

BAPTISTWAY PRESS
Dallas, Texas
baptistwaypress.org

**Adult
Bible Study
in
Simplified
English**

**Teaching
Guide**



Timothy, Titus and Philemon

Julia Wrotenbery

ADULT BIBLE STUDY IN SIMPLIFIED ENGLISH **Teaching Guide**

Timothy, Titus and Philemon

Copyright © 2006 by BAPTISTWAY PRESS®.
All rights reserved.

Permission is granted for a church to make as many copies of this publication as needed for use within its ministry. Copies of this publication are not to be sold, distributed, or used in any other manner whatsoever without written permission except in the case of brief quotations. For information, contact BAPTISTWAY PRESS, Baptist General Convention of Texas, 333 North Washington, Dallas, TX 75246-1798.

BAPTISTWAY PRESS® is registered in U.S. Patent and Trademark Office.

Unless otherwise indicated, all Scripture quotations are from the HOLY BIBLE, NEW LIFE Version, Copyright © 1969, 1976, 1978, 1983, 1986, Christian Literature International, P. O. Box 777, Canby, OR 97013. Used by permission. Identified by “N.L.V.”

First edition: June 2006

BAPTISTWAY Management Team

Executive Director, Baptist General Convention of Texas

Charles Wade

Director, Missions, Evangelism, and Ministry Team

Wayne Shuffield

Ministry Team Leader

Phil Miller

Publishing consultant, Positive Difference Communications

Ross West

Language Materials Team

Writer for Timothy, Titus and Philemon Teaching Guide

Julia Wrotenbery, University Baptist Church, Fort Worth, Texas

Editor for Timothy, Titus and Philemon Teaching Guide

Jennifer Carson, First Baptist Church, Arlington, Texas

Director, Office of Intercultural Initiatives

Patty Lane

Introduction for Teachers

The purpose of this teaching guide is to provide teachers with a plan for teaching a quality Bible lesson while helping participants improve their English language skills. Use of this material is suggested for International Sunday School classes or any Bible study group taught at a Basic English level.

The Teaching Guide begins with listings of the Lesson Focus, Focal/Background Text, and Memory Verse, all of which provide the premise for the lesson. This information is followed by a teaching plan under headings of Connect with Life, Guide the Study, and Encourage Application. At the end of each lesson, Supplemental Teaching Ideas are provided under those same headings. As the teacher, you may pick and choose from these helps to use along with the student's Study Guide to fit the lesson to your class members' abilities and needs.

The Bible text printed in the lesson material is from the NEW LIFE Version of the Bible (NLV), an inexpensive translation (not a paraphrase) which uses only an 850-word vocabulary. The NLV is available from Christian Literature International, P. O. Box 777, Canby, Oregon 97013; e-mail christian@canby.com; telephone (orders only) 1-800-324-9734.

The NLV Bible often uses simplified phrases to express terms generally familiar to anyone raised in a Christian environment. In the Teaching Guide, these terms will usually be expressed using the NLV terminology, followed by the more common term in parentheses; for example, "proud religious law-keeper (Pharisee)" or "early preacher (prophet)." The teacher has the option of using the NLV term for new Christians or beginning students, or the common term where it will be better understood and less cumbersome in teaching. Once a word or phrase has been introduced in the Word List or teaching procedures, however, the familiar expression may be used to help students add it to their vocabulary.

Prayer is sometimes specifically suggested in the teaching procedures. It should be an integral part of your lesson plan. Use your own judgment as to where it best fits into the teaching session.

The writers and editors wish you success and give you prayerful support in your teaching of this Adult Bible Study in Simplified English.

Adult Bible Study in Simplified English is published by the Baptist General Convention of Texas and follows the same curriculum plan as the Bible Study for Texas materials, but has no Texas emphasis. Teachers may wish to purchase Bible Study for Texas lesson comments and teaching guides as additional resources. These may be ordered through your church or directly from the Sunday School/Discipleship Division, Baptist General Convention of Texas, 333 North Washington, Dallas, TX 75246-1798, e-mail baptistway@bgct.org; FAX 214-828-5187; or toll-free telephone 1-800-355-5285.

About the writer

Julia Wrotenbery works with ESL at University Baptist Church in Fort Worth. She is retired from thirty years of service in public schools. She received a BA from Baylor University, an MA from The University of Texas, and an MRE from Southwestern Baptist Theological Seminary. Her husband, Carl, is retired Dean of Libraries at Southwestern Baptist Theological Seminary. They are parents of a son, Alan (deceased), and a daughter, Martha Runnels, who lives in Fort Worth. They have three granddaughters.

Suggestions for Teaching

General Suggestions

1. Provide language edition Bibles so students can read the focal passage in their native languages.
2. Beginning students may require three sessions to complete one lesson.
3. Review the Word Study before beginning the study. Provide page (see resources) for class to keep vocabulary studies in their notebooks.
4. Prepare 9-12 core sentences which tell the most important part of the Bible focal text. Illustrate each sentence with stick figures and symbols in *picture sequence* form (see details below).
5. Prepare lesson outlines or written materials before class—make your own cling sheets by cutting apart white plastic garbage bags and writing on them with markers. The plastic bags will cling to the wall.

Bible Comments/Focal Text

1. Help students hear English and practice their pronunciation by modeling phrases and sentence. Allow the entire class to repeat. Be consistent with stress and intonation. Speak naturally.
2. Allow individual students to read a sentence or paragraph at a time. For further practice, ask students to tell sections from Bible comments in their own words.
3. When time allows, pairs may read the lesson again to each other.
4. Class may close books and listen as a native speaker reads the section again.
5. Discuss lesson using “Things to Think About.”

Memory Verse

1. Challenge class members to say the Memory Verse several times each day.
2. Provide Study Sheets for students to write Memory Verses.
3. Write phrases or individual words on separate pieces of paper. Give to students to place in order.
4. Write entire verse on board. Read in unison. Erase key words a few at a time. Recite verse until entire verse is erased and class can repeat by memory.
5. Make a symbol for each word or phrase of the

verse. 6. Use the symbols as a reminder for saying the verse.

Picture Sequencing (Lipson Method)

This method is especially suited for teaching beginners. It consists of a series of pictures with accompanying sentences that tell a story. It may be used solely for oral production (using pictures alone) or for integrated skills (engaging students in reading and writing the story).

You may use real pictures, videotape, pictures that are professionally drawn, or stick figures

Other benefits include the following:

1. Relaxed, low-anxiety atmosphere as students focus on the pictures and create their own sentences to tell the story
 - Focus on fluency, not just accuracy
 - Focus on a message or task rather than form or grammar
 - Minimal error-correction as students tell the story
2. Pictures (even stick figures) convey meaning in every language.
3. The same set of pictures can be used with more than one level of students by making the sentences easier or more difficult.
4. The use of pictures helps students learn the language in “chunks” rather than words in isolation.
5. The only item needed is a piece of chalk—or a marker, if using a cling sheet or overhead transparency.

Preparation

1. Put a story into sentences that are suitable for the level of your students. Try to tell the story with a maximum of ten sentences. For low beginners, choose the simplest and fewest words possible. Keep sentences in their most basic form, so students can combine sentences later.
2. Draw simple pictures or stick figures to illustrate key points in the story. These serve as prompts for the telling of the story. Other drawing tips:
 - An “x” in a small square beside a picture enables you to cue for a negative as you tell the story.
 - Direct quotations may be indicated with a cartoon-type bubble.

Suggestions for Teaching

Procedure

1. Introduce the story by following your prepared script of sentences (for consistency) and pointing to the pictures as you speak. This will give students the main idea and help them think in chunks of language (as in real-life language use).
2. Introduce the new words as you again reference the pictures. Use props and/or dramatization as needed to establish understanding. Work on individual sounds and word stress as students repeat new words.
3. Lead students in repetition of the story, one sentence at a time, working on sentence stress and intonation.
4. Lead the class in one more repetition of the story (going straight through and continuing to refer to the pictures throughout the story).
5. Ask the class to tell you the story as you cue the story sequence by pointing to the pictures. (You become “stage prompter” at this point.)
6. Then ask for a single volunteer to tell the story. (This may open the door for several more proficient students to use what they know.)
7. Divide the class into small groups of 3-5 students to give each person practice in telling the story. (Inevitably, the most eager student will go first, followed by another “semi”-eager student. By the time it is the least proficient student’s turn, he/she will have learned a lot by listening, will have observed a good model at least a couple of times, and will have bolstered courage for risk-taking.)
8. Follow with questions to review story (begin by naming the setting, the characters, etc.—easy questions).
9. Conclude with life application questions that require some thought and give students opportunity to express opinion, emotion, and their own ideas.

Lesson Expansion

If the setting and circumstances permit, use these ideas:

- Sequencing pictures (a set for each pair of students) while listening to you or to a taped voice tell the story
- Picture sequencing without hearing the story told
- Matching pictures and sentences
- Scrambled sentences to arrange in order (writing numbers or letters in front of sentences to show sequence; cutting up sentences and moving around to position correct order)

- Strip story (cutting up sentences, issuing one strip per student, asking students to arrange themselves in order, having them retell the story by contributing the portion on their paper strip)
- Cloze (supplying a written copy with every nth word blank; students work in pairs to fill in the missing words)
- Dictation (teacher or student telling the story while students write what they hear)
- Provide a copy of the sentences for each student. Ask that they read the story to a partner.
- Ask students to write the story in their own words.

Bible passage as content for reading

Procedure:

1. Tell the parable or story using pictures. Use animation and simple sentences.
2. Ask questions about the main idea of the story.
3. Read story aloud while students follow along and underline unknown words. Go over the meaning of these words with the whole class.
4. Intermediate or advanced students: Have students read silently a second time to look for answers to two or three questions about details that you have written on the board. Ask students to discuss their answers with a partner. Then go over answers with the whole class.
5. Beginning or low-intermediate students: Read story again and ask students to repeat it with you line by line.
6. Invite the class to read the story with you in unison.
7. Ask pairs to read the story to each other.
8. Ask for volunteers to tell the story in their own words.
9. Make drawings large enough for the back row to see.
10. Select a list of new words in the story—unfamiliar words that the students would not likely be able to figure out from context (generally 8-10 new words per lesson).
11. List the new words in categories: verbs, nouns, adjectives, adverbs. When listing verbs, you may write both simple present and past tense forms (e.g., eat/ate, walk/walked). Basic beginners would do well to tell the story in present tense, but high beginners could work in present tense, then retell the story in past tense.

Suggestions for Teaching

Checklist for Successful Classrooms

Right Kind of Input

1. New language in every lesson
2. Input that is slightly above the students' current level of proficiency
3. Content relevant to the students' real-life needs and interests
4. Language learned in meaningful chunks, not words in isolation
5. Comprehensibility achieved by use of the following:
 - Realia or authentic materials
 - Simplified language (rephrasing, repeating, clear enunciation)
 - Demonstration and multiple examples rather than explanation
 - Lots of gestures and nonverbal language

Low Anxiety Environment

Students should not be afraid to make mistakes or take risks in language learning. The following factors contribute to a relaxed and comfortable atmosphere and build a sense of community:

- Personally greeting and bidding farewell to students
- Sincere and frequent affirmation
- Minimal error correction from the teacher
- Frequent reference to the culture(s) of the students
- Smiles and laughter that are commonplace
- Connecting with students through eye contact and positioning yourself on students' eye level
- Calling students by name

Checklist for Real-Life Interaction

1. Pace activities with a balance of noisy/quiet and still/active
2. Attention to different learning styles (visual, auditory, tactile, kinesthetic)
3. Variety in grouping (predominately pairs and small groups of three or five; using whole class in initial presentation and again for feedback and wrap-up at the end)
4. A focus on a task or message rather than form (grammar)
5. Provision for all four skills (listening, speaking, reading, writing)
6. Avoidance of questions for which answers are known

7. Use of information gap activity in which partners have different pieces of information and must ask each other questions in order to fill in their gaps of understanding
8. Other useful activities: surveys, interviews, role-play, problem-solving, and interactive games
9. Review previous material.

Some suggestions based on material developed for the EFL Training Manual—Beyond our Borders.

Resources for *Timothy, Titus and Philemon*

From BaptistWayPress

www.baptistwaypress.org

Posted a week in advance of the first Sunday of use.

Teaching Resource Items: Go online to www.baptistwaypress.org and click on “Teaching Resource Items.” Permission is granted to download these teaching resource items, print them out, copy as needed, and use in your class.

Additional Teaching Plan: Enrichment teaching help is provided in the Internet edition of the Baptist Standard. Access the free Internet information by checking the Baptist Standard website at www.baptiststandard.com. Call 214-630-4571 to begin your subscription to the printed edition of the Baptist Standard.

Teaching Guide

Lesson 1: Healthful Teaching and Right Living

Lesson Focus

Good Christian teaching and a good life are based on God's mercy and grace.

Focal Text

1 Timothy 1:1-19a

Background Text

1 Timothy 1:1-19a

Memory Verse

"I write to you, Timothy. You are my son in the Christian faith. May God the Father and Jesus Christ our Lord give you His loving-favor and loving-kindness and peace." (1 Timothy 1:2)

Connect With Life

1. Say to the class: *Psychologists teach that a person's conscience is made up of all that his parents, teachers, and others have taught. If this is true, it may explain why some people's consciences do not lead them to do the right things. How would you rate your conscience?*

At this point, the teacher may want to ask the class to tell some of the things they rely on to help guide their consciences.

Guide the Study

2. Ask a student to read 1 Timothy 1:1-2. Tell the class: *We need to answer some questions to begin this study. Ask: Who is Paul? Who is Timothy?*

Say: The book of Acts tells us about Paul and his mission. As a young man, Paul tried to stop the spread of Christianity. He had authority to arrest and imprison Christians. He even approved the stoning death of Stephen, one of the first deacons. While he was on his way to Damascus to arrest some more Christians, Jesus appeared to him on the road. Paul saw a bright light which left him blind for a time. Then Jesus spoke to him. He told

Paul that his actions were wrong. Now he was to follow Jesus and try to win men to Jesus as Savior. Timothy met Paul when Paul preached in his hometown (probably Lystra). Timothy's mother, Eunice, and his grandmother, Lois, were Christians. Timothy became a Christian also. Paul made Timothy one of his assistants. Timothy grew as a Christian and became a preacher. He continued to help Paul.

Ask: In verse 1 what does Paul call himself? (An apostle of Christ Jesus.) In verse 2 how does Paul refer to Timothy? (As his true son in the faith.)

Notice that this kind of greeting is the common form in the New Testament. First we are told who the writer is. Then we are told who is to receive the letter. These are followed by good wishes. Paul commonly uses grace, mercy, and peace.

Ask someone to read the section of the Study Guide entitled *Timothy*.

3. Select a class member to read 1 Timothy 1:3-7. Ask the group: *What does Paul want Timothy to do? (To remain in Ephesus while Paul goes to Macedonia.) Why does Paul wish Timothy to stay? (Because there are some in the Ephesian church who are teaching false beliefs. They are more interested in their own family histories than teaching God's words. This has caused quarreling. This does not make faith in God stronger.) What is it that is most needed in verse 5? (True love that comes from a pure heart.)*

Now ask someone to read the last paragraph in the Study Guide under *Problems (1 Timothy 1:3-7)*. Ask someone else to explain verses 6 and 7. Remind students that these false teachers want to be considered teachers of the law, but they do not know what they are talking about. Their actions show us that they do not understand what God wants.

4. Choose a class member to read 1 Timothy 1:8-11. Ask the class: *What does Paul say the law is good*

for? (The law helps people to know what is right and what is wrong.) *What kinds of sins are listed?* (Disobedience, hatred of God, killers, those who commit sex sins or have sex with someone of the same sex, thieves, liars) *What is Paul's job in verse 11?* (To preach the Good News, which is right teaching. God has trusted Paul to do this.)

5. Ask someone to read 1 Timothy 1:12-14. Note that this is an interruption to what Paul has been saying to Timothy. He places these verses here to remind Timothy of how he, Paul, had not lived to please God until he knew Jesus Christ.

Ask the class: *In verse 12, what is Paul thankful for?* (God gave him power and strength, trusted him, and gave him work to do.) *What had Paul done before Jesus chose him?* (He talked bad about Christ. He made Christ's followers suffer.) *How does Paul explain why he did these things?* (He was not a Christian and did not understand what he was doing was wrong.) *What did Christ give him when he did believe?* (His grace, faith, and love.)

6. Have a class member read 1 Timothy 1:15-17. Ask: *According to verse 15, why did Christ come into the world?* (To save sinners from their sins so that they can be right with God.) *What more does Paul say about himself and Jesus?* (Paul claims to be the "chief" of sinners, but God gave him grace. Paul is an example of how long Jesus will wait and work to bring sinners to himself.) *Explain what Paul means in verses 16b and 17.* (Paul is an example to other sinners. They too can have life that lasts forever. God not only lives forever, but He knows all things.)

7. Select a reader for 1 Timothy 1:18-19a. Ask the class: *What is Paul's advice to Timothy?* (Paul compares life to a struggle or battle. He tells Timothy to fight a good fight for the Lord. He is to hold on tight to his faith in Christ so that he has a guide to do right.)

Encourage Application

8. Examine together the words from the word list. Make sure all understand the meanings. You might

want them to add the word *grace* (God's unearned favor) since the New Life Version always translates this as God's loving-kindness. Check to see if any of the other words used in the lesson need further explanation. Encourage the students to keep a word list of new words learned.

9. Work in groups to learn and recite the memory verse. Check to see if all understand what it means.

10. Close with prayer that God may reveal Jesus and His teachings to each person. Ask God to enable each Christian to fight the good fight for Christ.

Supplemental Teaching Guide Connect With Life

1. Ask the class: *If you saw someone breaking a law, would you try to stop them? What kind of law-breaking might you just ignore? Are there more serious crimes that you might try stop? If so, what are they? Would you consider false teaching about God to be something you might need to try to stop? Today's lesson shows Paul urging Timothy to stop the false teachers from confusing people about the most important thing there is—obeying God.*

Encourage Application

2. Have the class discuss the Things to Think About at the end of the lesson.

3. Arrange ahead of time for someone to tell the class about the changes he had to undergo when he became a Christian. Ask others if they would care to share also. Close with prayer that God will guide each person to follow the teachings of Jesus in the New Testament.

Teaching Guide

Lesson 2: Freedom to Live Faithfully

Lesson Focus

Praying for government leaders helps build a peaceful place where the gospel can be lived and shared.

Focal Text

1 Timothy 2:1-7

Background Text

1 Timothy 2:1-7

Memory Verse

“Pray for kings and all others who are in power over us so we might live quiet God-like lives in peace.”
(1 Timothy 2:2)

Connect With Life

1. Choose someone to read to the class the introductory statements in the Study Guide. Ask for discussion or comment. Try to get members to tell of any incident they know in which a person has been denied the freedom to worship as he sees fit—or not to worship at all if he chooses. Tell the group: *God wants people to worship Him as He directs them through His word. No one has the right to force any kind of religious activity on anyone. God wants us to worship Him, but He wants us to do it freely, not as a requirement.*

Guide the Study

2. Ask a student to read 1 Timothy 2:1-2. Pose this question: *In verse 1, for whom are we to pray?* (All people.) *What else are we to do in our prayers?* (Give thanks for all.) *Verse 2 points out a special group which must be included in our prayers. Who is in that group?* (Kings and anyone else who is in authority over you.) *Name some people in our country who should be included in this group.* (President of the country, judges in our courts, the legislators who make our laws, mayor of our city, law enforcement officers, principals and teachers

for those in schools, parents for children of any age) *Why are these instructions given?* (So we can lead “quiet, God-like lives in peace.”)

3. Select a class member to read 1 Timothy 2:3-6. Ask the class this question: *Verse 3 tells us one way we can please God. How can we do this?* (By praying for those in authority.) *What does it mean in verse 3 when it says God is “the One Who saves”?* (There is no other way for man to be saved from his sin apart from God Himself.) *Verse 4 lists two things God wants. What are they?* (He wants all people to be saved—everyone, all over the world. And He wants them all to know the truth.)

4. Choose someone to re-read verse 5. Ask for someone to explain this very important verse. Remind students that there is only one God. This is the Jehovah of the Old Testament, the creator of the world and all in it including man himself. He is all-loving and all-good. The man between God and men is Jesus the Christ. He told us that He and the Father were one. They are of the same essence, or in modern terms, “they have identical DNA.” Jesus is the link between God the Father and sinful man because Jesus became a human even while He was God. He understands our problems because He was one of us, but He was without any sin. Christians speak of the Trinity—or the Godhead. The Trinity is God the Father, God the Son, and God the Holy Spirit. All of these aspects make up God.

5. Ask the group this: *What does verse 6 say that Christ Jesus has done for us?* (He gave His life for us. Because man was and is so sinful, God’s justice demanded a sacrifice to make us right with Him. An ordinary sacrifice was not enough, so God allowed His sinless Son to become that sacrifice which can save all men and women from the consequences of their sin. Jesus did this willingly because He loves us. In Him we can be cleansed of our sins and be acceptable to a Holy God. We are freed from our sinful lives through faith in Him.)

6. Ask for a volunteer to read 1 Timothy 2:7. Now ask for another volunteer to read the section of the Study Guide about verse 7. Ask the group this question: *What reason does Paul give for his calling in life?* (God chose Him to be a teacher and a missionary to teach faith and truth so that others might be cleansed of their sins and come to know God.)

Encourage Application

7. Have the class look at the words used today which might need explaining. One of these is “Bill of Rights.” Explain that this is the first ten amendments to the U. S. Constitution. When the Constitution was submitted to the Continental Congress for approval, the Congress refused to approve it unless some specific rights of the people were spelled out clearly. Article One guarantees that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” Baptists feel that the freedom of religion is a most important guarantee.

Another word to emphasize is “Trinity.” It is explained above in section 4. Check to see if all words are understood by the group. Again urge them to keep a list of new words and their definitions.

8. Close with prayer thanking God for the privilege of worshipping as He directs us and asking His guidance for the nation’s leaders.

Supplemental Teaching Guide Connect With Life

1. Tell this incident: *A recent news story told of a man who was denounced because he had converted to Christianity. He was sentenced to die for this crime. As protests from all over the world were made, he was permitted instead to leave his country and live elsewhere. We believe this could not happen in our country. A recent movie release deals with the true story of the death of missionaries in a remote South American jungle when they tried to*

tell the people of Christ. The families of these men continued to witness. Today many of that remote tribe have become Christians. We have the freedom to follow God’s leading even though it can mean danger. However, we sometimes fail to utilize that privilege..

Encourage Application

2. Examine the questions in the Study Guide. Try to encourage general discussion. Add this question to the list: *If it pleases God for us to pray for all to be saved and for our leaders to lead wisely, what seems to be our task here? How can we carry this out?*

3. In pairs, commit to memory the memory verse. Discuss and recite it from memory.

4. Close with prayer that God will help us to remember to pray daily for those in authority.

Teaching Guide

Lesson 3: Women and Men in the Church

Lesson Focus

Christian women and men are to conduct themselves in ways that show reverence for God.

Focal Text

1 Timothy 2:8-15

Background Text

1 Timothy 2:8-15

Memory Verse

“I want men everywhere to pray. They should lift up holy hands as they pray. They should not be angry or argue.” (1 Timothy 2:8)

Connect With Life

1. Ask someone to read the introductory paragraphs for this lesson in the Study Guide. Encourage the class to answer the questions in the first paragraph. Have them discuss why we might expect different behavior from what is described.

Guide the Study

2. Have a male class member read verse 8. Ask the class to explain what the men are to do about prayer. *What are “holy hands”?*

Discuss the meaning of “holy” with the group. The word *holy* comes from a root that means set apart or separate. It involves an ethical character—like that of God who is set apart because of His character. If this is true, then *holy hands* would indicate a man of high moral character which is pleasing to God. Ask: *What are the two things men should not do?* (Argue or be angry.)

3. Select a female student to read verses 9-10. *What kind of dress should the women of Paul’s time avoid?* (Anything that might make people stare at them. They should avoid wearing expensive-looking clothes and lots of jewelry.) *What should*

they be known for? (Doing good things and living a good life.) *What standard should a Christian woman meet today?*

4. Now have someone read verses 11-15. Tell the class this: *Remember that the social structure in New Testament times was different from that of today. Women were not valued. They were not educated, and they were not allowed to do much outside their own families.*

Ask someone to read the section of the Study Guide under *Women in the Church*. Encourage the class to discuss this section and to compare it to the situation today.

Encourage Application

5. Discuss the word list. See if there are any other words which may need further explanation.

6. Close with a prayer that God would guide us in all our activities by which people might judge us as Christians. We should consider how we dress, how we talk, the places we go, the friends we associate with, and the way we appear in church with other Christians.

Supplemental Teaching Guide

Connect With Life

1. Tell these events: *In 18th century England, women had no rights. If an heiress married, all her wealth was transferred to her husband. Legally, she could not even go to church if he withheld his permission. He could lock her up or take her jewels away as he saw fit. He had authority over their children. If they disagreed, the husband’s word was law for her and for their children. There are some countries today where women are not much better off than this. There are some churches who do not consider women equal to men. Does this attitude fit with the teachings of the New Testament? Read Galatians 3:28. Does this help to explain God’s plan?* Discuss these questions.

Encourage Application

2. Bring to class some magazines such as *National Enquirer*, *People*, or fashion ads in the paper. Show some of the pictures to the class. Ask them how these relate to Christian standards of dress and behavior. Discuss what the Bible teaches about how Christians should look and act.

Teaching Guide

Lesson 4: Worthy Church Leaders

Lesson Focus

Church servant leaders must have high spiritual qualifications and be able to care faithfully for God's church and represent it well.

Focal Text

1 Timothy 3:1-13

Background Text

1 Timothy 3:1-13

Memory Verse

“Those who work well as church helpers will be respected by others and their own faith in Christ Jesus will grow.” (1 Timothy 3:13)

Connect With Life

1. Tell the class: *Baptist churches have two basic officers of the church as set out in the New Testament. These are the pastor and the deacons. The word sometimes translated pastor is also translated bishop or overseer or sometimes elder. Baptists do not generally see these as separate ideas. Some denominations use the term bishop for one who oversees several churches. We believe the New Testament teaches that each church is responsible for its own governance. Churches may choose to work together to accomplish big tasks, but no other Baptist group can tell a local church how to run its business. As churches have grown larger, various staff positions have been added as needed. We have assistant pastors, educational directors, music directors, financial administrators, children and youth workers, secretaries, etc. Only pastors and deacons are specifically mentioned in the New Testament.*

2. Ask one of the class members to read 1 Timothy 3:1-7. These verses deal with the qualifications of a pastor of a church. The New Life Version translates this as *church leader*.

3. Ask the class to name the qualities listed for a pastor of a church as found in verse 2. Write these on a chalk or poster board. If necessary, point out that he must be a good person so that no one can say bad things about him. He must have only one wife, probably referring to the custom of having several wives at one time. He must be respected for good living. He must be willing to have people in his home. He must be willing to learn and teach the Word of God.

4. Now ask the class to do the same for verse 3. If necessary, point out that he must not get drunk or want to fight. He must be gentle. He must not be greedy for money.

5. Have the group look at verses 4 and 5 to pick out the qualities a pastor should have. If necessary, point out that he has to have authority in his own home. His children should respect and obey him. Verse 5 gives a reason for this requirement. Ask: *What is it?* (If a man can not lead his own family, he is not able to lead the church.)

6. Ask: *Why, according to verse 6, should a pastor not be a new Christian?* (He still has much to learn before he can lead. His immaturity as a Christian might lead him to become proud and fall into sin.)

7. Verse 7 is a summary statement. Read it together. Now ask someone to read the section in the Study Guide entitled *Overseers or Pastors (3:1-7)*.

8. Point out to the group that the verses from 8-10 and verse 11 list the qualifications for deacons (or *church helpers* in the New Life Version). Most of the qualifications are the same as for the pastors. After having someone read those verses, ask the class to list the qualifications.

Point out in verse 8 that they must be good and act to gain respect from others. They must speak the truth. They must not get drunk. They must

not have a love of money. Point out in verse 9 that they must have their faith in Christ and be His followers with a right heart. Point out in verse 10 that they must be tested to see if they are ready for this task. Finally, in verse 12, point out that they must have only one wife. They must lead their homes well and teach their children to obey.

9. Verse 11 speaks of the wives of the deacons. Ask: *What is said of them?* (They must be careful how they act. They must not carry tales or gossip. They must be wise and faithful in all they do.)

10. Read together verse 13. Ask someone to paraphrase this verse. A possible response might be: Good church helpers will earn respect and grow in Christian maturity.

Encourage Application

11. There are six words listed in the word list in the Study Guide. Discuss these and add any others which the class may suggest.

12. Work in groups or pairs to learn the memory verse. Recite it together. Discuss the meaning.

13. Close with prayer for the pastor of the church and for the deacons. Ask the group to pray for these each day this week that their work may be pleasing to God.

Supplemental Teaching Guide **Connect With Life**

1. Ask the group: *What does the pastor of your church do?* (Answers will vary but should include these activities: preaches God's Word, visits the sick and the lost, gives guidance to the staff if there is one, oversees the activities of the church.) *What do the deacons in your church do?* (Answers will also vary but might include these: visit the sick and the unsaved, volunteer to help with church maintenance, attend deacons' meeting to discuss church business, take the offering in the worship service, lead in prayer, contact prospective members, are faithful in attendance at church services, teach Bible classes.)

Encourage Application

2. Ask the class to discuss the questions at the end of the Study Guide.

3. Ask the group to tell of any deacon or pastor who has had strong influence in their lives. Did they live up to the rules Paul wrote to Timothy? Close with a prayer of thanksgiving for the people who lead our churches, especially the pastor and the deacons.

Teaching Guide

Lesson 5: Robust Christian Living

Lesson Focus

We need to grow to be strong and energetic Christians.

Focal Text

1 Timothy 4:1-16

Background Text

1 Timothy 4:1-16

Memory Verse

“...because our hope is in the living God, the One Who would save all men. He saves those who believe in Him.” (1 Timothy 4:10b)

Connect With Life

1. Tell the class: *A man who owned a grocery store in a small community was under conviction that He needed to accept Jesus as his Savior. But he had a problem. Many of the church members owed him money for goods bought. Some were very slow to pay. It seemed others intended not to pay him at all. He looked at these Christians and was not sure he wished to be one of them because they did not live up to their beliefs. Did you realize that others are looking at your behavior and hearing your words? These are your testimony. Christians need to remember that they affect others with their words and actions.*

Guide the Study

2. Ask a student to read 1 Timothy 4:1-2. Ask: *What does it mean to “turn away from the faith?”* (People who claimed to be Christians now reject Christ as Savior.) *What does Paul mean by “the last days?”* (All the time between Christ’s crucifixion and resurrection and His return to the earth.) *What do these people now follow?* (Teachings about demons and spirits. Note: Many of the most popular modern television programs and movies show demons coming into the lives of people and causing

disaster. One of these shows is called *Charmed*. Some people seem to feed their own spirits on these types of “entertainment” which is against the teaching of God’s Word. Some seem to believe in these as reality. They teach it as reality as verse 2 suggests.)

3. Select a person to read 1 Timothy 4:3-5. Tell the class: *In Timothy’s day there was a group called the Gnostics. They believed that all matter was evil. Only the spirit could be good. They practiced starving the body to try to get rid of the evil in it. They also saw marriage as evil because it might bring pleasure which in itself was evil. How does Paul refute these teachings?* (He reminds Timothy to tell the people that God created the food of the earth and He called it good. God also arranged the first marriage between Adam and Eve. We should be thanking God for His good gifts to us rather than calling them evil. For this reason we offer thanks to God for our food and for our homes and families.)

4. Choose a reader for 1 Timothy 4:6-7. Ask: *Why does Paul tell Timothy to keep teaching these things to Christians?* (Not only will he be helping the Christians in his church, but he will be helping himself to grow spiritually also. He will be judged by God as a good worker.)

Ask: *What must he have nothing to do with?* (Foolish stories and the stories old women tell. Note: These are probably superstitions and myths borrowed from the surrounding people. The Greeks still worshiped a whole group of false gods. These teachings would weaken the faith of new Christians.)

5. Now have verses 8-10 read. Point out to the class that the reference in verse 8 has to do with athletic training. Paul uses several such references in his letters. He admires physical strength and the faithful devotion to training. Now ask this: *What does Paul admire more than growing in physical strength?* (Growing to be God-like is far more important.)

What reason does he give to explain this? (Spiritual strength will help in this life and in the life to come. Physical strength is of no use in heaven.) *In verse 9 what assurance does Paul give Timothy and us?* (Paul assures us that he is speaking the truth. This is a very important point to Paul.) *What is the result of our being sure these words are true?* (This assurance makes us work hard and do our best because our hope is in God and this would please Him.) *In the last sentence of verse 10 what important truth does Paul remind us of?* (Since God wants all of us to be saved, we are reminded that God saves everyone who believes in Jesus as the Christ.)

6. Verses 11-16 give us a series of things Timothy must do to serve God, but they apply to us as well. Ask for a volunteer to read these verses. Ask class members to identify main ideas and write them on a chalkboard or on poster board.

Be sure to list the following ideas:

- Do not let people look down on you because you are young.
- Your life should be an example of how to live. This includes how you talk and what you do.
- Demonstrate faith and love in all you do.
- Read, preach, and teach God's Word.
- Use the gifts God gave you.
- Think about all of this and remember the confidence people had in you.
- Work at growing as a Christian.
- Be sure your teaching is true to what is right.

Ask: *If we and Timothy do all these things, what will be the result?* ("You and those who hear you will be saved from the punishment of sin.")

Encourage Application

7. Discuss the list above individually. How can it be done? What problems may come from the effort?

8. Close with prayer that God will help each of us to live the kind of Christian life that is strong and energetic.

Supplemental Teaching Guide **Connect With Life**

1. Read Genesis 1:27-31. Ask the class how God saw

His new creation. Then ask them where evil came from when God had made a good world. Possible answers include man's sin in failing to obey God and Satan's evil nature in tempting man to do wrong.

Ask the group this question: *What would you answer if someone insisted that the matter of creation was evil?* Discuss briefly.

Encourage Application

2. Examine the word list. Add new words as needed. Among those may be "robust" (from the lesson title) which can mean: strong; not to be shaken.

3. Discuss the questions in the Study Guide.

4. Work together to memorize and recite the memory verse.

5. Close with prayer asking God to help us to follow Paul's advice for Timothy so that we, too, may be workmen pleasing to God.

Teaching Guide

Lesson 6: Your Money or Your God

Lesson Focus

It is more important for a Christian to seek godliness than to seek material wealth.

Focal Text

1 Timothy 6:2c-19

Background Text

1 Timothy 6:2c-21

Memory Verse

“Fight the good fight of faith.” (1 Timothy 6:12a)

Connect With Life

1. Ask the class these questions and discuss: *Do you have enough money? If not, how much is enough? What kinds of things do you really have to spend your money for?* (Food, clothing, shelter, health care, transportation, education, church, etc.) *How do you decide the amount to spend on these items? Do you consult God for direction in how to spend your money? If not, should you?*

Guide the Study

2. Read to the group 1 Timothy 6:1-2. Then ask someone to read the portion of the Study Guide dealing with slaves.

3. Choose a reader for 1 Timothy 6:3-5. Ask the class this: *How can we test the truth of what a fellow Christian tells us?* (The Bible gives us guidance—the whole Bible, not just a verse taken out of context.) Examine the material in the Study Guide dealing with false teachings. If you choose to read this aloud, you may want to use more than one reader.

4. Ask: *What is wrong with this kind of teaching mentioned in verse 3?* (It is contrary to the teachings of Jesus and it keeps a person from

knowing how to live a God-like life.)

5. Ask: *How does verse 4 describe this person?* (He is full of pride or arrogance and is full of ignorance. He wastes time on unimportant things and wants to argue about them. This makes trouble in the group he teaches. Quarrels break out.)

6. Ask: *What does verse 5 say?* (People who do not use their minds in the correct way because of their own sin want to argue all the time. Their idea of religion is that it is a way to make money.)

7. Ask someone to read verses 6-8. Ask these questions: *What benefit does the God-like life give a person?* (We can be happy if we are content with what we have.) *How much can we take out of this world at our deaths?* Just what we brought into it—nothing.) *With what two basics should we be content in verse 8?* (Food and clothing.)

8. Verses 9-10 discuss the dangers of possessions. Read these verses and summarize what Paul says. Remind the class that Paul says that those who desire much money will be tempted to do foolish things to gain wealth. This drags them down into sin and can destroy them as it separates them from God. All kinds of sins begin with the unreasonable desire for more money. Some even lose their faith in the struggle to make more money. They are actually causing pain for themselves.

9. Verses 11-16 give advice to Timothy. Call for a volunteer to read these then pose this question: *What qualities of the man of God are listed in verse 11?* (He turns away from evil. He works at being right with God and tries to live a life that is God-like. He exhibits faith and love and has a kind heart.)

10. Tell the class: *In verse 10 Paul compares living the Christian life to an athletic performance. Remember that running races, boxing, and throwing*

the discus in competition were a large part of the culture of the times. The Olympic games which we have resurrected come from this period. Perhaps you may visualize a relay race in his reference to taking hold of the life that lasts forever. What else does Paul say in the end of verses 11 and 12 to Timothy? (You were chosen to receive this eternal life, and you have testified of it before many people. You are doing a good job.)

11. Ask: *What is the main idea in verses 13 -14? (Until Jesus' return Christians are to testify of Christ in all they do so that no one can find fault with the faith.)*

12. Tell the class: *In verses 15-16 we are told some information about Jesus and about His return. Explain this. (When God is ready, Jesus will return. We will then see proof that God is all-powerful, the King of kings, and the Lord of lords. He lives forever. The light of God's glory is so overpowering that mortals can not see Him now. We acknowledge His power and His honor.)*

13. Select someone to read verses 17-20. *Summarize the conclusions set forth here. (People are unwise to trust in their money. God is the one we should trust. He gives us what we need for happiness. We should spend our time doing good so that we are rich in good works. What we do have, we should share with those who need it. This is what stores up spiritual riches with God. This is what gives us the life that is rich and true.)*

Encourage Application

14. Examine the word list. Check to see if any other words need to be explained and that everyone understands.

15. Work together to memorize and recite the memory verse. Be sure everyone understands.

16. Close with prayer that God would give us the wisdom to seek Him and His kingdom before we even consider material possessions.

Supplemental Teaching Guide Connect With Life

1. Tell this story: *The ancient Greeks told the story of a king named Midas. He asked his gods for a special gift. He wanted everything he touched to literally turn to gold. He was granted this wish. At first it was a great thrill to touch a plate or a chair and see it turn to gold. But then he tried to eat the delicious food his servants brought him. It turned to gold, too, so that he must go hungry and thirsty. Then his little daughter came to greet him. He loved her dearly, but when she walked into his arms, she too turned into a golden statue. Midas was horrified. Now he knew that there were many things more important than gold and riches.*

Encourage Application

2. Discuss the questions in the Study Guide. Encourage the group to share experiences.

3. Close with prayer that God would be our first priority and that He would guide us to place wealth in a proper perspective.

Teaching Guide

Lesson 7: Shaping a Life

Lesson Focus

We rely on our faithfulness to God's teachings and the advice of Christian mentors to shape our lives to please God.

Focal Text

2 Timothy 1:1-14

Background Text

2 Timothy 1:1-14

Memory Verse

“For God did not give us a spirit of fear. He gave us a spirit of power and of love and of a good mind.”
(2 Timothy 1:7)

Connect With Life

1. Have someone read to the class the introductory statements in the Study Guide. Discuss.

Guide the Study

2. Ask one of the students to read 2 Timothy 1:1-2. Ask the class these questions: *What does Paul call himself?* (A missionary for Jesus Christ.) *What has God sent him to do?* (To tell that God has promised eternal life through Christ.) *Why does Paul call Timothy his “much loved son?”* (Paul has helped to guide Timothy in his Christian life. Timothy was just a boy when he first met Paul, who must have guided him to Jesus.) *What is Paul's desire for Timothy in verse 2?* (Loving-favor, loving-kindness, and peace. Most modern versions translate these words as grace, mercy, and peace.)

3. Select a reader for 2 Timothy 1:3-5. Ask these questions: *In verse 3, what does Paul tell Timothy he is doing?* (He is praying for Timothy night and day and thanking God for him.) *What does Paul say about himself?* (He is trying to work as faithfully and as hard as his forefathers did. He also says his

conscience is free from sin.) *What is it that makes Paul miss Timothy so much?* (Paul remembers his tears, and to see Timothy would fill Paul with joy.) *What does Timothy share with his grandmother and his mother?* (The same true faith that they have.)

4. Choose a person to read 2 Timothy 1:6-8. Pose these questions to the class: *What does Paul ask of Timothy?* (Keep using the gift God gave him at the time Paul laid his hands on him.) *The laying on of hands is a part of the ceremony used to affirm Christians to ministry. It is called ordination. What did Paul desire most for Timothy?* (That God would use him.) *In verse 7, which is today's memory verse, Paul talks of the spirit given by God. What does he say?* (It is not a spirit of fear but of power and love and a good mind.) *When Paul talks about not being ashamed, to what does he specifically refer?* (Paul is in prison, but he is proud rather than ashamed because he is there for sharing the message about Jesus. Christians must be ready to suffer for Jesus and His work, but Jesus will supply the strength to meet all obstacles.)

5. Have a volunteer read 2 Timothy 1:9-10. Ask for someone to explain these verses. (God saves us from the punishment we deserve for our sins against Him. He chooses us to do His work, not because we have done anything great, but to carry out the plan He had from the beginning that He would give us His grace through Jesus Christ. When Jesus came into the world, He put a stop to the power of death and offered us eternal life through His gospel.)

6. Ask a class member to read 2 Timothy 1:11-14. Ask: *What three things does Paul mention in verse 11 that he has been chosen to do?* (Be a missionary, a preacher, and a teacher of the gospel.) *How does Paul seem to feel about his own suffering?* (He seems proud to be able to do it and is not ashamed of being in prison for Jesus' sake.) *Paul states the basis for his faith in verse 12. What does he say?* (Paul has entrusted his soul to Christ because he is

convinced that is where true safety lies. No matter what happens to Paul, he is assured of life which will last forever.) *What urgent advice does Paul give Timothy in verses 13 and 14?* (Keep on doing what you have been taught is right. The Holy Spirit lives in Timothy and will help him to be strong and faithful.)

Encourage Application

7. Discuss the vocabulary words, especially those which are theological in nature. Remind the group that it is a help to write down new words and their meanings. Be sure to add the word *ordination*.

8. Let the class work in pairs to memorize the memory verse. Recite it together.

9. Close with a prayer that God will strengthen each person to follow God's leading and teaching.

Supplemental Teaching Guide **Connect With Life**

1. Say: *Everyone has someone who has influenced him or her in a positive way. It might have been parents or grandparents. It could have been a teacher in school or Sunday school. It could have been a friend or neighbor. Who can you think of to share with the class as a strong influence for good in your life?* Share these with the class.

Encourage Application

2. Recount these facts to the class and discuss them: *In the early Christian era, Paul's time and later, Christians were in great danger because of their trust in Jesus. Those who failed to indicate that the Roman emperor was a god were punished severely. A young Roman woman named Flavia was exiled. She would never see her parents again, but she refused to renounce Jesus. Some were placed in the arena to face lions and be torn to pieces because they would not deny the Christ. Some were used as human torches to light the arena for the entertainment of the Romans who worshiped the emperor. There were many of these early Christians who lost their lives bravely. What would we do today if we had to face such ordeals?*

Teaching Guide

Lesson 8: Living With Single-Minded Purpose

Lesson Focus

Christians must have their main focus on Jesus Christ and His teachings in order to grow in faith and to benefit others.

Focal Text

2 Timothy 2:1-17a, 20-23

Background Text

2 Timothy 2:1-23

Memory Verse

“So you, my son, be strong in the loving-favor of Christ Jesus.” (2 Timothy 2:1)

Connect With Life

1. Ask this question: *Have you ever tried to look at something through a microscope? Focusing the instrument is important. Without the proper focus, there is only a blur. By careful adjustment the slide can be sharp and clear. Even then, some students who are learning how to use the microscope and draw what they see may end up drawing their own eyelashes because they are seeing reflections rather than looking through the scope. Christians need to focus, too.*

Guide the Study

2. Ask a student to read 2 Timothy 2:1-4. Ask: *What does Paul urge Timothy to do in verse 1? (Be strong in the grace of Christ Jesus.) How is Timothy to know how to teach and what to teach? (He is to teach what he has heard Paul teach so that the people he teaches in turn can teach others who are faithful followers. There is to be no variation in the message.)*

Say: Look in verse 3. To what does Paul compare a faithful Christian? (To a good soldier who devotes his whole time to serving even though it may bring suffering or even death. The soldier

must please his commander as we must please God.)

3. Choose someone to read verses 5-7. Ask: *What other comparisons does Paul make? (First he refers to the athlete who competes to win a prize. He must train and work hard to be the best. Then he compares the faithful Christian to a hard-working farmer who will reap benefits from his crops.) Ask: What advice does Paul give in verse 7? (Timothy is to think hard about what Paul has told him, and God will help him to understand what he must do.)*

4. Recruit a volunteer to read 2 Timothy 2:8-10. Ask the group to summarize the ideas given here. Let several contribute. Point out that we must remember that Jesus Christ, a descendent of David, died and was raised by God from the dead. Paul is willing to suffer like the worst of criminals in chains to testify to this truth. He is willing to do this so that people may hear, believe, and be saved from punishment for their sins. Those who commit themselves to Jesus will live forever in glory.

5. Have someone read verses 11-13. Ask: *What important truth does Paul lay out here? (Paul affirms that if we die to sin through belief in Christ, we will live with Him forever. If we suffer for His sake and stay true to Him, we will reign with Him. If we disown Him, He will disown us. If we are faithless, He is still faithful because of who He is.)*

6. Ask for a class member to read 2 Timothy 2:14-17a. Say: *In these verses Paul gives advice about what to tell the people of Ephesus where Timothy is working. He is to tell them these things in the name of the Lord. What does Paul list? (Do not argue over unimportant words. It does not help anyone, and it hurts the faith of the listeners. Show the people by your life that you worship God. Be a faithful workman. Teach the truth the right way. Do not listen to foolish talk about meaningless things. This kind of talk spreads like cancer.)*

7. Have a person read verses 20-23. Ask: *What does Paul mean when he refers to the articles one might find in a big house?* (A mansion may have expensive articles of gold and silver, but it will also have articles made of cheaper material. The owners may value the expensive pieces highly and care little for the cheaper pieces. Paul urges Christians to try to be the valuable pieces in God's service so we will win respect for what we are. We can do this by being faithful to Jesus' teachings.)

Encourage Application

8. Discuss the questions in Things to Think About.

9. Close with prayer that we may become workmen who do not need to be ashamed of our service to Jesus Christ.

Supplemental Teaching Guide **Connect With Life**

1. Ask a student to read the introductory remarks in the Study Guide. Ask for testimonies about someone the members may have known who single-mindedly serves or served God.

Encourage Application

2. Examine the word list and discuss. Add to it as necessary.

3. Work together on the memory verse. Ask for discussion. Recite it together.

4. Close with prayer that we all may grow strong in the grace of Jesus Christ.

Teaching Guide

Lesson 9: Facing Challenges to Faith

Lesson Focus

Christians will face challenges to their faith and they must be well armed with an understanding of the Scriptures to meet those challenges.

Focal Text

2 Timothy 3:1-5, 10-17

Background Text

2 Timothy 3:1-17

Memory Verse

“But as for you, hold on to what you have learned and know to be true. Remember where you learned them.”
(2 Timothy 3:14)

Connect With Life

1. Say: *Imagine that you are actually confronted by Satan in person. He places temptations before you. Your defense is your knowledge of Scripture. What verses can you call to mind that might help you to answer Satan satisfactorily?* Discuss this question. Have each person write these down 3x5 cards.

Guide the Study

2. Ask one of the class members to read 2 Timothy 3:1-5. Say to the class: *We want to list the terrible things we can expect in the world as we approach the end times. Paul tells us it will be a time of trouble. In verse 2, what does he list?* (People will love themselves. They will love money. They will be filled with pride. They will brag of all they have done. They will speak against God. The young will not obey their parents. They will not feel thankful for what God has given. They will not be holy people who are set apart for God. There will be no love for others. They will be impossible to get along with. They will keep doing things they know to be wrong. They will not be true to their friends. They will act without thinking. They will think too much

of themselves. They will love fun rather than loving God. Some will try to look like Christians, but they will not be.) After listing these on a chalk board or poster board, ask this: *How should we treat these people?* (Keep away from them.)

3. Allow one of the class to read the section of the Study Guide entitled *The Last Days*. Ask the group: *Do you see any similarities in society today to the list Paul gave Timothy?* Discuss the class members' responses.

4. Have a student read verses 10-13. Point out that here Paul contrasts himself with the list we just made. Ask: *What does Paul say in verses 10-12 to help Timothy?* (Paul asks Timothy to remember what he has been taught. Timothy has seen Paul's faith and hard work for God. He kept working even when it was hard. Paul had beatings and imprisonments but did not quit. Paul emphasizes that God took care of him through all this, and Paul kept on working. In verse 12 he states that anyone who follows Christ completely will suffer from other people in some way.) *In verse 13 Paul reminds Timothy again of what lies ahead. What does he say?* (The sinful men and false teachers will keep getting worse and worse. They will lead themselves and others the wrong way.)

5. Choose someone to read verses 14-15. Ask: *What is Timothy to do about these things?* (He should hold on to what he knows is true teaching. Remember where he learned these things. The Holy Scriptures which Timothy has known from childhood can give the wisdom Timothy will need to stay on the right course and to save him from punishment for his sins by guiding him to put his trust in Christ.)

6. Select a reader for verses 16 and 17. Ask: *What is the source of the Scriptures?* (God inspired men to write down His words and teachings.) *How does Scripture help us?* (It reveals what is wrong and

what is right. The Scriptures guide a man toward God and help him work for God.)

Encourage Application

7. Ask the class to discuss this question: *Have you ever had a challenge to your faith? If so, what was its nature and what did you do about it?* If you feel your group will be uncomfortable in doing this, ask a guest to come in to tell about his or her experience dealing with a challenge to the faith.

Supplemental Teaching Guide Connect With Life

1. Recount this story: *The early American author Washington Irving has an interesting story called "The Devil and Tom Walker." Tom Walker is a miser who loves money and power above all things. He is married to a wife with the same tendencies. One day Tom comes upon the devil in a swampy area near his home. As they talk, the devil perceives that Tom is a man after his own heart. He makes a pact with Tom. If Tom can further his cause, he will make Tom rich. Tom will be his man and owe him his soul at the end of his life. Tom makes the bargain and prospers at the expense of others as a money lender. As Tom grows older, he thinks more about his soul and how to escape the final payment. He becomes a regular at church, praying loudly in the services; however, he keeps on ruining people in the community. He keeps a Bible in his coat pocket and a huge one on his desk. But one warm day as he was swearing he had cheated the man in his office, he took off his coat. He tells that man, "The devil take me if I have ever cheated anyone!" When a knock on the door interrupts them, he goes to the door without his Bible. He finds the devil there ready to take him. He was never seen again. Tom Walker did not meet his challenge well, and he paid for it. How do we meet challenges to our faith?*

Encourage Application

2. Review any new words.

3. Work as a group to memorize 2 Timothy 3:16-17. Discuss its meaning. Recite it together.

4. Close with a prayer that we might use God's Word to correct our behavior and guide us.

Teaching Guide

Lesson 10: Leaving—and Learning from—a Legacy

Lesson Focus

God expects us to leave a legacy that will inspire others to follow the teachings of Jesus and to live in accordance with that kind of legacy left to us.

Focal Text

2 Timothy 4:1-8

Background Text

2 Timothy 4

Memory Verse

“I have fought a good fight. I have finished the work I was to do. I have kept the faith.” (2 Timothy 4:7)

Connect With Life

1. Ask one of the members to read the introductory paragraphs in the Study Guide. Guide the class to discuss legacies and think what theirs might be.

Guide the Study

2. Select someone to read 2 Timothy 4:1. Ask: *What reasons could Paul have to be so concerned about what is coming and what Timothy will do?* (Paul is in prison, expecting to be executed. He is far from Timothy and from the church at Ephesus where he labored for three years. He feels a desperate need to tell Timothy all that he needs to know to keep doing God’s work. Paul is concerned not only about his own death and end to his earthly ministry. He feels that Jesus’ return may come any moment and it is his job to reach everyone with the gospel so that people will be ready.)

3. Choose a reader for verse 2. Ask: *What does Paul want Timothy to do?* (Preach God’s Word, not just when people are eager to hear, but also when they really do not want to know about Jesus and how He can free them from sin. Timothy is to preach all the time. He is to use the scriptures to show people how

they are failing God and how to change and do right. Timothy must guide them in understanding and not rush them.)

4. Have one of group read verses 3-5. Ask: *What other reason does Paul reveal for the urgency of reaching the people?* (The time is coming when they no longer will listen to the truth. They will prefer to hear those who promise easy living and riches rather than hard work and suffering. They will prefer pleasant stories that the false teachers make up.) *What warning does Paul give Timothy?* (He is to watch for all these things and not be afraid to suffer for his beliefs. Paul also urges him to do everything God requires of him, preaching the gospel everywhere.)

5. Read to the class verses 6 and 7. Say: *Here Paul says plainly why he feels urgency.* Ask: *What does he say?* (He says that he is reaching the end of his life. He feels he has done a good job, but there is still much more to do which he must leave to Timothy and others who have worked with him. Notice that he again refers to fighting the good fight.)

6. Encourage someone to volunteer to read verse 8. Ask: *What does Paul expect for himself and for all those who have worked to spread the gospel and who have lived godly lives?* (All who have served and preached the truth about Jesus will receive a prize when Jesus Christ returns. Paul expected this right away, perhaps before he died, but he saw it as a certainty whenever God chose for it to happen. Then all God’s faithful servants would be with Him forever.)

Encourage Application

7. Say: *We have looked at the idea of a legacy and found it to be anything which can be left to another person at the time of death. Have you ever received a legacy? It could be money, principles to live by,*

family keepsakes, etc. (Allow time for discussion.)
Ask: *What kind of legacy do you expect from your parents or relatives? What kind do you expect to leave to friends or family? (Discuss.) What kind would be most pleasing to God? (Discuss.)*

Supplemental Teaching Guide

Connect With Life

1. Tell this story: *A poor East Texas sharecropper (a person who works someone else's land for a share of the crops) told his six children before he died, "I have nothing material to leave you. I own no house or land. What I do have to leave you is a good name. I am known to be hardworking, honest, and faithful to God. See that you pass that legacy on to your own children." Many years later when his oldest daughter died at age 92, she had a small amount of money to leave to her three children, but she also had that good name which they tried to live up to. Which legacy was more valuable?*

Encourage Application

2. Add new words to the word list. Include *legacy* and *sharecropper*. Be sure everyone knows the definitions of words used.
3. Work in pairs to learn the memory verse. Discuss its meaning. Recite it together.
4. Close with prayer that we might live such a life that the legacy we leave will be a blessing and a guide to those who come after us.

Teaching Guide

Lesson 11: Life in the Fellowship of Faith

Lesson Focus

Christians are to live godly live in all circumstances because of God's grace and hope through Jesus Christ.

Focal Text

Titus 2:1-14

Background Text

Titus 2:1-15; 1 Timothy 5:1-6:2a

Memory Verse

"In all things show them how to live by your life and by right teaching." (Titus 2:7)

Connect With Life

1. Tell the class: *Imagine that you are a part of a disorderly church like the one in Crete where Titus was trying to serve God. Crete is an island some 60 miles south of the Greek peninsula. Because of its position between Europe, Asia, and Africa, it absorbed many cultures of the pagan world. Paul had left Titus there to try to get the church and its leaders to follow the teachings of Jesus. It was a very difficult task. In this lesson, let's look at some of the problems Titus had.*

Guide the Study

2. Ask one of the students to read Titus 1:4. *What does this tell us about Titus?* (Paul looks on him as he did Timothy—as his "true son on the faith." We surmise that Paul is much older and Titus is a younger man. We know from other sources that Titus was a gentile Christian. Some think he was a native of Antioch where the term Christian was first used. We know from Paul's letters to other churches that Titus was often a companion of Paul's on his travels. Paul left him in Crete to strengthen the churches their for a time. Notice that much of the letter to Titus gives the same kind of instructions that Paul gave to Timothy.)

3. Select a reader for Titus 2:1-2. Ask: *What is Paul's first instruction for Titus in verse 1?* (Teach what is true.) *What is he to teach older men?* (They must be self-controlled. They can not just follow their own desires. Their faith and love must remain strong, and they must not give up.)

4. Have someone read Titus 2:3. Ask: *What are the older women to do?* (To be quiet and careful how they act. They are not to repeat bad stories about others or to tell what is not true. They must not drink to excess. They must teach what is right.)

5. Have a volunteer read Titus 2:4-5. Say: *One further job is given the older women. They should teach the younger women. What are they to teach?* (To think before they act, to live pure lives, to be industrious workers in their own homes, to be kind, and to obey their husbands. This will honor the Word of God.)

6. Choose a person to read Titus 2:6-8. Ask: *What are the younger men to be taught?* (To be wise. Titus is showing this by the way he lives his own life and the teachings he shares with them. Titus must be careful of what he says to show the other young men how to behave.) *What reason does Paul give for Titus' good behavior?* (If Titus lives a blameless life, no one can criticize him or bring shame on Christian beliefs.)

7. Allow a volunteer to read verses 9-10. *The New Life Version translates the word used here as servants. A more accurate translation is probably slave. Paul is not trying to eliminate slavery here, but is more concerned that people come to have faith in Jesus Christ. A crusade to end slavery would have made it impossible for him to continue his preaching. Even though a Christian is a slave, he can show his Christianity in what way?* (He can be obedient and make an extra effort to please his masters. He must not argue. He must not steal. He must earn the trust of his masters if he would be a

good Christian witness.)

8. Choose a person to read Titus 2:11-15. Ask: *In verse 11, what teaching about salvation is given? (God's gift of salvation is free and is meant for everyone—men, women, children, slave, and free.) In verses 12 and 13, Paul lists things a Christian must not do and things he must do. What are these? (He must have nothing to do with what is against God and nothing to do with the desires of this world. What we are to do is to be wise, to be right with God, to live God-like lives, to be looking for the return of Jesus Christ.) What reason is given in verse 14 for this behavior? (Jesus voluntarily "bought" our redemption from sin by shedding His own blood. He did it so that His people could be clean and want to do good. The idea of buying the life of someone condemned to die was a familiar one to the people of the day. The arrangement could atone for lesser crimes by money, but for serious crimes it might be a life for a life. This is what Jesus did for us.)*

Say: Verse 15 urges Titus to teach these things and to help guide the ones seeking Christ by showing them if they are wrong. He insists that Titus has both the right and the ability to do this. Just as he urged Timothy not to let anyone look down on his youth, so he tells Titus.

Encourage Application

9. Discuss this question: *How much of what Paul tells Titus is applicable to our lives today? How can we accomplish these things?*

Supplemental Teaching Guide **Connect With Life**

1. Tell this to the class: *In a small East Texas community, the pastor transferred the title of the church building and land to himself. Then he "fired" all the deacons and replaced them with his supporters. In a big city church, the pastor was accused of sexual improprieties by several of his women members. In a central Texas town, a church split. When the pastor refused to leave, someone shot at one of the deacons who was a local doctor. Do these seem to be the kind of leaders Jesus would want in His church? Discuss these situations briefly.*

Remind class members that Paul's letter to Titus gives some guidelines for the church and its leaders.

Encourage Application

2. Discuss Things to Think About in the Study Guide.

3. Go over any words that need discussing.

4. Work together to memorize the memory verse. Recite it together.

5. Close with prayer that God would enable us to live the right kind of lives in the fellowship of faith.

Teaching Guide

Lesson 12: Bottom-Line Christianity

Lesson Focus

Genuine Christianity means we focus on eternal life with God rather than less important things.

Focal Text

Titus 3:1-9

Background Text

Titus 3

Memory Verse

“God’s free gift of being saved is being given to everyone.” (Titus 2:11)

Alternate Memory Verse

“God gave the Holy Spirit to fill our lives through Jesus Christ, the One Who saves.” (Titus 3:6)

Connect With Life

1. Recount the story from the Study Guide about Katrina and Rita. Read especially the last paragraph to the class.

Guide the Study

2. Ask one of the class members to read Titus 3:1-2. Say to the class: *Your Study Guide lists 6 items that are rules for Christian Citizens.* Discuss these in light of these verses.

3. Have someone read Titus 3:3. Tell the class: *Paul is describing here how a person was before he became a Christian. What is that person like?* (We were foolish in many ways. We did not obey. We had strong desires for worldly things. We wanted to please ourselves, not God. We envied others and coveted what they had. We felt hatred toward each other.)

4. Select a reader for verses 4-7. Ask: *How does the God who saves act toward us? How does He show*

this? (God is kind. He loved us so much He was willing to save us from our just punishment for sin.) *How did we earn this benefit?* (We did not and can not earn it. It is a gift of God’s grace.) *Paul says again what God has done for us. What is it?* (He washes away our sins. He gives us new life and sends the Holy Spirit to be with us. This has made us right with God. We now can have eternal life as He promised.)

5. Let a volunteer read verses 8 and 9. Say: *Notice that Paul stops to affirm the truth of what he has been saying. What is Titus to do?* (Titus should teach what Paul is telling him so that the people can put their trust in God and His promises and will do good things. These teachings are good and will help all men.) *Verse 9 tells Titus what not to do. What does Paul say about that?* (Do not argue about foolish questions. Do not argue about the meaning of the Law, for Christ is greater than the Law. Do not spend time talking of the early fathers. This is of little use.)

Encourage Application

6. Discuss the Things to Think About at the end of the lesson. Be sure that the discussion makes clear that these are instructions not just for Titus, but for us today as Christians.

Supplemental Teaching Guide

Connect With Life

1. Tell this story: *Harriet was a dedicated Christian. She loved working with children in the church. She was active in the women’s mission group. She was always present for Sunday and Wednesday services. Some people who saw her were impressed by her Christianity. However, others who knew her better were aware that she was a gossip who delighted in spreading stories that made others look bad. Some of these stories were not even true. Those who knew her family were aware that the three children were neglected while she was serving the church. Her*

husband never came home to a clean house or a good dinner. Would you say that she was serving God to the best of her ability?

The term “bottom-line” from the lesson title is a term used in business. It refers to the most important aspect of the business. Is Harriet showing “bottom-line” Christianity?

Discuss this story with your class members.

Encourage Application

2. Discuss the word list. Add *bottom-line* to the list.
3. In pairs, memorize the memory verse or the alternate memory verse. Recite it together.
4. Close with prayer that God would help us to be “bottom-line” Christians.

Teaching Guide

Lesson 13: Changing Human Relationships

Lesson Focus

Fellow Christians should have no barriers to their relationships because all Christians belong to Christ.

Focal Text

Philemon

Background Text

Philemon

Memory Verse

“I pray that our faith together will help you know all the good things you have through Christ Jesus.”
(Philemon 6)

Connect With Life

1. Tell this story: *In Victor Hugo’s novel Les Miserables, the story is told of Jean Valjean. Valjean escaped from a slave galley where he had been sent for stealing a loaf of bread. Valjean was aided with food and shelter by a kind archbishop. During the night Valjean stole a silver candelabra and left the house. He was arrested and brought to the archbishop to return the candelabra, but the archbishop assured the policeman that the candelabra had been a gift to Valjean. The archbishop knew that Valjean would be sent back to the galleys or put to death otherwise, and he felt this man could be salvaged for a better life. His Christian impulse was right. Valjean did lead a life that was given to helping others. Suppose you had been in the archbishop’s place. What would you have done?*

Guide the Study

2. Ask one of the class members to read the first three verses of Philemon. Tell the group: *This letter begins in a different way from most of the letters in the Bible. We know it is from Paul and bears greetings from Timothy who was with Paul at this*

time while Paul was in prison. Who else is to read the letter? (The church which meet at Philemon’s house, the Christian sister Apphia, and another worker called Archippus. It is at this point that Paul prays for grace and peace for Philemon, who is called a “much-loved workman.”)

3. Select someone to read verses 4-7. Ask: *What words of praise does Paul have for Philemon?* (He is grateful for Philemon’s love and trust in the Lord Jesus and fellow Christians. He prays that Philemon will know all the good things he has through Christ Jesus. Paul praises Philemon’s love which has given Paul much joy.)

4. Choose a reader for verse 8-10. Ask: *Why does Paul not order Philemon to honor his request?* (Because Paul loves Philemon and wishes Philemon to do it because he loves Paul—not simply because Paul orders him to do it.) *On whose behalf does Paul make his request?* (Onesimus, whom Paul calls his son in the Christian life just as he refers to Timothy and Titus. Apparently Paul had won him to Jesus Christ, and Onesimus was now a different and valuable person.)

5. Allow one of the members to volunteer to read verses 11-16. Ask: *Why is Paul sending Onesimus back to Philemon when he has become so helpful to him and he is so fond of him?* (Onesimus was a runaway slave who left his master Philemon in Colossae. He has somehow made his way to Rome and found Paul. He became a Christian. While Paul would have liked to keep him, he felt he could not without the permission of Philemon. Remember that Paul is in prison in Rome.) *How does Paul urge Philemon to treat Onesimus?* (Onesimus is still a slave; however, he is now a follower of Jesus Christ. Now he is a brother also—both to Paul and to Philemon.)

6. Select someone to read the remaining verses 17-25. Ask for volunteers to summarize verses 17 and

18. (Paul asks Philemon that Onesimus be treated just as Philemon would treat Paul. Paul offers to pay anything that Onesimus owes Philemon.)

Have another person summarize verses 19-21. Tell your class that Paul generally dictates his letters, but this one he writes himself. He is not insisting that Philemon do this, though Philemon owes his knowledge of Jesus to Paul. He asks it as a service one Christian may do another. It will bring Paul much joy, and he feels sure he can count on Philemon to honor his request.

Verses 22-25 conclude the letter. Ask someone to summarize these. Explain that Paul hopes to be able to come to Colossae after his trial, and he asks Philemon to have a room ready for him. There are greetings also from Epaphras, Aristarchus, Demas, and Luke who are with him. The letter closes with a prayer for the grace of the Lord Jesus Christ to be with Philemon.

Encourage Application

7. Discuss Things to Think About at the end of the lesson.

8. Close with prayer that God may lead us to change relationships with our fellow Christians to be more loving.

Supplemental Teaching Guide Connect With Life

1. Tell the group this: *Slavery still exists in many places in the world. In some countries children are kidnapped and forced into slavery as child soldiers or child prostitutes. In some countries they are put to forced labor in dangerous jobs. In Paul's time it was so prevalent that more than three-fourths of the people in Roman lands were slaves. Some were laborers; others were tutors for the children. These slaves were generally conquests from war or debtors who could not pay what they owed. God sees no difference in value between a free person and a slave. As Christians we must see them as God does. Our lesson today is about a run-away slave who went home a Christian.*

Encourage Application

2. Examine the words which are unfamiliar. Since this is the last lesson of this study, urge each person to go over his word list to be sure he knows all the new words.

3. Learn the memory verse. Recite it together. Ask for testimonies of what good things they may feel they have in Christ.

4. Close with prayer that God will help us appreciate all the wonderful things which come to those of us who are followers of Jesus Christ.