

2 TIMOTHY

THE GOSPEL: DO IT



TEACH IT COFFEEHOUSE SESSION 5

1. Materials

For this session each student will need—

- a Bible and pen
- optional: journal page for Session 5 (Using the student journal page is optional in the coffeehouse setting because table space may be limited.)

You'll also need—

- pencils with erasers
- optional: video clip from *National Treasure*: Riley (Justin Barther) describes the high-tech security measures surrounding the Declaration of Independence to Ben (Nicholas Cage): Chapter 4, “Making a Plan”—DVD counter cues 00:28:50 to 00:30:00. You can also use the movie trailer which may be found at disney.go.com/disneypictures/nationaltreasure.
- optional: an electronic device to show the video clip
- optional: spare Bibles for students who forget theirs

2. Session Intro

GOALS OF SESSION 5

As students experience this session, they will—

- uncover valuable instructions regarding how they should handle and respond to the gospel of Jesus Christ.
- be challenged to obey what Jesus says we're to do with the gospel.
- explore practical ways to *do* the gospel.

PRAYER

Pray with your group that each student will have the courage to respond to what God shows him or her regarding the gospel.

OPEN

Protecting a National Treasure

If you have a device to display it, show the trailer to the movie *National Treasure* or the scene in which Riley (Justin Barther) describes the high-tech security measures surrounding the Declaration of Independence to Ben (Nicholas Cage): DVD Chapter 4 “Making a Plan”—DVD counter cues 00:28:50 to 00:30:00.

Whether you show the clip or not, discuss the following questions as a group.

What are some ways a nation preserves and protects its original documents?

Discuss security measures, such as laser beams and bulletproof glass, but steer the discussion to things such as upholding and teaching the nation's values and laws.

Are these things important, or are these measures overkill?



Transition into the study by saying something similar to this:

In Session 4 we looked at the message of the gospel. You could say that this message is the Declaration of Independence or Constitution of the Christian faith. It's what everything else is built upon.

Ask a few review questions about the gospel:

Based on last week's session, what does the word *gospel* mean?

It means good news.

If someone asked you what the basic message of the gospel is, what would you say?

It is God's move to bridge the gap between God and man and to bring peace to the turmoil created by that gap.

In your opinion, why is the gospel good news?

It's what our hearts are looking for.

Then, in your own words, say—

Within a few decades of Jesus' life on earth, his followers saw the early signs of the gospel message being distorted by errant teachers and sects. Measures were taken to warn Jesus' followers of these distortions and to articulate the tenets of Jesus' message—which brings us to 2 Timothy.

3. Digging In

Protecting a Spiritual Treasure

Backtrack to Session 4, and remind your students of everything Paul told us about the gospel in the first couple chapters of 2 Timothy.

Tell them—

1. Look at the things you marked in your Bibles from Session 4.

2. Work together to write on a napkin or piece of paper all of Paul's instructions concerning the gospel. (If you're using the optional journal page tell them to write this information in the left column of the chart as you record the instructions on the napkin.)

INSTRUCTIONS CONNECTED TO THE GOSPEL

-Don't be ashamed of it (1:8).

-Join with Paul in suffering for it (1:8).

-Keep it as the pattern of sound teaching (1:13).

-Guard it with the help of the Holy Spirit (1:14).

-Entrust it to reliable men, so they can teach it to others (2:2).

4. Taking It Inward

Protection Action

Now discuss the following questions:

What theme(s) do you see in these instructions?

There definitely seems to be a protective element to the instructions.

In what ways do countries follow instructions like these with regard to their founding documents, such as the Declaration of Independence or the U.S. Constitution?

- They guard it physically with security measures and preserve it historically by passing laws to protect it.
- They entrust it to reliable people by teaching it in schools and colleges.
- Some are willing to die for it.

Did Paul practice what he preached? In what way was he living out each of these instructions just by writing to Timothy?

- He was entrusting his faith to Timothy so that Timothy could teach others.
- He was protecting the faith by encouraging Timothy to keep it and guard it.
- Some have said he was passing the torch to the next generation.

Explain—

Beside each instruction on your napkin or journal page, write a practical action you can take to live out that instruction in your personal life.

Some examples are noted in the table below.

Instruction	Practical Action
<i>Don't be ashamed of it (1:8).</i>	<i>Talk about it as opportunities arise.</i>
<i>Join with Paul in suffering for it (1:8).</i>	<i>Expect some opposition, and pray about that.</i>
<i>Keep it as the pattern of sound teaching (1:13).</i>	<i>Make sure my devotional time includes Scripture, so that I'm getting the real deal.</i>
<i>Guard it with the help of the Holy Spirit (1:14).</i>	<i>Count on the Holy Spirit's help when other worldviews and faiths tempt me to drop my guard concerning the gospel.</i>
<i>Entrust it to reliable men, so they can teach it to others (2:2).</i>	<i>Seek out someone to disciple with whatever knowledge I have.</i>

After a few minutes ask students to share their ideas.

5. Digging Deeper

Did You Hear the One about the Soldier, the Athlete, and the Farmer?

Explain that in 2 Timothy 2 Paul goes to great lengths to encourage Timothy to stay strong in his faith. To make his point he uses three word pictures (analogies) to illustrate the concepts he's teaching. Each word picture shows what God wants from us regarding the gospel—but it also hints at a reward we'll receive if we're faithful.

Ask students to read 2 Timothy 2:1-6 and then answer the questions below.

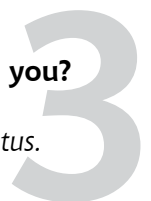
Why do you think Paul compared the Christian's responsibility with the gospel to these three occupations?

Help your students understand that when done well, these occupations require a serious commitment, a lot of sacrifice, and a willingness to suffer temporarily for a higher goal. It isn't easy, but the payoff is huge.

How does your life compare with Paul's three analogies? Pick one of the four responses after they're read. Base your answer on the past 30 days.

Based on your relationship with Jesus and the gospel right now, what kind of soldier are you?

- Haven't enlisted yet.*
- Still in boot camp.*
- Out of shape; flunking basic training.*
- Working on Navy SEALs or Green Beret status.*



What kind of spiritual athlete are you?

- A couch potato.
- I work out occasionally.
- I'm in the game, but I don't play by the rules.
- Going for Olympic gold.

If you were the farmer that Paul described, what would your crops look like?

- I haven't planted a seed yet.
- I've planted, but my crop is full of weeds.
- I'm seeing a little fruit.
- I'm expecting a harvest.

Point out that Paul's instructions regarding the gospel have two distinct themes: (1) *Don't be ashamed of it*; and (2) *Protect and preserve it*. Jesus gave us a third distinct theme: *Act on it*. Explain that the following passages contain Jesus' own words about his message, the gospel. Ask students to read these verses from their Bibles, noting everything Jesus said about his words and commands. Tell them to be sure to include any promises and outcomes that result from doing what Jesus says to do. The verse references and possible observations are noted as follows:

Luke 6:47-49

- Put Jesus' words into practice.
- This gives our lives a strong foundation that can withstand any storm.

John 14:21

- Having and obeying Jesus' commands shows our love for Jesus.
- This causes Jesus and God to love us even more.
- This causes Jesus to reveal himself to us.

6. Taking It Inward

Do the Detail

When most of the students have finished the Cross-Checking exercise, discuss the following questions as a group.

What is Jesus encouraging us to do with his words and commands?

- We are to do something with his teaching.
- We are to show our love for him by owning and knowing his commands.

What are some things you could do on a regular basis to actually do Jesus' words and commands? Think of a few specific things Jesus told us to do in the Bible.

Give some examples from Matthew 10:42 and Matthew 25:32-46 if necessary.

What can you do on a regular basis to help protect and preserve the gospel in your generation? Think about things such as Bible study habits, discipling others, your grasp of the Bible's big picture, or your ability to speak up for the gospel whenever it's called for.

7. Wrapping It Up

Do the Do

Point out that guarding historic documents, such as the Constitution, is high-tech, *serious* stuff. We should be just as serious in guarding the gospel. Let the close of your session be the start of this process for your students. Brainstorm ways the group can keep the Bible's instructions regarding the gospel in front of them this week. Spend a few minutes creating a short-but-sweet phrase they can use as a reminder. For example: *The Gospel: Know it. Keep it. Shout it. Do it.*

A phrase like this could be made into T-shirts, screensavers, text messages, and so on. Of course protecting the gospel means more than wearing a phrase on a T-shirt. It means *doing* these very instructions. Close by praying that your students will be bold in living and advancing the gospel of Jesus.

