

HIGH BEGINNER

ENGLISH

Six Bible-based English lessons FOR LIFE

Exploring Life Questions in Ruth

*Written by Cailey Raffel
Illustrations by Jemima Nichols*



English for Life

Exploring Life Questions in Ruth

Six Bible-based English lessons

High Beginner

Written by Cailey Raffel
Illustrations by Jemima Nichols

Published by Bible Society Australia,
in partnership with Anglicare.

GPO Box 4161
Sydney NSW 2001
Australia
www.biblesociety.org.au
Charity licence 19 000 528
ACN 148 058 306

Anglicare Cross Cultural Services
Level 2, 12 Victoria Road,
Parramatta NSW 2150
www.anglicare.org.au

© Anglicare 2022. All rights reserved.

ISBN: 978-0-647-53155-6 (print)



A catalogue record for this
book is available from the
National Library of Australia

Apart from any fair dealing for the purposes of private study, research, criticism or review, no part of this work may be reproduced by electronic or other means without the permission of the publisher.

Cailey Raffel asserts her right under section 193 of the Copyright Act 1968 (Cth) to be identified as the author of this work.

Scripture quotations have been paraphrased for the purpose of these English lessons.

Sketches on cover and pp. 9–14, 26–34, 46–54, 69–75, 89–94, 107–112, 127–135 by Jemima Nichols, © Anglicare. All other images are licensed from iStock, www.istockphoto.com except in Lesson 6: *A native going fishing with a torch and flambeaux while his wife and children are cooking fish for their supper*. Thomas Watling, c.1790. Source: Natural History Museum, London. Used by permission of the trustees of the Natural History Museum (London).

Text design and layout by Ruth Lewis-Jones.

Cover design by John Healy.





Table of contents

Overview	1
Language level	2
Timing	2
Lesson components	3
Resources	5
Equipment for each lesson	6
Teaching tips	6
PowerPoint resources	8
Summary of lesson sentences and sketches	9
1. Lesson 1	15
Part 1. Decisions – Why did you come to Australia?	
Part 2. A decision to leave home	
Ruth 1:1–15	
2. Lesson 2	37
Part 1. Belonging – Where do we belong?	
Part 2. Ruth chooses Naomi and her God	
Ruth 1:15–22	
3. Lesson 3	59
Part 1. Farm to plate – Where does our food come from?	
Part 2. God provides for Naomi and Ruth	
Ruth 2:1–13	
4. Lesson 4	79
Part 1. Collections – What do you have a lot of?	
Part 2. Lots of grain and kindness	
Ruth 2:14–23	

Table of contents

5. Lesson 5	97
Part 1. Protection – What protection do we need?	
Part 2. Boaz protects Ruth and Naomi	
Ruth 3:1-18	
6. Lesson 6	116
Part 1. Changes – How do we change over time?	
Part 2. Naomi praises God for her changed life	
Ruth 4:1-22	

Overview

Lesson 1

- **Topic:** Decisions
- **Key Question:** Why did you come to Australia?
- **Bible text:** Ruth 1:1–15

Lesson 2

- **Topic:** Belonging
- **Key Question:** Where do we belong?
- **Bible text:** Ruth 1:15–22

Lesson 3

- **Topic:** Farm to plate
- **Key Question:** Where does our food come from?
- **Bible text:** Ruth 2:1–13

Lesson 4

- **Topic:** Collections
- **Key Question:** What do you have a lot of?
- **Bible text:** Ruth 2:14–23

Lesson 5

- **Topic:** Protection
- **Key Question:** What protection do we need?
- **Bible text:** Ruth 3:1–18

Lesson 6

- **Topic:** Changes
- **Key Question:** Wow do we change over time?
- **Bible text:** Ruth 4:1–22

Each of these lessons springboards from an experience relevant to learners of English and leads into the text of Ruth. The topic and key question explored at the beginning of each lesson help build concepts and vocabulary encountered in the paraphrased Bible text.

Deciding to leave their country, learning to belong in another culture and seeking to provide care and protection for family members are experiences many of our students share with Naomi, Ruth and Boaz. There are many changes in Naomi's life. She returns to Bethlehem grieving, poor and vulnerable; but at the end of the book, Naomi rejoices in her grandson, is well cared for and praises God for this turnaround.

The book of Ruth closes with the genealogy of King David, but these lessons conclude with an extension of the family tree to include Jesus.

It is our hope and prayer that your students may one day come to see that Jesus is King and echo Ruth's words, 'Your God will be my God.'

Language level

Aimed at High Beginner students who have moved beyond the Beginner Level, these lessons could also be suitable for the Intermediate Level. Extension activities and some of the written work will better suit higher-level learners.

Timing

These lessons are designed for classes that are 60–90 minutes long. While they may be broken into 2 roughly equal parts with a break between, the lessons also allow for a seamless transition into the Bible time. This is especially useful if teaching online or in face-to-face classes where socialising over food and drinks is scheduled before or after the class. Language-focused activities are integrated across the 2 parts.

Lesson components

Each lesson includes the following components:

Part 1

Aim

To activate knowledge, generate interest, and build language and concepts relevant to the Bible text while developing students' proficiency and confidence in communicating in English.

Lesson stages

Activate knowledge

Introduce the topic, find out what your students already know, and build language.

Focus on language

Provide input related to the topic and focus on a specific aspect of language to help students improve and refine their skills. Mostly speaking and listening activities (with some reading and writing).

Part 2

Aim

To explore the lives of Naomi, Ruth and Boaz, the reasons behind their actions, and their place in the big story of the Bible.

Lesson stages

The same procedure is followed in each lesson:

Link to Bible

This linking sentence connects what has already happened in Part 1 with the Bible content in Part 2.

Read/listen for gist

Read the paraphrased Bible text, pointing to the [Large sketches with sentences](#) as students listen and follow along. Students are also given the opportunity to read the full Bible text in their own heart languages.

Read for detail

Students re-read the text aloud with the teacher, then match [Sentence strips](#) with corresponding [Small sketches](#). Lower-level students may need support as they sequence the sketches and match them with their corresponding sentences. Check for understanding by asking questions and referring students to the text to find answers. Invite students to retell the story with the aid of the sketches.

Reinforce language and concepts

Speaking tasks and written activities provide further development of concepts and practice of language from the text and earlier activities. Choose which of these activities are most suitable for your students to undertake in class.

Resources

The paraphrased Bible text for each lesson is split into sentences, each with a corresponding sketch. These **Large sketches with sentences** are provided in large (A4) format for use with the whole class.

(If you are doing an activity slightly differently and don't want students to see the text on the page for some reason, you can cut the text from the bottom or fold the page to hide it.)

The **Small sketches** and **Sentence strips** provided in each lesson are for use by individuals or pairs of students. Giving one set per pair of students encourages more language as they collaborate in matching and sequencing. However, giving each student their own set encourages them to take them home.

There are 2 student worksheets for each lesson:

- The first worksheet builds a foundation by introducing some language and concepts found in the Bible text. Many tasks are conversational.
- The second, called the **Language-focus worksheet**, allows further interaction with the Bible text and reinforces the language and concepts found there. Teachers can choose which tasks to do in class, and some tasks can be completed at home if students wish to do more written work. Encourage discussion and pairs work for tasks done in class.

Following the **Prepare** lesson section in each lesson you will find a table of **Language points** with examples of some of the vocabulary and language features found in the first part of the lesson and in the paraphrased Bible text.

(Note: This is provided as a reference tool for the teacher only, and the content is not to be taught to the students.)

Some terms used in the worksheets may be familiar only to higher-level students. These more challenging elements are included for students who feel success in such written work. You know your students best, so omit and adapt activities to suit their level and the time available.

For online classes, resources can be shared in advance by email, uploaded during the class or emailed after the class for revision.

Equipment for each lesson

- Whiteboard and markers
- Large table for displaying resources
- The Bible text for the lesson in your students' heart languages (links to help you find Bible texts in more commonly used languages other than English can be found in the **Prepare lesson** section at the beginning of each lesson)
- If possible, some copies of the Bible in an easy-to-read translation (NIV or similar)

Teaching tips

- Give instructions clearly by modelling, repeating, and writing key words on the board as needed.
- Encourage collaboration when students are completing any activity. A lower-level student can be paired with a more able student or helper.
- Direct questions to specific students, being mindful of their ability and confidence. This will help less confident students participate more and keep more confident students from dominating.
- Use more capable students to model answering questions, and also to model asking similar questions to other students.
- When asking students a question (e.g. 'What is the past tense of ...') and the answer that a student gives is incorrect, ask 'What do others think?' before you give the correct answer. If no-one gives the correct answer, prompt (e.g. slowly write the beginning of the word on the board). Always try to draw students out before you give an answer or definition.
- Allow enough time for most students to complete an activity before moving on. However, ensure that activities early in the lesson don't crowd out the second part. Games and sharing activities can be returned to at the end of the lesson or repeated another time.

- It is helpful for students to read the full Bible text for each lesson in their heart languages as many details are omitted in the paraphrased English text.
- Having a simple English translation (e.g. NIrV, CEV, Easy-to-Read) available is also ideal for any students who are keen to explore further.
- These lessons use the story of Ruth as an English text, not a Bible study. Students will encounter something of God and his grace through these lessons, but some may want to find out more. Do offer an opportunity, both along the way and at the conclusion of these lessons, to explore more of the Bible and God's provision, protection and inclusion in Jesus.
- Directions to teachers are given in **bold type**.
- Words that the teacher is to say out loud are generally enclosed in single quotation marks.
- Words to be written on the board are generally in *italic type*.
- Answers to questions are generally in ***bold italic*** type.

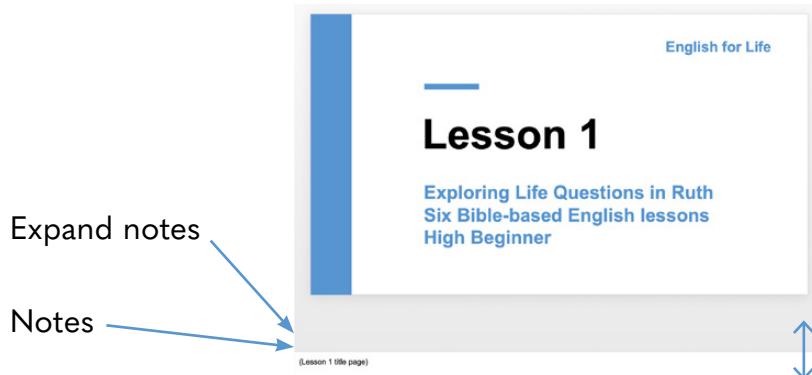
PowerPoint resources

A PowerPoint presentation has been produced to accompany these lessons. The slides are especially useful for teaching online but can be used for in-person classes as an additional resource for those who would like to use it.

Instructions

If you plan to use the PowerPoint presentation, prepare for your lesson by opening the PowerPoint file that matches the lesson and reading the teaching notes. These notes can be found underneath each individual slide.

To open the note box, click on the 'Notes' tab on the bar below each slide. The size of this box, and therefore how much text you can read, can be adjusted by moving the line at the top of the box up and down.



To familiarise yourself with the presentation, select the 'Slide Show' tab on the menu bar at the top of the PowerPoint window. Open 'Play from start' and click through the slides (using the arrow button or your mouse).



Summary of lesson sentences and sketches

9

Lesson 1: Part 2. A decision to leave home – Ruth 1:1–15



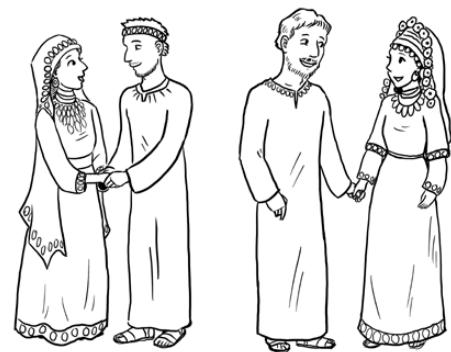
Life was hard in Bethlehem where Naomi lived.



Naomi and her family moved to Moab because they had no food in their country.



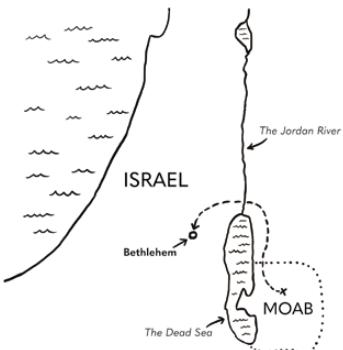
Naomi's husband died in Moab.



Her two sons married Moabite women called Ruth and Orpah.



Ten years later, Naomi's sons died.



Naomi decided to return to her country. There was plenty of food there again.



The three women left together but Naomi said Ruth and Orpah should return to their families.



They cried together then Orpah said goodbye to Naomi.

Summary of lesson sentences and sketches

10

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22



Orpah returned to her family but Ruth held on to Naomi and wouldn't let go.



Naomi said to Ruth, 'Why don't you go back to your country? Orpah is going back.'



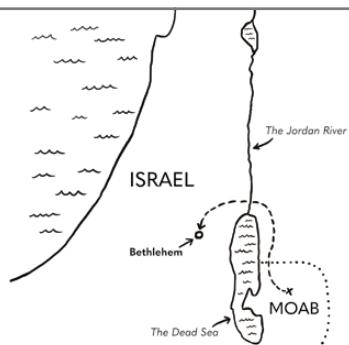
Ruth answered, 'I will go where you go.'



'I will live where you live.
I will die where you die.'



Your people will be my people.
Your God will be my God.'



Ruth and Naomi went back to Naomi's home country.



It was harvest time when they arrived in Bethlehem.

Summary of lesson sentences and sketches

11

Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13



Ruth and Naomi needed food. Ruth decided to collect leftover grain in the harvest fields.



Boaz owned the field Ruth went to. He was an important man in Bethlehem.



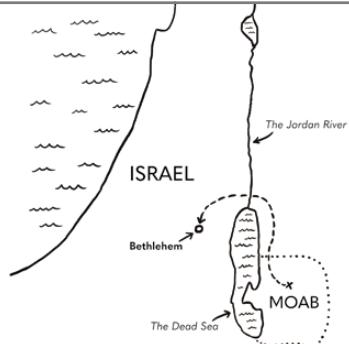
Boaz owned many fields and grew a lot of grain.



Ruth picked up the grain that the workers left behind.



Boaz told his workers not to hurt Ruth. She was welcome in his fields.



Boaz knew Ruth was a widow and had left her country to come back with Naomi.

Summary of lesson sentences and sketches

12

Lesson 4: Part 2. Lots of grain and kindness – Ruth 2:14–23



Boaz was kind to Ruth.
He said, 'Come and eat with us.'



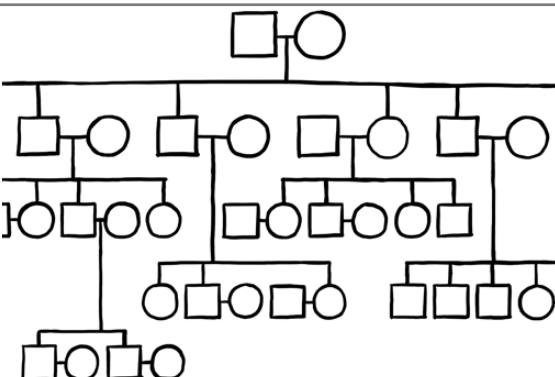
Boaz told his workers to leave extra
grain for Ruth to collect.



Ruth stayed working in Boaz's field.
She collected lots of grain.



Naomi was very excited when she saw the
grain and heard who owned the field.



Naomi knew that Boaz was her relative.
He had been very kind to her and Ruth.

Summary of lesson sentences and sketches

13

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1-18



Naomi said to Ruth, 'You should have a husband who will protect you and provide for you.'



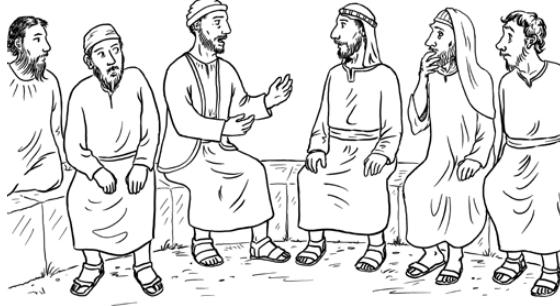
'Boaz is my relative and he has been kind to you. You should speak with him.'



Ruth agreed to do what Naomi said.



Boaz wanted to protect Ruth and to care for his relative Naomi.



Boaz spoke to the town leaders and Naomi's other relatives about marrying Ruth.

Summary of lesson sentences and sketches

14

Lesson 6: Part 2. Naomi praises God for her changed life – Ruth 4:1–22



Everyone agreed that Boaz and Ruth should get married.



Boaz and Ruth had a son. The baby's name was Obed.



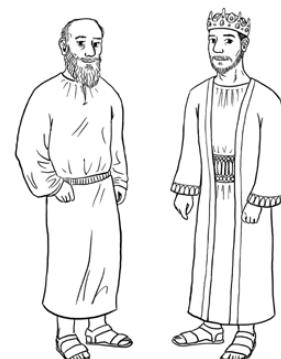
Naomi had been very sad. Now she was very happy.



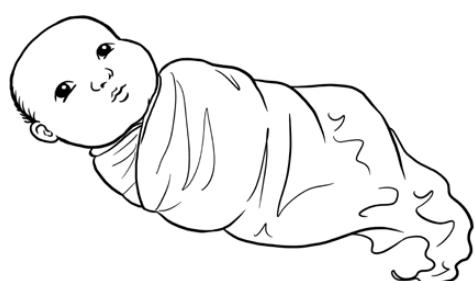
The women in the town praised God with Naomi.



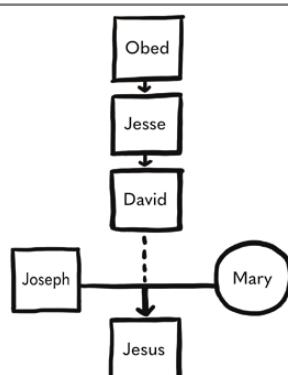
Obed grew up and had a son called Jesse.



Jesse had a son called David. He became the king of Israel.



About 1000 years later, Jesus Christ was born in Bethlehem.



Jesus is a relative of King David.

Lesson 1

PART 1 (APPROX 30–45 MINUTES):

Decisions

Why did you come to Australia?

PART 2 (APPROX 30–45 MINUTES):

A decision to leave home

Ruth 1:1–15

SUMMARY:

This lesson provides opportunities for students to discuss where they are from (city/town and country) and why they came to Australia. Students will explore the decisions that Naomi and her family made, first to move to Moab and then later to return to Bethlehem, as well as Orpah's decision to stay in Moab.



Prepare lesson

Part 1. Decisions Why did you come to Australia?

Print resources

- RESOURCE 1.1 – Decisions worksheet**
Print one copy per student.

Additional equipment

- A soft ball, such as a beachball or baby ball (see also **Lesson 2**: the same multicoloured ball that will be needed there could also be used here)
- A world map or globe

Part 2. A decision to leave home **Ruth 1:1–15**

Read scripture

- Read Ruth 1:1–15 in your Bible then in NIV (or another easy-to-read translation).

Print resources (on the next page)

Print resources

- Heart language Bible text**
Print one text per student in relevant languages from bible.com or biblegateway.com
- RESOURCE 1.2 – Large sketches with sentences**
Print one set of A4 sketches to display.
- RESOURCE 1.3 – Small sketches**
Print one copy per pair/student, cut up and collate.
- RESOURCE 1.4 – Sentence strips**
Print one copy per pair/student, cut up and collate.
- RESOURCE 1.5 – Language-focus worksheet**
Print one copy per student.

Additional equipment

- A Bible (NIV or another easy-to-read translation)

Language points

Features	Examples in text
Conjunctions	because, but, then, and
Plural: add s	sons
Plural: change y to i +es	families, countries
Plural: change vowel	women
Possessive apostrophe	Naomi's
Past-tense verb ending in y: change to i +ed	cried, married

Part 1. Decisions

Why did you come to Australia?

Activate knowledge

Write the headings Country and City on the board.

Write *Australia* and *Sydney* on the board under the correct headings.

Toss the ball to a confident student or helper.

Ask ‘What country are you from?’ Follow up with ‘What city or town did you live in before you came to Sydney?’

Write the responses on the board under the appropriate headings.

Invite that student to toss the ball to another student and ask the same questions.

Write the responses on the board as the student answers and the game continues.

Model language aloud as you add to the list of countries and cities on the board (e.g. ‘Una is from China. She lived in Shanghai before she came to Sydney.’).

Repeat until all students have asked and answered the questions.

Ask students to recall the names of other students’ countries and hometowns or cities.

Divide students into pairs (if possible, pair people from different countries).

Model a conversation with a confident student/helper, saying ‘Tell me about the city or town you lived in before you came to Sydney.’ (Prompt if needed – e.g. ‘Is your hometown big or small? Is it near the water?’)

Write the response on the board (e.g. *I’m from Shanghai in China. Shanghai is a big city near the water. It is a beautiful city.*).

Invite students to talk with each other about their hometowns. (Higher-level students will be able to say more – you could add *What's the weather like? Is your hometown famous for something?* or other prompts to the board.)

Q Focus on language

Write the heading *Reasons to move* on the board.

Ask ‘What are some reasons that people move from one country to another country?’ (**Note:** be aware that some students may have experienced trauma associated with leaving their countries. Handle this conversation sensitively, especially if any of your students are refugees/asylum seekers.)

List reasons on the board. (Examples could include *I moved for work/for study/for a better life; I had to leave my country; my daughter is having a baby.*)

Ask a confident student/helper ‘Why did you move to Sydney?’

Rephrase the answer to include the words ‘decided’ and ‘move’ (e.g. if a student says they came to Sydney because their daughter is studying, say ‘Una decided to move to Sydney because her daughter is studying here.’)

Write these 2 questions on the board:

1. When did you leave your country?
2. Why did you move to Sydney?

Say ‘Ask each other these two questions: 1. When did you leave your country? and 2. Why did you move to Sydney? Listen to your partner’s answer carefully, because later you will tell us why they decided to leave their country and when they moved here.’

Remind students to swap the asking and answering roles after a minute or 2.

Invite students to share their partners’ answers. (If time allows, locate each country/city on your world map/globe.)

Say ‘Moving countries is a big decision. Some decisions are big, important decisions. It can be hard deciding important things like where to live. Some decisions are small decisions. They aren’t so important. Making small decisions is easy. This morning I decided to walk to church. I didn’t drive because I wanted to walk and get some exercise.’

**RESOURCE 1.1 –
Decisions worksheet**

Print one copy per student.

Distribute RESOURCE 1.1 – Decisions worksheet and explain Task 1.

Discuss together whether these decisions are big or small, hard or easy.

Explain Task 2, inviting students’ suggestions and modelling an example of an action matched with a reason for that decision.

Invite students to work in pairs then share their answers to Task 3 with the class, or do this orally together as a class.

Part 2. A decision to leave home Ruth 1:1–15

Link to Bible

Say ‘We are going to read about a family who decided to leave their country and go to another country. It is a true story that happened about 3000 years ago.’

Read/listen for gist

Display **RESOURCE 1.2 – Large sketches with sentences.**

Say ‘Listen as I read the story to you.’

Tell the students the story by reading out the sentences below slowly, pointing to the corresponding sketches as you read:

- Life was hard in Bethlehem where Naomi lived.
- Naomi and her family moved to Moab because they had no food in their country.
- Naomi’s husband died in Moab.
- Her two sons married Moabite women called Ruth and Orpah.
- Ten years later, Naomi’s sons died.
- Naomi decided to return to her country. There was plenty of food there again.
- The three women left together but Naomi said Ruth and Orpah should return to their families.
- They cried together then Orpah said goodbye to Naomi.

Ask ‘Who is this story about?’ (**Naomi and her family**)

Hold up a Bible (NIV or another easy-to-read translation).

**RESOURCE 1.2 –
Large sketches with
sentences**

Print one set of A4
sketches to display.

Explain that this story is from the Bible in the book called ‘Ruth’ and took place about 3000 years ago in the area now known as Israel and Jordan.

Show students where to find the book of Ruth in the Bible.

Show students where Israel and Jordan are on your world map. Add Israel and Jordan to the list of countries and Jerusalem and Amman to the list of cities on the board.

Distribute copies of Ruth 1:1–15 in heart languages and allow time to read silently.

Invite students to ask any questions they have about the text.

Read for detail

Read the sentences again, inviting students to read with you.

Distribute [RESOURCE 1.3 – Small sketches](#) and [RESOURCE 1.4 – Sentence strips](#).

Invite students to sequence the sketches and add the matching sentence strips.

Check understanding by asking questions like:

- ‘Why did Naomi’s family leave their country?’
- ‘Was life easy or hard for Naomi in Moab? What hard things happened? What good things happened?’
- ‘Why did Naomi decide to go back to Bethlehem? Who went with her?’
- ‘Why did Orpah say goodbye to Naomi?’
- ‘Do you think Ruth will go back to Moab with Orpah? Why?’

Invite students to retell the story to each other in pairs or to the whole class. More confident students could do this with the sentence strips removed.

RESOURCE 1.3 – Small sketches

Print copy per pair/
student, cut up and
collate.

RESOURCE 1.4 – Sentence strips

Print copy per pair/
student, cut up and
collate.



Reinforce language and concepts

Invite students to ask questions or to tell you anything they liked or were surprised by in the story.

RESOURCE 1.5 – Language-focus worksheet

Print one copy per student.

Distribute RESOURCE 1.5 – Language-focus worksheet.

(You may need to adjust the activities you have planned to do based on who is in your class for this lesson.)

Invite students to complete Task 1 on the worksheet.

Write these words on the board in pairs:

- son – sons
- woman – women
- family – families

Discuss briefly different ways nouns are made plural in English (mostly we just add s; don't go into lots of rules unless students are asking about this).

Model how to answer Task 2 if needed or suggest working in pairs.

Invite students to locate ed and 's in the Bible sentences and briefly discuss why they are there.

Invite students to write responses to Tasks 3 and 4 on the worksheet (or to complete these tasks at home).

Ask students to bring a photo of their family next week.



Extension activity

Write on the board a list of countries the students come from and what someone from each country is called (e.g. Australia – Australian; China – Chinese).

Play the ball-toss game again, this time saying 'name' and 'nationality'. To make it more difficult, the student who catches the ball has to say the previous student's name and nationality before saying their own. (You can adapt this game to revise content in future weeks, including details from the Bible text.)

1.1

**RESOURCE –
Decisions worksheet**

Lesson 1: Part 1. Decisions – Why did you come to Australia?
Print one copy per student.

- 1. Do you think these decisions are big or small decisions?
Is it hard (difficult) or easy to decide?**

1/2

Decision	big or small?	hard or easy?
where to live		
what to eat for breakfast		
what to wear today		
who to marry		
where children go to school		
where to buy food		

- 2. Draw a line from each action to a good reason for that decision.
You can choose more than one reason or write extra actions in the blank spaces.**

I decided to because ...
leave early	he was a kind man.
take an umbrella	I had some cold symptoms.
go a different way	it didn't pay well.
marry him	I wasn't enjoying it.
take the bus	he was good looking.
stay at home	I wanted the exercise.
walk	it was too far to walk.
leave my job	the traffic was bad.
return to my country	it looked like it would rain.
	I felt tired.
	it was very sunny.
	my parents need help.

3. Finish these sentences:

The weather was sunny in the morning **but** _____
_____.

The test was hard **but** _____
_____.

I love my country **but** _____
_____.

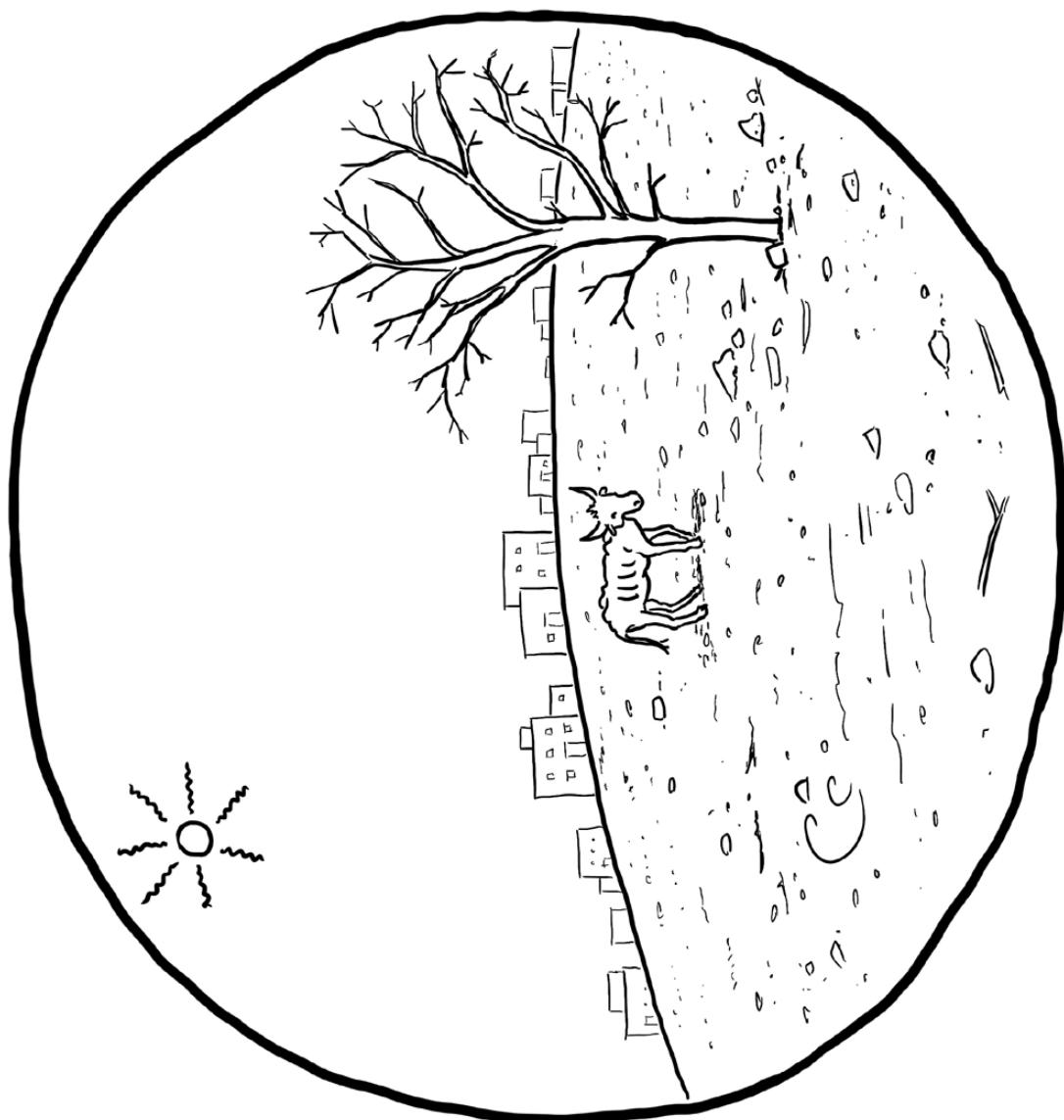
The traffic was bad **but** _____
_____.

We went to the shops together **but** _____
_____.

1.2

RESOURCE – Large sketches with sentences

Lesson 1: Part 2. A decision to leave home – Ruth 1:1-15
Print one set of A4 sketches to display.

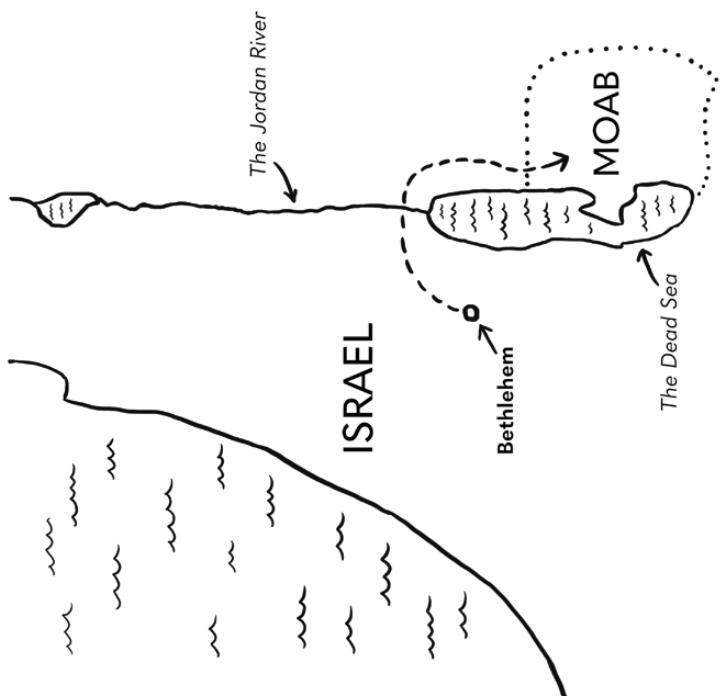


Life was hard in Bethlehem where Naomi lived.

1.2

RESOURCE – Large sketches with sentences

Lesson 1: Part 2. A decision to leave home – Ruth 1:1-15
Print one set of A4 sketches to display.

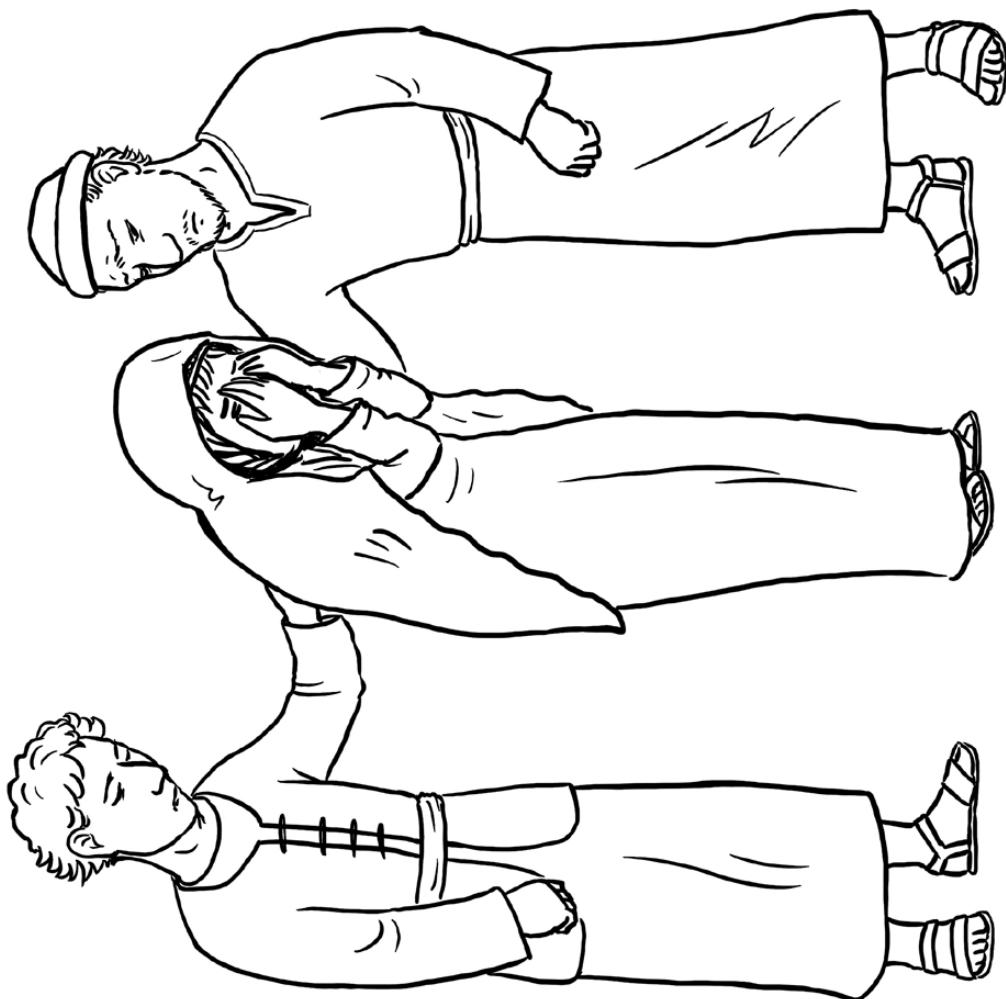


Naomi and her family moved to Moab because they had no food in their country.

1.2

RESOURCE – Large sketches with sentences

Lesson 1: Part 2. A decision to leave home – Ruth 1:1-15
Print one set of A4 sketches to display.

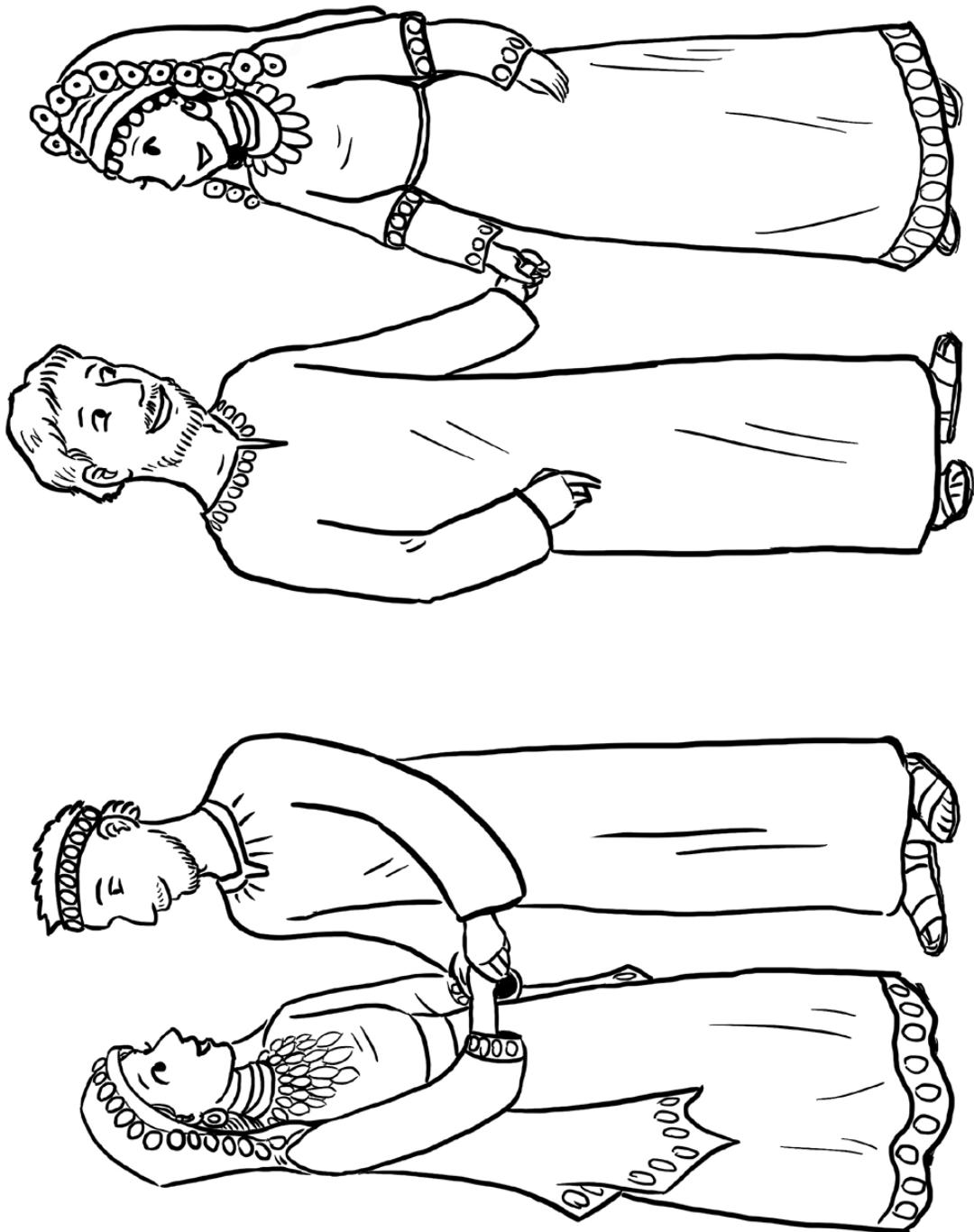


Naomi's husband died in Moab.

1.2

RESOURCE – Large sketches with sentences

Lesson 1: Part 2. A decision to leave home – Ruth 1:1-15
Print one set of A4 sketches to display.



**Her two sons married Moabite women
called Ruth and Orpah.**

1.2

RESOURCE – Large sketches with sentences

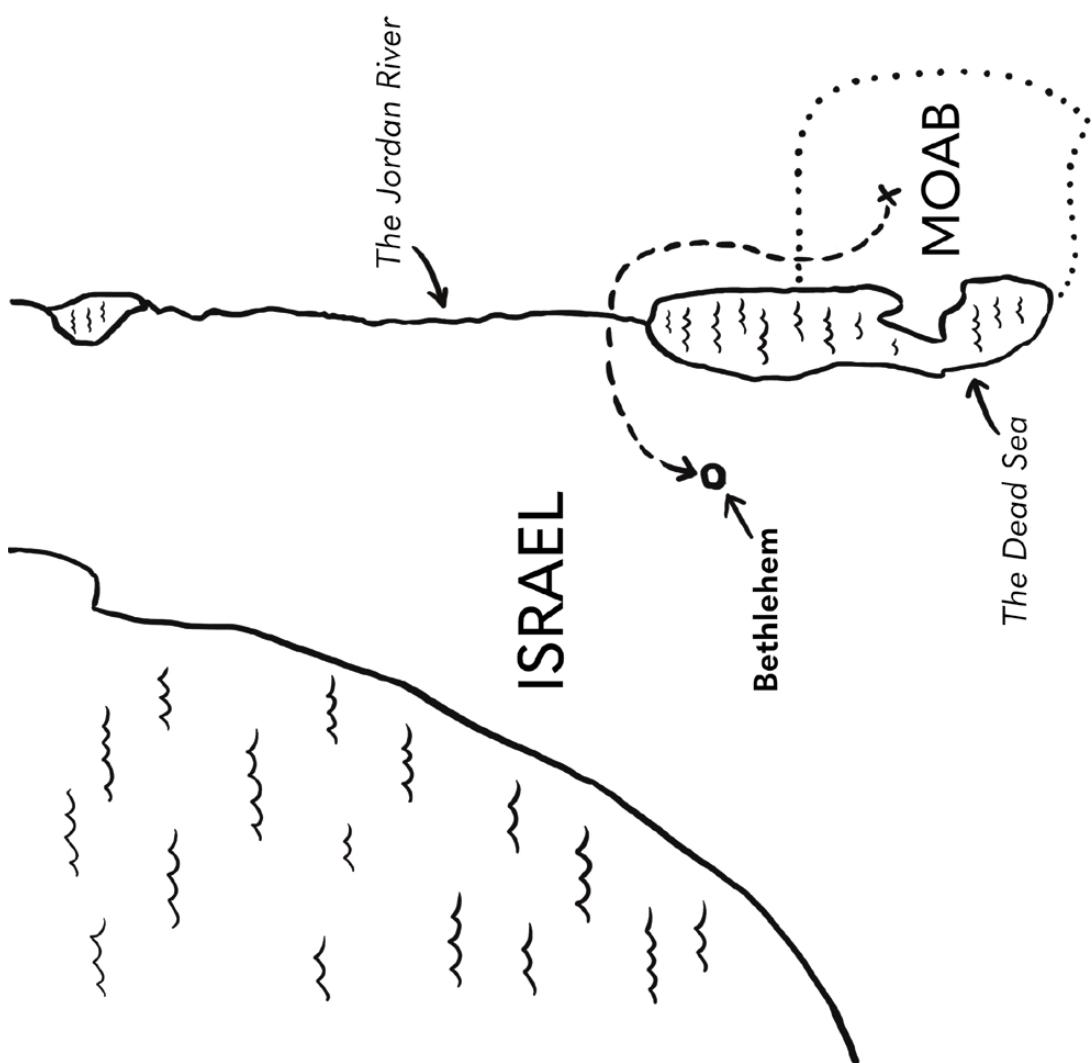
Lesson 1: Part 2. A decision to leave home – Ruth 1:1-15
Print one set of A4 sketches to display.



Ten years later, Naomi's sons died.

1.2 RESOURCE – Large sketches with sentences

Lesson 1: Part 2. A decision to leave home – Ruth 1:1-15
Print one set of A4 sketches to display.



**Naomi decided to return to her country.
There was plenty of food there again.**

1.2

RESOURCE – Large sketches with sentences

Lesson 1: Part 2. A decision to leave home – Ruth 1:1-15
Print one set of A4 sketches to display.



**The three women left together but Naomi said
Ruth and Orpah should return to their families.**

1.2

RESOURCE – Large sketches with sentences

Lesson 1: Part 2. A decision to leave home – Ruth 1:1-15
Print one set of A4 sketches to display.



They cried together then Orpah said goodbye to Naomi.

1.3 RESOURCE – Small sketches

Lesson 1: Part 2. A decision to leave home – Ruth 1:1–15
Print one copy per pair/student, cut up and collate.



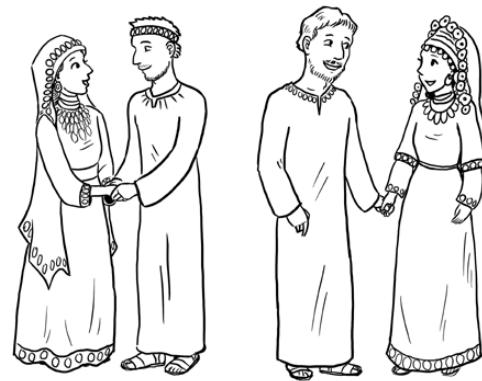
Ruth.HB.1



Ruth.HB.1



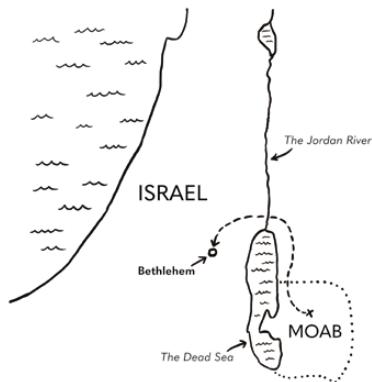
Ruth.HB.1



Ruth.HB.1



Ruth.HB.1



Ruth.HB.1



Ruth.HB.1



Ruth.HB.1

1.4 RESOURCE – Sentence strips

Lesson 1: Part 2. A decision to leave home – Ruth 1:1–15
Print one copy per pair/student, cut up and collate.



Life was hard in Bethlehem where Naomi lived.

Naomi and her family moved to Moab because they had no food in their country.

Naomi's husband died in Moab.

Her two sons married Moabite women called Ruth and Orpah.

Ten years later, Naomi's sons died.

Naomi decided to return to her country.
There was plenty of food there again.

The three women left together but Naomi said Ruth and Orpah should return to their families.

They cried together then Orpah said goodbye to Naomi.

**1.5 RESOURCE –
Language-focus worksheet**

Lesson 1: Part 2. A decision to leave home – Ruth 1:1–15
Print one copy per student.

1. Make a list of new words from today and write their meanings.

2. Circle all the words that are plural (more than 1) below.

How many have been made plural by adding s?

Life was hard in Bethlehem where Naomi lived. Naomi and her family moved to Moab because they had no food in their country. Naomi's husband died in Moab. Her two sons married Moabite women called Ruth and Orpah.

Ten years later, Naomi's sons died. Naomi decided to return to her country. There was plenty of food there again. The three women left together but Naomi said Ruth and Orpah should return to their families. They cried together then Orpah said goodbye to Naomi.

3. Underline all the words ending in -ed in Task 2 above, then fill in this table.

What do you notice?

Present tense	Past tense
	lived
	moved
return	
	married
die	
	left
cry	

4. What does adding 's' (apostrophe s) do? (For example, Naomi's husband; Naomi's sons.)
Talk about this with a partner.

Reminder for next week: Bring a photo of your family.

Lesson 2

PART 1 (APPROX 30–45 MINUTES):

Belonging
Where do we belong?

PART 2 (APPROX 30–45 MINUTES):

Ruth chooses Naomi and her God
Ruth 1:15–22

SUMMARY:

This lesson provides opportunities for students to discuss their families and other groups where they feel they belong. Students will explore Ruth's decision to leave her family, country and religion; and how Ruth now belongs with Naomi and her God as they return to Bethlehem and her people.



Prepare lesson

Part 1. Belonging Where do we belong?

Print resources

- RESOURCE 2.1 – Belonging worksheet**
Print one copy per student.

Additional equipment

- A multicoloured baby ball or beachball (if you can't find a coloured ball, use a plain ball and write different numbers on different parts of the ball)
- A world map or globe
- A photo of your family

Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22

Read scripture

- Read Ruth 1:15–22 in your Bible then in NIV (or another easy-to-read translation).

Print resources (on the next page)

Print resources

- Heart language Bible text**
Print one text per student in relevant languages from bible.com or biblegateway.com
- RESOURCE 2.2 – Large sketches with sentences**
Print one set of A4 sketches to display.
- RESOURCE 2.3 – Small sketches**
Print one copy per pair/student, cut up and collate.
- RESOURCE 2.4 – Sentence strips**
Print one copy per pair/student, cut up and collate.
- RESOURCE 2.5 – Language-focus worksheet**
Print one copy per student.
- RESOURCE 2.6 – World map with continents**
(if doing extension activity)
Print one copy per pair/small group.

Language points

Features	Examples in text
Tense – past	arrived, answered, held
Tense – present continuous	is going
Tense – future	will go, will live, will die, will be
Possessive pronouns	my, your, her
Questions as statements	Why don't you ...?
Contractions	don't, wouldn't

Part 1. Belonging Where do we belong?

Activate knowledge

Write on the board the names of the colours on your ball (or, if using a ball with numbers, assign a colour to each number – e.g. 1 = red, 2 = blue).

Toss the ball to a confident student or helper and ask ‘What colour are your thumbs on?’ (If their thumbs are on 2 different colours/numbers they can choose.)

Write on the board and ask ‘*What is something that is ... [insert the colour]?*’ (You can make this harder by specifying the category to be named – e.g. ‘*What is a food that is green?*’)

Invite the first student/helper to toss the ball to another student and ask the same question.

Repeat until all students have had one or 2 turns.

Say ‘All the things that we have named belong to a group called ... [insert group name]’ (e.g. ‘green things’; ‘green foods’).

Write the name of these groups next to each colour or number on the board: *family, sports club/gym, book club, class, other* (e.g. red = *family*, blue = *sports club/gym* ...).

Write this question on the board: *Do you belong to a ...?*

Say ‘This time, we will talk about groups that we belong to.’

Demonstrate by tossing the ball to yourself.

Invite a student to say which colour/number your thumbs are on and identify the corresponding group on the board, then invite the student to ask you the question written on the board.

Answer the question, using the word ‘belong’ (e.g. ‘Yes, I belong to a family’; ‘No, I don’t belong to a gym’).

Play the ball toss game again until all students have had a turn or as time allows.

Q Focus on language

Show students the photo of your family. Ask students if they can guess how each member of the family is related to you.

Write key words on board (*husband, wife, daughter, son, daughter-in-law*, etc.) either to prompt if students need more support, or as they say each word if they are more advanced. (Leave the words written on the board as other family words will be added later.)

Point to each member of your family as you name them and say their relationship to you.

Say ‘These people all belong to my family. We have other relatives who are part of our family too – my parents and sisters/brothers, their husbands and children, our aunts, uncles and grandparents.’

Distribute **RESOURCE 2.1 – Belonging worksheet** and briefly explain why it is called a family tree, as well as the layout and symbols (not all cultures represent families this way):

- Each line is a generation
- Children are below their parents, linked by lines
- Equals sign (=) means married
- Circle means female (girl/woman)
- Square means male (boy/man).

Discuss together how each person on the family tree is related to Jane, pointing to your listed words on the board, while students fill in the blanks on their worksheets.

Add extra key family words to the list on the board.

Divide students into pairs.

Invite students to share about their own family, using a photo they have brought or photos on their phones. (Note: Be aware that some students may have experienced trauma associated with leaving their families behind in their home countries. Handle this conversation sensitively, especially if any of your students are refugees/asylum seekers.)

**RESOURCE 2.1 –
Belonging worksheet**

Print one copy per student.

Ask 'What are some other groups that people belong to?'

List other groups on the board. Include *country* and *religion* if not suggested.

Ask a confident student/helper 'Are you still a citizen in ... [home country]? Do you feel like you still belong there?'

Ask one or 2 other students the same questions. Draw out/explain that sometimes people cannot return to the country they have left, but others can come and go whenever they like; and that some countries allow you to keep your old passport and an Australian passport, but most do not.

Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22

Link to Bible

Say ‘We are continuing to read about Naomi and Ruth. Naomi left her country because there was no food and went to another country. What else happened to Naomi?’

(Her husband and two sons died; she decided to go back to her country; Orpah returned to her family in Moab.)

If you have students who were absent for Lesson 1, show Israel and Jordan on the world map/globe.

Read/listen for gist

Display RESOURCE 2.2 – Large sketches with sentences.

Say ‘Listen as I read the next part of the story to you.’

Tell the students the story by reading out the sentences below slowly, pointing to the corresponding sketches as you read:

- Orpah returned to her family but Ruth held on to Naomi and wouldn’t let go.
- Naomi said to Ruth, ‘Why don’t you go back to your country? Orpah is going back.’
- Ruth answered, ‘I will go where you go.’
- ‘I will live where you live. I will die where you die.’
- ‘Your people will be my people. Your God will be my God.’
- Ruth and Naomi went back to Naomi’s home country.
- It was harvest time when they arrived in Bethlehem.

Distribute copies of Ruth 1:15–22 in heart languages and allow time to read silently.

RESOURCE 2.2 –
Large sketches with
sentences

Print one set of A4
sketches to display.

Invite students to ask any questions they have about the text.

Ask ‘Who is this story about?’ (*Naomi and her family*)

Read for detail

Read the sentences again, inviting students to read with you.

Distribute [RESOURCE 2.3 – Small sketches](#) and [RESOURCE 2.4 – Sentence strips](#).

Invite students to sequence sketches and add matching sentence strips.

Check understanding by asking questions like:

- ‘Why do you think Ruth chooses to stay with Naomi rather than go back to her country and family with Orpah?’
- ‘How do we know Ruth feels she belongs with Naomi?’
- ‘Why do you think she says, “Your people will be my people. Your God will be my God”?’

Invite students to retell the story to each other in pairs or to the whole class. More confident students could do this with the sentence strips removed.

Reinforce language and concepts

Distribute [RESOURCE 2.5 – Language-focus worksheet](#).

(You may need to adjust the activities you have planned to do based on who is in your class for this lesson.)

Invite students to complete Task 1 on the worksheet.

Discuss briefly how to find words that show belonging, and model finding them in the text in Task 2 (her, your, my, Naomi’s). (**Note:** Most students will not be familiar with the term ‘possessive pronouns’, but you don’t need to teach this.)

If your students need more support, start at Task 2 and work through the tasks together.

RESOURCE 2.3 – Small sketches

Print copy per pair/
student, cut up and
collate.

RESOURCE 2.4 – Sentence strips

Print copy per pair/
student, cut up and
collate.

RESOURCE 2.5 – Language-focus worksheet

Print one copy per
student.



Extension activity

**RESOURCE 2.6 –
World map with
continents (if doing
extension activity)**

Print one copy per pair/
small group.

Distribute Resource 2.6 – World map with continents to pairs.

Write headings on the board ready to form a table as below.

Insert a couple of examples then ask students to suggest more (e.g. ‘What other continents are there? Which countries belong to the continent of Europe?’)*

Continent	Asia	Africa	Europe
Country	Japan	Uganda	France
<i>Singapore</i>			

* Depending on where students are from, they may have been taught that there are 7 or 6 continents. You may need to explain that in Australia (and many countries), schools teach that Australia is both a country and a continent.

Assign each continent a colour or number from the ball (e.g. Asia = red or one).

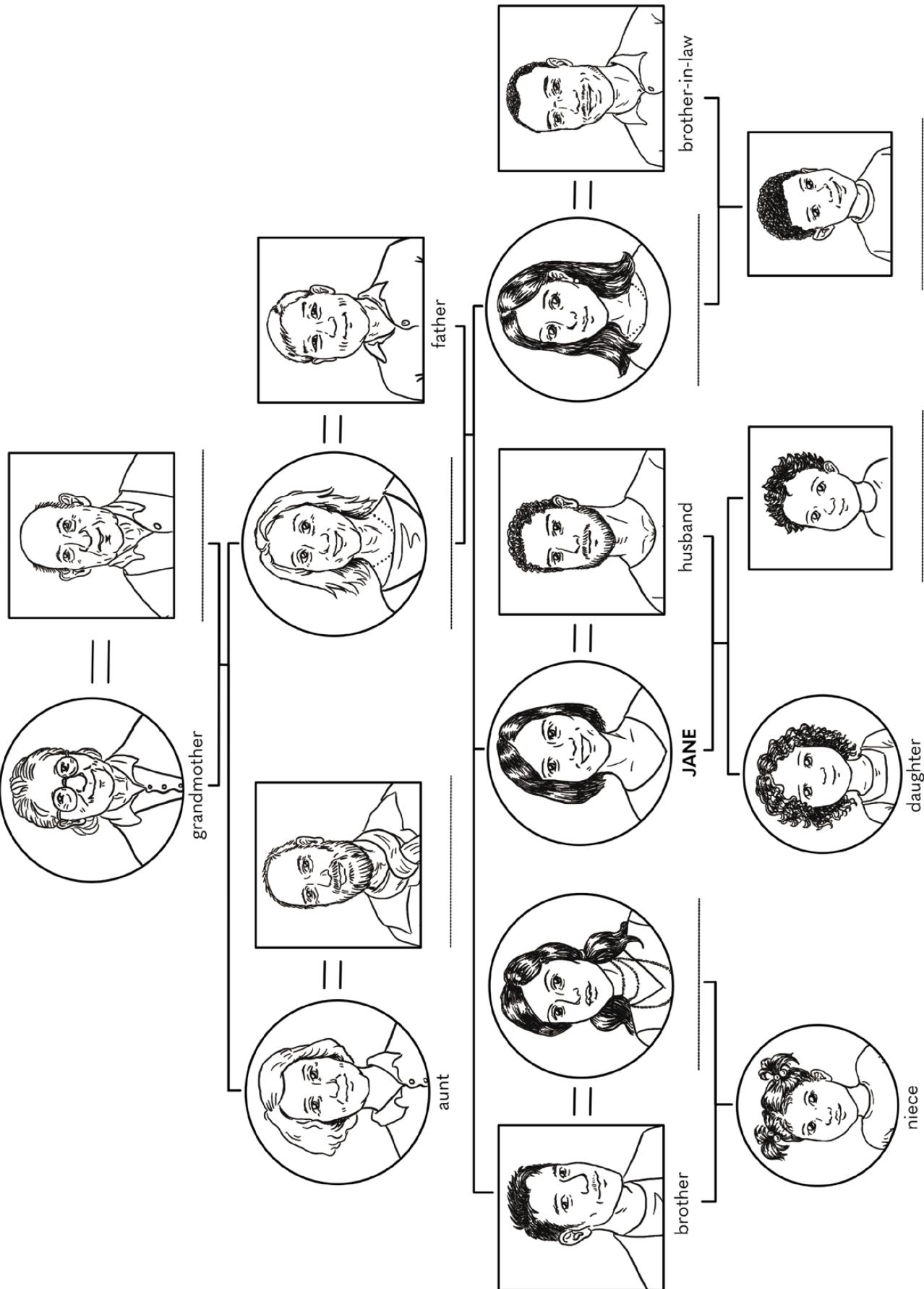
Toss the ball to a confident student or helper and say ‘Name a country in ... [continent, according to colour/number their thumbs are on].’

Invite the student/helper to toss the ball to another student and ask the appropriate question by referring to the board.

Add each named country to the appropriate continent column.

2.1 RESOURCE – Belonging worksheet

Lesson 2: Part 1. Belonging – Where do we belong?
Print one copy per student.



2.2 RESOURCE – Large sketches with sentences

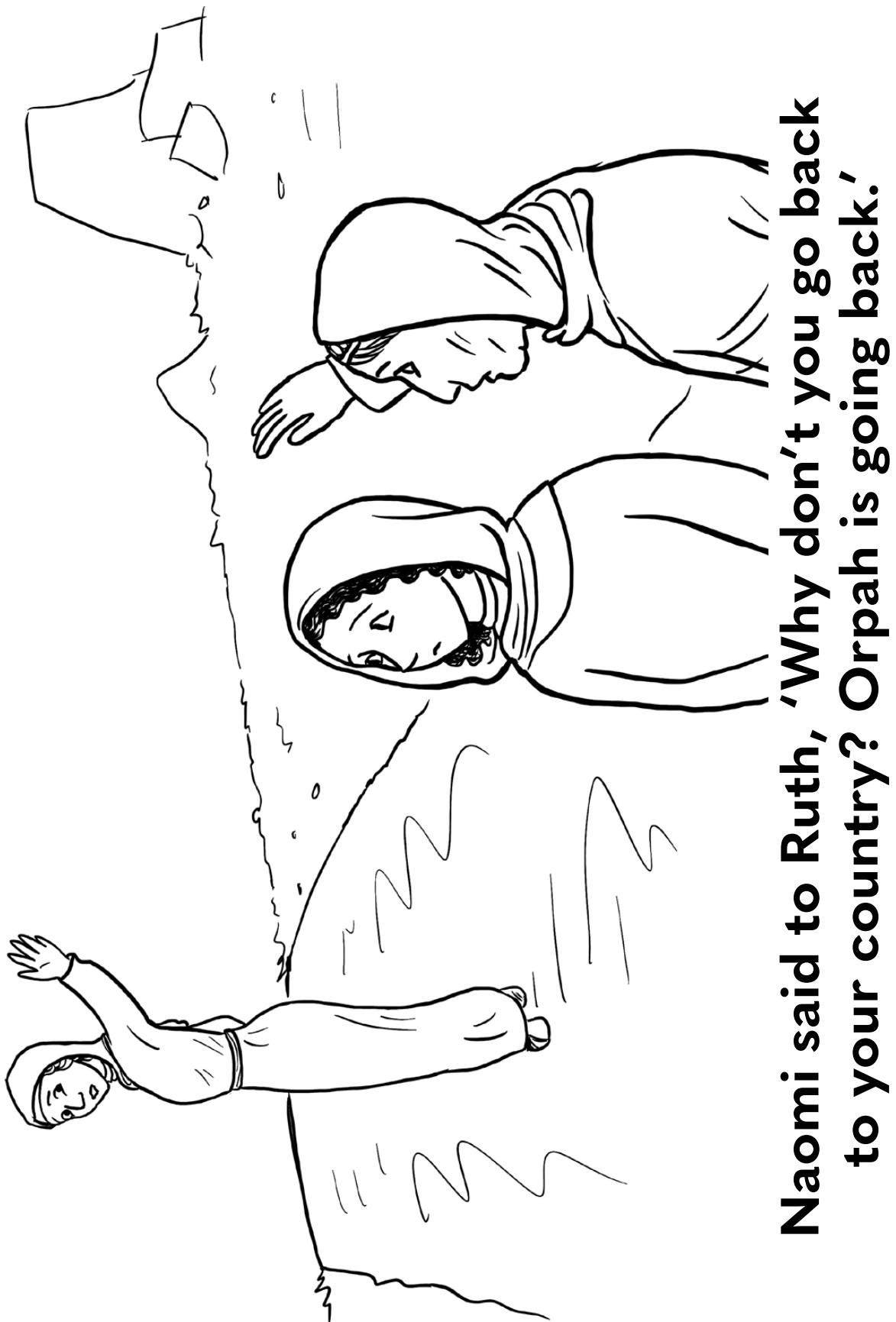
Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one set of A4 sketches to display.



Orpah returned to her family but Ruth held on to Naomi and wouldn't let go.

2.2 RESOURCE – Large sketches with sentences

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one set of A4 sketches to display.



2.2 RESOURCE – Large sketches with sentences

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one set of A4 sketches to display.



Ruth answered, 'I will go where you go.'

2.2 RESOURCE – Large sketches with sentences

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one set of A4 sketches to display.



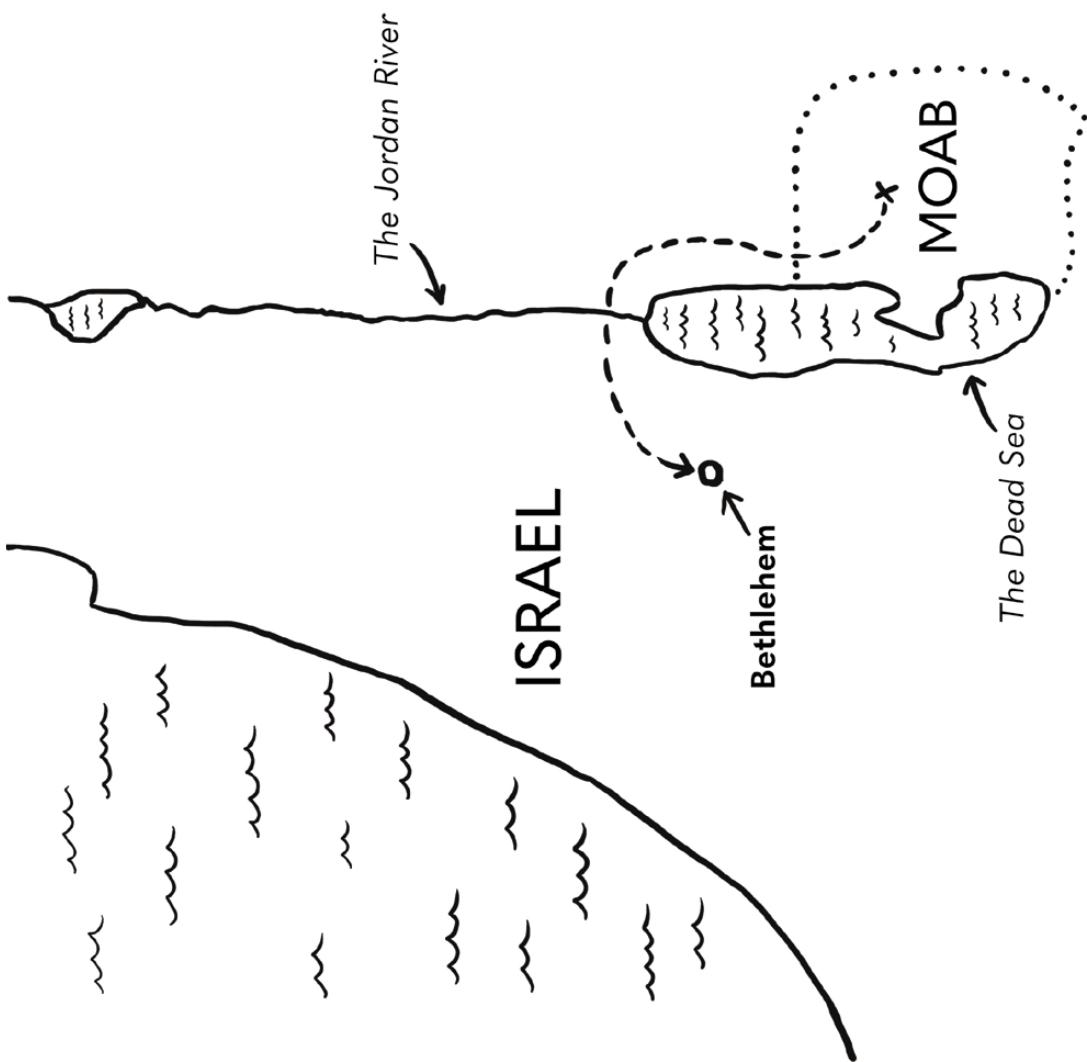
2.2 RESOURCE – Large sketches with sentences

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one set of A4 sketches to display.



2.2 RESOURCE – Large sketches with sentences

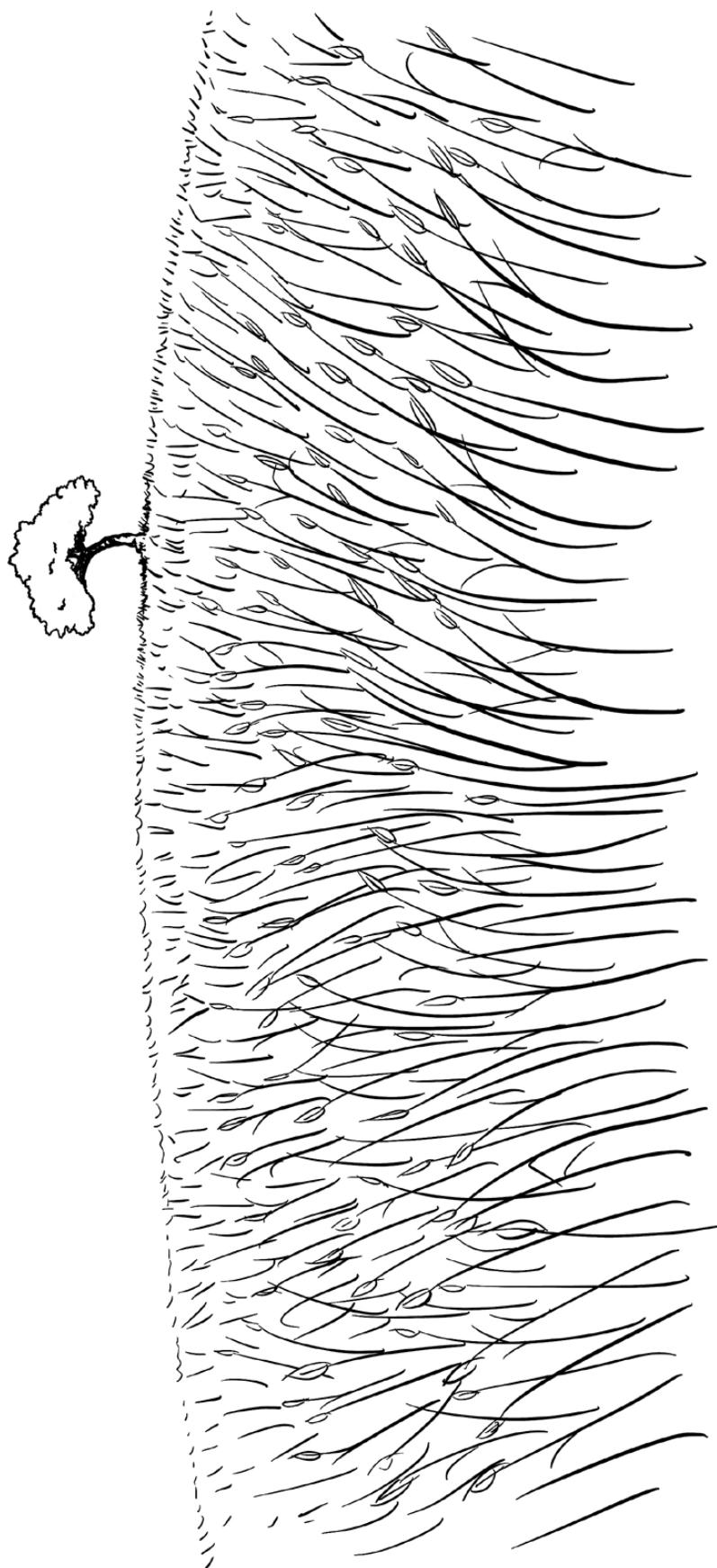
Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one set of A4 sketches to display.



Ruth and Naomi went back to Naomi's home country.

2.2 RESOURCE – Large sketches with sentences

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one set of A4 sketches to display.



It was harvest time when they arrived in Bethlehem.

2.3 RESOURCE – Small sketches

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one copy per pair/student, cut up and collate.



Ruth.HB.2



Ruth.HB.2



Ruth.HB.2



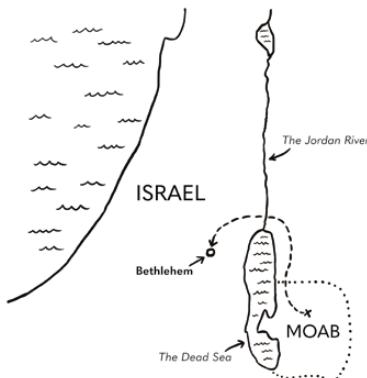
Ruth.HB.2



Ruth.HB.2



Ruth.HB.2



Ruth.HB.2



2.4 RESOURCE – Sentence strips

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one copy per pair/student, cut up and collate.

Ruth.HB.2

Orpah returned to her family but Ruth held on to Naomi and wouldn't let go.

Ruth.HB.2

Naomi said to Ruth, 'Why don't you go back to your country?
Orpah is going back.'

Ruth.HB.2

Ruth answered, 'I will go where you go.'

Ruth.HB.2

'I will live where you live. I will die where you die.'

Ruth.HB.2

'Your people will be my people. Your God will be my God.'

Ruth.HB.2

Ruth and Naomi went back to Naomi's home country.

Ruth.HB.2

It was harvest time when they arrived in Bethlehem.

**2.5 RESOURCE –
Language-focus worksheet**

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one copy per student.

1/2

1. Make a list of new words from today and write their meanings.

2. Circle all the words that show something or someone belongs to Naomi or Ruth.

Orpah returned to her family but Ruth held on to Naomi and wouldn't let go.

Naomi said to Ruth, 'Why don't you go back to your country? Orpah is going back.'

Ruth answered, 'I will go where you go. I will live where you live. I will die where you die.'

Your people will be my people. Your God will be my God.'

Ruth and Naomi went back to Naomi's home country.

It was harvest time when they arrived in Bethlehem.

3. 'Why don't you ...'

'Why don't you ...' can be the start of a question that needs an answer: *Why don't you want to go to school today?*

Sometimes it is a suggestion: *Why don't you go back with Orpah?*

Sometimes it is an invitation: I'm going to church tomorrow. *Why don't you come with me?*

Sometimes no answer is needed: *Why don't you go away!*

With a partner, decide whether these are questions or suggestions, then take turns asking and answering:

Why don't you like Vegemite? Answer: I don't like Vegemite because _____

Why don't you have a job? Answer: I don't have a job because _____

Why don't you go to bed? It's late! Answer: _____

Why don't you want to catch the bus? Answer: _____

**2.5 RESOURCE –
Language-focus worksheet**

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one copy per student.

2/2

4. Fill in this table then correct each of the sentences below by writing the correct word on the line:

Past	Present	Present continuous	Future
	return	returning	will return
answered			will answer
arrived			
w___	go	going	
	hold	holding	
died		dying	
said	say		

1. I **go** to the shops tomorrow. _____

2. My father **is dying** last year. _____

3. Make sure you **held** my hand when we cross the road. _____

4. Please **returned** the books to the library today. _____

2.6

RESOURCE –
World map with continents

Lesson 2: Part 2. Ruth chooses Naomi and her God – Ruth 1:15–22
Print one copy per student.



Lesson 3

PART 1 (APPROX 30–45 MINUTES):

Farm to plate
Where does our food come from?

PART 2 (APPROX 30–45 MINUTES):

God provides for Naomi and Ruth
Ruth 2:1–13

SUMMARY:

This lesson provides opportunities for students to discuss where their food comes from and how it gets from the farm to their plates. Ruth doesn't go shopping at a supermarket but collects grain left over from the harvest.



Prepare lesson

Part 1. Farm to plate Where does our food come from?

Print resources

- RESOURCE 3.1 – Farm-to-plate worksheet**
Print one copy per student.

Additional equipment

- Grocery items including a loaf of bread
- Packets/containers of various grains (e.g. rice, oats, corn) and/or foods made from them

Part 2. God provides for Naomi and Ruth – Ruth 2:1–13

Read scripture

- Read Ruth 2:1–13 in your Bible then in NIV (or another easy-to-read translation).

Print resources (on the next page)

Print resources

- Heart language Bible text**
Print one text per student in relevant languages from bible.com or biblegateway.com
- RESOURCE 3.2 – Large sketches with sentences**
Print one set of A4 sketches to display.
- RESOURCE 3.3 – Small sketches**
Print one copy per pair/student, cut up and collate.
- RESOURCE 3.4 – Sentence strips**
Print one copy per pair/student, cut up and collate.
- RESOURCE 3.5 – Language-focus worksheet**
Print one copy per student.

Additional equipment (for extension activities)

- Ball for ball-toss game
- Grocery-store catalogues

Language points

Features	Examples in text
Prepositions	in, behind
Shopping vocabulary	online, click and collect, in person, delivery, direct to boot, supermarket, order, store, shop
Farm vocabulary	farm, farmer, field/paddock, grain, grow, harvest, sow
Possessives	his, her, their

Part 1. Farm to plate

Where does our food come from?

Activate knowledge

Write on the board the following words and phrases: go to the supermarket, order online, click and collect, delivery. Under supermarket write Coles, Woolworths (Woolies), Aldi, IGA.

Show some of your groceries.

Explain how you shopped for them (online/in person), which shop they came from and whether they were delivered or you used click and collect/direct to boot.

Ask a confident student/helper 'How do you do your food shopping?' (Draw out more language with additional questions if needed: e.g. 'Which store do you shop at? Do you go to the supermarket or order online?')

Repeat with one or 2 other students asking and answering the same question(s).

Focus on language

Ask 'Where does our food come from before we buy it from the supermarket?'

Add the word *farm* to the board.

Show your bread and ask a confident student/helper 'What was grown on a farm to make this bread?'

Brainstorm the basic process (farmer grows and harvests wheat, wheat is made into flour, flour is made into bread, then the bread is transported to supermarkets for us to buy).

Say 'We are going to find out how and where we all do our shopping.'

**RESOURCE 3.1 –
Farm-to-plate
worksheet**

Print one copy per
student.

Distribute RESOURCE 3.1 – Farm-to-plate worksheet and explain Task 1. If you haven't done tallies with your students before, quickly show them how to do this. (**Note:** other cultures tally in different ways – encourage students to share their methods.) If you do this task together, get each student to ask another student the 3 questions on the worksheet while you model tallying on the board.

Discuss results and then see how many of the grains pictured students can identify.

Model with a confident student/helper asking and answering the questions in Task 2.

Invite students to complete Tasks 2, 3 and 4.

Check answers to Tasks 3 and 4.

Ask students to bring a photo of a meal they have made with a grain like wheat, rice or corn next week.

Part 2. God provides for Naomi and Ruth – Ruth 2:1–13

Link to Bible

Say 'There were no supermarkets in Bethlehem 3000 years ago, so how would Ruth and Naomi get their food?'

Read/listen for gist

Display **RESOURCE 3.2 – Large sketches with sentences**.

Say 'Listen as I read you the next part of the story.'

Tell the students the story by reading out the sentences below slowly, pointing to the corresponding sketches as you read:

- Ruth and Naomi needed food. Ruth decided to collect leftover grain in the harvest fields.
- Boaz owned the field Ruth went to. He was an important man in Bethlehem.
- Boaz owned many fields and grew a lot of grain.
- Ruth picked up the grain that the workers left behind.
- Boaz told his workers not to hurt Ruth. She was welcome in his fields.
- Boaz knew Ruth was a widow and had left her country to come back with Naomi.

Distribute copies of Ruth 2:1–13 in heart languages and allow time to read silently.

Invite students to ask any questions they have about the text.

**RESOURCE 3.2 –
Large sketches with
sentences**

Print one set of A4
sketches to display.



Read for detail

Read the sentences again, inviting students to read with you.

Distribute RESOURCE 3.3 – Small sketches and RESOURCE 3.4 – Sentence strips.

Invite students to sequence sketches and add matching sentence strips.

Check understanding by asking questions like:

- ‘Where did Ruth get food?’
- ‘How do you think Ruth felt going into the harvest field that first day?’
- ‘What does Boaz do when he finds out that Ruth is picking up the leftover grain?’

Invite students to retell the story to each other in pairs or to the whole class. More confident students could do this with the sentence strips removed.



Reinforce language and concepts

Distribute RESOURCE 3.5 – Language-focus worksheet. (You may need to adjust the activities you have planned to do based on who is in your class for this lesson.)

Invite students to complete Task 1.

Explain what to do in Tasks 2 and 3, modelling if needed or suggesting working in pairs.

Invite students to complete Task 4. (You do not need to have experience with online ordering – Woolworths and Coles have helpful how-to guides which you could watch and discuss with your students.)

Coles:

- [https://shopcolescomauanationalcontentHOW-
TOVIDEOS](https://shopcolescomauanationalcontentHOWTOVIDEOS)
- [https://wwwyoutubecomwatch?v=DyCCB-
zJ7oo&t=1s](https://wwwyoutubecomwatch?v=DyCCB-zJ7oo&t=1s)

RESOURCE 3.3 – Small sketches

Print copy per pair/
student, cut up and
collate.

RESOURCE 3.4 – Sentence strips

Print copy per pair/
student, cut up and
collate.

RESOURCE 3.5 – Language-focus worksheet

Print one copy per
student.

Scan the QR codes on
your phone camera for
how-to video guides.



Scan the QR codes on your phone camera for how-to video guides.



Woolworths:

- <https://www.youtube.com/watch?v=qoOtbGbFrqU>
- <https://www.youtube.com/watch?v=8sLz59GUng0>

Invite students to complete Task 5 and share their lists with the class if time allows.

Extension activities

Ball toss

Play a game of ball toss, naming different grocery items or different crops or animals that may be on a farm. Different colours could represent different categories (meat, dairy, freezer, cleaning, pantry, fruit and vegetables).

Catalogues

Browse through shopping catalogues to create a shopping list (specify categories – e.g. 2 dairy items, 2 cleaning products, etc.).

Food-production vocabulary

Explore more vocabulary from the process of making bread (with more advanced students) – for example: *sow*, *mill*, *processed*, *factory*. You could explore the different spellings and meanings of *sow/sew*, along with the meaning of *processed* food.

Discuss the term *farm to plate* and explore other examples of language relating to food production.

**3.1 RESOURCE –
Farm-to-plate worksheet**

Lesson 3: Part 1. Farm to plate – Where does our food come from?
Print one copy per student.

1/2

1. Ask your classmates these questions and make a tally under each heading:

How do you buy groceries?	Order online	Shop in person	Someone else	
Which of these do you use?	Click and collect	Direct to boot	Delivery	
Which store do you use most?	Woolworths	Coles	Aldi	IGA

2. Do you know any of the grains in the picture? What food is made from them?



Using the list of grains below, ask your partner:

Have you seen _____ growing?

Have you eaten _____?

- barley
- corn
- oats
- rice
- wheat

**3.1 RESOURCE –
Farm-to-plate worksheet**

Lesson 3: Part 1. Farm to plate – Where does our food come from?
Print one copy per student.

2/2

3. Draw lines to match these words with their definitions.

grain	when the fruit or seed from a plant is collected
paddock	a person who grows crops or raises animals for food
field	a place outside to play sport (like hockey or football)
supermarket	land where grass or a crop (like wheat or corn) grows
field	a large shop that sells a variety of food
farmer	land where grass or a crop (like wheat or corn) grows
harvest	a dry seed crop that is grown as food for people or animals

4. Number these in the correct order using the numbers 1 to 6:

flour is made into bread

customer buys bread

bread is delivered to the supermarket

wheat is harvested

farmer grows wheat

wheat is turned into flour



3.2 RESOURCE – Large sketches with sentences

Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one set of A4 sketches to display.



Ruth and Naomi needed food. Ruth decided to collect leftover grain in the harvest fields.

3.2 RESOURCE – Large sketches with sentences

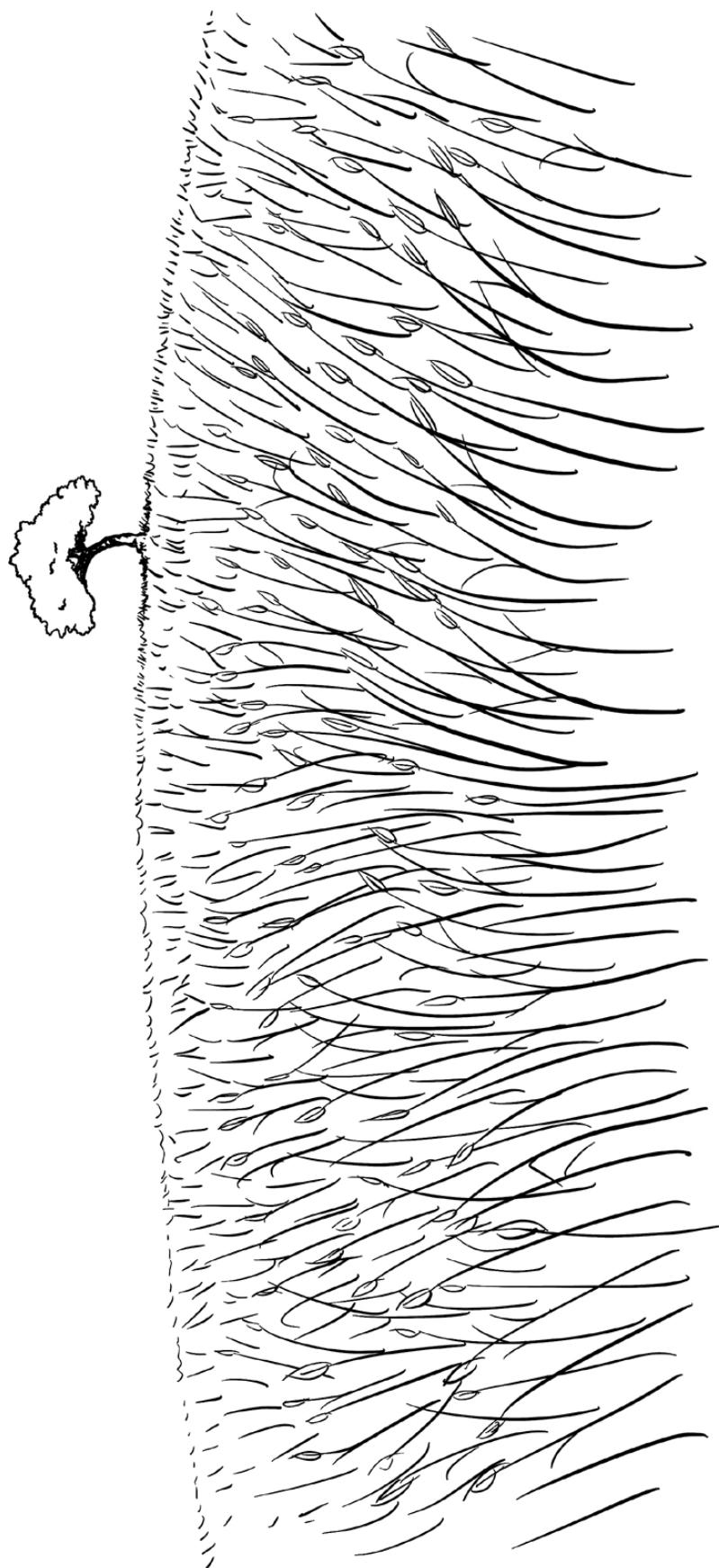
Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one set of A4 sketches to display.



**Boaz owned the field Ruth went to.
He was an important man in Bethlehem.**

3.2 RESOURCE – Large sketches with sentences

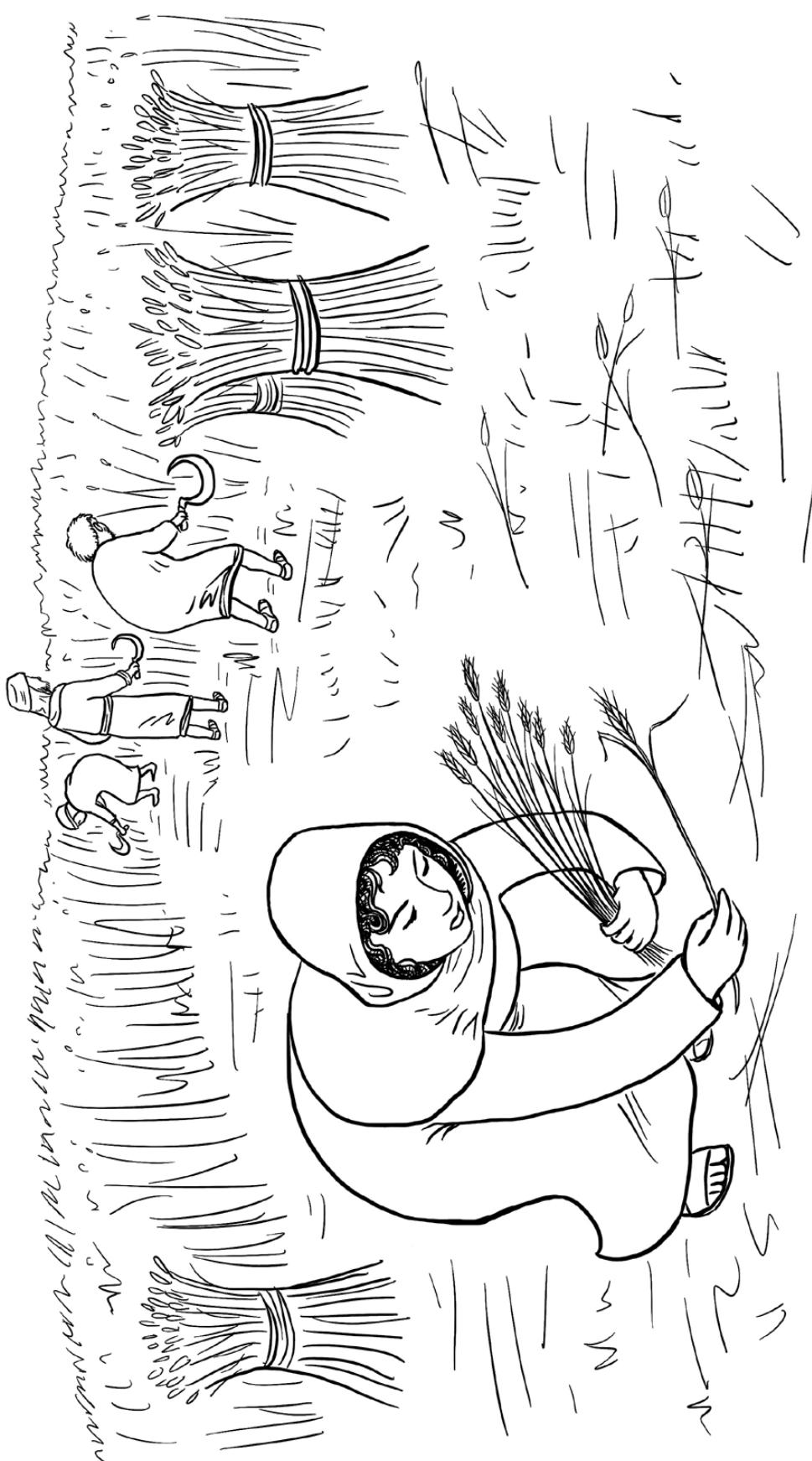
Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one set of A4 sketches to display.



Boaz owned many fields and grew a lot of grain.

3.2 RESOURCE – Large sketches with sentences

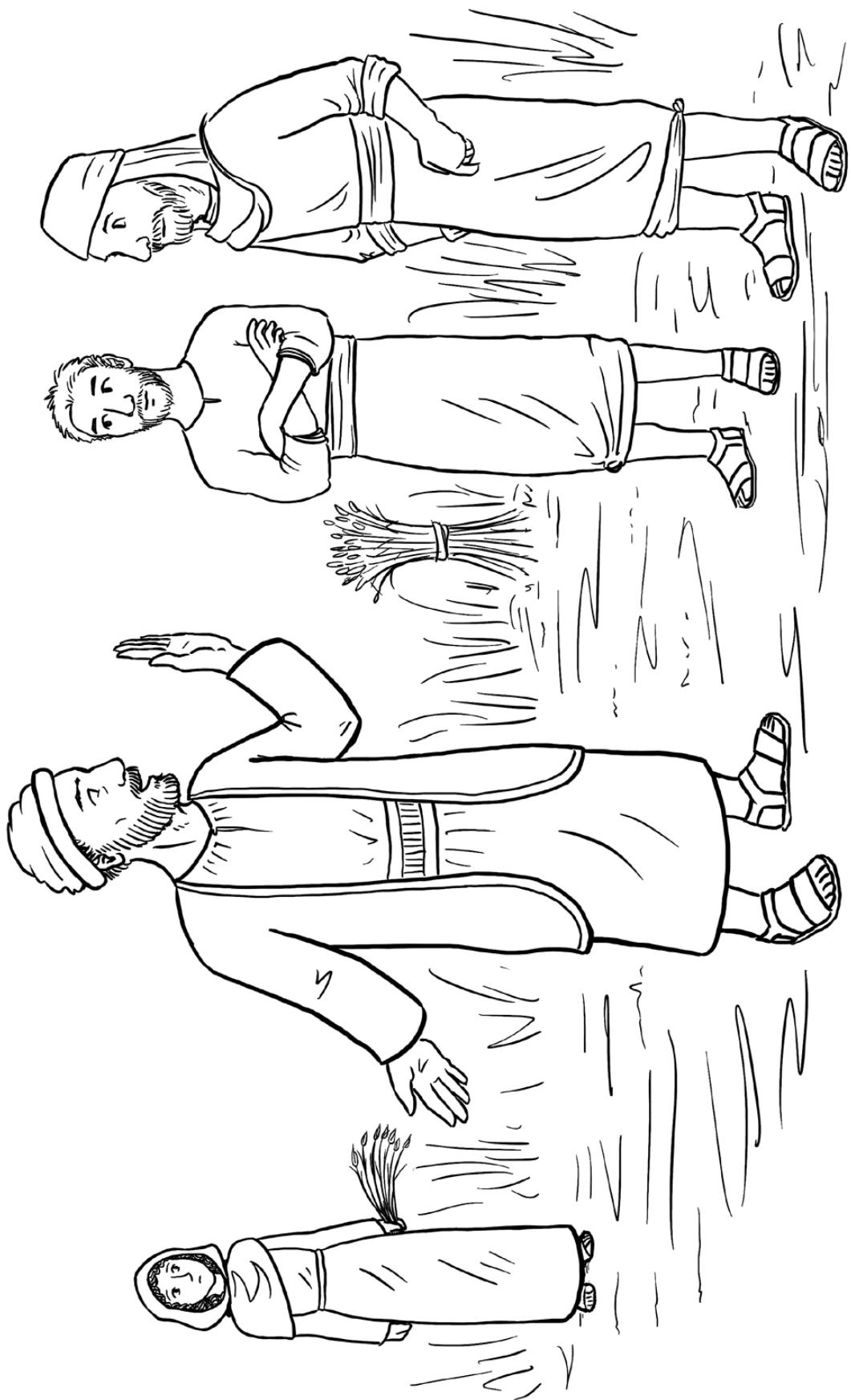
Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one set of A4 sketches to display.



Ruth picked up the grain that the workers left behind.

3.2 RESOURCE – Large sketches with sentences

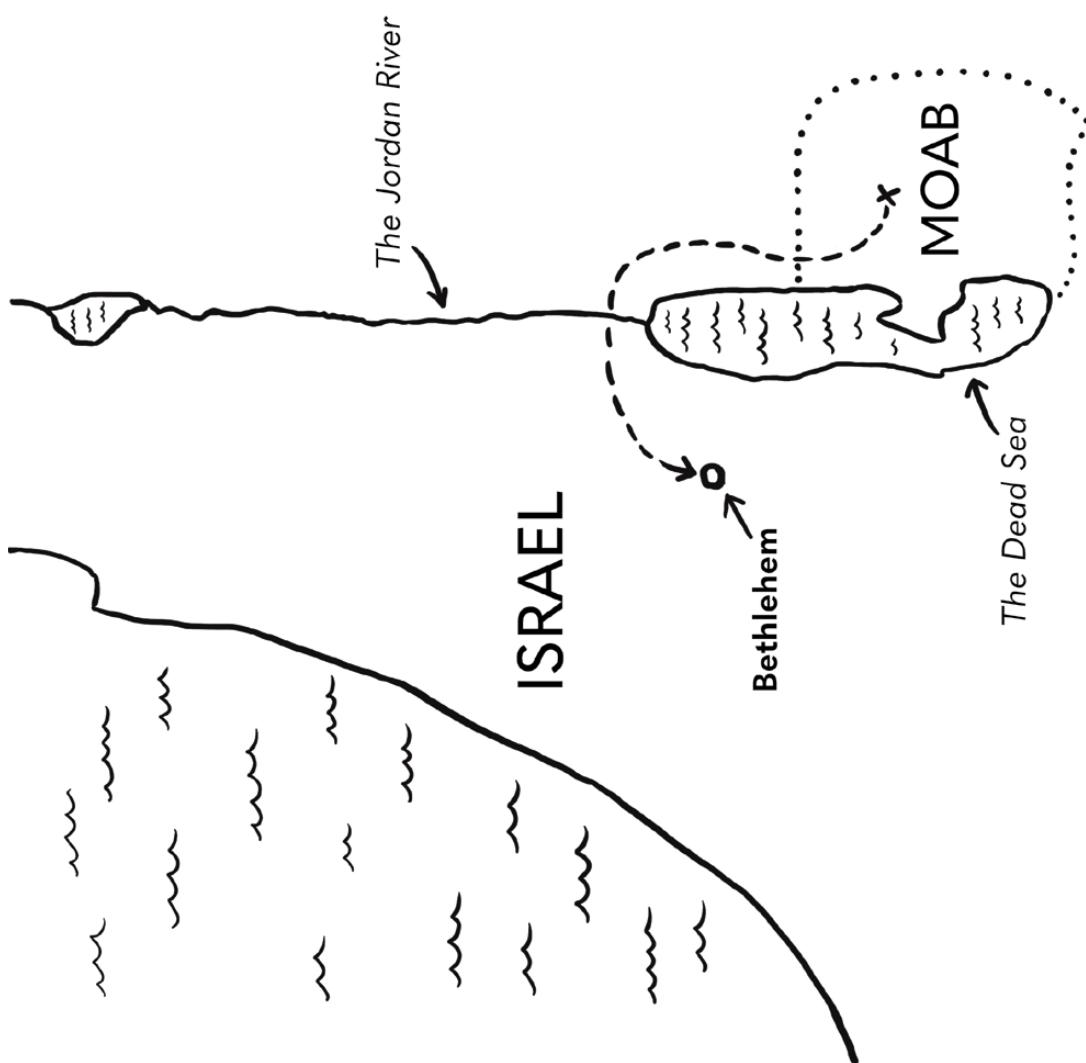
Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one set of A4 sketches to display.



**Boaz told his workers not to hurt Ruth.
She was welcome in his fields.**

3.2 RESOURCE – Large sketches with sentences

Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one set of A4 sketches to display.



Boaz knew Ruth was a widow and had left her country to come back with Naomi.

3.3 RESOURCE – Small sketches

Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one copy per pair/student, cut up and collate.

Ruth.HB.3



Ruth.HB.3



Ruth.HB.3



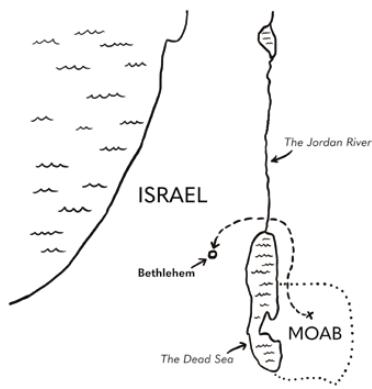
Ruth.HB.3



Ruth.HB.3



Ruth.HB.3



3.4 RESOURCE – Sentence strips

Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one copy per pair/student, cut up and collate.

Ruth.HB.3

Ruth.HB.3

Ruth.HB.3

Ruth.HB.3

Ruth.HB.3

Ruth.HB.3



Ruth and Naomi needed food. Ruth decided to collect leftover grain in the harvest fields.

**Boaz owned the field Ruth went to.
He was an important man in Bethlehem.**

Boaz owned many fields and grew a lot of grain.

Ruth picked up the grain that the workers left behind.

Boaz told his workers not to hurt Ruth. She was welcome in his fields.

Boaz knew Ruth was a widow and had left her country to come back with Naomi.

**3.5 RESOURCE –
Language-focus worksheet**

Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one copy per student.

1/2

1. Make a list of new words from today and write their meanings.

2. Replace the underlined words with the correct word in each sentence.

Ruth and Naomi needed money _____.

Ruth decided to sell _____ leftover grain in the harvest fields.

Boaz owned the shop _____ that Ruth went to.

He was an unimportant _____ man in Bethlehem.

Boaz owned many fields and grew a little _____ grain.

Ruth picked up the grapes _____ that the workers left behind.

Boaz told her _____ workers not to speak to _____ Ruth.

She was unwelcome _____ in their _____ fields.

Boaz knew Ruth was a woman _____ and had left her job _____ to come back with Naomi.

**3.5 RESOURCE –
Language-focus worksheet**

Lesson 3: Part 2. God provides for Naomi and Ruth – Ruth 2:1-13
Print one copy per student.

2/2

3. Draw lines to connect the opposites:

in	behind
under	before
in front of	out
later	on
to	below
after	over

4. Show your teacher or another student how you order online. If you haven't done that before, watch a 'how to' video on the Coles or Woolworths website.

Coles – scan the QR codes with your phone camera:



Woolworths – scan the QR codes with your phone camera:



5. Write a shopping list in English.

**Reminder for next week: Bring a photo of a meal you made
with a grain like wheat, rice or corn.**

Lesson 4

PART 1 (APPROX 30–45 MINUTES):

Collections

What do you have a lot of?

PART 2 (APPROX 30–45 MINUTES):

Lots of grain and kindness

Ruth 2:14–23

SUMMARY:

This lesson provides opportunities for students to discuss what they have/do not have a lot of, and whether they collect anything as a hobby. Rubbish collections and what goes in each coloured bin are also discussed. The Bible text shows that Boaz has a lot of kindness. He invites Ruth to eat with him and the others, and ensures that she can collect plenty of grain.



Prepare lesson

Part 1. Collections What do you have a lot of?

Print resources

- RESOURCE 4.1 – Collections worksheet**
Print one copy per student.

Additional equipment

- A photo of a meal you made using a grain food
- A collection of stamps, coins or 'collectables' from a supermarket (or a photo of a collection)

Part 2. Lots of grain and kindness Ruth 2:14–23

Read scripture

- Read 2:14–23 in your Bible then in NIV (or another easy-to-read translation).

Print resources (on the next page)

Print resources

- Heart language Bible text**
Print one text per student in relevant languages from bible.com or biblegateway.com
- RESOURCE 4.2 – Large sketches with sentences**
Print one set of A4 sketches to display.
- RESOURCE 4.3 – Small sketches**
Print one copy per pair/student, cut up and collate.
- RESOURCE 4.4 – Sentence strips**
Print one copy per pair/student, cut up and collate.
- RESOURCE 4.5 – Language-focus worksheet**
Print one copy per student.

Language points

Features	Examples in text
Collection vocabulary	lots of, collection, own, collectable, rubbish/garbage collection
Opposites	a little/lots of, didn't know/knew, mean/kind, bored/excited, scatter/collect, go/come, take/leave
Synonyms	kindness/thoughtfulness/generosity/compassion a lot of/lots of extra/more
Pronouns	us

Part 1. Collections

What do you have a lot of?

Activate knowledge

Share your photo of a meal made with grain and model describing it (e.g. ‘I made pasta with mushrooms for dinner. Pasta is made from wheat.’).

Invite students to share their photos of meals that they made and describe them (e.g. ‘I made stir-fried chicken and rice. Rice is a grain’; ‘I made corn soup. Corn is a grain.’).

Elicit more language by asking a question (if needed) but only spend a couple of minutes in total on this.

Say ‘Ruth collected grain to eat. What else do people collect?’

Show your collection or photo and say ‘Collecting can be a hobby. People can collect a lot of stamps, coins or other “collectables” for fun or because owning the collection is worth a lot of money.’

Brainstorm ideas about different types of collectables.

Distribute [RESOURCE 4.1 – Collections worksheet](#).

Ask students to name the 3 pictured collections.

**RESOURCE 4.1 –
Collections worksheet**

Print one copy per student.

Focus on language

Say ‘Some people own a lot of things but we can also have a lot of something that we haven’t bought.’

Say ‘For example, you could have a lot of shoes which you have bought – you paid money for them; or you could have a lot of ideas in your head. You haven’t bought those ideas, but you can still have lots of them.’

Explain further using the list in Task 1 on [RESOURCE 4.1 – Collections worksheet](#).

Model answering Tasks 1 and 2, then invite students to take turns sharing their responses.

Divide students into pairs.

Explain the remaining tasks on the worksheet and invite students to complete them with their partners.

Part 2. Lots of grain and kindness Ruth 2:14–23

Link to Bible

Say ‘We have already seen that Boaz owns lots of fields. I wonder if he has a lot of something else?’

Read/listen for gist

Display **RESOURCE 4.2 – Large sketches with sentences**.

Say ‘Listen as I read the next part of the story, and look out for what Boaz might have a lot of.’

Tell the students the story by reading out the sentences below slowly, pointing to the corresponding sketches as you read:

- Boaz was kind to Ruth. He said, ‘Come and eat with us.’
- Boaz told his workers to leave extra grain for Ruth to collect.
- Ruth stayed working in Boaz’s field. She collected lots of grain.
- Naomi was very excited when she saw the grain and heard who owned the field.
- Naomi knew that Boaz was her relative. He had been very kind to her and Ruth.

Distribute copies of Ruth 2:14–23 in heart languages and allow time to read silently.

Invite students to ask any questions they have about the text.

**RESOURCE 4.2 –
Large sketches with
sentences**

Print one set of A4
sketches to display.



Read for detail

Read the sentences again, inviting students to read with you.

Distribute [RESOURCE 4.3 – Small sketches](#) and [RESOURCE 4.4 – Sentence strips](#).

Invite students to sequence sketches and add matching sentence strips.

Check understanding by asking questions like:

- ‘What is a “relative”?’ (Use the family tree image to explain that Boaz and Naomi were probably distant cousins or cousins by marriage.)
- ‘Who is “us” when Boaz says “Come and eat with us”? Why would he say that?’
- ‘Why do you think Boaz is kind towards Ruth and Naomi? How does he show his kindness?’

Invite students to retell the story to each other in pairs or to the whole class. More confident students could do this with the sentence strips removed.



Reinforce language and concepts

Distribute [RESOURCE 4.5 – Language-focus worksheet](#).

(You may need to adjust the activities you have planned to do based on who is in your class for this lesson.)

Invite students to complete Task 1.

Explain the remaining tasks on the worksheet, modelling if needed or suggesting working in pairs.



Extension activities

Family tree

Share your own extended family tree, showing other relatives such as aunts, uncles and cousins.

Invite students to draw and share their own family trees.
(Note: Be aware that some students may have experienced trauma associated with leaving some of their family members behind in their home countries. Handle this conversation sensitively, especially if any of your students are refugees/asylum seekers.)

Personal qualities

Extend Task 3 from [RESOURCE 4.1 – Collections worksheet](#) and/or Task 4 from [RESOURCE 4.5 – Language-focus worksheet](#) (for more advanced students) to include a discussion of qualities that students would like to see more of in themselves and/or in others.

Divide students into pairs and invite them to brainstorm a list of several qualities, then rank them in order of importance (e.g. patience, honesty, kindness, calmness, generosity).

4.1 RESOURCE – Collections worksheet

Lesson 4: Part 1. Collections – What do you have a lot of?
Print one copy per student.

1/2

Ruth collected grain to eat. What else do people collect?

Collecting can be a hobby. People can collect a lot of stamps, coins or other ‘collectables’ for fun or because owning the collection is worth a lot of money.



1. A lot of ... What do you have a lot of?

Finish this sentence. You can use some of the words below (or your own):

I have a lot of _____.

children	neighbours	bills	pain
spare time	ideas	savings	hobbies
blessings	friends	clothes	pets
relatives	worries	shoes	

2. What is something you do not have a lot of? You can use some of the words in Task 1 above (or your own):

I do not have a lot of _____.

4.1 RESOURCE – Collections worksheet

Lesson 4: Part 1. Collections – What do you have a lot of?
Print one copy per student.

2/2

3. 'Lots of' is another way to say 'a lot of'. 'Extra' is another way to say 'more'.

Talk with a partner using these questions and answers:

What is something you have a lot of?

I have lots of _____.

What would you like more of?

I'd like to have extra _____.

4. Rubbish collections

Rubbish is something we have a lot of but don't want to keep!

The local council collects our garbage and recycling.

When are your bin collection days? Do you know what goes in each coloured bin?



Talk to your partner about garbage-bin collection where you live.

5. Do you have a hobby? Tell your partner what you like to do in your spare time.

4.2 RESOURCE – Large sketches with sentences

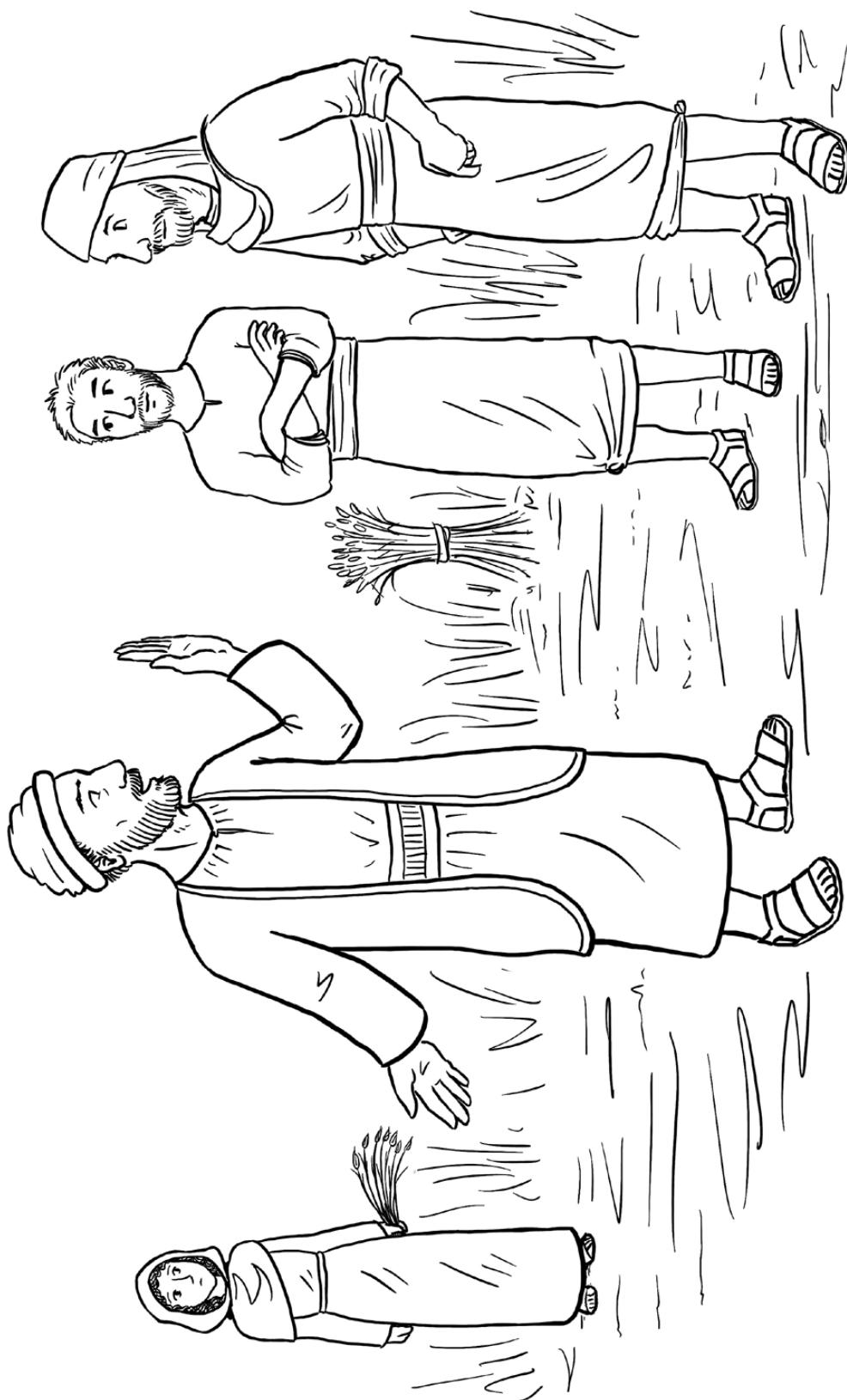
Lesson 4: Part 2. Lots of grain and kindness – Ruth 2:14–23
Print one set of A4 sketches to display.



**Boaz was kind to Ruth. He said,
'Come and eat with us.'**

4.2 RESOURCE – Large sketches with sentences

Lesson 4: Part 2. Lots of grain and kindness – Ruth 2:14–23
Print one set of A4 sketches to display.



Boaz told his workers to leave extra grain for Ruth to collect.

4.2 RESOURCE – Large sketches with sentences

Lesson 4: Part 2. Lots of grain and kindness – Ruth 2:14–23
Print one set of A4 sketches to display.



**Ruth stayed working in Boaz's field.
She collected lots of grain.**

4.2 RESOURCE – Large sketches with sentences

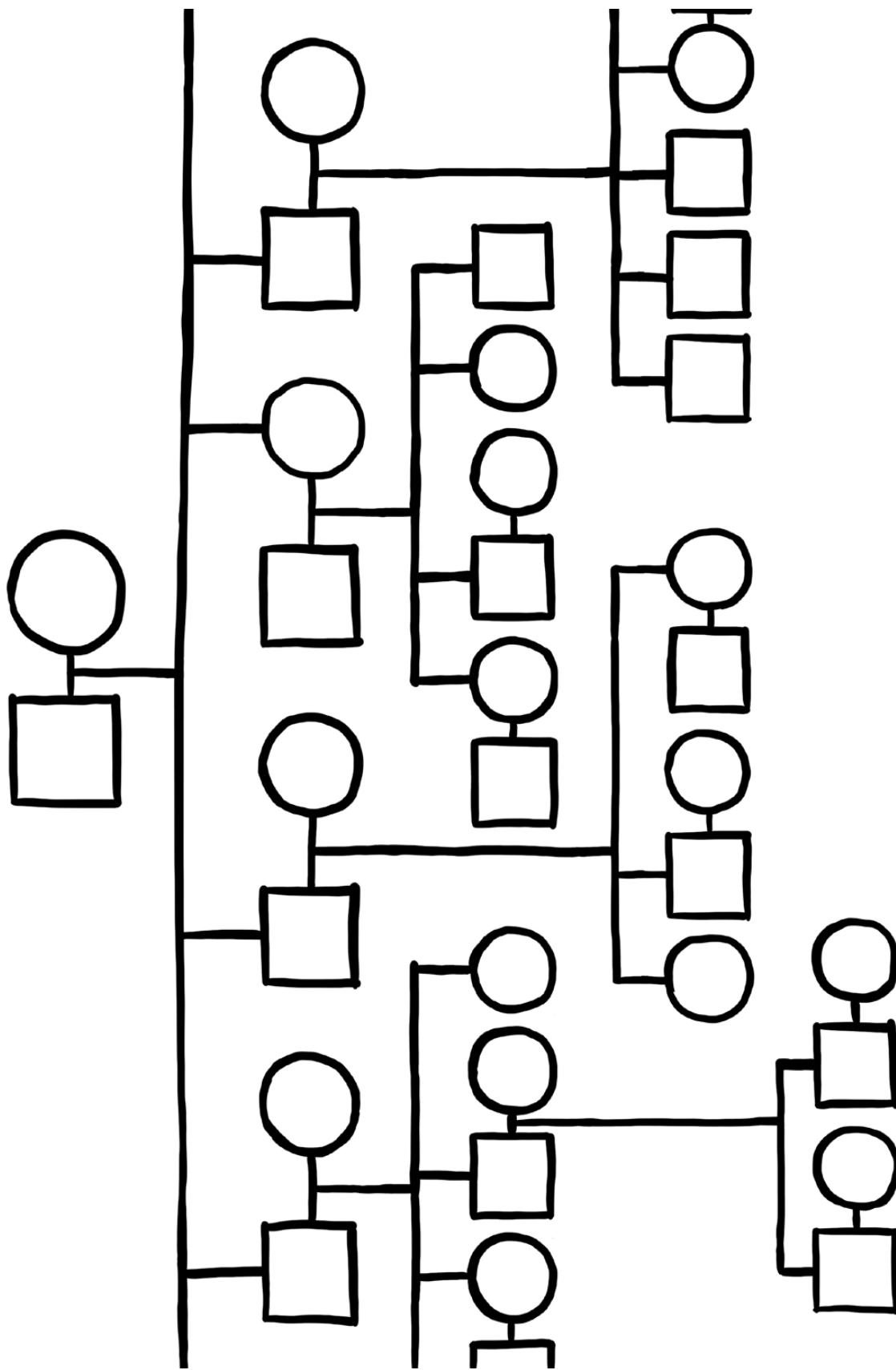
Lesson 4: Part 2. Lots of grain and kindness – Ruth 2:14–23
Print one set of A4 sketches to display.



Naomi was very excited when she saw the grain and heard who owned the field.

4.2 RESOURCE – Large sketches with sentences

Lesson 4: Part 2. Lots of grain and kindness – Ruth 2:14–23
Print one set of A4 sketches to display.



**Naomi knew that Boaz was her relative.
He had been very kind to her and Ruth.**

4.3 RESOURCE – Small sketches

Lesson 4: Part 2. Lots of grain and kindness – Ruth 2:14–23
Print one copy per pair/student, cut up and collate.



Ruth.HB.4



Ruth.HB.4



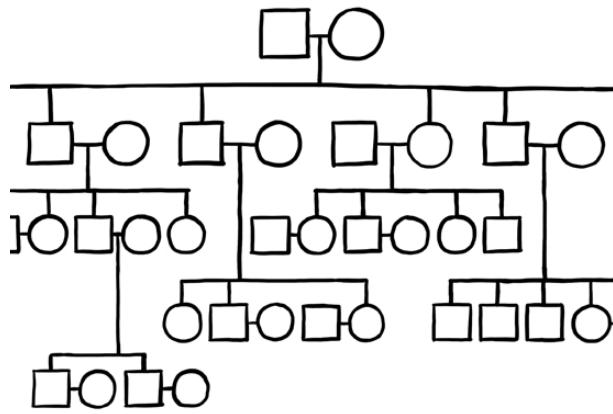
Ruth.HB.4



Ruth.HB.4



Ruth.HB.4



4.4 RESOURCE – Sentence strips

Lesson 4: Part 2. Lots of grain and kindness – Ruth 2:14–23
Print one copy per pair/student, cut up and collate.

Ruth.HB.4

Ruth.HB.4

Ruth.HB.4

Ruth.HB.4

Ruth.HB.4

Boaz was kind to Ruth. He said, ‘Come and eat with us.’

Boaz told his workers to leave extra grain for Ruth to collect.

Ruth stayed working in Boaz’s field. She collected lots of grain.

Naomi was very excited when she saw the grain
and heard who owned the field.

Naomi knew that Boaz was her relative.
He had been very kind to her and Ruth.

**4.5 RESOURCE –
Language-focus worksheet**

Lesson 4: Part 2. Lots of grain and kindness – Ruth 2:14–23
Print one copy per student.

1. Make a list of new words from today and write their meanings.

2. With your partner, decide which words from the list below have the opposite meanings to the underlined words. Fill in the table.

a little	didn't know	mean	bored
scatter	go	take	

Boaz was kind to Ruth. He said, 'Come and eat with us.'

Boaz told his workers to leave extra grain for Ruth to collect.

Ruth stayed working in Boaz's field. She collected lots of grain.

Naomi was very excited when she saw the grain and heard who owned the field.

Naomi knew that Boaz was her relative. He had been very kind to her and Ruth.

kind	
come	
leave	
collect	

lots of	
excited	
knew	

**3. How does Boaz show he is kind? Why do you think he is kind to Ruth and Naomi?
Talk about this with a partner.**

4. Circle the other words below that have a similar meaning to 'kindness'.

rudeness generosity compassion cruelty thoughtfulness

5. Tell your partner about a time when you were very excited about something.

Lesson 5

PART 1 (APPROX 30–45 MINUTES):

Protection

What protection do we need?

PART 2 (APPROX 30–45 MINUTES):

Boaz protects Ruth and Naomi

Ruth 3:1–18

SUMMARY:

In this lesson, students discuss different ways in which we are protected from various dangers and also consider the people we want to protect. Boaz is seen to be the protector of Ruth and Naomi, who have no income.



Prepare lesson

Part 1. Protection What protection do we need?

Print resources

- RESOURCE 5.1 – Protection worksheet**
Print one copy per student.

Additional equipment

- Sunscreen, umbrella, face mask, apron, rubber/plastic/gardening gloves, vaccination certificate, phone or other device with a screen protector (pictures of some of these can be substituted if actual objects not available)

Part 2. Boaz protects Ruth and Naomi – Ruth 3:1–18

Read scripture

- Read 3:1–18 in your Bible then in NIV (or another easy-to-read translation).

Print resources (on the next page)

Print resources

- Heart language Bible text**
Print one text per student in relevant languages from bible.com or biblegateway.com
- RESOURCE 5.2 – Large sketches with sentences**
Print one set of A4 sketches to display.
- RESOURCE 5.3 – Small sketches**
Print one copy per pair/student, cut up and collate.
- RESOURCE 5.4 – Sentence strips**
Print one copy per pair/student, cut up and collate.
- RESOURCE 5.5 – Language-focus worksheet**
Print one copy per student.

Additional equipment (if doing extension activity)

- Some items or photos of protective sporting equipment

Language points

Features	Examples in text
Auxiliary verb – obligation	should, shouldn't
Infinitives	to do, to be, to go, to protect, to care
-tion nouns	collection, protection
Verb to noun	care – carer, protect – protector, provide – provider
Family vocab	family, parents, children, daughter-in-law, cousins, etc.
Question words	what, when, why, who, how (where)

Part 1. Protection What protection do we need?

Activate knowledge

Ask 'What questions can you ask someone about their family?'

Prompt by writing on the board: Who ...? What ...?
Where ...? How many ...? When ...? Do you have ...?

Ask questions to elicit information while briefly reviewing family vocabulary at the same time. For example:

- 'Do you have sons or daughters?'
- 'How many children do you have?'
- 'Where does your son go to school?'

Ask 'What is something you like to do with your family?'

Model a couple of answers. For example:

- 'I like to watch movies with my family on the weekend.'
- 'We go camping every school holidays.'
- 'We go to church together on Sundays.'
- 'We play games together.'
- 'I like going to the beach with my family.'

Invite a confident student/helper to answer the question, then invite that student/helper to ask another student.

Repeat until all students have answered or as time allows.
(Note: If no-one mentions the beach, include it as an example after the final student.)

Focus on language

Say 'At the beach we need to be careful. Why?'

Listen to students' ideas then distribute **RESOURCE 5.1 – Protection worksheet**.

**RESOURCE 5.1 –
Protection worksheet**

Print one copy per
student.

Read (and students may want to read with you) ‘We need to be careful at the beach. We need to swim between the flags to be safe. We need to watch out for big waves and for sharks. We need protection from the sun.’

Discuss each picture.

Demonstrate the meaning of *between* if needed.

Hold up sunscreen and say ‘At the beach I need to protect my skin. Sunscreen protects us from the sun.’

Continue with your umbrella, face mask, gloves and apron. Students fill in the missing words in Task 1 on [RESOURCE 5.1 – Protection worksheet](#).

Show your COVID-19 vaccination certificate on your phone and say ‘Vaccination protects us from COVID-19.’

Point to the screen protector on your phone (or other device) and say ‘A screen protector protects a phone from getting scratched.’

Identify that some sentences begin with **An**, some begin with **A**, and some have nothing before the protection item.

Ask ‘What do you notice about when we use **a** or **an** before the noun?’ (**An** when the noun following starts with a vowel; nothing before a noun that is plural or ‘non-count’.)

Ask ‘When do we use **protect** instead of **protects**?’ (When the noun is plural or ‘non-count’.)

Model Task 2 with a confident student/helper:

- ‘What is something you use to protect yourself? When do you use it? Why?’

(I use/wear _____ when I _____ so that _____.)

Invite students to complete Task 2 and practise asking and answering the questions in pairs.

Say ‘Who is someone you want to protect? How do you protect them?’ and discuss responses.

Discuss responses to Task 3 as a class.

Part 2. Boaz protects Ruth and Naomi – Ruth 3:1–18

Link to Bible

Say ‘In our next part of Ruth’s story we see how Boaz wanted to protect his relative Naomi and her daughter-in-law.’

Read/listen for gist

Display RESOURCE 5.2 – Large sketches with sentences.

Say ‘Listen while I read the next part of the story.’

Tell the students the story by reading out the sentences below slowly, pointing to the corresponding sketches as you read:

- Naomi said to Ruth, ‘You should have a husband who will protect you and provide for you.’
- ‘Boaz is my relative and he has been kind to you. You should speak with him.’
- Ruth agreed to do what Naomi said.
- Boaz wanted to protect Ruth and to care for his relative Naomi.
- Boaz spoke to the town leaders and Naomi’s other relatives about marrying Ruth.

Distribute copies of Ruth 3:1–18 in heart languages and allow time to read silently.

Invite students to ask any questions they have about the text.

**RESOURCE 5.2 –
Large sketches with
sentences**

Print one set of A4
sketches to display.



Read for detail

Read the sentences again, inviting students to read with you.

Distribute **RESOURCE 5.3 – Small sketches** and **RESOURCE 5.4 – Sentence strips**.

Invite students to sequence sketches and add matching sentence strips.

Check understanding by asking questions like:

- 'Why did Naomi want Ruth to marry someone?' (*Women in that culture looked to men to provide for them and protect them; as widows, they had no land or security.*)
- 'Why Boaz? (*He was kind. Also, relatives had some duty towards other members of their family.*)
- 'What do you think the town leaders and other relatives will say?' (*We'll find out next week!*)

Invite students to retell the story to each other in pairs or to the whole class. More confident students could do this with the sentence strips removed.

Invite students to bring a photo of their family that shows some of their other relatives next week. (**Note:** Be aware that some students may have experienced trauma associated with leaving some of their family members behind in their home countries. Handle this suggestion sensitively, especially if any of your students are refugees/asylum seekers.)



Reinforce language and concepts

Distribute **RESOURCE 5.5 – Language-focus worksheet**. (You may need to adjust the activities you have planned to do based on who is in your class for this lesson.)

Invite students to complete Task 1.

Explain Task 2 and refer students to the sentence strips to check that they are using the correct words to replace the underlined words.

RESOURCE 5.3 – Small sketches

Print copy per pair/student, cut up and collate.

RESOURCE 5.4 – Sentence strips

Print copy per pair/student, cut up and collate.

RESOURCE 5.5 – Language-focus worksheet

Print one copy per student.

Invite students to identify the correct verb in Task 3. (Some higher-level students may be able to say a sentence using the other verb.)

Discuss the words in the table and how spelling can help determine whether a word is a noun or a verb.

Invite students to complete the table if time allows.

Extension activities

Other forms of protection

Brainstorm and discuss other forms of protection (e.g. health insurance, car and home insurance, sports equipment – shin pads, mouth guard, helmets, etc.). Some objects or photos to illustrate these other forms of protection would be helpful.

Where/wear

Extend Task 2 from [RESOURCE 5.1 – Protection worksheet](#) by adding the question *where?* and pointing out that 2 words (*where* and *wear*) sound the same but have different spellings and meanings.

Write *where/wear* on the board, and create and discuss sentences using them. For example:

- ‘Where do you wear that protection?’
- ‘I wear gloves on my hands when I wash up so that my skin is protected.’
- ‘When I cook I wear an apron over my clothes so that they don’t get dirty.’
- ‘I need to take a hat to places where there is no shade.’
- ‘Where did I put the sunscreen?’

5.1 RESOURCE – Protection worksheet

Lesson 5: Part 1. Protection – What protection do we need?
Print one copy per student.

1/2

We need to be careful at the beach. We need to swim between the flags to be safe. We need to watch out for big waves and for sharks. We need protection from the sun.



1. Choose from this list of protection items (nouns) to complete these sentences.

mask	apron	screen protector	umbrella
sunscreen	gloves	vaccination	

_____ protects us from the sun.

An _____ protects us from the rain (or sun!)

A _____ protects us and others from viruses.

_____ protect our hands from germs, dirt, heat or cold.

An _____ protects our clothes from getting dirty.

_____ protects us from COVID-19.

A _____ protects a phone from getting scratched.

**5.1 RESOURCE –
Protection worksheet**

Lesson 5: Part 1. Protection – What protection do we need?
Print one copy per student.

2/2

2. What? When? Why? Who? How?

I use gloves when I wash up so that my skin is protected.

I wear a helmet when I ride my bike so that my head is protected.

Ask your partner:

What is something you use to protect yourself? When do you use it? Why?

I use /wear _____ when I _____ so that _____.

Who is someone you want to protect? How do you protect them?

3. Choose 'should' or 'shouldn't' in these sentences. Circle the word that you think is the right answer. Do you agree with other students in the class?

- a. You **should/shouldn't** always wear a seatbelt when you are in a car.
- b. Children **should/shouldn't** listen to their teachers.
- c. You **should/shouldn't** swim wherever you like at the beach.
- d. You **should/shouldn't** use sunscreen every day of the year.
- e. The shops **should/shouldn't** be open 24 hours every day of the week.

5.2 RESOURCE – Large sketches with sentences

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1-18
Print one set of A4 sketches to display.



Naomi said to Ruth, ‘You should have a husband who will protect you and provide for you.’

5.2 RESOURCE – Large sketches with sentences

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1-18
Print one set of A4 sketches to display.



**'Boaz is my relative and he has been kind to you.
You should speak with him.'**

5.2 RESOURCE – Large sketches with sentences

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1-18
Print one set of A4 sketches to display.



Ruth agreed to do what Naomi said.

5.2 RESOURCE – Large sketches with sentences

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1-18
Print one set of A4 sketches to display.



**Boaz wanted to protect Ruth and to care
for his relative Naomi.**

5.2 RESOURCE – Large sketches with sentences

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1-18
Print one set of A4 sketches to display.



Boaz spoke to the town leaders and Naomi's other relatives about marrying Ruth.

5.3 RESOURCE – Small sketches

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1–18
Print one copy per pair/student, cut up and collate.



Ruth.HB.5



Ruth.HB.5



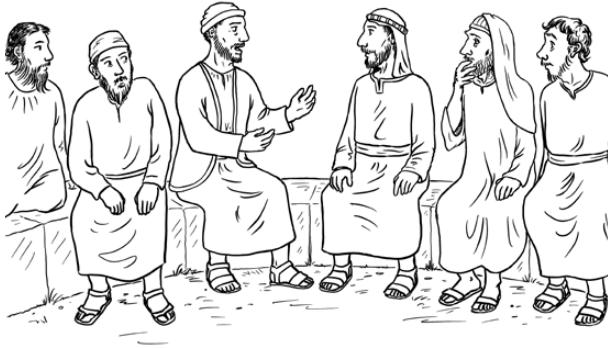
Ruth.HB.5



Ruth.HB.5



Ruth.HB.5



5.4 RESOURCE – Sentence strips

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1–18
Print one copy per pair/student, cut up and collate.

Ruth.HB.5

Ruth.HB.5

Ruth.HB.5

Ruth.HB.5

Ruth.HB.5

Naomi said to Ruth, ‘You should have a husband who will protect you and provide for you.’

‘Boaz is my relative and he has been kind to you. You should speak with him.’

Ruth agreed to do what Naomi said.

Boaz wanted to protect Ruth and to care for his relative Naomi.

Boaz spoke to the town leaders and Naomi’s other relatives about marrying Ruth.

**5.5 RESOURCE –
Language-focus worksheet**

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1-18
Print one copy per student.

1/2

1. Make a list of new words from today and write their meanings.

2. Replace the underlined words with the correct word in each sentence.

Naomi said to Ruth, 'You shouldn't _____ have a husband who won't _____ protect you and provide for you.'

'Boaz is your _____ relative and he isn't _____ kind to you. You shouldn't _____ speak with him.'

Ruth disagreed _____ to do what Naomi said.

Boaz didn't want _____ to protect Ruth and to care for his relative Naomi.

Boaz wrote _____ to the town leaders and Naomi's other friends _____ about marrying Ruth.

**5.5 RESOURCE –
Language-focus worksheet**

Lesson 5: Part 2. Boaz protects Ruth and Naomi – Ruth 3:1-18
Print one copy per student.

2/2

3. Take turns with a partner to read the 2 possible versions of each sentence.
Circle the correct words.

You can **speak/spoke** with your teacher after class.

Wearing a hat will **protect/protected** you from the sun.

Wearing a seat belt **protect/protects** you in a car accident.

Australian men don't usually ask town leaders about who they will **marrying/marry**.

In a good marriage, the husband and the wife **care/caring** for each other.

4. Fill in this table.

verb	noun	noun
protect	protection	protector
collect		collector
	provision	provider
	care	carer
work	work	

**Reminder for next week: If possible, bring a photo of your family
that shows some of your other relatives.**

Lesson 6

PART 1 (APPROX 30–45 MINUTES):

Changes

How do we change over time?

PART 2 (APPROX 30–45 MINUTES):

Naomi praises God for her changed life

Ruth 4:1–22

SUMMARY:

In this lesson we compare what Sydney was like 250 years ago with what it's like today, and discuss different ways in which people change. Ruth changes from widow to wife and mother; Naomi changes from very sad and without protection to very happy and secure. 1000 years later, another relative of Naomi's is born. Bethlehem is now famous as the birthplace of Jesus Christ.

Note: If Sydney is too remote for your students, discuss changes to your town/city instead.



Prepare lesson

Part 1. Changes How do we change over time?

Print resources

- **RESOURCE 6.1.1 – Pictures** (optional)
Print one copy of each picture per 2 or 3 students, preferably A3 size (but see below under **Additional equipment/resources** for alternative).
- **RESOURCE 6.1.2 – Changes worksheet**
Print one copy per student.

Additional equipment

- YouTube clip (the last 40 seconds of an artist's impression of Sydney before European settlement superimposed with a contemporary skyline) –
<https://youtu.be/DcltNul7cJQ?t=127>
(this can be used instead of printing out **RESOURCE 6.1.1 – Pictures**)
- Laptop and optional large screen/projector

Scan the QR code on your phone camera to open the YouTube clip:



Part 2. Naomi praises God for her changed life – Ruth 4:1–22

Read scripture

- Read 4:1–22 in your Bible then in NlrV (or another easy-to-read translation).

Print resources (on the next page)

Print resources

- Heart language Bible text**
Print one text per student in relevant languages from bible.com or biblegateway.com
- RESOURCE 6.2 – Large sketches with sentences**
Print one set of A4 sketches to display.
- RESOURCE 6.3 – Small sketches**
Print one copy per pair/student, cut up and collate.
- RESOURCE 6.4 – Sentence strips**
Print one copy per pair/student, cut up and collate.
- RESOURCE 6.5 – Language-focus worksheet**
Print one copy per student.

Language points

Features	Examples in text
Degrees of obligation	may, should, must
Emotions	sad, happy, other feelings
Numerals	13 – thirteen 250 – two hundred and fifty 1000 – one thousand
Change vocab	before, after, later, next, child, teenager, adult, single, married, widow, grow, grew, become, became, grown-up, young, old, birth, death
Family vocab	son, relative, grandson, great-grandson, grandfather, great-grandfather, grandmother, great-grandmother

Part 1. Changes

How do we change over time?

Activate knowledge

Ask 'Has Sydney changed since you came here?'

Prompt if needed by suggesting changes like mask wearing, different shops, new buildings in the area, light rail, more or less traffic.

Write key vocabulary on the board including *before, after*.

Ask 'What do you think Sydney looked like 250 years ago, before the English people came?'

Invite comments then display **RESOURCE 6.1.1 – Pictures** or show YouTube clip and discuss.

Distribute **RESOURCE 6.1.2 – Changes worksheet** and continue the discussion in response to Task 1.

RESOURCE 6.1.1 – Pictures

Print one copy of each picture per 2 or 3 students (if not using YouTube clip).

Scan the QR code on your phone camera to open the YouTube clip:



RESOURCE 6.1.2 – Changes worksheet

Print one copy per student.

Focus on language

Refer to the picture of a person changing from a baby to an old man and ask a confident student/helper 'What changes happen to a person over time?'

Write additional vocabulary on the board as students are speaking, including *first, next, later, then*.

Invite a student to read the first pair of words in Task 2 and to choose which comes first. Ask other students if they agree or disagree. Continue with the following pairs, explaining any unfamiliar vocabulary.

Continue with Task 3, gently correcting as needed.

Read the first statement in Task 4 and ask a student whether they agree or disagree.

Continue with that student reading the next statement and asking someone else whether they agree/disagree.

Encourage students to move around the room for Task 5, asking each other the questions and listening to the answers.

Part 2. Naomi praises God for her changed life – Ruth 4:1–22

Link to Bible

Say ‘In the last part of Ruth’s story, we see how much things have changed for her and for Naomi.’

Read/listen for gist

Display RESOURCE 6.2 – Large sketches with sentences.

Say ‘Listen as I read the last part of the story.’

Tell the students the story by reading out the sentences below slowly, pointing to the corresponding sketches as you read:

- Everyone agreed that Boaz and Ruth should get married.
- Boaz and Ruth had a son. The baby’s name was Obed.
- Naomi had been very sad. Now she was very happy.
- The women in the town praised God with Naomi.
- Obed grew up and had a son called Jesse.
- Jesse had a son called David. He became the king of Israel.
- About 1000 years later, Jesus Christ was born in Bethlehem.
- Jesus is a relative of King David.

Distribute copies of Ruth 4:1–22 in heart languages and allow time to read silently.

Invite students to ask any questions they have about the text.

RESOURCE 6.2 –
Large sketches with
sentences

Print one set of A4
sketches to display.

Read for detail

Read the sentences again, inviting students to read with you.

Distribute **RESOURCE 6.3 – Small sketches** and **RESOURCE 6.4 – Sentence strips**.

Invite students to sequence sketches and add matching sentence strips.

Check understanding by asking questions like:

- ‘What did the town leaders and other relatives think about Boaz marrying Ruth?’
- ‘What did Naomi do when Obed was born? Why do you think the other women joined in?’

Invite students to retell the story to each other in pairs or to the whole class. More confident students could do this with the sentence strips removed.

Reinforce language and concepts

Distribute **RESOURCE 6.5 – Language-focus worksheet**. (You may need to adjust the activities you have planned to do based on who is in your class for this lesson.)

Invite students to complete Task 1.

Explain that Task 2 is about the changes that happened in Ruth and Naomi’s lives, and what caused these changes.

Help students to fill in the missing words in the ‘Before’ and ‘After’ columns in the Task 2 table.

Help students to identify what happened to cause each change. The following are suggested answers (but note that students may suggest other valid ideas):

1. There was a famine.
2. Naomi’s husband died.
3. Ruth’s husband died.

RESOURCE 6.3 – Small sketches

Print copy per pair/
student, cut up and
collate.

RESOURCE 6.4 – Sentence strips

Print copy per pair/
student, cut up and
collate.

RESOURCE 6.5 – Language-focus worksheet

Print one copy per
student.

4. Boaz welcomed Ruth to his fields.
5. Time passed, God gave a good harvest, and Ruth collected lots of grain.
6. Naomi felt blessed.
7. Ruth was married and Obed was born.
8. King David's relative Jesus Christ was born 1000 years later (Christ = King/the one God promised to send).

Invite students to explain why Jesus and his birthplace are so famous. (This is an opportunity to invite students to church, an event or a course to find out more about Jesus. Matthew 2:1–12 could be discussed in future weeks.)

Invite students to complete Tasks 3, 4 and 5 if time permits, explaining and modelling as necessary. (**Note:** in Task 4, remember to be aware that some students may have experienced trauma associated with leaving some of their family members behind in their home countries. Handle this activity sensitively, especially if any of your students are refugees/asylum seekers.)

In the future ...

Write *In the future ...* on the board and have students tell their partner/the class something they would like to change in the future (e.g. 'In the future I would like to get a job'; 'In the future I would like to speak better English'; 'In the future I will get my driver's licence').

Extend with specific times in the future (e.g. 'I will get my hair cut next week'; 'I will go to TAFE next year'; 'I will go shopping after class').

Verb tenses

Extend the table in Task 5 for higher-level students by including some future tense phrases.

Invite students to create and say some sentences using those words.

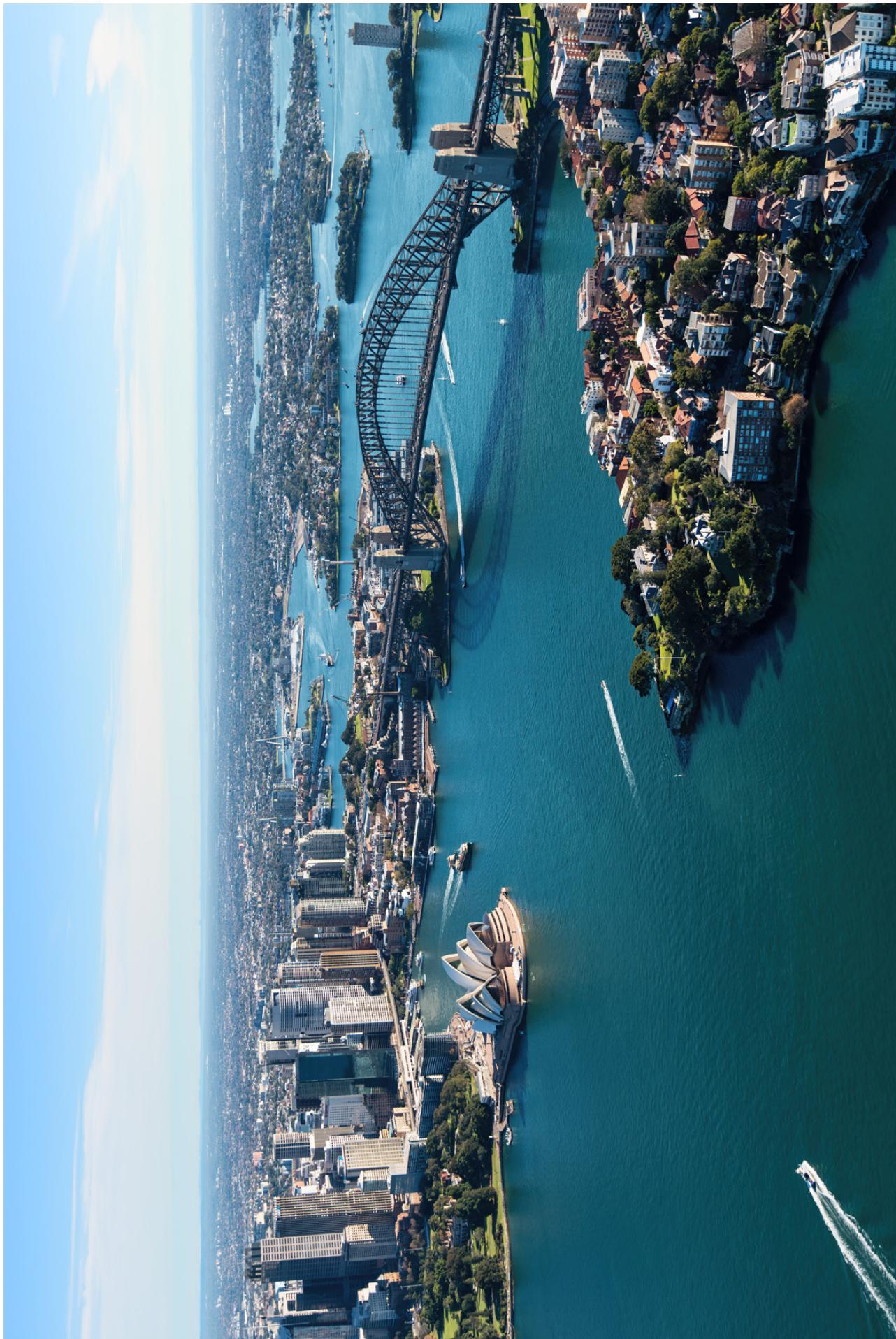
6.1.1 RESOURCE – Pictures

Lesson 6: Part 1. Changes – How do we change over time?
Print one copy of each picture per 2 or 3 students (if not using YouTube clip).



6.1.1 RESOURCE – Pictures

Lesson 6: Part 1. Changes – How do we change over time?
Print one copy of each picture per 2 or 3 students (if not using YouTube clip).



6.1.2 RESOURCE – Changes worksheet

Lesson 6: Part 1. Changes – How do we change over time?
Print one copy per student.

1/2

1. How has Sydney changed over time? What changes can you see?
Discuss them with a partner.

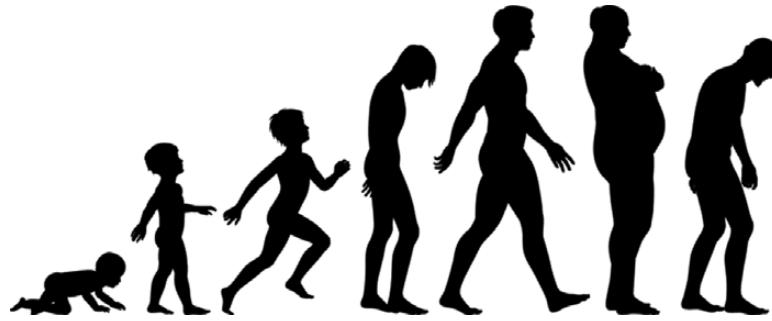


What was Sydney like **before**?

What is Sydney like **250 years later**?

2. Circle what happens first in each pair:

birth / death



teenager / old age

adult / child

marriage / engagement

3. Choose the right words from underneath the sentences to fill in the gaps.

A baby is _____ then _____ up to become _____ adult.

birthed/born

grows/grew

a/an

_____ are called _____ when they turn 13.

A child/Children

teenager's/teenagers

6.1.2 RESOURCE – Changes worksheet

Lesson 6: Part 1. Changes – How do we change over time?
Print one copy per student.

2/2

4. Do you agree or disagree with these statements?

- a. Babies grow slowly.
- b. Children become adults at 18 years old.
- c. When we grow up we shouldn't talk about our feelings.
- d. Adults are sometimes called 'grown-ups'.
- e. All adults should be married.
- f. In Australia, children must call their teacher by his or her first name.
- g. You may call your teacher by their first name.

5. How have you and your family changed? Ask your classmates these questions:

Have you changed jobs in the last 5 years?

Have you changed countries in the last 5 years?

What has changed for you in the last 2 years?

How have your children or grandchildren changed in the last year?

6.2 RESOURCE – Large sketches with sentences

Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1–22
Print one set of A4 sketches to display.



Everyone agreed that Boaz and Ruth should get married.

6.2 RESOURCE – Large sketches with sentences

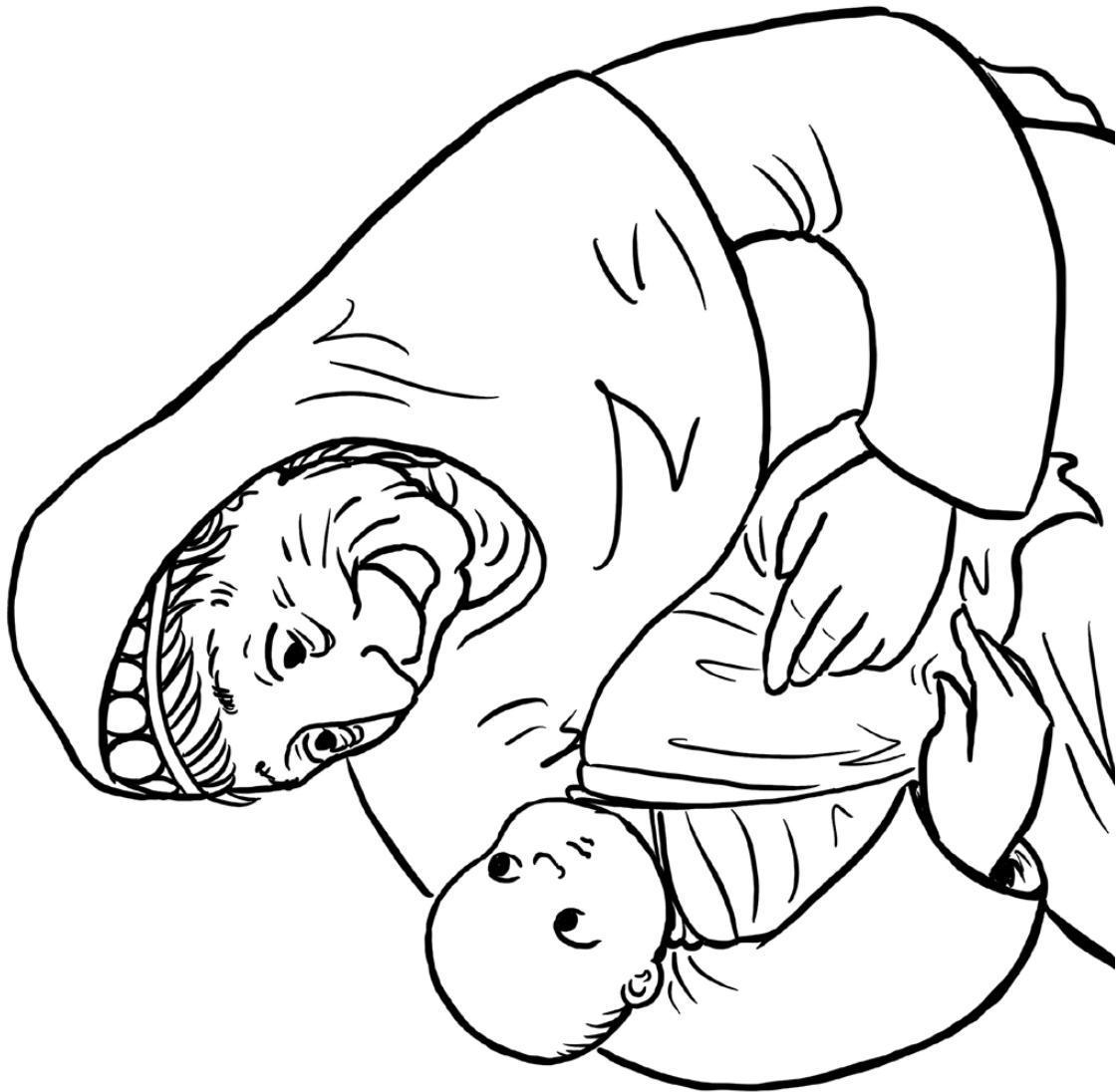
Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1–22
Print one set of A4 sketches to display.



Boaz and Ruth had a son. The baby's name was Obed.

6.2 RESOURCE – Large sketches with sentences

Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1–22
Print one set of A4 sketches to display.



Naomi had been very sad. Now she was very happy.

6.2 RESOURCE – Large sketches with sentences

Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1–22
Print one set of A4 sketches to display.

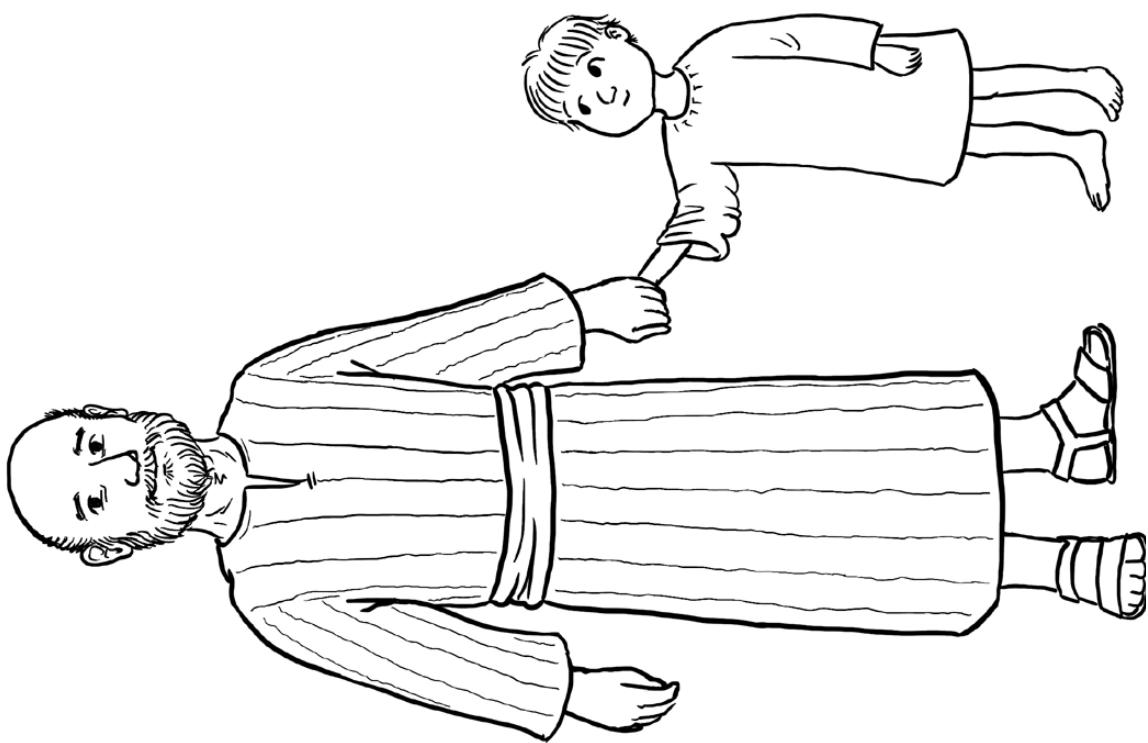


The women in the town praised God with Naomi.

6.2 RESOURCE – Large sketches with sentences

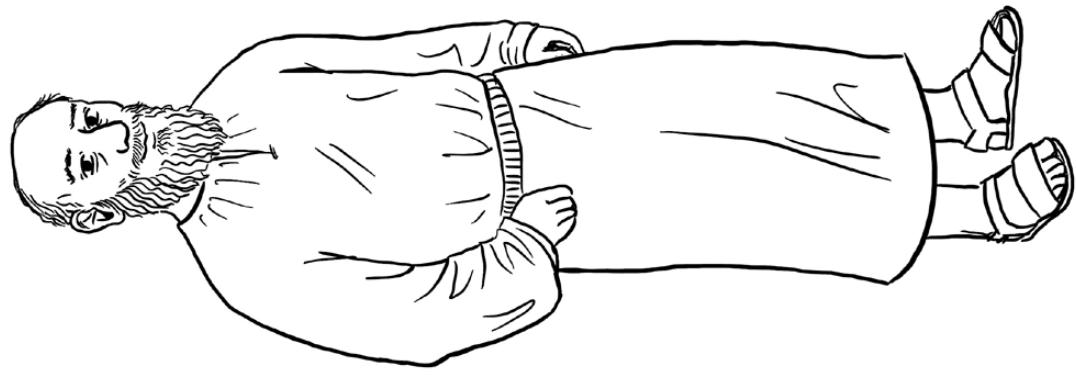
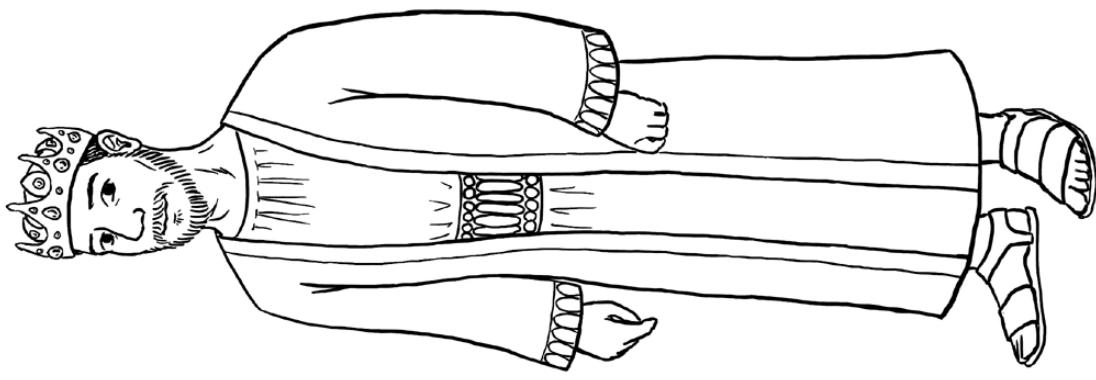
Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1–22
Print one set of A4 sketches to display.

Obed grew up and had a son called Jesse.



6.2 RESOURCE – Large sketches with sentences

Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1-22
Print one set of A4 sketches to display.



**Jesse had a son called David.
He became the king of Israel.**

6.2 RESOURCE – Large sketches with sentences

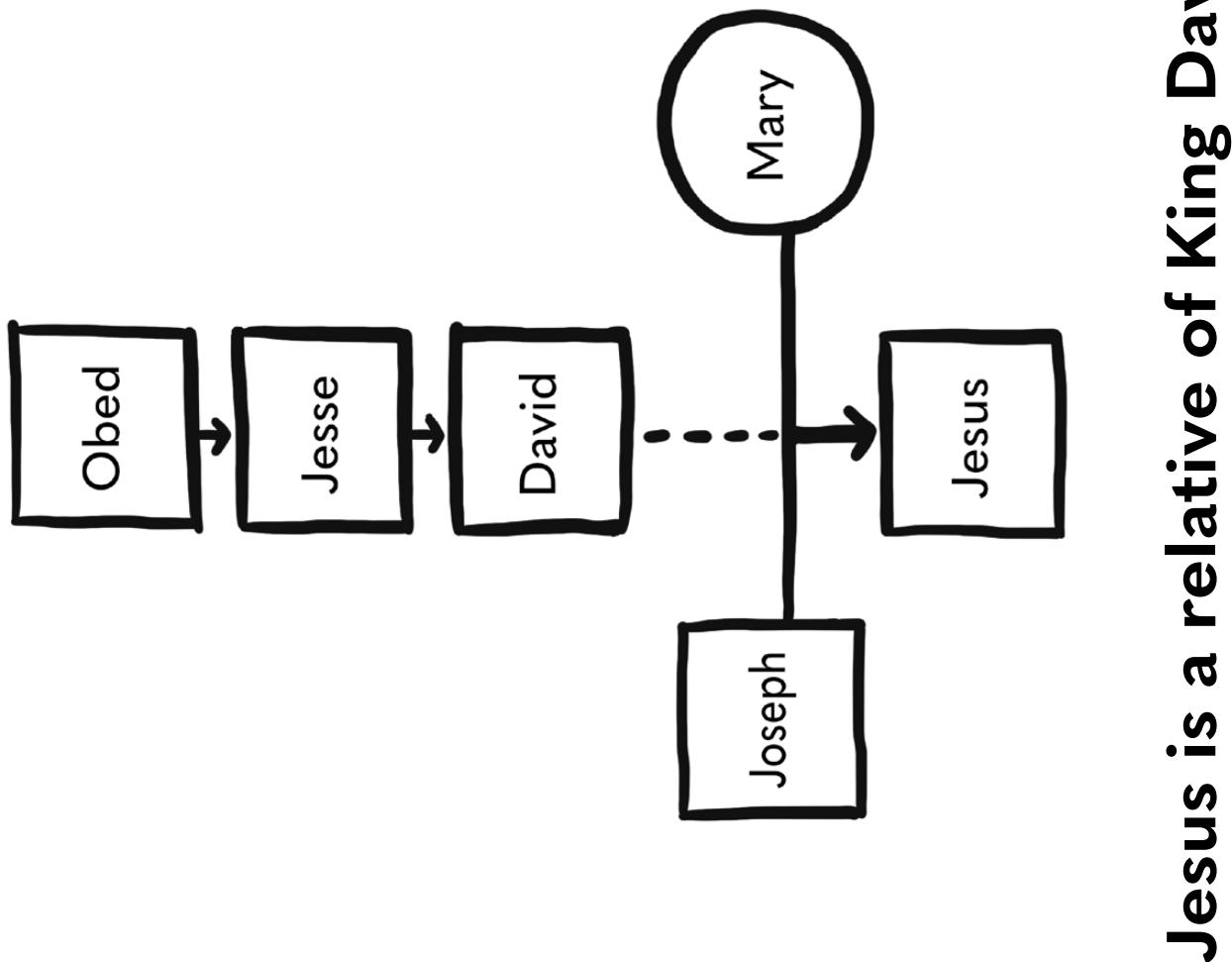
Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1–22
Print one set of A4 sketches to display.



About 1000 years later, Jesus Christ was born in Bethlehem.

6.2 RESOURCE – Large sketches with sentences

Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1-22
Print one set of A4 sketches to display.



6.3 RESOURCE – Small sketches

Lesson 6: Part 2. Naomi praises God for her changed life – Ruth 4:1–22
Print one copy per pair/student, cut up and collate.



Ruth.HB.6



Ruth.HB.6



Ruth.HB.6



Ruth.HB.6



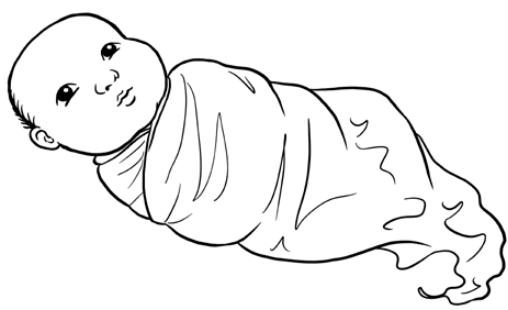
Ruth.HB.6



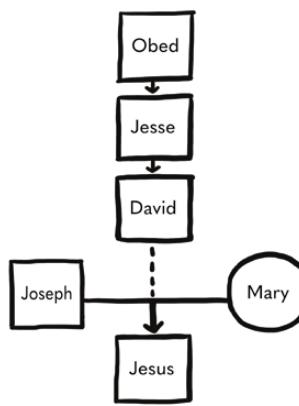
Ruth.HB.6



Ruth.HB.6



Ruth.HB.6



6.4 RESOURCE – Sentence strips

Lesson 6: Part 2. Naomi praises God for her changed life

Ruth 4:1-22

Print one copy per pair/student, cut up and collate.



Everyone agreed that Boaz and Ruth should get married.

Boaz and Ruth had a son. The baby's name was Obed.

Naomi had been very sad. Now she was very happy.

The women in the town praised God with Naomi.

Obed grew up and had a son called Jesse.

Jesse had a son called David. He became the king of Israel.

About 1000 years later, Jesus Christ was born in Bethlehem.

Jesus is a relative of King David.

**6.5 RESOURCE –
Language-focus worksheet**

Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1–22
Print one copy per student.

1/2

1. Make a list of new words from today and write their meanings.

2. There are lots of changes for Naomi, Ruth and Boaz.

Complete the sentences using these words:

Ruth	Moab	Christ	widow	protection
son	married	sad	hungry	grandmother

Before	After
Naomi lived in Bethlehem.	Naomi lived in _____.
Naomi was _____ and had two sons.	Naomi was a widow and had no living sons.
Ruth was married.	Ruth was a _____.
_____ was a foreigner.	Ruth felt welcome.
Ruth and Naomi were _____.	Ruth and Naomi had lots of food.
Naomi was very _____.	Naomi was very happy.
Naomi and Ruth had no children and no _____.	Ruth and Naomi were safe. Ruth had a _____ and Naomi became a _____.
Bethlehem was King David's birthplace.	Bethlehem is famous as the place where Jesus _____ was born.

What happened between 'Before' and 'After' to cause each change in the table above?
Discuss with a partner.

**6.5 RESOURCE –
Language-focus worksheet**

Lesson 6: Part 2. Naomi praises God for her changed life
Ruth 4:1–22
Print one copy per student.

2/2

3. Tell your partner about a time when your feelings changed – for example, a time when you were sad and then you became happy. What happened?

4. Show your partner a photo of your family and introduce each relative. You can also say how old they are (if a child) or what they do (if an adult). Say:

This is my _____ . She is called _____ .

This is my _____ . Her name is _____ .

This is my _____ . He is called _____ .

This is my _____ . His name is _____ .

5. In English, verbs change to show time and the number of people doing the action.
Fill in the gaps in the table.

simple present	simple past
agree/agrees	
	married
become/becomes	
is/are	