

# FALL

## **“Noah: The Justice of God”**

Series Objective:

Students will learn:

- Consequences of sin and the role of humans
- Object of worship and sacrifice
- Noah and the judgment and justice of God
- Humans wanted to be like God

Series Theme Verse: “Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength.”  
Deuteronomy 6:4-5 (NIV)

Lesson Objective: Students will understand that God’s justice and judgment is due to God’s hate for sin.

Lesson Passage: Genesis 6:9-7:5; 7:21-8:1; 9:8-13

Materials Needed: Bibles, theme verse on a poster, Copy of Case Studies

Lesson Plan:

The Story:

Talking Points:

- Who is the main human character in the story? (Noah)
- Why was Noah a good (righteous) man? (He walked with God)
- Explain to students that “to walk with God” means that Noah prayed to God and did the things that God wanted him to do. Noah lived a life that made God happy.
- What should we do to “walk with God” and live a life that makes God happy? (Help parents, be nice to brothers/sisters, Go to Church, etc.)
- During Noah’s life before he built the ark, were the people acting good or bad? (Bad, 6:11-12 shows how bad the people had become)
- Since the people were so bad, what did God decide to do? (Destroy the world and all the people)
- Was God going to destroy every person in the world? (No, he saved Noah)
- Why did he save Noah? (Because Noah lived a life that made God happy)
- How did God save Noah? (God told Noah to build an Ark)
- What is an ark? (A big boat)
- Explain to kids that the ark Noah would build was bigger than a football field and taller than our Church.
- That is a big boat! Was Noah going to be alone on the boat? (No, he had every animal on board with him and his family ended up going with him)

- How was God going to destroy the earth? (God was sending rain for 40 days and 40 nights)
- Did God send the rain? (Yes)
- What happened? (Everyone on the earth died except for Noah, Noah's family, and the animals on the Ark)
- When all the rain stopped and all the water went away, Noah, his family, and the animals all came out of the ark. And God made a promise to Noah, what was that promise? (Never to flood the earth again)
- What was the sign of God's promise to never flood the earth again? (The rainbow)
- What was God's promise that he gave Noah? (To never flood the Earth again)
- How is this promise good and what does it mean for all living creatures? (Yes, it is good. It shows that God loves all creatures and His people and he doesn't want to destroy them again.)
- How does God show the animals and humans that the promise will last forever? (A rainbow)

#### The Story Retold:

- Use the attached Case Studies to have students discuss what is right in the eyes of God.
- Read each Case Study and have students propose solutions to the Case Study.
- Help students see that sometimes our view on solutions is skewed by our humanness, but God hates sin and desires for us to live a sinless life.

#### The Story and Me:

- Ask the kids to reflect on why God even wanted to clean the world of sin to begin with. Give time to reflect, and then ask for a few answers.
- Ask the kids to reflect on why God would have saved Noah but wipe the rest of the world. Give them time to reflect, and then ask for a few answers.
- Ask the kids to reflect on if they think God would save them or wipe them away if there were a flood tomorrow. (We know this is hypothetical because God promised never to flood the earth again.)
- Memory Verse: discuss with the kids about how the verse from Deuteronomy 6:4-5 relates to the story of Noah and The Flood. (If the people had have been living this out, there would be no need for the flood)
- Game for memorization: Have students sit/stand in a circle.
  - Starting with the first word of the verse, have 1 student repeat it, then the next kid with state the first word and add the second word, then the third kid states the first two word then will add the next word, and so on.

**Situation 1:** You are the advisor for a youth council. At an overnight retreat, a youth is rumored to have consumed alcohol and smoked cigarettes. She denies the accusations, but three other youths claimed to have witnessed her actions. All youths signed a commitment to excellence and code of conduct stating that they would not smoke or consume alcohol on the trip. How do you handle the situation?

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**Situation 2:** You discover that one of your friends has a substance-abuse problem. Identify two ways of handling the situation. Identify consequences for both alternatives. Decide as a group how to handle the situation. How do these consequences affect your decision?

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**Situation 3:** You discover that one of your friends has obtained a copy of tomorrow's English exam. To pass this class and graduate, the friend must make an A on this exam. How would you handle this situation? Would you tell anyone? What are the consequences of your choice?

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**Situation 4:** At your job, you discover that another employee is taking home office supplies and resources for personal use. How do you handle the situation?

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**Situation 5:** You are the committee chair for your school's speech contest. After you have announced the contest winner, who earns the right to represent your school at the regional competition, you discover an error in the tabulation of the second-place individual's score. The second-place individual actually scored higher than the person you announced as the winner. How do you handle the situation?

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