

## Following the Prophet

The purpose of Sunday School is to inspire class members to learn, teach, and live the gospel of Jesus Christ every day.

When we understand that prophets are “warned of God of things not seen as yet,” we—like Noah and his family—can hearken to prophetic warnings and receive a “saving of [our] house” ([Hebrews 11:7](#)).

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### Prepare

As you study [Moses 8:16–30](#) and [Genesis 6–9](#), consider asking yourself:

- What experiences have taught me the importance of following the prophet? Is there anything I can do to follow the prophet more faithfully? How would this help me teach this principle more powerfully?
- What could class members do to deepen their understanding of prophetic teachings?
- How can I encourage class members to talk about ways they have been blessed as they have followed the prophet?
- How will I inspire class members to learn, teach, and live the counsel of the prophets in the coming week?

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### Encourage personal and family scripture study

Each week you have the opportunity to encourage class members to have meaningful scripture study, individually and with their families. For instance, you could do one of the following:

- Ask class members to share what they are doing to make family scripture study more meaningful (see “Family Study Ideas”). As part of this discussion, you could spend a few minutes sharing some of the resources for families found at [lds.org/children](#). In a future class, you could ask class members to share ways they have used those resources to teach the gospel to their children.
- Invite class members to share experiences they have had as they have acted on impressions they received during a previous class or during their personal scripture study.
- Contact one or more class members a few days before class and invite them to come prepared to share something from the account of Noah that impresses them.

#### Teaching in the Savior’s Way

The Savior often asked His disciples questions to help them think about how His teachings applied in their lives. What questions can you ask to encourage thoughtful application?

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### Learn together and invite to act

Follow the guidance of the Spirit as you select one or more of these activities or create your own based on the needs of your class.

- **What is the role of a prophet?**

As a class, you could read [Moses 8:16–24](#), and identify (1) the prophetic message of Noah, (2) the people’s reaction to his message, and (3) what happened as a result of their actions (you may want to list these items on the board to help class members remember what to look for). What can we learn from Noah’s experience about the role of prophets? You could ask class members to share other scripture passages that help us understand the role of prophets. You could also invite a group of Primary children to sing “Follow the Prophet” (*Children’s Songbook*, 110–11) and to share what they and their families are doing to follow the prophet.
- **Why do people sometimes reject prophetic messages?**

Before class begins, write *I know the prophet said \_\_\_\_\_, but . . .* on the board. As a class, you could read [Moses 6:36–38](#); [Moses 8:21–22](#); or [Moses 6:27–28](#) and look for reasons people rejected Enoch’s messages and Noah’s messages. Invite class members to consider the statement on the board. What reasons do we sometimes give for not following the prophet? How can the stories of Enoch and Noah help us commit to follow prophetic counsel?
- **What blessings come from following the prophet?**

Class members could begin by sharing counsel they have heard recently from living prophets. To help class members recall this counsel, you could bring objects to class that might remind them of a story or memorable statement from the last general conference. (For example, you could bring sporting equipment

## Sunday School—Unit 2: Genesis 3–22; Moses 4–8; Abraham 1–2

to remind them of the story at the beginning of Elder Quentin L. Cook’s talk “[Lamentations of Jeremiah: Beware of Bondage](#)” *Ensign* or *Liahona*, Nov. 2013, 88). You could also show video clips of recent messages from President Thomas S. Monson and ask class members to listen for specific counsel he gives. You could then invite a class member to summarize the events in [Genesis 6–7](#). How were those who hearkened to Noah’s message blessed by the Lord? How does Heavenly Father bless us today for following the living prophets? You could invite class members to ponder and share what they will do to follow the counsel God is giving us through living prophets.

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### Learning and living the gospel every day

Encourage class members to think about what they have learned and felt today. What do they feel impressed to do? For instance, they could:

- Share with their families something from today’s discussion.
- Continue studying this doctrine and act on what they learn.
- Study recent counsel from President Thomas S. Monson and set a goal to apply his counsel.

During the coming week, you could send class members suggestions for home study from the additional learning resources at the end of the next outline you select. Encourage them to consider using one of the ideas listed under “Basic Scripture Study Strategies” or “Family Study Ideas” as they review these resources.

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### Additional learning resources

- [Amos 3:7; 1 Nephi 22:1–2](#)
- President Thomas S. Monson, “[Obedience Brings Blessings](#),” *Ensign* or *Liahona*, May 2013, 89–92
- Elder M. Russell Ballard, “[His Word Ye Shall Receive](#),” *Ensign*, May 2001, 65–67
- Elder Claudio R. M. Costa, “[Obedience to the Prophets](#),” *Ensign* or *Liahona*, Nov. 2010, 11–13
- “[Prophets and Apostles Speak Today](#)” on LDS.org
- [Old Testament Student Manual: Genesis–2 Samuel](#), 3rd ed. (Church Education System manual, 2003), 53–59

### Additional insights

- Why would the Lord, being perfect, repent? (See [Genesis 6:6–7](#).)  
The Prophet Joseph Smith stated: “I believe the Bible as it read when it came from the pen of the original writers. Ignorant translators, careless transcribers, or designing and corrupt priests have committed many errors. As it read, [[Genesis 6:6](#)], ‘It repented the Lord that he had made man on the earth;’ . . . which I do not believe. But it ought to read, ‘It repented *Noah* that God made man” (in *History of the Church*, 6:57). One meaning of the word *repent* is “to feel regret.”
- What was the significance of the earth’s immersion in water at the time of the flood?  
“During Noah’s time the earth was completely covered with water. This was the baptism of the earth and symbolized a cleansing ([1 Pet. 3:20–21](#))” (Guide to the Scriptures, “[Flood at Noah’s Time](#),” scriptures.lds.org).
- Why would a loving God send a flood to destroy most of His children?  
“[The people] did reject the preaching of Noah, the servant of God, who was sent to them, and consequently the Lord caused the rains of heaven to descend incessantly for forty days and nights, which flooded the land, and there being no means of escape, save for the eight souls who were obedient to the message, all the others were drowned. But, says the caviller, is it right that a just God should sweep off so many people? Is that in accordance with mercy? Yes, it was just to those spirits that had not received their bodies, and it was just and merciful too to those people guilty of the iniquity. Why? Because by taking away their earthly existence he prevented them from entailing their sins upon their posterity and degenerating them, and also prevented them from committing further acts of wickedness” (John Taylor, in [Old Testament Student Manual: Genesis–2 Samuel](#), 56).