

### LESSON 4 || THE FAITH OF NOAH AND GOD'S HATRED OF SIN

#### SESSION SNAPSHOT

**NARRATIVE PASSAGE:** Genesis 6:9-22; Genesis 7:11-24; Genesis 8:13-19; Genesis 9:8-17

**GOSPEL FOCUS:** Matthew 26:26-29

#### STUDENT TAKEAWAYS:

- Realize how dramatically God chose to deal with the effects of a world consumed with sin and how His grace still shines through in the end.
- Understand how God's covenant with Noah foreshadowed a perfect covenant, the New Covenant, of eternal grace and forgiveness through Jesus' sacrifice on the cross.
- Consider their reaction to the forgiveness Jesus offers them His life, death, and resurrection.

#### OVERVIEW:

You've probably heard the story of Noah more than a few times, and you may have even seen the movie. Yet, how often do we take the time to stop and dwell on how Noah's life foreshadowed a new covenant? While you will look at the overview of this story, you will really be helping students understand how all of this connects to Christ. Through Noah's line would come a man named Abraham, through Abraham's line would come a King named David, and through his line would come the Messiah, Jesus. Long after Noah lived and died, we look at a rainbow and remember that God would never wipe out His people for their sins, but instead make a way to wipe out sin and restore our relationship with Him.

#### TEACHER PREP VIDEO:

Each *Thread* lesson comes with a Teacher Prep Video. These short videos are designed to help you grasp the lesson's main point as you prepare to teach.



#### BIBLE BACKGROUND

*The Bible Background* is designed to help you provide the basic context for the passages you'll be studying.

- **WHAT DO WE MEAN BY "CONTEXT"?** In every YM360 Bible study lesson, we encourage teachers to help students know *who* wrote a particular book, *when* it was written, and *why* it was written.
- **WHY TEACH CONTEXT?** Grasping the big-picture view of God's story of redemption is difficult for teenagers without understanding the context of the books and passages they're studying.

## GENESIS

- *Author:* While there's no specific author named within the text, Moses is the accepted author for Genesis, with some editing and additions done after his death (such as the account of his death!).
- *Time frame:* It's difficult to establish with any certainty a date for the completion of the Pentateuch (the first five books of the Bible). Most of the material originated from Moses himself, and depending on the date of the Exodus (which is also not known for sure), the date for the writing of Genesis is estimated to be sometime in the 1400s or 1200s BC.
- *Purpose:* Genesis details the earliest history of our world, including creation and Adam and Eve's fall. It also focuses on the emergence of Israel, not only as God's people but as the group that God would work through to bring redemption to the world.

## MATTHEW

- *Author:* Matthew, a former tax collector, was a disciple of Jesus and a firsthand witness to the events he details in his gospel.
- *Time frame:* Most people hold to Matthew's gospel being written in the late 50's or 60's AD, though some think it was written after the destruction of the Temple in 70 AD.
- *Purpose:* Matthew was writing to a primarily Jewish audience to persuade them that Jesus was indeed the long-awaited Messiah. He was also probably aware of a Gentile audience, as his gospel declares that the saving truth of Christ is for all nations.

# LESSON PLAN

*The Lesson Plan contains four elements:*

- **GETTING STARTED**— An introductory activity designed to prepare teenagers to engage with God and the truth of His Word.
- **THE STORY**— A section featuring a narrative from Scripture that helps teenagers know God better through learning the story of the Bible.
- **THE THREAD**— A special emphasis where teenagers discover the Gospel thread coursing throughout the story of the Bible.
- **WRAPPING UP**— An application-focused segment helping teenagers ask the question, “How am I impacted by what I learned today”?

## GETTING STARTED

- *Goal:* To prepare students to see the Noah narrative in a new way.
- *Set-Up:* No set-up is needed.

FIRST, explain to students that you’re going to play a game they’re probably familiar with, but this version will have a twist. Say something like this:

- We’re going to play the game “Two Truths And A Lie.” If you’ve never played before, it’s simple. We’ll take turns having volunteers come to the front of the room and tell us three statements about their lives. Two of these statements must be true, and one must be a lie. Our goal is to then figure out which of the three statements is the lie. Got it? Now, here’s the twist. One of your true statements must be something that no one in our group already knows about you!

NEXT, make sure students understand the rules of the game. Allow them a few moments to think of their statements. Then, when someone tells you they’re ready, call them up to the front of the room and have them share their three statements. Allow other students to take turns guessing which 2 are the truths and which one is the lie. Make sure you highlight the statement that (hopefully) no one in the group has heard before. Play until everyone has had the chance to go or until you run out of time.

FINALLY, transition to your time of Bible study by saying something like:

- You know your friends pretty well, but today, you learned something new about them. Similarly, as we move right along in our study of the big-picture story of God’s Word, we’ll be looking at a really familiar story – the story of Noah. You may have heard about the ark, the animals, and the flood a million times. However, just like you learned something new about familiar friends, today we’ll look at the story of the flood through a new lens. Hopefully, we’ll learn something new along the way.

## TRANSITION TO THE STORY.

## THE STORY

- *Goal:* To understand how sin—rebellion against our Creator—has infected our world and impacted our relationship with God.
- *Set-Up:* Students will need a Bible or a Bible app. You may find that a dry-erase board is helpful for jotting down some notes, but it’s not essential.

FIRST, explain that in this lesson, you’ll be looking at the story of Noah in Genesis 6, 7, 8, and 9. There won’t be time to dwell on the whole story, only some key parts. If you’d like, use the Connecting The Dots section below to review or fill in the gaps between your last lesson and this one.

## CONNECTING THE DOTS

As you teach The Thread, there will naturally be gaps in the story. This is an optional way for you to fill in some of the gaps between the last lesson you taught and this one. Use it to review or connect the dots to the events surrounding the passage.

- Since Adam and Eve chose to disobey God, humanity's relationship with God was destroyed. People could no longer walk and talk with Him in the Garden.
- People were put out of Eden into a hardened world full of strife and labor.
- Hundreds of years have passed between the story of Adam and Eve and the narrative of Noah.

Inform students that you're going to be reading through the whole account of Noah from start to finish. Explain that, like the story of creation, this account is long, but it helps us know all of the details of a familiar story. Let students know that you'll work together to cover the passage and need volunteers to help you read. Tell students to treat this like something they're seeing for the first time. Make sure those who are not reading out loud are following along, and ask them to highlight or underline anything that stands out.

THEN, start by having students turn to Genesis 6. While they're finding it, provide some of the basic background for the book using the Bible Background. Then, read or have a student read verses 9-22. **Ask something like:**

- **When Adam and Eve chose to disobey God, sin entered the whole world. People knew the difference between good and evil. And other than Noah and his sons, most were choosing wickedness. The world had become much different than the Garden. According to this passage, how had the world changed since people were removed from the Garden?**
  - o *Answer:* In the Garden, everything was perfect. There was nothing wrong, and all was beautiful. Sin entered the world, and people started making choices that were described as "corrupt."
- **How was Noah different? What does verse 9 say about him?**
  - o *Answer:* Noah was blameless and walked in close fellowship with God.
- **How would that cause Noah to stand out in a world that was nothing but wicked?**
  - o *Answers will vary.*
- **What was God's response to the way the world had become?**
  - o *Answer:* He was going to wipe everything out except for Noah, his family, and two of every animal.
- **Look at verse 18. This is the first time a covenant is mentioned between God and Noah. What is God talking about here? What's a covenant?**
  - o *Answer:* God is making a binding promise to Noah, before the flood even happens, that He will not destroy Noah or his family.

NEXT, read or have a student read Genesis 7:11-24 again. Ask students what points stood out to them. Give them a chance to share anything they think is noteworthy or that they have a question about. Then, lead students in a short discussion. **Ask something like:**

- **What would it have been like to be on the ark during this time when all you could see was water?**
  - o *Answers will vary*
- **What would you think of God's covenant not to destroy you or those animals while you were on that boat? How would Noah's close relationship with God have helped him believe in the covenant even when it seemed hopeless?**
  - o *Answers will vary.*

THEN, read or have students read 8:13-19. Again, give students a chance to bring up anything they think is significant or anything they have a question about. Then, ask students something like:

- Can you imagine what it was like to finally see land and be off the ark? They had been on it for a year! Now, reality sets in that Noah and his family are the only people left. They get off the boat, and as the animals run off, they're left to start again. How would you feel about God's covenant to save you now?
  - o *Answers will vary.*

FINALLY, finish this section by reading Genesis 9:8-17. Then say something like:

- The covenant has come full circle here. God wants Noah to remember His promise, so He sealed it forever. God uses the word "covenant" seven times in these verses to reaffirm His commitment to Noah. Not only does God use the word, but He also follows it up with a sign in the sky. The rainbow was created as a visual promise of God's grace and love for each of us. God made sure that His people would never forget that He doesn't break promises.

IF STUDENTS DON'T HAVE ANY QUESTIONS, TRANSITION INTO THE THREAD AND LEARN WHERE WE SEE THE CONNECTION OF THE GOSPEL TO THE BIG-PICTURE NARRATIVE OF SCRIPTURE.

## THE THREAD

FIRST, instruct students to turn to Matthew 26. While they're finding the passage, provide them with some brief context by referencing the Bible Background. When you've finished, read or have a student read Matthew 26:26-29, and lead students in a discussion. Begin by **saying something like:**

- **In these verses, we see Jesus use an object to serve as a reminder of a covenant, similar to how God used the rainbow. In this case, however, Jesus is talking about His own body being broken and His blood being spilled to confirm the covenant between God and His people. What is the promise Jesus is sealing with this new covenant?**
  - *Answer:* Jesus broke bread in half to show how His body would be broken. The wine symbolized His blood that would be spilled on their behalf. He explained that the sacrifice He was about to make would erase the debt our sin created for us.
- **Let's take a look at verse 28. Could someone tell me in your own words what Jesus is saying here? What is the covenant that Jesus is confirming?**
  - *Answer:* Jesus is telling His disciples that His death confirms once and for all that God hasn't forgotten about His people. He promised to be with us and to restore our relationship with God, and His death would usher in a new covenant between God and humanity.

FINALLY, take a moment and ask your students to think about the covenant God made with Noah. Then have them think for a moment about the covenant Jesus is confirming here. Then, ask:

- **This is a question that will require some thinking. Ready? How did the covenant with Noah serve as a precursor of the New Covenant Jesus instituted with His death and resurrection?**
  - *Answer:* God's covenant with Noah is only a shadow of understanding God's grace and forgiveness. God allowed humanity a second chance even though He knew we would surely sin again. By shedding His blood and allowing His body to be broken, Jesus instituted a covenant that covered our sins forever. The covenant with Noah showed that God would stand with those who belong to Him, but it did not take our sins away. When Jesus speaks in this passage, we see that it reflects God fulfilling His promise to never destroy the earth again because of sin. God perfectly kept His promise, as only He can. He miraculously provided a way for people to permanently be free from sin's penalty.

IF YOUR STUDENTS DON'T HAVE ANY MORE QUESTIONS, TRANSITION INTO THE WRAPPING UP SECTION.

## WRAPPING UP

- *Goal:* To consider their reaction to the forgiveness Jesus offers them through His life, death, and resurrection.
- *Set-Up:* You may find that a dry-erase board is helpful for jotting down some of your students' responses.

FIRST, say something like:

- **We've spent a lot of time today talking about covenants. Let's think one more time about what it would've been like to be Noah hearing that the world was going to be completely wiped out, but, due to his relationship with God, he would be saved. What are some of the things you would feel?**
  - *Answer:* Confusion, relief, awe of who God is.

THEN, ask students how they think Noah would have felt when God kept His promise to take care of him and made something called a rainbow so they could never forget that God stays faithful to His covenants.

- *Answer:* Awe, relief, joy, gratitude, etc.

NEXT, ask students to imagine themselves as the disciples at that dinner table sharing a last meal with Christ.

Say something like:

- **Imagine Jesus picking up a loaf of bread, breaking it, and telling you to eat it. He says it symbolizes His body that is about to be broken for you. Then, He raises a glass of wine and tells you it's His blood. He tells you this is to confirm the covenant He made with His people. He tells you that not only will this mean He is with you, but He will also be the sacrifice that erases your sin. How would you feel?**
  - *Answer:* Wonder, confusion, relief, a mix of emotions.

Explain that we don't get to stand in the shoes of Noah or the disciples, no matter how cool it would be. But we do get to reap the benefits of both of those covenants. Every time we see a rainbow, whether after a bad storm or in a puddle made from a hose, we are reminded that God won't destroy the earth with water again. Remind them that Jesus followed through on the promise to allow His body to be broken and His blood to be spilled for our sake. **Say something like:**

- **Jesus followed through on His promise to conquer death, which changed us forever. We don't have to wonder what this all means. We get to experience the life-transforming truth that God keeps His promises. This is a true covenant! God gave His one and only Son for the sake of our redemption. He kept His promise then, and He always will.**

FINALLY, challenge students to take time this week to truly reflect on what these covenants mean in their lives. Remind them that God won't break the promises He makes to them. Encourage them to really ponder what it means that Jesus took on their sin through His body and blood. Encourage them not to just reflect on the knowledge of what it means but the spiritual and emotional impact it has on them.

If they have no more questions, close in prayer.

- If you've purchased the corresponding devotional journal, remind students they'll be working through Week 1 this week. Encourage them to keep up with the daily devotions and to give memorizing this week's verse their best shot.
- If you're utilizing the digital devotions included in the Thread curriculum, remind students how you'll be making them available, i.e., Instagram, Facebook, etc.

## WE WANT TO HEAR FROM YOU . . .

- Do you have questions about a lesson?
- Something that worked particularly well that you want to share?
- Something that didn't work that you want to bring up?

We value your feedback! Please do not hesitate to email us with your questions, comments, or concerns at [feedback@youthministry360.com](mailto:feedback@youthministry360.com).