

2 TIMOTHY

THE GOSPEL: DO IT



TEACH IT COLLEGE AGE SESSION 5

1. Materials

For this session each student will need—

- the 2 Timothy Scripture sheets
- his or her marked-up Scripture sheet from Session 4
- the student journal page for Session 5
- his or her Bible, pen, and notebook

You'll also need—

- a whiteboard and markers
- colored pencils (at least two colors per student)
- 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 may also use the movie trailer, which may be found at disney.go.com/disneypictures/nationaltreasure.

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

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.

After the clip 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 like 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. Ask them to look at their Scripture sheets and to review what they marked. Then work as a group, and write on the whiteboard all of Paul's instructions concerning the gospel. Ask the students to write it in the left column of the chart on their journal pages. Your board will look something like this:

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

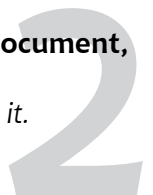
Now discuss the following questions.

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 document, 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.

Point out to your group the active, forceful words used in conjunction with the gospel: keep it, guard it, entrust it. Use these questions to explore those a bit.

What’s the difference between each of these actions: keep it, guard it, entrust it?

Possible observations include—

- Keep it: Keep it healthy and vibrant; don’t let it get stale and out-of-date; know it.
- Guard it: Protect it from outside philosophies and influences.
- Entrust it: Pass it along to others so that it won’t die with me.

Explain—

In the right column beside each instruction on your journal pages, write a practical action you can take to live out that instruction in your personal life.

Some examples are noted 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. Then share—

Many of us ask what God wants us to do with our lives. Would it be a viable life pursuit to quit asking that question and commit your life to keeping, guarding, and entrusting the gospel? Why or why not?

5. Digging Deeper

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

Share 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.

Have your students read the Scriptures in the chart on their journal pages, and reflect on Paul’s three word pictures as they complete both the chart and the questions that follow.

Possible observations are printed here for your reference:

	Who's the person mentioned?	What action should the person take?	What's the reward if the person does this well?
2:3-4	a soldier	Don't get involved in civilian affairs.	His commanding officer is pleased.
2:5	an athlete	Compete according to the rules.	He receives the victor's crown.
2:6	a farmer	Work hard.	He's the first farmer to get a share of the crops.

6. Taking It Inward

Pushing for Payoff

After several minutes, ask students to share what they learned from each of Paul's word pictures. Use the following questions to prompt the discussion:

Which analogy did you relate to the most and why?

What kind of soldier, athlete, or farmer did you describe yourself as? Why?

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.

According to what you've seen in 2 Timothy, what's the payoff when we're faithful soldiers, athletes, etc.? What rewards can we expect?

-We'll experience eternal life and immortality instead of death (1:10).

-God (our commanding officer) will be pleased with us (2:4).

-We'll be rewarded with a crown (2:5).

-We'll obtain salvation in Christ with eternal glory (2:10).

What do we need to do to make sure these rewards are ours?

-Endure any hardship that living the gospel brings.

-Continue passing it to other faithful people.

-Abide by the rules (God's commandments).

-Don't water down what the Word says.

-Work hard to share the gospel and obey it.

7. Cross-Checking

Jesus Weighs In

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 passages under Cross-Checking on the journal pages contain Jesus' own words about his message, the gospel. Ask students to read these verses from their Bibles and take notes on 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.

Luke 8:15

-Having a good and noble heart helps us hear and retain the Word.

-We have to persevere at hearing and retaining the Word.

-This enables us to produce a crop.

Luke 8:21

Hearing God's Word and putting it into practice brings intimacy with Jesus.

John 14:21

-Having and obeying Jesus' commands shows our love for Jesus.

-This causes Jesus to reveal himself to us.

8. Taking It Inward

Do the Detail

When most 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 teachings.

-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.

What are societal or cultural consequences we can expect if the message of the gospel isn't protected—or if believers don't boldly stand up for it?

9. Wrapping It Up

Do the Do

Point out that guarding historic documents including the Constitution is high-tech, *serious* stuff. We should be just as serious in guarding the gospel.

Ask students to review the practical actions they listed on the journal pages in the Taking It Inward exercise. Each action they listed was to be connected with one of the instructions regarding the gospel. Invite him or her to choose an action and to spend a couple minutes planning how they can put the action into motion over the next few days. For example, if someone selects "make sure my devotional time includes Scripture," then he or she could spend a couple minutes planning how to do that. Ideas might include selecting a book of the Bible to study, setting a 30-minute appointment each day, keeping a journal of questions or *Oh Wow!* thoughts.

Give students an opportunity to share their ideas with the group. Then ask for a volunteer to close your session in prayer, praying that students will see how they can keep and guard the gospel.