

2 TIMOTHY

THE SCOOP ON GOD



TEACH IT COFFEEHOUSE SESSION 2

1. Materials

For this session each student will need—

- his or her own Bible
- optional: journal page for Session 2 (Using the student journal page is optional in the coffeehouse setting because table space may be limited.)

You'll also need—

- pencils with erasers
- napkins or coffee sleeves
- optional: a few spare Bibles for students who've forgotten theirs
- optional: video clip of a FedEx ad spoofing *Cast Away*—search YouTube or another video sharing Web site for it with *Cast Away*, *spoof*, *FedEx*

2. Session Intro

GOALS OF SESSION 2

As students experience this session, they will—

- learn some facts about God that may be new to them.
- see that God gives several provisions that can help them survive their everyday challenges.
- be challenged to let these provisions change the way they do life.

PRAYER

Spend some time with the group praying that students' hearts will be softened to the truth they're about to explore.

OPEN

Life Improv

OPTIONAL VIDEO CLIP: FEDEX COMMERCIAL

FedEx, a company that had major product placement in the movie *Cast Away*, aired a television ad spoofing the movie. You can find it on a video sharing Web site, such as YouTube, by searching with *Cast Away*, *spoof*, *FedEx*.

After showing the clip ask those who saw the movie to recount the items that washed up with Chuck Noland (Tom Hanks) on the island and how he made great use out of items that seemed useless on a tropical island. Use the following list as prompts if necessary.

- He used ice skates as a tree cutter, spear maker, coconut splitter, and tooth extractor.
- He used a dress as a fishing net.
- He used divorce papers (and FedEx boxes) as bedding.
- He used a volleyball as a companion.
- He used a video tape as a rope.

Then discuss the following scenario:

Describe a time when you had to improvise to do a task because you didn't have the right tool.

Examples:

- I used a credit card or driver's license to scrape ice off a windshield.
- I washed a car with a rag that was too small.
- I used a table knife instead of a screwdriver to remove a screw.

What was frustrating about that experience?

Was someone, such as a supervisor, responsible for you not having what you needed? If so, how did you feel toward that person?

Did any of you complete the task with the improvised tool only to find out you had the right tool all along?


Explain that this is probably how God sometimes sees us. He's given us everything we need to live out our faith successfully, and he watches us use everything *but* his tools to handle the unexpected challenges of life. In this session we'll see in 2 Timothy some of his great tools.

3. Digging In

Getting the Scoop on God

Explain that whenever we study Scripture—from a single verse to a whole book—we should see if it tells us anything about God, Jesus, or the Holy Spirit. After all they're the main characters of the Bible, not the people. The purpose of this session is to see what we can learn about God from Paul's letter.

Tell your students—

- 1. Come up with a symbol you can use to designate God, such as a cloud.** 
- 2. Read 2 Timothy 1:1-10 from your Bibles. Use pencil to mark every mention of God (but not Jesus—you'll be looking for him in the next session).**
- 3. Paul's references to Lord generally refer to Jesus.** (You can also let them put this together for themselves.)
- 4. If you are hesitant about marking in your Bibles, write lightly so the markings can be erased. If you're still not comfortable with it, just remember any info about God.**

When most have finished ask students to share as much detail as possible about God. If you're using the optional journal pages, students can write the information in the space provided. Here are possible observations.

THE SCOOP ON GOD

- He wills people to be apostles (v. 1).
- He gives grace, mercy, and peace (v. 2).
- He is the Father (v. 2).
- He gives gifts (v. 6).
- He gives a spirit of power, love, self-discipline, not timidity (v. 7).
- He gives power, which enables us to withstand suffering (v. 8).
- He saves us and calls us to a holy life because of his own purpose and grace (v. 9).

Ask if anyone sees a common thread about God in this passage, and steer the discussion toward the following conclusions:

God knew his followers would suffer because of the gospel—and he knew this suffering could make us timid. So he’s given us grace, mercy, peace, and power (everything we need) to overcome the challenges of living in a fallen world.

4. Taking It Inward

Swimming Upstream

The gospel runs counter to our culture. That’s why we often experience trials when we follow Jesus. Ask students to write down on a napkin or on the journal pages three challenges or struggles they’re facing right now because of their faith.

After a few minutes ask any volunteers to share their struggles. If it’s too personal, ask them what struggles teens face in general. Here are a few possibilities:

Challenges/Struggles

- They may have family members who aren’t believers or are hostile to Christianity.
- They may have friends who aren’t Christians; this makes it tough socially and at school.
- They may have workplace pressure or negative attitudes from coworkers.
- They may face pressure to do things with friends that would harm their relationship with Christ.

5. Digging Deeper

What God Did and When He Did It

Share—

You may be familiar with the “5 Ws”—the prime questions to ask whenever you want to do more with a Bible passage than just read it: *who, what, when, where, and why*. Take a minute to look again at the info about God in your Bibles. Ask the questions *What?* and *Who?* Circle anything that shows *what* God has done for *whom*.

After a couple minutes ask students to share what they noticed about *what* God did for *whom*.

What God has done...	...for whom?
<i>He has given a spirit of power, love, and self-discipline...</i>	<i>...to us (v. 7).</i>
<i>He has saved...</i>	<i>...us (v. 9).</i>
<i>He has called to a holy life...</i>	<i>...us (v. 9).</i>

Then ask—

Two more things. Do you see *why* and *when* he did all this?

- Why*: Because of his own purpose and grace (v. 9).
- When*: Before the beginning of time (v. 9).

Ask students to share their first impressions of these observations, such as any thoughts or questions they have.

6. Taking It Inward

Cosmic Commotion

Point out that this is all great info about God, but it begs the questions *So what? How is this information useful?*

Ask them to ponder those questions. Then say—

Consider how these truths about God can help you in the challenges and struggles discussed earlier. Write on napkins (or journal pages if you're using them) a reminder to yourselves—a statement of resolve you can easily remember based on 2 Timothy 1:1-10.

You can offer the following if you need to give an example of a statement of resolve and determination:

Challenge: *My coworkers put down Christians.*

Reminder: *Because God gave me a spirit of power, I will use that power to stay bold in what I believe.*

7. Wrapping It Up

The Boil Down

Brainstorm ways to keep these truths about God front and center. Boil down this session's information to a brief, forceful, and meaningful phrase that can easily be made into a screensaver, MySpace bulletin, text message, or T-shirt graphic. The key challenge is this: make God the subject of the phrase as much as possible. Here's an example: *The Scoop on God: He gave. He saved. He called.*

Have the group vote on the best phrase before closing with prayer. Challenge them to keep this message front and center for the next week.