

## 2 TIMOTHY

LET'S EAT!



## TEACH IT MIDDLE SCHOOL 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)
- an assortment of candy
- 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*

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

100 Grand  
Atomic Fireball  
Good & Plenty  
Almond Joy  
Baby Ruth  
Bit-O-Honey  
PayDay

Reese's Pieces  
Blow Pop  
Sugar Daddy  
Tic Tac  
Twix  
Life Savers  
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.*

Next talk with the group about their own Bibles. Write 2 Timothy 3:15 on the whiteboard for a visual, and prompt them with the following questions.

**How many books are there in the Bible?**

**How is it divided?**

Look at the Scripture reference on the whiteboard (2 Timothy 3:15).

**What is the chapter?**

**What is the book?**

**What is the verse?**

**What confuses you the most about looking up a Scripture passage?**

**Do you find the Bible easy to read?**

**How much time do you spend reading your Bible?**

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**

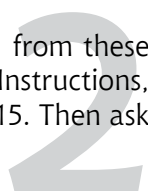
*Setting the Table*

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

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 the students 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.

Divide your group into two teams. Give the teams about 10 minutes to read the Scripture passages noted in the chart on their journal pages (Psalm 199:9, Psalm 119:97-100, and Proverbs 2:1-6) and find the answers to the questions. Then bring the group back together.

Give the first team a chance to answer the first question about Psalm 119:9 in the following chart. Write the answer on the whiteboard, and continue asking the questions below for each passage. (For now skip the far-right column: In what situations would this be helpful?). If the team gets an answer wrong, give the second team a chance to steal the point. In the case of multiple answers to a question, the second team can earn a point by adding an answer that the other team missed. The game is finished after all the answers are on the board. The following chart lists possible observations for your reference. If you've kept score, be prepared to give the winning team some type of prize or recognition.

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>	-trying to stay sexually pure -resisting pressure from friends to sin
Psalm 119:97-100	-Meditate on it all day long. -Keep it with me. -Obey it.	-I'll be wiser than my enemies. -I'll have more insight than my teachers. -I'll have more understanding than the elders.	-holding my own in debates over issues, such as creation versus evolution or abortion -standing firm when a person, such as my teacher, tries to shake my faith
Proverbs 2:1-6	-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'll understand the fear of the Lord. -I'll find the knowledge of God.	-trying to figure out God's will -needing answers from God



**SOLITUDE OPTION:** Instead of playing a game, have the students complete the preceding chart on their own. Instruct 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. You'll need your Bibles, pens, and journal pages.
3. Meditate on the passages listed in the chart and write your responses to the questions found in the chart headings.

## 5. Taking It Inward

*Using the Proper Silverware*

When the game (or solitude time) is finished, discuss the question in the far-right column: "In what situations would this be helpful?" Ask students to note one another's ideas in the space provided on the journal pages (the far-right column in the chart under Cross-Checking).

Then discuss the following question.

**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.*

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 giving you 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 labeled “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?**

## 6. Wrapping It Up

*Bon Appétit!*

People generally use two phrases to describe their Bible study time—*devotions* or *quiet time*. Ask your group if these phrases do a good job of describing 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 routine.

### 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.