

2 TIMOTHY

MAIL CALL



TEACH IT HIGH SCHOOL 2 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 in 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)

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 students 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:

Would you rather receive a Dear John message by letter, phone call, voice mail, or text message?

Describe a time when you sent a letter or message and wish you could have reached into the mail and pulled it back.

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. As they read tell them—

- 1. You should mark with 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, such as a box or a stick figure, to use when marking the writer.**

When most have finished (it's okay if some haven't), work as a group to create a profile of the author, Paul. Prompt them 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 something like this:

| How was Paul's Christian walk described? | What was Paul's situation when he wrote this letter? |
|--|--|
| Chapter 1 -He was an apostle of Christ by the will of God (v. 1). -He served God as his forefathers did—with a clear conscience (v. 3). -He was a prisoner of the Lord (v. 8). -He was saved and called to a holy life (v. 9). -He was appointed a herald, apostle, and teacher of the gospel (v. 11). -He was not ashamed because he knew whom he had believed (v. 12). -He was solid and sold out about what he believed (v. 12). | Chapter 1 -He was suffering. (v. 12). -He had been deserted by some close friends. (v. 15). |
| Chapter 4 -He had fought the good fight, finished the race, and kept the faith (v. 7). -A crown of righteousness was waiting for him (v. 8). | Chapter 4 -He was being poured out like a drink offering (v. 6). -The time had come for his departure (v. 6). -He wanted Tim to come to him quickly (v. 9). |

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Now ask them 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—

Is there anything in Paul's life that parallels yours?

Responses might include:

- I have close friends who walked away from the faith.*
- I sometimes feel beat up because of my faith.*

What stands out to you about Paul and why?

He seems spiritually resolute, despite hardships.

Recipient Recon

Next have the group do a similar search for facts about the guy who received this letter. Ask them to read 2 Timothy 1:1-6 again from their Scripture sheets, marking facts about the recipient with a new symbol and a 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 |
|---|
| <i>-His name is Timothy (v. 2).</i> <i>-He's Paul's dear son (v. 2).</i> <i>-He's remembered in Paul's prayers (v. 3).</i> <i>-He shed tears (v. 4).</i> <i>-He has a sincere faith and heritage (v. 5).</i> <i>-He has a gift of God in him through the laying on of Paul's hands (v. 6).</i> |

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

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 Paul is to explore other Bible references to them. Explain to your students that they'll be doing this next exercise in solitude. Explain—

- 1. Find places in the room or outside nearby where you can take a few minutes to get alone with God.**
- 2. You'll need your Bibles, pens, and your journal pages.**
- 3. You'll be reading the Cross-Checking passages from your Bibles and completing the chart on the journal pages. Keep in mind that you won't have an answer to every question from each passage.**

The Scripture and possible observations are noted below for the leader's reference.

| Passage | What do you learn about Timothy? | What do you learn about Timothy's relationship with Paul? |
|-----------------------|---|--|
| Acts 16:1-4 | <ul style="list-style-type: none">-He lived in Lystra.-His mother was a Jew and a believer.-His father was a Greek.-He was spoken well of by the brothers.-He traveled from town to town with Paul. | <ul style="list-style-type: none">-Paul must have been impressed with him; Paul wanted to take him on a journey. |
| 1 Corinthians 4:17 | <ul style="list-style-type: none">-He was faithful in the Lord.-He followed Christ as Paul did. | <ul style="list-style-type: none">-He was like a son to Paul.-Paul loved him. |
| 1 Corinthians 16:10 | <ul style="list-style-type: none">-He carried on the work of the Lord just as Paul did. | |
| Philippians 2:19-24 | <ul style="list-style-type: none">-He took a genuine interest in the welfare of others.-Paul had no one else like him. | <ul style="list-style-type: none">-They served together as if father and son. |
| 1 Thessalonians 3:2-6 | <ul style="list-style-type: none">-He spread the gospel of Christ. | <ul style="list-style-type: none">-He was a brother and fellow worker of Paul. |
| Hebrews 13:23 | <ul style="list-style-type: none">-Apparently, he was in prison but released. | |

5. Taking It Inward

Mentor and Follower

When you sense that most of the students have finished (it's okay if some haven't), get the group back together. Discuss the passages, and draw out key observations about Timothy's character. You may want to ask—

What type of home life did Timothy have?

It seems that 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 adults even when he was young.

-He was trustworthy and unselfish.

If Timothy were a student in your school, how do you think he'd fit in?

Which of Timothy's traits would you like to emulate?

Ask students to brainstorm mentor/follower Dynamic Duos from books and movies. Here are a few examples:

-Professor Bunsen Honeydew and Beaker (The Muppets)

-Doc Hudson and Lightning McQueen (Cars)

-Batman and Robin (Batman)

-Shaggy and Scooby (Scooby-Doo)

-Obi Wan Kenobi and Luke Skywalker (Star Wars)

-Mermaid Man and Barnacle Boy (SpongeBob SquarePants)

-SpongeBob and Patrick (SpongeBob SquarePants)

Then ask—

Which of these dynamic duos are most representative of the relationship between Paul and Timothy?

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 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 urgency do you “hear” in Paul’s voice?

What circumstances did he mention that could give us a clue?

The answers to these questions will point 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 the Christian faith; perhaps Paul doesn’t want Timothy to bail like the others.

Wrap up the session by asking your students to write on their journal pages two or three things they can do to establish or renew a Paul or Timothy relationship. If they’re short on ideas, suggest things such as:

Make a phone call to _____.

Schedule a breakfast with _____.

Send an encouraging email or IM to _____.

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.