

2 TIMOTHY

THE SCOOP ON GOD



TEACH IT COLLEGE AGE SESSION 2

1. Materials

For this session each student will need—

- the 2 Timothy Scripture sheets
- the student journal page for Session 2
- his or her own Bible, pen, and notebook

You'll also need—

- a whiteboard and markers
- colored pencils (at least one color per student)
- optional: video clip from the movie *Cast Away*: Chuck Noland (Tom Hanks) opens the FedEx packages that washed up on the island with him: Chapter 16, "Gifts from FedEx"—DVD counter cues 1:01:33 to 1:04:08
- 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 their hearts will be softened to the truth they're about to explore.

OPEN

Life Improv

OPTIONAL VIDEO CLIP 1: CAST AWAY

Show the scene from the movie *Cast Away* in which Chuck Noland (Tom Hanks) opens the FedEx packages that washed up with him on the island. (See Materials for counter cues)

After viewing the clip, point out the seemingly useless items he opened: *video tape*, *divorce papers*, *ice skates*, *a dress*, and *a volleyball*.

Then ask—

For those who saw this movie, how did he end up improvising with each item on the island?

-He used ice skates: tree cutter, spear maker, coconut splitter, and a 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 video tape as a rope.

OPTIONAL VIDEO CLIP 2: 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 seemingly useless on a tropical island. Use the list noted above as prompts if necessary.

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 all the gear we need to live out our faith successfully, and he watches us use everything *but* his gifts to handle the unexpected challenges of life. In this session we'll see in 2 Timothy some of his great gear.

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 using your Scripture sheets. Mark with colored pencils 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.)

When most have finished, work as a group to uncover as much detail as possible about God. Record the info on the board, and ask students to do the same on the journal pages. The board will begin to look something like this:

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 has 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 in the chart on the journal pages three challenges or struggles they're facing right now because of their faith. (They should leave the My Reminder column blank for now.)

After a few minutes ask any volunteers to share their struggles. If it's too personal, ask them what struggles young adults in general face. 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 listed about God on your journal pages. Ask *What?* and *Who?* Circle anything that shows *what* God has done for *whom*.

While your students are looking for this, write the following headings on the whiteboard. Then ask students to share what they noticed about *what* God did for *whom*, and record this info on the board.

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: He did this because of his own purpose and grace (v. 9).

-When: He did this 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. Cross-Checking

Open Supply Lines

Your group members will easily admit that struggles and challenges have the potential to make them timid about their faith. But the next exercise should help them build some muscle in the faith department.

Ask your students to—

1. Read Psalm 118:1-8; Romans 8:15-18, 31; and Hebrews 13:20-21 from your Bibles.

2. Jot down on your journal pages everything you learn about the relationship between our timidity and God's help.

After a few minutes ask students what they discovered about the relationship between their timidity and God's help. Ask them what promises of God they found most encouraging.

7. 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?* Give students a minute to ponder those questions.

Explain—

Take a few minutes to apply the info you've uncovered about God to the challenges and struggles you listed earlier. Prayerfully consider how these truths about God can help you in each situation. Write yourself a reminder under My Reminder on the journal page—a statement of resolve you can easily remember based on 2 Timothy 1:1-10. You'll also see additional situations listed on your journal pages. Think about these, too.

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.*

After a few minutes ask volunteers to share some of the reminders they created. As they discuss, help them grasp the fact that these reminders are the tools God gave them to face whatever life throws at them.

Then ask—

How do we improvise with the wrong tools when trying to overcome some of these challenges and struggles?

Let this discussion be open-ended, but here are some sample responses:

-We can use our own wisdom or combativeness.

- We can solve things with anger or another strong emotion.
- We can try to rationalize away problems, such as temptations.
- We can use escape mechanisms, such as alcohol and drugs.

8. Wrapping It Up

The Boil Down

Brainstorm with students symbolic actions they can take to keep these truths about God front and center. Here are some ideas:

- Buy an ice scraper (representing God gear), and write with a permanent marker one of your reminders from this session on the scraper.
- Write one of the Scriptures from today's session on a 3x5 card, punch a hole in it, and use a carabiner to attach it to a backpack or key chain.
- Create a screensaver or wallpaper with a truth from this session that you know will help you through the challenges you're facing.

Boil down this session's information to a brief, forceful, and meaningful phrase that can easily be made into a screensaver, Facebook 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.