

Overview

Biblical Passage	Genesis 6:5-22, Hebrews 11:7
Supporting Passages	Genesis 7:1-9:17
Memory Verse	Hebrews 11:7
Biblical Truth	Like Noah, we must trust the Word of God and be obedient because of our faith in Him.
Context	<p>Genesis 6 gives us a dark picture. The earth was a disaster area. Humans were proud and ruthless. In fact, the primary sin in Genesis 3-9 was violence (Gen. 4:8, 4:23-24, 6:11, 6:13). God was grieved, and His heart was filled with pain (v. 6). Though God still loved the world, He was (and is) always holy. Because of His justice, there had to be judgment of sin. God chose to utterly destroy humankind. There was, however, one ray of light: Noah. Noah found favor with God. One just and upright man had a different lifestyle that stood out from everyone around him. He showed loving obedience to God. So God saved this one man and his family. Noah trusted and obeyed God because he had faith in Him (Heb. 11:7).</p>
Learning Goals	<ul style="list-style-type: none">• Students will describe the contrast between the righteousness that God desires and the surrounding world.• Students will identify reasons and opportunities to follow God in an evil world.
Prayer Suggestions	<p>As you prepare to teach this lesson, pray for your students.</p> <ul style="list-style-type: none">• Pray that students will identify with Noah's calling to be different from his culture.• Pray that students will trust God and obey Him no matter how different His calling is from the demands of the world.• Pray that students will not be conformed to this world but instead be transformed by the renewing of their minds.

Biblical Commentary

Investigation

Sometime after 5000 B.C., God flooded the entire earth. Humankind had become exceedingly sinful, and God in His holy judgment would not tolerate their wickedness. But God reached out to one righteous man and his family as a way to continue life on earth. God saw this man's character and called him to an incredible act of faith. This man, Noah, built an ark—even though it had never rained. God used the ark to provide salvation from the great waters. God's covenant promise never to destroy the earth with a flood again is evident every time we see a rainbow.

The ancient Babylonians wrote a story, the epic of **Gilgamesh**, that also tells of a great flood. In their account the noisy humans angered the gods because they disturbed their sleep. This prompted the gods to try to destroy the humans by a flood.

Through Noah's story, however, we see a remarkable encounter with God. Drowning by chance or irritable gods perturbed with bothersome people are not in Scripture. God destroyed an immoral world filled with decadence. He preserved only **Noah** and his family. The reason for the flood was moral. The earth and everyone in it was completely corrupt. Widespread violence was evident. During this time "the sons of God" married and bore children by the "daughters of men" (Gen. 6:4). With the population explosion came the explosion of immorality. Noah, however, was a righteous man. He was blameless and walked with God despite all the struggles of his daily toils.

God warned Noah of His plan to destroy the corrupt earth. He gave Noah detailed instructions to build a floating vessel. Noah had never experienced a flood. But he followed God's plan. After completing God's blueprint, the rain began, but not before he, his family, and a variety of animals were safely aboard the ark. Noah lived in complete obedience to God. He lived by faith in the midst of wicked times.

Importance

This passage of Scripture is important for students because it vividly shows that **God Is** a holy and just God who loves the people He created. Because God is holy and just, He did not tolerate humanity's wickedness. Yet even in His destruction, God showed that He values people. He flooded the earth but still preserved humanity through Noah and his family. Knowing Him as this holy and gracious God is essential to our faith in Him through Jesus. As students study the way in which God dealt with Noah, they will realize God's holiness and grace and the importance of living by faith.

This passage also touches on other Essential Truths: **People are God's Treasure** and **The Future is in God's Hands**.

Interpretation

Genesis 6:5-8 This passage provides the background for the Flood story. It shows God's anger and sorrow over the wickedness of humanity. These people were acting so wickedly that it grieved the heart of God that He had made them.

Humanity grew in population and also in moral perversion. In God's view, society had decayed beyond recovery. God saw and grieved. He declared that He would destroy what His own hands had formed. God saw that the inclinations of the human heart were entirely wicked (Gen. 6:5, 8:21).

The heart is the center of human thinking (Mark 7:21-23). This passage draws a parallel between humanity's heart filled with evil and God's heart filled with pain. God's pain, however, was not sorrow over a mistaken creation. It was sorrow over what sin had done to humanity. Making humans was no error on God's part; the error was what humans had made of themselves.

God proclaimed that He would destroy every living thing from humans to birds to beasts (v. 7). God declared His wrath against the birds and animals, too. Sin polluted all creation that humanity had charge over (Gen. 1:26-28). Yet hope remained. In the midst of this disastrous predicament, Noah stood apart from his sinful generation (v. 8). The phrase "found favor in the eyes of the Lord" is an expression meaning that God approved of Noah—it was also used of Joseph in Gen. 39:4. The idea of God's sight of Noah ("eyes") echoes the sinful times that God "saw" (v. 6) throughout the earth. Noah stood apart as favored. God showed His favor when He provided an escape for Noah and his family (1 Pet. 3:20).

Genesis 6:9-10 Noah was "blameless" (v. 9). This word denotes a morally complete or sound lifestyle (Deut. 18:13). The same word described Abraham (Gen. 17:1) and Job (Job 1:1). This does not mean that Noah was sinless, but that his daily life was ethical and devout (1 John 1:8-9). The passage does not tell about a particularly righteous act. The author gave a general description of Noah as a man who "walked with God" (v. 9). The Bible says that the later patriarchs walked "before" God (Gen. 17:1, 24:40, 48:15), but only records that Noah and Enoch (Gen. 5:22, 5:24) walked "with" God. Verse 10 repeats the genealogy in Genesis 5:32. This calls attention to the development of Noah's chosen line of blessing. Genesis 10 will look to Noah's three descendants as the foundation of all nations.

Genesis 6:11-12 Three times the passage declares that the earth was "corrupt." This word underscores God's reason for judgment. "Violence" (v. 11) refers to physical abuse and even murder (Judg. 9:24). Noah's times were characterized by the spilling of innocent blood. This reminds us of Cain's murder of Abel (Gen. 4:8-10). Murder had reached epidemic proportions. God had blessed the earth with Adam and Eve; they were to fill the earth with children (Gen. 1:28). But their family would also fill the earth with immorality.

Genesis 6:13-22 God's first speech to Noah gave detailed instructions: Noah was to build a sea vessel and recruit its occupants. God made two announcements followed by two instructions. Noah followed the instructions completely (v. 22). God told Noah that humanity's doom was just around the corner. He then explained how He would rescue Noah and his family. Noah was to build an **ark**. Noah was not a sailor. He was not familiar with floating vessels. Yet God gave instructions for a perfectly seaworthy craft complete with rooms and a pitch sealant. With exact proportions, Noah built the ark to specifications (v. 22). Verse 17 restates God's determination to destroy everything with breath. The language "all life" and "everything" indicated that the flood would be a worldwide catastrophe. Yet out of this calamity God would save a remnant and make a covenant with

Noah. The covenant represents God's gracious decision to spare Noah and his family. Noah thus rested on God's promise as he and his family faced the disaster soon to unfold before them.

Verses 19–21 describe the people in the ark. God instructed Noah to gather a representative group of animals, "two of all living creatures." These creatures would replenish the earth. Verse 22 parallels the completeness of the impending destruction with the completeness of how Noah finished his task. Noah did "everything just as God had commanded." Noah built the ark on dry land while waiting for the floodwaters. This act was exemplary of a person exercising faith and trusting in what was not seen or proven.

Hebrews 11:7 By faith Noah completed an assignment that he did not fully understand. The purpose of his task was "not yet seen" until it started raining and the floodwaters lifted the ark from its resting place. His **faith** was justified, and by it the world's faithlessness was judged. Noah was counted among God's righteous ones who live by faith. He "became an heir of the righteousness that comes by faith" (v. 7). Noah's actions model the obedience and effectiveness of faith placed in the truth of God's Word.

Implications

Our society can be very double-minded. Movies, music, magazines, and art reflect a decadent trend toward violence and sex. Yet religious life thrives, proven by weekly church and synagogue attendance, growing industries of religious music and film, and the Christian witness of celebrities and athletes. Simply turn on the TV or radio, and the competing voices are clear. We must wrestle with these competing voices everyday. What immoral messages do you face? What immoral messages do your students face? How can you encourage them to be faithful and obedient?

Noah did not surrender to the allure of a sinful generation. He maintained his faithfulness and purity when all others followed immorality. How can you do the same? What are the differences between the pressures that Noah might have felt and what we experience in our times? How can you help your students relate to Noah?

The New Testament identifies Noah as a "preacher of righteousness" (2 Pet. 2:5), but he had few converts! What responsibilities do you have to forewarn others of the disasters of sin? What examples can you share with your students of people who stood against unrighteousness like Noah did? Jesus said, "In this world you will have trouble. But take heart! I have overcome the world" (John 16:33).

Teaching Plan

Connect Activity

Review Questions: Unacceptable Sacrifice

(5-8 minutes, easy set-up)

Students will answer five review questions from the previous lesson.

(5-8 minutes, easy set-up)

Download the "Review Questions" sheets. Print one copy for your own use.

After greeting students, use the review questions to test what they can recall from the previous lesson as well as to provide context for today's lesson.

Media Option: Good Morning B.C. 2400

(5-8 minutes, Character DVD required)

Students will watch a video about the world's view of sin and temptation from long ago.

(5-8 minutes, Character DVD required)

Provide a DVD player and monitor. Preview the clip titled "Good Morning B.C. 2400."

Play the video clip. Then ask: **How does the world's attitude toward sin today compare with its attitude toward sin in B.C. 2400?** Allow students to share their ideas. Then instruct them to imagine that God gave them a specific calling like His call to Noah to build an ark. Ask: **Would it be easy to follow God if no one seemed to understand?** Allow students to share their thoughts for this question. Explain that today they will study how Noah reacted when God commanded him to do something that no one else understood.

Drama: Starting Position

(5-10 minutes, moderate set-up)

Students will watch a drama about deciding in favor of integrity.

(5-10 minutes, moderate set-up)

Download the drama script. Prior to the session, enlist two students to enact the drama. Give copies of the script to cast members ahead of time so they will be ready to perform it.

Prompt actors to perform the drama. Afterward, ask students: **Is it fair for the coach to base his decision on Joseph's integrity?**

Especially for Younger Students: Building Without Seeing

(10-15 minutes, moderate set-up)

Students will wear blindfolds and put together a marshmallow model using verbal commands.

(10-15 minutes, moderate set-up)

Connect toothpicks with marshmallows to create a simple pattern, such as a cube. Provide enough marshmallows and colored toothpicks for students to copy your model. Also bring napkins, paper towels, and three blindfolds.

Keep your model hidden as you divide students into three groups. Assign a builder within each group. Instruct the remaining group members to be instructors. Explain that the builder will be blindfolded but will create a model with toothpicks and marshmallows like the one you show the instructors. Direct builders to sit at a table or on the floor with marshmallows and toothpicks in front of them. After blindfolding the builders, reveal the model to the instructors. Tell them to examine it carefully and give verbal instructions to the builders so they can create an exact replica following the toothpick color scheme, number and placement of marshmallows, and shape that you chose to build. Inform pairs that the first group to finish building a correct project is the winner.

Once a pair is successful (or after five minutes), stop the game. Encourage the builders to share why building the project was difficult. Ask: **Why did you have to put faith in the instructor?** (*Answer: The instructors could see the end result.*) Explain that today students will look at how one man followed God's directions even though he couldn't see the outcome.

Especially for Older Students: Snapshot of Our World

(8-10 minutes, moderate set-up)

Hang two blank posters on the wall. Title one "Positive" and the other "Negative." Also bring magazines, newspapers, scissors, and tape.

(8-10 minutes, moderate set-up)

Hang two blank posters on the wall. Title one "Positive" and the other "Negative." Also bring magazines, newspapers, scissors, and tape.

Divide students into a Positive Team and a Negative Team. Instruct the Positive Team to cut out articles or headlines relating to positive news and the negative team to cut out articles or headlines that relate to negative news. Direct teams to race to find the most stories in their particular category and tape them to the posters. Allow three to five minutes for students to perform the activity. Afterward, count up the different topics found by each team.

Ask: **How does encountering good and bad stories make you feel?** Allow students to share their ideas. Explain that today they will talk about a time when evil greatly outweighed any good that could be in the world and how one man stood out from among the evil.

Explore Activity

Key Study: A World Adrift

(15-20 minutes, easy set-up)

Students will study Genesis 6:5-22 and Hebrews 11:7 to understand the events of the Flood.

(15-20 minutes, easy set-up)

Provide a copy of the Student Worksheet for each student. Also bring pens.

If you have purchased the *Character Map & Timeline* set, display the *Old Testament Timeline*. Point out the time of the Flood. Note that the Flood was somewhat of a second creation, through which all of humanity would come. On the *Modern Day Near East* map, note Mount Ararat to the far right of Turkey. Explain that the Bible describes that Noah's ark came to rest on Mount Ararat after the Flood and that the new civilization would come from this area.

Instruct students to get into three groups by numbering themselves 1, 2, and 3 and so on, repeating until all students are assigned to one of three groups. Direct students to find the other students with the same number and gather together. Assign Group 1 to focus on God, Group 2 to focus on Noah, and Group 3 to focus on humanity. (Note that you may also assign a section on the worksheet to each group to complete.) Distribute the worksheets and pens at this time. Encourage students to fill in their copy of the worksheet throughout the discussion.

Read Genesis 6:5-11. Explain that this passage indicates the situation of the world at the time. Invite Group 1 to describe for the class what this passage says about God. (*Answers: God intended for humanity to live in righteousness; God hates sin and evil; God is grieved by humanity's sinful nature.*) Instruct Group 2 to describe for the class what this passage says about Noah. (*Noah was a righteous man; Noah had a close relationship with God; Noah had three sons; Noah pleased God.*) Instruct Group 3 to describe for the class what this passage says about humanity. (*Humanity had become evil; humanity's evil caused God to grieve His creation; humanity would be destroyed.*)

Ask: **What does God's desire to destroy humanity say about how much He hates sin?** Allow students to respond. Then ask: **Why did Noah find favor with God?** Allow students to respond. Emphasize that Noah's righteousness contrasted with the wickedness of the world around him.

Read Genesis 6:12-22. Explain that this passage describes God's reaction to the wickedness of the world. Invite Group 1 to describe for the class what this passage says about God. (*God hates sin so much that He would destroy the whole world because of it; God is gracious to save Noah; God cares enough about His creation to save it, too; God is thorough in His planning; God is in control.*) Invite Group 2 to describe for the class what this passage says about Noah. (*Noah was not wicked like the world around him; Noah was obedient to God.*) Invite Group 3 to describe for the class what this passage says about humanity. (*Humanity was greatly wicked; Humanity's evil was offensive to God.*)

Ask: **What can we learn about God's character from His great hatred of sin?** (*He is holy and sinless.*) If you have purchased the *Eight Essential Truths* posters or bookmarks, point out **God Is**. Explain that we see that God's character is just, holy, and gracious in this passage. **How do you think the sinful people reacted to Noah when he was building this huge boat?** Allow students to

respond.

Read Hebrews 11:7. Explain that this passage describes Noah's response to God. Invite Group 1 to describe for the class what this passage says about God. (*God sought to save Noah.*) Invite Group 2 to describe for the class what this passage says about Noah. (*Noah had faith that God would keep His promises; Noah was obedient to God's commands; Noah's faith made him righteous.*) Invite Group 3 to describe for the class what this passage says about humanity. (*The world was condemned in its sin; the world was not righteous.*)

Ask: **When thinking about the Scripture passages that we read, how would you contrast Noah with the world around him?** Allow students to describe how Noah was different from the world. Explain that the verse in Hebrews makes clear why God found Noah to be righteous. Ask: **Did Noah find favor with God strictly because of His behavior or because His faith in God caused Him to act in accordance with God's desires?** (*His faith in God*)

Ask: **What do you think of when you see a rainbow?** Allow students to share. Enlist a student to read Genesis 9:12-17. Explain that God promised never to destroy the earth with a flood like that again and made the rainbow a sign of His promise. Say: **We can be sure that God keeps His promises and will never destroy the earth with a flood like that again.**

Master Teacher Key Study: The Flood

(15-20 minutes, easy set-up)

Students will study Genesis 6:5-22 and Hebrews 11:7 to understand the events of the Flood.

Use this outline to share the Biblical Truth with students. The underlined words correspond to the blanks on the Master Teacher Student Worksheet. Use any of these activities you choose as you teach the outline to your students. The activities correspond to the points in the outline.

Intro: Just like ours, God's heart can be broken.

Description: How can God's heart be broken? If He is God, why can't He guard His heart from such pain? God is not immune from pain because He is the God who is love. When His people sin, His heart is broken.

1. Our hearts point to our condition (Gen. 6:5-8)

Description: Because the hearts of men during this time were filled with evil, God's heart was filled with pain. Humanity's collective heart was continually evil, pointing to its purely evil and sinful condition. As a result of humanity's condition, God decided to destroy the world—except for one man, Noah, and his immediate family.

Illustration: Murders, kidnappings, beatings, child prostitution, slavery, arson, lying, fraud, stealing, and many other evil actions run across the headlines of the nightly news and online newspapers. These actions are not just evil actions. They also reveal the condition of the hearts of the people who committed these crimes. Like in the days of Noah, actions reveal the condition of the heart.

Application: Our sin causes God pain, even if we do not participate in behaviors like the ones mentioned

above. All sin is offensive to God. We are all sinners, and our hearts reveal our true nature. Therefore, we must evaluate our own hearts and our own condition. Then we can respond to God with brokenness and repentance.

2. God's heart reflects grace (Gen. 6:9-22).

Description: Although God's hatred for sin was obvious in His plan to destroy the world, we can also see His heart of grace through His dealings with Noah. God's grace is reflected in the fact that although His intent was to destroy humanity, He would preserve Noah and His family and the rest of His creation with them.

Illustration: In the *Spider-Man* movie, Green Goblin tried to wreak havoc on the city and kill Spider-Man. The superhero web-slinger, who is also Peter Parker, realized that the Green Goblin is his best friend's father. Spider-Man was finally forced to battle with the Green Goblin—and killed him in defense of the city. Because of his best friend, Spider-Man removed the Green Goblin's costume and delivered the body back to his friend. Peter never revealed the evil identity of his friend's father. Because of his desire for goodness, Spider-Man battled the Goblin; because of his grace, he protected his friend's memory of his father.

Application: God will always act within His character. He must act for the sake of His holiness. We can trust that His grace will always be sufficient and timely and that it will meet us right where we're at.

3. A heart of faith is seen as righteous (Heb. 11:7).

Description: Noah acted upon God's instructions and did just as He was told. Noah was obedient because he had faith in God's ability to save. As a result, God saw that Noah's actions were a reflection of his heart. Noah was thus viewed by God as righteous.

Illustration: In January of 2009, a flock of birds caused both engines on a U.S. Airways airplane to stop working just a few minutes after takeoff. The pilot steered the plane to land safely in New York's Hudson River and the flight attendants instructed passengers to safely exit from the plane, ensuring the survival of all 150 passengers. As God trusted Noah, the passengers on this plane trusted the experience and knowledge of the flight attendants to keep everyone safe and subsequently obeyed each and every command.

Application: When we do more than just believe, our faith points people to our heart, revealing who we are and what we really believe.

Conclusion: Salvation and grace are at the very heart of God.

Description: God's character, including His holiness, is evident throughout Scripture. He has provided us with example after example of His faithfulness to us through salvation and grace.

Application: We must consider God's hatred of sin and our need to repent. We can be certain of God's grace in providing a way to save us. We can put our faith in God's provision for salvation.

Especially for Younger Students: What's a Cubit?

(8-10 minutes, easy set-up)

Students will mark the actual dimensions of the ark.

(8-10 minutes, easy set-up)

Download the "What's a Cubit? activity sheet. Print a copy for each student. Also bring several measuring tapes or yardsticks.

Distribute copies of the PDF. If weather permits, take students outside and let them measure the actual size of the ark in the church parking lot. Emphasize the great size of the ark compared with the objects listed on the handout. Ask: **Would Noah have been able to build the ark without the community knowing about it?** *(Answer: This structure was undoubtedly larger than any other building in the area. Noah probably could not have hidden the ark.)*

Lead students to describe some of the tasks Noah performed to build the ark—yet without the tools that we have today. *(He followed God's instructions and gathered specific materials. He had to find gopher wood and cut it to size. He had to assemble the ark according to God's directions in Genesis 6:14-16 and cover it inside and out with pitch.)* Ask: **What do you think made Noah continue working despite the difficulties he faced?** *(His faith in God and his obedience helped him complete the task.)* **What was the end result of his faith?** *(He and his family were saved, and human life continued on earth.)*

Especially for Older Students: Walking with God

(8-10 minutes, easy set-up)

Students will discuss the righteous lifestyle that Noah led before God.

(8-10 minutes, easy set-up)

Provide a dry erase board and marker. Create two columns on the board, labeling one column "Walking without God" and another "Walking with God."

Ask three students to look up the following verses: Ephesians 5:3-7, 5:15-18, and Romans 12:1-2.

Say: **Genesis 6:9 says that Noah was a righteous man, blameless in his time, who walked with God.** Ask: **But what does it mean to be blameless?** Ask a student to read Ephesians 5:3-7 for a description of those who do not know God. Then ask another student to read Ephesians 5:15-18 for a description of those who do know God. Ask students to compare and contrast a lifestyle apart from God to a lifestyle of walking with God based on those verses. Record their answers on the dry erase board. Say: **Our lifestyles indicate the nature of our relationship with God.**

Ask another student to read Romans 12:1-2. Ask: **What does this passage tell us not to do?** *(Answer: Do not be conformed to the image of the world.)* Say: **In order for us not to allow the world to conform us to its ungodliness, immorality, and violence, we are to be transformed by the renewing of our minds.** Ask: **What are some ways that we can renew our minds?** *(By reading Scripture, obeying God's Word, prayer, and encouraging each other)* Record answers on the board.

Conclude by reminding students that Noah demonstrated what walking with God looks like and that he did not allow the world to deceive him into disobeying God.

Transform Activity

Deeper Discussion

(8-10 minutes, easy set-up)

Students will discuss the consequences of both going with the crowd and standing alone for God.

(8-10 minutes, easy set-up)

Use the following questions to lead students in a discussion.

- **How should we respond to commands that we don't understand?**
- **Why do we want the approval of people around us—even if we are not friends with them?**
- **Why is the choice between obeying God and following others in unwise decisions a hard choice?**
- **How can we remind ourselves of the importance of choosing eternal significance by obeying God over choosing temporary fun by following the world?**

Especially for Younger Students: Truth or Dare

(8-10 minutes, easy set-up)

Students will discuss the consequences to some hypothetical scenarios involving pressure to go with the crowd.

(8-10 minutes, easy set-up)

Provide a dry erase board and markers.

Encourage students to come to the dry erase board and write situations in which they or friends of theirs are being or have been tempted to go along with “the crowd” and participate in unwise activities. Explain to students that they will now consider what the consequences are for giving in to this temptation and for not giving in. Write the following “temptations” on the board to start the discussion:

Temptation: Taking, viewing, and exchanging sexual images on the Internet or through text messages

Consequences for giving in: Causing others to sin; exposing yourself to things that will damage your relationship with God; damaging your relationships with others; having your own image sent to dangerous strangers; possibly receiving punishment if caught; possible legal trouble

Consequences for standing up: reflecting God's character; having a clear conscience; not opening others or yourself to a pornography addiction; showing friends that you're serious about following God; not having your own bad picture surface to strangers or to others in the future

Temptation: Gossiping or spreading rumors

Consequences for giving in: being punished; losing friends' trust; hurting relationships; setting yourself up to be hurt; deceiving others

Consequences for standing up: reflecting God's character; showing friends that you're serious about

following God; gaining trust; demonstrating true friendship

After discussing the examples, continue the discussion with several of the temptations that students wrote on the board. Ask: **Why would it be hard to stand up in these situations? Why would standing up be beneficial?** Allow students to share. Emphasize that even if students are made fun of because they stand up for doing what God desires, pleasing God is the most important goal. Say: **Following God is not always easy, but it always makes an eternal difference to us and to others.**

Especially for Older Students: Filtered Choices

(8-10 minutes, easy set-up)

Students will discuss the importance of using a filter for help in making choices.

(8-10 minutes, easy set-up)

Download the “Filtered Choices” activity sheet. Print a copy for each student. Also provide a coffee filter and pen for each student.

Ask: **What kind of filters do we use every day?** (Possible answers: coffee filters, sunglasses, Internet filters, email spam filters, air filters, your nose) Ask: **What would happen if we didn’t have these filters to use in our lives?** Allow students to share ideas. Point out that filters keep pollutants and other bad things from contaminating good things. Then invite students to share what kind of filters they use to make choices about which movies to watch, what music to listen to, what words or pictures to text to others, what to say in conversations, or what relationships to be in. Allow students a couple of minutes to share. Emphasize that without a filter, our reflection of God will be tainted. Say: **God has provided us with Scripture that we can use as a filter to make good decisions and choices.**

Distribute the “Filtered Choices” sheets and pens to each student. Assign the six passages to different students to read aloud. After the assigned student has read the passage aloud, invite students to share real-life examples of the topic that the passage addresses (For instance, a real-life example of stealing could be downloading music illegally.) Then direct students to discuss how each passage provides a filter that we can use when faced with these issues. Allow brief discussion for each passage.

Distribute the coffee filters and pens to students. Instruct them to answer the following question on their filters: **What are you allowing through the filter that needs to get out?** Direct students to spend a minute by themselves, answering this question. Afterward, direct them to place their filter in a location at home where they can see it often as a reminder.

Creative Prayer

(5-10 minutes, easy set-up)

Students will pray to God for strength to always stand up for His ways.

(5-10 minutes, easy set-up)

Provide paper and pens.

Distribute the paper and pens, then instruct students to open their Bibles to Psalm 1 and read silently.

Afterward, direct students to draw a deeply rooted tree on their paper and to write down ways that they need and want to be firm in standing in God's ways. Encourage students to pray for strength to stand firm in each of these ways. Allow three to four minutes for students to complete their prayers. Inform students that you are going to read Psalm 1 again as they focus on asking for boldness and strength to stand firm like a deeply rooted tree. Close by thanking God for His Word that helps us to stand firm.

Character

Lesson 5, Review Questions

1. Genesis 4 tells us that Abel _____ and Cain _____.
 - a. was a lumberjack/was a fisherman
 - b. was lazy/was a hard worker
 - c. kept flocks/worked the soil
 - d. was an extrovert/was an introvert

2. God looked with _____ on Abel's offering.
 - a. eagerness
 - b. fondness
 - c. joy
 - d. favor

3. What did God say was crouching at Cain's door?
 - a. an evil woman
 - b. a sick dog
 - c. sin
 - d. a tiger

4. As punishment, God told Cain that when he worked the ground, it would _____.
 - a. yield good crops for him
 - b. feel like hard concrete
 - c. swallow him up
 - d. no longer produce crops for him

5. What did God provide for Cain to protect him in his punishment?
 - a. super strength
 - b. a mark
 - c. a suit of armor
 - d. wisdom

Character

Lesson 5, Answers

1. Genesis 4 tells us that Abel _____, and Cain _____. (*Lesson 4*)
 - a. was a lumberjack/was a fisherman
 - b. was lazy/was a hard worker
 - c. kept flocks/worked the soil**
 - d. Was an extrovert/was an introvert

2. God looked with _____ on Abel's offering. (*Lesson 4*)
 - a. eagerness
 - b. fondness
 - c. joy
 - d. favor**

3. What did God say was crouching at Cain's door? (*Lesson 4*)
 - a. an evil woman
 - b. a sick dog
 - c. sin**
 - d. a tiger

4. As punishment, God told Cain that when he worked the ground, it would _____. (*Lesson 4*)
 - a. yield good crops for him
 - b. feel like hard concrete
 - c. swallow him up
 - d. no longer produce crops for him**

5. What did God provide for Cain to protect him in his punishment? (*Lesson 4*)
 - a. super strength
 - b. a mark**
 - c. a suit of armor
 - d. wisdom

Starting Position

Characters:

JOSEPH
COACH

Props: desk

Creative Note: This piece is about displaying integrity in life, much like Noah did, which is why the Lord showed him favor.

(COACH is sitting at his desk. JOSEPH storms in.)

JOSEPH: Coach, we need to talk!

COACH: You need to knock before you come into my office.

JOSEPH: Sorry, Coach.

(A long awkward pause sets in. JOSEPH realizes that COACH is not going to pay attention to him until he actually knocks. JOSEPH walks back outside and knocks.)

COACH: Come in.

(JOSEPH enters.)

COACH: Hello, Joseph? What can I do for you?

JOSEPH: So, I saw the roster.

COACH: Good! Congratulations on making the team.

JOSEPH: Yeah, but I'm not starting.

COACH: Joseph, seventy-three people tried out for the team. I picked twelve. You were one of them. What more could you possibly want?

JOSEPH: To start. I've been on the starting team since last year, and this is my senior year. I lost my spot to a sophomore.

COACH: Relax. You're still going to play, you'll score a lot of points, and all the girls will go wild. But this year, Knox will be the starting point guard instead of you.

JOSEPH: But coach, he's a sophomore!

COACH: And he's good, don't you think?

JOSEPH: Yeah. He's good, but he's not better than me.

COACH: Well, you're not better than him.

JOSEPH: Excuse me?

COACH: Joseph, Knox scored just as many points off the bench as you did last year in a starting spot. You guys have matching statistics in almost every category. That's pretty impressive. Imagine what he can do if he actually starts?

JOSEPH: Fine! So we're equals on the court. I get that. But he's a sophomore. He'll have two more years after this one to shine and be way better than me, but right now I'm a senior. If we can do the same amount of damage on the court, then I figure I should have seniority.

COACH: Oh, is that what you figured?

JOSEPH: It only makes sense. I mean, I would understand if he were better than me, but you yourself said that we're the same.

COACH: On the court—yes. Off the court—definitely not.

JOSEPH: What's that supposed to mean?

COACH: Don't you think that maybe the way you guys behave off the court has something to do with whom I choose?

JOSEPH: I don't know. I don't think so. Does it?

COACH: It does. Last year, Joseph, you were a good player on and off the court. Then you got popular and started to live wildly out with your friends in the

community. Do you think that I'm going to reward that kind of behavior? Think again. Last year, Knox was a freshman who made varsity. He became one of our key players from the bench. He was popular among people who never would have known him had he not been on this team. And you know what? That didn't faze him. He kept his integrity intact. He is the example of whom I want representing this team at the beginning of every game. He is what college scouts look for. That is why he's starting over you. If you don't like it, I'm sorry. But my advice to you, Joseph, is to continue taking notes on the court, but also to start taking notes off the court. Any more questions?

JOSEPH: No, sir.

COACH: Good. I'll see you at practice.

JOSEPH: Yes, sir.

(Joseph exits.)

(THE END)



THE FLOOD (NOAH)

biblical passage: Genesis 6:5–22, Hebrews 11:7

supporting passages: Genesis 7:1–9:17

memory verse: Hebrews 11:7 By faith Noah, when warned about things not yet seen, in holy fear built an ark to save his family. By his faith he condemned the world and became heir of the righteousness that comes by faith.

THE SITUATION

Read Genesis 6:5–11.

What does this passage tell us about ____?

God

Noah

Humanity

GOD'S REACTION

Read Genesis 6:11–22.

What does this passage tell us about ____?

God

Noah

Humanity

NOAH'S RESPONSE

Read Hebrews 11:7.

What does this passage tell us about ____?

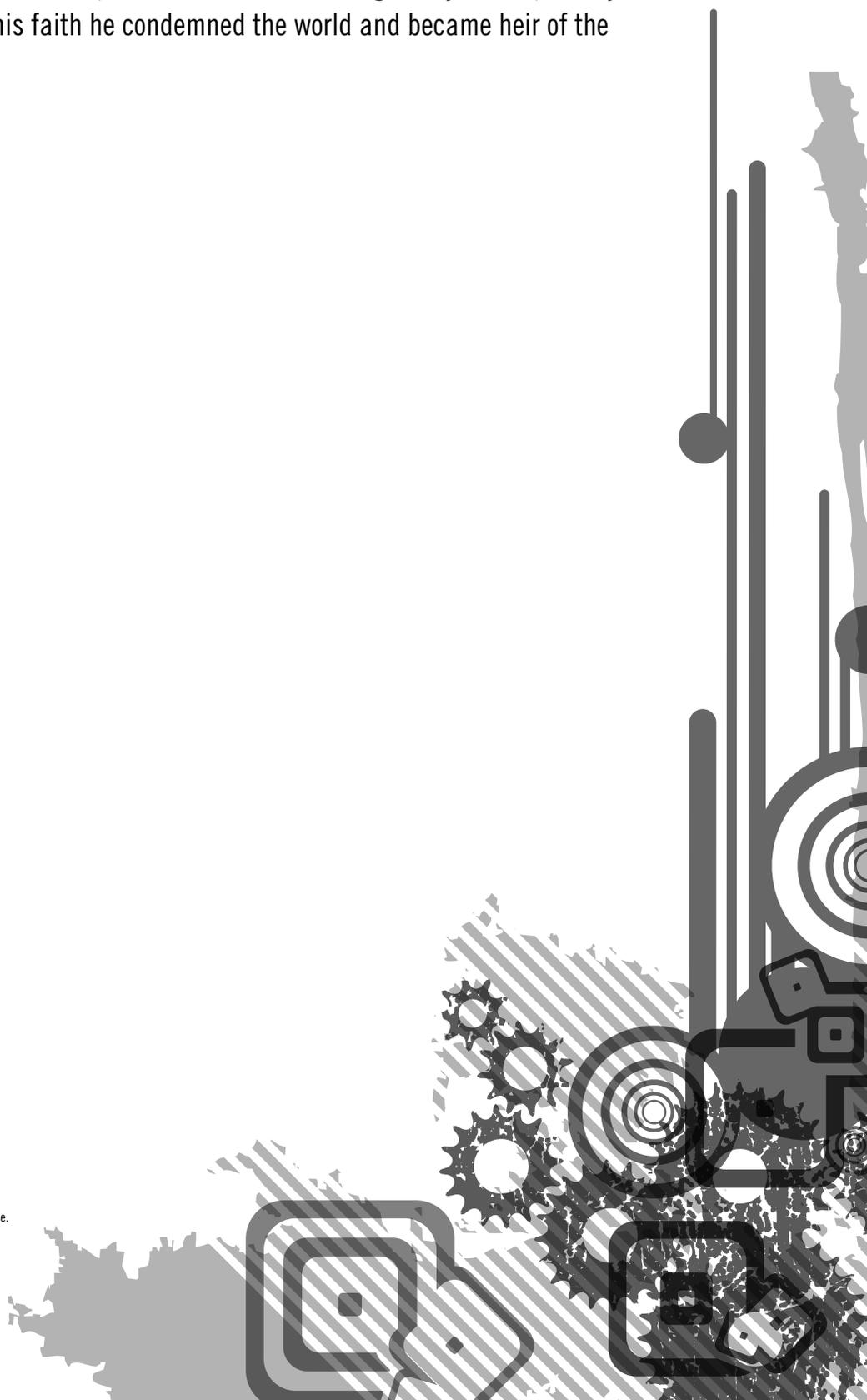
God

Noah

Humanity

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THE FLOOD

1. Our hearts _____ to our _____ (Gen. 6:5–8)
2. God's heart _____ (Gen. 6:9–22).
3. A heart of _____ is seen as _____ (Heb. 11:7).

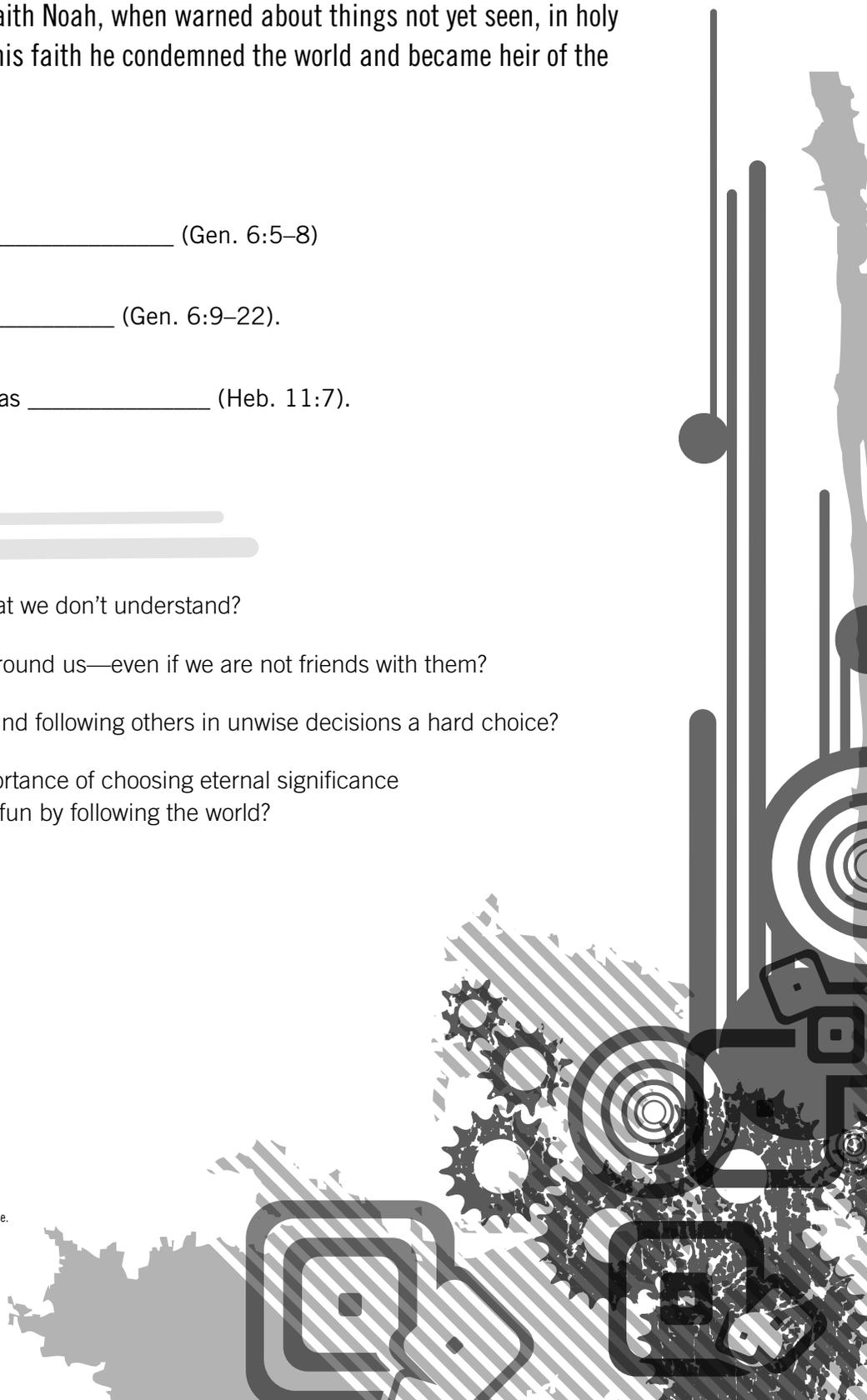
SMALL-GROUP DISCUSSION QUESTIONS

How should we respond to commands that we don't understand?

Why do we want the approval of people around us—even if we are not friends with them?

Why is the choice between obeying God and following others in unwise decisions a hard choice?

How can we remind ourselves of the importance of choosing eternal significance by obeying God over choosing temporary fun by following the world?



WHAT'S A CUBIT?

CUBIT = distance from bent elbow to tip of the middle finger (approximately 18 inches)

The ark was 300 cubits long—or 450 feet long. That's about the same length as . . .

- 24.6 Chevy Suburbans
- 1.5 football fields
- 8.5 tractor trailers (at 53 feet each)
- 5 ships the size of the Mayflower

24.6 x



The ark was 50 cubits wide—or 75 feet. That's about the same width as . . .

- Fifteen people who are five feet tall lying in a row head to toe.



The ark was 30 cubits—or 45 feet tall with three stories, making each level 15 feet high. That's about as high as . . .

- a stack of 10 hay bales
- almost 2 stories of typical house (16 feet)
- 4 adult male African elephants, one of top of the next



FILTERED CHOICES

<u>Scripture</u>	<u>Topic</u>	<u>Life Example</u>	<u>How does this passage provide a filter to use in life?</u>
Proverbs 19:22	lying		
Ephesians 4:28	stealing		
Ephesians 4:29	relationships		
Ephesians 5:15–17	making decisions		
Ephesians 6:1	dealing with parents		