

Titus

Memory Verse: *In everything set them an example by doing what is good* (Titus 2:7a NIV)

Background Helps:

Like Timothy, Titus was apparently a convert of Paul (“my true son in our common faith,” Tit. 1:4) as well as a coworker with the apostle. Significantly, he was a Gentile believer (Gal. 2:3). Titus is not mentioned by name in the book of Acts, a remarkable circumstance given the fact that (according to Paul’s epistles) he played such a key role in Paul’s missionary endeavors. He was privileged to be a recipient of one of the canonical letters in the New Testament, thus making his name familiar to all readers of the Bible for two thousand years.

Lesson Helps:

In your introduction you might want to give a brief overview of the ministry of Titus based on references to him in the letters of Galatians, 2 Corinthians, and Titus. Then focus your lesson on one of the following lesson aims, based on the needs of your class (or come up with your own aim!):

1. My aim is to teach my students about Titus’s role in the Jerusalem Council, so that they will trust in Christ alone for their salvation. This aim is based on Paul’s reference to Titus in Galatians 2:1-10. Paul’s visit to Jerusalem reported in this passage is generally considered to be the same as the one recorded in Acts 15, in other words, the Jerusalem Council. It appears that Titus was taken along from Antioch as a test case, demonstrating that circumcision was not required of the Gentile believers as a condition of their salvation. Review the gospel message of justification by grace through faith with your class. What “works” do people today add to the gospel (e.g., baptism)? Challenge them to put their faith in Christ alone. (As part of this lesson, you may want to consider this question: Why was Timothy circumcised [Acts 16:3] but not Titus? How might the difference in these two cases be applied in similar circumstances today?)
2. My aim is to teach my students about Titus’s role in the collection at Corinth, so that they will be faithful stewards in their giving to the Lord. This aim is based on Paul’s references to Titus in 2 Corinthians 8. For background on the offering referred to here, see Acts 24:17, Galatians 2:10, Romans 15:25-28, 1 Corinthians 16:1-4, as well as 2 Corinthians 8–9. What was Titus’s role in this project? Consider our own responsibility to fellow-Christians and others who are in need. Challenge your students to give sacrificially.
3. My aim is to teach my students about Titus’s role in the churches of Crete, so that they will set an example to others of doing good works. This aim is based on Paul’s letter to Titus. Skim the letter, taking note of the specific responsibilities

that Paul gives to Titus. Notice the theme of doing good deeds that occurs repeatedly: Titus 1:16; 2:7, 14; 3:1, 5, 8, 14. Such deeds are the fruit of a genuine work of God's grace in our lives (see Titus 2:11-14 and 3:4-8). Titus's life and ministry was to be an example of such good works, as indicated in the memory verse, Titus 2:7. What good works should characterize our lives as Christians? Challenge your students to show their faith by their works.

This week's lesson has very little action in it, all the readings being taken from the Paul's epistles. Make a special effort to bring Titus to life for your pupils perhaps by a real life interview or monologue or some other dramatic method.

Assignment:

-  Read about Philemon; Onesimus (personalities around Paul).
-  Memorize Hebrews 13:1.