

# Chapter 3 Relationships – The story of Ruth

## Overview

### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have explored the story of Ruth
- ▶ have examined how Naomi felt throughout the main parts of her life

### Key elements

Spiritual awareness  
Moral character

### Cross-curricular skills

Communication

### Thinking skills and personal capabilities

- ▶ Sequence, order, classify and make comparisons
- ▶ Justify methods, opinions and conclusions
- ▶ Listen actively and share opinions
- ▶ Develop routines of turn-taking, sharing and cooperating
- ▶ Respect the views and opinions of others and reach agreements using negotiation and compromise



## Lesson plan

### Starter

- ▶ One way to introduce the story of Ruth is to complete the storytelling exercise using the Plenary cards on Worksheet 3.1, page 63.

### Development

- ▶ Go through the story of Ruth using the textbook content. Allow pupils the opportunity to ask questions about the story as you go through it together.

- ▶ Complete Get Active 1. Encourage pupils to be creative in their approach. One way of stimulating thought would be to provide examples of movie posters that contain titles and taglines. These can be found using a search engine. (A tagline is a kind of catchphrase, often put under the title of a film, that appeals to the audience to go and see the film. It is like a clever subheading.)

## Plenary

- ▶ As a recap of the key details of the story, give out the Plenary cards from Worksheet 3.1 on page 63. Ask pupils to put these into sequence. Give pupils time to order their cards individually then go through the correct order of events with the class. Ask pupils to stick the cards into their classwork books in the correct order.

## Homework suggestion

Pupils could design a crossword based on the story of Ruth. Give pupils a set number of clues to construct on the basis of ability. Pupils could then complete each other's homework at the beginning of the next lesson. An outline and instructions for how to complete this activity can be found in Worksheets 3.2–4 on pages 64–66.

## Extension activity

Pupils should consider the feelings and emotions that Ruth must have felt during the key moments of her life. Pupils should plot these moments onto the 'Living graph' found below, Worksheets 3.5–6, pages 68–69.

## Instructions

- ▶ Pupils are given a list of statements that they should put into chronological order. See worksheet 3.5, page 67.
- ▶ Pupils should plot these statements along the x-axis of the graph in Worksheet 3.6 on page 68.
- ▶ They should then consider how Ruth felt at each occasion and plot the point that they feel would most represent her feelings at this time.
- ▶ Pupils should join the points using a straight line. This completes their 'Living graph'.

It would be useful to allow some class discussion about the completed 'Living graphs'. Pupils should be given the opportunity to compare their work with others and to justify why they plotted each of their points in the places that they did.

## Learning outcomes

- ▶ Work effectively with others.

## Worksheet 3.1

### Plenary cards

Naomi and her family went to live in Moab because there was no food in Bethlehem.	When Naomi and Ruth arrived in Bethlehem they had very little food.
Naomi's husband died.	Ruth went to glean barley from Boaz's field.
Naomi's sons married and they all lived in Moab for another ten years.	Boaz met Ruth and allowed her to continue with her work.
Naomi's sons died and she decided to return home to Bethlehem.	Naomi told Ruth to go and lie at Boaz's feet as this would show that she wanted to be his wife.
She asked her daughters-in-law to return to their homes and not to follow her.	Boaz wanted to make Ruth his wife but he had to sort out some family business before it could be done.
One returned home but Ruth promised never to leave Naomi.	Ruth and Boaz married and had a son called Obed.

# Worksheet 3.2

## Crossword 1

Think of ten questions (clues) that you could ask about the story of Ruth ensuring that the answer is only one word. Write out the questions with the answers below.

1 \_\_\_\_\_

Answer \_\_\_\_\_

2 \_\_\_\_\_

Answer \_\_\_\_\_

3 \_\_\_\_\_

Answer \_\_\_\_\_

4 \_\_\_\_\_

Answer \_\_\_\_\_

5 \_\_\_\_\_

Answer \_\_\_\_\_

6 \_\_\_\_\_

Answer \_\_\_\_\_

7 \_\_\_\_\_

Answer \_\_\_\_\_

8 \_\_\_\_\_

Answer \_\_\_\_\_

9 \_\_\_\_\_

Answer \_\_\_\_\_

10 \_\_\_\_\_

Answer \_\_\_\_\_





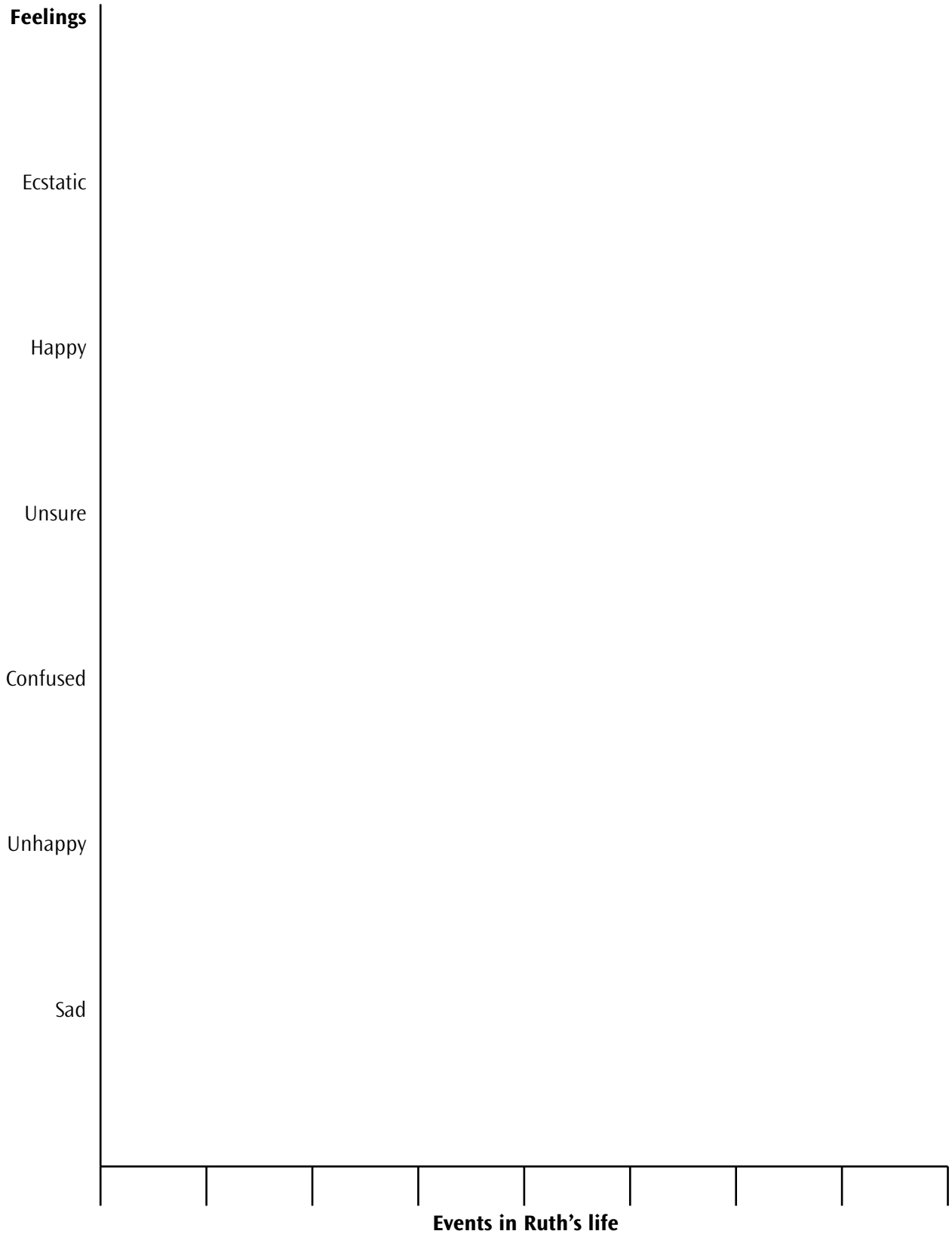
## Worksheet 3.5

### Living graph statements

Ruth marries Naomi's son, Mahlon.	Ruth's husband dies.
Ruth chooses to stay with Naomi – even though it means leaving home.	Ruth moves into a new home in Bethlehem.
Ruth goes to work in Boaz's field.	Boaz takes an interest in Ruth and is kind to her.
Naomi instructs Ruth to dress up and attend a party where Boaz will be.	Boaz agrees to marry Ruth.

# Worksheet 3.6

## Living graph



## Chapter 3 The story of Ruth

### Faithfulness

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have discussed how Ruth chose to be faithful to Naomi
- ▶ have explored what it means to be faithful
- ▶ have investigated how Jackie Pullinger put her faith in God

#### Key elements

Spiritual awareness  
Moral character  
Personal understanding

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities

- ▶ Ask focused questions
- ▶ Select, classify, compare and evaluate information
- ▶ Listen actively and share opinions
- ▶ Develop routines of turn-taking, sharing and cooperating
- ▶ Give and respond to feedback



#### Lesson plan

##### Starter

- ▶ This topic could be introduced in a variety of ways. For example, you could print off news stories about areas of the world that are facing famine and explore the difficulties that such a natural disaster brings to people's lives. Tearfund and Christian Aid produce useful resources that deal with these issues. These can be downloaded directly from their websites, or you can write to the organisation for free resources.

- ▶ Alternatively you could use a clip from the film *The Story of Ruth* to help pupils visualise the details of the story.

## Development

- ▶ Use the textbook spread to familiarise pupils with the situation which leads Naomi, after the death of her husband and sons, to return to Bethlehem. Ask pupils to consider the faithfulness of Ruth to Naomi. Consider the commitment that Ruth must have had to Naomi to agree to move to a foreign land with her.
- ▶ Complete Get Active 1.
- ▶ Use the second pupil page to help pupils to apply the significance of the idea of faithfulness in their lives. Consider the issue of being faithful, especially when it means standing alone or being prepared to be different.
- ▶ Use the youth club case study to help pupils consider these ideas further.
- ▶ Allow pupils time to complete Get Active 2.

## Plenary

- ▶ Hang a piece of string across your classroom, and bring in a bag of clothes pegs. Ask pupils to brainstorm possible solutions to the case study in the textbook, and write each one on a separate piece of paper. Pupils could then discuss the best options and peg them into sequence on the line.

## Homework suggestion

Pupils could complete a chart on the situation and solutions available to Ruth in the same style as the case study on the youth club.

## Extension activities

Discuss with pupils what it would be like to move to a different country. Ask pupils to think of the problems they might encounter, and fill in Worksheet 3.7 on page 71. Consider how throughout history there have been many Christians who have believed that God was calling them to leave their homes and go to other countries to tell people about Jesus. Introduce Jackie Pullinger (using Worksheet 3.8, page 72, or her biography *Chasing the Dragon*) and ask pupils to think about the problems she may have experienced when she moved to Hong Kong. Pupils could consider Jackie Pullinger's work in more detail if time permits. Use Worksheets 3.9–10, pages 73–74, to help with this. Pupils could create a fact file on the life of Jackie Pullinger for homework.

## Learning outcomes

- ▶ Work effectively with others.

# Worksheet 3.7

## Story of Ruth: Moving country

Imagine one of your parents has just got a new job which they are very excited about. However, the new job is in Japan and your family will all be moving there. This means that you have to leave behind grandparents, aunts and cousins, as well as your friends. Explain how you feel when you are told that this is happening and why you would feel like this.

---

---

---

---

---

What problems might you encounter when you arrive in Japan? Think of three.

1 

---

---

2 

---

---

3 

---

---

How might you overcome these problems?

---

---

---

---

---

---

## Worksheet 3.8

### Jackie Pullinger

There are many Christians who believe that God has called them to leave their homes and families to go to different countries to tell the people there about Jesus. Jackie Pullinger is a Christian who wanted to be faithful to God. She believed that God wanted her to go to Hong Kong. She applied to lots of churches and missionary organisations to see if they would support her. However, she was told that she was too young, too inexperienced, and that she had the wrong qualifications.

She decided to go anyway. When she arrived all she had with her were her clothes, a guitar and enough money for three weeks' rent!

#### Think, pair, share

Why did Jackie want to go to Hong Kong?

---

---

---

What do you think she was going to do when she got there?

---

---

---

What problems might she have faced? Think of three.

1 

---

---

2 

---

---

3 

---

---

## Worksheet 3.9

### Jackie's work

Jackie was able to find a job in a mission school in the walled city of Kowloon. To find out what the walled city was like, go to the website [www.ststephensociety.com/flash/index.html](http://www.ststephensociety.com/flash/index.html).

She didn't speak any Chinese and it took her five years to learn it. However, she was able to teach the children singing and English. Life was not easy for Jackie and she had certainly left her comfort zone.

Jackie's main aim was to tell people about Jesus, but most people she met were not interested in what she had to say. She decided that she had to show them Jesus' love through her actions. She ran a youth club for boys on Saturday afternoons, and helped them prepare for their job interviews. She helped them if they went to court or even to prison. Yet still no one would listen to her when she talked about her faith.

#### Think

Why did Jackie continue with the work she was doing even when it seemed that no one was listening to her?

---

---

---

---

---

Things changed for Jackie when a friend told her that she was trying to do everything her own way and not allowing God to help her. When Jackie returned home that evening she prayed that God would help her and fill her with his Holy Spirit. She felt the power of God come over her and soon afterwards people began to believe what she was saying. Some even came off the drugs that they were addicted to.

After many years of helping drug addicts in Hong Kong, Jackie set up the St Stephen's Society. The aim of the Society is to help free people from drug addiction and assist them to live fulfilled lives.

## Worksheet 3.10

### St Stephen's Society

Find out more about the work of the St Stephen's Society by logging on to their website: [www.ststephenssociety.com/flash/index.html](http://www.ststephenssociety.com/flash/index.html)

Answer the following questions.

Click on **ABOUT US**

1 When was the Society first registered as a charity?

---

---

2 Who do they work alongside to help drug abusers?

---

---

3 What other countries does the Society work in?

---

---

Click on **OVERSEAS MISSION**

1 What do the mission teams do?

---

---

Click on **DRUG REHABILITATION**

1 What is the minimum amount of time a person can stay on the programme?

---

---

2 What are the four areas the programme is divided into?

---

---

---

---

# Chapter 3 The story of Ruth

## Trust

### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have investigated how Ruth trusted Naomi
- ▶ have discussed what we put our trust in every day
- ▶ understand why Christians believe that it is important to trust God

### Key elements

Spiritual awareness  
Moral character  
Personal understanding

### Cross-curricular skills

Communication

### Thinking skills and personal capabilities

- ▶ Seek out questions to explore and problems to solve
- ▶ Experiment with ideas and questions
- ▶ Make new connections between ideas/information
- ▶ Learn from and value other people's ideas
- ▶ Listen actively and share opinions
- ▶ Develop routines of turn-taking, sharing and cooperating
- ▶ Give and respond to feedback



## Lesson plan

### Starter

- ▶ *Niagara – Miracles, Myths & Magic* is a film that is available on DVD. It narrates some of the great Blondin's feats at Niagara Falls. If you can get your hands on a copy of this, it provides a useful introduction to this topic.
- ▶ If not, ask pupils to identify some of the things they are scared of. Are any nervous about heights? Show images of Niagara Falls. Discuss its height and its dangers. You could show images of Blondin crossing Niagara Falls, from image search results.

### Development

- ▶ Consider the idea of trust using the textbook spread.
- ▶ Ask pupils to complete Get Active 1. After they have completed their paired discussions, ask the class for feedback.
- ▶ Read through the textbook content on Naomi's instructions. Discuss what we might think of the morality of such a suggestion today. Consider the importance of trust for Ruth as she followed Naomi's strange instructions.
- ▶ Discuss with pupils some of the different instructions that the Bible says God wants His people to follow. What makes each instruction difficult to understand and to apply to life? Consider the importance for Christians of having faith in God in order to be prepared to carry out these instructions and allow them to impact upon their daily lives.
- ▶ Allow pupils time to complete Get Active 2. Experience suggests that weaker pupils need significant guidance in order to complete a task like this. Also, ensure pupils plot out their ideas on paper before sharing with the rest of the class. Ensure they practise among themselves before giving their performance in front of their classmates.

### Plenary

- ▶ Retell the part of the story of Ruth that was the focus of this lesson. Make deliberate mistakes for pupils to spot and correct.

### Homework suggestion

Worksheet 3.11 on page 77–78.

### Extension activity

Worksheet 3.12 on page 79. This could provide the stimulus for useful class discussion on the issue of trust.

### Learning outcomes

- ▶ Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using mathematics and ICT where appropriate.

## Worksheet 3.11

Read the passage below and then answer the questions.

*One day Naomi her mother-in-law said to her, 'My daughter, should I not try to find a home for you, where you will be well provided for? Is not Boaz, with whose servant girls you have been, a kinsman of ours? Tonight he will be winnowing barley on the threshing floor. Wash and perfume yourself, and put on your best clothes. Then go down to the threshing floor, but don't let him know you are there until he has finished eating and drinking. When he lies down, note the place where he is lying. Then go and uncover his feet and lie down. He will tell you what to do.'*

1 Why did Naomi want to arrange a good home for Ruth?

---

---

---

2 What three things did Naomi tell Ruth to do before she went to the threshing floor?

---

---

---

3 What was the strange instruction that Naomi gave Ruth?

---

---

---

## Worksheet 3.11 *continued*

4 Imagine you are Ruth. Write down three things you might have thought when Naomi gave you these instructions.

---

---

---

---

---

---

---

5 Why do you think Ruth did as she was told?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Worksheet 3.12

In your own words, explain what it means to trust someone and something.

---

---

---

---

Write down five people whom you trust.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

Write down five things that you trust.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

Why is it important for Christians to trust God?

---

---

---

In what ways might they demonstrate their trust in Him?

---

---

---

## Chapter 3 The story of Ruth

### Loving those who are different

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have discussed how characters in the story chose to love people who were different from themselves
- ▶ have identified the emotions a person may experience when they feel like an outsider
- ▶ have explored how some people treat outsiders

#### Key elements

Spiritual awareness  
Moral character  
Cultural understanding

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities



- ▶ Seek out questions to explore and problems to solve
- ▶ Make ideas real by experimenting with different designs, actions and outcomes
- ▶ Learn from and value other people's ideas

#### Lesson plan

##### Starter

- ▶ Ask pupils to highlight all the ways in which people are different. List these on the board as a class. Ask pupils, in groups, to pick out from the list the three differences that are easiest to live with and the three that are most difficult. Discuss as a class why some differences are easier to cope with than others.

## Development

- ▶ In the textbook, consider all the characters who treat those who are different from themselves with love. Ask pupils for any questions that they have in relation to the story before asking them to complete Get Active 1.
- ▶ Think about specific groups in our society who are ostracised because they are different. Why are they treated this way? Consider what it might feel like to be a member of such a group.
- ▶ Complete Get Active 2.

## Plenary

- ▶ Reflect on the learning intentions from the lesson. Ask pupils if they feel that the learning intentions have been met. If they agree, ask individuals to justify and prove this by asking them focused questions. If they do not, ask them to explain why and deal with any issues that arise.

## Homework suggestion

‘Loving others who are different’, Worksheets 3.13–15, pages 82–84.

## Extension activity

For weaker pupils, try this collage activity. On a large sheet of paper, draw around someone in the class. Everyone then cuts out from magazines and newspapers images of people of different ages, race, gender or looks. Stick these onto the outline of the pupil. Impress upon pupils the idea that all people are different yet all are special.

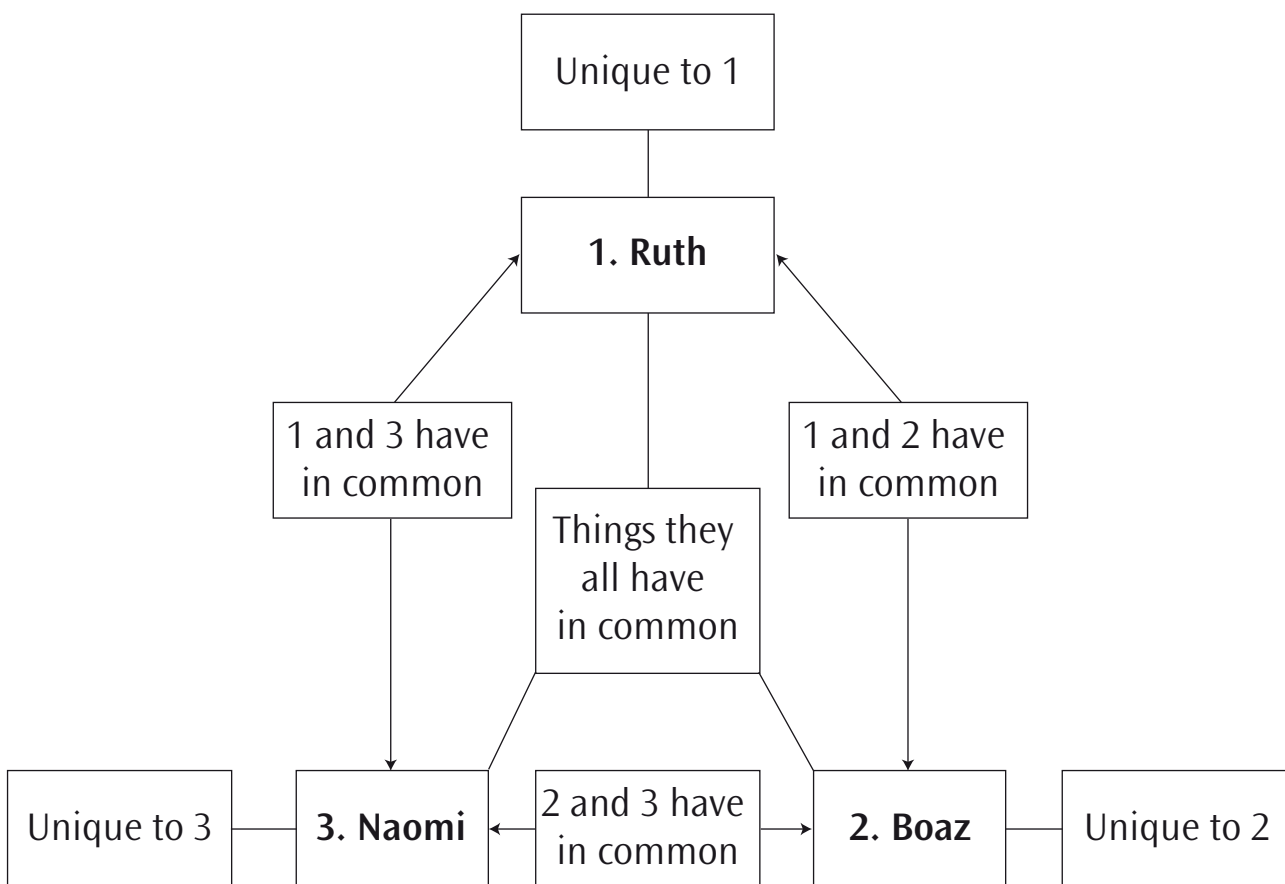
## Learning outcomes

- ▶ Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using mathematics and ICT where appropriate.
- ▶ Demonstrate creativity and initiative when developing ideas and following them through.

# Worksheet 3.13

## Loving others who are different

This activity can be used to help pupils think about the main characters of the story: how they were alike and yet different. Pupils should start by discussing which one they think is the odd one out and why (each of the characters can be seen as the odd one out). Next they think about what the characters have in common with each other, in different combinations: Ruth and Boaz – Ruth and Naomi – Boaz and Naomi. The boxes in the character diagram can be used to help record their thoughts.





## Worksheet 3.15

### Loving others who are different

Imagine a new family has moved into your area. They have come from an Eastern European country. The children from the family start at your school.

Write down how you think the children might feel about the following:

- 1 Leaving their country, family and friends.

---

---

- 2 Coming to Northern Ireland where they don't understand the customs, traditions or much of the language.

---

---

- 3 Going to a new school where everyone is already settled and have made their friends.

---

---

Now think about the things you could do to help these children feel welcome in your area and school. Write down three things that you could do.

- 1 

---

---

- 2 

---

---

- 3 

---

---