

Bible Point

# God takes care of us in scary times.

## Bible Verse

God takes care of us (adapted from 1 Peter 5:7).

## Growing Closer to Jesus

- Children will
- play a game to identify some of their fears,
  - hear how God took care of Noah and his family in a scary storm,
  - talk about times they've felt scared, and
  - thank God for his help in scary times.

## Teacher Enrichment

### Bible Basis

#### ■ Floodwaters cover the earth.

**Genesis  
7:17-24**



Think about Noah and his family in the ark. The storm rages outside. The water splashes against the lower sides of the ark as it sits on the ground. Without complete trust in God, they may have been wondering if the ark was really going to float. How could they be sure this huge boat wouldn't break up in the waters after it did begin to float? After 39 days, they were probably beginning to wonder if the rain was *ever* going to stop! Even with Noah's faith, he and his family must have had some truly scary times on the ark. But God took care of them!

Some people question whether the flood was truly worldwide or just in the area where Noah lived. If you take Genesis to be an accurate account of what happened, you must conclude from Genesis 7:18-20 that the flood did cover the entire earth—deep enough that the ark wouldn't run aground on the mountaintops! God took care of Noah's family during the scariest boat ride of their lives, and he'll take care of us in our scariest times, too!

### Prayer

- Read Psalm 56:3-4.
- In what ways does God take care of us when we're afraid?
- Pray: Dear Lord, help the children in my class to learn today that you are with them, even in their most scary times.

### Before the Lesson

- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed in the chart on the next page.
- Make photocopies of the "Today I Learned..." handout (at the end of this lesson) to send home with your children.
- Pray for the children in your class and for God's direction as you teach the lesson.

# This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
<b>Welcome Time</b>	<b>Welcome!</b> —Receive name tags, and be greeted by the teacher.	"Ark Name Tags" (p. 81), scissors, marker, safety pins or tape	
<b>Let's Get Started</b>  Direct children to one or more of the optional activities until everyone arrives.	<b>Option 1: Making Rain</b> —Talk about rainstorms while making "rain" in a pan of water.	Dishpan, water, measuring cups, colander	
	<b>Option 2: Sink or Float</b> —Discover that some things float and others don't.	Dishpan, water, large towel, floatable and sinkable household items	
	<b>Option 3: Rain Pictures</b> —Make "rain" pictures by spraying colored water.	Spray bottles, water, food coloring, towel, white paper	
	<b>Pick-Up Time</b> —Sing a song as they pick up toys and gather for Bible Story Time.	CD player	
<b>Bible Story Time</b>	<b>Setting the Stage</b> —Play a game to help identify fears.	Paper plates, marker, tape	
	<b>Bible Song and Prayer Time</b> —Sing a song, bring out the Bible, and pray together.	Bible, CD player	
	<b>Hear and Tell the Bible Story</b> —Hear about a scary rainstorm from Genesis 7, and talk about times they've been scared.	Bible, dark-colored bedsheet or other piece of fabric	
	<b>Do the Bible Story</b> —Act out the storm with rain, thunder, and animal sounds.	Table, pot or cardboard box, spoons	
	<b>Scary Storms</b> —Use a cyclone tube to make a storm in a bottle.	Bible, CD player, two 2-liter bottles, water	
<b>Closing</b>  	<b>Afraid of the Rain</b> —Help Whiskers discover that God will take care of him.	Paper plate, pencil	
	<b>God Takes Care of Us</b> —Pray an action prayer to thank God for taking care of them.		

\*See the end of this lesson for extra-time ideas and supplies.

## Welcome Time

**SUPPLIES:** “Ark Name Tags” (p. 81), scissors, marker, safety pins or tape

- Kneel down and make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them how they put last week’s lesson into practice. Use questions such as “How did your family members help each other with hard jobs?” and “How did someone help you this week?”
- Say: **Today we’re going to learn that ► God takes care of us in scary times.**
- Hand out the ark name tags children made during Lesson 5, and help them attach the name tags to their clothing. Have extra name tags handy for children who weren’t in class that week and to replace damaged name tags.
- Direct children to the Let’s Get Started activities you’ve set up.

### ◀ BIBLE POINT



### teacher tips

It’s important to say the Bible Point just as it’s written in each activity. Repeating the Bible Point over and over throughout the lesson will help kids remember it and apply it to their lives.

## Let’s Get Started

Set up one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate among the activities to offer help as needed and direct children’s conversation toward the point of today’s lesson. Ask questions such as “Have you ever been in a storm? Tell me about it” or “What do you do when you’re scared?”

### ■ Option 1: Making Rain

**SUPPLIES:** dishpan, water, measuring cups, colander

Set out a dishpan with a few inches of warm water in it. Give children measuring cups, and show them how to make “rain” by pouring water through the colander. Ask children what it’s like to be in a rainstorm. Ask if anyone enjoys jumping in puddles. Talk about how the whole earth became one giant puddle after Noah and the animals were safe on the ark. Remind children that ► God takes care of us in scary times.



### ◀ BIBLE POINT



### ■ Option 2: Sink or Float

**SUPPLIES:** dishpan, water, large towel, floatable and sinkable household items

Set out a dishpan filled with several inches of water and several floatable and sinkable household items. Floatable items might include sponges, plastic cups or containers, or wooden spoons. Sinkable items might include metal spoons, jar lids, or rocks. Experiment with the items before class to see whether or not they’ll float!

Place the dishpan on a large towel, and demonstrate how one of the items floats. Then remove the item, and set it on one side of the dishpan. Set a sinkable item in the water, and point out that it doesn’t float. Then remove it, and set it on the other side of the dishpan. Have children guess which of the remaining items will float or sink, and then have them try each item in the water. As they remove the items from the water, have them place each item on the “float” or “sink” side of the dishpan.



## BIBLE POINT

Explain that God kept Noah and the animals safe inside the ark and didn't let it sink. Remind children that ► God takes care of us in scary times.

### ■ Option 3: Rain Pictures

**SUPPLIES:** spray bottles, water, food coloring, towel, white paper

Before class, fill several spray bottles with water, and add drops of a different food coloring to each one. Set a towel under the table where children will be working, or, if the weather is nice, do this activity outdoors.

Give each child a sheet of white paper. Let children use the spray bottles to spray "rain" onto their papers. As children work, ask them to tell you what they like to do when it's raining. Explain that today they'll hear about a time when it rained for 40 days and 40 nights.

When everyone has arrived and you're ready to move on to Bible Story Time, encourage the children to finish what they're doing and get ready to clean up.

### ■ Pick-Up Time

**SUPPLIES:** CD player



Lead children in singing "Come Along With Me" (track 2) with the CD to the tune of "Come and Go With Me." Encourage children to sing along as they help clean up the room.



#### SING

**Come along with me and pick up all our things,  
Pick up all our things,  
Pick up all our things.  
Come along with me and pick up all our things  
So our room will be clean.**

*(Repeat 2x.)*

## Bible Story Time

### ■ Setting the Stage

**SUPPLIES:** paper plates, marker, tape

Before class draw a large smiling face on a paper plate or sheet of paper. Draw a large frowning face on another paper plate. Post the faces on opposite sides of the room at children's eye level.

Tell children you'll flash the lights to get their attention. Explain that when you turn the lights off and then on again, the children are to stop what they're doing and wave at you. Practice this signal a few times. Encourage children to respond quickly so you'll have time for all the fun activities you've planned.

Ask: • **What did you make or do when you came to our class today?** (Made

it rain in the water tub; made a painting with a spray bottle; tried to make things float or sink.)

Say: **If you pretended to make rain, stand up and say “pitter-patter,” and then sit down.** Pause. **Some of you played with things to see if they would float or sink. If you did that activity, stand up and say, “Drip, drop, drip,” and then sit down.** Pause. **If you made rain pictures with the spray bottles, wiggle your fingers like falling rain.** Pause. **You were all learning important things about our Bible story. Today we’re going to hear about a big, big rainstorm.**

Ask: • **Can any of you tell me about a time you were in a storm with lots of rain? What was that like?**

Let children tell you about their experiences with storms. Point out the frowning face that you taped to the wall and say: **This is how we might feel when we’re scared during a big storm. If you’ve ever felt scared, come and stand by the scared face with me.**

Give children time to gather around you. Then say: **There’s another face somewhere in the room. It shows how we feel inside when we’re not scared. Can you find it? Let’s go over there.**

Give children time to find the happy face and walk over to it. Say: **Not everyone is afraid of the same things. Some of you like dogs, and some of you are afraid of dogs. I’m going to name some things you might be afraid of. If you’re afraid of the thing I name, go stand by the scared face. If you’re not afraid of it, go stand by the smiling face.**

Read the following items, one at a time. Pause after you read each one to allow time for children to stand by one of the faces.

- **birthday parties**
- **thunder and lightning**
- **getting lost**
- **a ride on a merry-go-round**
- **when it’s dark in your room at night**
- **little kittens**
- **being away from mom or dad**
- **going on a teeter-totter**
- **bad dreams**



Have the children sit in a circle. Say: **Even when we feel scared or alone, Jesus is right there with us. He still loves us and he’ll take care of us. Let’s all hold hands to see what it feels like to have someone right by our sides.** Wait for children to join hands, and then say: **When I count to three, let’s raise our hands together and say, “Thank you, Jesus, for always being with us!”**

Join in the circle and count to three. Then raise your hands with the children next to you as you all thank Jesus.

Say: **This week, let’s remember that we’re not alone when we’re feeling scared. ► God takes care of us in scary times. Let’s go over to our story area now and hear a story about how God took care of Noah during a scary time.**




**teacher tips**

Include more children each week by asking another child to put the Bible away or to lead the rest of the class in cheering for the Bible helper. Be sure to keep track of who fills these roles each week so that every child has the chance to feel special.

This Bible story is featured in *My First Hands-On Bible™*. Order several now for your ministry at [group.com](http://group.com).



## ■ Bible Song and Prayer Time

**SUPPLIES:** Bible, CD player



tracks 3, 4

Say: **Now it's time to choose a helper to bring me the Bible marked with today's Bible story. As we sing our Bible song, we'll pass around our special Bible. The person who's holding the Bible when the music stops will be our Bible helper today.**

Lead the children in singing "I'm So Glad for the Bible" (track 3) with the *CD* to the tune of "Give Me Oil in My Lamp." As you sing, pass around the special Bible.



### SING

**I'm so glad for the Bible.  
Keep me learnin', learnin', learnin'.  
I'm so glad for God's book today.  
I'm so glad for the Bible.  
Keep me learnin', learnin', learnin'—  
Keep me learnin' all about his way.**

**Let me hear 'bout God's love—  
Keep me learnin', learnin', learnin'.  
Let me hear 'bout God's love for me.  
Let me hear 'bout God's love—  
Keep me learnin', learnin', learnin'.  
Let's shine the light for all to see.**

*(Repeat first verse.)*

When the music stops, invite the child who's holding the Bible to bring it to you. Stamp the child's hand with the *rainbow stamp*, and thank the child for bringing you the Bible. Then stamp the other children's hands. Return the *rainbow stamp* and *ink pad* to the Learning Lab.

Say: **I'm thankful for** [name of child who brought the Bible], **and I'm thankful for everyone in our class today. Let's thank God together for all our friends.**

Lead children in singing "I'm So Glad We're Together" (track 4) with the *CD* to the tune of "Give Me Oil in My Lamp."



### SING

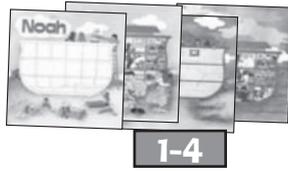
**I'm so glad we're together.  
Keep us prayin', prayin', prayin'.  
I'm so glad we're all here today.  
I'm so glad we're together.  
Keep us prayin', prayin', prayin'—  
Prayin' for each other every day.**

Lead children in folding their hands and bowing their heads as you continue to sing.

**Thank you, Lord, for each one.  
Keep me thankful, thankful, thankful.  
Thank you for everyone who's here.  
Thank you, Lord, for each one.  
Keep me thankful, thankful, thankful—  
Thankful for our friends both far and near.**

## ■ Hear and Tell the Bible Story

**SUPPLIES:** Bible, dark-colored bedsheet or other piece of fabric



Bring out the *Noah posters 1-4*, and lay them on the floor with the first three posters showing. Have children gather around the posters. Open the Bible to **Genesis 7:17-24**, show it to the children, and say: **Our story comes from the Bible, God's special book. Our posters show us pictures of our Bible story.**

Hold up the first poster, Noah building the ark, and ask:

• **What's happening in this picture?** (Noah's building the ark; they're getting ready for the flood.)

Hold up the second poster, the animals going into the ark. Say: **God took care of Noah and his family and kept them safe on the ark. Who else did God take care of on the ark?** Pause for kids to respond.

**God took care of the animals on the ark, too. God told Noah to bring two of each animal on the ark. Can you show me two fingers? He had to bring two of each bird, two of each animal, and even two of each bug. Look at this poster. Can you name some animals you see?**

Give children time to point to and name some animals. Then say: **All those animals and more were on the ark. When Noah and all the animals were ready, God shut the big door of the ark.**

Hold up the third poster, the one showing the rain beginning, and say: **Then the rain began to fall. Can you pat your legs to make it sound like rain?** Pause. **That's good—that sounds like rain. Now pat them faster because more rain is coming. So much rain fell that big puddles appeared. The puddles turned into lakes. The lakes turned into a huge ocean.**

Hold up the fourth poster, the picture of the ark floating on water. Say: **The rain kept coming, and pretty soon the whole world was totally covered with water. But look at this poster. Did the ark sink?**

Give children time to look at the picture and respond. Then continue: **No, the ark didn't sink! God took care of Noah and his family and all the animals in the ark.**

**Let's pretend we're Noah and the animals in the ark. We can pretend this bedsheet is the ark.** Have the children help you pick up the bedsheet and hold it up over their heads. Kneel and huddle under the sheet together. **Is everyone in? It rained and rained, but the ark kept floating on the water. Lightning flashed! Thunder crashed! The boat rocked back and forth, but it didn't sink. For 40 days and 40 nights, Noah and the animals all stayed in the ark together.**

Ask: • **What do you think it was like to stay inside the ark for so long?** (Scary; dark; noisy.)

• **How do you think Noah and his family felt?** (Afraid; safe; dry.)

Say: **Being on the ark in that big storm was scary for Noah and his family. But God took care of them and kept them safe. Tell me about a time when you were scared. Who took care of you?** (My dad carried me when there was a big dog; my baby sitter stayed in my room until I went to sleep.)

► ***God takes care of us in scary times.* When we're feeling scared, God will take care of us just as he took care of Noah during that scary storm. Let's make a pretend storm now to see how Noah might have felt.**

Return the *posters* to the Learning Lab.



◀ **BIBLE POINT**

## ■ Do the Bible Story

**SUPPLIES:** table, pot or cardboard box, spoons

Say: **We're going to pretend we're on the ark in that storm. Everybody will get a chance to be a part of the story. We'll need rainmakers, lightning flashers, and thunder crackers. We'll also need some animals on the ark.**

Form four groups: rainmakers, lightning flashers, thunder crackers, and animals.

Say: **Rainmakers, go to the story area and sit down. When I tell you, make rain by patting your legs.** Pause. **Lightning flashers, go to the light switch and sit down. When I tell you, take turns turning the lights off and on.** Pause. **Thunder crackers, come and sit near me. In a minute, I'll give you something to make thunder with.** Pause. **Animals, go sit under the table. Pretend the table is the ark. When I tell you, make the sound of your favorite animal.**

**When I point to your group, you can do your actions.** Point to the rainmakers, the lightning flashers, and the animals, one at a time. Remind them how to do their actions. Then give the thunder crackers a pot or cardboard box and spoons. Let them practice making thunder noises for a few moments.

Then say: **When I clap my hands, I'd like everyone to do the actions at the same time. When I walk by your group, stop doing your actions and be as still as you can be, just like after a real storm. Is everyone ready? The rains are starting to fall now. The storm is here!**

Clap your hands and have the children do their actions. After a few moments, walk around the room and help each group stop the actions and quiet down.

Say: **When a storm is over, everything gets still and quiet.**

Whisper: **Can you show me how quiet you can be?**

Put away the thunder-making items, and have children gather in your story area.

Ask: • **What did you like best about making our storm?** (The thunder; the lightning; all the noises together.)

• **How was our storm like a real storm?** (It was loud; it was kind of scary.)

Say: **Our storm wasn't real. But even in a real storm, we don't have to be afraid because ► God takes care of us in scary times.**

## ■ Scary Storms

**SUPPLIES:** Bible, CD player, water, two 2-liter bottles



Before this activity, fill a clean, empty 2-liter bottle with water until it's two-thirds of the way full. Screw the *cyclone tube* to the top, and then screw another clean, empty 2-liter bottle to the other side of the *cyclone tube*. Practice making a "tornado" ("cyclone") by turning the tube upside down and swirling the water in a circle.

Gather children in a circle, and bring out the *cyclone tube* with the 2-liter bottles attached. Say: **In our Bible story, God sent a big storm that poured rain on the earth. Only God can make a real storm, but this tornado tube can make a little storm in a bottle.** Demonstrate how to use the *cyclone tube* and point out the little "tornado" inside the bottle of water.

Ask: • **What do you do when there's a storm outside?** (Hide under my bed; pray; I like to watch the lightning from inside the house.)

### teacher tips

If you have time and children enjoy this activity, repeat it and let children switch roles.



• **What do you think Noah and his family did during the storm?** (Fed the animals; prayed; thanked God for a safe place.)

Say: **We don't know what Noah and his family did during the scary storm, but the Bible tells us that God kept them safe and dry. ► God takes care of us in scary times, too. Let's use our tornado tube and play a game.**

Swirl the water to start a "tornado." Let children pass the tube around the circle until the tornado stops. Have the child who is holding the tube tell one thing he or she is afraid of. Lead the rest of the children in saying, "[Name], **God takes care of you in scary times.**" Help the child start another tornado, and play again.

When everyone has had a turn to share, say: **We're all scared sometimes. That's why it's nice to know that ► God takes care of us in scary times!**

Open your Bible to **1 Peter 5:7**, and say: **Our Bible verse for today says that ► God takes care of us.** Repeat the verse together. **Let's sing a song about how God takes care of us.** Lead children in the motions as you sing "God Takes Care of Us" (adapted from 1 Peter 5:7) with the CD (track 11) to the tune of "God Is So Good."



### SING

**God takes care of us.** (Do a group hug in a circle.)

**God takes care of us.**

**God takes care of us.**

**He's so good to us.** (Point up, and then hug yourself.)

**God takes care of you.** (Hug a friend; choose a new friend to hug for next two lines.)

**God takes care of you.**

**God takes care of you.**

**He's so good to us.** (Point up, and then hug yourself.)

**God takes care of me.** (Hug yourself.)

**God takes care of me.**

**God takes care of me.**

**He's so good to us.** (Point up, and then hug yourself.)



◀ **BIBLE VERSE**

## Closing

### ■ *Afraid of the Rain*

**SUPPLIES:** paper plate, pencil

Before class, make a mouse-sized umbrella for Whiskers the Mouse by attaching a paper plate to the top of a pencil. You'll use the umbrella for today's and next week's puppet scripts. Bring out Whiskers and the umbrella, and go through the following puppet script. When you finish the script, put Whiskers away and out of sight.





**Whiskers:** *(Holding umbrella over his head)* Whew! *(Breathless)* Hi, everybody!

**Teacher:** Hello, Whiskers. What a nice umbrella. Where have you been?

**Whiskers:** I went to the store with my mom. She let me carry the umbrella. Boy, we really needed it!

**Teacher:** It must have been raining pretty hard!

**Whiskers:** You can say that again. I didn't like it. The rain was pouring down getting me all wet. The wind was howling and blowing—I thought I was going to blow away! *(Shivers)* I'm scared just thinking about it. I gotta go.

**Teacher:** But, Whiskers, you just got here.

**Whiskers:** I know, but I'm scared! I'm going home to hide under my bed.

**Teacher:** Well, before you go there's something the children are learning today that might help you.

**Whiskers:** What's that?

**Teacher:** We've been learning about a big, big rainstorm that flooded the whole world. Can anyone tell Whiskers about the storm Noah was in?

*(Help children explain that it rained for 40 days and 40 nights until water covered the whole earth.)*

**Whiskers:** Yikes! A flood! Now I'm really scared!

**Teacher:** Children, can you tell Whiskers who took care of Noah and his family during the flood?

*(Give children a chance to tell Whiskers that God took care of Noah.)*

**Whiskers:** At least Noah had the ark to keep him safe! Who's going to take care of me?

**Teacher:** Who can tell Whiskers who'll take care of him?

*(Lead children in repeating the Bible Point ► God takes care of us in scary times.)*

**Whiskers:** You mean God cares about me, too? Not just Noah?

**Teacher:** That's right, Whiskers. ► God takes care of us in scary times, just as he took care of Noah.

**Whiskers:** That makes me feel better. Thanks! You're the best friends a mouse could have! I guess I'll go home and put my umbrella away. See you next week!

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## ■ *God Takes Care of Us*

**SUPPLIES:** none

Say: ► ***God takes care of us in scary times.*** Let's say a special prayer together and thank God for taking care of us. You can do the actions with me, and then we'll say the prayer and do the actions together.

Lead children in the following action prayer. Have children do the motions with you. Repeat the prayer two or three times so children can learn it and say it with you.

**God cares for me.** (*Point to self.*)

**God cares for you.** (*Point to someone else.*)

**And when we're scared** (*shiver*),

**God helps us through.** (*Beckon as if calling someone to follow you.*)

**God keeps us safely in his care** (*cross arms over chest*)—

**No matter what, no matter where.** (*Nod head.*)



### **Growing closer to Jesus extends beyond the classroom.**

Photocopy the "Today I Learned..." handout (at the end of this lesson) for this week, and send it home with the children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week's topic.



## For Extra Time

If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

### ■ **Lively Learning: Rainy-Day Dress Up**

Bring in rain gear such as coats, plastic-tipped umbrellas, boots, rain hats, or slickers. Let children try on the clothes and hold the umbrellas. As they play, invite them to tell you what they wear and do when it's raining. Encourage them to act out being in a storm. Remind them that ► God takes care of us in scary times.

### ■ **Make to Take: Rain Pictures**

Cover a table with newsprint. Set out small bowls of water and watercolor markers. Give each child a sheet of white paper. Have children draw pictures with the markers on the white paper. Then have them dip their fingers in the water and gently flick drops of water onto their pictures. Point out what happens to the colored marker as the water makes the color run.

As children flick water on their pictures, remind them of the rain that came and flooded the whole world. Repeat the Bible Point: ► God takes care of us in scary times.

### ■ **Treat to Eat: Rain Crackers**



Give each child a napkin and a graham cracker. Set out craft sticks and several bowls of white or blue frosting. Show children how to use the craft sticks to put frosting "raindrops" on their crackers. As children make their "rain crackers," talk about all the raindrops that fell when it rained for 40 days and 40 nights. Review today's Bible story and remind children that ► God takes care of us in scary times.



### ■ **Story Picture: God Sends a Flood**

Give each child a copy of the "Today I Learned..." handout. Set out crayons or markers, and let children color their pictures. Then help children outline the big raindrops on their pictures with blue or silver glitter glue. As children work, review the Bible story of Noah and the flood.

# Today I learned...

## God takes care of us in scary times.

Help me learn this:

God takes care of us (adapted from 1 Peter 5:7).

Ask me:

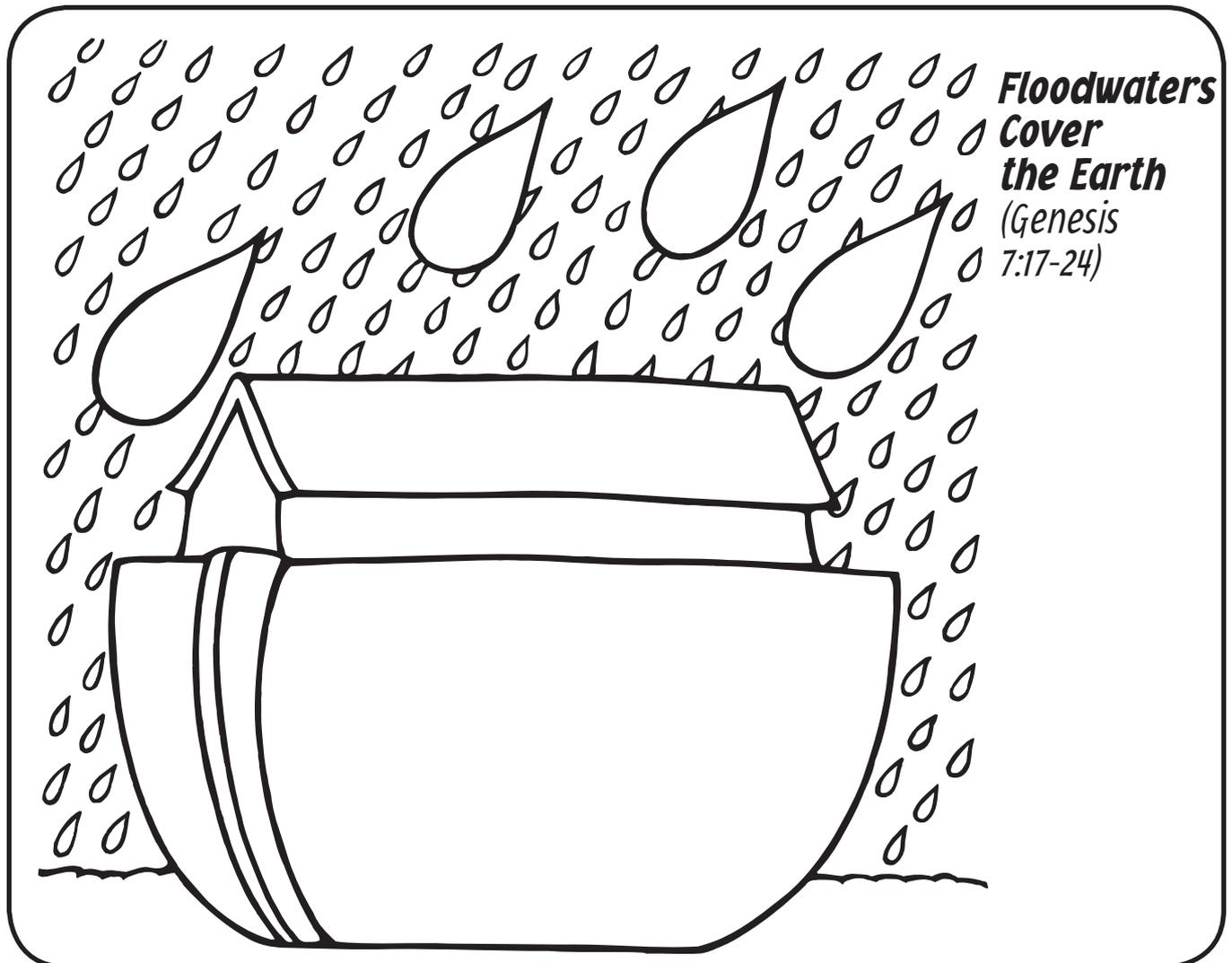
- What do you think it was like to be on the ark during the flood?
- Can you tell me about something that scares you?
- What can our family do to help each other in scary times?

.....  
**Family Fun** 

- Sing "God Takes Care of Us" with your child to the tune of "God Is So Good." Then sing it again, using your child's name instead of the word *us*.

**God takes care of us.**  
**God takes care of us.**  
**God takes care of us.**  
**God is good to us.**

**Lesson 7**  
Today your child learned that **GOD TAKES CARE OF US IN SCARY TIMES**. Children heard how God cared for Noah during a scary storm. They talked about their fears and thanked God for taking care of them in scary times.



**Floodwaters Cover the Earth**  
(Genesis 7:17-24)

