

**MODEL UNIT
BAND A
LEVEL 3**

RELATIONSHIPS, LOVE AND RESPECT

LIFE CONCEPT: GOD CREATES HUMAN RELATIONSHIPS

YEAR: SUGGESTED DURATION: 4 weeks (100 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① ② ③

UNIT-SPECIFIC GOALS (highlighted)
1. GOD CREATES PEOPLE TO LIVE IN LOVING RELATIONSHIP WITH EACH OTHER
1a hear Bible stories which depict relationships within families and between friends

1b explore the features and responsibilities of relationships

1c explore the importance of forgiveness in relationships

2. GOD PROVIDES SOCIAL STRUCTURES FOR THE WELFARE OF ALL PEOPLE
2a investigate the Christian belief that God provides people to take care of others

2b explore ways of showing appreciation for those who take care of others

3. GOD WANTS PEOPLE TO LOVE AND RESPECT ALL PEOPLES OF THE WORLD
3a explore the Christian understanding of love and respect

3b identify actions which demonstrate love and respect in personal relationships

STUDENT ASSESSMENT
ASSESSABLE STUDENT OUTCOMES

Retell the story of Ruth and Naomi. (1a)

Illustrate the mutual responsibilities of parents and children. (1b,2a)

Suggest endings for scenarios that might happen within a family. (1b,2a,3a,3b)

Illustrate ways in which they can show love and respect. (3b)

ASSESSMENT STRATEGIES

⇒ work samples

⇒ work sample

⇒ TRS A3/5

⇒ work samples

UNIT SUMMARY

Students hear the story of Ruth and Naomi, which is told in serial form over four sessions. They identify people who are important to them, and then consider ways in which families can work together to show love and respect for one another. Students also consider ways in which they can show love and respect for other people.

UNIT NOTES

This unit provides opportunity to link with other curriculum areas, eg Society and Environment, and Health. A study of relationships from a Christian Studies perspective has its focus on God, who created people to live in relationships and who provides people to take care of others.

Students help develop profiles of the main characters in the story of Ruth. Record these on large pieces of paper and add to them over the duration of the unit.

WORDS TO KNOW

Israel customs relationship love respect

INTRODUCTION

1. THE STORY OF RUTH AND NAOMI

Read or tell a story about a child moving to a new home or school. Lead students to identify with the characters in the story and to consider how they would feel about moving, eg what things they would miss about their present home or school. Students who have moved could share their experiences. This need not be done in Christian Studies.

Tell students they will hear a Bible story told over a series of days. It is about a family that experienced sad times and happy times. They will be asked to put themselves in the place of the characters imagine what it would have been like to be the people in the story.

To help students identify with the characters and follow their movements, use simple cut-out figures to help you tell the story. You could colour the clothes of all the Israelite people in one colour and all who were Moabites in another colour.

Also make a background map which shows two countries. Move the figures from one country to the other as appropriate.

To help you tell the story, the names of the relevant characters are printed in bold on the Teacher Resource Sheet (TRS).

Introduce the characters and use TRS A3/1 to give background information about their home country and family. You may be able to supplement this information with pictures from non-fiction material.

A. Meet Naomi

Tell the *Naomi* story (TRS A3/1). Use the discussion questions at the end of the TRS and begin the character profile of Naomi.

B. Meet Ruth

Remind students of the point at which the story left off and ask them to predict what they think might happen next.

Discuss times when students have experienced hard decisions within their own family, eg the family could not go to a particular event because they did not have enough money; one parent may have decided to go back to work or lost their job.

Tell the *Ruth* story (TRS A3/2) and use the discussion points at the end of the TRS. Begin the character profile of Ruth.

C. Meet Boaz

Revisit the ending of the previous story and ask students to imagine how Ruth may have been feeling. Students could consider how they feel when they go somewhere new for the first time.

Share the background information from TRS A3/3 and continue to tell the *Boaz* story. Use the discussion points, begin the profile of Boaz and add to the profiles of Ruth and Naomi.

D. Conclusion

Tell students that they will hear the final part of the story. How would they like the story to end?

Tell the conclusion of the story using TRS A3/4, followed by the discussion questions.

Students select activities such as the following to review the story:

- Make a painting which illustrates characters or a scene of the story.
- Write a report on their favourite part of the story.
- Work in groups to dramatise the story.
- Select activities from TRS A3/extra.

DEVELOPMENT

2. MADE TO BE WITH EACH OTHER

The Bible tells that God made people to be with other people. Tell (or revisit) the Genesis account of God creating Adam and Eve, with the emphasis on God creating people to be companions and to help one another.

Discuss why relationships with other people are important and how people support and care for one another. Use examples from the story of Ruth to demonstrate that God cares for people through their relationships with others.

Students identify and illustrate people who care for and support them in some way. Encourage students to consider people in their immediate family, extended family, circle of friends, the school or the community.

3. CHILDREN AND PARENTS

Christians believe that the family is one of the ways God cares for children. The Bible gives a diverse picture of family structures and relationships, a diversity which will be reflected in your classroom. Avoid being judgmental as students discuss relationships within their family.

Remember requirements of mandatory reporting and protect any student who discloses confidential information.

Discuss the roles and responsibilities of parents and children. For example, *Parents may:* go out to work or work at home, buy and prepare food, spend time with their children, teach children how to do new things. *Children may:* help at home, keep their room tidy, feed the pets, tell their parents about things they have been doing, look after smaller brothers or sisters.

Students record this in either of the following ways. They could complete this work at home, after discussion with their family.

- Prepare two columns with the headings *Parents* and *Children* and record the information under each heading.
- Use the model of the character profiles (from the story of Ruth) and construct character profiles for parents and children.

The Bible has special instructions for parents and children. Share the fourth commandment with your students: *Respect your father and your mother*. Ask students what they think this means. The following points can be used as appropriate throughout the discussion:

- The Bible tells that parents are the main people God has given to look after children. God wants them to do this properly.
- Sometimes parents can look after children very well; sometimes parents may do things that upset their children.
- The Bible tells that God wants children to respect and love their parents. This means that even when children may not agree with their parents, they know that parents have an important job and they continue to love them and try to please them.
- God also wants parents to respect and love their children. They do this when they listen to their children and try to understand how they are feeling.

Use the scenarios on TRS A3/5 to help students consider ways in which parents and children can show love and respect for one another. Read one or more scenarios to the students and select from the activities suggested on the TRS.

4. RESPECTING OTHERS

The Bible also tells people to *Respect everyone*. (1 Peter 2:17 CEV)

Students refer to their illustrations of people who care for and support them and discuss how they could show love and respect to these people. For example:

- to their grandparents: by writing them a letter; by playing quietly outside if they are asked;
- to their teacher: by putting their best effort into their work, by trying hard to listen, by doing what they are asked to do;
- to their friends: by listening when their friend speaks, by doing something with their friend even if they don't really want to do it.
- to people in the wider school or community: by having good manners when speaking to the secretary or canteen workers; cooperating with sports coaches.

Students select one or more people from their list and illustrate ways in which they could show love and respect for that person.

RESPONSE

5. BUILDING RELATIONSHIPS

Students select from the following activities:

- Select a secret partner for a week. During this week find special ways of showing love and respect for this person. At the end of the week students disclose to the partner some of the things they did for them.
- Design a poster which illustrates people showing love and respect to one another.
- Trace around their hands. On each hand write ways in which people can love and respect one another. Arrange and display these as a mural or banner.
- Write a letter to someone who is important to them and whom they love and respect.
- Write prayers that include thanks to God for the people who care for them. Use these in class worship.

YOU WILL NEED

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|---|---|
| <input type="checkbox"/> optional: a fiction book about moving to a new home or school
<input type="checkbox"/> cut-out figures for each character in the story
<input type="checkbox"/> a background map on which to place the figures as you tell the story | <input type="checkbox"/> paper on which to develop character profiles
<input type="checkbox"/> art materials for the response of your choice
<input type="checkbox"/> optional: photocopies of TRS A3/5 for student use |
|---|---|

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Relate what is read and viewed to their own knowledge and experience; predict what will happen next, pose discussion questions; identify plot, characters and setting within a story.

HEALTH: *Interaction, Relationships and Groups:* Identify people who are special to them; recognise different customs and family traditions; identify ways of caring within families; develop skills in relating to friends.

ARTS: *Drama:* Improvise short scenes based on familiar situations and roles from their own experience. *Visual Arts:* Draw, paint, manipulate or construct to record observations, express feelings and thoughts.

SOCIETY AND ENVIRONMENT: *Time, Continuity and Change:* Hear stories about remote times and places. Identify changes in family life and aspects that have endured.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' understanding of the story of Ruth? Could they identify with the feelings of the characters and times when they may have felt like this?

How did I respond to the range of students' attitudes towards other people? Could they identify ways of showing love and respect to others?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

A BIBLE FAMILY: THE BOOK OF RUTH

NAOMI

BACKGROUND

At the time of this story the Israelites were the only people who believed in the God that we read about in the Bible. As part of their religion they had special laws to obey and feasts to celebrate. It was hard for them to live in a place where people had different beliefs and customs. Without the support of other Israelites, they sometimes forgot about their God and worshipped the gods of the country they were living in.

The Israelites and the people of Moab were enemies, so it would have been especially hard to live in the other country.

People who moved to another country could not go back to see their relatives without having to travel a long way by foot.

In Israelite families it was always the father/husband who made important decisions. It was the law that if a man died, his brother or nearest relative would take care of his widow.

The story of Ruth and Naomi traces both the good and the bad times this family experienced. God's hand can be seen throughout the story, as he uses people to support and care for each other.

STORY

(in Israel) There had not been any rain in Bethlehem for a long time. The crops did not grow and many of the people did not have enough food to eat.

A man named **Elimelech** heard that there was still food in the land of Moab. Even though the people of Moab were enemies of the Israelites, **Elimelech** decided to take his wife **Naomi** and their **two sons** and move to Moab.

(in Moab) Leaving home and relatives was not easy. At first **Elimelech** and **Naomi** missed their family and friends. They missed coming together with others for celebrations and worship.

They continued to worship their true God, even though the people in Moab worshipped different gods. But as the years went by, they made a happy home in Moab.

Then sad times came to the family. **Elimelech** died, but **Naomi** still had her two grown-up sons to care for her. They married girls from the country of Moab. One was called **Ruth** and the other called **Orpah**. **Naomi** lived with her sons and their wives.

But then something even worse happened. Both of **Naomi's** sons died.

'Why has this happened? Doesn't God care about us?' These were the thoughts that went through Naomi's mind as **Naomi**, **Ruth** and **Orpah** were now left alone.

DISCUSSION

- How would you describe the feelings of people at different points in this story?
- Have you ever felt like this? When?

CHARACTER PROFILE

Begin the character profile of Naomi.

(The teacher scribes the students' suggestions on a large sheet of paper. This will be added to over the unit.)

Naomi is one of the main characters in this story.

- What picture do you have in your mind of Naomi?
- How old would she be? What might she look like?
- Do you know someone who reminds you of Naomi?

A BIBLE FAMILY: THE BOOK OF RUTH

RUTH

BACKGROUND

The women, Naomi, Ruth and Orpah, had been used to being cared for by men. They may not have had much experience in making decisions by themselves. Now they were faced with the major decision of where to live.

Ruth's decision to leave her country and go with Naomi meant that she had to leave her family and friends, knowing that she might never see them again. She also had to get used to new ways of living. She also decided that she would no longer worship her gods but the God that Naomi believed in.

THE STORY

(in Moab) Naomi had lived for a long time in Moab, but she never stopped believing in God. Now her husband and sons were dead. She was alone. What should she do: stay where she was or go back to her old country?

It was a hard choice, and one that Naomi prayed about to God. Finally, she decided that she would return to Bethlehem.

What a sad time it was as **Naomi** packed up her things! She began walking up the road that would take her back to Bethlehem. **Ruth** and **Orpah** walked with her. They were all crying.

(at the border) 'Don't come with me', said **Naomi**. 'Stay here in your country. Go back home to your mother. May God be with both of you.'

'No, no, we will come with you', the **two girls** told **Naomi**.

'Why would you do that?' asked **Naomi**. 'I have no more sons who could marry you. You would always be without a husband. No, you must stay here with your own people.'

Still crying, **Orpah** left **Naomi** and went back to her mother's home.

But **Ruth** held tightly to **Naomi**. 'Don't make me leave you', she begged. 'Where you go I will go, where you stay I will stay. Your people will be my people and your God will be my God.'

Naomi saw that **Ruth** was determined to go with her. So the two women walked on their way towards Bethlehem.

DISCUSSION

- What words would you use to describe the feelings of the characters in this part of the story?
- Why do you think Ruth was determined to go with Naomi? How might this have made Naomi feel?
- What do Ruth's words show about the way she felt about Naomi?
- What is a difficult choice that you have made?

CHARACTER PROFILE

Begin the character profile of Ruth.

(The teacher scribes the students' suggestions on a large sheet of paper. This will be added to over the unit.)

Ruth is now one of the main characters left in the story.

- What picture do you have in your mind of Ruth?
- How old would she be? What might she look like?
- Do you know someone who reminds you of Ruth?

Add to the character profile of Naomi.

- Naomi made a hard decision in this story. Is this what you expected Naomi to do?
- What new words would you use to describe Naomi?

A BIBLE FAMILY: THE BOOK OF RUTH

BOAZ

BACKGROUND

At harvest time barley was cut by hand, then bundled into sheaves. Some of the stalks were left to lie on the ground and were called the gleanings. The law in the Bible said that poor people could go into the paddocks and pick up the gleanings. They would take them home, thresh out the grains and grind them into flour for making bread.

STORY

(in Israel) When **Naomi** and **Ruth** arrived in Bethlehem, everyone began talking. 'Naomi's back', they said.

'Her husband and both her sons have died.'

'Have you seen Ruth, her daughter-in-law? She's left her home in Moab and come to live here with Naomi.'

Ruth found that it was hard to live in a new country. The people of the town all knew each other, and she sometimes felt left out. She loved Naomi, but she missed her friends and her family.

Naomi and **Ruth** found a house to live in, but they did not have much money.

When it was the time of year for the barley to be harvested, **Ruth** said to **Naomi**: 'Let me go out into the paddocks, and I will pick up the left-over stalks of barley. We can use them to make into flour for bread.'

So **Ruth** went into the paddocks and began work. She worked hard all day, with only a short rest.

The owner of the land was called **Boaz**. He came to see how the work was going. 'Who is that?' he asked, pointing at **Ruth**.

'That's Naomi's daughter-in-law. She has worked here all morning.'

Boaz went to talk to **Ruth**. 'Don't go anywhere else and work', he said. 'Stay here with us. Whenever you are thirsty, go and get a drink from the water jars that my men have filled.'

'I have heard about you and how you left your home and came to live with Naomi. May God be good to you for what you have done.'

At lunchtime **Boaz** shared his lunch with **Ruth** and gave her more than she could eat. She saved some to take home to Naomi.

Boaz even told his men to leave extra stalks of barley on the ground for Ruth.

At the end of the day **Ruth** went home with all that she had gathered.

'Where did you get all that?' asked **Naomi**.

'I've been working at Boaz's place all day', replied **Ruth**. 'He has been very good to me. Look, he even gave me food at lunchtime, more than I could eat.'

'May God be good to Boaz, said **Naomi**. He is our distant relative, and he is showing his kindness to us. Keep working in his paddocks, just as he says. I know that you will be safe there.'

Naomi rested easily that night, knowing that God was using people like Boaz to take care of Ruth and herself.

DISCUSSION

- Imagine how Ruth was feeling in her new land. What things might she have been missing?
- What new things might she have enjoyed?
- What things do you think Boaz may have heard about Ruth?
- Why do you think he wanted to help Ruth and Naomi?
- How do you think Ruth felt after Boaz showed his kindness to them?
- Naomi believed that God was using people like Boaz to take care of Ruth and herself. Name people who take care of you and the different ways in which they do this.

CHARACTER PROFILE

Begin the character profile of Boaz.

(The teacher scribes students' suggestions on a large sheet of paper.)

- What picture do you have in your mind of Boaz?
- How old would he be? What might he look like?
- Do you know someone who reminds you of Boaz?

Ask students if they have extra suggestions to add to the character profiles of Ruth and Naomi.

A BIBLE FAMILY: THE BOOK OF RUTH

CONCLUSION

STORY

Ruth worked on the land of **Boaz** until all of the barley was harvested.

One day **Naomi** said to **Ruth**: 'I would like to see you happily married again. Go to Boaz and talk to him. Remind him that he is a relative who is supposed to look after us. I am sure that he likes you very much, and I know that he will listen carefully to what you say.'

The people always held a party at the end of the harvest time. On the party night **Ruth** went to **Boaz** and asked him to take care of her and Naomi.

Boaz listened carefully to what **Ruth** had to say. 'Wait', he said. 'There is another relative who is even closer to Naomi than I am. I will talk to him, and if he cannot take care of you, then I will be happy to do it.'

Boaz spoke to the other man. They decided that Boaz would be the one to care for Naomi and Ruth.

A short while later **Boaz** married **Ruth**. **Naomi** went to live with them.

Boaz and **Ruth** had a baby boy. They called him **Obed**.

'God is good. This baby is a sign of God's love for us', said **Naomi**. 'Now we are a family again: Ruth, Boaz, baby Obed, and grandma Naomi.'

DISCUSSION

- What did you enjoy about the story of Ruth and Naomi?
- What did you learn about people from the story of Ruth and Naomi?
- What did you learn about God from the story of Ruth and Naomi?

FAMILY SCENARIOS

Present the following scenarios (or ones like them) to your students. For each scenario ask:

- How could you continue to show love and respect in this situation?
- How could the parents/brothers and sisters show love and respect?

Students could

- work in groups to discuss possible solutions;
- paste the scenario in their books and write or illustrate a solution;
- use the scenario as a basis for a play, but add their own ending.

1 Joel has a younger brother Shane. Shane loves to go into Joel's bedroom and play with his things. Their parents tell Joel to keep the door shut, and he always tries to do this. But one day when Joel was in a hurry he left the door open, and Shane went into Joel's room and played with his special collection of small toys. Shane broke two of them and lost two others.

Joel was very upset and went to his parents. They said, 'Shane didn't try to break things and lose things. Besides, you know you should never leave the door open.'

2 It's Jamie's job to feed the pets at night. One night when she was taking the food out, Jamie accidentally dropped the container of milk and it spilt all over the floor.

Mum got really cross and said very loudly, 'Why can't you be more careful? I thought you were big enough to do this job properly.'

3 Melissa has a brother and a sister. Their mum and dad went away for a holiday and brought everyone back a present.

Her sister got the Lego she had been wanting, and her brother got a basketball ring.

Melissa had been wanting a new computer game, but when she opened the square parcel there was a set of books.

Melissa likes books, but she thinks it's not fair that the others got things they really wanted and she didn't.

4 Peter has four older brothers and sisters. At mealtime the others talk all the time. When Peter tries to talk about things that have happened to him at school, the others keep interrupting.

Last night while they were having dinner, Peter got so cross that he got up and left the table.

The others laughed, and Mum and Dad made him come back.

NAOMI AND RUTH

The Bible tells the story of Naomi and Ruth.

Naomi, her husband and family went to live in the country of Moab. Their sons married girls from the land of Moab. One of these was Ruth. Then some sad things happened. Naomi's husband and their two sons died.

Naomi sometimes felt as if God no longer cared about her. She decided to go back to her old home and relatives in Israel. Ruth said, 'I will go where you go'.

That was the start of a new life for Ruth and Naomi. It was hard for Ruth to live in a new country. Ruth and Naomi were poor and did not have anyone to care for them. So Ruth went to pick up left-over barley in the field that belonged to a man named Boaz. She and Naomi used the barley to make into flour and then made bread to eat.

The Bible tells that Boaz was very kind to Ruth. He made sure she was able to pick up lots of stalks of barley. Later Ruth and Boaz were married. They had a baby boy called Obed. Naomi lived with them.

People said, 'Look at the way God has cared for Ruth and Naomi! They are a family again'.



ACTIVITIES

1. Make a family tree for the characters in this story. The names of all the characters are in the Bible book called Ruth. Ask an adult to help you find them.
2. Find the book of Ruth in the Bible. It is in the Old Testament and is a very short story. You may be able to read it from the Bible or from a children's Bible or story book.
3. Ruth had to leave her home to go with Naomi. This would have been very hard. She had to leave many of her favourite places, friends and special things behind.
Draw and write about the things that you would miss the most if you had to leave your home to move somewhere else.
4. Use a book that tells about life in Bible times. Look for illustrations of the houses that Naomi and Ruth may have lived in and the kind of clothes they wore. Also look for pictures of people planting and harvesting grain.
Now make your own picture of the story. You could draw or paint a picture, or use boxes, cardboard and toy people to make a diorama of the story.
5. Pretend you are Ruth and you are telling Obed about the things that happened to you before he was born. What would you say?

