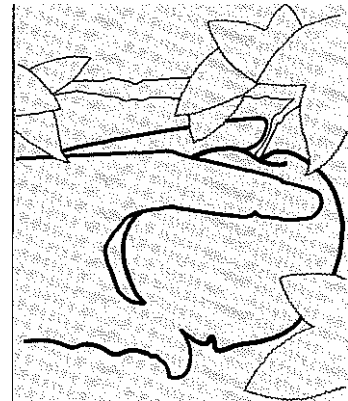
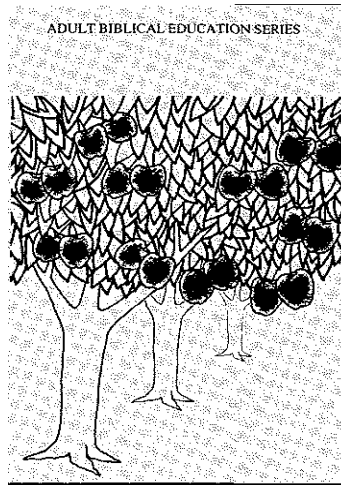
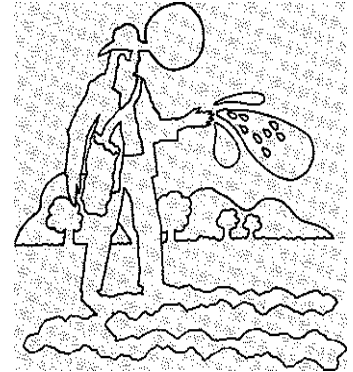


# ADULT BIBLICAL EDUCATION SERIES

Vol. III, Book 9  
Paul's Letters to Individuals

## TEACHER'S GUIDE

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We have seen the sown seed come to full fruit. Jesus has taught that if we abide in Him and His words abide in us, we may ask what we will and it will be done. May our will be His will: that we bear much fruit and be His disciples. John 15:7-8

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**Teacher's Supplement  
to Volume III Book 9  
By Pat Franklin**

**LESSON ONE**

**Lesson Objective:** To show how Paul, through those whom he had trained, dealt with the churches he had established.

**Lesson Goals:**

1. To study Timothy's background and Paul's relationship with Timothy.
2. To examine the charge to the Ephesian church.
3. To study Paul's view of the his calling in Christ.

**Lesson Preparation:**

1. Pray for wisdom and guidance as you prepare this week's lesson.
2. Read I Timothy 1:1-20 in a modern translation (New American Standard Version or New International Version).
3. Study the lesson goals. Decide what you want to be accomplished in the lives of your students as a result of this study? How did the Scripture passage especially speak to you?
4. In light of your goals, go back through the Scripture passage and make notes concerning each topic.
5. Study Dr. Scott's notes. Underline or write down key points that you will want to bring out in your class time. As you go through the study, try to think of modern day illustrations or examples which would help clarify some of the issues that Paul addresses in this passage.
6. Decide how you will involve your students in the lesson. Remember that the more they are involved, the more they will learn.
7. Answer the questions for meditation and application. These questions may be good discussion questions.
8. Prepare any visuals or object lessons that may involve your students or help them gain a more clear understanding of the Scripture passage.
9. Be sure all materials and equipment are properly located and ready for use at class time.
4. Begin the session by summarizing a sort of biography of Timothy. Some class members may know very little about him. You will want to use Dr. Scott's notes here.
5. Have different class members look up some of the related Scripture passages. Use a chalkboard, overhead projector or flip chart to record the basic facts concerning Timothy's background and his relationship with Paul.
6. Move on to Paul's charge to the Ephesian church. Ask a class member to briefly state the content of the charge. Again, you could record his answer on a chalkboard, overhead projector or flip chart. Encourage your students to take notes.
7. Discuss some of the "heterodox" teachings which are common today (Evolution, denying the deity of Christ, etc.).
8. Discuss Paul's purpose in giving this charge? What did Paul state as his goal for the church?
9. Note from whom these false teachings were coming (the elders of the church). What significance does this have for us today? How can we prevent this from happening in our church?
10. Move the discussion on to the purpose of the Law. How did Paul view the Law?
11. Discuss Paul's view of his calling. How did he mean this to be an encouragement to Timothy? How can we be encouraged and spurred on by these verses (12-16)?
12. Why does Paul refer to himself as the "chief of sinners"? Surely a saint such as Paul would not need to think of himself as such?!!
13. Spend the last part of the discussion on verse 17. List the things this verse tells us about God. How does this encourage us in our calling and in our service to Him?
14. Summarize what Timothy was to learn from all of this. Record your answers on the chalkboard, overhead projector or flip chart.
15. Close with a time of prayer for us all to be faithful and obedient servants as Paul and Timothy were.

**Class Procedure:**

1. Open with prayer thanking God for His Word.
2. Introduce the new study by using Dr. Scott's introduction.
3. Have the class open their Bibles to I Timothy 1:1-20.

**Assignment:** Read I Timothy 2:1-3:16. Study chapter two in Dr. Scott's book and answer the application questions.

**LESSON TWO**

**Lesson Objective:** To show Paul's care in ordering worship in the church and his high view of the church.

**Lesson Goals:**

1. To study the guidelines for believers' conduct in worship.
2. To study the roles of the officers in the church and the qualifications which the officers must meet.
3. To examine Paul's view of the glory of the church.
4. To be challenged to truly worship God in "spirit and in truth."

**Lesson Preparation:**

1. Pray for the Holy Spirit to speak to your heart as you study this week's Scripture passage and prepare the lesson.
2. Pray for each one of your students by name. Pray that God would prepare their hearts to receive this lesson.
3. Read I Timothy 2:1-3:16. A modern translation such as the New American Standard Version or New International Version might make the passage more readable for you.
4. Study the lesson goals. Decide what you want to be accomplished in the lives of your students as a result of this study. This will help you decide what to focus on in your lesson.
5. In light of your goals, go back through the Scripture passage and make notes concerning each topic you will cover. Make a rough outline of what you plan to cover.
6. Study Dr. Scott's notes.
7. Answer the questions for meditation and application.
8. Go back through the Scripture passage and your notes as well as Dr. Scott's notes. Complete your outline of the material you will want to bring out in class.
9. Decide on ways you can involve your students. How will you teach this lesson? Lecture, small group discussion, large group discussion, use visuals and object lessons?
10. Gather all materials and equipment needed and be sure all are ready for use at class time.

**Class Procedure:**

1. Open with prayer for willing and obedient hearts to respond to God's Word today.
2. Introduce the lesson by using Dr. Scott's introduction.
3. This study seems to lend itself to small group discussion. If class size allows, divide into two or three small groups. Assign each group the following questions:

**Group One:**

- a. Define "evangelistic prayer."
- b. Why do you think Paul places such importance on evangelistic prayer in worship?
- c. Define God's "secret will" and His "revealed will." Relate these definitions to God's concern for those for whom we pray.
- d. Of what importance or concern is our personal appearance when we come to worship? In terms of today's styles and fashions, how can we apply these verses (8-10)?
- e. Discuss the part of women in worship. Why does Paul emphasize the different roles of men and women? What would our society be likely to say about this?

**Group Two:**

- a. Name the two basic offices in the church.
- b. How did these offices originate?
- c. List the duties and the personal qualifications for the office of elder. Is any one qualification any more important than another?
- d. List the duties and the personal qualifications for the office of deacon. Do we usually think of the deacons as the ones who just mow the church lawn and take up the offering?

**Group Three:**

- a. Read I Timothy 3:14-16.
  - b. How might these verses be an encouragement to Timothy, as he would be wrestling with the problems in the local church?
  - c. What does it mean that the church is God's House? Does this refer to the building or meeting place? (Look up the suggested Scripture references.)
  - d. What other phrases does Paul use to describe the church.
  - e. What is the "mystery of godliness"? Allow each group time to answer their questions (about 20 minutes).
5. Bring the class back together as a whole and let each group report their answers. You may want to use a chalkboard or flip chart to record their answers. Encourage class members to take notes.
  6. Close with a time of prayer for the lost and for the officers of your church. Encourage each person to take a few moments to examine their own hearts and commit himself or herself to worship God in the way He would have them to do.

**Assignment:** Read I Timothy 4:1-16. Study chapter three in Dr. Scott's notes and answer the application questions.

### LESSON THREE

**Lesson Objective:** To see the kind of counsel Paul gave to those working in churches.

**Lesson Goals:**

1. To examine the things which warns the minister of God to avoid.
2. To study what Paul instructs the minister of God to do.
3. To understand the critical nature of the work of a minister.

**Lesson Preparation:**

1. Pray for wisdom as you prepare this week's lesson.
2. Spend some time in prayer for your minister. Pray for his spiritual well being and for his ministry among your congregation.
3. Read I Timothy 4:1-16 in a modern translation (New American Standard Version or New International Version).
4. Read over the lesson goals. Make notes of what stood out to you in the Scripture passage regarding these topics. How does this change or alter your view of your minister's work?
5. Study Dr. Scott's notes. Underline or make notes as you read of important points you will want to bring out in your lesson.
6. Pay careful attention to Paul's instructions as to what the minister of God is supposed to do. What duties is your minister currently assuming that may be hindering him from his true work? What can you, as a class, do to relieve him of this? Think of some suggestions that could possibly lead to a class project.
7. Decide how you will teach this lesson. How can you most effectively communicate this material to your students?
8. Answer the questions for meditation and application. These could be used as a good springboard for some discussion.
9. Plan your visuals and be sure you have all the proper equipment ready for use at class time.

**Class Procedure:**

1. Open with a time of prayer thanking God for your minister, his gifts and ministry among you.
2. You might begin the class by asking the class to describe what they feel is the minister's job description. Record their answers on the chalkboard or overhead projector. When their list is complete, review the answers. Have they asked the impossible? Point out that in today's lesson you will see what Paul has exhorted the minister to do. (You may want to compare lists at the end of class!)

3. Have the class turn to I Timothy 4:1-16 in their Bibles and keep the passage open for handy reference.
4. Look at the first five verses. What does Paul caution Timothy to avoid?
5. When Paul refers to "falling away" from the faith does he mean that it is possible to lose one's salvation? What does he mean?
6. Discuss some common conditions people add to the gospel (e.g. staying single).
7. In verses 4-12 list the positive instructions to Timothy (use a chalkboard or overhead projector).
8. Discuss the importance of the minister informing the congregation about false doctrines and false prophets.
9. Discuss the importance of the minister engaging in spiritual exercise himself. What specifically, does this mean? How can you encourage your minister in such? What is our motivation for keeping spiritually fit?
10. Why was it especially important for Timothy to set a good example?
11. Discuss the role of the Word of God in the pastor's ministry. Discuss which roles your pastor is currently assuming that may be taking tune away from the Word. What can you as a class do to help? (Perhaps get to church early to turn on the air conditioning or heat, take the young people on their outings and social gatherings, visit the sick, etc.).
12. Conclude your discussion with verse 16 and Paul's view of the critical nature of Timothy's ministry. How does this effect our view of our pastor's ministry? How can we encourage him or spur him on? What ready criticism can we withhold?
13. Close the class session with a time of conversational prayer for your pastor, his needs and his family and his ministry. Pray specifically.

**Assignment:** Read I Timothy 5:1-22. Study chapter four in Dr. Scott's book. Answer the questions for meditation and application.

### LESSON FOUR

**Lesson Objective:** To learn the kind of concern for the elderly that God expects of His children.

**Lesson Goals:**

1. To understand Paul's uses of the term "elder."
2. To study the responsibility of the church to her elderly members and widows.
3. To define which elderly are needy.
4. To study the office of elder and its place of honor.

**Lesson Preparation:**

1. Pray for godly wisdom as you prepare this week's lesson.
2. Read over the lesson objective and goals. Think of those who are elderly in your church. Are there any in need?
3. Read I Timothy 5:1-22 in a modern translation (New American Standard Version or New International Version).
4. Make notes as you read. Write down Paul's key thoughts on each subject referred to in the lesson goals.
5. Study Dr. Scott's notes. Underline or make notes of key points that you will want to bring out in the lesson.
6. Answer the questions for meditation and application.
7. Think again about the elderly in your church. Do any of them qualify as truly needy? What can your class do to help? Have several specific suggestions in mind to present to the class.
8. Organize your notes into a basic outline of the material you will want to teach in this lesson.
9. Decide on your lesson plan. How will you teach the class? How can you most effectively involve your students?
10. Plan your object lessons and other visual aids.
11. Be sure all equipment and materials needed are properly located and ready for use at class time.

**Class Procedure:**

1. Open with prayer thanking God for the elderly in your church, for their godly wisdom and experience and for their ministry in the church.
2. Have the class open their Bibles to I Timothy 5:1-22.
3. Begin the discussion by asking class members to share their definition of "elderly." (Depending on the age group of your students, answers may vary!)
4. Point out Paul's two uses of the word in this chapter.
5. If class size permits you could divide into two or three small groups to study this lesson.
6. If you choose to study in small groups then you could simply divide up the following discussion questions.
7. Look at the first 8 verses of the chapter. What does Paul mean when he charges Timothy not to rebuke an elder person? Does he mean that Timothy is not to differ with anyone in his church who is older than he?
8. What about Timothy's relationship to the women in his congregation? What is Paul concerned about in verse 2?

9. Define "widow" as Paul uses the term. How are true widows to be honored? What types of thinking in our society today hinder us from caring for the elderly in need as we should? You may want to list these on the overhead projector or chalkboard.
10. Look at verses 9-16. Discuss Paul's specific instructions concerning the church's responsibility to give aid to the needy. Define the "needy" as Paul refers to them.
11. Was Paul being too harsh in these strict instructions?
12. List the qualifications of the true widows on your overhead projector or chalkboard. Why are Paul's instructions different for younger widows?
13. Are there any in your church who would qualify to receive aid from the church? What can your class do to help? Discuss specific ways you can help and assign one or more tasks to willing class members.
14. Move on to the final verses of this passage. Is Paul suddenly switching subjects? How are the two subjects related?
15. Discuss the distinction between ruling and teaching elders.
16. Why and how are elders to be honored? Why do many have the idea that teaching elders are to only be paid a minimum amount which will barely sustain them? Many times we expect our pastors to sacrifice and barely live above the poverty level. Is this Biblical?
17. What applications can you draw from this lesson which would be pertinent to you as a class? List these on the overhead or chalkboard.
18. Close with a time of conversational prayer. Pray for the elders and the elderly in your church and your part in their ministry.

**Assignment:** Read I Timothy 5:23-6:21. Read chapter five in Dr. Scott's book and answer the application questions.

**LESSON FIVE**

**Lesson Objective:** To see how Paul encouraged and exhorted his fellow workers.

**Lesson Goals:**

1. To study Paul's call to contentment.
2. To study Paul's call to godliness and his specific exhortations to achieving godliness.
3. To understand and be thankful for our true riches in Christ.

**Lesson Preparation:**

1. Pray and ask the Holy Spirit to speak to your heart as you study this Scripture passage.
2. Take time to pray for each of your students by name. Pray that the Holy Spirit will prepare their hearts to respond in obedience to this portion of God's Word.
3. Read I Timothy 5:23-6:21 in at least two different translations. This will help you get more insight into the passage.
4. Read over your lesson goals. What do you want your students to learn and do as a result of this study? What do you want to see accomplished in their lives? Think of their needs. You may wish to add or substitute your own goals to those suggested.
5. Go through the passage again and make notes. Write down any questions that come to mind as you read.
6. Study chapter five in Dr. Scott's book. Underline or make notes as you read of key points you will want to bring out in your lesson.
7. Answer the questions for meditation and application. Write down your answers in the blanks provided and make notes by the other questions.
8. Organize your notes and goals into a basic outline of the material you want to teach during the class time.
9. Formulate your lesson plan; that is, how you will teach the material. How can you most effectively communicate these truths to your students? Remember that they will learn more if they are actively involved in the lesson.
10. Gather all materials and equipment needed and be sure all are ready for use at class time.

**Class Procedure:**

1. Open with prayer for willing and obedient hearts to respond to God's Word.
2. Have the class open their Bibles to I Timothy 5:23-6:21.
3. Begin the lesson by going over Dr. Scott's introduction. This is not the place for a big discussion on drinking, but a brief review of this introduction will be helpful.
4. Move on to discuss Paul's call to contentment.
5. Help the class define contentment according to the Biblical meaning of the word.
6. Why does Paul particularly focus on slaves in this exhortation?
7. How does this relate to any Christian employee in his work today? Does the exhortation apply even if the employer is not a Christian?
8. Is Paul taking up social causes here? What is to be the church's relation to social issues?
9. Why is discontentment out of accord with God's

will?

10. What are some common causes of discontentment? You may want to list these on the chalkboard or flip chart. What is the relationship of riches to contentment? to discontentment?
11. Look at verse 11. List the things which Paul exhorts Timothy to pursue. You may want to record these on your chalkboard or flip chart.
12. Discuss the concept of Christian warfare? Is it really that serious?
13. Go over Paul's description of Jesus Christ, How should we respond to this?
14. What are our true riches in Christ? List these on the chalkboard or flip chart? How are we to lay hold of these?
15. Have a time of prayer. Ask God to help you pursue contentment and godliness. Thank Him for the riches you have in Christ.

**Assignment:** Read II Timothy 1 and study chapter six in Dr. Scott's book. Answer the questions for meditation and application.

## LESSON SIX

**Lesson Objective:** To see the tenderness with which Paul dealt with others.

**Lesson Goals:**

1. To recount Paul's memories of Timothy.
2. To study Paul's desires for Timothy's future ministry.
3. To look at Paul's present circumstances and his last days on this earth.

**Lesson Preparation:**

1. Pray for godly wisdom and insight as you prepare this week's lesson.
2. Take a moment to reflect on your own experience and think of those Christians who have perhaps had the most influence on your Christian walk and who have really meant something to you over the years. What was your relationship with that person? How do you feel when you think of that person now? What made that relationship so special? Perhaps now you have a feel for the type of relationship between Paul and Timothy and can better understand this portion of Scripture.
3. With these thoughts in mind, read II Timothy 1 at least twice.
4. Look over the lesson goals. Go back through the passage and make notes in light of these goals.
5. Read chapter six in Dr. Scott's book. Underline or make notes as you read of material that you will want to bring out in class.

6. Organize your notes into a basic outline of the material you will want to cover in this lesson. Dr. Scott's outline may serve as a guide here.
7. Answer the questions for meditation and application and decide how you can incorporate these into your lesson.
8. Plan how you can most effectively present this material to your students. How will they be able to get the most out of this lesson? Plan visuals and object lessons which will help illustrate the Biblical concepts you are teaching.
9. Gather all materials and equipment needed and be sure all are ready for use at class time.

**Class Procedure:**

1. Open with prayer thanking God for His Word and for the encouragement and fellowship of the saints.
2. Begin the class with a discussion of the types of things you reflected on in #2 under Lesson Preparation. Encourage class members to share of such friends in their lives. Encourage them to share what specific things made the relationship meaningful and special. You may want to record some of these thoughts on a flip chart or chalkboard. Point out that these same things seem to have marked Paul's relationship with Timothy.
3. Have the class turn to I Timothy 1 in their Bibles. Briefly review Dr. Scott's introduction. Note how Paul addresses Timothy.
4. Look at verses 3-5. Help the class recount Paul's memories of Timothy. How are these memories a basis for the rest of this letter?
5. Discuss briefly the effect of Timothy's mother and grandmother on his life. What challenge does this offer to parents today?
6. Look at verses 6-14. What was Paul's basic concern for Timothy?
7. What effect was Paul's imprisonment and impending death likely to have on Timothy? How might we be affected if we were in Timothy's place?
8. What is our natural reaction when we encounter those who are hostile toward our faith (compare Romans 1:17)?
9. How does Paul encourage Timothy in this section?
10. List the three gifts which Paul mentions that have been given to him.
11. How is verse 12 one of the great testimonies of faith? What was Paul's faith based on?
12. Why do you think Paul felt it necessary to warn Timothy to hold fast the pattern of sound words he gave Timothy?
13. Conclude by discussing Paul's present circumstances and his latter days.
14. Close with a time of prayer for those who are

laboring to spread the gospel in hostile nations (including our own country) and play that we all might be faithful and unashamed as we strive to further God's Kingdom.

**Assignment:** Read II Timothy 2. Study chapter seven in Dr. Scott's book and answer the questions for meditation and application.

**LESSON SEVEN**

**Lesson Objective:** To learn what a faithful ministry in the gospel is.

**Lesson Goals:**

1. To study how to keep from being entangled in the affairs of this life.
2. To learn to be faithful in not mishandling God's truth.
3. To learn how to be faithful in our dealings with others.

**Lesson Preparation:**

1. Pray for the Holy Spirit to speak to your heart as you prepare this lesson and study the Scripture passage.
2. Pray that the Lord might make you more faithful in the ministry he has given you.
3. Read II Timothy 2 in a modern translation (New American Standard Version or New International Version).
4. Read over the lesson goals. Decide what you want to be accomplished in the lives of your students as a result of this lesson. You may want to change or add to the lesson goals suggested.
5. Go back through the Scripture passage and make notes in light of your goals. Write down any new thoughts and questions that come to mind as you read.
6. Study chapter seven in Dr. Scott's book. Underline or make notes as you read.
7. Organize an outline of the lesson content you wish to teach.
8. Answer the questions for meditation and application.
9. Decide on your lesson plan. Think about how you can most effectively communicate the material to your students. How can you involve them so that they will learn these truths and apply them to their lives?
10. Plan visuals and object lessons to help your lesson "come alive."
11. Gather all materials and equipment needed and be sure all are properly located and ready for use at class time.



be faithful servants of Christ.

**Class Procedure:**

1. Open with prayer for all to be more faithful ministers in God's Kingdom.
2. Have the class open their Bibles to II Timothy 2.
3. Briefly review Dr. Scott's introduction.
4. If class size allows, divide the class into two or three small groups to complete the Bible study. Assign the groups the following questions:

**Group One**

- a. Read II Timothy 2:2-13.
- b. In what area is Paul encouraging Timothy to be steadfast?
- c. What is the goal of a minister of the Word?
- d. Compare the work of a minister to that of a soldier.
- e. Compare the minister's discipline and preparation to that of an athlete.
- f. Compare the work of a minister to that of a farmer.
- g. Discuss the examples of those who have "run well."
- h. What does Paul say is the real issue in the faithful ministry of the Word?

**Group Two:**

- a. Read II Timothy 2:14-18.
- b. In what area is Paul encouraging Timothy to be steadfast?
- c. List the areas of confusion to which Paul refers. Explain each briefly.
- d. What is the foundation for the church's steadfastness?
- e. How does Paul describe the visible church? Elaborate.

**Group Three:**

- a. Read II Timothy 2:22-26.
- b. In what area is Paul encouraging Timothy to be steadfast?
- c. Name the positive and negative aspects of Paul's exhortations.
- d. Relate the concept of meekness to being an effective servant of the Lord.
- e. How can we apply these exhortations to Timothy in our own lives? After each group has answered their questions, bring the class back together and let each group share their answers to their assigned questions. Allow for other related questions and discussion.
- f. Summarize the lesson and allow class members to share what new insights they have gained as a result of this study.
- g. Close the class with a time of conversational prayer. Pray for your pastor and for each other to

**Assignment:** Read II Timothy 3. Study chapter eight in Dr. Scott's notes and answer the application questions.

**LESSON EIGHT**

**Lesson Objective:** To realize the difficult circumstances under which Christians labor in the world to do God's work.

**Lesson Goals:**

1. To understand the nature of the 'grievous times' as Paul describes them.
2. To understand the causes of these "grievous times."
3. To learn how to deal with these "grievous times."
4. To study Paul's instructions to Timothy regarding his ministry during such times.

**Lesson Preparation:**

1. Read II Timothy 3 at least twice.
2. Pray for the Holy Spirit to apply these truths to your life.
3. Pray for each member of your class by name. Ask the Holy Spirit to prepare their hearts for this week's lesson.
4. Think about the state of our world and society today. How is it similar to the situations Paul describes in this chapter?
5. Read over the lesson goals. Think about how the lesson this week can be used to encourage your class as they strive to be effective servants of the Lord in these difficult times.
6. Go back through the Scripture passage and make notes in light of your goals.
7. Study chapter eight in Dr. Scott's book. Answer the questions for meditation and application.
8. Organize your notes into an outline of the material you will want to cover in this lesson.
9. Plan how you will teach the lesson. How can you make use of illustrations, object lessons, or other visual aids?
10. Gather all materials and equipment needed and be sure all are ready for use at class time.

**Class Procedure:**

1. Open with prayer for spiritual strength to serve God effectively in these troubled times in our world.
2. Have the class open their Bibles to II Timothy 3.
3. Begin the class by going over Dr. Scott's introduction.
4. Be sure the class has a clear understanding of the

meaning of the term "last days." You will not want to spend too much time on this, but it may be a new concept for some.

5. Look at the first five verses of the chapter.
6. Discuss what it means that the times are 'grievous.' What does this mean concerning the preaching of the gospel?
7. Describe what men are like in these times. You could list these on a chalkboard or overhead projector. You could use cartoons here to illustrate "lovers of money," "boastful," etc.
8. Look at verses 6-9. What is the cause of these "grievous" times? How can we recognize such people as servants of Satan?
9. Relate these concepts to women taking leadership in the church.
10. Read verses 10-13.
11. Review what Paul cites as a review of his own ministry which Timothy has observed. (You could write these things down on the overhead projector or chalkboard.)
12. What was at the heart of what Paul was trying to get across to Timothy in this section?
13. Can we count on times to get better?
14. What is Timothy to do in the meantime? Why does Paul remind him of God's Word here?
15. Comment on the power of the Word. How does this encourage us in our spiritual lives? How do these truths apply to our need for meditation and scripture memory?
16. Summarize the lesson by going over the main points on how we are to live "in the world." You might list these on your overhead projector or chalkboard.
17. Encourage class members to share particular difficulties or pressures they must cope with as a result of living in an ungodly world. How has this lesson encouraged them?
18. Close with a time of conversational prayer for one another; pray specifically for the situations shared earlier.

**Assignment:** Read II Timothy 4:1-22. Study chapter nine in Dr. Scott's book. Answer the questions for meditation and application.

## LESSON NINE

**Lesson Objective:** To learn how believers fight the good warfare of faith against Satan and his children in the world.

### Lesson Goals:

1. To study Paul's charges to Timothy and his review of his own ministry.

2. To study Paul's personal requests and testimony.
3. To be encouraged to persevere in whatever the Lord has called us to do.

### Lesson Preparation:

1. Pray for godly wisdom as you prepare this week's lesson.
2. Read II Timothy 4:1-22 in a modern translation (New American Standard Version or New International Version).
3. Read the lesson goals. What do you want your students to learn and do as a result of this study? Write down what you want to be accomplished in their lives as a result of this lesson.
4. Go back through the Scripture passage and make notes which pertain to your goals. Write down any new insights or questions that come to mind as you study.
5. Study chapter nine in Dr. Scott's book. Underline or make notes as you read.
6. Take time to write out your answers to the questions for meditation and application.
7. Organize your notes into a basic outline of the material you want to cover in class.
8. Fill in your outline with notes you took while reading the Scripture and Dr. Scott's book.
9. Organize your lesson plan. How can you most effectively involve your students?
10. Be sure all equipment and materials needed are properly located and ready for use at class time.

### Class Procedure:

1. Open with prayer thanking God for His Word and asking Him for help in 'fighting the good fight.'
2. Begin the lesson by going over Dr. Scott's introduction.
3. Have the class open their Bibles to II Timothy 4:1-22.
4. Look at the first eight verses of the chapter. What is the charge Paul gives Timothy? What is the reason for such a solemn charge?
5. List the areas in which Timothy is accountable to God. Use the chalkboard or flip chart to list these. Let class members explain each briefly.
6. Discuss Timothy's duty to preach the Word. Does this mean he was simply to preach one good sermon each Sunday? Again, use the chalkboard or flip chart to record the students' observations.
7. Which aspect of the ministry does verse 5 emphasize?
8. Did Paul look back on his life with any regrets? What does this tell us about Paul, as a man? How many of us even now can look back on our lives with no regrets?
9. As you look at verses 9-13, focus on Paul's tenderness and his character.

10. Review Paul's personal testimony in verses 4-18. Did Paul hold grudges against those who had made things difficult for him? What does this tell us about our relationships with those who seem to make things difficult for us?
11. Go over Paul's closing greetings.
12. Invite class members to share which of the application questions really made them stop and think or which new insights they have gained from this study. Encourage class members to share specifically how they have been encouraged in their "good fight."
13. Close the class with a time of conversational prayer. Pray for one another and for your church, as you are all involved in the battle against Satan and the "world."

**Assignment:** Read Titus 1:1-2:15. Study chapter ten in Dr. Scott's book and answer the questions for meditation and application.

## LESSON TEN

**Lesson Objective:** To understand what are the elements of a sound church.

### **Lesson Goals:**

1. To study the importance of sound officers in a Christ-honoring church.
2. To examine the elements of sound teaching which are vital to a Christ-honoring church.
3. To be challenged to uphold these standards in our local body and encourage those in positions of leadership.

### **Lesson Preparation:**

1. Pray for wisdom and insight as you prepare this week's lesson.
2. Read up on the background of the writing of the letter to Titus. You can use Dr. Scott's introduction and you might also find *MATTHEW HENRY'S COMMENTARY* or *EERDMAN'S HANDBOOK TO THE BIBLE* to be helpful.
3. Read Titus 1:1-2:15 in a modern translation (New American Standard Version or New International Version).
4. Study the lesson goals. Go back through the Scripture passage and make notes on what you read concerning each topic listed in the goals.
5. Study chapter ten in Dr. Scott's book, Underline or make notes as you read. Write down any questions or new insights that come to mind as you study.
6. Carefully answer the questions for meditation and application. Take time to write out your answers.
7. Organize your notes into a basic outline of the

material you will want to cover in class.

8. Take any unanswered questions to your pastor or an elder.
9. Decide on your lesson plan. How can you most effectively communicate this material to your students so that they will respond in obedience to God's truths?
10. Gather all materials and equipment needed and be sure all are ready for use at class time.

### **Class Procedure:**

1. Open with prayer thanking God for your church and for the guidelines He has established for us to follow in the church. Pray that we, as a church, might be effective in furthering His Kingdom.
2. Begin the class by going over the background for the writing of the book of Titus.
3. You may wish to use maps as you review Paul's relationship with Titus and the historical background for the book.
4. Have the class open their Bibles to Titus.
5. Ask class members to define a "sound" church. Record their answers on the chalkboard or flip chart.
6. What was Titus's task in Crete? What was Paul's first instruction to Titus?
7. List the qualifications for elders that were not formerly listed in the letters to Timothy. Again, use the overhead projector or flip chart. Invite class members to list these aloud.
8. Why did Paul give such strict requirements for those who would serve as elders?
9. Have the class turn over to Titus 2. What is Paul's second concern regarding a "sound" church?
10. List the effects that Titus's sound teaching would have. Use the overhead projector or flip chart. Encourage class members to verbalize these as you record their answers.
11. Briefly discuss each effect of sound teaching. You might invite class members to share from their personal experiences how they have been affected by such teaching.
12. Take a few moments to discuss verse 11. Be sure that your students understand that this is not universalism! Help class members verbalize Paul's meaning here.
13. Wrap up the lesson by helping class members to verbalize how we can apply these truths in our lives. What can we learn about how to select and vote for elders? How can we encourage our elders in their responsibilities? Be specific. How can we encourage our pastor? Be specific.
14. Have a time of conversational prayer for your elders and pastor. Pray specifically for each area of their ministry.

**Assignment:** Read Titus 3:1-15. Study chapter 11 in Dr. Scott's book and answer the application questions.

## LESSON ELEVEN

**Lesson Objective:** To see how and why the works of believers are called good works.

### Lesson Goals:

1. To study the whole gamut of human works, from good to bad.
2. To study the cause of good works and the cause of evil works.
3. To learn how to maintain good works and the importance of doing so.

### Lesson Preparation:

1. Pray for godly wisdom as you study the Scripture and prepare this week's lesson.
2. Read Titus 3:1-15 in a modern translation (ESV or NIV).
3. Look over the lesson goals. Decide what you want to accomplish through this lesson.
4. Write down what you want your students to learn and do as a result of this study. What needs to be accomplished in your life? What lessons do you need to apply concerning good works? Take time to meditate and pray about this.
5. In light of your goals, go back through the Scripture passage and make notes. Write down key points that you will want to bring out in class and write down any thoughts which stand out to you personally.
6. Read chapter eleven in Dr. Scott's notes. Underline or make notes as you read on what you will want to include in your lesson.
7. Carefully and honestly answer the questions for meditation and application.
8. Organize your notes into a basic outline for class discussion.
9. Decide on your lesson plan. How can you present the material so that your students will receive the maximum benefit from this lesson?
10. Gather all materials and equipment needed and be sure all are ready for use at class time.

### Class Procedure:

1. Open with prayer that our good works might increase and that the Lord might be pleased.
2. Begin the class with Dr. Scott's introduction.
3. Have the class open their Bibles to Titus 3:1-15.
4. Begin the discussion by asking class members why Paul begins this chapter with an exhortation to be in subjection to rulers and authorities. What

connection does this have with good works?

5. Go on to list the good works that Paul enumerates which should be seen in believers.
6. Have class members verbalize these and discuss each one briefly. You could use the chalkboard or flip chart to record their answers.
7. Contrast these good works with the former life of unbelievers as Paul does. Again, use the flip chart or chalkboard to enumerate these as class members recite them. Discuss each of these briefly. Perhaps some class members would like to share how their life is different since coming to know Christ. The main point here is the contrast and from where the Lord has brought us.
8. Be sure that the class understands that even those who are not Christians whom we might consider to be \* "good" people — their "good" works are not pleasing to the Lord.
9. Raise the question, "So, what has brought about such a change? We once could do NOTHING to please God!"
10. Move on to verses 4-7.
11. Discuss Dr. Scott's notes on the fall and God's mercy in the Old Testament. You may want to take mercy in the Old Testament. You may want to take a little more time with this if your students are unfamiliar with these truths.
12. Explain what is meant by the washing and renewing by the Holy Spirit. Does this mean we have to be baptized with water to be saved?
13. What does regeneration have to do with good works?
14. What is our first good work as a new believer?
15. Define "good work." What does it mean to maintain good works?
16. What is a factious man (v. 10)? What is his effect on good works?
17. How is it possible to maintain good works and why is this important? List the class's answers on the chalkboard or flip chart.
18. Wrap up your discussion with Paul's closing words.
19. Ask class members to examine their own hearts for a moment and think how they need to apply these truths to their lives; for the non-Christian — you must first be regenerated by the Holy Spirit in order to please God; for the Christian — you must examine your motives and do all you do from a heart of faith!
20. Close with prayer that we might all be more pleasing to God in the following week.

**Assignment:** Read Philemon. Study chapter twelve in Dr. Scott's book and answer the application questions.

## LESSON TWELVE

**Lesson Objective:** To see how Paul became personally and lovingly involved in the lives of other Christians.

### Lesson Goals:

1. To study the background for the writing of Philemon.
2. To learn what Philemon meant to Paul personally.
3. To study Paul's plea for Onesimus and his reasoning behind this plea.
4. To see how Christ had changed Onesimus' life and how this affected all his relationships.

### Lesson Preparation:

1. Pray for the Holy Spirit to speak to your heart as you study the book of Philemon.
2. Read Philemon in several different translations.
3. Study the background for the writing of this book. Dr. Scott's notes will be helpful here. Also you may find *MATTHEW HENRY'S COMMENTARY* and *EERDMAN'S HANDBOOK TO THE BIBLE* to be helpful resources. -Make notes on what you discover.
4. Read over the lesson goals. Go back through Philemon and make notes on each topic listed in the goals. Write down any new thoughts or insights which struck you personally.
5. Read chapter twelve in Dr. Scott's notes. Underline or make note of any material you will want to include in your lesson.
6. Answer the questions for meditation and application. You may want to choose some of these to use as discussion questions.
7. Organize your notes into a basic outline for class discussion.
8. You may find Dr. Scott's outline very helpful here.
9. Decide on your lesson plan. If you are going to use discussion, you must plan your discussion questions. Plan how you will use visuals to make the lesson more effective.
10. Be sure all materials and equipment needed are properly located and ready for use at class time.

### Class Procedure:

1. Open with prayer thanking God for His Word and its effect on our lives.
2. Begin the class by discussing the personal nature of Paul's letter to Philemon and its similarity to a letter we might write to a friend today.
3. Go over the historical background for the writing of the book. Rather than just beginning to lecture, you might invite class members to share what they know about the book. List their observations on a

chalkboard or flip chart. When they have completed their answers, supplement with the information you have gathered. Record you information on the chalkboard or flip chart, as well.

4. Look at verses 4-7. Was Paul using flattery here to manipulate Philemon into acting as Paul desired? Is Paul buttering up Philemon?
5. Why do you think Paul just didn't order or command Philemon to take Onesimus back?
6. Why does Paul refer to Onesimus (who was a slave and undoubtedly in a lower class than either Paul or Philemon) as his child?
7. How would Onesimus' presence with Paul in prison (in a sense) paid a debt that Philemon owed Paul?
8. What is Paul's plea? Does he want Onesimus to stay and minister to him in prison?
9. Although Onesimus had caused Philemon a good deal of trouble while with him and then even more trouble by running away, how might Philemon's perspective have changed when he looked at ALL that had happened?
10. How was Philemon's relationship to Onesimus changed just by virtue of the fact that Onesimus had become a Christian?
11. Note Paul's willingness to repay any loss which Philemon may have suffered.
12. Have the class give some modern day illustrations of this type of situation. Is it always easy to forgive someone who has wronged us, regardless of his or her spiritual state? Think about Onesimus — must he have been a bit fearful in approaching his old master? Have we ever had difficulty in seeking forgiveness and reconciliation?
13. How does Paul "wrap up his case"?
14. Go over Paul's closing remarks.
15. Close with a time of prayer. Ask class members to pray silently for a moment and examine their hearts — what does Paul's letter to Philemon say to them? Do they need to seek someone's forgiveness or help someone in distress?
16. If any class time is left, you might invite class members to share any particularly new insights they have gained as a result of the studies this quarter. You might be prepared to share what you have gained personally, as well. This can be a time of real encouragement and building up one another.

## LESSON THIRTEEN

### Part I: What Do You Remember?

Below, we have given the answers to the questions

with reasons for our answers, where necessary.

1. False, Paul chose Silas first, later, Timothy.
2. True, according to the salutation.
3. False
4. False, he opposed man-made genealogies for bragging purposes.
5. True
6. True
7. False, he admitted his sin in this.
8. False
9. True
10. True
11. False, he called for prayer for men everywhere.
12. False, we are responsible to know only what God has revealed.
13. False, he taught that Jesus' death was the only means of salvation for any man.
14. True
15. True
16. True
17. True
18. False, he included the entire period of evangelization of the world in that term.
19. True
20. False, he denounced those who imposed such rules on the church.
21. True
22. True
23. True
24. True
25. True
26. True
27. True
28. False, only those who were true widows (over sixty and without any other means of support).
29. False
30. True
31. False
32. True
33. True
34. True
35. False, he encouraged them to be content to serve Christ where they were.
36. True
37. True
38. False, he condemned the love of money, not having money.
39. True
40. True
41. True
42. False, he was Roman Catholic.
43. True
44. False, his mother was a believer.
45. False, he must stir up that gift to make it effective in his life.
46. True
47. True
48. False, he continues to urge and exhort him in his ministry.
49. True
50. True
51. True
52. True
53. False, he compared him to a soldier.
54. True
55. True
56. True
57. False, he did not hold out any hope to those he called "vessels of dishonor. "
58. True
59. True
60. True
61. True
62. True
63. False
64. True
65. False
66. True
67. True
68. True
69. False, he was to preach at all seasons.
70. True
71. False, he was viewed as a traitor.
72. False
73. True
74. True
75. False, they were French Protestants.
76. True
77. False, he was a Gentile.
78. False, it means that faith which was held by all true believers.
79. True
80. True
81. False, it only illustrated that God's truth, to some extent, was even made known to the heathen.
82. True
83. False
84. False, they were delayed for some time before getting into missionary work on a large scale.
85. True
86. True
87. False, he taught that God had an eternal plan before the foundation of the world.
88. False
89. True
90. True
91. True
92. False, he was against the Reformed doctrines of Calvin and others.
93. False, he was the Christian owner of a slave who had run away.

- |   |  |
|---|--|
| 94. False, he lived in Colossae.  | 97. True   |
| 95. True  | 98. True   |
| 96. False, he did hint that it would be well for him to do so, but he never demanded or even specifically asked him to do this. | 99. False, Onesimus actually carried the letter to Philemon. |
|   | 100. True  |

**Part II:**

This part of the lesson can be read by all and discussed as time allows.