

2 TIMOTHY

LET'S EAT!



TEACH IT HIGH SCHOOL 2 SESSION 9

1. Materials

For this session each student will need—

- the 2 Timothy Scripture sheets
- the student journal page for Session 9
- his or her Bible, pen, and notebook

You'll also need—

- a whiteboard and markers
- colored pencils (at least one color per student)
- optional: an assortment of candy and a brown paper bag

2. Session Intro

GOALS OF SESSION 9

As students experience this session, they will—

- gain an increased awareness of the power of God's Word.
- better understand the role that the Bible should have in their lives.
- be challenged to intensify their personal time with God's Word.

PRAYER

Begin your session by praying together that students will be open not only to exploring God's Word but also to exploring the role that God's Word plays in their lives.

OPEN

If the Bible Were a Candy Bar

Start with a word association discussion. Ask students the first word that pops into their heads when you say *Bible*. Jot down their responses on the whiteboard. You may hear words such as: *big, God's love, Jesus, confusing, long, and truth.*

Then talk with the group about their own Bibles. What are their reactions off the top of their heads—how it's organized, what it looks like, how readable it is? Do they like to spend time with it? Why or why not? Explain that, today, they'll catch a glimpse of how vital the Word is to a deep faith in God.

BIBLE CANDY OPTION

Have a big, brown paper bag full of the following candies (feel free to add to this list, and snack size is fine):

- | | |
|-----------------|----------------|
| 100 Grand | Reese's Pieces |
| Atomic Fireball | Blow Pop |
| Good & Plenty | Sugar Daddy |
| Almond Joy | Tic Tac |
| Baby Ruth | Twix |
| Bit-O-Honey | Life Savers |
| PayDay | Zero |

Have each student pull a piece of candy from the bag and explain to the group how the Bible is like that candy. Keep in mind that there are no right answers; the goal is to get the students thinking creatively. Here are several examples:

Good & Plenty: *The words of God are good, and you learn plenty when you read it.*

Almond Joy: *It brings joy to your life.*

Bit-O-Honey: *Every bite is like a bite of honey. In fact Ezekiel said this very thing in Ezekiel 3:3.*

Explain to your students that, today, they'll catch a glimpse of how vital the Word is to a deep faith in God. Take a group poll to help students evaluate the health of their personal Bible study habits.

If the Bible were your only source of food, what would be your state of health based on your personal Bible study habits?

1. **Near death: I have never eaten.**
2. **Emaciated and skeletal: I quit eating a long time ago.**
3. **Starving: I'm barely eating enough to get by.**
4. **Queasy: I'm eating, but it's not staying in.**
5. **Inactive: Eating a lot but not burning calories by applying or obeying.**
6. **Fit: Eating right and burning calories.**

3. Digging In

Setting the Table

Tell students—

1. **Read 2 Timothy 3:14-4:4 from your Scripture sheets and with colored pencil draw a book over any reference to God's Word.**



2. **Look for words such as *Scripture*, *truth*, and a few others you'll have to find on your own.**

When most have finished ask the students to look at what they marked and tell you what they learn from these verses about God's Word. As they share write the info in two columns on the whiteboard. When most of the facts are on the board, ask someone to read aloud 2 Timothy 2:15. Then ask what new instructions should be added to the list. Your board will look something like this:

Descriptions of God's Word	Instructions for God's Word
<p>-It's holy (3:15).</p> <p>-It's able to make you wise for salvation through faith in Christ (3:15).</p> <p>-ALL of it is God-breathed (3:16).</p> <p>-ALL Scripture is useful for:</p> <ul style="list-style-type: none"> -teaching (3:16). -rebuking (3:16). -correcting (3:16). -training in righteousness (3:16). <p>-It equips the believer for every good work (3:17).</p> <p>-It's sound doctrine (which some people won't put up with) (4:3).</p> <p>-It's truth, not myths (4:4).</p>	<p>-Continue in what you've learned and become convinced of (3:14).</p> <p>-Preach it (4:2).</p> <p>-Be prepared to use it in season and out of season (all the time) (4:2).</p> <p>-With great patience and careful instruction:</p> <ul style="list-style-type: none"> -correct (4:2). -rebuke (4:2). -encourage (4:2). <p>-Be a workman who doesn't need to be ashamed, who correctly handles the word of truth (2:15).</p>

Now work as a group to process the info on the whiteboard by discussing the following questions.

In your own words how would you describe the degree to which Paul valued Scripture?

He seemed to count on it for everything. It was his manual for his work. It came from the highest authority—God.

Why was Paul so emphatic—even urgent—in writing what he did about the Word of God?

Remind them of 2 Timothy 4:3-4 (or have them read these verses again). Paul predicted a time when people wouldn't pay attention to God's truth, but would rather listen to myths or what they wanted to hear. That made it all the more important for God's people to teach God's truth diligently and accurately.

Do you think the time Paul was predicting has come? How does 2 Timothy 4:3-4 relate to what you see today?

Moral relativism is widespread today and precisely fits Paul's description. This philosophy states that there are no absolutes—truth is what you believe it to be. Mythology is making a huge comeback through fantasy games, festivals that celebrate pagan mythology, and an emphasis on pagan mysticism in movies and books. Compare these trends with Paul's statement that people will gather teachers who say "what their itching ears want to hear" and "turn aside to myths."

4. Cross-Checking



The Main Dish

Ask the group—

What are some opinions you hear today about the Bible? If you asked your friends, what would they say the Bible is?

Let them brainstorm for a minute or two. Possible answers include:

- It's one of many religious books (like the Koran).
- It's full of contradictions.
- It's an old book written by a bunch of old guys.
- It's a book of good advice.

Explain that most people today form their opinions about the Bible without ever reading it. If they cracked it open, they'd see what the Word has to say about itself—which is what the next exercise is all about.

Explain to students that they'll be doing the next exercise in solitude. Tell them—

- 1. Find places where you can listen to God with no distractions—perhaps a corner of the room, an empty room nearby, or a hallway.**
- 2. Take your Bibles, pens, and journal pages.**
- 3. Prayerfully meditate on the passages in the chart under Cross-Checking. Write your responses to the questions in the chart on your journal pages.**

Possible observations are printed here for your reference:

Passage	What are we told to do with the Word?	What will the Word do to you or for you?	In what situations would this be helpful?
Psalm 119:9	<i>Live according to it.</i>	<i>It will keep my way pure.</i>	<i>-It will help me as I am trying to stay sexually pure. -It will help as I am resisting pressure from friends to sin.</i>
Psalm 119:97-100	<i>-Meditate on it all day long. -Keep it with me. -Obey it.</i>	<i>-I'll be wiser than my enemies. -I'll have more insight than my teachers. -I'll have more understanding than the elders.</i>	<i>-It will help me hold my own in debates over issues such as creation versus evolution or abortion. -It will help me stand firm when a person, such as my teacher, tries to shake my faith.</i>
Proverbs 2:1-6	<i>-Accept it. -Store it up within me. -Turn my ear to wisdom. -Apply my heart. -Study it as if I'm looking for hidden treasure.</i>	<i>-I'll understand the fear of the Lord. -I'll find the knowledge of God.</i>	<i>-It will help me when I am trying to figure out God's will. -It will help when I need answers from God.</i>
Hebrews 5:12-14	<i>-Live on it (use it constantly). -Learn to feed myself on it, so that I don't have to be spoon-fed.</i>	<i>I'll be able to distinguish good from evil.</i>	<i>-It will help me resist temptation. -It will help me see through the deception of sin. -It will help me make good decisions.</i>

5. Taking It Inward

Using the Proper Silverware

When most students have finished, call the group together and ask—

What kind of devotional life or quiet time do you see described in these passages?

We see a devotional life that is constant, diligent, thoughtful, meditative, done with an open heart and a willingness to obey.

What are some situations you listed in the third column?

Discuss why the Word would be helpful in each situation your group members share.

Share with your students that you're going to give them a pop quiz on basic Bible knowledge. The list below on the left is also printed on the journal pages. Give them two minutes to put the people in historical order.

Daniel	_____	Noah
Noah	_____	Abraham
King Saul	_____	Moses
Abraham	_____	Samson
Esther	_____	King Saul
Paul	_____	Daniel
Moses	_____	Esther
Samson	_____	Paul

After two minutes, give students the correct order (the list on the right above) and assess the biblical literacy of your group. If students didn't do well, let them off the hook a bit given the pop quiz nature of the exercise. Point out that this quiz was given to hundreds of adult youth workers, and they didn't do too well either. (Less than 20 percent got the names in proper order.) Then discuss these questions:

What does it actually prove if you can put these people in order?

Use this question to draw out a very important observation: Memorizing the facts isn't the point of studying God's Word. Getting to know God and enjoying an intimate relationship with Jesus is the point. The more we do that, the more likely we are naturally to know this information. The goal shouldn't be to memorize this list in a day, but to spend more time with God in a year. Try the quiz again in a year, and see how you do.

Have the group look at the column labeled "What will the Word do to you or for you?" Ask—

Is your experience with God's Word delivering the results you've listed in this column? Is it keeping your way pure? Is it helping you know good from evil in areas such as making good decisions?

Discuss this question for a minute or two. If your students aren't getting these kinds of results, ask why not. Whose fault is it? Is the Word incapable of delivering on God's promises—or could it be we're not delivering on our part of the bargain (the actions in the column "What are we told to do with the Word?")?

Share this illustration:

A Native American elder once described his own inner struggles this way: "Inside of me there are two dogs. One of the dogs is mean and evil. The other dog is good. The mean dog fights the good dog all the time." When someone asked him which dog wins, he reflected for a moment and replied, "The one I feed the most."

—George Bernard Shaw (1856-1950, Irish playwright)

Then ask—

Based on how much time you've spent with God's Word during the past month, which dog have you been feeding the most?

What do you need to do to make tomorrow a "good dog" day?

How do Paul's instructions and descriptions of God's Word fit with the overall theme of his letter to Timothy?

After some discussion explain that nothing matures our faith and commitments better than God's Word. Because Timothy was facing persecution and watching fellow Christians drop like flies (see Session 7), Paul devoted a lot of his letter to the one tool that could keep Timothy's faith strong—the Word of God.

6. Wrapping It Up

Bon Appétit!

People generally use two phrases to describe their Bible study time—*devotions* and *quiet time*. Ask your group if these phrases adequately describe how we should approach God’s Word based on what they’ve just seen in Scripture. Give this challenge:

Come up with a stronger phrase that describes how we should connect with God’s Word. This phrase should reflect the intensity and search-till-you-find-it attitude Scripture talks about.

Samples: Power Hour, T-Time (T for transformation), Power Time

Before closing with prayer, explain that you want to give the group a jump-start in making tomorrow a “good dog” day. Point out the Bite-Sized Bible Study Ideas on the journal page (noted below for the leader’s reference). Challenge your students to choose an idea before they leave and to start tomorrow (or sooner) in making God’s Word a part of their daily routines.

Bite-Sized Bible Study Ideas

Read John 1, and write down every detail about Jesus.

Read Colossians 1 and journal everything you learn about *you*.

Read 1 John 4, and draw a heart over every reference to love. Then make a list of everything you learn about love.

Own the book of Jude. It’s one chapter—only 25 verses.

Scour James for every practical instruction for living out your faith in Christ. Then *do* the instructions.