

# 11. Noah and the Flood (Genesis 6:13–9:17)

“Your word is a lamp before my feet and a light for my journey.” (Psalm 119:105)



## PLAN

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### Session Outline

#### 1. Gather

Greeting  
Puzzlers  
People Rainbow  
Transition to Explore

#### 2. Explore

Sacred Conversations  
Hear and See the Bible Story  
Interact with the Bible Story  
Say the Bible Verse  
Transition to Respond

#### 3. Respond

Rainbow Fruit Salad  
Classroom Covenant  
Loving God, Loving Neighbor  
Transition to Bless

#### 4. Bless

Inviting  
Praising  
Blessing  
At Home with God

### Supplies

**Basic Supplies:** Pencils | Crayons | Paper | Newsprint | Markers | Paper plates | Handwashing supplies

**Gather:** TV/DVD player | Internet access (optional) Printer

**Explore:** TV/DVD player

**Respond:** Large bowl | Plastic utensils | Fruit in red, orange, yellow, green, blue, and purple | LED candle | Tablecloth

**Bless:** TV/DVD player | LED candle | Tablecloth

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### Before You Teach

The story of Noah and the Flood is one that may be familiar to children from previous classes or home Bible reading. This is the story in which God, having become displeased with the wickedness God observed among humans, decided to destroy all living things on the earth through a flood and start the world over with a clean slate. God told a man named Noah to build an ark and take his family along with certain numbers of pairs of animals, male and female, into the ark. These people and animals would be spared the destruction of the Flood and repopulate the earth.

When the Flood was over, God placed a bow (rainbow) in the sky as a symbol of his covenant or promise to all living things never to destroy the earth through a flood again. *Covenant* is one of the important terms that we'll explore during this session. You'll want the children to understand that a *covenant* is a promise. In the session, we'll explore God's promises as well as the promises that we make to one another in a community.

This story may be troubling to some children who may wonder if God would destroy the earth through a flood again. They can be reassured that God promised not to do this because of the covenant God made with all living things never to destroy every living thing through a flood again as described in the Scripture. You will want children to come away from the session knowing that we can always count on God to keep God's promises.

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## GATHER

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### Greeting

*Before class: Display your choice of “Attendance Chart” (Class Kit—pp. 15 & 18, or 16–17) at eye level.*

- Play “God’s Stories” (Adventure DVD), as you welcome each child.
- Show the children where to place their offerings on the worship table.
- Have each child mark the “Attendance Chart.” For the “Community Attendance Chart,” the children can write their first names or initials on the building marked #11.

**SAY:** Our Bible story is about a man named Noah and a flood.

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### A—Puzzlers (Activity Sheets)

*Before class: Tear out the Session 11 Activity Sheets for each child.*

- Give each child a copy of “Story Counts” (Activity Sheets—p. 23). Let them complete the puzzle.
- Allow them to work on the “Is That True?” activity (Activity Sheets—p. 24).

**SAY:** Today’s Bible story reminds us of God’s promises.

OR

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### B—People Rainbow (Collaboration)

*Before class: Write the following order of colors on newsprint, and post it in your room: red, orange, yellow, green, blue, and purple. (Real rainbows may show other hues.)*

**TIP:** If most of your students happen to be wearing similar colors, or certain colors happen to be obviously missing, allow students to substitute items in the room for colors they can’t find in their attire.

**SAY:** Our Bible story for today features a rainbow, let’s see if we can arrange ourselves in rainbow order based on what we are wearing.

- If your class is small, let all of the children work together to arrange themselves using the colors of their clothing or accessories. If you have a larger group, you may to break the class into smaller teams.
- Let the children or groups explain to you and/or other class members how they made their rainbow by pointing out who is wearing specific colors/the clothing items making up their rainbows.

**ASK:** When and where have you seen a rainbow?

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### Transition to Explore

- Encourage children to bring chairs or to sit on the floor in a carpeted area.
- Invite children to form a circle on the floor.

**TIP:** Transitions are a useful way to help children easily move from one activity to the next.

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## EXPLORE

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### Sacred Conversations

- Encourage children to join and sit in the circle.
- Demonstrate a listening position for the children.
- Ask wondering questions.

**ASK:** I wonder:

- What are some promises that you have made?
  - What are some promises that others have made to you?
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### Hear and See the Bible Story

- Read the Bible story together (*CEB Deep Blue Kids Bible*—Genesis 6:13–9:17).
- Watch the Adventure DVD Session 11.

**SAY:** Today, we’re learning about a promise God made to every living thing on the earth.

**ASK:** What reminds you of God’s promises?

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### Interact with the Bible Story

- Assign parts and act out “Noah and the Flood” (Bible Story Sheets—Session 11).
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### Say the Bible Verse

*Before class: Display the “Unit 3 Bible Verse” poster (Class Kit—pp. 10 & 23).*

- Read the memory verse to the children: “Your word is a lamp before my feet and a light for my journey” (Psalm 119:105).
  - Have the children repeat the verse after you.
  - Have each child say the verse to another child.
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### Transition to Respond

- Encourage children to put away their chairs and/or get back to their places.

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## RESPOND

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### Rainbow Fruit Salad (Snack)

*Before class: Gather a large bowl, small plastic spoons and/or forks, paper plates, handwashing supplies, and fruit of your choice in the following colors: red, orange, yellow, green, blue, and purple (suggestions: strawberries, oranges, pineapples, kiwi, blueberries, and purple grapes). Mix all of the fruit in the large bowl.*

**TIPS:** Check for allergies ahead of time. Cut and wash the fruit ahead of time.

**SAY:** Our Bible story for today features a rainbow. Let’s have a snack to help us remember the story.

- Have the children wash their hands, and give each child a paper plate and a plastic fork and spoon.
- Let the children pick fruit from the bowl and arrange it a rainbow (see the colors listed in Before class above). Then let the children eat the fruit as a snack.

**ASK:** What other types of rainbow-colored foods can you name?

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OR

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### Classroom Covenant (Collaboration)

*Before class: Gather newsprint, markers, and pencils. Photocopy “Classroom Covenant Ideas” Leader Guide—p. 72) for each child.*

**SAY:** In our Bible story, God made a promise to every living thing. Just as God promised to treat every living thing a certain way, we can also make a promise about how we will treat one another in the classroom. Let’s think about some ideas for what we want to include.

- Let the children write down their own ideas, using the prompts in “Classroom Covenant.”
- Let each child have a chance to tell the class about their ideas, and make a list on the newsprint.
- Once you have a list of ideas, work with the students to whittle them down to a short list or statement. Rewrite this list or statement on newsprint.

**ASK:** Where do you think we should display our covenant so that everyone knows the promises we make to one another?

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### Loving God, Loving Neighbor

*Before class: Display the “Community” poster (Class Kit—pp. 12 & 21).*

**ASK:** What are some things a person should commit to doing to be a good neighbor in a community?

- Let the children give ideas. You can also give ideas to help guide the discussion.

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### Transition to Bless

- Ring a bell to announce the transition.
- Create a worship center on a small table with a tablecloth, LED candle, and crayons in rainbow colors.

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## BLESS

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### Inviting

*Before class: Display “Unit 3 Bible Verse Signs” poster (Class Kit—p. 31) on a wall or bulletin board.*

**SAY:** Let’s learn to sign today’s Bible verse.

- Gather the children around the “Bible Verse Signs” poster. Have the children read the Bible verse.
- Teach the children to sign the verse.

**PRAY:** Thank you, God, for your promises to us. Amen.

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### Praising

**SAY:** Today, we learned one of God’s stories, which was about God, a man named Noah who built an ark, and a flood. Let’s learn a song about God’s stories.

- Play “God’s Stories” (Adventure DVD), and let the children sing along and dance if they would like.
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### Blessing

*Before class: Gather crayons and paper for each child.*

- Have the children form a circle around the worship center and sit down, and light the candle.
- Distribute paper and crayons to each child.

**SAY:** There are many ways to pray. One way is to do a calming activity while we think about God, or think about what we want to thank God for, or think about what we need God’s help with. Let’s do some free coloring as a quiet, calming activity while we think about God or things we want to talk to God about. You can color whatever you want. You can color what you’re praying about, or you can just make a picture of anything that you want. When you are finished, place your paper on the table next to the candle and rejoin the circle.

**TIP:** Allow the children to fold their papers if they want to keep their thoughts private.

- When all of the children are finished coloring, say the following prayer.

**PRAY:** God, thank you for each person gathered here today. Each of us has different thoughts and concerns on our minds today. Thank you for always being there to hear our prayers. We ask that you will bless each of us in the way that is needed. Amen.

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### At Home with God

**SAY:** What is one thing that you learned today about Noah and the Flood? What is one thing that you learned about God’s promises? Can you share what you learned with your family?

- Send Bible Story Sheets, Session 11, and the Unit 3 Song Sheet home with each child.

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### Classroom Covenant Ideas

1. How do you think we should treat each other in general?

2. What should we do when a classmate hurts our feelings?  
How should we respond when someone tells us that we've hurt his or her feelings?

3. How should we behave when a classmate is speaking?

4. How should we indicate that we would like a chance to speak?

5. How should we treat our classroom space? How can we make sure people do this?