

## 2 TIMOTHY

### INVITE A FRIEND



## TEACH IT HIGH SCHOOL 1 SESSION 6

### 1. Materials

For this session each student will need—

- the 2 Timothy Scripture sheets
- the student journal page for Session 6
- his or her Bible, pen, and notebook

You'll also need—

- a whiteboard and markers
- colored pencils (at least one color per student)
- a video clip about movie extras—Search a video sharing Web site, such as YouTube, for *movie extras*. Try using key words such as *movie extras Joe Castillo*.

### EXERCISE HEADS-UP

Take a look at High School 1, Session 8, *Digging Deeper: A Funny Thing Happened on the Way to Antioch, Iconium, and Lystra*. You'll see an optional exercise that calls for students to create short videos. Give them notice a week or two ahead to get them going.

### 2. Session Intro

#### GOALS OF SESSION 6

As students experience this session, they will—

- explore some of Paul's relationships and see that he had a lot of support in life and ministry.
- compare Paul's network of supportive friends with their own networks of supportive friends.
- be challenged to expand their networks of people who can help them in their faith walks.

#### PRAYER

Spend some time praying with the group for their relationships with each other and for their friends who aren't part of a student ministry.

#### OPEN

*Movie Extras*

Show a video clip about movie extras, *Joe Castillo—Movie Extra Extraordinaire* from YouTube. Then take a minute or two to talk about movie extras. Ask if anyone has ever been a movie extra or known someone who has.

Segue into the study by saying something like—

**By now you may have noticed that Paul mentions a few other people in 2 Timothy—some “extras” who have helped him in ministry. In the YouTube video Joe made a point about how ridiculous movies would be without extras. The same is true in our Christian lives. We need loads of people around us.**

### 3. Digging In

PaulSpace.com

Divide your group into the following smaller groups, and assign the corresponding Scripture:

1. Students with first names beginning A-J: 2 Timothy 1:16-18
2. Students with first names beginning K-R: 2 Timothy 4:10-15
3. Students with first names beginning S-Z: 2 Timothy 4:16-22

Have your students read the assigned passages using the Scripture sheets and draw a smiley with a colored pencil beside each mention of Paul's friends. Explain that they'll also come across people who don't fit the friend category. Next week's session will take a closer look at these people. If your students can't decide whether a person is friend or foe, tell them to count him or her as a friend for now.

When most have finished ask your students to share the names they found, along with anything Paul said about these people. As you record this info on the whiteboard, your list will look something like this (but don't worry if it's not as detailed):

#### Paul's Friends

- Onesiphorus: He refreshed Paul and wasn't ashamed of his chains; searched hard for Paul and found him; helped in many ways (1:16-18).
- Crescens: He had gone to Galatia (4:10).
- Titus: He had gone to Dalmatia (4:10).
- Luke: He was the only one who stayed with Paul (4:11).
- Mark: He was helpful to Paul's ministry (4:11).
- Tychicus: He was sent by Paul to Ephesus (4:12).
- Priscilla and Aquila, household of Onesiphorus: Paul asked Timothy to greet them (4:19).
- Erastus: He stayed in Corinth (4:20).
- Trophimus: He was left sick in Miletus by Paul (4:20).
- Eubulus, Pudens, Linus, Claudia: They sent greetings (4:21).

#### Were there any people who you weren't sure if they were friends or foes?

*No qualifying details were given about Crescens or Titus.*

#### What does this list of friends tell you about Paul?

- People must have liked him.
- He probably had a lot of charisma.
- He was somebody people liked to follow.
- He must have given friendship as much as he took.
- He counted on people to help him do ministry.
- He gave people opportunities to use their gifts, maybe where he was lacking certain gifts.
- He didn't do life or ministry alone.

### 4. Cross-Checking

Friend Recon

Share that some of the names on the whiteboard are mentioned elsewhere in the Bible. Ask the students to do a little research about these people by reading the passages under Cross-Checking on the journal page. You might want to work in the same groups from the Digging In exercise.

Explain—

**Look at any new info about each person, and write it in the space provided on your journal pages. Go for as many details as possible.**

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## TITUS

### **2 Corinthians 8:16-23; Titus 1:4**

- God had given him a passion similar to Paul's (2 Corinthians 8:16).
- He was a partner and fellow worker of Paul's (2 Corinthians 8:23).
- He was like a son to Paul (Titus 1:4).

## TYCHICUS

### **Ephesians 6:21-22; Colossians 4:7-8**

- He was a dear brother and faithful servant of the Lord (Ephesians 6:21).
- He knew everything about how and what Paul was doing (Ephesians 6:22).
- He was a faithful minister and fellow servant (Colossians 4:7).
- He must have been an encouraging person (Colossians 4:8).

## PRISCILLA AND AQUILA

### **Acts 18:1-3, 24-26; Romans 16:3-4**

- They were husband and wife (Acts 18:2).
- They were tentmakers—like Paul, they had a job other than ministry (Acts 18:3).
- Paul stayed with them and made tents with them (Acts 18:3).
- They knew a lot about the way of God and were able to explain it to other people (Acts 18:26).
- They risked their lives for Paul and the church (Romans 16:4).

## MARK

### **Acts 15:36-40**

- He had a down moment in helping Paul. (Acts 15:38)
- Paul couldn't count on him because of that letdown. (Acts 15:39-40)

After a few minutes, ask your groups to discuss what they learned about the extras in Paul's life.

### **What stands out to you about Paul's relationships with Titus and Tychicus?**

*All three are nearly interchangeable; they were very close to each other; they were able to count on each other.*

### **Why were Priscilla and Aquila such a big help to Paul?**

*They helped Paul make a living and gave him a place to stay. They were also knowledgeable in the gospel.*

### **What do you make of Paul's description of Mark in Acts when compared to his comments about him in 2 Timothy 4?**

*Point out that despite what happened between Paul and Mark, their friendship had recovered. We don't have any info about how the reconciliation took place, but the contrast between the scene in Acts 15 (which took place before 2 Timothy was written) and Paul's words in 2 Timothy 4 indicates they were reunited. This speaks well for Paul and Mark and can give your students something to shoot for if they have any broken relationships with other believers.*

### **Who are some people with whom you have relationships similar to these from Paul's life?**

*Share the following descriptions with your students, and ask them to jot down names of people in their lives who are like Paul's friends.*

**Tychicus**—*This is a peer you respect and could go to for advice.*

**Priscilla and Aquila**—*These are peers who help you spiritually because of their knowledge about God and his Word.*

**Mark**—*This is someone you might have a strained relationship with now, but whom God has put in your life for a purpose.*

Ask a few volunteers to share about one of their relationships, and have students cover each type.

## 5. Digging Deeper

*Add a Friend*

Ask students about their MySpace or Facebook pages: Who has one? What do you have on it? How many friends?

Then mention that if Paul were to have a MySpace or Facebook page, his friends page would be something like Romans 16 and Colossians 4. To get a better feel for Paul's expansive network of friends (and the spiritual help they provided), take a look at Romans 16 and Colossians 4 with your group. Ask half of the students to open their Bibles to Romans 16 and the other half to Colossians 4.

Give students a few minutes to peruse the chapters to get a feel for what's going on and to share what they find. Ask—

### **What's going on in these chapters? What stands out to you?**

*It's like Paul's personal Academy Award acceptance speech, thanking all the people who have been helping him along the way.*

### **Some of it seems like pretty mundane stuff. Why do you think God made sure it was included in our Bible?**

### **What does it tell you about Paul?**

*He developed deep relationships with a lot of believers. We may think of him as a loner, but he had a lot of support, encouragement, and help in ministry. If Paul needed spiritually strong friends, then so do we.*

## 6. Taking It Inward

*Personal Recon*

Get students back to their original teams, and call their attention to Paul's friends Priscilla and Aquila. Remind your group of the type of friends these folks were: *Peers who help you spiritually because of their knowledge about God and his Word.* Then share—

**I'd like for you to tally up how many friends you have in your life who are like Priscilla and Aquila—friends who encourage you spiritually. Then I'd like each team to report to the whole group the average number of Priscillas and Aquilas for each student on your team. In other words add up all the friends your group reports, and divide by how many are on your team.**

Give students a few minutes to think and calculate. Have teams report their averages, and then issue this challenge:

**I'd like to suggest a friendly competition. Between now and the next time we meet (or a day in the upcoming week). I'd like to see if you can add to your list of Priscilla and Aquila friends. You may think of someone who you didn't think of today, or you may meet someone new. Either way counts.**

The point of this exercise is to help students think intentionally about the peers in their lives who are a positive spiritual influence. They may realize, if they haven't already, that their own team members can be Priscillas and Aquilas. This would increase their average exponentially. (But let them think of this.)

Here are a couple options for collecting a new tally:

- Appoint a team leader for each team, and have its members report additional Priscillas and Aquilas to their leaders; then the leaders report the new totals and averages to you.
- Have team members report additional Priscillas and Aquilas the next time you meet; you can figure new totals and averages during your next session.

You may want to reward a prize to the team that increased its average the most, or better yet, reward a prize to any team that increases its average. The prize could be something easy such as candy or something more meaningful such as a McDonald's run with you (and you paying).

## **7. Wrapping It Up**

*Click Here to Link*

Make sure everyone understands the “competition” before closing your session. In fact be sure to actually downplay the competitive aspect, and stress to your students that this is simply an exercise to encourage them to discover the real Priscillas and Aquilas in their lives, not an exercise in forcing relationships and inflating numbers. Then point out that, just like the movies, it would be ludicrous to go through life without any extras. Our faith walks require extras. Challenge your students to contact at least one of their Priscilla and Aquila friends this week to thank them for their encouragement. Then invite students to turn the table and think of someone to whom they can be a Priscilla and Aquila. Ask them to contact that person to encourage them in their faith. They can write names in the chart on the journal page as a reminder.

Close by praying that God will help them follow the links he gives them in order to expand their networks of support.