



2 Timothy

The background of the slide features a dark, textured surface, possibly asphalt or a similar material, with a bright, glowing path that leads from the bottom center towards a bright yellow horizon. The overall color palette is dominated by dark blues, greys, and yellows.

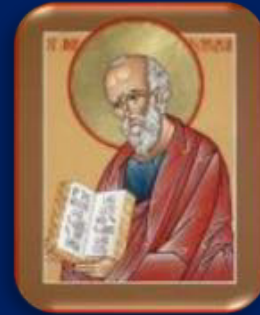
finish the race

2 Timothy 4

2 Timothy Introduction

The Call to Christian Perseverance

Answering Nine Questions



- 1) Who wrote it? – Paul
- 2) What do we know about the author? – An Apostle
- 3) To whom was it written? – Timothy
- 4) When was it written? - A.D. 67
- 5) Where was it written from? – Rome
- 6) Why was it written? – Timothy's timidity
- 7) What is it about? – Perseverance
- 8) What is inside (outline)? – 4 part outline
- 9) What makes the book different? – Paul's final word

Four Part Structure

1. General call to faithful endurance in the ministry (chapter 1)
2. Ten metaphors describing what faithful endurance looks like (chapter 2)
3. What to do in the midst of the coming apostasy (3:1–4:8)
4. How God met six needs in Paul's life (4:9-22)

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2 Timothy 2

Ten Metaphors Illustrating
Endurance

Ten Metaphors

- Teacher (2:2)
- Soldier (2:3-4)
- Athlete (2:5)
- Farmer (2:6)
- Christ (2:7-8)
- Paul (2:9-10)
- Trustworthy statement (2:11-13)
- Workman (2:14-18)
- Vessel (2:19-23)
- Servant (2:24-26)

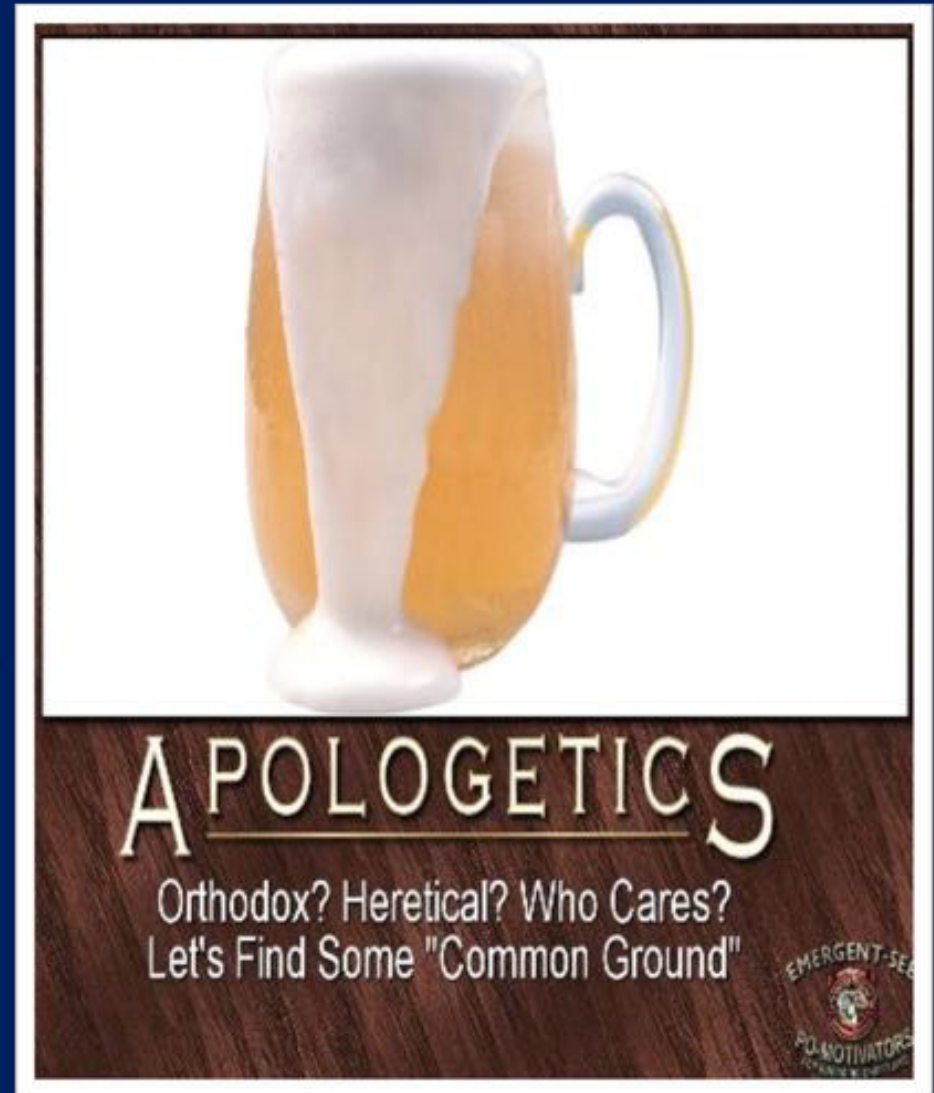


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2. Ten metaphors describing what faithful endurance looks like (chapter 2)
3. **What to do in the midst of the coming apostasy (3:1–4:8)**
4. How God met six needs in Paul's life (4:9-22)

Definition of Apostasy

- *apos* = away from
- *histēmi* = to stand
- Apostasy = to stand away from
- Apostasy = a departure from known (or previously embraced) truth



Apostasy (3:1–4:8)

I. The Apostasy (3:1-9)

A. The evil (3:1-7)

B. The examples (3:8-9)

II. The Antidote (3:10–4:8)

A. Paul's example (3:10-13)

B. Preach the Word (3:14–4:8)

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B. Paul' Example (3:10-13)

1. Paul's ministry (10a)
2. Paul's character (10b)
3. Paul's difficulties (11-13)



Apostasy (3:1–4:8)

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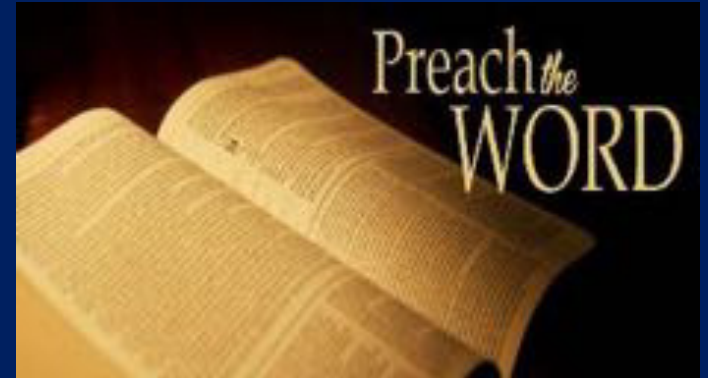
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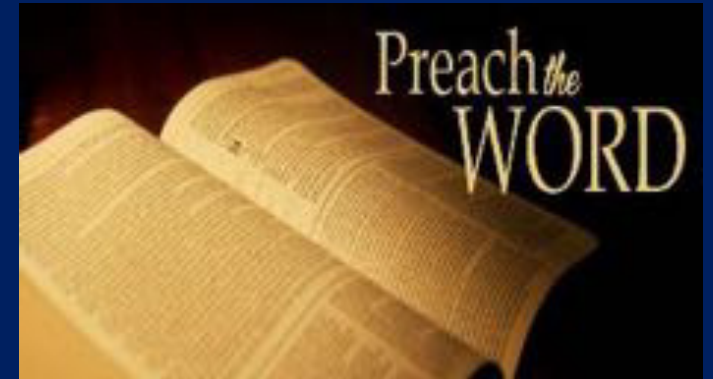
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- Impact on Paul (2 Tim 3:14)
- Impact on salvation (2 Tim 3:15)
- Divine origin (2 Tim 3:16a)
- Impact on sanctification (2 Tim 3:16b)
- Impact on equipping (2 Tim 3:17)
- Paul's charge to Timothy (2 Tim 4:1a, 2)
- Timothy's evaluation at the Bema Seat (2 Tim 4:1b)
- Preference of men to avoid the word (2 Tim 4:3-4)
- Need to complete Timothy's ministry (2 Tim 4:5-8)



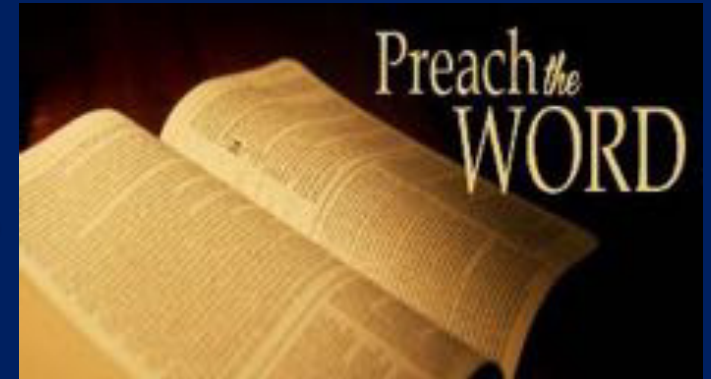
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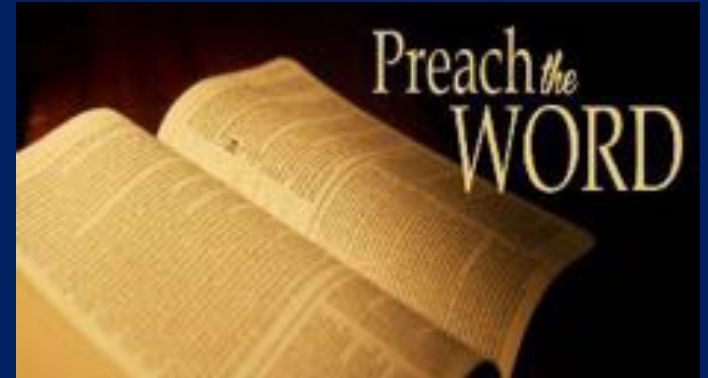
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INSPIRATION OF SCRIPTURE

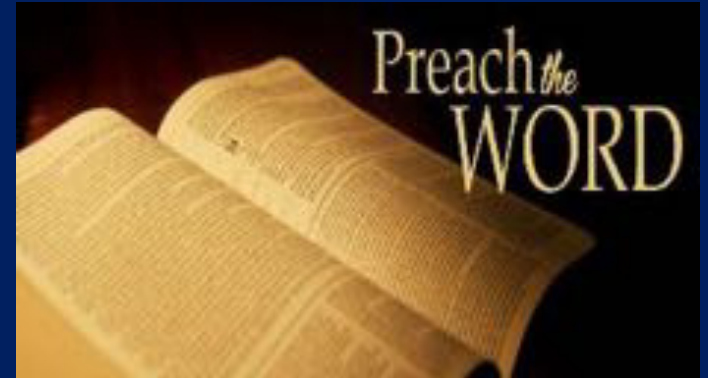
2 Peter 2:20-21

- Men Wrote as they were inspired by Holy Spirit
“phero” = to carry Acts 27:15,17
- Opposite of Knowledge of False Teachers
 - ◆ *Which is their own imagination*
 - ◆ *Jer. 23:16*



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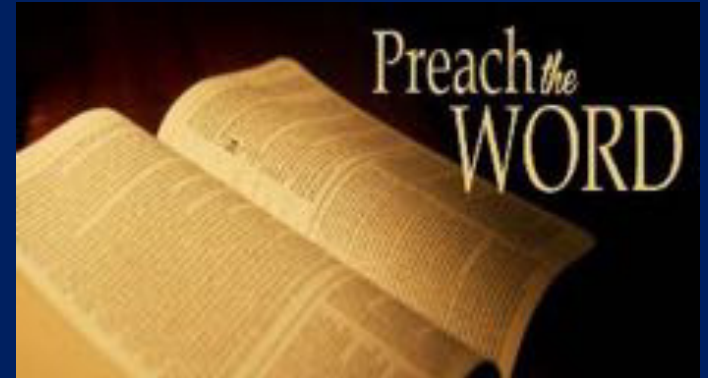


Three Tenses of Salvation

Phase	Justification	<u>Sanctification</u>	Glorification
Tense	Past	<u>Present</u>	Future
Saved from sin's:	Penalty	<u>Power</u>	Presence
Scripture	Eph 2:8-9; Titus 3:5	<u>Philip 2:12</u>	Rom 5:10


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2 Timothy 3:17

“so that the man of God may be adequate, equipped for every good work.”

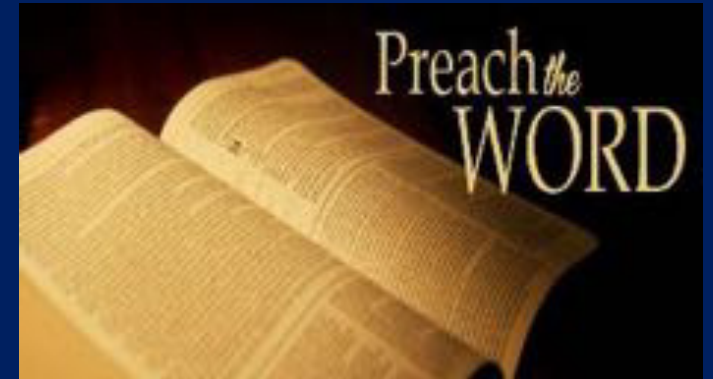
An open Bible is shown on a wooden stand. A white projection of text is cast onto the wall behind the Bible. The text reads: "That the man of God may be perfect, thoroughly furnished to all good works." Below the main text, a smaller line reads "—2 Timothy 3:17".

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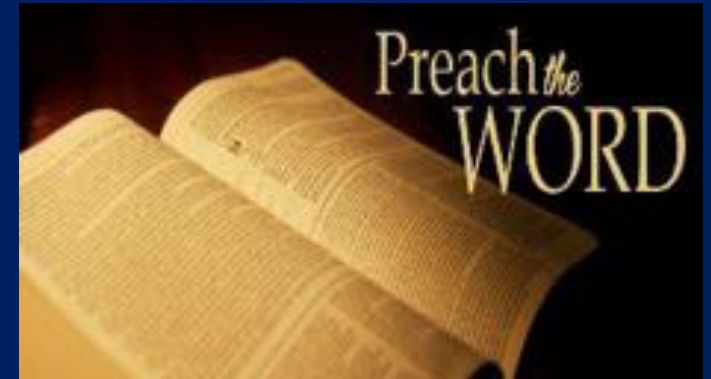
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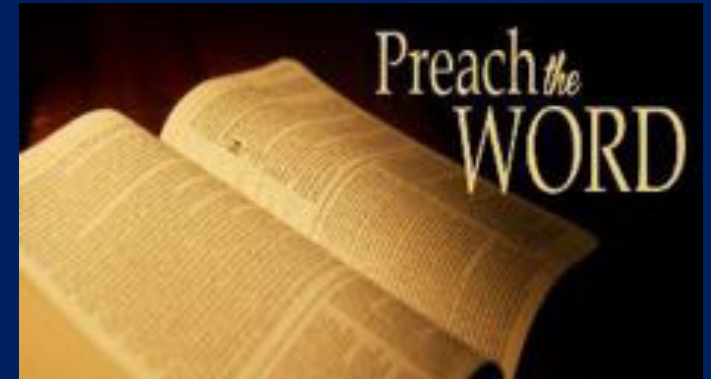
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2 Timothy 4:3-4

“For the time will come when they will not endure sound doctrine; but *wanting* to have their ears tickled, they will accumulate for themselves teachers in accordance to their own desires, ⁴ and will turn away their ears from the truth and will turn aside to myths.”



Outline (2 Tim. 4:3-4)

1. They will turn away from sound doctrine (3)
2. They will turn toward false doctrine (4)



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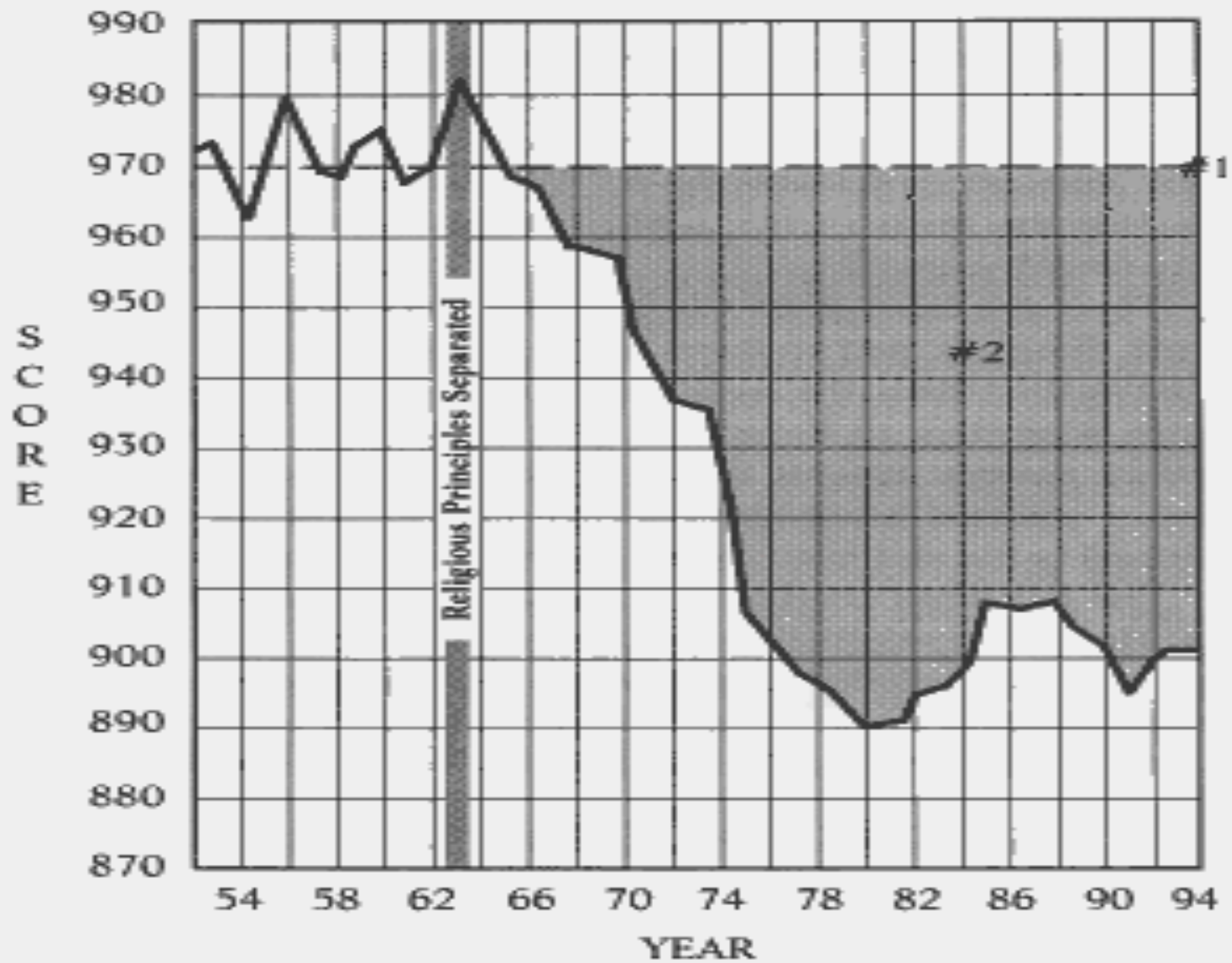


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SAT Total Scores



Geography Quiz that was given to Fourth Graders in 1862 (from the Wall Builders' library)

FOURTH GRADE QUESTIONS.

GEOGRAPHY.

Thirty-five Minutes allowed for this Exercise.

[No books, nor helps of any kind, allowed on the desks, and none to be used during the Examination. All communication to be avoided. Pupils to receive no information from teachers, or others, respecting any of the questions. Every pupil to write at the top of each paper, his or her name, age in years and months, and name of the school; also the *grade of the questions used*, which will be found at the head of the questions. Each answer should be numbered to correspond with the number of the question. Pupils should be careful to express their answers in as good language as they can employ. They should also attend carefully to the spelling and writing, and to the use of capitals and marks of punctuation. All these points will be taken into account in summing up the results. Pupils of the third and fourth grades may either write or print their answers, as they prefer. At the close of the time specified every paper will be taken up, whether completed or not.]

1. How many degrees of longitude are there?
2. How many degrees wide are the temperate zones?
3. What is a water-shed?
4. Name the principal animals of the frigid zones.
5. Name the different races into which mankind is divided.
6. What is a monarchy?
7. What portion of the people on the globe are Pagans? What portion Christians?

CHICAGO, March 27, 1862.

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Maslow's Hierarchy of Needs



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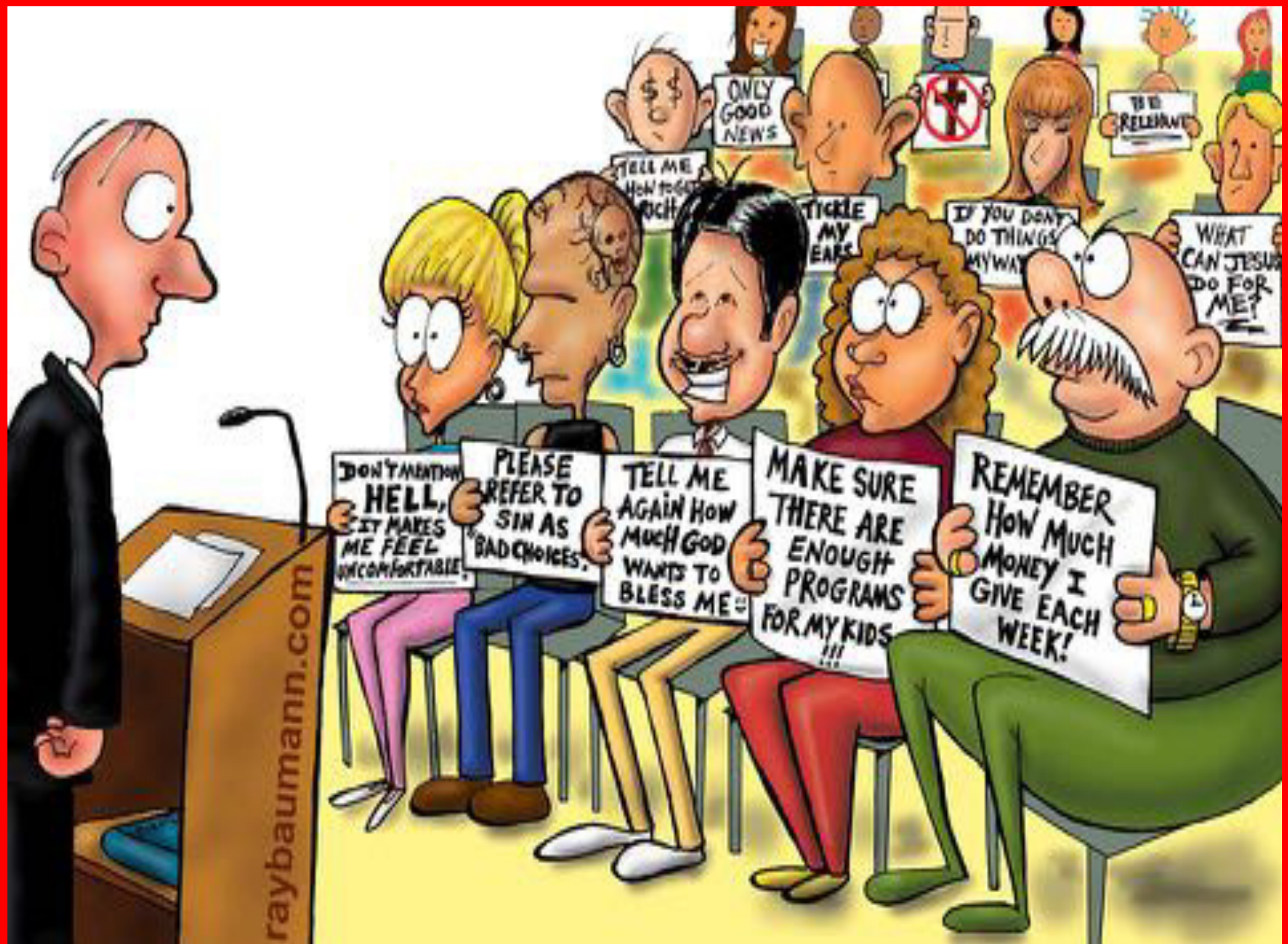
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Conclusion

Outline (2 Tim. 4:3-4)

1. They will turn away from sound doctrine (3)
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“The LORD bless you and keep you; the LORD make his face shine on you and be gracious to you; the LORD turn his face toward you and give you peace.” (NIV)