

The Promise to Save

By RLD Editorial Team

for use as
STEP 1

**Lesson 8****Focus:**

God promises to save.

Lesson 8**Bible Basis:**

Genesis 8:1—9:17

Lesson 8**Memory Verse:**

It is by grace you have been saved, through faith—and this not from yourselves, it is the gift of God. —Ephesians 2:8

As students watch drone footage on recent devastation from Hurricane Beryl, they will be introduced to God’s promise to save Noah and discover God’s plan for saving us, too.

Materials:
 Internet access

NOTE: If you live in an area that suffered devastation due to Hurricane Beryl, you will know best how to handle sensitive issues with this topic.

➤ **Have you ever been in a situation in which you needed to be rescued, but no one could help you? Share your story.** (Allow students to share—answers may include something like being stuck in a treehouse and no one hearing their hollers for help or taking a test in school and not knowing the answers so they failed. Be prepared to share your own experience.)

Feeling helpless stinks. We would all like to think we can save a situation that’s going downhill, but that’s not always the case. Hurricane Beryl made its appearance in late June and early July, and many people in the U.S. and neighboring Caribbean islands were dealt a huge dose of helplessness over the impending impact of the storm. Local authorities prepared as best they could before Hurricane Beryl landed, causing destruction to homes, businesses, and lives. So much destruction happened in a few days, and not one person could save the lives, homes, and communities that were destroyed by the storm. Let’s look at some of the devastating effects in Carriacou Island:

Play the following clip, stop at [1:57]:

Drone Shows Hurricane Beryl Destruction on Carriacou Island

https://www.youtube.com/watch?v=xrKJSIFD_rk

➤ **How do you think those who lost their homes felt when they knew the storm was heading their way?** (Answers might include: scared, frustrated, felt a loss of control, etc.)

➤ **How does it make you feel when you can’t fix a troublesome situation on your own? Why?** (Answers might include: I feel angry because I don’t like having to ask for help; I’m okay with it—I know I can always ask my parents to help me when I need it, etc.)

The effects of Hurricane Beryl were devastating for lots of people. No one could save them from the storm, and it was a helpless feeling to watch it all unfold on television. We can't always make situations turn out the way we want. Sometimes we just aren't in control.

Today we're going to look at a hopeless situation Noah faced. A catastrophic storm was headed his way—one he had no control over. Let's take a look at Noah's responses and decipher what all of this means for us right now.

Additional source:

<https://www.weather.gov/lch/2024Beryl>

(Continue on to Steps 2 and 3 in your teacher's guide; your Step 4 appears below.)

The Promise to Save

for use as
STEP 4 

Lesson 8**Focus:**

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Lesson 8**Bible Basis:**

Genesis 8:1—9:17

Lesson 8**Memory Verse:**

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Materials:

- Index cards
- Pens/pencils
- Students' Bibles (or Bible apps on their phones)
- Whiteboard and marker (or screenshared document)

If your class is meeting online, invite students to bring supplies with them to class.

Earlier, we learned God saved Noah and his family from the flood because of Noah's faith in God. We also discovered that just like Noah, God will save us from the penalty of sin, through our belief in Him.

The decision to follow Jesus as our Lord and Savior is a big decision. It takes thought and consideration of what we truly believe about God, and if we desire to surrender our lives to His calling, following His ways for the rest of our lives.

Distribute supplies (or invite students to have them ready at home). Read aloud the following verses as your class reads along in their own Bibles with you. They should write the verses on index cards after you've read each one.

- Romans 3:23
- Mark 1:15b
- Romans 10:9–10

Encourage your preteens not to rush through this activity, but to consider the words they're writing down. When they've had a chance to finish, ask them to think about the following questions as you write them on the board (or screenshare document). On the back of the cards, they can write thoughts and prayers that stem from these questions and verses. Be sure they know this is personal and their answers won't be discussed.

Questions to consider:

- Do I believe Jesus is Lord? Why?
- Do I want Him to be Lord of my life? Why?
- What does it look like to follow God? Do I want to do this? Why?

Play the following song as students work [3:47]:

Jeremy Camp “Jesus Saves”

<https://www.youtube.com/watch?v=kRU-wSAk-HE>

Read Hebrews 11:1 and ask:

➤ **What does it mean to have faith?** (Allow students to formulate their definitions based on the verse.)

➤ **What is something you’ve been challenged with in your own beliefs today?** (Answers may include: Do I have as much faith as Noah did? What do I really believe about God? I’ve been challenged to follow Jesus as my Savior, etc.)

It’s important for us to see that Noah believed God would save Him and showed his belief by following God’s directions to build an ark; collect animals, food, and supplies for the boat; and, of course, gathering his family to come on board. Had he just believed, but not followed God’s directions, he still would have been swallowed up by the flood. Noah was saved because of God’s grace on his life. He believed what God told him and followed God’s directions.

Take your index cards and look over these Scriptures throughout the weeks ahead. In your own studies, search for Bible verses on faith and what it means to be a follower of Christ. Don’t take what you read lightly! Consider what the verses say and what they require of someone wanting to follow Jesus.

God saved Noah. He saved Abraham, Jacob, David, Rahab...and God wants you to let Him save you. Invite any of your students who want to learn more to meet with you after class. Help on sharing the Gospel with this age group can be found in your teacher’s guide.

Pray to close.

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