourage them to pray thanks and forgiveness for their parent(s). Give them a minute or two of silence for this prayer time before closing.

Description: Today we are hit with messages and suggestions everywhere we go dealing with our sexuality and all the comes with it. Whether watching a movie preview, scrolling through your Instagram feed, hanging with friends, or walking in the mall, we are on sexual content overload. The reality is that these messages and our culture can put a lot of pressure on our dating relationships. In this fun, informative, conversation-style PowerTrax we will dig into what God says about our sexuality and how what he says plays out practically in the super-sexualized culture.

Key verses: Psalm 119:8; Exodus 20:14; 1 Thessalonians 4:3-5; Matthew 19:4-6; 1 Corinthians 6:18-20; Matthew 5:28; Ephesians 5:3; Mark 12:30-31; Proverbs 4:23; Romans 12:2

Prompt: Let students know you will discuss a topic they wrestle with every day, but don't always talk about in the home or at church. Yes, it is the Sex Talk. Alert them to the fact that God has much to say on the issue, and it's not simply, "No. No. No." God affirms sex in the right context. He created it. Read Song of Songs 4:1-7 to them as a sample of God's delight in marital sex before cuing the video.

Play: Video of Brad Deetscreek, "Sex Talk" www.buildmomentum.org/resources.html

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

- ⏮ In the church and Christian families, Brad said the Sex Talk often goes like this, "Don't do it... Then silence." **How is this approach damaging?**
- ⏮ "Sex is everywhere in our culture," Brad stated. **What examples did he and the students give? Where are you often confronted with sexual messages?**
- ⏮ Brad listed the annual # of sexual acts on Primetime TV at 14,000. **How does this statistic pair with your experience? How often is sex portrayed among married characters? Why is this?**
- ⏮ Review the list of verses Brad provided (Ex. 20:14; 1 Thes. 4:3; Matt. 19:4-6; 1 Cor. 6:18-20). **How would you define sexual immorality? What are specifics of God's sexual standard?**
- ⏮ Our culture advocates following your feelings or emotions. **What feelings does sex provoke? How well does sex satisfy these feelings? How does God truly satisfy them?**
- ⏮ Our culture says, "You have to date to get experience. You have to experiment sexually to prepare for your marriage. Porn doesn't hurt anyone." **How are these myths?**
- ⏮ **What is "The Dating Effect"? Why do you think dating young increases sexual temptation?**
- ⏮ Brad gave three principles for sexual purity. "Guard your heart. Honor God with your body. Renew your mind." **What are specific examples of each of these principles in your life?**
- ⏮ Reread **1 Corinthians 6:18**. How is sexual sin in its own category? How does it hurt you?

Pray: Read Psalm 119:8. Remind students God can *make* us pure and *keep* us pure. Invite them to confess sexual sin silently. After a minute, pray God's mercy, purity, and power to stand over them.

Description: Three guys walk into a bookstore. One is Jewish, another Catholic, another from a Bible church... They all ask for a Bible and each gets a different book. That isn't a joke – it's what happens! How do we know the books we have come from God and are the right collection? How can we really trust that God was at work behind the writings that come from the quills and hands of men so long ago? Here is the truth: there is a way to know.

Key verses: Hebrews 1:1-3; Luke 1:1-4; 2 Peter 1:16-21; 1 John 1:3

Prompt: In this video, Randy will tell the story of the Bible in two minutes. He is answering the Big Question: ***What is the Bible about?*** Give students a piece of paper and two minutes to summarize the big story of the Bible. Invite a few of them to share their summary before starting the PowerTrax.

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

- ⏮ Randy started by saying, “The Bible is under attack.” ***Where have you witnessed this attack?***
- ⏮ “Most of the arguments about the Bible aren’t about the Bible,” Randy said. “They’re about the notion there’s a moral truth that cannot be bent by popular vote.” ***What does he mean by this? What examples did he provide?***
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- ⏮ When you consider the “Testimony Test” and “Cross-Reference” evidence of the Early Church Fathers, you discover profound depth of faith in the Word of God and resurrection of Jesus among Jesus’ earliest followers. ***How have the Word of God and resurrection shaped your life?***
- ⏮ Toward his conclusion Randy said, “The best life is a surrendered life.” ***What would you give up for God? Be specific.***

Pray: Remind students that persecution is predicted for godly people (2 Tim. 3:12). Freedom of religion may not always exist. Invite students to pray aloud for confidence in their faith and opportunities to share about the trustworthiness of God and His Word (Col. 4:2-4).

Description: Teaching from Keith Minier, Senior Pastor at Grace Fellowship Church in Pickerington, OH, joined with Grace Fellowship's Youth Pastor Travis Smith, about the need to **bridge the gap between the local church and the next generation** with time for discussion and strategic planning. This two-part training for church leadership and volunteer staff includes **FIVE STRATEGIC MOVES** for Grace Fellowship, **FIVE CHALLENGES** for every youth ministry, and **FIVE REALITIES** the Church must face to thrive in the next generation. **NOTE:** Plan for two to three hours for team building and discussion.

Prompt: Keith and Travis will mention the book **Good Faith** by David Kinnaman and Gabe Lyons several times. The authors address our culture's two prevailing views of the church: irrelevant and extreme. [Watch the book's trailer](#) to expose our need to bridge the next generation for Christ.

Play: Video of Keith & Travis, "The Bridge" www.buildmomentum.org/resources.html

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

- ⏮ Review Grace Fellowship's FIVE STRATEGIC MOVES to Bridge the Next Generation, asking the questions: ***What does this mean? How does this apply to us? What ONE THING can we do?***
 1. Design weekend services that resonate with the NEXT Generation.
 2. Make small groups (not large gathering) core of Youth Ministry (Grades 9-12).
 3. Involve students in church service (e.g., band, greeting, CE, AV) as early as possible.
 4. Get mentors for FAT (faithful, available, teachable) students.
 5. Put best, most talented adults in position to lead student small groups.
- ⏮ Review the FIVE CHALLENGES every Youth Ministry must Bridge, asking the questions: ***What does this mean? How does this apply to us? What ONE THING can we do?***
 1. Volunteers: recruiting, training, retention, and effectiveness.
 2. Partnering with parents at various levels: busyness, brokenness, and degrees of buy-in.
 3. Lack of student ownership of Big Church: leveraging service to whole body .
 4. Discipleship model: youth ministry is no longer event-driven; must be incarnational.
 5. Perception of youth ministry as second class (i.e. JV, WNBA, really?)
- ⏮ Review the FIVE REALITIES the Church must Bridge to thrive in future generations, asking the questions: ***What does this mean? How does this apply to us? What ONE THING can we do?***
 1. Ongoing hostility toward Christianity
 2. Growing biblical illiteracy
 3. Irrelevance of the local church
 4. Strong need for mentorship
 5. Social media epidemic

Additional Reflection Questions:

- ⌘ ***How has youth ministry changed in the past few generations?***
- ⌘ If you asked the average student whether or not he/she liked the Sunday morning service, ***what would he/she say? Given the opportunity, what changes would he/she make?***
- ⌘ Keith and Travis discussed the importance of honest dialogue between senior pastor and youth pastor. ***How can the youth leader speak into the main service? Why is this important? What might hinder such dialogue?*** Evaluate your communication between senior leadership and youth staff.
- ⌘ Keith and Travis talked about getting “shepherds for the shepherds” of students. ***What is the importance of this idea and what might it look like in practice?***
- ⌘ “The family as we know it is dying,” Keith proclaimed. ***What implications does this have on church ministry – youth, outreach, children’s church, main service, etc.?***
- ⌘ When redefining the youth ministry philosophy at Grace Fellowship, Keith said, “We’re going to force people to choose what they prioritize. We can challenge their priorities.” ***What priorities does your church set for students? Parents?***

Additional Resources:

- ⌘ Consider reading [Four Chair Discipling](#) by Dan Spader and [Good Faith](#) by Kinnaman/Lyons.
- ⌘ [Follow this link](#) to access Student Commit Card provided by Grace Fellowship.
- ⌘ [Follow this link](#) to access Student Leader Manual provided by Grace Fellowship.
- ⌘ Check CE National for upcoming [CELS Conference](#) to engage with experienced youth workers from various ministry contexts and tune up your leadership.

Pray: Read Psalm 24 aloud. Invite the King of Glory to raise up the next generation to seek Him. Pray for leaders with clean hands and pure hearts. Pray for God’s blessing over your student ministries.