

2 TIMOTHY

INVITE A FRIEND



TEACH IT MIDDLE SCHOOL 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*.
- optional: a projection slide of the Scriptures and a large writing surface, such as poster board or a dry-erase board, to project the slide onto (See *Digging In* and *Cross-Checking*.)
- optional: video clip of a Verizon Network commercial—Search a video sharing Web site for *Verizon Network commercial*.
- optional: video clip of a Maytag commercial—Search a video sharing Web site for *Maytag commercial*.

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, asking—

Has anyone ever been a movie extra or known someone who has?

In what movie would you like to have been an extra?

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

Tell your students—

1. Read 2 Timothy 1:16-18 and 4:10-22 from your Scripture sheet and in colored pencil draw a smiley  at each mention of Paul's friends.
2. You'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 you can't decide whether a person is friend or foe, count them as a friend for now.

When most have finished ask the students to give you 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).

OPTIONAL PROJECTION

Copy the passages into presentation software, and project them (on one slide if possible; you may need to do some editing) on a large writable surface, such as a large whiteboard, sheets of butcher paper, or several poster boards. Ask a volunteer to circle Paul's friends as the other students point out the names. The goal is to have a surface covered with circles when the exercise is finished.

After you've listed the names and info (or marked the projected verses), discuss the following questions.

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 board 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 pages. You may want to divide your group into four smaller groups and divvy up the names (or set of names in the case of Priscilla and Aquila) between groups.

Explain—

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

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, discuss what your students learned about the “extras” in Paul's life.

What stands out to you about Paul's relationship with Titus and Tychicus?

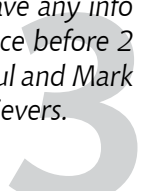
All three are nearly interchangeable; they were very close to each other; they were able to count on each other.

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 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 had 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 the people in your life 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—A peer you respect and can go to for advice.

Priscilla and Aquila—Peers who help you spiritually because of their knowledge of God and his Word.

Mark—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.

OPTIONAL PROJECTION

Project an array of empty, randomly placed circles. Ask students to take turns coming to the wall to answer this question by writing in a circle the name of someone with whom they have a relationship that is similar to one of these from Paul's life. (If they run out of circles, add a few more.)

5. Digging Deeper

Add a Friend

To get a better feel for Paul's expansive network of friends (and the spiritual help they gave), take a look at Romans 16. Give students a few minutes to peruse the chapter—to get a feel for what's going on—and then share what they find. Ask—

What's going on in this chapter? 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.

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.

Share with your students that God wants us to be surrounded by people who can help us in our faith walk. Then discuss this question:

Which TV commercial best depicts the type of support you have in your faith walk?

a. the Verizon Network commercial (lots of people)

b. the Maytag repairman commercial (kinda lonely)

OPTIONAL VIDEO CLIP

You may want to show your favorite Verizon Network commercial. Search a video sharing Web site, such as YouTube, for *Verizon Network commercial*. You can find a Maytag commercial as well, but your students may enjoy a parodied Maytag commercial. Search for *Maytag repairman audition*.

6. Wrapping It Up

Click Here to Link

Challenge your students to contact at least three people this week for one of the following reasons:

1. You can express gratitude for how he or she has helped you in your faith walk.

2. You can ask for help in your faith walk or with something God is leading you to do.

Have them write these names in the Who to Contact column on the journal pages, along with the action they intend to take. Suggest that this be a first step toward expanding their network of people who can help strengthen their Christian walk and perhaps help them *do* the things God calls them to do.

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