

2 TIMOTHY

THE GOSPEL: DO IT



TEACH IT HIGH SCHOOL 1 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
- 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 such as 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:

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 this information 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 when it comes 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.

LARGE-GROUP OPTION

Divide your group into smaller groups of eight to 10, and ask each group to brainstorm programs or ideas your student ministry could do to live out the instructions on your list. Have each group appoint a scribe to turn in their ideas or to share them with the larger group.

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

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 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 the students to share their ideas. Then ask—

What are some ways this student ministry could help us all obey these instructions?

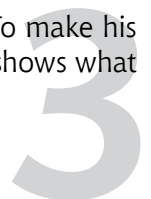
Appoint a student to record these ideas. Caution: Some of your students' answers may cast new vision for your student ministry.

Instruction	Ministry Action
<i>Don't be ashamed of it (1:8).</i>	<i>Make up some Christian swag ("stuff we all get"), such as T-shirts, stickers, or items to attach to a book bag.</i>
<i>Join with Paul in suffering for it (1:8).</i>	<i>Set up a way to encourage each other whenever we suffer for the gospel.</i>
<i>Keep it as the pattern of sound teaching (1:13).</i>	<i>Make or keep God's Word a priority in our ministry (not just an add-on).</i>
<i>Guard it with the help of the Holy Spirit (1:14).</i>	<i>Do a better job of helping students know why they believe what they believe.</i>
<i>Entrust it to reliable men, so they can teach it to others (2:2).</i>	<i>Establish training to help student leaders disciple peers or younger students.</i>

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.



Ask students to read 2 Timothy 2:1-6 from their Scripture sheets, and invite them to write answers to the following questions on their journal pages. After a couple minutes, ask for volunteers to share their responses.

How does your life compare with Paul's three analogies? Check the responses that best describe you. Base your choice over the past 30 days.

Based on your relationship with Jesus and the gospel over the past 30 days, what kind of soldier are you?

- | | |
|--|---|
| <input type="checkbox"/> Haven't enlisted yet. | <input type="checkbox"/> Out of shape; flunking basic training. |
| <input type="checkbox"/> Still in boot camp. | <input type="checkbox"/> Working on Navy SEALs or Green Beret status. |

What kind of spiritual athlete are you?

- | | |
|--|---|
| <input type="checkbox"/> A couch potato. | <input type="checkbox"/> I work out occasionally. |
| <input type="checkbox"/> I'm in the game, but I don't play by the rules. | <input type="checkbox"/> Going for Olympic gold. |

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

- | | |
|--|--|
| <input type="checkbox"/> I haven't planted a seed yet. | <input type="checkbox"/> I've planted, but my crop is full of weeds. |
| <input type="checkbox"/> I'm seeing a little fruit. | <input type="checkbox"/> I'm expecting a harvest. |

6. 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 two 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, taking 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.

John 14:21

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

7. 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?

- He is encouraging us to do something with his teachings.
- He is encouraging us 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.



8. 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 stay focused on the Bible's instructions regarding the gospel 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.