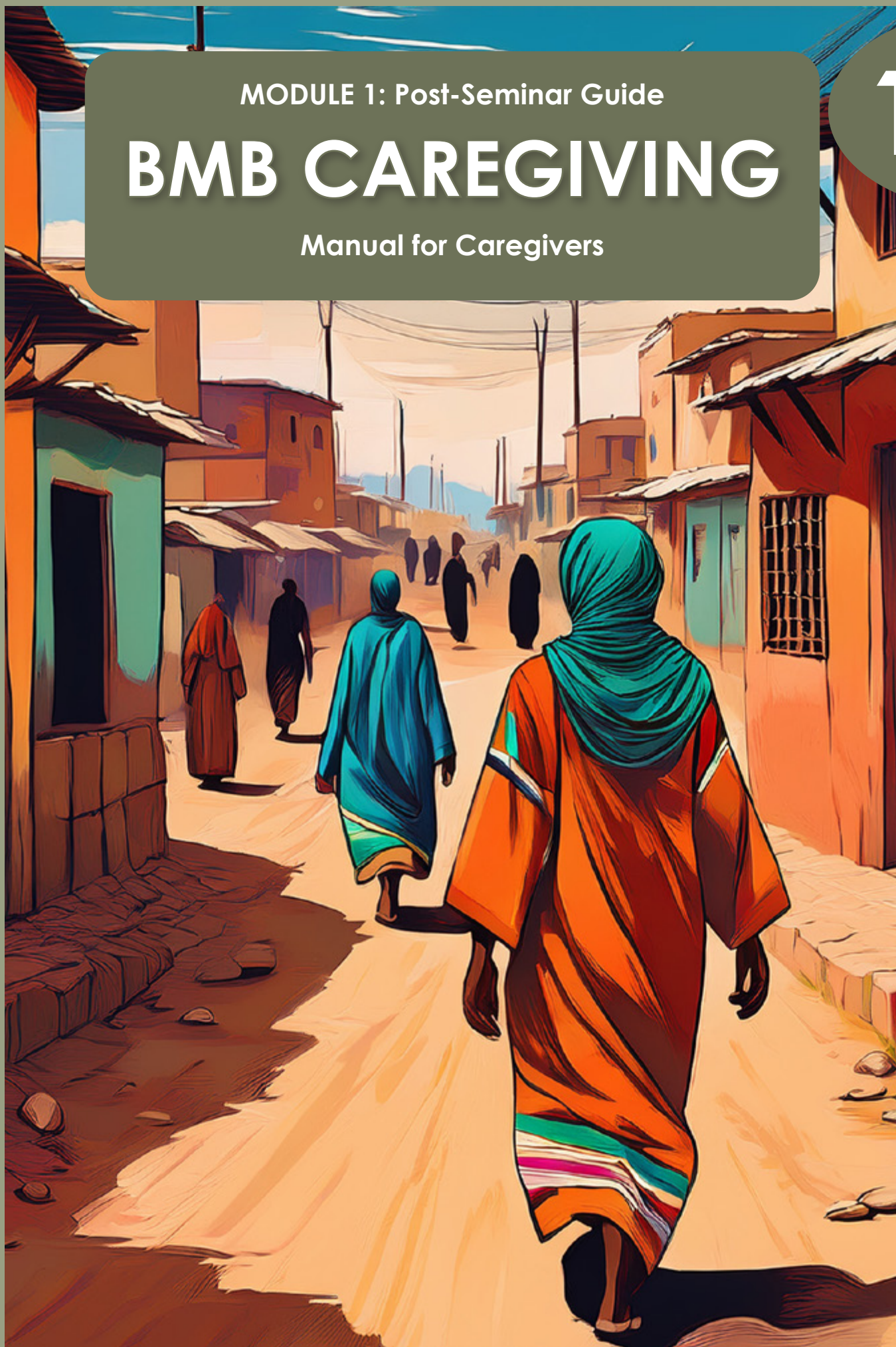


MODULE 1: Post-Seminar Guide

# BMB CAREGIVING

Manual for Caregivers

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MODULE 1: POST-SEMINAR GUIDE

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# INTRODUCTION

This manual is a Caregivers' tool, written for BMBs engaged in AFLAME discipleship program to create BMBs ministry within the Body of Christ. The BMB program aims to disciple the growing number of BMBs, to find their place in fellowship and to grow steadily in becoming like Christ<sup>1</sup>.

This guide is designed for caregivers who have attended a seminar on BMB discipleship and are returning to their communities to start discipling groups. Drawing from a discussion on the Book of Ruth and broader discipleship principles, it provides practical tools and insights tailored to the unique needs of BMBs—new believers from Muslim backgrounds

As participants are exposed to the Word of God, they will dialogue with the biblical text, strive to reach a level of needed understanding and start to apply the learned truths and principles to their own lives.



<sup>1</sup>“Becoming like Christ” is a lifelong transformative journey. We strongly believe that, in building skills through this discipleship process, both facilitators and learners will grow in knowledge and understanding of the word of God. They will acquire the needed competences as disciple makers, develop allegiance to Christ and portray good character as role models (Agents of transformation) in their families and communities.



## PRINCIPLES FOR BMB DISCIPLESHIP GROUPS

These principles outline foundational considerations for caregivers seeking to start and sustain discipling groups with BMBs. They address individual focus, relationship-building, practical challenges, and group dynamics, reflecting an emphasis on personalized, contextual discipleship.

# 1

## Focus on the Individual

### Individual as the Core:

The most critical component of discipleship is the individual. Success with one person is the foundation for success with a group.

- Example: Jesus' model (1 Corinthians 15:6 mentions 500 disciples) included large groups (500), smaller groups (120, 72, 12), and intimate circles (Peter, James, John), but He often focused on individuals like Peter.
- Application: Build a deep, personal relationship with each BMB to earn the right to speak into their life, advise, and hold them accountable (1 Thessalonians 2:7-8).

### Personalized Care:

Like a mother with triplets, tailor discipleship to each BMB's needs, not treating them as a uniform crowd.

- Scripture: "We were gentle among you, like a mother caring for her little children... we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us" (1 Thess 2:7-8).

### Mutual Accountability:

The caregiver-BMB relationship is two-way, involvement in each other's lives, while building mutual trust and being sincere and open with each other. (Ruth 2:19-23)

# 2

## Build Relationships with mutual responsibility & commitment

### Love and Value:

Relationships must be rooted in genuine love and mutual value, not duty. Negative energy from a strained relationship discourages meetings.

- Example: Naomi and Ruth's relationship (Ruth 1) illustrates a mutual commitment—"nothing will separate us"—this is vital for BMBs facing isolation or persecution.
- Challenge for Caregivers: Assess your relationship with each BMB—do you enjoy their company? If not, it may hinder the discipleship process.
- Outcome: A loving bond motivates personal Bible study—"I'll do it because I was asked by someone I trust," not out of obligation.

# 3

## Contextual Flexibility and Security

### Adapting to Context:

BMBs' former Islamic practices (e.g., set prayer times) require reorientation to Christian freedom—prayer can happen anytime, anywhere. Unlike Islam's structured prayers, BMBs can pray while walking, driving, or sitting under a tree, facing any direction.

### Become learners of the BMB world through engagement with the BMB.

This means listening to their stories, understanding their challenges, and walking alongside them in faith.

### Creative Group Formation:

Create groups in a creative way, choose meeting places wisely, ensuring safety and natural fellowship.

# 4

## Forming and Sustaining Groups

### Start with Individuals:

Work with BMBs individually before forming groups, assessing their readiness and trustworthiness.

- Example: Introduce individuals casually (e.g., over tea) to build real trust, not forcing premature group cohesion.

### Group Composition:

Preferably select same-gender groups (e.g., men with men, women with women) to avoid complications (Ruth 2:8-9, Boaz's instruction to Ruth was to stay with the girls).

- Exception: Mixed groups are acceptable for families (husband-wife, parent-child).

### Size and Language:

Keep groups small (2-7 people) and ensure that all speak the same language (e.g., Swahili speakers together) for effective communication.

### Punctuality:

Value time as a sign of respect to maintain momentum in the group.



# 5

## Cultivating Trust and Fellowship

### Trust Through Relationships:

Trust emerges from individual discipleship, not from a position of authority by the leader.

- Process: Mature believers mentor younger ones, fostering a safe space for sharing struggles (e.g., “I’m struggling with this”).

### Beyond Bible Studies:

A group should be a family—playing soccer, hiking, sharing joys and sorrows—not just a Bible study.

### Handling Struggles:

Support members with addictions, illnesses, or mistakes without judgment, adjusting plans to care for them.

# 6

## Goals and Structure

### Clear Objectives:

Define a task (e.g., studying Ruth for six months) and commit to finishing it together, avoiding indefinite timelines.

### Caregiver's Role:

Lead without dominating—encourage participation, respect views, and adapt to group discoveries.

### Conflict Resolution:

Address arguments or differences gently, handle complex issues with individual follow-up.



## FIRST CONTACT CAREGIVER AND BMBS

The first contact is critical! It is an opportunity for Caregivers to put in the heart of the group member, the vital goal of becoming like Christ. Therefore, there is a warm welcome aspect, but there is also an intentional engagement, both at individual and group level.

# 1

## The First Group Session

After introductions and making them feel welcome, discuss with the group members how the groups will function and discuss with them the following:

- What are BMBs looking for? What are their expectations for this group?
- What are their real needs in terms of priorities?
- How often will the group meet?
- How would group members like to be kept accountable?
- What are the limitations, risks and sacrifices to bear?
- What are BMBs engagement to reach the goal?
- How and why to work in small groups?
- What are expectations towards the caregiver? Clearly discuss the goals and mutual responsibilities of both caregiver and group members.

Ensure that every group member will understand that the group meetings are mainly for studying the Bible, sharing their struggles and growth and supporting one another.

### **Commitment:**

Give an introduction to the Bible study plan for the next 6 months and the commitment needed:

- Regular attendance
- Participation in group discussions – it will not be lectures/teachings.
- Homework: Bible reading, personal devotion and memorization.

### **Homework:**

Each group member starts to read through the book of Ruth at their own pace.

# 2

## The Second Group Session

### Personal Devotion:

Discuss the importance of personal devotion:

- What group members understand about personal devotions
- How did they do that while still a follower of Islam?
- Why it is important to diligently study the Word of God.

Provide the daily devotion template to group members and explain how they can use it.



### Personal Devotion Guide

This template guides BMBs in establishing a consistent, meaningful devotional practice, emphasizing simplicity and flexibility to fit their context. It focuses on time, place, and a structured yet heart-led approach.



### Setting the Stage

#### Time:

Choose a regular, specific time daily (e.g., 10 minutes) that fits your schedule, start small and increase as it becomes natural.

- Why: Consistency builds habit; quality of heart matters more than the length of time (Matthew 6:6).
- Tip: Early mornings or quiet moments (e.g., before others wake) work well, especially in security-sensitive areas.

#### Place:

Find a quiet, solitary spot free from distractions—no public places or noisy settings.

- Scripture Examples: Jesus sought solitary places:
  - Luke 5:16— “He often withdrew to lonely places and prayed”;
  - Mark 1:35— “Very early... He went off to a solitary place”;
  - Luke 4:42— “At daybreak, Jesus went out to a solitary place”.
- Options: In some contexts, finding a safe spot for devotion can be tricky, so consider a quiet moment under a baobab tree, by the riverbank, in a secluded part of the compound, or while tending to livestock. Adapt to your needs for safety and privacy.

#### Tools:

Bring a Bible (physical preferred over phone to avoid distractions) and notebook.





## Steps for Devotion

### Prepare Your Heart:

- Begin with prayer to focus on God, setting aside pressures (e.g., school fees, sickness) for a moment.
- Example: "Lord, I'm overwhelmed, but I'm here for You"—no need for formal words (e.g., Peter: "Lord, save me!" Matthew 14:30).

### Read the Word:

- Pick a small, consistent portion of Scripture (e.g., Ruth 1) and read it daily, building understanding over time.
- Avoid: Random flipping to any page in the Bible; instead, follow a story, a book, or character until complete.
- Mindset: Scripture is for ongoing growth, not a race and never say I have finished reading the Bible.

### Study the Word:

- Read slowly — observe who, where, how, and emotions in the text without rushing to interpret.
- Example: In Jairus's story (Mark 5:21-43), imagine his frustration as the woman delays Jesus—feel the event.

### Interpret:

- Let observations guide understanding, not forcing the text to fit your desires.

### Apply:

- Ask, "What will I do with this?"—make it practical (e.g., Ruth turned grain into food, not just admired it).
- SMART Application: Select a goal to achieve which is Specific, Measurable, Achievable, Relevant and Time-bound (e.g., "I will stop lying to three people this week").

### Practical Tips:

- Notebook: Write the date, passage, short observations, main point, and application.
- Expect Variability: Some days will bring deep insights, others nothing—trust God's timing.
- Find Interest: If the Bible feels dull, ask for help to see its relevance.



## SAMPLE PERSONAL DEVOTIONAL TEMPLATE

Here is a sample personal devotional guide to help you cultivate a simple, joyful habit of daily time with God through engaging with His Word.

Print this out and use it  
as a bookmark!



### When

Pick a regular time (e.g., 10 minutes each morning).



### Where

Find a quiet spot (e.g., room, under a tree, or even the bathroom if private).



### What to Bring

Bible, notebook, pen (phone off to avoid distractions).

## Steps



### Pray

"Lord, help me focus on You today." Set aside your worries for a moment.



### Read

Choose a small Bible part (e.g. Ruth 1:1-5). Stick with it daily until you finish the story.



### Think

What's happening in the passage? Who's it about? How do they feel? Jot down one thing you notice.



### Understand

What does this mean about God or me? (e.g. "God cares for Ruth through others.")



### Apply

What can I do with this today? (e.g. "I'll be kind like Ruth.")



### Pray Again

Thank God for speaking to you, and ask for His help in applying the passage in your life.

**Tip:** Some days you'll get a lot, some days little—keep going! Some days you may just read the Word and meditate without the template.



## GUIDELINES FOR DISCIPLING GROUP MEETINGS

This template outlines a typical group meeting for 3-7 BMBs, led by a caregiver. The balance between structure and relational warmth should be maintained. It includes insights on welcoming, sharing, study, and accountability.



# 1

## Preparation

### Caregiver's Role:

Arrive first to set up and greet, stay last to close—be fully present.

### Place:

Secure, discreet location (e.g., home, rice-picking session, boat) based on context.

### Time:

Agreed-upon, punctual start (e.g., 11 AM)—respect everyone's time.

### Text:

Pre-select a passage (e.g., Ruth 2) for consistent study, avoiding overwhelm.

# 2

## Meeting Structure

### Welcome:

- Greet each person personally— “How are you? How’s your family?”—making them feel valued.
- Tip: Use reminders (e.g., texts) to confirm attendance.

### Opening Prayer:

- Pray for focus and unity, setting the tone.

### Check-In:

- Ask, “How have you been this week and how are you now? Any challenges”  
Share from personal devotions or life.
- Goal: Build trust and identify needs (e.g., “How can we help you?”).

### Bible Study:

- Read the passage together, let group members raise questions regarding the text, discuss observations, and explore meaning.
- Caregiver's Role: Guide without dominating—encourage all to speak, respect differing views.
- Use guiding questions for each topic in Ruth but allow enough time for their own reflections and questions. Questions can be used to add to what they missed. (See questions for each chapter in Ruth below)
- Example: “What do you see in Ruth 2? How did Boaz treat Ruth?”

### **Application:**

- Discuss: “What will we do with this?”—allow flexibility if no application emerges.
- Situational: Some may need time to process—don’t force it.

### **Scripture Memory Review:**

- Divide into pairs (2-3 people) to recite memorized verses, correcting gently.

### **Planning:**

- Agree on the next passage and meeting time.

### **Closing Prayer:**

- Thank God and pray for each other’s applications.

## **3**

### **Emotional Context**

#### **Warmth:**

A welcoming, family-like atmosphere where all feel safe to share.

#### **Support:**

Handle struggles (e.g., sin, illness) with encouragement, not judgment.

#### **Flexibility:**

Adjust for urgent needs—pause the study if a member requires care.

## **4**

### **Tips for the Caregiver**

- **Balance Participation:** Prevent one person from dominating—draw out quiet members gently.
- **Resolve Conflict:** Defer serious arguments to personal follow-up.
- **Set Goals:** Aim to finish a phase (e.g., Ruth study in six months) for a sense of accomplishment.
- **Manage the time:** Allow enough time for discussions and questions. Do not rush through the Scripture passage or guiding questions. As a caregiver, you can be flexible depending on what is happening in the group. Let members reflect on their observations and use questions to add additional context to the chapter.



## BOOK OF RUTH - BIBLE STUDY

The Bible study resources provided here are crafted to support caregivers as they begin discipling small groups of BMBs. Each lesson on the Book of Ruth follows a consistent structure, equipping caregivers with practical tools to help participants engage with Scripture, reflect on its meaning, and grow in their faith by applying its truths to their personal lives.

# BIBLE STUDY TEMPLATE

For each Bible study session, follow this same meeting guideline. For each bible study session through the book of Ruth, suggested discussion and application questions may be provided.



## STEP 1: Preparing your heart

### Welcome

Greet everyone warmly by name to make them feel welcome.

### Check-in

Encourage group members to share their week's experiences: What positive events occurred that they are thankful for, and what difficulties arose that they need prayer to address?

### Prayer

Close this step with prayer.

### Facilitator Notes

The purpose of this section is to connect the group and prepare them spiritually.

Each group member should share. Allow time to share experiences during the check-in time including feedback on applying Scripture, sharing personal devotions, etc.



## STEP 2: Engaging with Scripture

### Read:

Introduce the day's lesson and why it matters. Read the Bible passage together, taking turns or following along.

### Reflect

What stands out to you in this passage?

### Discuss

Discuss the lessons and reflections drawn from the Scripture

(For each passage, discussion questions will be provided)

### Facilitator Notes

First allow members to read the Scripture and reflect on what stands out for them without any guiding question.

Use the Discussion Questions to enrich the study and bring forward insights that did not come through the initial reflections.

Do not rush any discussion to complete a set of questions. There are no time limit to complete the studies. Even if only one question was discussed during a session, just continue with the others during the next session.

S.P.E.E.D. Method:

Is it a Sin to confess?

Is it a Promise to claim?

Is it an Error to avoid?

Is it an Example to follow?

It is a Divine knowledge to keep in your heart?





## STEP 3: Applying the truth

### Application

How can we apply what we've learned from today's lesson? What challenges might we face? (You may wish to use the SMART Method to help you).

Some additional application questions may be provided

### Sharing

Who can you share this lesson with this week?

### Facilitator Notes

The purpose of this section is to turn understanding into action – leading to life transformation.

Use the SMART method to help group participants to create meaningful applications in their lives:

#### S.M.A.R.T. Method:

- Specific,
- Measurable,
- Achievable,
- Relevant,
- Time-bound steps

(e.g. "I'll pray for 5 minutes daily this week").



## STEP 4: Closing

### Memory Verse

Review last week's memorized verse: Recite it together or in pairs. Assign the new memory verse

### Prayer

Invite prayer requests, then pray together, thanking God for the lesson.

### Facilitator Notes

The purpose of this section is to encourages sharing and living out the lesson with prayer and next steps.

Provide a simple guidelines for the group participants for the next week:

- The passage for the next meeting
- Next verse to memorize,
- Next meeting time and place
- Passages for daily devotion.

# BIBLE STUDY SESSIONS

Session

1

## Ruth 1-4

### Discussion Questions

1. Read through the entire book in one sitting before beginning discussions.
2. Let group members randomly share from any part of the Book.
3. Ask the Lord God in prayer to continue opening your eyes to see more.

Session

2

## Ruth 1

### Discussion Questions

Read Ruth Chapter 1. Each member of the Group should participate.

1. What do you see in this chapter?
2. Study verse by verse and discuss what is unfolding.
3. Who are the people in the text?
4. What are they experiencing?
5. Who do you identify with and why?
6. What would you be going through if you were
  - Elimelech
  - Naomi
  - Mahlon
  - Killion
  - Orpah
  - Ruth
7. What do you think best represents you in this chapter?
8. What are the life issues that you identify with in the chapter?

### Application Questions:

1. Allow time for each group member to share:
2. What they have learnt through the discussion.
3. How it applies to their own situation and can help them to make changes in their lives.

**Ruth 1:1-5****Discussion Questions**

1. What were the joys and sorrows of Elimelech's family?
2. If Elimelech's family was living in your context today, what will people "talk" about the successive deaths in the family of Elimelech?
3. Naomi buried her husband and two sons in a foreign land, who was there to support her from her people?
4. How do you relate to this in your context where you never get to mourn your loved ones for security reasons, or you have been ostracized?
5. Describe in detail the situation of the 3 widows: Naomi, Orpah and Ruth.
6. Describe the pressure the widows faced and indicate the source of pressure (if from self, others and community...).
7. Who was bearing the greatest pressure among the three widows and why?

**Application questions:**

1. In which way can you identify with the introduction of this story?

**Ruth 1: 6-14****Discussion Questions**

1. How is the situation changing?
2. What is Naomi's response to the situation?
3. Discuss Naomi's decision and her daughters-in-law attitude
4. How would you describe the two girls (Ruth & Orpah) and their decisions and actions?
5. What are the reasons for Naomi urging her daughters-in-law to leave her?
6. What makes the daughters in law to respond as they did?

**Application questions:**

1. What are the practical lessons we can draw from this episode?

## Ruth 1: 15-18

### Discussion Questions

1. How will you describe Naomi in these verses?
2. What are the considerations that informed the actions of Orpah? Do you blame her?
3. Why did Ruth not follow Orpah?
4. What did Naomi say about God?
5. How did Ruth express her attachment to Naomi?
6. How did she demonstrate her faith in the God of Israel?
7. How did Naomi receive Ruth's commitment?
8. What is the implication of Ruth's commitment that even challenges death?

### Application

1. What is your personal testimony – remembering your commitment to Christ?
2. Think about how you came to faith in Christ. Why did you give your life to Christ?
3. What do you learn from Ruth's commitment, moving from one culture and religion to another?
4. What was your lowest point (Orpah moment) and what made you not turn back? Or did you ever turn back and return?
5. Where do you want to be a year from now?

## Ruth 1-4

### Discussion Questions

1. How did Naomi describe herself?
2. How did Naomi experience God?
3. Why were the people in town so concerned by Naomi's return to Bethlehem?
4. How was Ruth received in Bethlehem?
5. What would Ruth's thoughts and feelings have been upon entering this new environment?
6. As BMBs, are you ready for dealing with other people perceptions about you?



## Ruth Chapter 1 Reflection

### Discussion Questions

1. What are the key lessons learned in chapter 1?
2. What are the actions to be taken in obedience to the word of God?
3. How to implement these actions in everyday life?
4. What will be the evidence of the expected change (transformation)?

### Homework:

Read again Chapter 1 and add Chapter 2

## Ruth 2

### Discussion Questions

1. Discuss the development of the story in chapter 2
2. What is the picture of Ruth in this chapter?
3. Is this the type of person you would like to be?
4. What is the good example in the life of Ruth that you can follow?
5. How is Ruth treated by the foreman and the workers in the farm?
6. Who is Boaz?
7. How does Boaz treat Ruth? How different is it from the others?
8. Describe Boaz in detail. Look at every statement about Boaz:
  - What are you learning from the life of Boaz?
  - What activities took place on Boaz farm that usually take place in Church?
  - What pastoral care, fellowship... did Ruth receive at Boaz' farm?

### Application:

1. Draw a lesson on who could be Boaz, Naomi, Ruth, the foreman, women workers in the field, male workers:
2. Who represents the church, caregiver and the BMB in your context?
3. What was the role/responsibility of every person/group upon entry into the community in Bethlehem?
4. What is your expectation of the church in relation to you as a BMB?
5. What can you learn from Ruth, as BMB in a new faith community?
6. Compare her actions to your expectations and discuss the first steps you can take to be integrated into a new faith community (church).

## Ruth 2 (*Continued*)

7. Discuss creative ways in which you can integrate discipleship/fellowship in livelihoods as a cover story:
8. What are the traditional livelihood practices in your community?
9. What are the creative things that you can do in your context to step out to make a living?
10. List all activities that can be done to earn money and still have fellowship, have discipleship groups and do evangelism. Examples are braiding hair!
11. How do you start small and grow?
12. How do you support one another and other groups as practical economic development?
13. What are the key lessons you learned in this chapter?

## Ruth 2:1-3

### Discussion Questions

1. How is the last portion of chapter 1 connecting to the first of chapter 2?
2. How does Ruth take action in the new situation in Bethlehem?
3. How is Naomi attitude towards Ruth's initiative?

### Application

1. What can you learn from Ruth's initiative as care receiver and Naomi as caregiver?

## Ruth 2:4-7

### Discussion Questions

1. How do you qualify the relationships between Boaz and his workers?
2. What is the indication that Ruth has been well received by the workers?
3. According to you, what has attracted Boaz attention towards Ruth?

### Application

1. Reflect of how a BMBs can positively draw attention toward him/her in a family, church or community.
2. What do you learn from Ruth's action?

**Ruth 2:8-13****Discussion Questions**

1. What instructions did Boaz give Ruth? What do you think are the reasons for his instructions?
2. What shows that Boaz is a Caregiver?
3. How did Ruth respond to Boaz's kindness and generosity?

**Application**

1. Reflect on the reason why Boaz did not stop Ruth's from her activity, even though he freely gave her enough food?
2. Why it was so important for him to encourage her hard work?

**Ruth 2:14-17****Discussion Questions**

1. Reflect on the attitude of Ruth. What can we learn from her attitude?
2. Observe Boaz's instruction to his workers. Is there any connection with Ruth's attitude?
3. What kind of thoughts Boaz could have in his mind as Caregiver and businessman.

**Ruth 2: 18-19****Discussion Questions**

1. What are the qualities demonstrated by Ruth in this passage?
2. Why is Naomi interested by the outcome of Ruth's daily work?
3. What is your appreciation of Ruth's attitude towards Naomi?

## Ruth 2: 20-23

### Discussion Questions

1. Reflect on Naomi's words and answer the following questions:
2. How is Naomi connecting Ruth's, God of Israel and Boaz?
3. What shows Ruth's openness and good attitude of the heart?
4. According to you, how important is Naomi's instruction given to Ruth?

### Application

1. Share your learnings
2. As BMBs, how do you feel when delicate instructions are given to you? Is it easy to always obey? Explain your answer.

## Ruth 3

### Discussion Questions

Read through the book of Ruth 1-3

Read Chapter 3 verse by verse and reflect on each verse, while considering what you have learnt in chapters 1-2.

1. What is unfolding in this chapter? What is happening in the story?
2. Compare and discuss the situation in chapter 3 and chapter 1 (especially verses 8-15).
3. List the new people that have been added to the story in chapter 3.
4. What developments do you see in the story focusing on Ruth and Naomi?
5. What is the mood of Naomi and Ruth in this chapter?
6. Who is Boaz in this chapter?
7. What are the new ideas you are discovering in this story?

### Application

1. What are the cultural and moral sensitivity questions that arise in this chapter? What are the implications for caregivers and BMBs?
2. What lessons have you learned and what are you going to apply in your life?

## Ruth 3: 1-18

### Discussion Questions

1. Read Naomi's instructions in chap. 3:1-4 and explain how it connects with her worries in chap. 1:8-11 what to you see? What has changed as she cares for Ruth?
2. Read 3:3-7 and discuss how courageous and risky the decision taken by Naomi and Ruth regarding Boaz is.
3. Read Ruth's commitment statement in chap. 1:16-17 and explain how it connects with this portion you are studying.
4. Observe how Boaz responded to Ruth's risky initiative (3:11-13) and explain how he demonstrated his caring and merciful heart.
5. Read 3:14-15 and give your appreciation about Boaz's care for Ruth.
6. Give at least two reasons why Boaz advised Ruth not to talk about her visit to the threshing floor
7. Reflect on the Boaz's generous act just before sending back home Ruth.
  - Explain in your own words how his caring heart and attitude are demonstrated
  - What is his untold message to Ruth and to Naomi through the gift?

### Homework:

1. Read Ruth chapter 1, 2, 3, and 4

## Ruth 4

### Discussion Questions

Read through the book of Ruth Chapter 4.

1. What legal, social, economic, and other processes do you see in this chapter?
2. What is the character of Boaz and the first Kinsman redeemer, the close relative, revealed in this chapter?
3. How does Boaz act and what does that tell us about his character?
4. What are the implications for Ruth?
5. What is the evidence that Ruth was fully integrated in the community? What factors contributed? What part did Naomi, Boaz, and Ruth play?
6. How do you see God's perspective on BMBs as members of His kingdom?



**Ruth 4:1-10****Discussion Questions**

1. Why is Boaz taking Ruth issue to the elders at the town gate?
2. How relevant is the Boaz's approach for Ruth integration?
3. Why Boaz insisted on committing the kinsman-redeemer in Ruth's integration process?
4. Reflect on the kinsman-redeemer withdrawal from his responsibilities.
5. Reflect on the possible reasons why Boaz committed himself to be the redeemer.
6. Why was it necessary for Boaz to include elders in the matter?

**Application**

1. What are your own thoughts about integration possibilities in your community.
2. What can be your role and the role of your leaders?

**Ruth 4:11-22****Discussion Questions**

1. What was the value of Ruth's blessings by elders? How is it contributing to her integration in the community?
2. Reflect on the key events taking place: the marriage and the birth of a son – how significant is this in the family?
3. Read the praises of the women to the Lord and discuss how Naomi's sacrifices and patience are rewarded.
4. Connect this episode with Naomi's statement in chap. 2:20 and the lesson you can learn.

**Application**

1. Observe your own life and commitment in following the Lord and write down some aspects of Ruth's life that you identify with.
2. Consider Ruth journey from the beginning to the end of the story: Do you see the hand of God in her life story? Please, explain.



### **Guidelines for Bible Study groups**

1. During small groups, first allow members to read the Scripture and reflect on what stands out for them without any guiding question.
2. These questions can be used to enrich the study and bring forward insights that did not come through the initial reflections.
3. Do not rush any discussion to complete a set of questions. There are no time limit to complete the studies. Even if only one question was discussed during a session, just continue with the others during the next session.
4. The sets of questions are arranged according to the portion of Scripture and not according to a particular schedule.



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Module 1: Post Seminar Guide