



1-2 Timothy

Teacher's Manual

Written By
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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.



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CLASS STARTER

Discuss how the letter was written to the younger evangelist and why we (as non-evangelists) profit from the study.

QUESTIONS (in student workbook)

1. How is Jesus our hope (v.1)?
2. Why was Timothy left in Ephesus (v.3–4)?
3. What should be the goal of our instruction (v.5)?
4. How are some today using the Law in such a way as to make it “bad” (v.8)?
5. If the “law” is not made for a righteous person (v.9), why do we study the law?
6. What is “sound teaching” (v.10)?
7. In what way was God’s grace abundant? Abundant in doing what (v.14)?
8. How is Paul’s salvation an example for us (v.16)?
9. What command did Paul entrust to Timothy (v.18)?
10. How do we “fight the good fight” (v.18)?
11. Explain why faith and a good conscience are both necessary (v.19).

CLASS ACTIVITIES (optional at your discretion)

Check Student Understanding for definitions for “grace” and “mercy” (v.2).

Have Students Identify a false doctrine that exemplifies verses 6–7. For each doctrine identified, have students explain why it demonstrates a misunderstanding.

Consequences (based on v.19) Prepare by creating two or three scenarios. For each scenario provide 3–4 possible decision points. The cumulative bad decisions lead to “shopwreck,” the cumulative good decisions result in “keeping faith” or growth. For each decision point try to provide 2– options. Have different students state the possible consequences of the decision choice.

Option #1 - you randomly have students draw the decisions made and discuss how it leads to consequences.

Option #2 - put decisions on cards and pass them out to the class. This requires more generalized decisions which could work in your scenarios at any point. Have students read their card (going down the line, or when you call on them) and relate the consequences of the decision.

CLASS STARTER

Ask students (from v.1): What is Jesus' "Kingdom"? A brief discussion would be appropriate.

QUESTIONS (in student workbook)

1. What was Paul's charge to Timothy, and thus to all evangelists (vs.1-2)?
2. List two examples you are aware of where some in the Lord's church have been an example of verses 3-4.
3. Rather than "tickling ears", what is the evangelist's job (v.5)?
4. From verse 7:
 - A. What was "the good fight"?
 - B. What "course" had Paul "finished"?
 - C. How had he "kept the faith"?
5. How do we "love His appearing" (v.8)?
6. Describe any differences you see in the actions of Demas, Crescens, Titus and Luke (v.9-11; see also verse 16).
7. From Paul's example, why should we name those who oppose the truth (v.14-15)?
8. How was Paul rescued out of the lion's mouth (v.17)? Is this a literal or figurative phrase?
9. Describe Paul's confidence in God's ability to rescue him (v.18).
10. From verses 19-22 what do we learn about the saints in the first century?

Class Activities (optional at your discretion)

Points Of Clarity Check student knowledge:

- A. Reprove (v.2)
- B. Rebuke (v.2)
- C. Exhort (v.2)
- D. Sound Doctrine (v.3)
- E. Drink Offering (v.6, explain in the context)

John Mark (based on v.11). Allow students to "discover" the connection of verse 11 with Acts 15:36-41.

Review 1-2 Timothy If time allows a brief review, prepare a one page matching exercise with each chapter of 1-2 Timothy on one side, and a single phrase describing each chapter on the other side. Students can work individually, in pairs, or as a group.

CLASS STARTER

Private Poll (This can start prior to the start of class) Hand students identically sized cards (pieces of paper) and identical pens (or pencils). Do not put names on cards. Have them number cards 1-4 and answer the following.

- A. Do you purposefully say a prayer every day? (yes or no)
- B. Are your prayers "personal" or rather "generic"?
- C. How many times a day do you pray? (1-3; 4-6; more than 6)
- D. Where do you like to pray?

Collect cards, pull answers together and give students the results without naming any names. Try for a collective response, and percentage answers. You may wish to include yourself, all the adult teachers in classrooms during this class period, or perhaps the Jr. High school students. This should spark some discussion.

QUESTIONS (in student workbook)

1. Explain the differences between:
 - A. Entreaties
 - B. Prayers
 - C. Petitions
 - D. Thanksgivings
2. What should be our attitude toward politicians and civil authorities? Why (v.2-3)?
3. Verse 4 has two phrases. Tell how they are related or unrelated.
4. Paul taught in "faith and truth" (v.7). What is he saying?
5. Explain the phrase "lifting up holy hands" (v.8).
6. If "making a claim for godliness" (v.10), what will women do differently from the world? How would men apply this to themselves?
7. How would a woman violate verse 12?
8. Why are women to receive instruction with entire submissiveness (v.12-14)?

CLASS ACTIVITIES (optional at your discretion)

Mediator (based on verses 5-6) Discuss the truth of Jesus being our mediator, what this means in regards to prayer (including why we pray "in Jesus' name"), and how he is the only one capable of being our mediator (having paid the ransom). Bring to this discussion some of the Catholic beliefs and practice of praying through Mary or other saints (bring documentation of these false beliefs).

Modesty (based on verse 9-10 and related to question #6) Have students define "modestly" and "discreetly" (from verse 9) by looking at the Greek (www.blueletterbible.org can be accessed in class for this, or look at a Strong's concordance.) Discuss "proper clothing" (v.9) and "improper clothing." You may desire to bring in other passages related to this topic. Be sure to discuss the meaning and application of a woman adorning herself with good works.

CLASS STARTER

Review other passages of Scripture that indicate (1) a plurality of elders is needed in every congregation, (2) elders are only over the single local congregation, and (3) similar concepts for deacons. You should discuss these points in light of denominational practices that are in error (such as satellite congregations, a district governing bishop, and the unmarried elders). You may also want to discuss the several Scriptural words that define the same role (elder, bishop, presbyter, overseer, shepherd, etc).

QUESTIONS (in student workbook)

1. Why is verse 1 a “trustworthy” statement?
2. Why are there “family” qualifications for elders (v.2, 4–5)?
3. Why can an elder not be a new convert (v.6)?
4. From the qualifications for Elders, make a list of words or phrases about which we must make a judgment to determine if he is qualified.
5. Define “deacon” (v.8).
6. Who are the “women” in verse 11?
7. Explain the “great confidence” that deacons obtain (v.13).
8. Tell how the church is the “pillar” and “support” of the truth (v.15) as well as the consequences when a congregation fails in this.
9. To the best of your ability, explain verse 16, especially the great “mystery”.

CLASS ACTIVITIES (optional at your discretion)

Who Serves? Be certain students can name (in your local congregation) who is serving as elders and deacons.

Definitions It will be helpful as you study through this chapter if you have a reference of definitions to which students can refer (include where definition comes from). I suggest preparing this before class on a handout or possibly on a poster. Not every word needs to be defined, but many will need to be if students are to get a good understanding. Have them read a definition aloud in class as it is being discussed.

Inside/Outside (based on v.7) Point to some who are “outside” the church and ask students how one gets “inside.” Be prepared to give them a response quoting Scripture if they cannot. Include Titus 3:14 “our people,” 1 Cor. 5:12–13, Col. 4:5, and 1 Thess. 4:12. Discuss how some who call themselves “Christian” do not understand these principles and how we can help them learn the truth.

Household Of God (related to question #8). Be sure to explain this is not the church building but how one should behave as a Child of God (belonging to His house).

CLASS STARTER

Ask students: When are the “last days” (v.1)? Use other Scriptures (such as Heb. 1:2) to demonstrate the meaning. You may choose to show the difference from “last day” (John 12:48; 6:40).

QUESTIONS (in student workbook)

1. Describe the difficulties that will come in the last days (v.1–6). Try to include some modern applications of these examples.
2. How does verse 5 describe many in our society who call themselves “Christians”?
3. Timothy followed many things which Paul lists (v.10–11). For each item give an example or reason why we should also follow Paul in this area.
 - A. His teaching
 - B. His conduct
 - C. His purpose
 - D. His faith
 - E. His patience
 - F. His love
 - G. His perseverance
 - H. His persecutions and sufferings
4. What positive point does Paul emphasize in regard to his persecutions (v.11)?
5. If we desire to live godly in Christ Jesus, how will we be persecuted (v.12)?
6. Of what benefit is our study of the Old Testament (v.14–15)?
7. Explain the need to become “convinced” of things (v.14).
8. Make three good points about the truth presented in verse 16–17.

Class Activities (optional at your discretion)

Persecutions (based on v.11) What persecutions did Paul undergo in Antioch, Iconium, and Lystra? (Review from Acts.)

Points Of Clarity Check student understanding (vs.16-17) of the following:

- A. “Scripture” (which refers to the Old Testament)
- B. “Inspiration” (which means “God breathed”)
- C. Teaching
- D. Reproof
- E. Correction
- F. Training
- G. Adequate

CLASS STARTER

Revisit Lesson #9, Activity #1. Include statements from v.1 to “solemnly charge them.” If the activity was not done in Lesson #9, do it here.

QUESTIONS (in student workbook)

1. From verses 14–19 create a list of things about which Paul says the evangelist needs to be careful and diligent.
2. How does the foundation of God stand firm (v.19)?
3. What must we do to be prepared for every good work (v.21)?
4. What is a “youthful lust” from which we are to flee (v.22)?
5. How do we “pursue righteousness, faith, love and peace” (v.22)?
6. What is the result of speculations (v.23)?
7. Describe the proper attitude of one who would teach others the gospel (v.24–26).

Class Activities (optional at your discretion)

Accurately Handling The Word Of Truth (based on v.15). Discuss the need of diligence from this verse toward study. Compare phrase with Gal. 1:7 and/or 2 Pet. 3:16. Create a short list (4–8 items) to present to the class. They must answer after each if you were “accurately handling truth” or “twisting Scripture.”

Vessel For Honor (based on vs. 19–21) Discuss in context.

- A. Is “vessel” about the body only?
- B. How do we cleanse ourselves from these things?
- C. Is “prepared for every good work” the doing of it?

Escape (based on v.26) Ask students: How do we escape the snare of the devil? (Answer: by coming to our senses). Have students explain the meaning. Connect to “knowledge of truth” in verse 25.

CLASS STARTER

From verse 3 discuss how the Catholic practices of priestly and nun celibacy as well as food prohibitions are blatantly unscriptural. Try to provide some specific examples and/or quotes from religious groups who ignore these passages in order to indicate this is a real issue we may need to study with some (and why we are studying it).

QUESTIONS (in student workbook)

1. Why will some fall away from the faith (v.1)?
2. What foods are Christians to abstain from (v.4)? How is food sanctified (v.5)?
3. What should a minister be nourished by (v.6)?
4. What discipline should a minister follow (v.7–8)? (True of all Christians)
5. Why should Christians (especially ministers) work in the kingdom (v.10)?
6. What is a minister doing when he “prescribes” and “teaches” these things (v.11)?
7. Why would anyone look down on the youthfulness of a minister (v.12)?
8. Define the traits mentioned in verse 12 which show we are an example of the believers.
9. What three things should ministers give attention to (v.13)?
10. To what extent should ministers show themselves an example of these things (v.15)?
11. How can a minister ensure salvation for those who hear him (v.16)?

CLASS ACTIVITIES (optional at your discretion)

The Conscience (based on v.2) Discuss in general terms why God gave us a conscience (it’s function), how it can become “seared...as with a branding iron,” and the consequences of searing in our life. You may also want to discuss how our heart can be softened again (Heb. 4:12).

Bodily Discipline (based on v.8) Have student tell you how the body must be disciplined in activities they are involved in (sports, music, animal husbandry, etc). Go with whatever they use as examples from their lives. Lead them in a discussion of how “spiritual discipline” (“godliness”) is of greater value and why. Speak of the benefits, consequences of spiritual discipline. Bring in passages that speak about self-discipline and self-control.

Youthful Speech (based on v.12) Have students provide examples of what might be consider youthful speech. Look for things like prideful statements, all inclusive words (like “never,” or “always”), and telling others how to do things (when they’ve not yet experienced such things). Discuss what should be proper speech from a younger person (including terms of respect, obedience, and appreciation, even from a 20+ year old).

CLASS STARTER

Lead students in a short discussion of the importance Scripture places on our behavior toward widows. Be sure to look at Acts 6:1–6 and the context leading up to James 1:27.

QUESTIONS (in student workbook)

1. Is the context of verses 1–2 said to all Christians or just ministers?
2. What is meant by “purity” in verse 2?
3. Who is a “widow indeed” (v.3–5)?
4. “Prescribe” what (v.7)? What is the instruction to the minister?
5. What is meant by being “above reproach” (v.7)?
6. Who is responsible to care for widows? Consider carefully in light of verse 8 and verse 16.
7. What list (v.9)?
8. What qualifications are given for a widow to be on “the list” (v.9–10)?
9. Why can younger widows not be placed on “the list” (v.11–16)?

CLASS ACTIVITIES (optional at your discretion)

Planned Retirement Lead students in a discussion of how older people are to survive (be supported). Couch the discussion in terms of “responsibility” based on the chapter’s teachings. Point strongly to verse 5 “practice piety,” verse 8 “provide for his own,” and verse 16 “must assist.” Compare God’s way with man’s (retirement), and how His way is based on love for parents and God.

Sensual Desires (based on verses 11 and 6, “wanton pleasure”) Discuss the reality of sexual desires for men and women based on the language of the text. Include how this can be so strong some will “disregard Christ” and “set aside their previous pledge” (v.12 and the meaning). Include how the fulfillment of these desires (in context) is marriage (v.11), not fornication or living together. The result of giving yourself to these pleasures is “dead even while she lives” (v.6). Try to bring to this discussion personal examples of some you have known who chose a relationship with someone over a relationship with Christ (to apostasize for a relationship with someone).

Give The Enemy No Occasion For Reproach (from v. 14) Define “reproach.” From the context of verses 13–16 have students identify what may cause reproach. Have them expand on this list with other things that may cause reproach. Compare with 1 Timothy 3:7, 1 Peter 2:12, Titus 2:8, and Philippians 2:15

CLASS STARTER

Seminary (related to question #2 below). Describe, explain, quote about the world’s concept of “Seminary” compared with an evangelist “entrusting to faithful men...”

QUESTIONS (in student workbook)

1. How can Timothy (and therefore us) be strong in the grace (v.1)
2. Explain how the gospel is intended to be spread. What is God’s plan for evangelism (v.2)?
3. Paul gives three figures to help us understand our job as Christians, particularly those who preach (v.3–7). Please list the three figures and tell what is emphasized in each.
 - A.
 - B.
 - C.
4. Explain Paul’s use of “my gospel” (v.8). What in the context tells us what his gospel was?
5. From the context of verses 11–13, what is meant by “denying Christ”? Describe any differences you see in the phrases “deny Him” and “faithless”.

Class Activities (optional at your discretion)

Imagery of The Christian Soldier (based on vs.3–4). Have students recall other biblical images of the Christian soldier. Have group try to identify (1) *a book*, (2) *a chapter*, (3) *a verse*, for each image. In preparation you should create a list of appropriate passages (such as Eph. 6). Some discussion will surely take place.

Athlete & Farmer Images Similar to the first activity exploring more depth of the discussion of Christian labor and service.

Imprisonment Of Gospel (based on v.9) Indicate from Scripture and from modern life how God’s word is not stopped or suppressed. Include Acts 16 (Philippian Jail) and modern “prison efforts.”

CLASS STARTER

Influence (based on v.5). Ask students: “who has spiritually influenced you?” Discuss how God intends for godly parents to influence children, and how they will be expected to do this when they are parents.

QUESTIONS (in student workbook)

1. What language does Paul use to convey the depth of his regard for Timothy in verse 3–4?
2. What kind of faith does Paul remember about Timothy (v.5)?
3. From verse 8 what might we determine was part of the reason Paul wrote this letter to Timothy?
4. What has been brought to light through the gospel (v.10)?
5. What is the difference in the roles for which Paul was appointed (v.11)?
6. What has been entrusted to God which He guards (or keeps) (v.12)?
7. What is the “standard of sound words” which Timothy heard (v.13)? Is this the standard for us? What meaning does this phrase have for individuals and the congregation?
8. What treasure has been entrusted to Timothy (v.14)? Compare with 1 Timothy 6:20 and 2 Corinthians 4:5–7. Who else has this been entrusted to?
9. Verses 15–18 indicate a trial that Paul underwent in Rome. What was the trial?
10. What do we learn from Onesiphorus about what ought to be our attitude toward those who are righteously and zealously proclaiming the truth (v.16–18)? How do WE accomplish this?

CLASS ACTIVITIES (optional at your discretion)

Role Of Preacher Discuss with students how a preacher is to work in conveying truth. Perhaps start with some bad examples. Include v.7 “not spirit of timidity, but...”, and v.11 being appointed a preacher in describing the message he preached.

God Has Saved Us (based on v.9) Prepare before class by creating a list of words/concepts which fall into two categories. Students are to identify which category the word belongs to. For each word/concept be prepared with at least one reference.

Categories: God’s Part

Grace
Atonement
Justification
Forgiveness
Mercy
Sacrifice

Man’s Part

Belief
Repentance
Confession
Works of righteousness or
“obedience”
Submission

CLASS STARTER

Discuss, by way of review, the organization of the Church: Jesus is head (Eph. 1:27), Elders oversee (1 Tim. 3), Deacons serve (1 Tim. 3), saints (Phil. 1:1). Ask students: Where does the evangelist fit into this organization? Based on this text, does the evangelist have authority greater than an elder? Does he have any authority? What exactly is his role/function in the congregation?

QUESTIONS (in student workbook)

1. From verse 17, can a minister/preacher be an elder? Why or why not?
2. What is the “double honor” and “wages” (v.17–18)?
3. What specific instructions are given to the young minister in regard to Elders (v.19–22)?
4. Discuss why verse 23 does or does not authorize “casual drinking” of alcoholic beverages. Try to include other passages in your thinking.
5. Explain verse 24–25. Why is this teaching given to Timothy?

CLASS ACTIVITIES (optional at your discretion)

Drinking (based on question #4) Add to the discussion some of the following concepts:

- A. When does a person become “drunk” (blood alcohol level, impairment, loss of control)? Discuss in light of Scripture teaching “self control” as a fruit of the Spirit (Gal. 5).
- B. What was Timothy’s attitude about drinking? (Had to be ordered to take it.)
- C. How does “casual drinking” effect reputation and behavior among the Gentiles (see lesson 5, class activity #3)?

Sharing Responsibility For Other’s Sins (based on v.22) Discuss the meaning of this phrase in context, which appears to contradict the concepts in Ezekiel 18:19–20. Have students identify other areas where this may also be applied (try to have two or three examples prepared). You may want to discuss this subject in light of the phrase: guilt by association.

Accusations (based on vs.19–20) Assuming the context has already been discussed in connection with question #3, lead students into an application discussion which expands to accusations men bring against us and which we bring against them. Be certain students understand how this is to take place in the church (Matthew 18:15–17 and Matthew 5:23–24). Scriptural accusations are not speculations, guesses, nor assumptions.

CLASS STARTER

Define the following: Yoke (v.1), honor (v.1), doctrine (v.1), advocates (v.3), morbid (v.4), deprived (v.5).

QUESTIONS (in student workbook)

1. What principles are ministers to preach in regards to slaves and masters (v.1–2)? How is this applied today?
2. How does Paul define “sound words” (v.3)?
3. What is wrong with someone who “advocates a different doctrine” (v.3–5)?
4. How is godliness a means of great gain (v.6)? Explain.
5. With what are we to be content (v.7–8)?
6. What is wrong with wanting to “get rich” (v.9–10)?
7. Identify at least two “grievances” that some pierce themselves with because of a love for money (v.10). (This is a discussion question. The answers are not in this text.)
8. Discuss how the Christian’s attitude about money is decidedly un-American.

CLASS ACTIVITIES (optional at your discretion)

Regard As Worthy (based on v.1) Re-read verse 1 and discuss how the slave with a non-Christian owner is to “regard” his master “as worthy of all honor” even if he is not “worthy.” Make application to teachers, politics, and bosses. Discuss how we treat such a person as “worthy” and why.

Contentment (based on vs.6–8) Discuss the general teaching of Scripture regarding contentment. Include how it is an attitude and decision more than anything else. Be sure to include how contentment and joy are not based on circumstances. A person may be content while unhappy about a circumstance (say an ill child). Look at it from the point of view of how a discontent person behaves.

Riches (based on vs. 9–10) Gather a few other references from the New Testament about money and its use (such as 1 Cor. 16:1–2, Mark 12:17, Mark 12:41–44, 1 Tim. 5:1–8, James 1:27). Help students understand money is a tool, and how we handle it is important to our soul. Much wisdom about riches is found in Proverbs and Ecclesiastes. After gathering your references, have each student answer at least one true/false question about what the Bible says about money/riches. Create your questions so as to do some quoting from the gathered references, or state the opposite of the reference. Try to make some of the questions hard, easy, and in between. During class, you can determine the level of difficulty for each student. This should generate some discussion.

CLASS STARTER

Ask students: “Where do preachers come from?” Lead them in a discussion of righteous youthful men who give attention to verse 11. Discuss their love for God and desire to share truth.

QUESTIONS (in student workbook)

1. From what is the minister to flee, and what is he to pursue (v.11)? Are these just for the minister? Why or why not?
2. Explain how we “fight the good fight of faith” (v.12).
3. What was the “good confession” made by Timothy (v.12)?
4. Of what significance is Paul’s statement: “I charge you in the presence of God” (v.13)?
5. What was Paul’s charge to Timothy?
6. Upon what should our hope be fixed (v.17)?
7. All Christians should be taught what (v.18)? Why (v.19)?
8. How does a minister “guard what has been entrusted to him” (v.20)?

CLASS ACTIVITIES (optional at your discretion)

Define “Reproach” (v.14). A brief discussion of application is appropriate: how an evangelist is to behave “without reproach.” Compare with 1 Tim. 3:2, 10, 5:14 and Phil. 2:15.

The Proper Time (based on v.15). Take the opportunity to review student’s knowledge regarding the time of Christ’s return. Create ten true/false questions to ask the class. Keep score on the board. Try making false statements sound true.

Option: This could be “true statements” (quotes from Scripture) and “false statements” (quotes from men and false doctrines as in “the signs of the time.”)

What’s The Difference? Have students identify means and our understanding of: “Sovereign,” “King,” and “Lord” (v.15).