# SERMON DISCUSSION GUIDE / FEBRUARY 18

# TO APPLY, NOT REHASH, THE SERMON

#### Read

Read 2 Timothy 2:1-13 and consider making some observations about the passage.

### **Sermon Recap**

Review the sermon with your group, highlighting the following:

- "Our deepest satisfactions in life are not found in life's whats, but in life's whos. In other words, our greatest joys (and sorrows for that matter) are all relational."
- "If we don't make time for relationships, we won't make time for making disciples."
- "We need men and women who live so sold out to Christ, it inspires those who follow them to live beyond themselves."
- "Timothy is going to find himself surrounded by a whole bunch of false teaching and beliefs, and if he is going to make it he is going to have to be anchored in the truth of God's Word."
- "Both disciple and discipler are called to live out their faith in real time."

## **Group Discussion**

- 1. Share a story either from your life or from someone you know that mirrors the transformative power of discipleship.
- 2. Looking at the RIDE framework (Relationship, Inspire, Doctrine, Expressed), where do you see strengths and growth areas in your own discipleship journey? How can you apply this framework more effectively in your life?
- 3. Examine Paul's metaphor of the soldier, athlete, and farmer (2 Timothy 2:3–6). What do these roles teach us about commitment, discipline, and patience?
- 4. Read 2 Timothy 2:15. What would it look like for us to practice this principle in our own study and teaching of Scripture?

DIG DEEPER	PRAYER
Consider the "trustworthy saying" in verses 11– 13. What do these verses mean? What about them should encourage Timothy to endure suffering and remain faithful to Christ?	Pray for the Spirit to guide us in forming deep, meaningful relationships, asking for opportunities to both disciple others and be discipled.
	Ask God for endurance and strength to remain faithful in teaching and upholding the truth of the gospel, especially in times of hardship and opposition.