

SUNDAY SCHOOL LESSON PLAN

LEARNING SEGMENT	MATERIALS NEEDED	PREPARATION
BEGINNING ACTIVITIES		
<i>(from first student's arrival to 10 minutes into the session)</i>	Recognition charts (p. 55, student books) File folders Autumn seals (#1450) Offering container	Remove the recognition chart from each student book.
ENRICHMENT CENTERS		
You will need the center marked with a • during the lesson presentation. GAME CENTER: Play a get-acquainted game. • ART CENTER: Illustrate the story of Ruth. MEMORY CENTER: Memorize Psalm 19:1 and 2.	GAME CENTER: Pattern 18-P3 (get-acquainted worksheet) from packet #1418; pencils ART CENTER: Pattern 18-P4 (drawing assignments) from packet #1418; drawing supplies MEMORY CENTER: Pattern 18-P5 (stars/moon) and visual 18-5 (creation circle) from packet #1418; yellow construction paper; flannelboard; Plasti-Tak (optional)	In each square of pattern 18-P3, write one fact about each student in your class. Draw a happy face in any empty squares. Photocopy a worksheet for each student. Photocopy pattern 18-P4; cut apart. Photocopy pattern 18-P5 onto yellow construction paper; cut out. Laminate, if desired.
SPARKING THEIR INTEREST		
<i>(5 minutes)</i> Learn how a shoe represented land ownership.	Man's shoe	
SEARCHING GOD'S WORD		
<i>(30 minutes)</i> "Redeemed!" (Ruth 1—4) "For by grace are ye saved through faith; and that not of yourselves: it is the gift of God: Not of works, lest any man should boast" (Eph. 2:8, 9).	Map 6 from packet #1418 Student illustrations from Art Center Activity page 5 (student books) Pencils	
APPLYING GOD'S WORD		
<i>(15 minutes)</i> Thank God for our Redeemer.	Wordstrips 18-1—18-3; picture 18-4; verse visual 18-V1 from packet #1418 White construction paper Crayons or colored pencils Flannelboard or pocket chart 3" x 5" cards Pencils	Have the wordstrips and picture in order, ready to use when indicated in the lesson. Photocopy verse visual 18-V1 onto white construction paper and color each gift a different color. Cut out the gifts. Laminate, if desired.
CONCLUDING THE MORNING		
<i>(5 minutes)</i>	Today's <i>Courage</i> paper for each student Bookmarks and Lesson 2 Daily Digging for each student Take-home item(s) from enrichment centers	Cut the bookmarks from activity page 5.

Teaching TIP!

If this is the first Sunday after Promotion Sunday in your church, your class composition has changed. Make sure you know each student's name and what he/she prefers to be called. Also make sure the students know your name and what you want to be called.

September 3, 2006

Lesson 1

Redeemed!

Ruth 1—4

Bible Verses

“For by grace are ye saved through faith; and that not of yourselves: it is the gift of God: Not of works, lest any man should boast” (Eph. 2:8, 9).

Lesson Theme

Jesus Christ is our Redeemer.

Lesson Objective

To understand how the story of Ruth and Boaz is a picture of our relationship with our Redeemer, Jesus Christ.

Student Response

To rejoice that Jesus Christ loved us so much He was willing to die to redeem us. To accept Jesus Christ as Savior, if unsaved.

Teacher’s Preparation

Read this Scripture passage: Ruth 1—4. Consider: (1) Was it wrong for Elimelech to move his family to Moab? (2) What is special about the account of Ruth and Boaz during this period of the judges? (3) What was the role of the kinsman-redeemer? (4) How is Boaz a picture of Jesus Christ?

B E G I N N I N G A C T I V I T I E S

(from first student’s arrival to 10 minutes into the session)






As each student arrives, give him a file folder with the quarter’s recognition chart inserted. Students will prepare their folders and charts before class. Explain how each student can receive seals each week: one each for being present, having his Bible, completing his Daily Digging, and reciting the previous week’s Bible verse. To start the quarter, give each student one each of all four seals (two leaves, an apple, and an acorn) today. Students may give their offering now. Use the enrichment center(s) you have chosen for this time.

You will need the center marked with a • during the lesson presentation (see page 15). Other centers may be used earlier or later in the session.



GAME CENTER

The purpose of the game is to help students get acquainted with each other and with new students. Distribute a game worksheet (pattern 18-P3) and a pencil to each student. Students are to mingle with each other and ask questions until they can identify the student that each statement describes. Each student is to autograph his square.

Getting to Know You		
	has green eyes	
collects baseball cards	sings in choir	has three sisters
won a trophy		loves pretzels
lives on a farm	vacationed in Alaska	has a collie
	plays piano	

18-P3

The statement in each square tells something about one of your classmates. Talk to each classmate and find out which statement describes him; have him sign that square. When everyone is finished, we will see what we found out about each other.

ART CENTER

Distribute a story card (pattern 18-P4) and drawing supplies to each student. Students will draw pictures to illustrate what they read and share the pictures during the lesson. Have students choose the cards in the order in which they are numbered. If the group is small, let each student illustrate two cards. Have one student design a title poster; e.g., “Ruth and Boaz.” After the lesson, display the pictures in sequence on a bulletin board or the wall. Add the title poster at the beginning.

1 Ruth 1:1-6 Who married Boaz?	6 Ruth 2:1-6 Where and when did Ruth find Boaz?
2 Ruth 1:6-8 Where were Naomi, Orpah, and Ruth when they left their country to come to the land of Moab?	7 Ruth 3:14-18 What did Boaz give Ruth?
3 Ruth 1:15-18 Who comforted Ruth when she was sad?	8 Ruth 4:1-6 Where did Ruth learn her language? Why were she and Boaz silent?
4 Ruth 2:2-7 Where did Boaz learn Hebrew?	9 Ruth 4:7-10 What action ended the lawsuit against Boaz?
5 Ruth 3:17-19 What did Boaz give Ruth to eat?	10 Ruth 4:13-17 How did Boaz and Ruth's lives change after they were married?

18-P4

Read the Scripture passage on your card. Draw a picture to illustrate the most important thing that you think happened in that passage. The question will give you a clue. Share your picture with the class during the lesson.

MEMORY CENTER

In Psalm 19 David talks about the glory of God. The first six verses describe how creation glorifies God. Today we will learn verses 1 and 2.

Before class, hide the stars and moon (pattern 18-P5) around the classroom. Display visual 18-5 (creation circle). Read Psalm 19:1-6 in unison; then read verses 1 and 2 again. Give students two minutes to find the stars and moon and put them in order on the flannelboard or on the wall with Plasti-Tak. Use the visuals to learn the verses. Remove every third star after the first recitation. Remove every other star after the second recitation. After the third recitation, remove remaining visuals and recite again.



18-5

Promptly at the conclusion of this time, have the students assemble into the teaching group(s).

SPARKING THEIR INTEREST

(5 minutes)



Pick up a man's shoe and begin examining it. Ask: What do I have in my hand? What is the purpose of a shoe?

In Bible times a shoe represented ownership of land. A man would show that he was the owner of a piece of land by “setting foot,” or walking, on it. Removing one's shoe and giving it to another person in the presence of witnesses indicated that you were selling or giving the land to the person receiving the shoe. The person receiving the shoe now had the right to purchase (redeem) the land for himself. Then he could rightfully walk on it.

Today we will see this custom in action in the book of Ruth.

SEARCHING GOD'S WORD

(30 minutes)



Teach the lesson “Redeemed!” (Ruth 1—4) from your open Bible. Have students display their illustrations from the Art Center (p. 14) when indicated.

Elimelech = e-LIM-uh-leck



Look at Monday's Daily Digging or Ruth 1:1 and 2. Why did Elimelech move his family to Moab? (There was a famine in Israel.)



Call on a student to locate Bethlehem and Moab on map 6.



I. Ruth and Naomi

A. Elimelech moves his family to Moab (Ruth 1:1–5)

(Direct the students' attention to the first student picture.)

This Israelite family consists of four people—Elimelech, his wife, Naomi, and their two sons.

Sometime after moving to Moab, Elimelech died. His sons, Mahlon and Chilion, married Moabite girls. After ten years, the sons also died. Naomi, Elimelech's widow, and her two daughters-in-law, Orpah and Ruth, were now on their own.



Discuss: What would you do if you were Naomi?



Read Ruth 1:14 and 15. What did the daughters-in-law decide to do? (Orpah chose to return home, but Ruth clung to Naomi.)

Have a student show drawing 3.

Call on two girls to read the parts of Naomi and Ruth in Ruth 1:15–17.

B. Naomi and Ruth return to Israel (Ruth 1:6–22)

(Display student drawing 2.) When Naomi heard that God had provided food for Israel, she decided to return to Bethlehem. On the road back to Israel, she encouraged Orpah and Ruth to return to their families in Moab. She cared about them. They had been good to her, so she prayed that the Lord would bless them and that they would find new husbands.

But Orpah and Ruth wept and said they would go with her. Naomi reminded them that it was better for them to return to their own families. She could not help them like their own families could.

Naomi saw that Ruth was determined to stay with her, so they went on to Bethlehem. They arrived during the time of the barley harvest.

II. Ruth and Boaz

A. Ruth meets Boaz (Ruth 2:1–23)

Though Naomi returned to her home and property in Bethlehem, her fields had not been planted; therefore, she had no food to harvest. Ruth and Naomi were very poor. They had no money to buy grain and no husbands to provide for them.

When God gave Moses the law, He provided for poor people. When the farmers harvested their grain, the reapers were to leave the corners of the fields uncut and sometimes drop a few handfuls of grain so that the poor people could gather it for food (Lev. 19:9, 10; Deut. 24:19). The act of the people gathering the grain was called “gleaning.” Ruth would have to work in the fields, gleaning for grain to make bread.

(Display student drawing 4.) Ruth chose to glean in a field owned by a man named Boaz. When Boaz came to check on the harvest, he noticed Ruth and asked about her. His foreman told him about Ruth and how hard she was working. Boaz told Ruth to stay in his fields to glean by his servants. He even had his reapers deliberately drop extra grain in her path.

(Display student drawing 5.) That evening Ruth took home almost a whole bushel of barley for herself and Naomi. Naomi was pleased when she found out where Ruth had gleaned, and she encouraged Ruth to continue to glean in Boaz’s field since he was a close relative (near kinsman) of Elimelech’s. Ruth gleaned there throughout the barley and wheat harvests.

B. Ruth obeys Naomi (Ruth 3:1–18)

It was the custom in Israel for a near relative (kinsman) to “redeem,” or buy back, the land his relative had left to his widow (Lev. 25:23–28; Deut. 25:5–10).

Naomi realized that Boaz, as a near relative, was wealthy enough to buy Elimelech’s land. Boaz could also marry Ruth, her son’s widow, which was part of redeeming the property. Naomi had a plan.

(Display student drawing 6.) Naomi knew that when the grain was being harvested, the men stayed at the threshing floor all night to protect the grain from thieves. Naomi sent Ruth there one night to ask Boaz to redeem Elimelech’s land. Ruth waited until Boaz and the other men were asleep on the ground, then she lay down by his feet. When he awoke in the night, Ruth told him who she was and asked for his protection as the kinsman-redeemer.

Call on a student to read Boaz’s response in Ruth 3:10–13.

Boaz had been impressed with Ruth’s kindness to Naomi and her reputation in Bethlehem as a hard worker and a virtuous woman. He was willing to do as she asked, but he knew there was a man who was a closer relative than he was. Boaz had to talk to that man first.

(Display student drawing 7.) Boaz sent Ruth home with some grain before the other workers awoke. When Ruth told Naomi all that had happened, Naomi was sure that Boaz would take care of everything quickly.

C. Ruth marries Boaz (Ruth 4)

(Display student drawing 8.) Boaz met with the other kinsman by the gate of the city. Ten elders of the city served as witnesses.



Look in Ruth 4:4. What did the kinsman say he would do? (Redeem the land.) Now look in verses 5 and 6 or Thursday’s Daily Digging. Why did the kinsman change his mind? (He would need to marry Ruth.)



Look at Friday’s Daily Digging. What did the kinsman give to Boaz as a testimony to their agreement? (His [the kinsman’s] shoe.) Why did the kinsman do this? (It symbolized Boaz’s right to buy Elimelech’s land.)

Perhaps the man was already married, or maybe he did not want to marry this girl from Moab who was not an Israelite. Whatever the reason, the kinsman said that Boaz could buy the land. *(Display student drawing 9.)*

The ten men and other people who were nearby witnessed the business deal so that it was legal; then they gave Boaz their blessing on his marriage to Ruth.

(Display student drawing 10.) After Boaz and Ruth were



Look at Friday's Daily Digging or Ruth 4:17. What was the baby's name? (Obed.) What was special about Obed? (He was the grandfather of King David.)



Distribute activity page 5 (student book) and pencils. Work the page together as a review activity.

married, God gave them a son. Naomi helped to care for her grandson.

A P P L Y I N G G O D ' S W O R D

(15 minutes)

18-1 **Qualified**

18-2 **Able**

18-3 **Willing**

Boaz met all the requirements for a kinsman-redeemer. *(Place wordstrip 18-1 [Qualified] on the flannelboard as shown.)* He was a near relative who was free from any obstacle that could disqualify him. With his wealth, he was able to fulfill the role of a redeemer. *(Place wordstrip 18-2 [Able].)* Finally, he was willing to pay the price for the redemption of the land and Ruth. *(Place wordstrip 18-3 [Willing].)*

(Point to each wordstrip as it relates to Christ.) Boaz was a picture of Jesus Christ, our Redeemer. However, Jesus Christ redeemed something far greater than land or one person. He died to redeem every person in the world. *(Show picture 18-4 [Crucifixion].)* Because He is sinless, Christ is *qualified* to be our perfect Savior and Redeemer. As the Son of God He is the only One Who has the *ability* and power to redeem us. Finally, He was *willing* to pay the price of redemption.



18-4



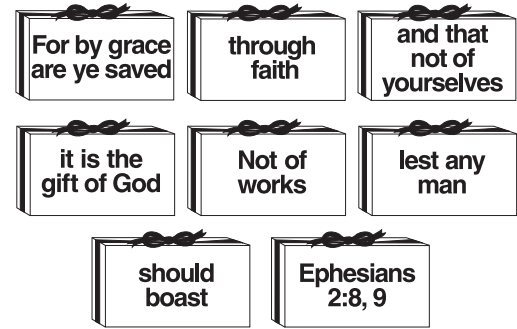
What price did Jesus Christ pay? (He shed His blood on the cross.) Why did He have to die? (To pay the penalty [the price] of sin.) Did we deserve to have Christ die for our redemption? (No.)

(Read Ephesians 2:8 and 9 together.) It is because of God's grace that we can be redeemed from our sin. God sent His Son because He loved us. We did not deserve it; we cannot work for it. It is a gift.



Prepare verse visual 18-V1 as described in the chart on page 12. Read Ephesians 2:8 and 9 again from your Bible. Display the gifts in a pocket

chart or on the flannelboard. Have the class read the verses in unison two times. Have students explain salvation from the definitions on Page 1 Daily Digging. Discuss: What do we have to do to be redeemed, or saved? Read the verses again. Remove the gift boxes in order as you continue to recite. Call on one boy and one girl volunteer to recite.



Just as Ruth had to go to Boaz in faith that he would redeem her and the land, we have to believe that Jesus Christ died for our sins; we place our faith in Him to redeem us. Is He your Redeemer and Savior?



Distribute the 3" x 5" cards and pencils. Have each student write a prayer of thanksgiving to God for our Redeemer. Ask volunteers to pray, thanking God for their salvation.

Invite students who do not know for sure that they are saved to accept Jesus Christ as their Savior. Dismiss those who indicate this desire to talk to a teacher.



Close with a prayer of thanksgiving for God's grace and mercy in providing Christ our Redeemer.

C O N C L U D I N G T H E M O R N I N G

(5 minutes)



Distribute this quarter's bookmarks (from activity page 5). Point out to the students that their bookmarks match the classroom timeline. Encourage students to complete activity page 6 at home. Distribute Lesson 2 Daily Digging and today's *Courage* paper. Remind students of the importance of completing each week's Bible readings. Point out where students can find the definitions for the key words of the Bible verse in each week's *Courage* paper.

L O O K I N G A H E A D

Gather the materials you will need for next week's lesson. See the lesson overview on page 20. Contact the new fourth graders to check on their progress in completing their Daily Diggings.