



1-2 Thessalonians

Teacher's Manual

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Guide For Teachers

Your Workbook

It is recommended that you write notes for yourself in a larger notebook to teach from. You will want to cover some portions of the text that is not touched on in these questions. Do not feel obligated to discuss every question in the workbook, especially if you prefer some of the activities from the text. Manage your time by choosing what you want to accomplish in each class.

Class Starters

These should not take more than 5 minutes. 2-3 minutes is great.

Class Activities

You will not get to any of these if you don't plan. Manage your time in the text. You don't have to cover everything in the chapter to have a profitable class.

Review

Lesson 13 is a review which you will have to prepare. Three suggestions are given, but your prep is what will make the study profitable and effective. You are encouraged to make a decision about the review prior to the beginning of the class. Each week you can add material to the review as you are studying. This will make your prep for the review class much easier, and will ensure you stress what is important in each chapter.



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Lesson 1

1 Thessalonians 1:1-10

CLASS STARTER

Prepare a short historical presentation about the city of Thessalonica. Allow students to find it on a Bible map. Mention the start of the church in Acts 17 and how that bears a part on the writing of 1-2 Thessalonians (look at 1:6; 2:2; 2:14).

QUESTIONS (in student workbook)

1. What three things did Paul remember or bear in mind about the Thessalonians (1:3)?
2. How did God “choose” or “elect” the Thessalonians (1:4)?
3. How was the gospel delivered to them (1:5)?
4. What kind of men did the apostles “prove themselves to be” while with the Thessalonians (1:5)?
5. How did the Thessalonians become “imitators” of the apostles and the Lord (1:6)?
6. What kind of church was the congregation in Thessalonica (1:7-10)?
7. What was the effect of Paul’s preaching (1:8-10)?
8. What other passages support the idea we are “waiting” for Christ’s return (1:10)?

CLASS ACTIVITIES (optional at your discretion)

Have students discuss what is our A) work of faith B) labor of love C) steadfastness of hope (v.3).

Lead students in a discussion of how we prove what kind of person we are (v.5). Include proving it to family, friends, employers, etc.

Look at maps with students to find Macedonia and Achaia (v.7) to emphasize the reputation of the Thessalonians. Use the opportunity to discuss what good influence we can wield with a good reputation.

Concepts Of Salvation (10-15 minutes)

Prep: After reading through both books, generate a list of passages that touch on concepts related to salvation.

Examples:

- A) 1 Thess. 1:5-6
- B) 1 Thess. 1:9
- C) 1 Thess. 2:13
- D) 1 Thess. 5:10

In Class: Have students scan and identify passages. You may wish to divide the class into groups, or have individuals looking at specific references (if 8 students - have each student scan one chapter to cover all 8 chapters of 1-2 Thessalonians). They should explain why they think a passage applies to salvation.

You may wish to extend this into areas of growing, being steadfast.

Your goal should be to get every student to participate in giving at least one answer.

QUESTIONS (in student workbook)

1. Attempt to read all of 1-2 Thessalonians in one sitting. It should take about 20-30 minutes. A total of 8 chapters.
2. Read back through your workbook questions looking at the answers you have filled in.
3. To help prepare for the class review, generate a list of topics covered in 1-2 Thessalonians - you may choose to think of this as creating a one page outline of the book.
4. Have a brief discussion with a parent or parents where you tell them in your own words what 1-2 Thessalonians is about. It will be helpful for you to write it down in the space below. You may choose to create two separate descriptions, one for each letter.

Class Activities (optional at your discretion) You are recommended to prepare at least two different activities to fill the class time.

Draw A Card (20 minutes)

Prep: Create some "business cards" with one major concept/verse on each card. You can use the back of a business card or a quarter of a piece of notebook paper. You should prepare about 10-12 cards at least, more if you wish.

Examples: (all questions must be from 1-2 Thessalonians)

- A) Walking in a manner worthy of God (1 Thess. 1:12)
- B) This is the will of God, your sanctification (1 Thess. 4:3)
- C) Not be in any need (1 Thess. 4:12).

In Class: students randomly draw a card and tell what they know/understand about the concept.

Share With A Friend (10-15 minutes)

Prep: Identify 3-4 major concepts which many in the world do not understand. Make notes for yourself about when found and how to explain (if needed).

In Class: Propose a major concept from your list. Have students discuss HOW to teach it to a friend. You may choose to have students role play as "teacher" and "student."

Concepts to consider using:

- A) Second coming (1 Thess. 4:16-17; 2 Thess. 1:8-10; 2:3-4)
- B) Outsiders (1 Thess. 4:12)
- C) God has chosen us (2 Thess. 2:13)
- D) God calls us (2 Thess. 2:14; 1 Thess 1:12)
- E) Tradition (2 Thess. 2:15)

(Continued on next page)

CLASS STARTER

Question #2 deals with Paul's religious climate in which he taught. Start the class discussing our current religious environment. Include ease of discussions about religion, how open or closed minded people are, whether folks are looking for the truth, etc.

QUESTIONS (in student workbook)

1. Why was their coming to Thessalonica not in vain (2:1)?
2. What was the religious climate in which Paul originally taught to them (2:2)?
3. Verses 3-4 speak of their exhortation. What was it NOT and what WAS it?
4. Paul said they spoke "not as pleasing men" (2:4).
 - A. How does this relate to Paul's unusual reception to the message?
 - B. How do verses 5-6 explain Paul's point?
 - C. Why is the phrase "who examines our heart" added in verse 4?
5. Explain Paul's meaning in verse 7 about they "proved to be gentle among you".
6. What are Paul's feelings for this congregation (2:8)?
7. Verse 9 speaks of their working night and day. Is this spiritual work or life sustaining employment?
8. How do verses 10-11 tell us Paul taught them?
9. How do we "walk in a manner worthy of the God who calls us (2:12)?

CLASS ACTIVITIES (optional at your discretion)

In connection with question #9, have students examine Eph. 2:10; 4:1; 4:17; 5:1-2; 5:15-16. Discuss as needed for understanding. Be sure to connect back to 1 Thessalonians 2:12.

From 2:6, have students explain the authority of the apostles. Ask them (eventually) to tell the difference in apostles from modern false teachers who call themselves an apostle.

From 2:8 lead students in a discussion of how they think of the congregation. Is the congregation "very dear" to them? Include if this is a result of how they are treated or if it is their attitude.

CLASS STARTER

Ask students: What is meant by “receiving” the word of God (2:13)? Lead a short discussion of how we receive the gospel and why.

QUESTIONS (in student workbook)

1. Why did the Thessalonians believe? (2:13)
2. What work does the word of God perform (2:13)?
3. What suffering is described by Paul (2:14-15)? (Compare with Acts 17:1-9.)
4. In what ways should we expect to suffer in a similar way?
5. Discuss the attitudes of the Christians in Judea described in 2:14-16.
6. How do some today exhibit this same attitude?
7. Why were the Thessalonians Paul’s glory and joy (2:20)?

CLASS ACTIVITIES (optional at your discretion)

From question #6, show a short video of some activists in America demanding removal of God from all public references. An example can be found at: www.youtube.com/watch?v=Aga4aFoSKHE (accessed 11.1.2014); or an article from: www.Huffingtonpost.com dated 11.2.2014 “Atheists Lose Latest Battle To Remove ‘In God We Trust’ From U.S. Currency.” (accessed 11.1.2014). You may wish to include info from the “gay agenda” which works to “drive out” the truth.

What can be observed about Paul’s prayers? (2:13; 1:2)

Teach what is meant by “they always fill up the measure of their sins” (2:16). Make application to our sins.

CLASS STARTER

Paul refers to an “undisciplined life” (3:7, 11). Discuss how we may be guilty of this. A good opportunity to help teens see the value of industry and labor rather than laziness and thinking others are to care for them. Be specific in seeing what Paul means by “undisciplined.”

QUESTIONS (in student workbook)

1. Define “keep away” (verse 6).
 - A. Who are we to keep away from?
 - B. How were some leading an “unruly life” in the congregation?
2. What order did Paul give them (v. 10)?
 - A. How was he an example of this to them?
 - B. What command did he now send to those not working (v. 12)?
 - C. How does verse 13 fit in the context?
3. If the unruly did not obey this command, what were the faithful commanded to do (v. 14-15)? Explain what this means you were or were not to do.
4. What is the significance of Paul’s statement in verse 17?

Class Activities (optional at your discretion)

Extend the discussion of question #3 by including additional passages regarding church discipline. Be certain to discuss the individual obedience required when elders lead a congregation in withdrawing fellowship. Discuss how some think this is “mean and cruel” conduct from Christians which fails to exhibit love (examine Heb. 12:7-11).

From question #3 discuss the motive/reasons for such action (“that he will be put to shame”).

Multiple Choice. Create 4-5 scenarios of one who is withdrawn from. Bring students to a point of decision in what they should personally do - working to help them see how to “admonish him as a brother.” For example: Joe Smith is withdrawn from for forsaking the assemblies (among other things). You see him at the Little League game. A) Sit by him so you can talk. B) Avoid him. C) Speak to him, but not sit with him unless invited.

CLASS STARTER

Bring in a video or written statement of Catholic doctrine teaching how traditions of the church are just as authoritative as the Scriptures. Discuss with students what is wrong with this in light of 2:13-15.

QUESTIONS (in student workbook)

1. How did God choose the Thessalonians from the beginning (2:13-14)?
2. How are we called by God today? Please explain.
3. What "traditions" are we to hold (2:15)?
4. How does God comfort and strengthen our hearts in every good work and word (2:17)?
5. What type of things does Paul encourage the Thessalonians to pray about (3:1-2)?
6. What action does Paul attribute to the Lord in the life of the Thessalonians (3:3)?
7. What is "steadfastness" which we are to possess (3:5)?

Class Activities (optional at your discretion)

During question #2, be sure to point out 2:13 sanctification (God's part) and faith in truth (our part).

On the board have students identify some of the "traditions" the Thessalonians were taught (in both letters) (2:15) to which they were to hold fast.

Have students identify some of our traditions in the church to which we are NOT required to hold fast (such as assembly times, pews, song books, song leaders, etc)

From question #6, have students identify how God will strengthen and protect us from the evil one. Consider an examination of 1 Cor. 10:13; Matt. 6:13; John 17:15 and 2 Peter 2:9.

CLASS STARTER

READ 1 Peter 4:12-19. Discuss briefly the degree of suffering we share and how we should not be surprised. This will connect to 1 Thessalonians 3:1-4.

QUESTIONS (in student workbook)

1. Who was sent to Thessalonica and for what purpose?
2. What had Paul foretold while he was with the Thessalonians?
3. What afflictions are we aware of that the Thessalonians endured?
4. What report did Timothy bring back to Paul?
5. How did this report help them?
6. What was lacking in their faith?
7. Why did Paul desire God to direct his way to Thessalonica? Why this statement?
8. In verses 12-13 what does Paul pray for the Thessalonians?
9. How does God "establish" our hearts "without blame in holiness"?

CLASS ACTIVITIES (optional at your discretion)

From question #1, how does one man strengthen and encourage a congregation (3:2)? Try to give and/or get modern examples of this.

Ask students: "How do we stand firm in the Lord" (3:8)? Be sure to get definitions from the students.

Generate a poster to place on the wall. Have students fill in two categories they feel describe them as individuals and/or a class: 1) Standing firm 2) What is lacking. The purpose is for them to identify areas in which they need to grow.

CLASS STARTER

With some degree of care, have students define “immorality” (a generic term for any and all sexual sin). Have them identify some specifics under this generic term (such as adultery or homosexuality). Lead students in a very brief discussion of why cohabitation (living together out of wedlock) is sinful.

QUESTIONS (in student workbook)

1. What previous verse or phrase parallels this statement in verse one: “as you received from us instructions as to how you ought to walk and please God”?
2. What is Paul’s point in verse one?
3. According to Paul, all religious instructions or commands must be based on what?
4. Define sanctification (v. 3).
5. What example of sanctification does Paul list?
6. What are we supposed to know (v. 4)?
7. How might we defraud a brother in this matter (v. 6)?
8. For what purpose has God called us (v. 7)?
9. Why would the Thessalonians possibly reject this teaching (v. 8)?

CLASS ACTIVITIES (optional at your discretion)

Be sure in question #5 to discuss the meaning of “abstain.”

In question #9 discuss why some today would reject this teaching.

Scenarios - Read each scenario to the class. Have them give an answer for how to possess their own vessel in sanctification and honor. You may desire to change these or add more. Consider them discussion starters.

- Jill really wants John to dance with her, enticing him with looks, requests, and pulling on his arm. What is John to do?
- After dating for two months, John changed the lunch plans and informed Jill he was taking her on a picnic to a private pond. What is Jill to do?
- While driving, Jill cuddled up next to John. She soon had her hand on his knee. What is John to do?
- The kiss prolonged and hands started to roam. What should be done?

Ask students: How does sanctification and honor relate to your reputation and influence?

CLASS STARTER

Paul start chapter 2 mentioning “out gathering to Him.” Have students explain the meaning. This will reveal to you the extent of their knowledge. Be sure to examine (again) 1 Thess. 4:16-17. Consider this a short/quick review of the concept.

QUESTIONS (in student workbook)

1. What does Paul give as the reason for writing this letter (v. 1-3)?
 - A. What had they apparently been told?
 - B. Who told them this?
2. What does Paul affirm must come first before the second coming of Christ (v. 3)?
 - A. How does Paul describe this event (v. 4)?
 - B. What restrains the “son of destruction” (v. 6)?
3. What will happen to “the man of lawlessness” (v. 7-8)?
4. Does Paul identify the man of lawlessness?
5. What will the coming of the lawless one be like (v. 9-10)?
6. From verses 9-12, is it true that men will be unable to determine truth?

Class Activities (optional at your discretion)

Lead students in a discussion starting with this statement: “Some contend chapter 2 strongly points to the Catholic Pope as the man of lawlessness. What in the text would support or deny this?”

Have students give their thoughts about what is the “deluding influence” (2:11).

In your discussion be sure to include (2:10) “not receive the love of the truth...”, and “believe what is false” (2:11) and “took pleasure in wickedness” (2:12). Also include who may be deluded (i.e. could it be me).

If time allows, point out other false doctrines promoted from this text, especially about the man of lawlessness.

CLASS STARTER

Ask students: "What is grace?" (unmerited favor) "How has God been gracious to us" (salvation) You may choose to look at a few related passages. "What does Paul mean in 2 Thess. 1:2 when he says 'grace to you...from God...and...Jesus'?"

QUESTIONS (in student workbook)

- How do verses 3-4 relate to the book of 1st Thessalonians?
- What is their "plain indication" that they are "worthy of the kingdom of God" (v. 5)?
- What will God do to those who persecute Christians?
 - Define "retribution" from verse 8.
 - Who will deal out God's retribution?
 - Who are those who "do not know God"?
- What will be the penalty for these (v. 9)?
- What will be the response of the faithful at Christ's return (v. 10)?
- What is required for God to "count us worthy of our calling" (v. 11)?
- How is the name of Jesus glorified in us (v. 12)?

CLASS ACTIVITIES (optional at your discretion)

Have students identify 3-4 ways in which we are persecuted as Christians. If possible, prepare some notes for yourself and apply one passage to each of their anticipated answers. In this way demonstrate God revealed we would be persecuted in these ways. At least you will have answers/passages to direct their thinking.

What is the "work of faith" 1:11? Discuss how we should be praying for the work and each other as we labor (be specific in what we are asking of God).

Word Meaning Poster. Have these definitions beforehand for yourself. You can choose to have students look up the Greek definitions on www.blueletterbible.org (in class). You must give them references for the website use. All are from 2 Thess. 1. Have students make a poster to put on the wall. Words to define: Grace, Perseverance, Persecutions, Retribution, Glorified, Marvelled. You can expand this going back into 1 Thessalonians if desired.

CLASS STARTER

Use a video or an article about U.S. Citizens living off the government, not doing any work or supporting themselves. An example is found at video.foxbusiness.com dated 5.14.2014 Varney: We're Not Solving Poverty With Government Handouts (2:06 length). Relate this discussion to 1 Thess. 4:11-12 and question #2.

QUESTIONS (in student workbook)

- In verse 9 Paul changes the topic to what? What instructions does he give about this topic?
- What is supposed to be our "ambition" (v. 11)?
- What was Paul's point in teaching about the dead in Christ (v. 16)?
- From verses 16-17 create a chronological list of events to take place at Christ's return.
- Why and how are we to "comfort one another" with these words (v. 18)?

CLASS ACTIVITIES (optional at your discretion)

Ask students: Who are "outsiders" (2 Thess. 4:12)? What are "insiders"? How does our "ambition" (4:11) and "behavior" (4:12) reflect on the church?

Discuss from 4:16-17 how concepts of the "rapture" and the "thousand year reign of Christ" (Rev. 20) fit into this description of the end.

True/False Bean Bag Grab Create a list of about 20 questions related to the end times. Divide students into two lines, one on either side of a table with one bean bag in the middle of the table. Two students closest to the table are competing to answer a question. After you begin the question, the first to grab the bean bag may answer. Correct answer earns one point. Wrong answers are not penalized. This activity can be more interesting if you move very fast from question to question. Afterward, go over the questions they missed. You can make this more challenging by arranging the questions from easiest to hardest. Make hardest questions sound plausible, even if false.

If time allows, discuss how this passage denies false doctrines such as the faithful living forever on the earth (Jehovah's Witnesses), and/or include other passages that reveal more info about what the end will be like (careful to not cover 1 Thess. 5:1-11; save some for the next class).

CLASS STARTER

Looking at verse 7, lead a quick discussion about how people get into trouble, how people sin at night. Have students identify some specific sins typically committed at night (such as drunkenness, theft, immorality). Being aware of these truths, have students explain some of the dangers of late-night dating.

QUESTIONS (in student workbook)

- How will the day of the Lord come (v. 2)? What does this mean?
- Describe Paul's allusion to us as being:
 - "Sons of light" (v. 5).
 - Not "sleeping" (v. 6).
- Define: A. Alert (v. 6) B. Sober (v. 6)
- How do these images of armor (v. 8) compare with those in Ephesians 6?
- Why are WE not destined for wrath (v. 9)?
- Either "awake" or "asleep" (v. 10) we may live together with Him. What can we infer to have been believed in Thessalonica?
- If they are encouraging one another, why does Paul include the instruction in verse 11?

CLASS ACTIVITIES (optional at your discretion)

Ask students: What today would be saying 'Peace and Safety' (5:3) and destruction come upon them?

Prepare some information to present to the class. Use video slides (such as Powerpoint) or print on paper, or just read. Find examples of false doctrines teaching the "signs of the end" (such as wars and natural disasters). Compare with "suddenly" (1 Thess. 5:3).

Ask students: How do we encourage and build up one another (5:11)? Discuss from the standpoint of A) Teens encouraging each other B) Teens encouraging older members C) Teens encouraging Jr. High friends.

CLASS STARTER

"Live in peace with one another" (5:13). Ask students: How do we do this? Try to get them to consider handling differences, hurt feelings, being proactive, doing my part to maintain peace. Include Rom. 12:18.

QUESTIONS (in student workbook)

- To whom do verses 12-13 refer? Why are we to esteem them highly?
- Paul "urged" the brethren of several truths needed in our life (verse 14). For each phrase give one example of how we accomplish it.
 - Admonish the unruly
 - Encourage the fainthearted
 - Help the weak
 - Be patient with everyone
- Explain how we can "rejoice always" (v. 16) when things happen that sadden us (such as the death of a loved one).
- Discuss what is meant by "pray without ceasing" (v. 17).
- How does "God himself sanctify" us "entirely" (v. 23)?
- What's the difference between "spirit and soul and body" (v. 23)?

CLASS ACTIVITIES (optional at your discretion)

From 5:15, make a list on the board with 2-3 items in each category of how to seek after that which is good for the person. Categories: 1) Elder/Elder's wife 2) High school student 3) Young parent 4) Neighbor.

Ask students: In 5:18 it says "for this is God's will for you in Christ Jesus." Is this about the beginning of verse 18 or a greater context? If greater, what IS God's will for us?

Have a student explain the meaning of 5:19-20. If time allows, examine 1 Cor. 13:8-12 about how prophecies have ended.

Hold Fast Or Abstain (from 5:22). Create 2 pieces of paper titled (very large font) "Hold Fast" and "Abstain". Place papers on the table. Print some sentences in a word processor and cut into strips. Randomly distribute the sentence strips to the class making enough so that each student gets 3-4. Sentences should include a truth or error. Students are to read their sentence and place on the correct page. Try to create some easy (obvious) ones and some that are more mature. Go over the ones students miss.