

# 1 Timothy

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Studies In Sermon Preparation  
And Church Leadership

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# Introduction

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## Purpose of This Material

This material was designed to fulfill three purposes. The first is to familiarize the Bible student with the teachings revealed in Paul's first letter to Timothy. Within this letter several important truths are revealed for leading, for teaching, and for guarding one's own personal conduct within the local church. "...I write to you so that you may know how you ought to conduct yourself in the house of God, which is the church of the living God, the pillar and ground of the truth" (1 Tim. 3:15). The second purpose for this material is to help the Bible student learn how to study the Bible and to properly apply God's message. The third purpose is to teach the Bible student how to outline his findings in preparation for presenting it before an audience. The exercises and assignments provided in each lesson are designed to fulfill each of these purposes. Because of the amount of preparation that will be required to finish each lesson, the lessons may take more than one week to complete. First, the student will be required to search the Scriptures, to understand the text, and to memorize key verses. Once an understanding has been reached, then the student will organize his notes in such a way that we be suitable for using them as notes in Bible studies or presenting them in sermons.

## Types of Sermons

Before the student begins the following lessons it is important that he understand the various types of sermons that are commonly used to present God's word. Though every person who preaches or teaches will eventually develop his own personal teaching style, there are three basic methods which are commonly used to convey a Bible message.

**Topical Sermons:** A topical sermon is a sermon in which an individual selects a single topic or issue, then searches all of the Scriptures to find passage that reveal God's teaching on that topic. Such lessons may be titled, "Love," "Baptism," "Contentment," each of which are not based on a single text or passage, but utilize many difference passages to reveal God's will and illustrate how one might apply God's teachings. This is perhaps the most time consuming sermon to prepare because one is required to not only look for passages which teach on the desired subject, but the more passages one uses, the more passages he must research to ensure that he is using and applying them in a way that agrees with their true meaning.

**Textual Sermons:** Unlike topical sermons, textual sermons rely on a single Bible text as the basis for their messages. A textual sermon may focus on one statement in a verse or an entire verse. For example, a textual sermon may focus on the statement made in 1 Pet. 4:11, "*Speak as the Oracles of God.*" The purpose of the sermon would be then to define what this statement means, to illustrate it, and then to make practical applications on how this statement ought to affect one's faith and religious practices. Similar to the topical sermon, a textual sermon may utilize passages in other parts of the Bible which help expound upon or illustrate the principle that is taught in the key text.

**Expository Sermons:** An expository sermon is an exposition of a Bible text. It may focus on a single verse or an entire chapter. The key difference between an expository sermon and topical or textual sermon, is that an expository sermon utilizes very few passages outside of the text itself. As an exposition of a Bible text, this type of sermon focuses on: 1. Explaining the context of the passage, 2. Defining the words used on the text, 3. Revealing God's meaning or purpose within text, and 4. Making practical applications of the message revealed therein. On few occasions, an expository sermon will refer to other passages to explain the meaning of the text. For example, in 1 Cor. 10:1-11, several references are made to the events that took places

as Israel traveled from Egypt to Mt. Sinai, and then the 40 years wandering. In order to help the audience understand the meaning of statements such as, “*all were baptized into Moses in the cloud and in the sea,*” it may be necessary for one to refer to Exodus 14 to show how Israel walked through the Red Sea and was surrounded by water. It should be understood, however, that to truly be an expository sermon, one must limit his use of outside texts to those which are directly related to the key text. The purpose is to extract spiritual truths from the text without muddling up its meaning by throwing a multitude of other passages into the mix.

### Preparing Outlines for This Material

It is universally understood that of the three basic types of sermons, expository sermons are most effective for developing a knowledge and understanding of God’s word. Where topical and textual sermons may utilize many different passages, those passages are often forgotten once the main point of the sermons has been made. In contrast, expository sermons provide an intimate understanding of a single text which is not easily forgotten.

As stated previously, the purpose of this material is first to enable a study of 1 Timothy. The secondary purpose is to help the student gain experience in preparing sermon outlines. For that reason, every outline that is prepared in conjunction with this material will be expository outline of the material. The student should make himself familiar with the guidelines for expository sermons as stated above, as they will be essential for completing the exercises properly.

### Study Tools

In order to help the Bible student understand a Bible text there are certain tools with which one should seek to familiarize himself. The first, and most important, is the Bible itself. While the Bible is sufficient in and of itself, one may find it useful while seeking a deeper understanding to also have in hand an exhaustive concordance of the Bible (available in some stores for \$20), as well as a Greek Lexicon and a Hebrew Lexicon. Lexicons are analytical dictionaries for Greek and Hebrew words. They will help in defining the exact meaning of words used in the Bible. If these lexicons are unattainable, a Vine’s Expository Dictionary of New Testament Words will suffice.

### Questions / Exercises

1. What are the purposes for this material?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. Who was Timothy? Use a concordance to locate other references where Timothy is mentioned. Briefly describe everything the Bible reveals about him and who he is. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. In one sentence each, define the following:
  - a. Topical sermon: \_\_\_\_\_
  - b. Textual Sermon: \_\_\_\_\_
  - c. Expository Sermons: \_\_\_\_\_
4. What tools should you acquire that will be helpful in your studies of the Bible?

# Learning To Outline

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## Introduction

1. The ability to outline a lesson is a very beneficial tool for giving a presentation.
  - a. It helps the speaker keep a clear and concise train of thought.
  - b. It helps to effectively organize and present logical arguments.
  - c. It also helps the listeners to better comprehend and remember the material being presented.
2. In this lesson we will discuss the basic principles necessary for creating an outline:
  - a. Identifying a single main point or theme.
  - b. Creating a skeleton or basic outline.
  - c. Developing sub-points to support the main points.

## Discussion

### I. One Main Point or Theme

- A. Every effective sermon has one overall point.
  1. Without a main point a lesson has no direction or focus.
  2. In every biblical sermon there is at least one main point that the preacher impresses upon his audience.
  3. If there is no main point the whole of the outline will seem arbitrary, disorganized and pointless.
- B. Aim for the target.
  1. When an archer releases his arrow toward the bulls-eye the arrow will often follow one direct path from the bow to the target.
  2. An outline must follow this same principle.
    - a. The target is the main point to which the preacher is guiding his audience.
    - b. The lesson is the path that the arrow will take.
    - c. The arrow is the attention of the audience which the preacher seeks to direct to the bull's-eye.
  3. As you prepare your outlines for this study, always remember, "aim for the target."

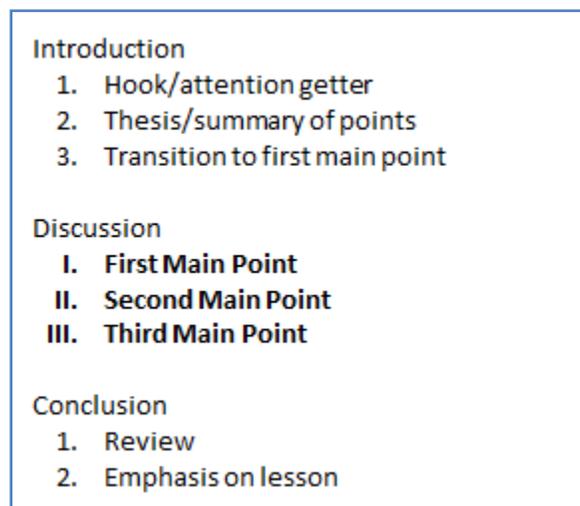
### II. The Skeleton Outline

- A. A skeleton outline is exactly what it sounds like:
  1. It is the basic structure that gives a lesson its stability, just as a skeleton does for the human body.
  2. The meat of the lesson is applied as sub-points are added to the outline.
  3. The use of the skeleton outline is to establish the path for our arrow in clear and concise points as it moves toward the target.
- B. The format:
  1. A skeletal outline consists five main parts:
    - a. An introduction: Here the preacher draws the audience's attention to the lesson and often states the three main points (also known as the thesis).
    - b. The discussion is the development of the three main points (parts two through four of the skeleton): these main points are the supporting arguments for the overall main point of the lesson (sometime it is acceptable to have more than three main points).

- c. The fifth part of the skeleton outline is the conclusion: here the preacher may review the main points and clearly state the conclusion or lesson that he wants his audience to understand.

C. Formatting:

1. There are several different formats that are commonly used to create a skeletal outline.
2. For purposes in this study the student will only use the formal outline format.
3. This lesson is an example of the formal outlines format. Notice that the Introduction (pg. 3) is clearly marked, as well as the discussion and the conclusion (pg. 5). The main points are bolded and the first letter of each word is capitalized. See the diagram below for the basic format.



### III. The Sub-Points

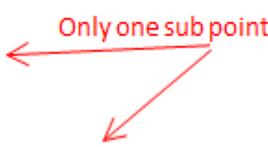
- A. Sub-points add the meat to a lesson.
  1. Sub-points either elaborate on the main point or provide the supporting evidence for it.
  2. The first level of sub-points is identified by capital letters (A., B., C.), the second level of sub-points is identified by numbers (1., 2., 3.), the third level of sub-points is identified by lowercase letters (a., b., c.) (observe how this formatting is used in this lesson).
  3. A main point may, but does not have to have sub-points.
  4. If a main point is followed by sub-points, there must be no less than two sub-points (see diagrams on page 5).

## Incorrect

Discussion

- I. First Main Point**
  - A. First Sub Point
- II. Second Main point**
  - A. First sub point
    - 1. Level two sub point
  - B. Second sub point
- III. Third Main Point**

Conclusion



## Correct

Discussion

- I. First Main Point**
  - A. First sub point
  - B. Second sub point
- II. Second Main point**
  - A. First sub point
    - 1. Level two sub point one
    - 2. Level two sub point two
  - B. Second sub point
- III. Third Main Point**

Conclusion

- B. The sub-points must be relevant.
  1. While sub-points have the ability to strengthen and enhance a lesson, when misused they can actually detract from it.
  2. If the sub-points are unrelated to the main points or if they provide too much information they can make the sermon confusing to the audience.
  3. There is always the temptation to add things that are not very helpful. Always remember that what you leave out can often be more important than what you put in to a lesson --“Less is more.”

### Conclusion

1. In this lesson we learned the basic formatting for a formal outline.
2. When a preacher applies these principle to his lessons it will not only help him to develop clear and concise sermons, but the audience will be better able to follow, understand and remember each point in a sermon as well as the overall application.
3. From this point on, the students will outline the Bible texts under discussion in the manner discussed in this lesson.

### Questions / Exercises

1. How many parts does a skeletal outlines have? How many main points does it have?
2. Using a piece of paper or a word-processing program on a computer, create a skeletal outline identical to the correct example above.
3. Outline the book of 1 Timothy using the formal outline format. Each chapter will be a main point in your outline. Divide the chapters into sub-points according to the discussions therein. If necessary, use the table of contents for this material as a guide for your sub-points.

# *“No Other Doctrine”*

## Lesson One: 1 Timothy 1:1-11

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Memory Verse: 1 Tim. 1:3-4

### **Introduction**

1. The exercises in this lesson will be used in every lesson following.
2. Due to the amount of information discussed herein, it may take more than one setting to complete this lesson.
3. Once the principles in this lesson have been learned, it will make it easier for the lessons to follow.
4. Find the EXERCISE SHEET on page 39. Make copies of it, as you may need to use this sheet to complete the EXERCISES for each lesson.
5. The first goal will be first to help you understand the text cited in the subtitle.
6. The second goal will then be for you to compile your findings into a presentable outline.

### **Discussion**

#### **I. Learning the Context**

##### **A. Context Defined:**

1. The context is the who, what, where, when, why, and how of the text. In short, it gives meaning to the text.
2. If we remove the text from its context, then we remove it from its true meaning.
3. For example, if we look only at Gen. 22:2 we see God commanding Abraham to sacrifice his son.
  - a. One might conclude from this one passage that God approves of child sacrifices.
  - b. However, when we look at the whole context (Gen. 22:1-19), we learn that God did not make Abraham go through with the sacrifice, but only used this to test Abraham's faith.
  - c. If we were to remove the text from its context, the result would be catastrophic.
4. If we are to properly understand any text of the Bible, we must first seek to understand its context.

##### **B. Identifying the context.**

1. To identify the entire context one must identify the author or the person speaking, the audience or person or persons being spoken to, the time period (Old Testament or New Testament?), and many other details that give depth of meaning to the text.
2. However, to identify the immediate context one merely has to read the verses leading up to and the verses following the text.
3. EXERCISE: First look at the immediate context of 1 Tim. 1:1-11, then look at all of 1 Timothy and identify as much of the following pieces of information with what is given in the book. Then, with the help of a concordance, look at the rest of the New Testament to see what else you can learn about them:
  - a. Who was the author and what do we know about him?
  - b. Who is being addressed in the letter and what do we know about him?
  - c. What is this author's purpose for writing this letter?
  - d. What is the main point being made in the immediate text?

## II. Understanding the Text:

### A. Exegesis:

1. Exegesis comes from the Greek word *exhageisthai*, meaning to 'lead out' or to 'pull out.'
2. Thus, it means to pull out of a text the meaning intended by the author or speaker.
3. This is not to be confused with *eisegesis* which means to "lead in", or to put in to the text one's own interpretation.
4. The goal of every Bible student must always be to pull out of the Bible the meaning which God intended and to avoid putting in his own interpretation.

### B. Pulling the meaning out of the text.

1. To do this, it is good to start by identifying every truth that is revealed within the immediate text.
2. EXERCISE: Examine 1 Tim. 1:1-11 and identify every truth revealed therein, no matter how simple or mundane.
3. Example: In vs. 1, we learn the following:
  - a. The author is Paul.
  - b. Paul was an apostle.
  - c. Paul was an apostle according to the command of God.
  - d. The command of God is one and the same as the command of Jesus Christ.
  - e. God is referred to as our Savior.
  - f. Jesus Christ is the Lord
  - g. Jesus Christ is our hope.
4. Do this for every verse in the designated text.
5. When preparing to preach a sermon on any text, this exercise is extremely useful, for it will help you see more clearly the truths revealed in the text and it will in turn help you to establish your sub-points and main points of your sermon.

### C. Word definitions

1. Understanding every word in a text is essential for understand the meaning of the text as a whole.
2. If there are any words that the Bible student does not understand, he must make it a point to define those words, else there will be gaps in his understanding.
3. EXERCISE: If there are any words that you do not understand in the designated text, using a lexicon or Greek dictionary, define them now. Just in case you already know the definitions of all the words, define the following: insubordinate, profane, sodomites, perjurers.

### D. Get the point/See the whole picture

1. After one identifies the context, finds all of the truths revealed in the text, and defines all of the words, he will have much of what he needs, but not all.
2. Those individual pieces of information are like the individual elements of a painting.
3. It is essential to put those pieces together, as with a puzzle, in order to see and understand the whole picture.
4. EXERCISE:
  - a. Begin by writing down statements or points that the author makes that seem confusing to you.
  - b. Compare those statements with the context, think about them, and see if that helps you understand them a little better.
  - c. If you are still confused, look for other passages in the Bible that may relate to that specific point. For example, vs. 5 says, "*Now the purpose of the*

*commandment is love from a pure heart.*” One might look to passages such as Matt. 22:37-40; John 14:15; 1 John 5:2-3, to better understand what this means.

- d. If you are still confused, you may consider looking at the works of other men who have studied the text (i.e. commentaries, sermon outlines, Bible class material, etc.)
  - e. Remember: Where it may be useful to refer to human authors, they are not infallible. Their thoughts may help us see things that we may not have noticed in our own studies, but we must not accept their words as law. “*Test all things, hold fast what is good*” (1 Thess. 5:21).
5. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.

E. Test your conclusions

1. A characteristic of every honest Bible student is a willingness to test his own conclusions, admit when he is wrong, and make changes when necessary.
2. Whenever you come to a conclusion about a text you have just studied, it is important that you do some research to see if your conclusions are in harmony with the rest of the Scriptures.
3. If our conclusions contradict other passages in the Scriptures, then it is our conclusions, and not God’s word, that are wrong (John 10:35; Rom. 3:4).
4. Someone might read 1 Tim. 1:5 and conclude that since the purpose of the commandment is love, then it doesn’t matter what I do, as long as I have love when I am doing it. Many who advocate homosexuality actually use this line of reasoning, concluding that since homosexual men and women love their partners, they are actually fulfilling the command of God.
5. To come to this conclusion, however, contradicts everything God teaches in the Bible. For the commandment is not for us to act based upon our own perception of love, but to learn how to love as God loves. To do this we must obey God’s commands.
6. EXERCISE: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives. The more you learn about the Bible, the more you will test and tweak your previous conclusions to bring them in perfect harmony with God’s word).

F. Practical applications

1. Once a solid understanding of the text has been reached, every Bible student must ask the question, “So what?”
2. God gives us the Scriptures for a reason—to make us complete for every good work (2 Tim. 3:17).
3. The Bible student must seek to understand how every text in the Bible can help him better serve God.
  - a. The truths in a text may simply help one be stronger in faith, but not necessarily require any action. It may also reveal more about the hope that God promises.
  - b. Other texts may reveal ways that one must change his life in order to be more pleasing to God.
4. The Bible student’s duty is to seek to understand how a text may help better his life, as well as the lives of those whom he seeks to teach (Rom. 12:1).
5. EXERCISE: Review your notes of the text thus far and identify specific points that may benefit you and/or your audience. We will refer to these as practical applications.

### III. Organization

- A. From chaos to order
    - 1. What you have come up with at this point in your studies is a hodgepodge of random notes and observations.
    - 2. In order to present the fruits of your studies to an audience, either in a class or a sermon, it is essential to give order to the chaos that is your notes.
    - 3. This is where the outlining techniques learned in the previous lesson will come in handy.
  
  - B. Identify the purpose or overall main point.
    - 1. In a previous section you asked the question, “So what?”
    - 2. Think about that question and identify the “So what?” of the entire text. What overall lesson can be gained from the text that you feel would be beneficial to you or your audience?
    - 3. Hint: Every Bible text means what God intends for it to mean. However, based on individual circumstances and experiences, what one person gains from the text may be slightly different from someone else. Do not misunderstand—the meaning of the text remains the same, but the of the various lessons to be learned, one lesson may stand out more for one person than another)
    - 4. Focus on the main point that stands out to you. Remember, you are the archer and the main point is your target.
    - 5. Based on the main point that you have come up with, create a title for your outline. You may use the title of this lesson, but it is suggested that you come up with your own unique title.
  
  - C. Identifying the main points of the outline.
    - 1. With your overall main point firmly in mind, refer to your studies and identify several main points that stand out. These will guide your audience to an understanding of the text.
    - 2. Three main points are ideal, but depending on the text there may be more or less.
    - 3. These main points will be the path for your arrow. Make sure they guide the audience to the target rather than veering away from it.
  
  - D. Create the sub-points
    - 1. Remember, the sub-points must support or provide evidence for the main points.
    - 2. The sub-points in an expository sermon may include word definitions where necessary, explanations of complicated statements, illustrations of the truths revealed in a text, and on rare occasions, other Scriptures which directly apply to the text.
    - 3. Remember, developing sub-points takes time and practice, which you will gain as you go through this material.
  
  - E. Introduction and conclusion
    - 1. Now that you have developed your points and sub-points, it is time to think about how you can introduce your lesson.
    - 2. The introduction should include the following elements:
      - a. A statement to get the audience’s attention: Some people use jokes, but since we are teaching the Bible, this is not recommended. Deep questions or statements that get people’s attention can be very effective.
-

- b. A very brief summary of the lesson to be learned: This may either be a summary of the main points, or a brief explanation of the overall lesson you are seeking to impress upon your audience.
  - c. Transition statement: This is a statement that enables you to lead smoothly from your summary to your first main point.
3. The conclusion should include the following elements:
  - a. A brief summary of the main points or a brief explanation of how the points in the outline teach the overall lesson.
  - b. A brief explanation of how the audience should act upon the lesson (faith? Repentance? Joy?, etc.)
  - c. Because we are dealing with sermons, it is also appropriate to extend an invitation to any who have spiritual needs. Many preachers simply tag on an invitation that seems unrelated to the lesson. This can be counterproductive at times. Thus, when extending your invitation it is important that you base it upon the points of the lesson.

### **Conclusion**

1. In this lesson you learned how to:
  - a. Study a text to understand its meaning,
  - b. Make practical application of a text,
  - c. And organize your notes into a cohesive outline.
2. The techniques learned in this lesson will be used throughout this study.
3. By using these techniques, with time you will gain a better understanding of the Bible, become more skilled at studying new passage, and gain much experience in preparing Bible sermons.

# Glory To God For His Grace

## Lesson Two: 1 Timothy 1:12-17

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Memory Verse: 1 Timothy 1:15

### Introduction

1. In this lesson you will be using the techniques learned in Lesson One to study and outline 1 Timothy 1:12-17.
2. If you have questions about how to complete any of the following sections, simply refer to "Lesson One."
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions:

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. \_\_\_\_\_ Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).

E. PRACTICAL APPLICATIONS: Review your notes of the text thus far and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_

B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. Others: \_\_\_\_\_

C. Create the sub-points:

1. Using the statements between your main points in the text, identify your sub-points.
2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.

D. Introduction and conclusion

1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# Pray For All Men

## Lesson Three: 1 Timothy 1:18-2:7

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Memory Verse: 1 Tim. 2:1-2

### Introduction

1. Use the techniques learned in Lesson One to study and outline 1 Timothy 1:18-2:7.
2. If you have questions about how to complete any of the following sections, simply refer to *Lesson One* for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions:

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# Men And Women In The Church

## Lesson Four: 1 Timothy 2:8-15

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Memory Verse: 1 Tim. 2:8

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 2:8-15.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_  
\_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# The Qualifications Of Elders

## Lesson Five: 1 Timothy 3:1-7

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Memory Verse: 1 Tim. 3:1

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 3:1-7.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
  1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
  1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# The Qualifications Of Deacons

## Lesson Six: 1 Timothy 3:8-13

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Memory Verse: 1 Tim. 3:13

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 3:8-13.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_  
\_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# Truth And Apostasy

## Lesson Seven: 1 Timothy 3:14-4:5

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Memory Verse: 1 Tim. 3:15

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 3:14-4:5.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_  
\_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# A Good Servant Of Jesus Christ

## Lesson Eight: 1 Timothy 4:6-11

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Memory Verse: 1 Tim. 4:6-7

### Introduction

4. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 4:6-11.
5. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
6. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# Be An Example

## Lesson Nine: 1 Timothy 4:12-5:2

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Memory Verse: 1 Tim. 4:12

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 4:12-5:2.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# Honoring Widows

## Lesson Ten: 1 Timothy 5:3-16

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Memory Verse: 1 Timothy 5:8

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 5:3-16.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# Honoring Elders And Masters

## Lesson Eleven: 1 Timothy 5:17-6:2

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Memory Verse: 1 Tim. 5:17-18

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 5:17-6:2.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
  1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
  1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

4. This exact pattern will be followed for this entire study.
5. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
6. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# Error And Greed

## Lesson Twelve: 1 Timothy 6:3-10

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Memory Verse: 1 Timothy 6:3-5

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 6:3-10.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# The Good Confession

## Lesson Thirteen: 1 Timothy 6:11-16

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Memory Verse: 1 Tim. 6:12

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 6:11-16.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# Instructions To The Rich

## Lesson Fourteen: 1 Timothy 6:17-19

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Memory Verse: 1 Timothy 6:17

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 6:17-19.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# Guard The Faith

## Lesson Fifteen: 1 Timothy 6:20-21

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Memory Verse: 1 Tim. 6:20

### Introduction

1. Use the techniques learned in *Lesson One* to study and outline 1 Timothy 6:20-21.
2. If you have questions about how to complete any of the following sections, simply refer to Lesson One for help.
3. Remember, you are both learning what the Bible says AND preparing your studies in a presentable sermon outline.

### Discussion

#### I. Context: Identify the Context by Answering the Following Questions

- A. Who was the author and what do we know about him? \_\_\_\_\_
- B. Who is being addressed in the letter and what do we know about him? \_\_\_\_\_  
\_\_\_\_\_
- C. What is this author's purpose for writing this letter? \_\_\_\_\_  
\_\_\_\_\_
- D. What is the main point being made in the immediate text? \_\_\_\_\_  
\_\_\_\_\_

#### II. Understanding the Text:

- A. TRUTHS REVEALED IN THE TEXT: Examine the text designated for this lesson and identify every truth revealed therein, no matter how simple or mundane. Write your findings on a separate piece of paper.
- B. WORD DEFINITIONS: Using a Greek lexicon or dictionary, define any unfamiliar words or words that are significant for understanding the main point of the text.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- C. GET THE POINT/SEE THE WHOLE PICTURE: Identify and research texts that seem confusing or complicated. Write out your understanding of these points in complete sentences and paragraphs to help hone your thoughts.
- D. TEST YOUR CONCLUSIONS: Review all of the conclusions that you made from the designated text and see if they contradict any other teachings in the Scriptures (hint—this is an ongoing exercise that all Bible students practice their entire lives).
- E. PRACTICAL APPLICATIONS: Review your notes of the text and identify specific points that may benefit you and/or your audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### III. Organization: Create Your Own Outline

- A. Identify the purpose or overall main point of the text. From this, give the lesson a title: \_\_\_\_\_  
\_\_\_\_\_
- B. Identifying the main points or arguments of the text. From this, create the main points for your outlines:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. Others: \_\_\_\_\_
- C. Create the sub-points:
1. Using the statements between your main points in the text, identify your sub-points.
  2. Also, include as sub-points any important word definitions and practical applications that will help the audience understand the overall main point of the lesson.
- D. Introduction and conclusion
1. Develop an introduction that gets the audience's attention, summarizes your main points, and transitions into your discussion.
  2. Develop a conclusion that summarizes your main points, clearly states the main point of the lesson, and encourages the audience to act upon the lesson.

### Conclusion

1. This exact pattern will be followed for this entire study.
2. Remember, your goal is to not only study the text, but to prepare your findings in lesson format.
3. When finished, it is always helpful to have a companion or mentor look over your outline to show you how you can improve.

# EXERCISE SHEET

(Use a separate piece of paper where necessary)

Text: \_\_\_\_\_

## Context

Who was the author and what do we know about him? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who is being addressed in the letter and what do we know about him? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is this author's purpose for writing this letter? \_\_\_\_\_

\_\_\_\_\_

What is the main point being made in this text? \_\_\_\_\_

\_\_\_\_\_

## Truths Revealed in the Text

(Identify each verse under consideration)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Word Definitions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
: \_\_\_\_\_  
: \_\_\_\_\_  
\_\_\_\_\_

**Point to Understand**

(Quote the statement under consideration, then give your explanation after you have done some research)

Statement #1: \_\_\_\_\_  
Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Statement #2: \_\_\_\_\_  
Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Statement #3: \_\_\_\_\_  
Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Statement #4: \_\_\_\_\_  
Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Test Your Conclusions**

(For each of the above explanations, provide Scriptures that support (or contradict if any) your conclusions)

Statement #1: \_\_\_\_\_

Statement #2: \_\_\_\_\_

Statement #3: \_\_\_\_\_

Statement #4: \_\_\_\_\_

**Practical Applications**

(Cite each verse or statement in the text and explain how it may be utilized in Christian life)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_