



## TEACH IT HIGH SCHOOL 1 SESSION 1

### ONE WEEK OUT

You may want to send reminder notes to your gang to let them know the time and place the group will be meeting. Challenge them to read 2 Timothy before the first session; it's a short book. Explain why they'll be studying 2 Timothy and why it's relevant to teens today. Paul and Timothy experienced many of the same frustrations we face—daily stuff that can get under our skin, friends falling away from the faith, non-friends belittling us because of our faith, and much more. The great thing in 2 Timothy is that God shows how we can follow him and overcome in all of these situations.

As you prepare for the first session, don't forget to allow time for reproducing student sheets and gathering the materials needed. (See the following Materials.)

Most importantly, recruit a prayer team to pray specifically for this Bible study. Supply the team with helpful specifics, such as names of students, when you're meeting, and the subject matter you'll be covering.

### 1. Materials

For this session each student will need—

- the 2 Timothy Scripture sheets
- the student journal page for Session 1
- a notebook in which to keep Scripture sheets and journal pages over the next few weeks (Insert the 2 Timothy Scripture sheets and Session 1 journal pages into the notebooks for this first session. Students will use the same Scripture sheets and add the journal pages from each session to the notebook from week to week.)
- his or her own Bible and pen

You'll also need—

- a whiteboard and markers
- colored pencils (at least two colors per student)
- images from the Web (printed pictures or projection) of Dynamic Duos (if using printed pictures, cut the duos apart so students can match the partners)
- optional: giant Post-it pad
- optional: PowerPoint quiz (see Cross-Checking)

### 2. Session Intro

#### GOALS OF SESSION 1

As students experience this session, they will—

- discover the purpose of this letter by uncovering the writer and recipient of 2 Timothy.
- look into the close relationship between Paul and Timothy and see what a source of encouragement they were to each other.
- be challenged to develop spiritual relationships similar to Paul and Timothy's.

## PRAYER

Thank your students for being a part of this study, and remind them that whenever we set out to dig deeply into God's Word, we can expect to grow closer to God. But remind them that we can also expect the Enemy to try to knock us off course. Pray with the group that students will stand firm in the will of God throughout this study—and that they'll discover what God has to say to them through this specific book of the Bible.

## OPEN

*You've Got Mail*

To get things rolling have the group brainstorm these questions:

### **What are some kinds of letters people like to write or receive?**

- People like love letters.
- People like cards of congratulations (especially if they contain cash).
- People like apology letters.

### **What are some letters people don't like to write or read?**

- People don't like break-up letters ("Dear John").
- People don't like disciplinary letters from school or bad report cards.
- People don't like college or employment rejection letters.

### **Anyone have a story about a time when you sent or received one of those letters?**

### **What's the first thing you look at when you get a letter or an email or text message?**

*You look at who sent it.*

## 3. Digging In

*Writer Recon*

Tell the group that 2 Timothy is a letter exchanged between two of Jesus' followers within 100 years of his ministry on earth. Because it's part of God's Word, we can also take it as a letter from God to us.

But to understand this letter, we need to know why it was written and what was going on at the time. The goal today is to find out as much as possible about the guy who wrote the letter and the guy who received it.

Ask your students to read 2 Timothy 1:1-18 and 4:6-9 using their Scripture sheets. Tell them—

- 1. As you read find and underline in colored pencil every mention of the writer of the letter.**
- 2. Don't forget that pronouns, such as *I*, *me*, and *my*, count.**
- 3. Let's agree on a simple symbol to use when marking the writer, such as a box or a stick figure.**

When most have finished (it's okay if some haven't), work as a group to create a profile of the author, Paul. Prompt your students with the following questions, and as they tell you the facts (based on what they marked in Scripture), record the info in two columns on the whiteboard. Your board will look similar to this:

How was Paul's Christian walk described?	What was Paul's situation when he wrote this letter?
<p>Chapter 1</p> <ul style="list-style-type: none"> <li>-He was an apostle of Christ by the will of God (v. 1)</li> <li>-He served God as his forefathers did—with a clear conscience (v. 3).</li> <li>-He was a prisoner of the Lord (v. 8).</li> <li>-He was saved and called to a holy life (v. 9).</li> <li>-He was appointed a herald, apostle, and teacher of the gospel (v. 11).</li> <li>-He was not ashamed because he knew whom he had believed (v. 12).</li> <li>-He was solid and sold out about what he believed (v. 12).</li> </ul>	<p>Chapter 1</p> <ul style="list-style-type: none"> <li>-He was suffering (v. 12).</li> <li>-He had been deserted by some close friends (v. 15).</li> </ul>
<p>Chapter 4</p> <ul style="list-style-type: none"> <li>-He had fought the good fight, finished the race, and kept the faith (v. 7).</li> <li>-A crown of righteousness was waiting for him (v. 8).</li> </ul>	<p>Chapter 4</p> <ul style="list-style-type: none"> <li>-He was being poured out like a drink offering (v. 6).</li> <li>-The time had come for his departure (v. 6).</li> <li>-He wanted Tim to come to him quickly (v. 9).</li> </ul>

Now ask your students to look at the whiteboard. So far they don't know much about Paul. But have them write three things they want to remember about him in the space provided on the journal pages.

Paul is nearing the end of his life, and your students likely feel that they're just getting started. But ask—

**What stands out to you about Paul and why?**

Sample answers might include:

*-He's bold; he's solid in his faith; he's a hard worker.*

*Recipient Recon*

Next have the group do a similar search for facts about the guy who received this letter. Tell your students to—

**1. Reread 2 Timothy 1:1-6 from your Scripture sheets.**

**2. Circle facts about the recipient with a new symbol and different color.**

After they've read and marked the passage, work as a group to compile on the whiteboard as much info as possible about the letter's recipient. Your board will look something like this:

Recipient
<ul style="list-style-type: none"> <li>-His name is Timothy (v. 2).</li> <li>-He's Paul's dear son (v. 2).</li> <li>-He's remembered in Paul's prayers (v. 3).</li> <li>-He shed tears (v. 4).</li> <li>-He has a sincere faith and heritage (v. 5).</li> <li>-He has a gift of God in him through the laying on of Paul's hands (v. 6).</li> </ul>

Now ask the group to assess the relationship between Paul and Timothy.

**How well did these two know each other?**

*They knew each other very well and for a long time.*

### **How would you describe their relationship?**

*They were very close.*

### **Do you think it was a peer-to-peer relationship or a mentor-to-follower relationship?**

*They had a mentor-to-follower relationship.*

## **4. Cross-Checking**

### *Background Check*

One way to discover more about Timothy and his relationship with Paul is to check out other places where they're mentioned in the Bible. Have your students read the following verses from their Bibles, looking for the Timothy Info noted on both the journal pages and below. Feel free to make this a contest between groups or individuals to see who finds the most detail. (If you choose this option, you could create a PowerPoint quiz from the following questions and add some game-show drama to the contest.)

**Acts 16:1-4**

**Philippians 2:19-22**

While the students are reading, write the following headers and questions on the board or on a giant Post-it note. Then work as a group to fill in the blanks—or have volunteers come up and fill them in. Have the students write the info in the space provided on the journal pages.

### **TIMOTHY INFO**

**Hometown:** *Lystra*

**Mom's nationality:** *Jewish* **A believer?** *yes*

**Dad's nationality:** *Greek* **A believer?** *apparently not*

**How did people speak of him?** *well*

**In 2 Timothy Paul calls Tim "my dear son." Was Tim Paul's biological son?** *No, Tim's father was a Greek. Tim was like a son to Paul (see Philippians 2:22).*

Then ask—

### **What kind of home life did Timothy have?**

*It seems his mom was a believer, but his dad wasn't. Mom and the kids must have gone to church while Dad stayed home, possibly praying to Zeus, a Greek god prominent in the city of Lystra.*

### **How would you describe Timothy?**

*-He was spoken well of and respected by his elders even when he was young.*

*-He was trustworthy and unselfish.*

### **What traits of Timothy would you like to imitate?**

## **5. Taking It Inward**

### *Mentor and Follower*

Toss out printed pictures of mentor/follower Dynamic Duos. (You can do a Web search for a few images to print or project on a screen.) Present the members of these duos separately, and ask students to match them up with the right partner. After all of the pairs have been matched, ask students to share their favorites and explain why. Here are some examples:

*-Professor Bunsen Honeydew and Beaker (The Muppets)*

*-Doc Hudson and Lightning McQueen (Cars)*

- Batman and Robin (Batman)
- Pinky and The Brain (Pinky and The Brain)
- Shaggy and Scooby (Scooby-Doo)
- Lilo and Stitch (Lilo and Stitch)
- Sonic and Tales (Sonic the Hedgehog)
- Nacho Libre and Esqueleto (Nacho Libre)
- Obi Wan Kenobi and Luke Skywalker (Star Wars)
- Mermaid Man and Barnacle Boy (SpongeBob SquarePants)
- SpongeBob and Patrick (SpongeBob SquarePants)
- Mario and Luigi (Mario Bros.)

Ask—

**Which of these duos most resembles the Paul-and-Timothy duo?**

*Draw out the mentor/follower aspect of the relationship as seen in duos, such as Batman and Robin or Obi Wan Kenobi and Luke Skywalker.*

Ask students to think for a minute about the people who are important to them.

**Are there any Pauls in your lives—people you respect and can look to for spiritual guidance and teaching? Write their names in the space on your journal pages.**

**Are there any Tims in your life—people you can help along in their spiritual walk? Jot down their names, too.**

## 6. Wrapping It Up

*Rev up a Relationship*

Ask your group why they think Paul wrote this letter to Timothy. Based on the info they've uncovered so far, they should have a fairly good idea. Ask them—

**What level of stress do you “hear” in Paul’s voice?**

**What things did he mention that might give us a clue?**

The answers to these questions will point your students to the purpose of the letter—and identifying Paul’s purpose will help them understand all of the promises, the commands, and the hope they’ll be uncovering in this short but powerful book.

After some discussion steer the group to these conclusions:

*-Paul is encouraging Timothy to stay strong in the faith.*

*-A lot of people have deserted Paul and stopped following Jesus; perhaps Paul doesn’t want Timothy to bail out or quit like the others.*

Wrap up the session by asking your students to write on their journal pages a few specific, doable goals regarding a Paul or Timothy in their lives:

**I will text \_\_\_\_\_ this week.**

**I will send an ecard to \_\_\_\_\_ this week.**

**I will do \_\_\_\_\_ for my youth leader this week.**

As you close in prayer, remind the group that God doesn’t expect us to live the Christian life on our own. He provides the Pauls and the Timothys. It’s our job to work on the relationships.