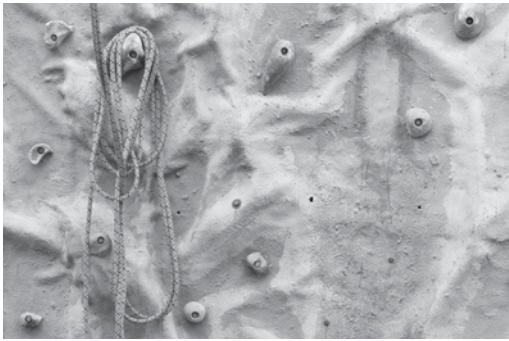


**QUARTER &
SUBJECT****COURSE DESCRIPTION****BIBLE PASSAGES**

Fall 2014 James	The book of James presents steps of spiritual growth; e.g., correct response to trials and temptations; how to practice tongue control; avoiding partiality.	James
Winter 2014–15 Proverbs	Spiritual fitness comes through applying God's Word to daily situations, so the student will be challenged to apply Biblical principles to daily life.	Proverbs
Spring 2015 Joshua	Principles from the book of Joshua can be applied to living a victorious Christian life; e.g., obey God's commands; move forward by faith; remember that sin always has a price.	Joshua
Summer 2015 Current Issues	God's Word has answers to today's issues, such as war, homosexuality, postmodernism, substance abuse, the media, and suicide.	Selected passages throughout Scripture
Fall 2015 The Bible	Beginning with inspiration, this course includes Bible study fundamentals and Bible study methods.	Selected passages throughout Scripture
Winter 2015-16 Cults & False Religions	Recognizing that the Bible warns against false teachings and presents Jesus Christ as the only way to God, this course helps today's students understand the cults and false religions in our world today.	Selected passages throughout Scripture
Spring 2016 Romans	The book of Romans teaches us how to be Right with God and how to have Right Thinking and Right Living.	Romans
 Summer 2016 Choices	We can learn from the choices made by Biblical characters such as Ruth, Jonathan, Ahab, Nehemiah, Judas, Peter, and others.	Selected passages throughout Scripture
Fall 2016 Genesis	God's sovereignty and man's accountability are presented through the major events and characters of Genesis: creation, the Fall, the Flood, Babel, Abraham, Isaac, Jacob, and Joseph.	Genesis
Winter 2016–17 Baptist Distinctives	The Biblical distinctives of eternal security, baptism, Communion, church polity, and the priesthood of believers are foundational Baptist beliefs.	Selected passages throughout Scripture
Spring 2017 John	Jesus' Public Ministry, Jesus' Private Ministry, and Jesus' Passion Ministry are presented in this study of the book of John.	John
Summer 2017 Exodus	Covering events from Israel's slavery in Egypt to worship in the tabernacle, this course deals with events and topics that have significance for today's teens.	Exodus
Fall 2017 1, 2 Timothy; Titus	The letters Paul wrote to Timothy and Titus provide instruction for young people today in the areas of Christian living, Christian service, and godly lifestyles.	1, 2 Timothy; Titus
Winter 2017–18 Future Events	This study of "last things" gives an overview of Biblical prophecy and then looks in detail at events from the Rapture of the church to the Great White Throne Judgment.	Selected passages throughout Scripture
Spring 2018 Philippians	Paul's letter helps believers realize that joy, an inward quality produced by the Holy Spirit, is expressed in a number of ways, including fellowship, the gospel, harmony, and contentment.	Philippians
Summer 2018 Acts	This study on the book of Acts emphasizes evangelism and missions in the early church and challenges today's teens to reach their world for Christ.	Acts



OUTFITTED FOR LIFE'S CHOICES

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THE DOCTRINAL BASIS OF OUR CURRICULUM

A more detailed statement with references is available upon request.

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked

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Building Lives by the Book

HOW TO TEACH *REAL FAITH* LESSONS

Thank you for choosing *Real Faith in Life* as your Sunday School curriculum for senior high youth. This material has been designed to help you, a senior high teacher, clearly present God's Word to your students. It will guide you in using active learning methods that allow your students to interact with God's Word for themselves. It offers application ideas that will encourage your students to be *doers* of God's Word, not merely hearers (James 1:22).

Take a few moments to become familiar with the layout of this teacher book and with the other *Real Faith* products: the student book, the resource CD, and the memory verse card pack. All of these products work together. Notice these icons in the teacher book; they will help you know when to use the other products.



Use the suggested item from the **resource CD**.



Refer to the **daily devotions** or the **in-class** page in the **student book**.



Quote (or read) the **memory verse** in class, or use the verse in some other way.



Use the **worksheet** (from the resource CD) as part of a learning activity.

As you look through your materials, you will notice that we have built this course and the individual lessons around a central theme. As you emphasize the theme (and even decorate your room with the theme in mind), we believe your students will have an effective learning experience.

IN PREPARATION FOR TEACHING . . .

- read the Scripture focus passage(s) several times. Look up words or concepts that you cannot clearly explain. Use Bible study tools as necessary to help you understand the passage(s).

- do the daily devotions in the student book. You need to know what your students are studying each day.
- memorize the memory verse throughout the week. (Note the suggested activities in the student book.)
- look at the materials list early in the week; note the items you will need from the resource CD.
- choose the activity you will use to focus students' attention on the Bible lesson. Usually two or more activities are suggested. You will not have time to do everything; choose the one best suited for your class. (Remember, this part of the lesson should take only five to ten minutes.)
- work through the Bible study section. Notice the active learning methods. Decide how you will involve your students in the Bible passage. These thirty to forty minutes are the heart of the lesson. Plan them carefully. Make notes in the margins of your book. Strive for maximum participation.
- decide how to apply the Bible truths and bring the lesson to a close. If more than one application idea is suggested, use the one best suited for your class. Don't assume your students will "just get it." Plan these final ten minutes of the class time carefully.
- pray for yourself, your students, and your lesson. The Holy Spirit is your divine Helper. Without Him, you cannot do anything of eternal value (John 14:16, 17; 15:5; 16:13).

ON SUNDAY MORNING . . .

- make sure you arrive in your classroom before the first student.
- look at your room. Is it attractive and inviting to students?
- commit yourself and your class to the Lord.
- teach with the confidence that God will work in your students' lives.

God has promised that His Word will not return to Him void; it will accomplish its intended purposes (Isa. 55:11). You can teach with confidence!

NOTES FOR THIS QUARTER

Each individual makes many decisions every morning: when to get up, whether to get out of bed, what to wear, what to eat, whether to take a shower, what to do today. Many choices aren't difficult or life-changing, but some are. Some choices must be made in crisis situations, but most are made in everyday living. Learning to make good choices is crucial for successful Christian living.

Many Christian senior high students know Biblical principles, but when it comes to making choices and decisions in real life, a connection is missing. Too often Biblical principles are separated from everyday living in the minds of senior highers. An important goal of this series is to help students learn good decision-making skills that are consistent with Biblical principles.

Regular Baptist Press offers many resources to help your students internalize the Biblical teaching of each lesson. Use the PowerPoint presentation from the resource CD to help students track through the outline and activities of each lesson. Print off and distribute the worksheets and case studies from the resource CD to give students an opportunity to interact with the Scripture text and to apply it to their lives. Help students learn the discipline of Scripture memorization by supplying them with verse card packets.

Also, make use of *Real Faith in Life* devotions and In-Class worksheets. Notice that this quarter's student book contains two pages for cumulative notes (pp. 110, 111) and a certificate of commitment (p. 112). Encourage students to use the note pages to keep track of commitments they've made or principles they've learned as they study each lesson. Consider using the certificate during lesson 13.

God bless you as you prepare to teach your students principles for godly decision-making.

SENIOR HIGH MATERIALS LIST

- Teacher's personal Bible
- Students' personal Bibles and extra Bibles for visitors or students who do not bring Bibles to class
- Whiteboard and colored markers or chalkboard and chalk; eraser
- Pens (assorted kinds) and pencils (well sharpened; with erasers)
- Felt-tip markers (various widths and assorted colors)
- Pads of self-stick notes (various colors; ruled and unruled)
- 3 x 5 cards
- Masking tape (or other adhesive for mounting items on the wall)
- Glue sticks
- Scissors for teacher's and students' use
- Poster-sized paper or butcher paper
- Construction paper; poster board

LEADING A STUDENT TO CHRIST

The highest privilege you have as a teacher is the opportunity to lead your students to Christ and help them strengthen their relationship with Him. Be prepared to talk to students about salvation or about other problems or decisions in their lives.

There is no set pattern for talking to someone about the Lord. In each situation, be sensitive to the leading of the Holy Spirit in your own heart and mind and to the needs of the individual teen. Deal with a student separately, rather than in a group. Allow the teen to tell you in his own words what his need is. Don't put words in his mouth. This is his decision, not yours!

EXPLAINING SALVATION

Stress the need for personal salvation, particularly if the student has grown up in the church. She may confuse her knowledge of Bible stories, her church-centered activities, her parents' salvation, or an external code of conduct with individual faith.

Thoughtfully rephrase the Christian clichés that your students may have heard so often or that may seem like a foreign language to some; e.g., ask Jesus into your heart; ask Jesus to be your Savior; have faith; trust in Jesus. Help the student understand that "trust" is having confidence that someone or something is always right; "Jesus died for me" means that I was condemned to die, but Jesus voluntarily took my place on the cross; "believe" means accepting/deciding that something is true and then acting on it. Don't let the personal nature of salvation become misunderstood through the use of trite phrases or pat answers.

THE PLAN OF SALVATION

Keep these basic points in mind when dealing with someone about salvation.

- Everyone is a sinner. No one can live up to God's standard (Rom. 3:23).

- Sin's penalty is death (Rom. 6:23).
- God loves us and sent His Son to pay the penalty for our sin. Christ died as our substitute, in our place (John 3:16; Rom. 5:8).
- When a person places his confidence in Jesus and what He did as sufficient payment for sins, Christ becomes his Savior. His sins are forgiven, and he receives God's gift of everlasting life (John 1:12; 5:24).
- Everlasting life begins immediately and is not temporary. (Use any verse where the word "eternal" or "everlasting" is used, such as in John 3:16.) Nothing we can ever do will take us out of God's hand; we are secure (John 10:27–29).
- The Christian should tell others of his decision (Rom. 10:9, 10).
- The experience of the new birth (being born into God's family) is not based on a feeling, but on confidence in God's Word (1 John 5:11, 12).

Encourage the student to pray, no matter how hesitantly. Prayer does not save a person, but it is the means of expressing to God what is in the heart.

Ask the new believer to explain to you what he has done and what has happened in his life.

DISCIPLESHIP

Encourage the new convert to read the Bible, and explain the importance of prayer. Help him understand how to pray. Point out 1 John 1:9 as God's instruction for dealing with sin in the Christian life.

Make it a priority to follow up with the new Christian. Visit in his home; encourage him to attend Sunday School and church regularly; help him with Bible study and prayer; guide him in his new life as a Christian.

LESSON 1

SELFLESS CHOICES: RUTH

SCRIPTURE FOCUS

The book of Ruth

MEMORY VERSE

“The LORD recompense thy work, and a full reward be given thee of the LORD God of Israel, under whose wings thou art come to trust” (Ruth 2:12).

TOPIC

Choosing to be selfless

THEME

Making selfless choices pleases God.

MATERIALS

(in addition to supplies listed on page 3)

- *Real Faith in Life* student books, lesson 1 devotions (pp. 1–6)
- Copies of worksheets 1 and 2 from the resource CD
- Breakfast treats, juice, napkins, paper plates, plastic forks, plastic cups
- Clipboards
- Small prizes
- Life Choices statement for lesson 1 from the resource CD

DESIRED STUDENT RESPONSE

Each student will describe selfless choices he or she will make.

NOTES TO THE TEACHER

Your students live in the “what’s-in-it-for-me?” society. In fact, many people view teens as very self-centered individuals.

Today’s lesson focuses on a foreign concept to today’s mind-set: selflessness. Indeed, selflessness does not come naturally; it is a choice that each individual must make.

As you prepare this lesson, take a moment to examine your personal life. Are there areas in which you are overly focused on achieving your personal goals and desires? Are you willing to evaluate those areas to make sure that you are putting the needs and wants of others before your own? Ask God to help you in those areas of your life so that you can choose to put others first.

OUTLINE

- I. Ruth’s Background (Ruth 1:1–5)
- II. Ruth’s Loyalty to Naomi and God (Ruth 1:6–22)
 - A. Naomi’s plea (1:6–13)
 - B. Ruth’s reaction (1:14)
 - C. Ruth’s faith (1:15–22)
- III. Ruth’s Care for Naomi’s Needs (Ruth 2)
 - A. Ruth’s willingness to work in the fields (2:1–3)
 - B. Ruth’s diligent work ethic (2:4–23)
- IV. Ruth’s Obedience to Naomi’s Instructions (Ruth 3)
- V. Ruth’s Blessing from God (Ruth 4)

BEFORE CLASS

If you choose the Word on the Street activity, ask adult visitors, youth leaders, or teens to serve as reporters. Find one reporter for every four students. Prepare a table with breakfast refreshments and juice. Place paper plates, napkins, plastic cups, and plastic forks on the table.

FOCUS THEIR ATTENTION (5–10 MINUTES)

Choose the activity better suited for your students.

WORD ON THE STREET

As students enter, direct them to the refreshment table. Explain to students that while they enjoy their refreshments, they will be interviewed and must respond honestly to the reporters.

Ask volunteers to role-play roving reporters. Give each reporter a clipboard, a copy of worksheet 1, and self-stick notes. Instruct reporters to gather information from students in order to fill in the chart on the worksheet. Have reporters “tag” each student they interview with a self-stick note, ensuring that each student is interviewed once.

When all students have been interviewed, ask the roving reporters to share the students’ responses. Write on the board words and phrases from the students’ answers to the final category. Ask students to incorporate the words and phrases into a general definition of selflessness.

SELFLESS PEOPLE

Give teams of three students three minutes to list as many occupations as they can that demonstrate selflessness. Have each group tally its list and share its total. Determine a winner. Give the winners small prizes that they must then give to another group as a demonstration of selflessness. Ask the class what they used as criteria for determining which occupations demonstrate selflessness. To complete the activity, work as a class to develop a definition of selflessness.

STUDY THE BIBLE (30–40 MINUTES)

Review the class’s definition of selflessness. Ask: Why is true selflessness such a foreign concept in our world? Use the following commentary to guide the discussion.

“Selflessness” may be defined as “sacrificing one’s personal interest for the good of another person.” In today’s society, true selflessness is rarely seen. Most individuals live with a “what’s-in-it-for-me?” perspective; they are constantly looking out for their own interests instead of the interests of others.

In stark contrast to today’s society, one Old Testament character displayed genuine selflessness under distressing circumstances. Her selfless choices earned her the respect and concern of others around her, and God greatly blessed her for her selfless choices.

I. Ruth’s Background (Ruth 1:1–5)

Ruth was a Moabite woman who married a Hebrew man living in her homeland. Many Bible teachers believe that Ruth lived during the period of the judges, a bleak time in Israel’s history when “every man did that which was right in his own eyes” (Judg. 21:25). However, the book of Ruth depicts Ruth as a woman of high moral character and great faith.



Students do not need to name specific people. They could name general people or groups like nurses or firefighters.

The Gentile nation of Moab originated from the incestuous actions of Lot’s two daughters. See Genesis 19:30–38 for the Biblical account.

If you have a large class, divide the class into eight groups and assign one letter to each group.



Ruth's selfless attitude emerged in Scripture when her husband died and her mother-in-law decided to return to the land of Israel.

Divide the class into four groups and assign each group a chapter from Ruth. Direct groups to search their chapters and list Ruth's selfless choices. Assign two letters from the word "selfless" to each group. Instruct groups to think of words or phrases that begin with those letters and that relate to Ruth's selfless attitude. Remind students to review Monday's through Friday's *Real Faith in Life* devotions as they work.

II. Ruth's Loyalty to Naomi and God (Ruth 1:6–22)

After several minutes, ask the first group to highlight the events of Ruth 1. Write the word "SELFLESS" vertically on the board and ask a student from the first group to fill in the group's assigned letters. Review Monday's and Tuesday's devotions and use the following commentary to present Ruth's selfless attitude toward Naomi.



A. Naomi's plea (1:6–13)

The book of Ruth begins with a scene-setting tragedy. Affected by a famine in the land of Israel, Elimelech led his wife, Naomi, along with his two sons, Mahlon and Chilion, to Moab to find relief. Elimelech died in Moab. Mahlon and Chilion both married Moabite women, but then they also died, leaving the widowed Naomi with two widowed daughters-in-law, Ruth and Orpah.

Having lived in a foreign country for more than ten years, Naomi decided to return to Bethlehem after her husband and two sons died. She had heard that the Lord had once again bestowed His blessing on Israel by ending the famine (Ruth 1:6). Both of her sons' widows decided to make the journey with her. However, Naomi realized that as Moabites, these women would have a small chance of ever remarrying in Israel. She encouraged Ruth and Orpah to return to their own homes. She knew that their parents would more than likely arrange other marriages for them among their own people. After she asked God to bless them for being so kind to her and her sons, Naomi kissed them with the intention of parting ways.

Both women refused to go (v. 10). Entreating them again to return to their own people, Naomi reminded them that she was

too old to have children and could not provide them with other husbands. Even if she gave birth to another son, it was ridiculous to think that either Ruth or Orpah would wait until he was grown and able to marry them (vv. 11–13).

B. Ruth's reaction (1:14)

At this point, Orpah kissed her mother-in-law and returned home, but Ruth clung to Naomi and once again refused to leave. Although it could cost her greatly, Ruth selflessly followed Naomi, displaying great love and devotion to her mother-in-law. She knew that widows were often neglected and had no security in society. Most often, they were at the mercy of their relatives to provide for their basic needs. Concerned more for Naomi's welfare than for her own, Ruth chose to stay with her mother-in-law. She was likely giving up the opportunity of ever having another husband or children to take care of her in her old age.

C. Ruth's faith (1:15–22)

Have volunteers read Ruth 1:16 and 17. Ask: How does Ruth's statement about God reveal her faith? Use the following commentary to explain how Ruth claimed personal faith in God.

In choosing to remain with Naomi, Ruth willingly left her own family, national identity, and religious practices and pledged her allegiance to Israel and the Hebrew God (Ruth 1:16, 17).

First, Ruth broke from the Moabites' idolatrous practices. As a nation, her people worshiped the chief god, Chemosh (Num. 21:29; 1 Kings 11:7). Chemosh was considered not only the god of warfare, but also the provider of the necessities of life. The Moabites' idolatrous worship usually included immoral acts as well as the sacrificial offering of children (2 Kings 3:26, 27). Ruth turned her back on this way of life. Even though Naomi encouraged her to return to her gods as Orpah had, Ruth readily confessed her allegiance to Israel's God as the one true God (Ruth 1:15, 16).

Ruth vowed that not even death would separate her from Naomi, for she would be buried wherever Naomi was buried. Ruth then called upon God to bring judgment upon her if she broke her commitment to Naomi. It is important to note that Ruth used the Hebrew name for God, "Yahweh," when calling upon God (v. 16). Using this name further indicated her intention to adopt Israel's God as her own. When Gentiles referred to God, they always used the name "Elohim." Recognizing Ruth's bold and strong determination to stick by her, Naomi refrained from urging her to return to Moab and her people (v. 18).

Ruth's vow to Naomi went even beyond traditional marriage vows, which declare "'til death do us part." Ruth declared, "Where thou diest, will I die" (Ruth 1:17).

In Biblical times when a family member died, the relatives returned the body to their family's burial place in the original homeland (Gen. 47:30; 49:29).

"Elohim" is a generic name for God. "Yahweh" is the covenantal name the Jews used with deep reverence.

III. Ruth's Care for Naomi's Needs (Ruth 2)

Ask volunteers to read the following verses: Leviticus 19:9; 23:22; Deuteronomy 24:19. Discuss the Hebrew customs concerning gleaning in the fields.

Have the second group present the highlights of Ruth 2; then ask a student from that group to fill in the group's assigned letters on the acrostic on the board.

Review Wednesday's devotions and use the following commentary to present Ruth's willingness to provide for Naomi's needs.

**A. Ruth's willingness to work in the fields (2:1–3)**

When the two women settled in Bethlehem, Ruth chose to take advantage of the Hebrew customs in regard to gleaning in the fields. Ruth took the initiative and asked Naomi's permission to go to the fields to gather leftover grain. The Mosaic law instructed the reapers not to reap the very edges of their fields or pick up the sheaves that had been dropped during the harvest. They were to leave these remains for the stranger, orphan, or widow (Lev. 19:9; 23:22; Deut. 24:19). Ruth knew that not all Hebrew landowners carried out this law with a gracious spirit, especially when it concerned foreigners like herself. Therefore, she wisely determined to find a field where the landowner would not mind her gleaning (Ruth 2:2). By God's sovereign design, Ruth ended up working in Boaz's field. Boaz, a relative of Naomi's deceased husband, was a wealthy man of outstanding qualities.

B. Ruth's diligent work ethic (2:4–23)

MEMORY VERSE: Read or recite this week's memory verse, Ruth 2:12; then discuss the following questions:

- Who spoke these words?
- What did he know about Ruth (v. 11)?
- How does making selfless choices affect even those not directly involved?



Alongside the other gleaners in the field, Ruth worked diligently. Even the foreman noticed her responsible attitude toward

providing for Naomi. In describing her to Boaz, he mentioned the fact that she had worked continually from morning until night and had stopped only briefly to rest in the reapers' shelter (Ruth 2:6, 7).

Impressed by her loyalty to Naomi, Boaz requested that she eat with him and his harvesters (vv. 8–14). Upon finishing her meal, Ruth returned to the field and continued gleaning the barley. She took the barley to the threshing floor and beat out the grain from the stalks. When she was finished, she returned home carrying a thirty-pound bag of grain (v. 17). This amount was enough food to feed Naomi and Ruth for several days.

IV. Ruth's Obedience to Naomi's Instructions (Ruth 3)

Ask the third group to detail the events of Ruth 3; then ask a student from that group to record the words or phrases for their assigned letters on the acrostic on the board. Review Thursday's devotions and use the following commentary to present Ruth's willingness to seek a kinsman-redeemer.

Ruth obediently followed Naomi's instructions in seeking Boaz as her kinsman-redeemer. A kinsman-redeemer was a close relative who could act as redeemer of property and persons. The Latin term used to describe such a person was *levir*, "brother-in-law." In fulfilling the levirate law, the kinsman-redeemer could marry the widow of his deceased brother and raise up a son to his name (Deut. 25:5–10). Although Boaz was not a brother to Ruth's deceased husband, Boaz was related to Naomi and could act as a *levir* if he wanted to do so. From what Ruth had said concerning Boaz, Naomi concluded that he was truly interested in Ruth. Naomi prepared Ruth to make her intentions of marriage known to Boaz (Ruth 3:1, 2).

Following Naomi's instructions, Ruth prepared herself to meet Boaz by washing and perfuming herself and then dressing in her best clothes (v. 3). Without being seen by anyone, she was to go to the threshing floor where Boaz was winnowing his grain. Naomi told Ruth to watch where Boaz went to sleep and to go in to him. She was then to uncover his feet and lie down beside them. Although this might appear as if Naomi was condoning an opportunity for immorality, in reality this was a traditional Jewish act. Naomi's final instructions were for her to do whatever Boaz requested. Ruth's reaction to Naomi's instructions was simply, "All that thou sayest unto me I will do" (v. 5).

That night Ruth carried out Naomi's instructions, and Boaz awoke, startled to find a woman at his feet (vv. 6–8). Well aware of the Hebrew traditions concerning the kinsman-redeemer, Ruth



Harvesters winnowed grain by throwing it into the air and allowing the wind to carry the chaff away. The grain was then removed from the threshing floor and placed in granaries or sold at the market.

identified herself to Boaz and then asked him to spread the corner of his garment over her. In doing this, she was indicating a request for marriage. Even though she could have waited to marry a younger man, Ruth was willing to marry Boaz, an older man, to continue the name of her deceased husband through a levirate marriage. Boaz assured her that he would marry her, for she was a virtuous woman (v. 11).

The next morning Ruth returned to tell Naomi all that had happened (vv. 16, 17). Ruth once again obeyed Naomi's instructions and patiently waited for Boaz to fulfill his responsibility as her kinsman-redeemer (3:18—4:13).

V. Ruth's Blessing from God (Ruth 4)

Ask the final group to highlight Ruth 4; then ask a student from that group to record the words or phrases for their assigned letters on the acrostic on the board. Review Friday's devotions and use the following commentary to present Ruth's blessing from God.



Before Boaz could marry Ruth, he had one barrier to overcome: Ruth had a closer-related kinsman-redeemer. The next morning, Boaz went to the city's gate and waited for this relative to come by. Boaz explained to him the situation, making sure he understood that he would have to marry Ruth in order to gain Elimelech's land. This relative was unwilling to jeopardize his own inheritance, so he forfeited his kinsman-redeemer rights to Boaz. Boaz was free to marry Ruth.

Because she chose to follow the ways of God and His people, Ruth experienced God's blessing and married Boaz. The Hebrew women praised Ruth for her faithfulness to God and Naomi (Ruth 4:15). God blessed her with a son, Obed (v. 17). Obed was the father of Jesse and the grandfather of King David, the line through which the Messiah came into the world (vv. 18–22).

APPLY THE TRUTH **(10 MINUTES)**

SELFLESS OR SELFISH?

Distribute copies of worksheet 2. Encourage students to honestly describe what they would do in each situation. Have a volunteer read Philippians 2:2–4. Discuss each scenario in light of these verses, using Saturday's devotions as a guide.



CHOOSING SELFLESSNESS

Direct students' attention to the worksheet in their student books (p. 8). Explain that believers can demonstrate selflessness in three areas of their lives: (1) they can selflessly give of their time to help others; (2) they can selflessly use their talents in various ministries; (3) they can selflessly give from their treasures (e.g., personal possessions, money).

Encourage each student to record under each heading one selfless choice that he or she will make. Ask volunteers to share their answers. Then ask: How do selfless choices honor God?

Close in prayer, asking God to help your students make selfless choices.

Explain to your students that during the quarter you will be posting a key statement from each lesson that summarizes a God-honoring choice that each student must make. Begin the bulletin board or poster by posting the lesson 1 Life Choices statement on the board: I am making godly life choices when I choose selflessly.

Direct students' attention to next week's devotions. Ask: What are the qualities of a loyal friend? After several students have responded, explain that next week's lesson highlights an individual who was loyal and faithful to family and friends. Encourage students to learn more about this character and about loyalty by completing their devotions and bringing their books to class next week.

