



TITUS

sound doctrine...

...sound living

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INTRODUCTION

Welcome to our study of Titus, a book that emphasizes the natural relationship between sound doctrine and sound living. Throughout this rich book, we will learn the foundational truths of the Christian faith, truths that instruct, motivate, and transform men and women within the home, the church, and society.

The nine lessons in this packet are designed to walk us through this challenging book of the Bible. During the first lesson (Survey), we will look at the overall message of the book of Titus. The next seven lessons will focus on studying key passages in detail. Then, in our last lesson (Synthesis), we will summarize what we have learned for future reference.

In studying each passage in detail, we will be learning and using a number of basic Bible study methods. These methods fit under three fundamental skills that are meant to be practiced in order each week - **observe, interpret, and apply**. These skills are summarized on the next few pages, which are designed as a “Quick Reference Guide” that you can flip back through during your study. There are also advanced Bible study skills in the Appendix for those who want to go deeper in their study.

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what do I see? OBSERVE

Every time we study the Bible, the first thing to ask is, “**What do I see?**” This is the crucial skill of **observation**, which lays the groundwork for the rest of our study. Here are four tasks involved in observation which should be performed in the order below:

OBS TASK 1: Mark up the passage by visually identifying the following specific elements:

- **Underline all verbs.** A verb is a word or group of words used to indicate either that an action takes place (“These things speak ... with all authority”) or that a state or condition exists (“the grace of God has appeared”). Verbs are often the most significant indicators of the author’s flow of thought.
- **Circle key words or phrases.** These are words or short phrases that are important theologically (like “the faith” in 1:13) or thematically set the theme or main idea of the passage (like “turn away from the truth” in 1:14).
- **Highlight repeated words or phrases.** Include words and phrases that are closely related even if not exact duplicates (such as “talkers” and “teach”). You’ll want to highlight things that are repeated from previous passages (such as “faith” found in 1:1, 4).
- **Box connecting words.** These important words indicate the logical connection between words, phrases, and clauses. Here are eight types of common connecting words to look for:
 1. **COMPARISON:** either points out similarities between two or more related ideas, or simply joins like ideas. Comparison words include: and, like, as, just as, also, so also, even so (e.g. “various lusts AND pleasures” 3:3).
 2. **CONTRAST:** points out dissimilarities between ideas. Contrast words include: but, rather, yet, however (e.g. “not on the basis of deeds ... BUT according to His mercy” 3:5).
 3. **PURPOSE:** indicates the intended goal of an idea or action, whether or not it was realized. Purpose words include: that, so that, in order that (e.g. “reprove them severely SO THAT they may be sound in the faith” 1:13).
 4. **RESULT:** very similar to “purpose,” but indicates the actual consequence, whether or not it was intended. Result words include: that, so that, as a result, with the result that (e.g. “He saved us ... SO THAT being justified by His grace we would be made heirs ...” 3:5-7).
 5. **CAUSE:** expresses the basis or cause of an action. Cause words include: because, since and sometimes for (e.g. “who must be silenced BECAUSE they are upsetting ... families” 1:11).

6. **EXPLANATION:** what follows further explains the previous idea, giving reasons why it is true, or why it occurred, or simply adding additional information. Look for the key word **for** (e.g. “FOR the grace of God has appeared” 2:11).
7. **INFERENCE:** provides a logical consequence, a conclusion, or a summary to the previous discussion. Inference words include: **therefore, for this reason** (e.g. “FOR THIS REASON I left you in Crete” 1:5).
8. **CONDITION:** presents a condition that must occur before a certain action or conclusion can occur. The statement may or may not reflect reality (i.e. it could be hypothetical). Key word is **if** (e.g. “IF any man is above reproach” 1:6).

OBS TASK 2: List 2-3 primary themes you see in the passage each week.

A primary theme is the big idea, the central truth or command that the passage focuses on, such as “doctrine” in 2:1-10. After reading the passage, write your themes as single words or short phrases. Identifying these themes at the beginning of your study will help you develop a good overall grasp of the passage.

OBS TASK 3: Write two or more observations per verse.

Our observations might identify people, places, or events, point out repeated words or key terms, record important connections between words and sentences, or even point out something missing that we expected to see.

OBS TASK 4: Record your own interpretive questions.

Here are a few examples:

WHO is...

...Paul talking about?
...accomplishing the action?
...benefiting from the action?

WHAT is the...

...meaning of this word?
...significance of this phrase?
...implication of this statement?
...relationship between these phrases?

WHY did Paul...

...choose this word?
...include this phrase, statement, or command?
...connect these ideas?
...not say _____?

HOW...

...was this action accomplished?
...will this situation occur?



what does it mean? INTERPRET

Our observation of a passage should stir interesting yet challenging questions, leading us to the second stage of our Bible study, **interpretation**. Fortunately, we do not have to run to a commentary or study Bible for answers (though these are helpful tools to check our conclusions). Use the following six methods, as needed, to tackle a variety of questions. Also, make sure to familiarize yourself with the three “Principles of Interpretation” that appear in the Appendix on page 85.

INT METHOD 1: Use the context.

Look for important clues in the sentences and paragraphs that come before and after the verse in question. Try to follow Paul’s flow of thought through the whole chapter. This may take you to the previous lesson, so have it handy as a review. You may need to read ahead in Titus for clues.

INT METHOD 2: Compare multiple translations.

This packet uses the New American Standard (**NASB**) translation. You can often find helpful interpretive clues by comparing this translation with other translations. The New King James Version (**NKJV**), like the NASB, is a fairly word-for-word translation of the Greek text. The New International Version (**NIV**) and the New Revised Standard Version (**NRSV**) are excellent phrase-to-phrase translations of the Greek and are thus often easier to read. Another excellent phrase-to-phrase Bible, which includes extensive translation notes, is the New English Translation (**NET**) available online for free at **www.bible.org**. You can find and compare numerous translations of any Bible passage at **www.biblestudytools.net**.

INT METHOD 3: Look up key words.

While looking up a key word in English is helpful, doing so in Greek is far better and is surprisingly easy, thanks to the internet. Simply log onto **www.biblestudytools.net**, and as an example, type in “Titus 3” in the “search for:” box, set the “using:” box to “NAS with Strong’s Numbers” and click “Find.” All of Titus 3 will appear on the screen with most of the words highlighted in blue. Clicking on any of these will bring up a new screen that will explain the Greek word used here, its possible definitions, and the total number of times it is used in each book of the New Testament (NT). Click on any of the other NT books (under the title “NAS Verse Count”) and get a display of every verse in that book that uses this Greek word. To refine your understanding of Paul’s use of a word, look at some of his uses in his other books, such as Romans or Philippians.

INT METHOD 4: Study cross-references (Xrefs).

XRefs are simply other passages in the Bible that are somehow related to the verses you are studying. They often prove incredibly helpful as we seek to understand our passage. You can find a few XRefs in the margins of most Bibles, but

you can find many more by logging onto another helpful website: **net.bible.org**. In the top left of the screen under “Display Bible,” choose “Titus,” then the chapter you are interested in, and then click “Go.” A new screen will appear with the NET Bible translation of the chapter you requested. Click the “XRef” tab at the top of the screen, and this will take you to an extensive list of XRefs for every verse in this chapter based on the classic book *The Treasury of Scripture Knowledge*. Clicking any of these will bring up the single verse, but you can then click “context” to see the verse in the midst of its surrounding context.

INT METHOD 5: Look up background information

You can find helpful insights by looking up confusing names or words in a Bible dictionary or by looking up the particular verses you are studying in a background commentary. One of the best dictionaries is *The New Bible Dictionary* by Wood & Marshall, but you can also find the older *Int’l Standard Bible Dictionary [ISBE]* online for free (**net.bible.org/dictionary.php**). *The IVP Bible Background Commentary* by Craig Keener is an excellent example of a verse-by-verse background commentary.

INT METHOD 6: Tackle tough questions step-by-step.

When trying to answer the most challenging questions, follow this four step process. **(1) LIST ALL THE OPTIONS.** Always start by brainstorming every possible answer to your question. **(2) LIST PROS AND CONS FOR EACH OPTION.** See all the evidence you can find that either argues for or against a particular option. This evidence comes from your study of key words, the grammar of the sentence, the context of surrounding verses and the book as a whole, cross references to other books, and comparison with your overall understanding of Christian theology. **(3) CHOOSE THE MOST LIKELY OPTION.** Look at your evidence for each option. Typically, evidence from the immediate context is most important, followed closely by evidence from the book as a whole. Evidence from other books of the Bible, or from Christian theology as a whole, does not carry quite as much weight unless the solution contradicts a clear passage elsewhere or a major tenant of Christian doctrine. In that case, since Scripture never lies and God cannot contradict Himself, you must eliminate that option. **(4) DECIDE ON YOUR CERTAINTY LEVEL.** Once you have chosen the best solution, step back for a second and humbly gauge how certain you are of its accuracy (90% = I am very sure this is correct... 60% = this solution is just a bit more likely than the others!) Finally, talk with others and check commentaries or reference books to see what solutions they have chosen and why.



APPLY *how does it work?*

Our Bible study is not over until we apply what we have learned to our everyday lives. And lest we underestimate the value of this last step, remember that in God's eyes it is the person who does not just **know** His Word, but also **obeys** His Word that truly loves Him (See John 14:21). So how do we apply a passage to our lives? Application involves the following two tasks:

APP TASK 1: List potential principles from your passage.

A "principle" is simply a fact or command stated or implied in a particular passage that is practically relevant to our lives. Legitimate principles are not specific to a particular person (e.g. 1 Timothy 5:23 is just for Timothy) nor a particular time (e.g. "do not leave Jerusalem" in Acts 1:4). An example from Titus 2 would be, "We can find honor the doctrine of God by doing good deeds." It is often helpful when listing principles to consider the following questions:

- *Is there something to worship or thank God for?*
- *Is there a promise for me to claim or a truth for me to believe?*
- *Is there something I am convicted about that I need to change or begin doing?*
- *Is there something or someone I need to pray for specifically this week?*
- *Is there any relationship I need to work on?*

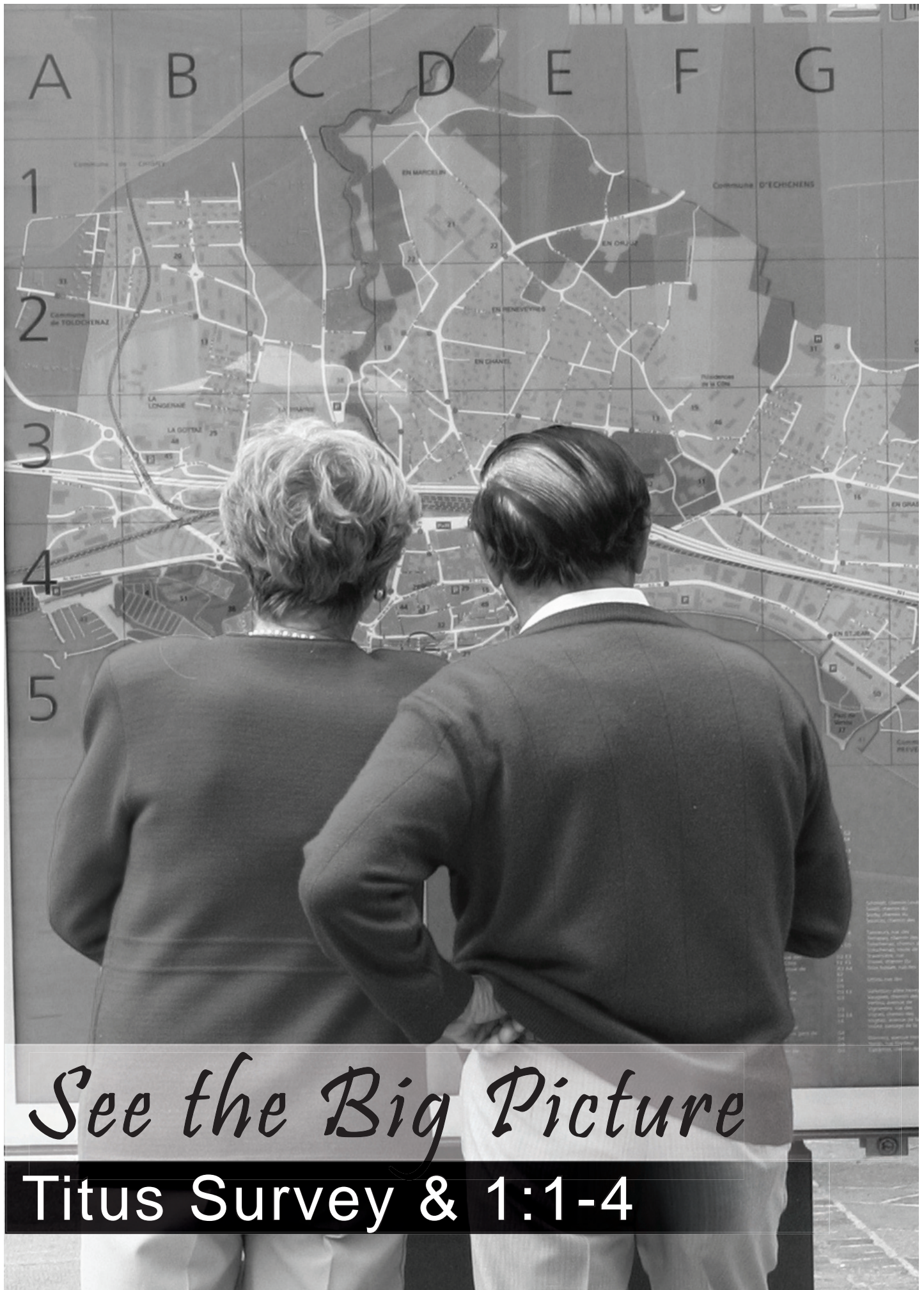
APP TASK 2: Choose one principle, and create a plan to apply it to your life this week.

Once you complete your principle list, *prayerfully choose the one principle you most need to work on* (Do not just choose the easiest to apply!). If you felt deeply convicted about one in particular, that is probably the principle God is leading you to apply. Once you have chosen a specific principle, answer these two questions:

- *What exactly will I do differently this week to apply this principle to my life (Be specific)?*
- *Whom, other than the Lord, will I ask to help me follow through with this application?*

My Notes...

Write any helpful Bible study method tips or techniques you learn throughout your study of Titus. Also, remember that advanced skills are included in the Appendix section.



See the Big Picture

Titus Survey & 1:1-4

PRAY

Begin this time in prayer, confessing any sins you know of, thanking the Lord for the gift of His Word, and asking for His Spirit to illuminate your study.



who should I care? CASE STUDY

Fraternal twins, John and James, have always seemed to be together from the beginning. They took their first steps virtually together. They spoke their first audible words to one another. Eventually, they excelled in the same sports and in the same classes, and their interests almost always landed on the same things. While competition and selfishness at times separated them from one another, it just seemed right that they were often found together. In fact, no one was surprised that they went to the same college and even married two sisters after graduation. You could always find them together; it just seemed natural.

Some things and some people just go together like Adam and Eve ... Tarzan and Jane ... Batman and Robin ... Jack and Jill. Not to see these famous pairs together seems unnatural.

The book of Titus presents one more pair: Sound Doctrine and Sound Living. What we believe will surface in how we conduct ourselves. Proverbs 23:7 says, “as a man thinks, so is he.” The connection is obvious. There is wholeness, synergy, a true sense of completion and purpose when we combine sound doctrine and sound living. They were meant to be together ... just like “peaches and cream.”

- *In your opinion, how do beliefs and conduct relate to one another?*

- *Does your conduct typically align with your beliefs? In other words, can this pair usually be seen together in your life? Why or why not?*

what's the big idea? SURVEY

Surveying a book like Titus allows you to grasp the big picture and the overall storyline of the book before getting caught up in the details. This survey provides a helpful road map to guide your study during the coming weeks. So begin this crucial first step by taking the next thirty minutes to read straight through Titus without stopping. Then answer the questions below *before* moving on to the next page.

1. How would you describe Paul and Titus' relationship?

2. What are the major themes or big ideas in this book? (Hint: look for repeated words and ideas.)

3. Now that you have read through the entire book, what are Paul's purposes in writing it? Be as specific as you can.

4. Based only on Titus, how do sound doctrine and sound living relate to one another?

Once you have completed the introductory questions on the previous page, read this background article on the book of Titus (portions compiled from *The Bible Knowledge Commentary* and *Nelson's Illustrated Bible Dictionary*).

AUTHORSHIP

Paul was born in Tarsus into Roman citizenship (Acts 22:28) and later educated under the illustrious rabbi, Gamaliel (Acts 22:3). Zealous for the Law, Paul became the chief persecutor of the early church until his conversion when Jesus Christ appeared to him on the road to Damascus (Acts 9). Immediately, Paul began to proclaim Jesus as Savior, eventually focusing several missionary journeys to the Gentiles throughout Asia Minor. During his journeys, he traveled with Titus to Crete in about A.D. 63-64. After a brief visit, Paul departed Crete and left Titus behind to provide leadership for the Cretan churches (Titus 1:5). At some later point, Paul wrote this letter that makes up one part of the “Pastoral Epistles,” a term used to designate Paul’s two letters to Timothy and one letter to Titus. Unlike his other letters, these three were addressed not to a congregation but to young men who were serving as pastors over churches Paul had planted. Of course, these letters were still read before congregations as the epistles show clear signs that Paul intended them to be used widely.



“Saint Paul Writing His Epistles” by Valentin de Boulogne (ca. 16th century)

RECIPIENT

Unfortunately, little is known of Titus’ family or background other than that he was an uncircumcised Greek (Galatians 2:3). Titus was likely one of Paul’s early converts to the Christian faith, and Paul became like a spiritual father to the young man (“my true child in a common faith” in Titus 1:4). Titus appears throughout Paul’s writings as a key partner and representative in the ministry (2 Corinthians 8:23). He accompanied Paul and Barnabas to Jerusalem as proof of God’s extension of salvation to the Gentiles (Galatians 2:1-2). He also repeatedly carried correspondence from Paul to the Corinthian church and later reported to Paul the repentance of the Corinthian church that provoked Paul’s writing of 2 Corinthians (2 Corinthians 7:5-16). Paul also charged Titus with several key responsibilities including completing the collection for the poor of Jerusalem (2 Corinthians 8:6). After Paul’s departure from Crete, he left Titus behind to establish order on the island of Crete by appointing elders and teaching sound doctrine and good works (Titus 1:5). Eventually Paul dispatched Titus to Dalmatia, a region located in modern day Yugoslavia (2 Timothy 4:10). Tradition holds that Titus later returned to Crete.

The island of Crete is situated 160 km south of the Greek mainland. Many have speculated that Crete might have been Caphtor, from where the Philistines originated (Amos 9:7). Romans captured the island in 68-66 B.C. and made it a Roman province. In Titus 1:12, Paul quotes the Cretan poet Epimenides of Knossos who wrote that “Cretans are always liars, evil beasts, lazy gluttons.” Such an unflattering description highlighted the lifestyle of excess within the culture that presented Titus with such a great challenge.



The Mediterranean region as Paul traveled to Rome. From the NET BIBLE on Bible.org.

PURPOSE

Paul wrote this letter to guide Titus in his leadership over churches in several cities throughout the island of Crete. Paul was particularly concerned with false teaching (1:10-16) and immorality, two themes common in many of his other letters. Paul urged Titus to appoint leaders of character and sound doctrine within the churches, confront false teaching, and promote good works as the expected fruit of grace and salvation. Paul emphasized the winsome affect believers can have upon those outside of the church through sound living within the church, home, and society.

Having read the background article on the book of Titus, now skim through Titus one more time and create your own title for each of the major sections below (you can divide these into smaller sections, each with its own title, if you wish). Do not use the titles in this packet or in your Bible. Create your own titles that capture your understanding of the main idea of each section.

My Titus Outline...

- | | |
|-----------|-----------|
| ☛ 1:1-4 | ☛ 2:11-15 |
| ☛ 1:5-9 | ☛ 3:1-7 |
| ☛ 1:10-16 | ☛ 3:8-15 |
| ☛ 2:1-10 | |

what do I see? OBSERVE

Every time we study the Bible, the first thing to ask is, “**What do I see?**” This is the crucial skill of **observation**, and it lays the groundwork for the rest of our study. **We will learn a new observation skill each week** to practice along with the others we have already learned. This week, simply read the passage below, and then write one or two observations for each verse in the box that follows. Our observations might identify **people, places, or events**, point out **repeated words or key terms**, record important **connections between words and sentences**, or even point out **something missing** that we expected to see. The first few have been done for you.

Titus 1:1-4

¹Paul, a bond-servant of God and an apostle of Jesus Christ, for the faith of those chosen of God and the knowledge of the truth which is according to godliness, ²in the hope of eternal life, which God, who cannot lie, promised long ages ago, ³but at the proper time manifested, even His word, in the proclamation with which I was entrusted according to the commandment of God our Savior, ⁴To Titus, my true child in a common faith: Grace and peace from God the Father and Christ Jesus our Savior.

My Observations

vv1-2

- Paul identifies himself as “a bond-servant of God” and as an “apostle of Jesus Christ”
- Paul writes for the faith of the elect
- Paul also writes for the knowledge that is according to godliness ... so a relationship exists between our knowledge and our lifestyle

vv3-4

what does it mean? INTERPRET

Our observation of Titus 1:1-4 should have stirred up interesting questions like, “What is an apostle?” So how do we answer such a challenging question? Fortunately, we do not have to run to a commentary or study Bible for the answer (though these are helpful tools to check our conclusions)! God desires that all of us become approved workmen, “accurately handling the Word of truth” (2 Timothy 2:15). To that end, **we will learn a new interpretive skill each week** to practice along with the others we have already learned. This week’s skill is one of the most helpful - **STUDY CROSS-REFERENCES (XRefs)**. XRefs are simply other passages in any book of the Bible that are somehow related to the verses you are studying. They often prove incredibly helpful as you seek to understand your passage. A few such XRefs can be found in the margins of most English Bibles, but more can be found by logging onto another helpful website: **net.bible.org**. In the top left of the screen under “Display Bible,” choose “Titus” and then “1” and click “Go.” A new screen will appear with the NET Bible translation of Titus 1. Click the “XRef” tab at the top of the screen, and this will take you to an extensive list of XRefs for every verse in this chapter based on the classic book *The Treasury of Scripture Knowledge*. Clicking any of these will bring up the single verse, but you can then click “context” to see the verse in the midst of its surrounding context. This is a great tool for answering tough questions!

1. According to 1 Corinthians 9:1-2; 12:28-30; 2 Corinthians 12:12; Galatians 1:1; Ephesians 2:19-22 and 3:1-7 ...

- a) What is the basic meaning of the title “apostle”?
- b) What qualifications did an apostle need?
- c) What were the responsibilities of an apostle?

2. What “proclamation” has been entrusted to Paul in his apostleship (See also Romans 1:5; Acts 9:15; Galatians 1:11-16a; 1 Timothy 1:11; 2 Timothy 4:17)? How does Paul’s entrusted proclamation relate to Titus personally and to the church in Crete?

3. What themes does Paul focus on in his greeting to Titus? How do these themes become dominant in the rest of the book? How do they setup the purpose of Paul's writing?

My Summary

In one sentence, using your own words, describe the main point that Paul communicates in this passage.

APPLY

In God's eyes it is the person who does not just **know** His Word, but also **obeys** His Word that truly loves Him (See John 14:21). So our Bible study is only complete once we **apply** what we've learned. To that end, we will learn the first two steps in the process of application this week. **First**, start each lesson by answering a few reflection questions designed to demonstrate how each passage relates to our own lives. **Second**, step back and look at the passage as a whole and list potential "**principles**." A "principle" is simply a fact or command stated or implied in a particular passage that is practically relevant to our lives. Legitimate principles are not specific to a particular person (e.g. 1 Timothy 5:23 is just for Timothy) nor a particular time (e.g. "do not leave Jerusalem" in Acts 1:4). A few examples are provided on the next page.

Reflect on Your Life:

➤ If someone were to ask you, "Who are you?" what would you say? What are the most important things you would want to communicate about yourself?

➤ How does your self-description compare to Paul's own self-description in vv 1-3?

List Principles:

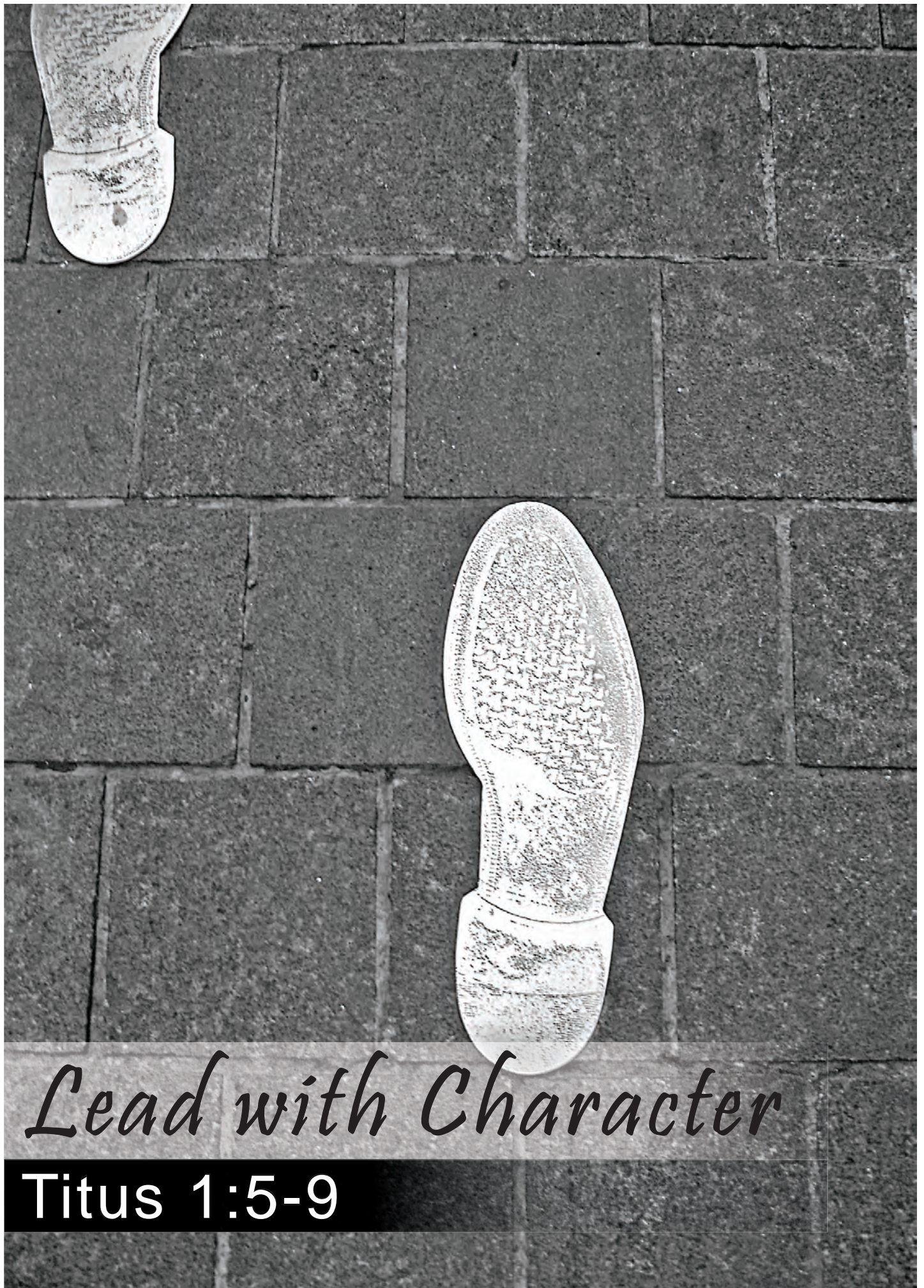
List at least five principles from Titus 1:1-4. Remember, a principle is simply a fact or command stated or implied in the passage that is relevant to your own life.

1. *When we need grace or peace, we should turn to God who is the source of both.*
2. *Our knowledge of God's truth should lead to godliness in our lives.*
- 3.
- 4.
- 5.

PRAY

End your study by returning to the Lord in prayer. Thank Him for what you have learned this week, ask Him to help you apply the principle you have chosen, and lay before Him the needs of your fellow small group members.

My Notes...



Lead with Character

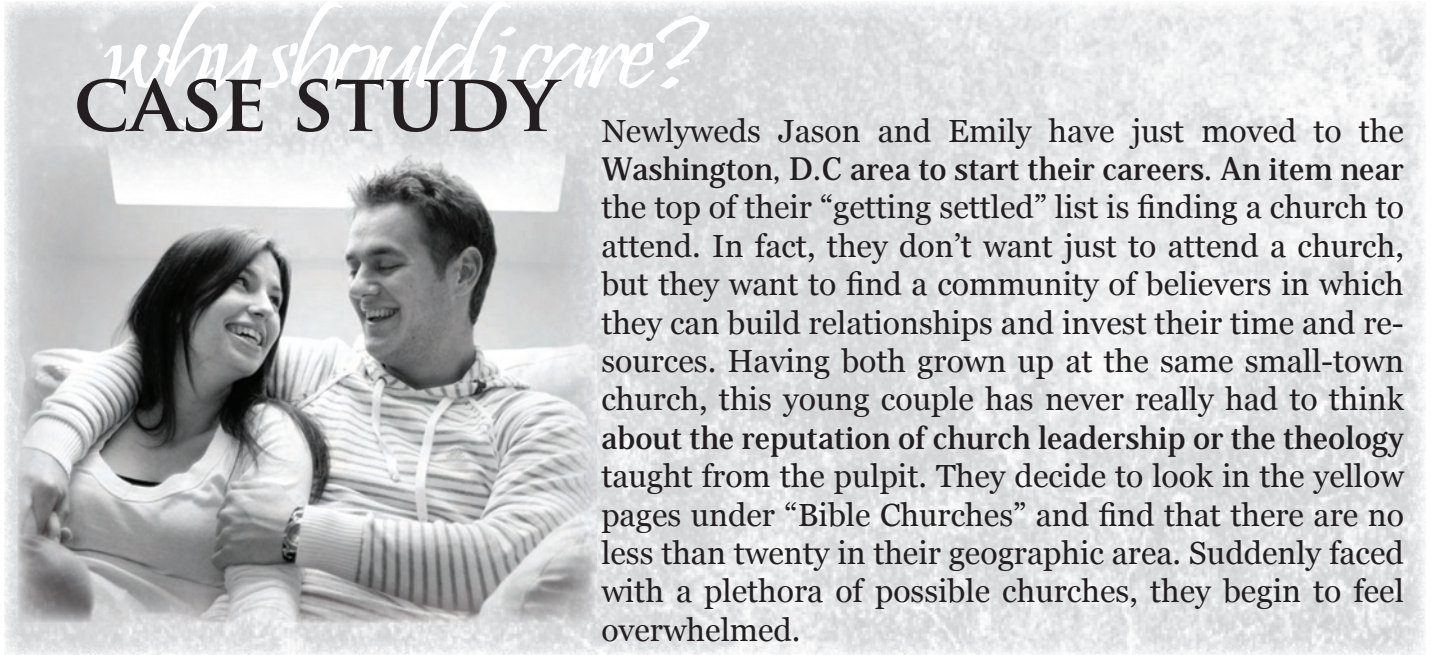
Titus 1:5-9

PRAY

Begin this time in prayer, confessing any sins you know of, thanking the Lord for the gift of His Word, and asking for His Spirit to illuminate your study.

MEMORIZE

Titus 1:7 For the overseer must be above reproach as God's steward, not self-willed, not quick-tempered, not addicted to wine, not pugnacious, not fond of sordid gain.



CASE STUDY

Newlyweds Jason and Emily have just moved to the Washington, D.C area to start their careers. An item near the top of their “getting settled” list is finding a church to attend. In fact, they don’t want just to attend a church, but they want to find a community of believers in which they can build relationships and invest their time and resources. Having both grown up at the same small-town church, this young couple has never really had to think about the reputation of church leadership or the theology taught from the pulpit. They decide to look in the yellow pages under “Bible Churches” and find that there are no less than twenty in their geographic area. Suddenly faced with a plethora of possible churches, they begin to feel overwhelmed.

➤ *How would you counsel this couple? What questions should they ask about the churches’ doctrine and leadership?*

➤ *Are the standards for a leader in the church different than those for a leader in any other part of society? Why or why not?*

what do I see?

OBSERVE

Like last week, read the passage below and write down your observations in the boxes on the following page. This week, we will begin to write our own **questions** as well. Try to write out eight questions next to the relevant verses on the following page. This is probably the simplest skill of all, just record the questions that naturally come to mind as you try to understand and apply the passage! If you need help getting started, you can use these examples:

WHO is...

...Paul talking about?
...accomplishing the action?
...benefiting from the action?

WHAT is the...

...meaning of this word?
...significance of this phrase?
...implication of this statement?
...relationship between these phrases?

WHY did Paul...

...choose this word?
...include this phrase, statement, or command?
...connect these ideas?
...not say _____?

HOW...

...was this action accomplished?
...will this situation occur?

Titus 1:5-9

⁵For this reason I left you in Crete, that you would set in order what remains and appoint elders in every city as I directed you, ⁶namely, if any man is above reproach, the husband of one wife, having children who believe, not accused of dissipation or rebellion. ⁷For the overreer must be above reproach as God's steward, not self-willed, not quick-tempered, not addicted to wine, not pugnacious, not fond of sordid gain, ⁸but hospitable, loving what is good, sensible, just, devout, self-controlled, ⁹holding fast the faithful word which is in accordance with the teaching, so that he will be able both to exhort in sound doctrine and to refute those who contradict.

My Observations and Questions

v5

v6

v7

v8

v9

what does it mean? INTERPRET

Last week we learned to use cross references to help us answer our interpretive questions. This week, we will add **our second interpretive skill - USE THE CONTEXT**. Look for important clues in the sentences and paragraphs that come before and after the verse in question. Try to follow Paul's flow of thought through the whole chapter. This may take you to the previous lesson, so have it handy as a review. You may also need to read ahead in Titus for clues.

1. How does this passage relate to the previous passage and the following passage? In other words, how do 1:1-4 and 1:10-16 relate to the need to appoint elders within the church?

2. What are the responsibilities of an elder (see also Acts 20:17; 28-31; 1 Timothy 5:17; James 5:14; 1 Peter 5:1-3)?

3. List out the qualifications of an elder, and briefly describe the meaning of each qualification. (See also 1 Timothy 3:2-7). Then group these qualifications into broader categories.

4. Why do these qualifications seem to focus far more on character than gifting or abilities?

My Summary

In one sentence, using your own words, describe the main point that Paul communicates in this passage.

APPLY *how does it work?*

As in the previous lesson, complete the reflection questions, and then list a few principles you learned from the passage. This week, we add a third application step - **choose one principle, and create a plan to apply it to your life this week.** Once you have completed your principle list, *prayerfully choose the one principle you most need to work on* (do not just choose the easiest to apply). If you felt deeply convicted about one in particular, that is probably the one God is leading you to apply! Once you have chosen a specific principle, follow the directions on the next page to develop a realistic and specific plan to apply it to your life.

Reflect on Your Life:

- In 1 Timothy 3:1, Paul declares that it is good to desire to serve the church in leadership. Do you have a desire to serve in leadership? Why or why not?
- Looking at the list of qualifications for an elder, where do you specifically need to grow? What practical steps will you take to mature in those areas?

List Principles:

List at least five principles from Titus 1:5-9. (Remember, a principle is simply a fact or command stated or implied in the passage that is relevant to your own life.)

1.

2.

3.

4.

5.

Apply One this Week:

Circle the one principle above you will seek to apply this week. Now create a plan to apply this principle by answering these two questions:

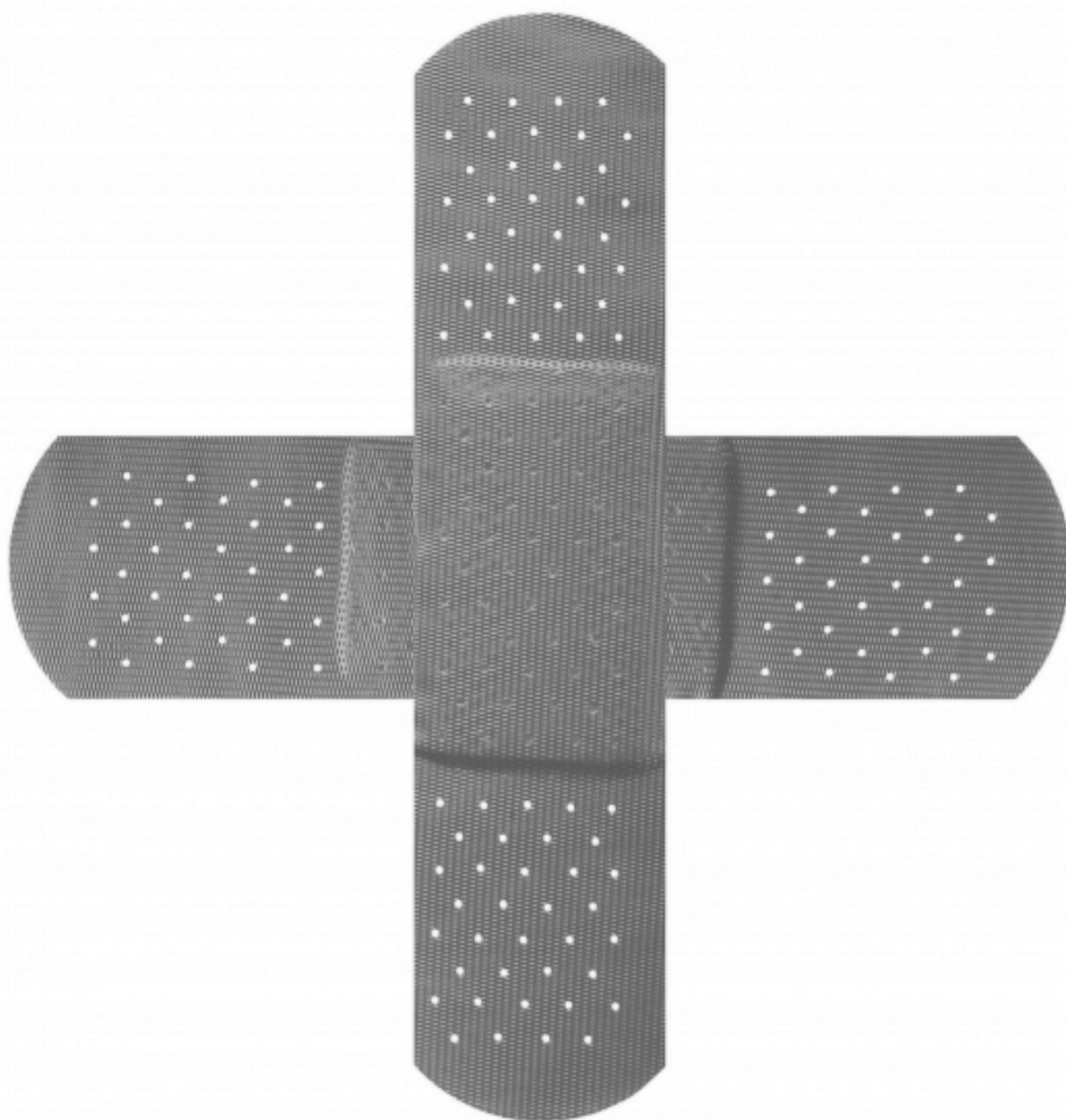
➤ What exactly will you do differently this week to apply this principle to your life (be specific)?

➤ Whom, other than the Lord, will you ask to help you follow through with this application?

PRAY

End your study by returning to the Lord in prayer. Thank Him for what you have learned this week, ask Him to help you apply the principle you have chosen, and lay before Him the needs of your fellow small group members.

My Notes...



Protect from Error

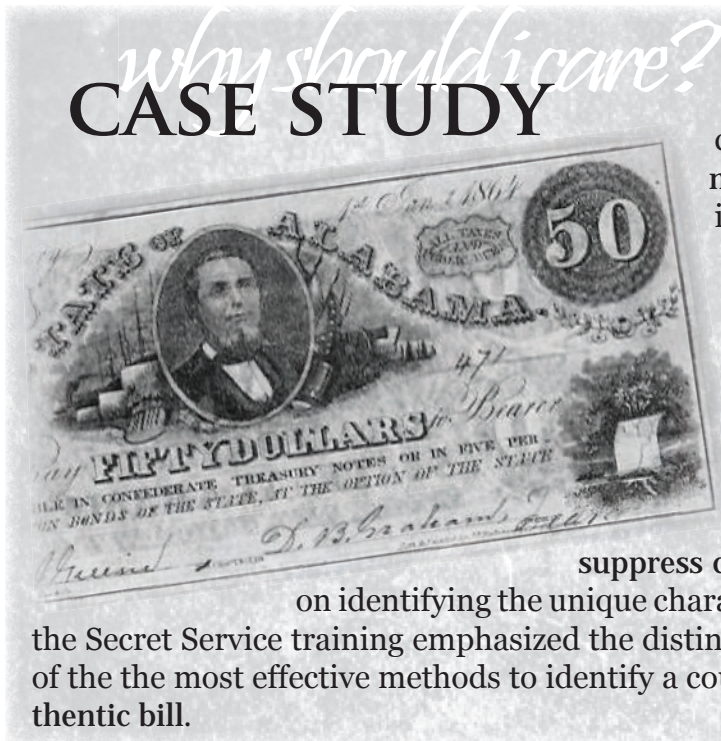
Titus 1:10-16

PRAY

Begin this time in prayer, confessing any sins you know of, thanking the Lord for the gift of His Word, and asking for His Spirit to illuminate your study.

MEMORIZE

Titus 1:16 They profess to know God, but by their deeds they deny Him, being detestable and disobedient and worthless for any good deed.



During the Civil War, it was estimated that one-third of all US currency in circulation was counterfeit. At that time, there were approximately 1,600 state banks designing and printing their own notes. Each note carried a different design, making it difficult to distinguish the 4,000 varieties of counterfeits from the 7,000 varieties of genuine notes. Despite the adoption of a national currency in 1863, it was soon counterfeited so extensively it became necessary for the government to take enforcement measures. On July 5, 1865, the United States Secret Service was established to identify and

suppress counterfeiting. Instead of focusing their strategy on identifying the unique characteristics of each variety of counterfeit currency, the Secret Service training emphasized the distinctive traits of genuine currency. They knew one of the the most effective methods to identify a counterfeit was to know the look and feel of an authentic bill.

➤ *Do you know the truth of God so well that you can easily detect error?*

➤ *How can understanding where others have departed from truth aide our growth as students of the Bible?*

what do I see?

OBSERVE

Like last week, read the passage below and write down your observations and questions in the boxes on the following page. Also this week, we will learn 2 new skills. First, begin to **CIRCLE ALL OF THE KEY WORDS OR PHRASES**. These are words or short phrases that are important theologically (like “the faith” in 1:13) or thematically set the theme or main idea for the passage (like “turn away from the truth” in 1:14). Second, begin to **HIGHLIGHT REPEATED WORDS OR PHRASES**, such as “pure” throughout this passage. Also, include words and phrases that are closely related, even if not exact duplicates (such as “talkers” and “teach”). You will also want to highlight things that are repeated from previous passages (such as “faith” found in 1:1, 4). Repeated concepts reveal something important to the author’s argument or provide significant clues to understanding his flow of thought. For example, notice how often Paul uses words like “truth” or “doctrine” throughout Titus 1:1-16, a good indicator that this is one of the key themes of the chapter.

Titus 1:10-16

¹⁰For there are many rebellious men, empty talkers and deceivers, especially those of the circumcision, ¹¹who must be silenced because they are upsetting whole families, teaching things they should not teach for the sake of sordid gain. ¹²One of themselves, a prophet of their own, said, “Cretans are always liars, evil beasts, lazy gluttons.” ¹³This testimony is true. For this reason reprove them severely so that they may be sound in the faith, ¹⁴not paying attention to Jewish myths and commandments of men who turn away from the truth. ¹⁵To the pure, all things are pure; but to those who are defiled and unbelieving, nothing is pure, but both their mind and their conscience are defiled. ¹⁶They profess to know God, but by their deeds they deny Him, being detestable and disobedient and worthless for any good deed.

My Observations and Questions

vv10-11

v12

vv13-14

v15

v16

what does it mean? INTERPRET

As you answer the questions below, continue using your first two interpretive skills (study cross references and use the context) and add this third one - **LOOK UP BACKGROUND INFO**. You can find very helpful insights about what a passage meant to its original readers by looking up confusing names or words in a Bible dictionary (best is *The New Bible Dictionary* by Wood & Marshall, but you can find the older *Int'l Standard Bible Dictionary [ISBE]* online for free at net.bible.org/dictionary.php) or looking up the particular verses you are studying in a background commentary (e.g. *The IVP Bible Background Commentary* by Craig Keener). Here is an example from the *IVP Commentary* on vv10-16 that should help with question #2 and #3:

“The opponents here ... may have derived some of their appeal from local knowledge of Judaism and possibly a strong Jewish element within the church ... Perhaps they are undermining the authority structures current in the culture; less likely, they may oppose marriage or sex within marriage on ascetic grounds ... Others who tried to expound and apply biblical law for their own times were forced to surround it with case law, detailing how Old Testament rules addressed specific situations; Paul apparently dismisses such legal traditions here.”

1. If you could ask Paul any *two* of your own interpretive questions, what would you ask him? Now try to answer them as well.

a)

b)

2. What were these “rebellious men” teaching? How did this teaching relate to Judaism (see also Acts 15:1, 5-10; Titus 3:9; Colossians 2:8, 20-23; Galatians 3:1-3; 1 Timothy 1:6-7, 4:1-3)?

3. Aside from what they taught, who were these false teachers? Were they believers or unbelievers? How do you know? Are they the same men as those referred to in 1:15?

4. How did Paul instruct Titus and Timothy to identify and respond to false teachers and their teaching (see also 1 Timothy 1:3-4; 2 Timothy 2:24-25; 4:2)?

5. What is Paul's point in verse 15? Rewrite this verse in your own words.

My Summary

In one sentence, using your own words, describe the main point that Paul communicates in this passage.

how does it work? APPLY

This week's application section involves the same three steps as last week's, which we will continue to use throughout our study: **reflect on your own life, list at least five principles, and choose one to apply this week.** It is often helpful when working through the second and third steps to consider the following list of questions:

- *Is there something to worship or thank God for?*
- *Is there a promise for me to claim or a truth for me to believe?*
- *Is there something I am convicted about that I need to change or begin doing?*
- *Is there something or someone I need to pray for specifically this week?*
- *Is there any relationship I need to work on?*

Reflect on Your Life:

- *How do you typically respond to others who have different biblical interpretations than you? Should you always respond to differences of opinion by severe reproof or by silencing the opposition? Why or why not?*
- *Can you think of any examples of false teaching that threaten the church in America today? How should you respond when you hear such teaching?*

List Principles:

List at least five principles from Titus 1:10-16. (Remember, a principle is simply a fact or command stated or implied in the passage that is relevant to your own life.)

- 1.
- 2.
- 3.
- 4.
- 5.

Apply One this Week:

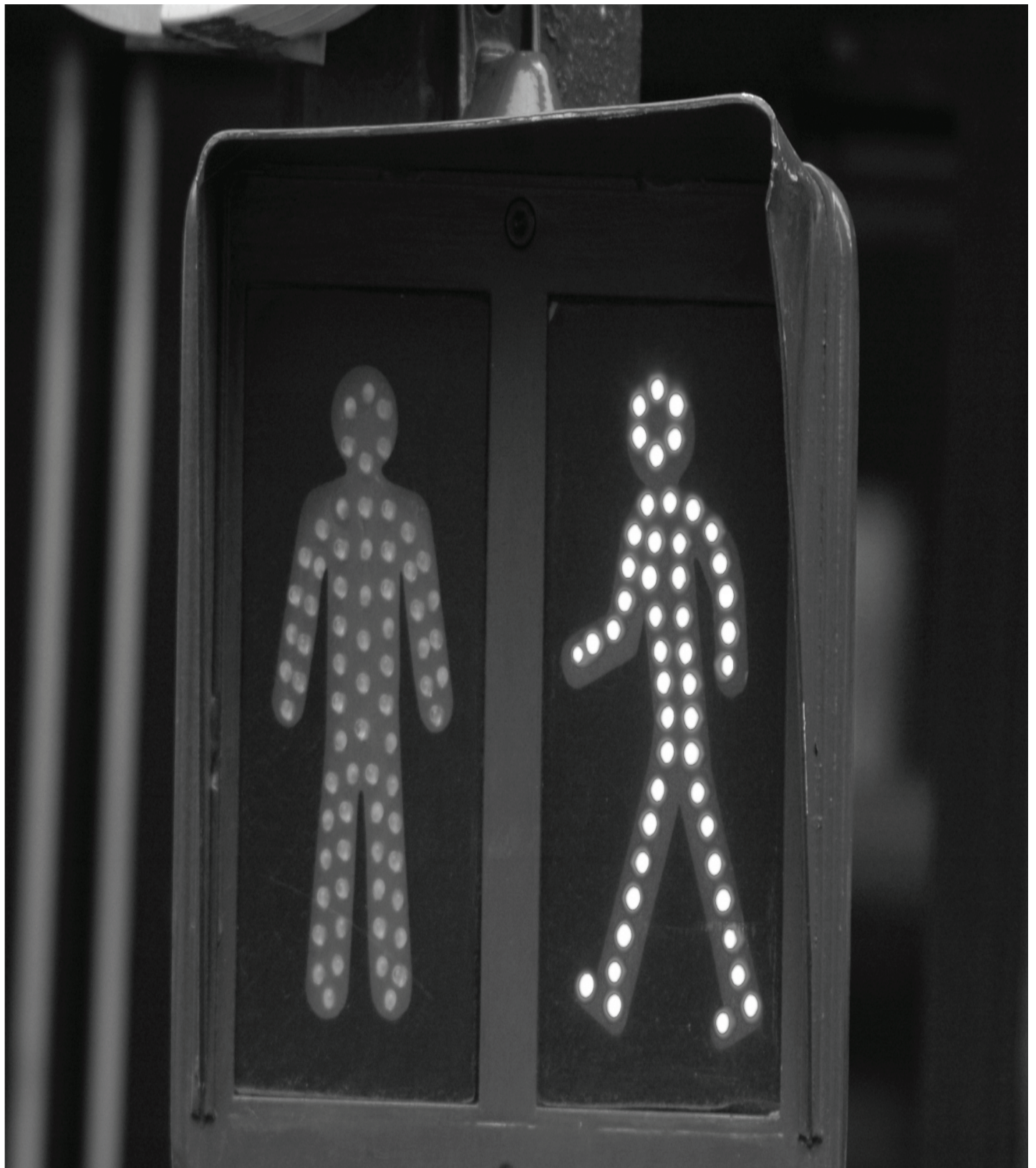
Circle the one principle above you will seek to apply this week. Now create a plan to apply this principle by answering these two questions:

- *What exactly will you do differently this week to apply this principle to your life (be specific)?*
- *Whom, other than the Lord, will you ask to help you follow through with this application?*

PRAY

End your study by returning to the Lord in prayer. Thank Him for what you have learned this week, ask Him to help you apply the principle you have chosen, and lay before Him the needs of your fellow small group members.

My Notes...



Live Out the Truth

Titus 2:1-10

PRAY

Begin this time in prayer, confessing any sins you know of, thanking the Lord for the gift of His Word, and asking for His Spirit to illuminate your study.

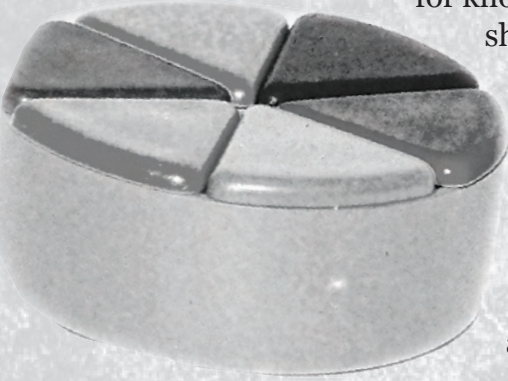
MEMORIZE

Titus 2:7-8 In all things show yourself to be an example of good deeds, with purity in doctrine, dignified, sound in speech which is beyond reproach, so that the opponent will be put to shame, having nothing bad to say about us.

why should i care?

CASE STUDY

Ever since childhood, Kate has possessed an uncanny ability to remember random facts due to a photographic memory. Whether those facts related to dates, places, or people, she could pull them out of her memory in an instant. Her unique memory combined with her love for reading and zeal for knowledge have always left her family and friends wondering how she would fare in a trivia game show like *Jeopardy!*



Unfortunately, many people consider theology or doctrine to be nothing more than religious trivia. After all, once a person has believed that Christ died for their sins and rose from the dead, does anything else really matter? Does it really matter what one believes about elders or prophecy or spiritual gifts or things in the Old Testament? Isn't all that stuff for pastors and scholars? Isn't it just for trivia experts like Kate?

➤ *How do you view theology or doctrine? Does it interest you? Does it seem important to you? Why or why not?*

➤ *What relationship exists between what you believe and how you live? In other words, how does each one affect the other?*

what do I see?

OBSERVE

Read the passage. Circle all the key words and highlight all of the repeated words or phrases. As always, write down your observations and questions in the boxes on the following page. This week, we will begin to **BOX CONNECTING WORDS**. We will learn eight types of connecting words this week:

COMPARISON: either points out similarities between two or more related ideas, or simply joins like ideas. Comparison words include: and, like, as, just as, also, so also, even so (e.g. "various lusts AND pleasures" 3:3).

CONTRAST: points out dissimilarities between ideas. Contrast words include: but, rather, yet, however (e.g. "not on the basis of deeds ... BUT according to His mercy" 3:5).

PURPOSE: indicates the intended goal of an idea or action, whether or not it was realized. Purpose words include: that, so that, in order that (e.g. "reprove them severely SO THAT they may be sound in the faith" 1:13).

RESULT: very similar to "purpose," but indicates the actual consequence, whether or not it was intended. Result words include: that, so that, as a result, with the result that (e.g. "He saved us ... SO THAT being justified by His grace we would be made heirs ..." 3:5-7).

CAUSE: expresses the basis or cause of an action. Cause words include: because, since and sometimes for (e.g. "who must be silenced BECAUSE they are upsetting ... families" 1:11).

EXPLANATION: what follows further explains the previous idea, giving reasons why it is true, or why it occurred, or simply adding additional information. Look for the key word for (e.g. "FOR the grace of God has appeared" 2:11).

INFERENCE: provides a logical consequence, a conclusion, or a summary to the previous discussion. Inference words include: therefore, for this reason (e.g. "FOR THIS REASON I left you in Crete" 1:5).

CONDITION: presents a condition that must occur before a certain action or conclusion can occur. The statement may or may not reflect reality (i.e. it could be hypothetical). Key word is if (e.g. "IF any man is above reproach" 1:6).

Titus 2:1-10

¹But as for you, speak the things which are fitting for sound doctrine. ²Older men are to be temperate, dignified, sensible, sound in faith, in love, in perseverance. ³Older women likewise are to be reverent in their behavior, not malicious gossips nor enslaved to much wine, teaching what is good, ⁴so that they may encourage the young women to love their husbands, to love their children, ⁵to be sensible, pure, workers at home, kind, being subject to their own husbands, so that the word of God will not be dishonored. ⁶Likewise urge the young men to be sensible; ⁷in all things

show yourself to be an example of good deeds, with purity in doctrine, dignified, ⁸sound in speech which is beyond reproach, so that the opponent will be put to shame, having nothing bad to say about us. ⁹Urge bondslaves to be subject to their own masters in everything, to be well-pleasing, not argumentative, ¹⁰not pilfering, but showing all good faith so that they will adorn the doctrine of God our Savior in every respect.

My Observations and Questions

vv1-2

vv3-5

vv6-8

vv9-10

what does it mean? INTERPRET

Here is a fourth interpretive skill to aid you as you answer the questions below - **COMPARE MULTIPLE TRANSLATIONS**. This packet uses the New American Standard (**NASB**) translation. As you tackle the questions below, look up the passage in other translations and compare to the NASB to look for helpful clues or clearer wording. The New King James Version (**NKJV**), like the NASB, is a fairly word-for-word translation of the Greek text, and therefore, quite accurate for Bible study. The New International Version (**NIV**) and the New Revised Standard Version (**NRSV**) are excellent phrase-to-phrase translations of the Greek and are thus often easier to read. Another excellent phrase-to-phrase Bible, which includes extensive translation notes, is the New English Translation (**NET**) available online for free at **www.bible.org**. You can find and compare numerous English translations of any Bible passage at **www.biblestudytools.net**.

1. If you could ask Paul any *two* questions about this passage, what would you ask him? Now try to answer them as well.

a)

b)

2. What is the relationship between doctrine and conduct in this passage? In other words, how does each one affect the other?

3. List out the specific responsibilities that Paul charges to each group of people. Then answer the following questions on the next page.

- a) What similarities exist between the responsibilities charged to each group of people?
- b) What differences exist between the responsibilities charged to each group of people?
- c) Why does Paul command different responsibilities based on age and gender? Are these differences still relevant and applicable today? Why or why not?

4. Do Paul's commands to slaves in verses 9-10 condone the institution of slavery? Why or why not? How does Paul address the issue of slavery elsewhere in the NT (see also 1 Corinthians 7:20-23; Ephesians 6:5-9; Colossians 3:22-4:1; 1 Timothy 6:1-2)?

My Summary

In one sentence, using your own words, describe the main point that Paul communicates in this passage.

APPLY

As always, **reflect on your own life, list at least five principles, and choose one to apply this week.** Here is that helpful list of application questions from last week to aid you in the second and third steps:

- *Is there something to worship or thank God for?*
- *Is there a promise for me to claim or a truth for me to believe?*
- *Is there something I am convicted about that I need to change or begin doing?*
- *Is there something or someone I need to pray for specifically this week?*
- *Is there any relationship I need to work on?*

Reflect on Your Life:

- *Are there any areas in your life that you are failing to consistently practice what you know to be true from God's Word?*

- *How has God developed and prepared you to train someone younger in the beliefs and practices of the faith? What has He given you that you can pass on to others?*

List Principles:

List at least five principles from Titus 2:1-10. (Remember, a principle is simply a fact or command stated or implied in the passage that is relevant to your own life.)

1.

2.

3.

4.

5.

Apply One this Week:

Circle the one principle above you will seek to apply this week. Now create a plan to apply this principle by answering these two questions:

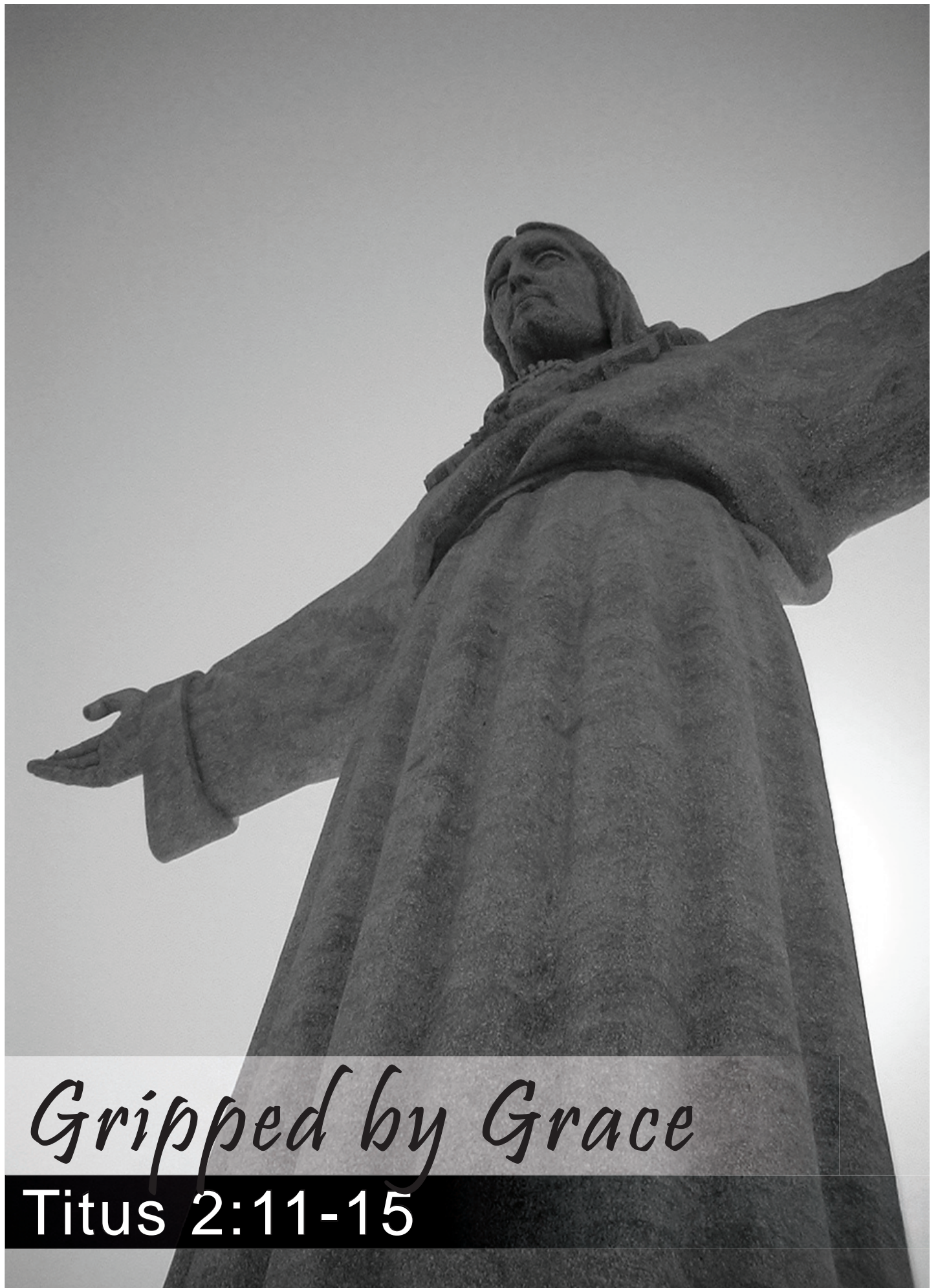
- *What exactly will you do differently this week to apply this principle to your life (be specific)?*

- *Whom, other than the Lord, will you ask to help you follow through with this application?*

PRAY

End your study by returning to the Lord in prayer. Thank Him for what you have learned this week, ask Him to help you apply the principle you have chosen, and lay before Him the needs of your fellow small group members.

My Notes...



Gripped by Grace

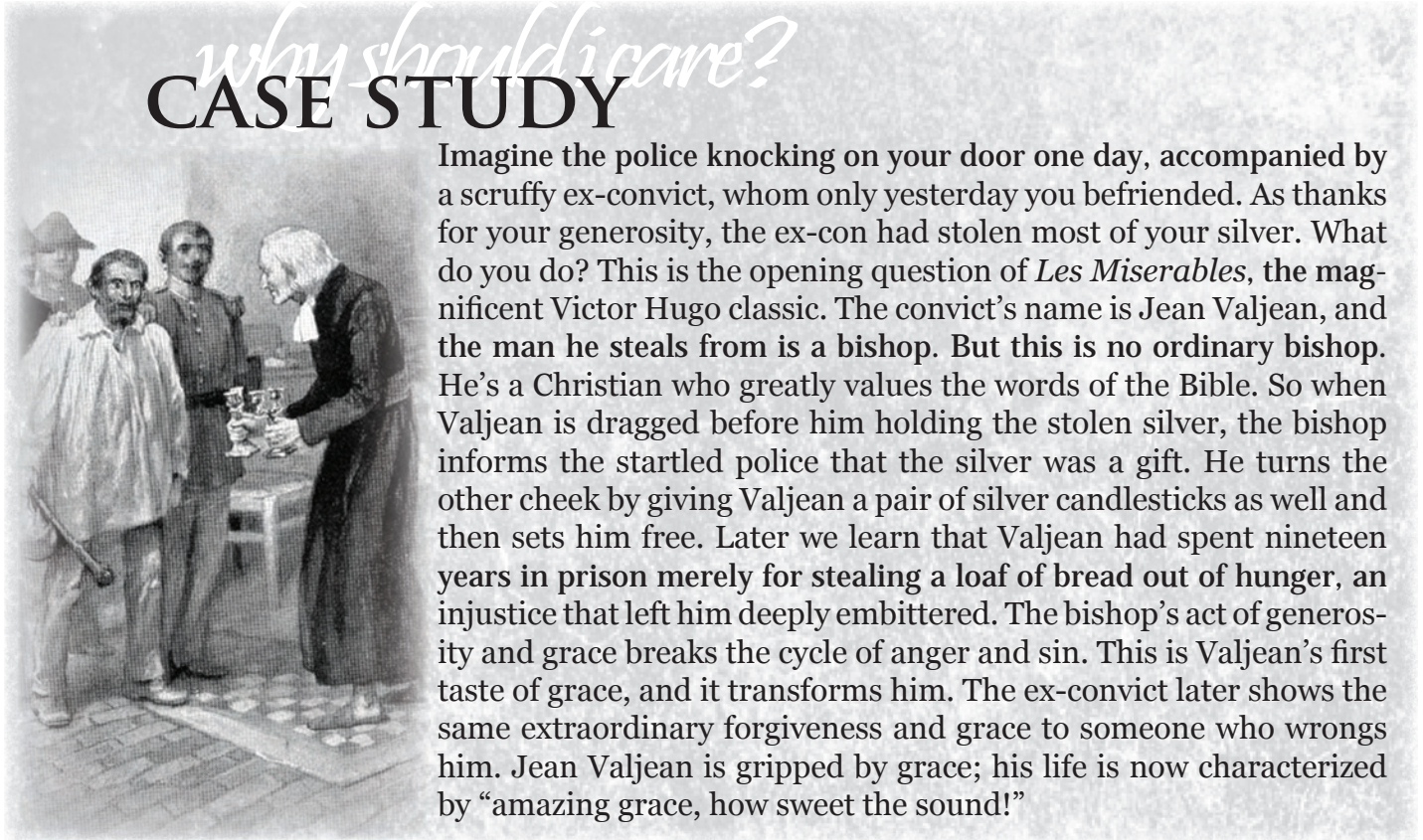
Titus 2:11-15

PRAY

Begin this time in prayer, confessing any sins you know of, thanking the Lord for the gift of His Word, and asking for His Spirit to illuminate your study.

MEMORIZE

Titus 2:11-12 For the grace of God has appeared, bringing salvation to all men, instructing us to deny ungodliness and worldly desires and to live sensibly, righteously and godly in the present age.



Imagine the police knocking on your door one day, accompanied by a scruffy ex-convict, whom only yesterday you befriended. As thanks for your generosity, the ex-con had stolen most of your silver. What do you do? This is the opening question of *Les Misérables*, the magnificent Victor Hugo classic. The convict's name is Jean Valjean, and the man he steals from is a bishop. But this is no ordinary bishop. He's a Christian who greatly values the words of the Bible. So when Valjean is dragged before him holding the stolen silver, the bishop informs the startled police that the silver was a gift. He turns the other cheek by giving Valjean a pair of silver candlesticks as well and then sets him free. Later we learn that Valjean had spent nineteen years in prison merely for stealing a loaf of bread out of hunger, an injustice that left him deeply embittered. The bishop's act of generosity and grace breaks the cycle of anger and sin. This is Valjean's first taste of grace, and it transforms him. The ex-convict later shows the same extraordinary forgiveness and grace to someone who wrongs him. Jean Valjean is gripped by grace; his life is now characterized by "amazing grace, how sweet the sound!"

➤ *Why does the experience of grace transform our lives so deeply?*

➤ *Has your life been transformed by grace? If so, how?*

what do I see?

OBSERVE

As in previous weeks, read the passage, circling the key words and boxing any connecting words. Then write down your observations and questions in the boxes on the following page. Also this week, begin to **UNDERLINE ALL OF THE VERBS**. Quick review: a verb is a word or group of words used to indicate either that an action is taking place (“These things speak ... with all authority”) or that a state or condition exists (“the grace of God has appeared”). Because verbs express the action of the passage, they are often the most significant indicators of the author’s flow of thought.

Titus 2:11-15

¹¹For the grace of God has appeared, bringing salvation to all men, ¹²instructing us to deny ungodliness and worldly desires and to live sensibly, righteously and godly in the present age, ¹³looking for the blessed hope and the appearing of the glory of our great God and Savior, Christ Jesus, ¹⁴who gave Himself for us to redeem us from every lawless deed, and to purify for Himself a people for His own possession, zealous for good deeds. ¹⁵These things speak and exhort and reprove with all authority. Let no one disregard you.

My Observations and Questions

v11

v12

v13

v14

v15

what does it mean? INTERPRET

How do we answer difficult interpretive questions when more than one option seems possible? This requires two skills, the first of which is ... **LIST ALL THE OPTIONS WITH PROS AND CONS.** Always start by brainstorming, listing every possible answer to your question. Be open-minded and creative, and do not rush this process. You will often find that your third option proves better than your first. Once you have created a list of possible options, list both pros and cons for each one. You are looking for all the evidence you can find that either argues for or against a particular option. This evidence comes from your study of key words, the grammar of the sentence, the context of surrounding verses and the book as a whole, cross references to other books, and comparison with your overall understanding of Christian theology. Once you have thought about it for a while individually, feel free to talk with others and to check commentaries or references to see if you have missed any options (However, do not just assume that their favorite option is necessarily correct!)

1. If you could ask Paul any *two* of your own interpretive questions, what would you ask him? Now try to answer them as well.

a)

b)

2. How does 2:11-15 relate to 2:1-10? (Hint: try to follow Paul's flow of thought.)

3. According to Titus 3:4-7, Romans 3:21-24, and Ephesians 2:8-10 ...

a) What exactly is this gift of "grace" that Paul says God has given us?

b) Whom did God make this gift of grace available to?

c) How did God make this gift of grace available?

d) If we have received this gift of grace, how should we then act?

4. How did God's grace appear (see Titus 3:4-7, John 1:17)? Was God not gracious prior to this appearing of His grace (see Exodus 33:19; 34:6; Numbers 6:24-26; Ps 86:15)? Why or why not?

5. What are "these things" that should remain at the core of Titus' teaching ministry? Why does Paul place such importance and significance on them?

My Summary

In one sentence, using your own words, describe the main point that Paul communicates in this passage.

APPLY *how does it work?*

As always, **reflect on your own life, list at least five principles, and choose one to apply this week.** Here is that helpful list of application questions to aid you in the second and third steps:

- *Is there something to worship or thank God for?*
- *Is there a promise for me to claim or a truth for me to believe?*
- *Is there something I am convicted about that I need to change or begin doing?*
- *Is there something or someone I need to pray for specifically this week?*
- *Is there any relationship I need to work on?*

Reflect on Your Life:

- ☛ *Do you often take time to stop and reflect on the outrageous grace that God has shown you? Why do we tend to take His grace for granted?*
- ☛ *Where do you find hope? In other words, what are you focused on in the future with anticipation?*

List Principles:

List at least five principles from Titus 2:11-15. (Remember, a principle is simply a fact or command stated or implied in the passage that is relevant to your own life.)

1.

2.

3.

4.

5.

Apply One this Week:

Circle the one principle above you will seek to apply this week. Now create a plan to apply this principle by answering these two questions:

- ☛ *What exactly will you do differently this week to apply this principle to your life (be specific)?*
- ☛ *Whom, other than the Lord, will you ask to help you follow through with this application?*

PRAY

End your study by returning to the Lord in prayer. Thank Him for what you have learned this week, ask Him to help you apply the principle you have chosen, and lay before Him the needs of your fellow small group members.

My Notes...



Pursue Peace

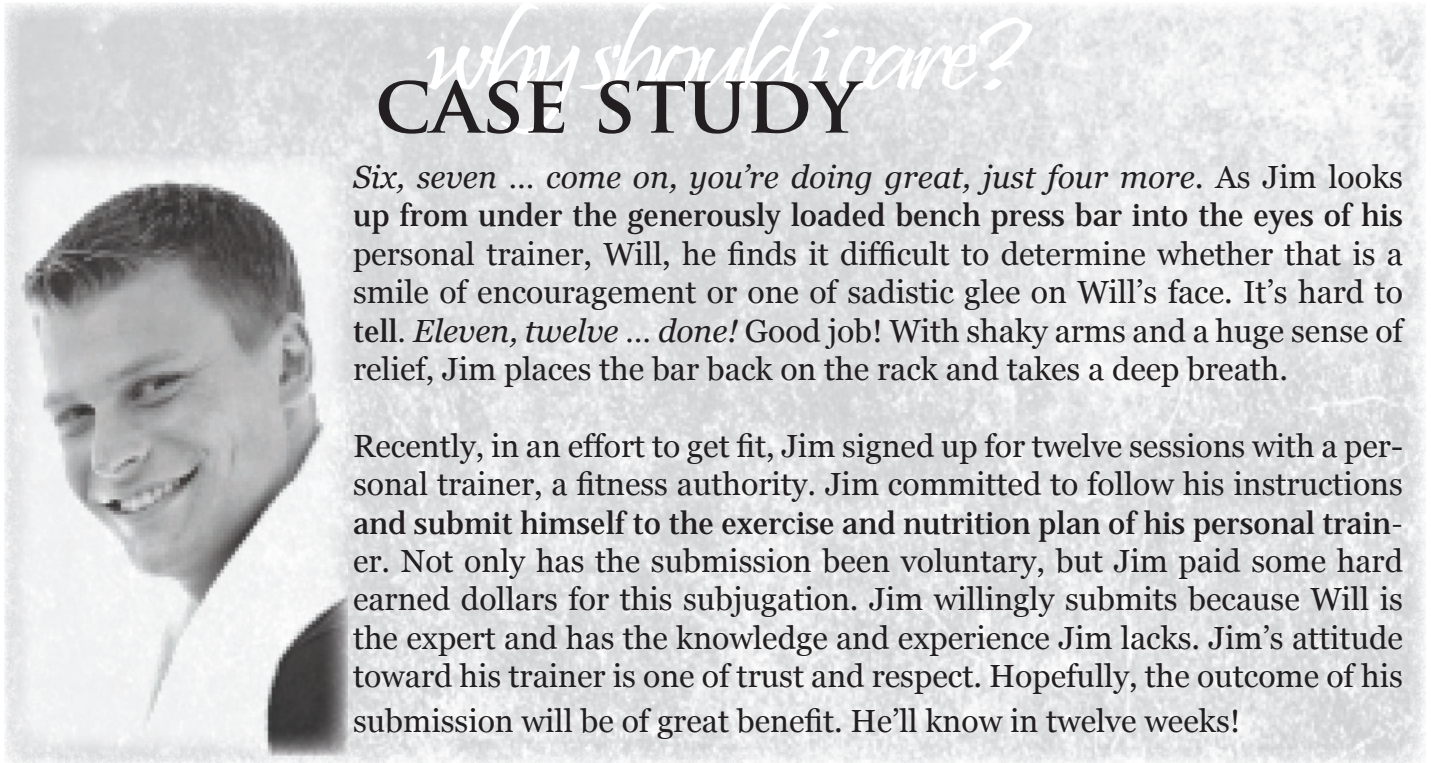
Titus 3:1-7

PRAY

Begin this time in prayer, confessing any sins you know of, thanking the Lord for the gift of His Word, and asking for His Spirit to illuminate your study.

MEMORIZE

Titus 3:4-5 But when the kindness of God our Savior and His love for mankind appeared, He saved us, not on the basis of deeds which we have done in righteousness, but according to His mercy, by the washing of regeneration and renewing by the Holy Spirit.



CASE STUDY

Six, seven ... come on, you're doing great, just four more. As Jim looks up from under the generously loaded bench press bar into the eyes of his personal trainer, Will, he finds it difficult to determine whether that is a smile of encouragement or one of sadistic glee on Will's face. It's hard to tell. *Eleven, twelve ... done!* Good job! With shaky arms and a huge sense of relief, Jim places the bar back on the rack and takes a deep breath.

Recently, in an effort to get fit, Jim signed up for twelve sessions with a personal trainer, a fitness authority. Jim committed to follow his instructions and submit himself to the exercise and nutrition plan of his personal trainer. Not only has the submission been voluntary, but Jim paid some hard earned dollars for this subjugation. Jim willingly submits because Will is the expert and has the knowledge and experience Jim lacks. Jim's attitude toward his trainer is one of trust and respect. Hopefully, the outcome of his submission will be of great benefit. He'll know in twelve weeks!

- *What are some of the authorities that you are subject to in your life? Which authorities do you submit to cheerfully and which do you submit to grudgingly?*

- *What attitude does our culture typically display toward authority?*

what do I see? OBSERVE

This week, we will begin to **MAP THE PASSAGE**. This skill is a fantastic way to discover the author's intended meaning and flow of thought. It also will help you answer many of your interpretive questions. The first rule of mapping a passage is: There is not one "right" way! However you create your map, your goal should be to discover the author's flow of thought by graphically laying out the passage. Before you complete the passage map for Titus 3:1-7 in the box on the next page, here are some general rules to follow with examples from Ephesians 1:3-5 ...

1) First, identify the main subject and verb of the first sentence (These form the main clause of your sentence). Write the main clause at the top left of your paper. Think of your map as an outline: This would be your Roman numeral I.

1:3 Blessed be the God and Father of our Lord Jesus Christ
This is the main clause of Eph. 1:3

2) Continue writing the first sentence, placing any modifying phrases or words directly under the words they modify. A modifying phrase describes something in the main clause – how, why, when, to whom, etc. In an outline, this would be your first subheading.

1:3 Blessed be the God and Father of our Lord Jesus Christ
↑
who has blessed us with every spiritual blessing
"who" modifies, or is talking about, God in this sentence

3) If there are multiple modifiers (several phrases or words all talking about the same thing), line them up underneath each other, under the word or phrase they are modifying.

1:3 ...who has blessed us...
4 just as He chose us...
5 ...He predestined us...
Both of the phrases in vv4-5 will have modifiers in your final map, but the phrases themselves should be lined up since they both modify God's act of blessing.
This is like the a., b., c. in your outline.

4) Continue writing out the phrases in your sentence, each under whatever word(s) they modify, until you reach the end of the sentence or idea being discussed.

5) Your map will continue moving to the right of your paper until the author begins a new idea. At that point, you would put the next main clause back to the far left of your paper and begin at step one again. Ideally, you should be able to glance down the left side of your paper and see the main ideas of the passage you are mapping.

6) As you work, box all connecting words, and note how they are being used.

1:4 just as He chose us ... {AS implies comparison}

Titus 3:1-7

¹Remind them to be subject to rulers, to authorities, to be obedient, to be ready for every good deed, ²to malign no one, to be peaceable, gentle, showing every consideration for all men. ³For we also once were foolish ourselves, disobedient, deceived, enslaved to various lusts and pleasures, spending our life in malice and envy, hateful, hating one another. ⁴But when the kindness of God our Savior and His love for mankind appeared, ⁵He saved us, not on the basis of deeds which we have done in righteousness, but according to His mercy, by the washing of regeneration and renewing by the Holy Spirit, ⁶whom He poured out upon us richly through Jesus Christ our Savior, ⁷so that being justified by His grace we would be made heirs according to the hope of eternal life.

My Passage Map (complete the rest of the passage below)

Remind them to be subject to rulers

to authorities

to be obedient

to be ready for every good deed

to malign no one

to be peaceable

gentle

showing consideration for all men

For we also once were foolish ourselves {"For" indicates REASON}

what do I see?

OBSERVE

Having just mapped the passage, now please read the passage, circling the key words, boxing any connecting words, and underlining the verbs. Then write down your observations and questions in the boxes on the following page as always.

Titus 3:1-7

¹Remind them to be subject to rulers, to authorities, to be obedient, to be ready for every good deed, ²to malign no one, to be peaceable, gentle, showing every consideration for all men. ³For we also once were foolish ourselves, disobedient, deceived, enslaved to various lusts and pleasures, spending our life in malice and envy, hateful, hating one another. ⁴But when the kindness of God our Savior and His love for mankind appeared, ⁵He saved us, not on the basis of deeds which we have done in righteousness, but according to His mercy, by the washing of regeneration and renewing by the Holy Spirit, ⁶whom He poured out upon us richly through Jesus Christ our Savior, ⁷so that being justified by His grace we would be made heirs according to the hope of eternal life.

My Observations and Questions

vv1-2

v3

v4

v5

vv6-7

what does it mean? INTERPRET

Really tough interpretive questions require two skills. We practiced the first last week, listing all the options with pros and cons. Having done that, we move on to the second skill ... **CHOOSE THE MOST LIKELY OPTION AND DECIDE ON CERTAINTY.** Look back at all of your evidence for each option. Typically, evidence from the immediate context is most important, followed closely by evidence from the book as a whole. Evidence from other books, or from Christian theology as a whole, does not carry quite as much weight, unless the solution you are looking at contradicts a clear passage elsewhere or a major tenant of Christian doctrine. In that case, since Scripture never lies and God cannot contradict Himself, you know that option is invalid. Once you have chosen the best solution, step back for a second and humbly gauge how certain you are of its accuracy. (90% = I am very sure this is correct... 60% = this solution is just a bit more likely than the others!) Finally, talk with others and check commentaries or reference books to see what solutions they have chosen and why.

1. If you could ask Paul any *two* of your own interpretive questions, what would you ask him? Now try to answer them as well.
 - a)
 - b)
2. How does 3:1-7 relate to 2:1-15? What similarities and differences do you see in Paul's flow of thought between these two passages?
3. According to Acts 4:19-20, 23-31; 5:28-29, 40-42; Romans 13:1-7; and 1 Peter 2:13-15,
 - a) Why does Paul command Christians to submit to non-Christian authorities?
 - b) Are there limits to this submission?
 - c) If disobedience is required, how should it be done?

4. Why does Paul connect our salvation in vv 3-7 to the list of commands in vv 1-2?

5. What does 3:1-7 teach us about the nature of our salvation? Specifically, how do we receive salvation (see also Romans 3:21-24; Colossians 2:13-14; 1 John 5:11-13)?

My Summary

In one sentence, using your own words, describe the main point that Paul communicates in this passage.

APPLY

As always, **reflect on your own life, list at least five principles, and choose one to apply this week.** Here is that helpful list of application questions to aid you in the second and third steps:

- *Is there something to worship or thank God for?*
- *Is there a promise for me to claim or a truth for me to believe?*
- *Is there something I am convicted about that I need to change or begin doing?*
- *Is there something or someone I need to pray for specifically this week?*
- *Is there any relationship I need to work on?*

Reflect on Your Life:

- *What attitude do you typically have toward those in authority over you? Do you find it difficult to submit to authority? Why or why not?*
- *Have you ever been in a situation where due to your beliefs you had to disobey an authority figure? How did you handle the situation? Could you have handled it better?*

List Principles:

List at least five principles from Titus 3:1-7. (Remember, a principle is simply a fact or command stated or implied in the passage that is relevant to your own life.)

1.

2.

3.

4.

5.

Apply One this Week:

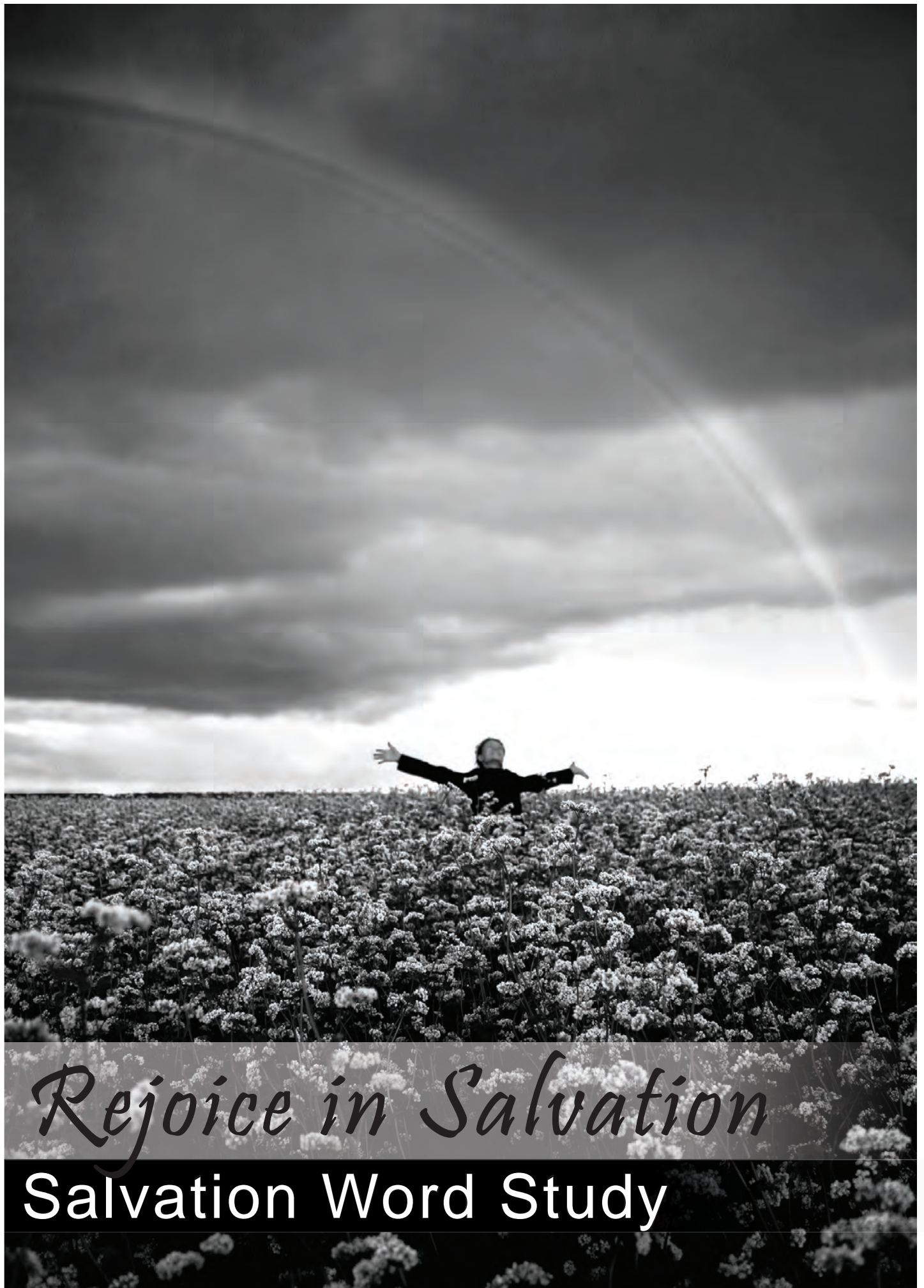
Circle the one principle above you will seek to apply this week. Now create a plan to apply this principle by answering these two questions:

- *What exactly will you do differently this week to apply this principle to your life (be specific)?*
- *Whom, other than the Lord, will you ask to help you follow through with this application?*

PRAY

End your study by returning to the Lord in prayer. Thank Him for what you have learned this week, ask Him to help you apply the principle you have chosen, and lay before Him the needs of your fellow small group members.

My Notes...



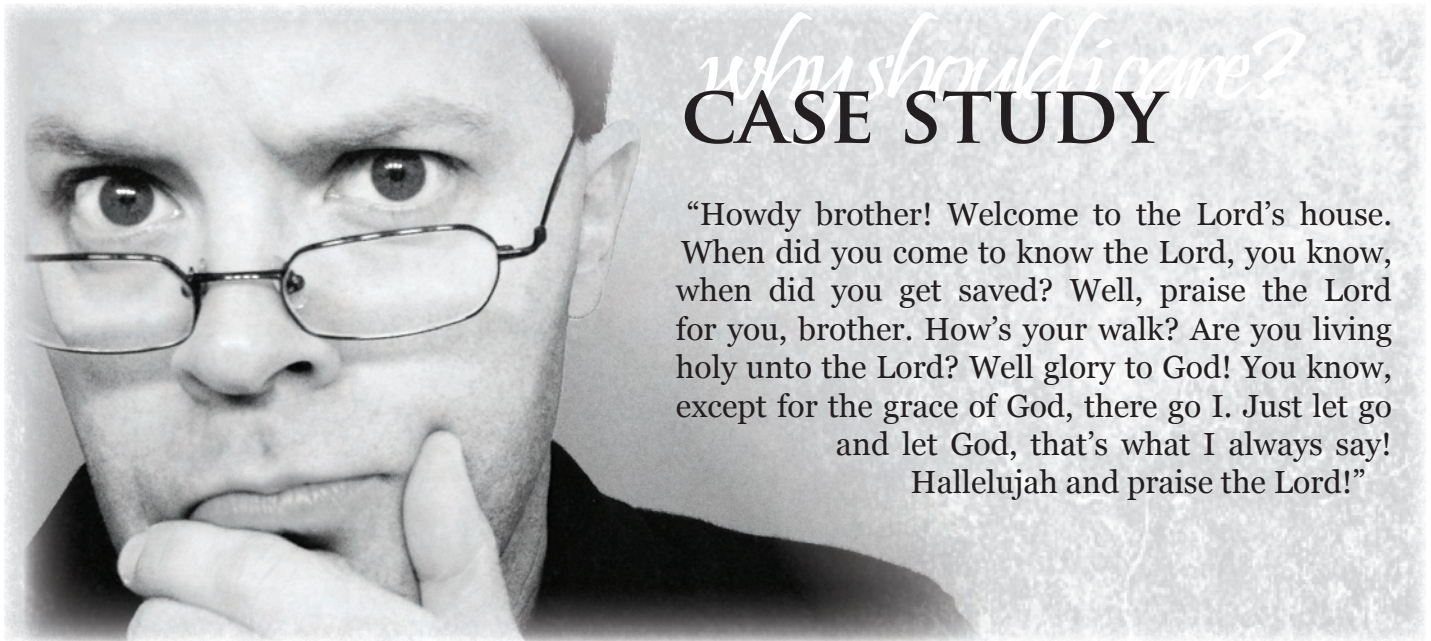
Rejoice in Salvation
Salvation Word Study

PRAY

Begin this time in prayer, confessing any sins you know of, thanking the Lord for the gift of His Word, and asking for His Spirit to illuminate your study.

MEMORIZE

Romans 8:30 These whom He predestined, He also called; and these whom He called, He also justified; and these whom He justified, He also glorified.



“Howdy brother! Welcome to the Lord’s house. When did you come to know the Lord, you know, when did you get saved? Well, praise the Lord for you, brother. How’s your walk? Are you living holy unto the Lord? Well glory to God! You know, except for the grace of God, there go I. Just let go and let God, that’s what I always say! Hallelujah and praise the Lord!”

Ok, the above is perhaps a little much but you get the drift. As Christians we can sure bring out the church lingo, can’t we? It’s like we have our own language that only we understand. However, we are supposed to communicate the truths of God’s Word to other believers as well as unbelievers and often times we don’t all understand this little language of ours.

For example, take the word “saved” in the scenario above. Arguably there is no more important term in all of Christianity, right? Eternal destinies hang in the balance as to one’s understanding of the word. But what does it mean precisely? What is one saved from? How does one “get saved”? Is salvation something that is a one-time event or is it a process? Is salvation a term only reserved for something God does? Exactly how does the Bible use the word “saved” in all its forms (noun, verb, etc.)?

So glad you asked! The answer to questions like this is best reached by an oft-overlooked interpretive technique known as **Word Study**. Ready?

Here we go...

what does it mean? WORD STUDY

God has chosen to communicate His revelation to us primarily through words. These words are combined to form phrases that form sentences that form paragraphs that form major sections that, finally, link to comprise a book of the Bible. Each book contributes unique insight into the person and plan of God, and collectively all 66 books of the Bible tell His Story.

Since words are the key starting point of God’s marvelous revelation, word studies can be one of the most useful methods of understanding and interpreting the Bible. Word studies are powerful. They can help unlock the meaning of a passage, show the beauty of the words and literature of the Bible, and provide a focused time of study and meditation on God’s attributes and key biblical concepts.

Here are some principles to consider when doing word studies:

- 1) A properly conducted word study requires an analysis of every usage of the word under scrutiny in the original language. However, this does not mean that the person conducting the word study must be versed in Hebrew and Greek. It does mean that the original Hebrew and Greek words must be isolated and studied. To clarify, it is important to understand that an original Hebrew or Greek word may be translated several different ways in an English Bible. For example, the Greek word “logos” is translated 38 distinct ways in the NASB, two of which are “word” or “words.” The goal of a comprehensive word study is first to isolate the usages of “logos” (along with the other words that derive from “logos” known as cognates) then to study each usage.
- 2) The MEANING of a word is determined by how it is USED. In shorter form: usage determines meaning. Take the word “trunk” for example. What is the meaning of the word? Is it the appendage of an elephant; the area at the back of a car; the core or torso of the human body; or that large box in the attic? Before we can ascertain the exact meaning of the word, we need to see how it is used in a phrase or sentence. Please do not run to the dictionary to find out the meaning of a biblical word. Instead, discover its meaning by careful observation of its usage throughout the text.
- 3) Context is crucial in determining meaning. In what kind of literature does the word appear? What’s the overall flow of thought of the surrounding sentences and chapter? Are there any synonyms or antonyms found in the immediate context? How does the human writer use the term in other writings? How does the Bible use the term elsewhere?
- 4) Key biblical words that are used throughout the Bible are consistent in their meaning. While it is true that the meaning of a word can change over time, this is the exception and not the rule. This is especially important when studying key biblical words like faith, sin, righteousness, grace, glory, holy, etc. These terms are found throughout the Bible and maintain a consistent general meaning. For example, the concept of “faith” is the same in Genesis and Romans, and “sin” consistently conveys the idea of “missing” in Leviticus and Luke.

There are two terms in the Bible that must be studied to get a full understanding of the biblical concept of “salvation.” The terms are consistent in their general meanings in both the Old and New Testaments and together are found in all their forms about 500 times in the text. To begin our study, we will look at the first term as it appears in the Old Testament (OT) as follows:

יָשָׁע
yashā

300 forms of the Hebrew word “yasha” are found in the Old Testament (OT), and it is most often translated “save,” “deliver” or “help.” Yasha is seen in English in names such as Joshua (“Yah is salvation”), Isaiah (“salvation of Yah”), and is the root of the name “Jesus” (Yeshua, from Yahoshua = “Yah, who is salvation”). The term consistently conveys concepts such as safety, deliverance, liberation or freedom. The key to understanding the term is to note that “yasha” describes two kinds of salvation – physical and spiritual deliverance. The key to the word study will be to determine which kind of “salvation” is being described in each use of the term. Asking these interpretive questions will help as well:

- 1) Who is doing the “saving” in each usage? (Hint: God or human?)
- 2) What is being “saved” in the each usage? (Hint: people, nation or spirit?)
- 3) From what is one being “saved” in each usage? (Hint: enemy attack, danger, sickness, physical captivity or spiritual dilemma?)
- 4) To what is one being “saved” in each usage? (Hint: safety, health, or the forgiveness of sins?)

For each of the following key OT usages of “yasha,” please answer the 4 questions above.

Job 5:4; Psalm 12:5 –

Judges 6:14-15; 7:7 –

Genesis 19:19a; Joshua 10:6 –

Psalm 25:5; Psalm 51:12 –

Assuming that the examples above are representative of all uses, do most of the usages of “yasha” in the OT refer to acts of deliverance from human enemies and general calamity or from sin and its consequences?

σωζω

SOZO

Various forms of the Greek word “sozo” are found about 200 times in the New Testament (NT) and the term is most often translated “save,” “salvation,” “savior” and “deliverance.” “Sozo” is conceptually equivalent to the OT term “yasha” and is seen in the theological term “soteriology,” the study of the doctrine of salvation. A thorough word study of sozo reveals that it (like “yasha” in the OT) describes two kinds of salvation – physical deliverance and spiritual deliverance. Again, asking these interpretive questions will help:

- 1) Who is doing the “saving” in each usage? (Hint: God or human?)
- 2) What is being “saved” in the each usage? (Hint: people, nation or spirit?)
- 3) From what is one being “saved” in each usage? (Hint: enemy attack, danger, sickness, physical captivity or spiritual dilemma?)
- 4) To what is one being “saved” in each usage? (Hint: safety, health, or the forgiveness of sins?)

For each of the following key NT usages of “sozo,” please answer the 4 questions above.

Acts 27:20, 31; Matthew 8:25; 14:30 –

Mark 15:30; John 12:27 –

Hebrews 11:7 –

Acts 4:12; Ephesians 2:8-9 –

Luke 2:11; John 4:42; 2 Timothy 1:10; Titus 1:3-4; 2:10, 13; 3:4, 6 –

Assuming that the examples above are representative of all uses, do most of the usages of “sozo” in NT convey the idea of physical deliverance or salvation from spiritual calamity?

As a result, how does “yasha” in the OT and “sozo” in the NT both uniquely contribute to our understanding of salvation?

The Three Stages of Salvation

The concept of salvation in the NT can be somewhat confusing. This is because salvation is actually a process that begins at the moment of conversion (justification) when God declares us forgiven and righteous. It continues until the believer is transferred into the presence of the Lord and endowed with moral perfection and an immortal resurrected body (glorification). All during this process the believer is being “saved” (sanctification) from the terrible effects of sin as we are transformed more and more into His likeness.

Perhaps this chart will be helpful in thinking through each stage and its relationship to the others:

STAGES OF SALVATION		
JUSTIFICATION	SANCTIFICATION	GLORIFICATION
This stage of salvation begins at the moment of faith in the gospel wherein God declares the sinner to be righteous before Him based on the death of Christ.	The present experiential or progressive work of continuing to be set apart unto the things of God during the whole of our Christian lives. Every command and exhortation to holy living concerns this stage of salvation.	The final stage of salvation occurs at death or Rapture where perfected immortality is bestowed upon all those who have been justified.
Salvation Past	Salvation Present	Salvation Future
Conversion	Christian Living	Heaven (in God's presence)
Galatians 2:16; Ephesians 2:5-8; Romans 3:21-26; 5:1; 8:30; 2 Corinthians 5:21	1 Cor. 1:18; 2 Cor. 2:15, 3:18; 5:17; Romans 5:2; 6:19; Gal. 2:20; Philippians 2:12-13	Romans 8:30; 13:11; Phil. 1:6, 3:21; Eph. 1:14; 1 Peter 1:3-5; 1 John 3:2; Rev. 7:9
Legal righteousness imputed	Personal righteousness imparted	Moral perfection and resurrected body imparted
Establishes Position	Transforms Condition	Matches Condition with Position
One act of faith	Many acts of faith	Act of God's faithfulness
Once-for-all-time	Progressive, dynamic, never-ending in this life	Once-for-all-time
Distinct event at moment of “salvation”	Process of spiritual growth in the life of the Christian	Distinct event at either death or Rapture
Inevitable to the elect	Expected but not inevitable to the justified	Inevitable to the justified
<i>Delivered from the PENALTY of Sin</i>	<i>Delivered from the POWER of Sin</i>	<i>Delivered from the PRESENCE of Sin</i>

APPLY

As always, **reflect on your own life, list at least five principles, and choose one to apply this week.** Here is that helpful list of application questions to aid you in the second and third steps:

- *Is there something to worship or thank God for?*
- *Is there a promise for me to claim or a truth for me to believe?*
- *Is there something I am convicted about that I need to change or begin doing?*
- *Is there something or someone I need to pray for specifically this week?*
- *Is there any relationship I need to work on?*

Reflect on Your Life:

☛ *How does the greatness and wonder of your salvation lead you to worship?*

☛ *How has Christ's death on your behalf impacted the way you treat others?*

List Principles:

List at least five principles from your word study on salvation. (Remember, a principle is simply a fact or command stated or implied in the passage that is relevant to your own life.)

1.

2.

3.

4.

5.

Apply One this Week:

Circle the one principle above you will seek to apply this week. Now create a plan to apply this principle by answering these two questions:

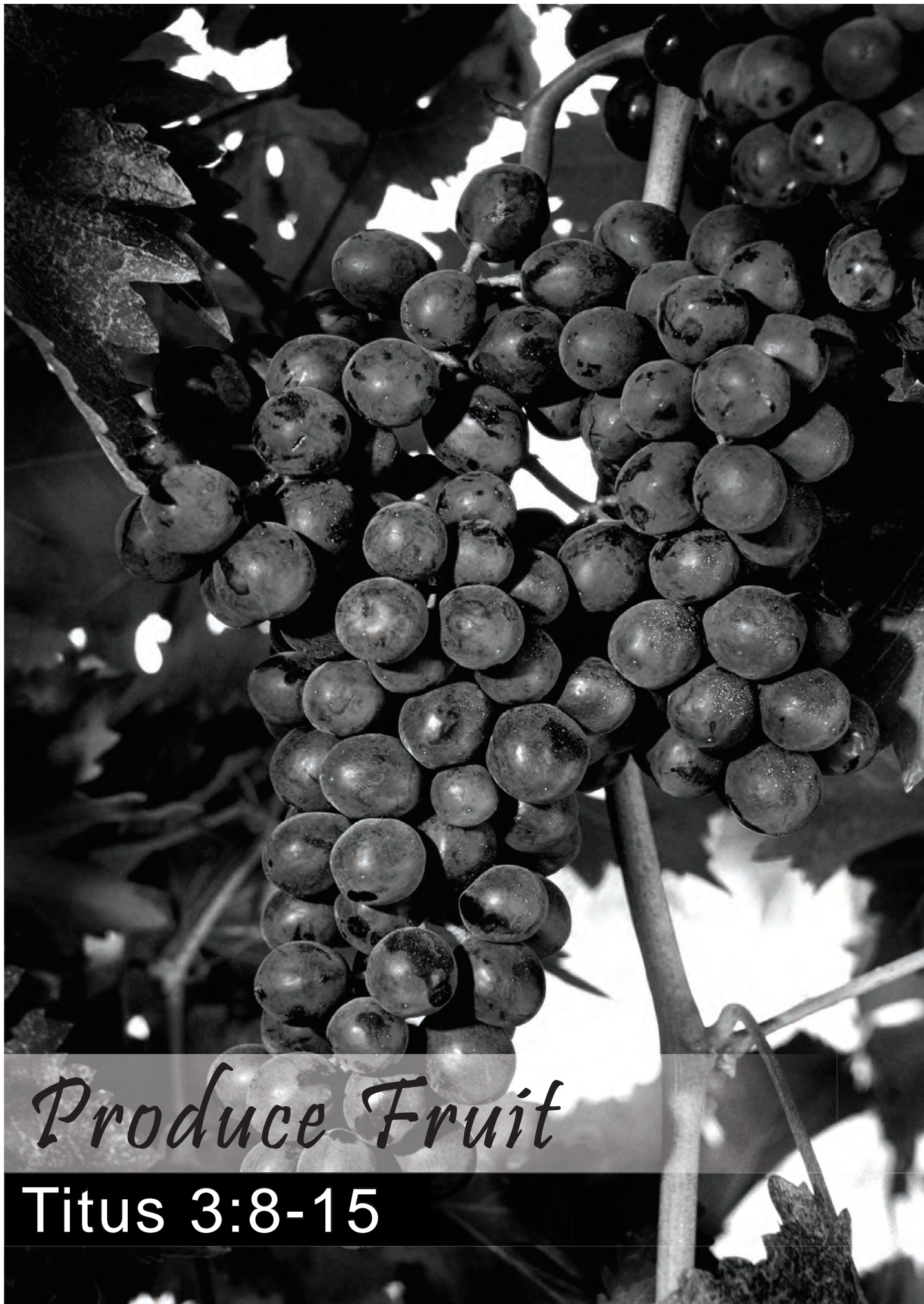
- *What exactly will you do differently this week to apply this principle to your life (be specific)?*

- *Whom, other than the Lord, will you ask to help you follow through with this application?*

PRAY

End your study by returning to the Lord in prayer. Thank Him for what you have learned this week, ask Him to help you apply the principle you have chosen, and lay before Him the needs of your fellow small group members.

My Notes...



Produce Fruit

Titus 3:8-15

PRAY

Begin this time in prayer, confessing any sins you know of, thanking the Lord for the gift of His Word, and asking for His Spirit to illuminate your study.

MEMORIZE

Titus 3:8 This is a trustworthy statement; and concerning these things I want you to speak confidently, so that those who have believed God will be careful to engage in good deeds. These things are good and profitable for men.

why should I care? CASE STUDY

There's an old adage in wheat farming: if you want to know who the best wheat farmer is, don't ask the farmers; instead, ask the guy who runs the grain elevator. After all, he's the one who sees all the produce brought into the storehouse. He's the one who rates the quality of the wheat and pays accordingly. The guy who runs the grain elevator is in the best position to determine the best wheat farmer.

In case you have forgotten the essence of farming, here is a simple reminder: **PRODUCE GOOD CROPS AND SELL THEM FOR THE HIGHEST PRICE POSSIBLE.** Pretty basic, right? Tilling, planting, feeding, watering, weed control, fertilizing and crop rotation are just necessary means to an end — **PRODUCE GOOD CROPS AND SELL THEM FOR THE HIGHEST PRICE POSSIBLE.**

Perhaps that same simplicity and intentionality would serve Christians well. Our life with Christ is somewhat like the life of a farmer and should be marked by the desire to produce good fruit for the Savior.

➤ *Does your life show visible fruit of your faith in Christ? How would someone know that you have a relationship with Jesus Christ?*

➤ *Would your spiritual life be characterized by the same patience and intentionality of a farmer? Why or why not?*

what do I see? OBSERVE

We have no new observation skills this week. As in previous weeks, read the passage, underlining the verbs, circling the key words, boxing any connecting words, and highlighting repeated words or phrases. Then write your observations and questions in the boxes on the following page.

Now that you have practiced all the basic skills, feel free to add your own techniques. Some people prefer to work on a computer. This makes mapping a passage much easier. Others like to use colored highlighters or pencils to mark verbs, key words, and connecting words. Many find it helpful to add arrows connecting related ideas or symbols to highlight important names (such as a cross any place that Jesus is mentioned).

Titus 3:8-15

⁸This is a trustworthy statement; and concerning these things I want you to speak confidently, so that those who have believed God will be careful to engage in good deeds. These things are good and profitable for men. ⁹But avoid foolish controversies and genealogies and strife and disputes about the Law, for they are unprofitable and worthless. ¹⁰Reject a factious man after a first and second warning, ¹¹knowing that such a man is perverted and is sinning, being self-condemned. ¹²When I send Artemas or Tychicus to you, make every effort to come to me at Nicopolis, for I have decided to spend the winter there. ¹³Diligently help Zenas the lawyer and Apollos on their way so that nothing is lacking for them. ¹⁴Our people must also learn to engage in good deeds to meet pressing needs, so that they will not be unfruitful. ¹⁵All who are with me greet you. Greet those who love us in the faith. Grace be with you all.

My Observations and Questions

v8

v9

vv10-11

vv12-13

vv14-15

what does it mean? INTERPRET

This week, we will learn three fundamental **PRINCIPLES OF INTERPRETATION** that help us to use our interpretive skills accurately. These principles are explained in even more detail in the Appendix on page 85.

1) **Your goal is to discern the author's intended meaning to the original audience.** Unfortunately, most people begin their Bible study by asking, "What does this passage mean to me?" While there may be multiple possible applications to my life, there is only one meaning, the author's intended meaning; and we must first seek this out. As a result, work diligently to see the text from the point of view of the original readers and not through your 21st century circumstances.

2) **Assume a "normal" use of language.** The Bible was given to us because God desired to communicate with us, not to hide Himself from us. Therefore, we should not be looking for "hidden" meanings as we study. Instead, we should use the "normal" techniques we would use to understand any piece of literature. As a result, we will have study grammar, paying attention to nouns, verbs, adjectives, and prepositions. Think through any figures of speech and how phrases and clauses are connected into sentences and how sentences are linked together into paragraphs.

3) **Let Scripture interpret Scripture.** Since God is unchangingly truthful and always consistent (John 17:17; Hebrews 3:6; James 1:17), we can, and should, expect the same of His Word. If you find that your interpretation of a passage contradicts the clear teaching of Scripture elsewhere, you probably need to revise your conclusions. In addition, allow clear passages to illuminate ambiguous passages. Whenever you encounter a passage that is confusing or open to multiple possible interpretations, use clearer passages of Scripture to guide you to the correct interpretation.

1. How does 3:8-15 relate to 3:1-7? (Hint: try to follow Paul's flow of thought.) How does this passage act as a fitting summary to the book?

2. How does Paul's command to Titus in 3:9 to "avoid foolish controversies ... and disputes" reconcile with his instructions to Titus and elders in 1:10-13 to "silence" and "reprove" false teachers? In other words, when should church leaders address controversies, and when should they avoid them (see also 1 Timothy 1:3-7; 6:3-4, 20-21; 2 Timothy 2:16-18, 23-26)?

3. Who is this factious man? Is he a believer or an unbeliever?

4. What specific actions does Paul intend for Titus to take in his instruction to “reject a factious man” in 3:10? Why does Paul command Titus to take such a seemingly severe response (see Matthew 18:15-17; Galatians 6:1-2; 2 Thessalonians 3:6, 14-15; Hebrews 3:12-13; James 5:19-20)?

My Summary

In one sentence, using your own words, describe the main point that Paul communicates in this passage.

APPLY *how does it work?*

As always, **reflect on your own life, list at least five principles, and choose one to apply this week.** Here is that helpful list of application questions from last week to aid you in the second and third steps:

- *Is there something to worship or thank God for?*
- *Is there a promise for me to claim or a truth for me to believe?*
- *Is there something I am convicted about that I need to change or begin doing?*
- *Is there something or someone I need to pray for specifically this week?*
- *Is there any relationship I need to work on?*

Reflect on Your Life:

- *Do you sometimes find yourself drawn into controversies with other people regarding your faith? What were the issues involved? In hind sight, do you think you should have simply ignored the controversy, or was it right to become involved? Why or why not?*

- *In the things that you find yourself engaged, what things would be considered fruitful? What things would be considered unfruitful? And why?*

List Principles:

List at least five principles from Titus 3:8-15. (Remember, a principle is simply a fact or command stated or implied in the passage that is relevant to your own life.)

1.

2.

3.

4.

5.

Apply One this Week:

Circle the one principle above you will seek to apply this week. Now create a plan to apply this principle by answering these two questions:

- *What exactly will you do differently this week to apply this principle to your life (be specific)?*

- *Whom, other than the Lord, will you ask to help you follow through with this application?*

PRAY

End your study by returning to the Lord in prayer. Thank Him for what you have learned this week, ask Him to help you apply the principle you have chosen, and lay before Him the needs of your fellow small group members.

My Notes...



Put it Back Together
Titus Synthesis

PRAY

Begin this time in prayer, confessing any sins you know of, thanking the Lord for the gift of His Word, and asking for His Spirit to illuminate your study.

MEMORIZE

Review your memory verses for each of the previous lessons.

- 1:1
- 1:7
- 1:16
- 2:7-8
- 2:11-12
- 3:4-5
- Romans 8:30
- 3:8

CASE STUDY

why should i care?

In the case study of lesson one (pg 11), we met fraternal twins named John and James who could always be found together. Their lives served as a metaphor for another pair who also should be found together ... sound doctrine and sound living. At the end of the case study, we asked,

“In your opinion, how do beliefs and conduct relate to one another?”

Having studied the book of Titus in detail, how would you answer that question? What reasons and results does Paul establish to explain the relationship between sound doctrine and sound living?

➤ *Reasons:*

➤ *Results:*

SYNTHESIS

how does it all fit together

During the past eight lessons, we have observed, interpreted, and applied the entire book of Titus. That is no small task! Now it is time to draw our detailed study to a useful conclusion, a process known as ***synthesis***. Our goal is to create an overall summary of the book of Titus that we can quickly review any time in the future to remind us of the flow and content of the book.

But first, please realize how much we have developed as students of the Word during this study! Though you have focused on Titus, you have actually learned and practiced a method of Bible study that will help you understand and apply to your life any passage of Scripture! Observe, interpret, and apply. These are the three fundamental steps of all Bible study, and they will serve you well for a lifetime. As we draw Titus to a close, please continue to practice and refine these skills so that you will be, “a workman who does not need to be ashamed, accurately handling the Word of truth” (2 Timothy 2:15).



The first step of this synthesis is to ***CREATE YOUR OWN OUTLINE OF THE BOOK***. Review the work you completed each week, especially the summary sentences you have written for each passage in the “My Summary” section. Then create your own brief outline on the next page. Feel free to use any outlining style, but here is an example of how you might start:

1. Greetings from Paul to his “child” Titus (1:1-4)
2. Qualifications to appoint elders (1:5-9)
 - a. The command to appoint elders (1:5)
 - b. The home life of a qualified elder (1:6)
 - c. The character of a qualified elder (1:7-8)
 - d. The teaching gift of a qualified elder (1:9)

My Titus Outline...

The second step of this synthesis is to ***RECORD WHAT YOU LEARNED OR WERE REMINDED OF***. This is more personal than your outline. Create a list of the theological truths and life lessons you have either learned for the first time or been reminded of from your study of Titus. As an example of a theological truth, you might write:

I was taught that God saves us by His merciful grace, not by my good works (3:5).

An example of a life lesson would be:

This book reminded me that character should be considered as a stronger requirement for a leader than just spiritual gifting.

List at least ten theological truths on this page and ten life lessons on the next page that you learned from your study of Titus, and record the verses where each is addressed.

Theological Truths I've learned...

Life Lessons I've learned...

The final step of this synthesis is to **PRAYERFULLY CHOOSE TWO BROAD APPLICATIONS TO PRACTICE**. These can be applications that you developed and began to practice during previous lessons, or you can create entirely new applications. Whatever your choice, two things must be true about them:

1. Both applications should touch on **areas of your life where you are currently in need of growth**. Do not choose “*be kind to others*” if this is already something you do very well.
2. Both should be **specific**, with a clear plan for growth, and the name of someone who will hold you accountable. So, “*study the Word more*” is not sufficiently detailed. Instead, develop a specific plan such as “*I will read through the book of Romans this next month and write down my observations, interpretive questions, and applications in a journal - Steve will hold me accountable weekly.*”

Application #1:

Principle from Titus:

Verses where it is discussed:

Plan of Action: I will...

Application #2:

Principle from Titus:

Verses where it is discussed:

Plan of Action: I will...

PRAY

End your study by returning to the Lord in prayer. Thank Him for what you have learned this week, ask Him to help you apply the principle you have chosen, and lay before Him the needs of your fellow small group members.



Appendix

1. Principles of Interpretation- p85
2. Creating Lists - p86
3. Discipleship Resources - p87

1) PRINCIPLES OF INTERPRETATION

Principle #1 - Your goal is to discern the author's intended meaning to the original audience. Unfortunately, most people begin their Bible study by asking, "What does this passage mean to me?" While there may be multiple possible applications to my life, there is only one meaning, the author's intended meaning; and we must first seek this out. This involves three important steps.

1. Always **start your study with prayer**, asking the same God who composed Scripture through these ancient authors to give you insight to understand His intended meaning.
2. Be very careful to **avoid reading your 21st century circumstances and theological issues** into the text as they will skew your understanding.
3. Work diligently to see the text **from the point of view of the original readers**. To do this: [a] dig into the historical and cultural background using Bible dictionaries and commentaries, and [b] spend a few moments thinking about the original audience's religious understanding by asking - What books of the Bible did they have access to? What did they know about God? about Jesus? about salvation? etc.

Principle #2 - Assume a "normal" use of language. The Bible was given to us because God desired to communicate with us, not to hide Himself from us. Therefore, we should not be looking for "hidden" meanings as we study. Instead, we should use the "normal" techniques we would use to understand any piece of literature:

1. **Study the grammar.** Yes, most of us hated grammar in junior high, but it really is helpful for understanding Scripture! So pay attention to nouns, verbs, adjectives, and prepositions. Think through any figures of speech. Observe how phrases and clauses are connected into sentences and how sentences are linked together into paragraphs.
2. **Remember that chapters came later.** When Paul wrote Corinthians or Luke wrote the book of Acts, they wrote single, unified stories without verse or chapter divisions. These books were meant to be read just like you would read a letter or a novel. So always keep the overall story in mind as you study each passage.

Principle #3 - Let Scripture interpret Scripture. Since God is unchangingly truthful and always consistent (John 17:17; Hebrews 3:6; James 1:17), we can, and should, expect the same of His Word. This has two practical applications:

1. **Check your conclusions.** Always compare your conclusions with the teachings of Scripture as a whole. If you find that your interpretation of a passage contradicts the clear teaching of Scripture elsewhere, you probably need to revise your conclusions.
2. **Allow clear passages to illuminate ambiguous passages.** Whenever you encounter a passage that is confusing or open to multiple possible interpretations, use clearer passages of Scripture to guide you to the correct interpretation.

One last caution - remember that God revealed Scripture progressively, not all at once. Therefore, we should not be surprised by differences between how people related to and understood God at different times in the history of Scripture. For example, while Abraham needed only believe that God was faithful in order to be justified (Genesis 15:6), in the NT era, we must believe in Jesus' death, burial, and resurrection to be saved (1 Corinthians 15:1-7).

2) BONUS SKILL: CREATING LISTS

This skill involves identifying a key word, subject, person, place, or event in the passage and then listing every fact given about that word. For example, if you made a list on “God” from 2 Timothy 1, it might look like this:

God...

- 1. made Paul an apostle by His will (v1)*
- 2. gives grace, mercy and peace (v2)*
- 3. is the Father (v2)*
- 4. is thanked and served (v3)*
- 5. gives gifts (v6)*
- 6. doesn't give spirit of timidity (v7)*
- 7. gives spirit of power, love, and sound mind (v7)*
- 8. gives power for suffering (v9)*
- 9. saved us (v9)*
- 10. called us (v9)*

As you read this list, what jumps out at you? Perhaps you see that “God gives” is mentioned five times in this list. What a gracious and loving God we serve! You have discovered one of the characteristics of God: His generous grace toward men. By creating these lists, you will begin to see patterns of truth that you will want to study further. For example, this list on God may lead you to do a word study on “give” or find all the other references in Paul’s epistles to God’s giving nature. Furthermore, this list can now be used for meditation, to praise and worship God, to encourage others and to proclaim the character of God to the lost.

One word of caution about lists, however. Just because you are able to create a list centered on a key word, such as “God” in 2 Timothy 1, does not mean that Paul’s main point in the passage is to talk about that key word. Paul’s emphasis in 2 Timothy 1, in fact, is not to discuss attributes about God; it is to encourage Timothy to press on in the ministry of the gospel. So make sure that before you create any lists you complete the initial processes of observation: list themes, mark up the text, and record your most significant observations. However, after these initial tasks, creating lists is a great way to deepen your study of a passage!

3) DISCIPLESHIP RESOURCES

One of the predominant themes throughout the book of Titus is the relationship between sound doctrine and sound living. It is important that we know the truth of the Bible and that our lives would more and more begin to reflect Jesus Christ. Spiritual growth clearly involves study of God's word, but it also involves transformation of our character and life. This process is often called "discipleship" and refers to an intentional relationship between a mature believer and a younger believer where the former trains the latter towards the goal of spiritual maturity. Paul's discipleship of Timothy (and Titus as well) is one the greatest examples we have of this process in all of Scripture. And like Paul, we too can make a lasting impact for God's kingdom by spiritually reproducing ourselves in the lives of others.

Going through this Bible study was one of the best steps you could take to prepare you to disciple someone else because now you know how to explain and defend key biblical truths like the gospel, spiritual leadership, grace, and salvation. Just as important, you have now learned and practiced the basic method of Bible study - survey, observe, interpret, apply, synthesize. These are key steps towards spiritual maturity that you can now pass on to others!

But where can you go from here to learn more about spiritual multiplication? Here are a few helpful resources:

➤ ***The Master Plan of Evangelism* by Robert Coleman**

This is a highly motivational analysis of Jesus' own principles of evangelism and discipleship.

➤ ***The Lost Art of Disciple Making* by Leroy Eims**

This very practical resource will give you a detailed structure to follow and great content to cover as you begin to disciple a new believer.

➤ ***A Survey of Bible Doctrine* by Charles Ryrie**

This is not a book about discipleship. It is, instead, an easy to read, relatively short systematic theology primer that you can walk a new believer through to ground them in the faith.

➤ ***Essentials of the Faith* by Grace Bible Church, CS TX**

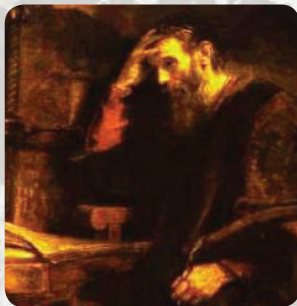
This small group Bible study packet walks a new believer through the fundamental truths and practices of the Christian faith in ten self-paced lessons.

Sound Doctrine ... Sound Living

These two concepts dominate the book of Titus.

What we believe will inevitably surface in how we conduct ourselves. The connection is obvious. There is a wholeness, synergy, a true sense of completion and purpose when we combine doctrine and sound living. It is the truth of God that instructs, motivates, and transforms men and women within the home, the church, and society.

The Apostle Paul:



Named Saul at birth, Paul was a devout Jew and foremost persecutor of the early church until an encounter with the risen Jesus altered his life forever. After becoming a follower of Jesus, he was divinely appointed as God's Apostle to the Gentiles. In this role, he planted numerous churches throughout the Roman empire, carried the gospel as far as Spain, and wrote thirteen enduring letters of our New Testament.