



Come, Follow Me

Sunday School 2014

Learning Resources for Youth

TEACHING *and* LEARNING *for* CONVERSION

Sunday School 2014

© 2012 by Intellectual Reserve, Inc.
All rights reserved

English approval: 9/13

12324 000

About This Manual

The lessons in this manual are organized into units that address doctrinal fundamentals of the restored gospel of Jesus Christ. Each lesson focuses on questions that youth may have and doctrinal principles that can help them find answers. The lessons are designed to help you prepare spiritually by learning the doctrine for yourself and then plan ways to engage the youth in powerful learning experiences.

Learning outlines

For each of the doctrinal topics listed in the contents, there are more learning outlines than you will be able to teach during the month. Let the inspiration of the Spirit and the questions and interests of the youth guide you as you decide which outlines to teach and how long to spend on a topic.

The outlines are not meant to prescribe what you will say and do in class. They are designed to help you learn the doctrine for yourself and prepare learning experiences adapted to the needs of the youth you teach.

Prepare yourself spiritually

To help the youth understand the principles in these outlines, you must understand and apply them yourself. Study the scriptures and other resources provided, and look for statements, stories, or examples that may be especially relevant or inspiring to the youth. Plan ways to help the youth discover these principles for themselves, gain a testimony of them, and apply them in their own efforts to learn and teach the gospel.

Counsel together

Counsel with other teachers and leaders about the youth in your class. What are they learning in other settings—at home, in seminary, in other Church classes? What opportunities could they have to teach? (If sensitive information is shared in these conversations, please keep it confidential.)

More online

You can find additional resources and teaching ideas for each of these lessons at lds.org/youth/learn.

Online lessons include:

- Links to the most recent teachings from the living prophets, apostles, and other Church leaders. These links are updated regularly, so refer back to them often.
- Links to videos, images, and other media that you can use to prepare yourself spiritually and to teach the youth.
- Videos that demonstrate effective teaching to enhance your ability to help the youth become converted.

Contents

9 January: The Godhead

- 11 How does the Holy Ghost help me learn?
- 15 How can studying the scriptures help me learn about Heavenly Father?
- 18 How can I help others learn about Heavenly Father?
- 21 How can I learn to see Heavenly Father's hand in all things?
- 25 How does the Holy Ghost help me teach the gospel?

29 February: The Plan of Salvation

- 31 Why is learning an important part of Heavenly Father's plan?
- 34 Why is teaching the gospel important in the plan of salvation?
- 37 What is the role of agency in learning the gospel?
- 41 How can I help others participate in learning?
- 45 How can I use Church music to learn about the plan of salvation?
- 48 How can I help others understand the doctrine of Christ?

51 March: The Atonement of Jesus Christ

- 53 How can I use the words of living prophets and apostles to strengthen my faith in the Atonement of Jesus Christ?
- 57 What can the scriptures teach me about the Atonement of Jesus Christ?
- 60 How can the Book of Mormon help me strengthen my faith in the Atonement of Jesus Christ?
- 64 How can relying on the Savior's grace help me become a better teacher?
- 68 How can I use comparisons to teach others about the Atonement?

73	April: The Apostasy and the Restoration
75	What does Joseph Smith’s example teach me about learning the gospel?
78	How can I recognize the difference between truth and error?
82	Why is it important to teach pure doctrine?
84	How can I liken the events of the Apostasy and the Restoration to my life?
88	How can I explain the Apostasy and the Restoration to others?

93	May: Prophets and Revelation
95	What can I learn from living prophets and apostles?
99	How can I improve my scripture study?
102	How does reverence help me receive revelation?
105	What does it mean to bear testimony?
109	What can I learn from President Monson about following the Spirit?

113	June: Priesthood and Priesthood Keys
115	How can I participate effectively in councils in the Church?
119	How do women and priesthood holders work together to build the kingdom of God?
123	Why is it important to follow the counsel given by priesthood leaders?
125	How can using scripture study skills help me learn more about the priesthood?
128	How can I use stories to teach others about the priesthood?

131	July: Ordinances and Covenants
133	What spiritual truths can I learn from the ordinances of the gospel?
137	How can I deepen my understanding of covenants?
140	How can I make the sacrament more meaningful to me?
144	How do I keep my covenant to always remember the Savior?
148	How can I prepare to receive temple ordinances?

153 August: Marriage and Family

- 155 How will keeping a personal journal bless me and my family?
- 159 Why is it important to learn about my family history?
- 163 How can I teach others how to do family history work?
- 166 How can I explain the importance of marriage and family to others?
- 170 What opportunities are there for learning and teaching in the home?

175 September: Commandments

- 177 How do the commandments help me learn to be more like Heavenly Father?
- 181 How can I help others understand my standards?
- 185 How does keeping the commandments affect my ability to learn the gospel?
- 189 How can I inspire others to obey the commandments?
- 193 What blessings does Heavenly Father promise if I obey the commandments?

197 October: Becoming More Christlike

- 199 How can I invite others to become more like the Savior?
- 202 How can I show love for those I teach?
- 206 How did the Savior compare gospel truths to familiar objects and experiences?
- 211 How can I use the scriptures to help others become more Christlike?
- 215 How can I use questions effectively as I teach?
- 219 What can I learn about gospel learning from the Savior's example?

223 November: Spiritual and Temporal Self-Reliance

- 225 How can I become spiritually self-reliant?
- 229 How can I find answers to my own gospel questions?
- 233 How can I learn to make my own decisions?
- 237 How can setting goals help me become self-reliant?
- 241 How can I prepare to be financially self-reliant?

245	December: Building the Kingdom of God in the Latter Days
247	How can I learn to serve more effectively in the Church?
251	How can I become a better leader?
255	How can I become a better teacher?
260	What are effective ways to share the gospel with others?
264	How can I understand the symbols used to teach about the Second Coming?
267	What can I learn from the scriptures to help me prepare for the Second Coming?
271	Appendix

UNIT OVERVIEW

January: The Godhead

*“We believe in God, the Eternal Father, and in His Son, Jesus Christ, and in the Holy Ghost”
(Articles of Faith 1:1).*

The outlines in this unit will help the youth learn how to strengthen their faith in the members of the Godhead as they study the scriptures and share their testimonies with others. They will gain experience following the guidance of the Holy Ghost in their efforts to learn and teach the gospel. Encourage them to ask questions about what they are learning, to seek to learn more, and to share with others what they discover.

Outlines to choose from this month:

How does the Holy Ghost help me learn?

How can studying the scriptures help me learn about Heavenly Father?

How can I help others learn about Heavenly Father?

How can I learn to see Heavenly Father’s hand in all things?

How does the Holy Ghost help me teach the gospel?

Note to the teacher

Throughout this unit, you may want to remind the youth that the names of Deity are sacred (see D&C 63:61). Encourage them to use these names with reverence and respect.



JANUARY: THE GODHEAD

How does the Holy Ghost help me learn?

The Savior promised that the Holy Ghost will teach us all things and bring all things to our remembrance (see John 14:26). Part of our responsibility as gospel learners is to seek the companionship of the Holy Ghost to inspire us as we study the gospel—in class, in our personal study, and in other gospel settings. Learning by the Spirit involves praying for His influence and listening for promptings to enlighten our understanding (see Alma 32:28).

How has the Holy Ghost helped you learn the gospel? What experiences could you share with the youth?

Do the youth come to class spiritually prepared to learn? How will their learning be enhanced as they seek the Spirit?

Prepare yourself spiritually

Prayerfully read these scriptures and resources. What do you feel will inspire the youth to seek to learn by the Spirit?

John 16:13 (The Holy Ghost will guide us to truth)

1 Corinthians 2:9–14 (The things of God are understood only by the Holy Ghost)

1 Nephi 10:19 (If we diligently seek, the Holy Ghost will reveal the mysteries of God)

Alma 5:45–46; Moroni 10:3–5

(Through the Holy Ghost we can gain a testimony of the truth)

D&C 11:12–14 (The Spirit enlightens our minds)

Boyd K. Packer, “The Quest for Spiritual Knowledge,” *New Era*, Jan. 2007, 2–7

Donald L. Hallstrom, “Converted to His Gospel through His Church,” *Ensign or Liahona*, May 2012, 13–15

A. Roger Merrill, “Receiving by the Spirit,” *Ensign or Liahona*, Nov. 2006, 92–94

“Learning by the Holy Ghost,” *Preach My Gospel* (2004), 18

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

See the appendix for other teaching and learning ideas.

- Invite the youth to share an experience in their families that has taught them something about God.
- Invite the youth to read about President Spencer W. Kimball's response to the question "What do you do when you find yourself caught in a boring sacrament meeting?" (in Elder Donald L. Hallstrom talk "Converted

to His Gospel through His Church"). Why did President Kimball say he had never been in a boring sacrament meeting? Ask the youth to share experiences in which they felt the Spirit during sacrament meeting or another Church class. What did they do to prepare spiritually for these experiences? Invite them to list their responses on the board.

Learn together

Each of the activities below will help the youth understand what it means to learn by the Spirit. Following the inspiration of the Holy Ghost, select one or more that will work best for your class:

- Ask each class member to read one of the scriptures suggested in this outline and look for the roles of the Holy Ghost in helping us learn the gospel. What are some potential consequences of trying to study the gospel without the influence of the Spirit? Consider sharing a personal experience when you have felt the influence of the Holy Ghost while you were learning the gospel. Invite the youth to share similar experiences.
- Invite the youth to read A. Roger Merrill's list of three things that we should do to receive by the Spirit (in his talk "Receiving by the Spirit"). Ask each class member to choose one of the three items and share a scripture or personal experience that relates to that item. Invite the youth

to share their ideas about how they can apply Brother Merrill's counsel in their personal study, in Sunday School, and in other settings where they learn the gospel.

- Invite the youth to read "Learning by the Holy Ghost" from *Preach My Gospel* (page 18) and identify blessings that come when we learn by the Spirit. With the permission of the bishop, invite the full-time missionaries (or a recently returned missionary) to share with the class how they have seen these blessings fulfilled as they sought to learn by the Spirit. Ask the youth to share specific ways in which learning by the Spirit can bless their lives now. What will they do to invite the Spirit into their gospel learning?

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand what it means to learn by the Spirit? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Teaching tip

"The spirit must be present for a gospel message to be carried to the hearts of those you teach (see 2 Nephi 33:1; D&C 42:14). Therefore, you should use methods that will set the proper tone for the lesson and invite the Spirit" (*Teaching, No Greater Call* [1999], 91).

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

Teaching in the Savior's way

The Savior trusted His disciples and gave them responsibilities to teach, bless, and serve others. What opportunities can you give the youth to share with others what they are learning?

Selected Resources

Excerpt from A. Roger Merrill, "Receiving by the Spirit," Ensign or Liahona, Nov. 2006, 92–94

In our Church meetings, in our personal and family scripture study, and even this day as we listen to the Lord's prophets and apostles, some of us will receive more than others. Why? I am learning that those who truly receive do at least three things that others may not do.

First, they *seek*. We live in an entertainment world, a spectator world. Without realizing it, we can find ourselves coming to conference or going to church with the attitude, "Here I am; now inspire me." We become spiritually passive.

When we focus instead on seeking and receiving the Spirit, we become less concerned about a teacher or speaker holding our attention and more concerned about giving our attention to the Spirit. Remember, *receive* is a verb. It is a principle of action. It is a fundamental expression of faith.

Second, those who receive, *feel*. While revelation comes to the mind and heart, it is most often felt. Until we learn to pay attention to these spiritual feelings, we usually do not even recognize the Spirit.

In a recent conversation I had with one of our daughters-in-law, she suggested that we can help even young children become aware of these feelings of the Spirit. We can ask them questions such as "How do you feel as we read this scripture together? What do you feel the Spirit is prompting you

to do?" These are good questions for us all. They demonstrate the desire to receive.

Third, those who receive by the Spirit *intend to act*. As the prophet Moroni instructed, to receive a witness of the Book of Mormon, we must ask "with real intent" (Moroni 10:4). The Spirit teaches when we honestly intend to do something about what we learn.

Excerpt from "Learning by the Holy Ghost," Preach My Gospel (2004), 18

Your gospel study is most effective when you are taught by the Holy Ghost. Always begin your gospel study by praying for the Holy Ghost to help you learn. He will bring knowledge and conviction that will bless your life and allow you to bless the lives of others. Your faith in Jesus Christ will increase. Your desire to repent and improve will grow.

This kind of study prepares you for service, offers solace, resolves problems, and gives you the strength to endure to the end. Successful gospel study requires desire and action. "For he that diligently seeketh shall find; and the mysteries of God shall be unfolded unto them, by the power of the Holy Ghost, as well in these times as in times of old" (1 Nephi 10:19). Like Enos, as you hunger to know the words of eternal life and as you allow these words to "[sink] deep into [your] heart" (Enos 1:3), the Holy Ghost will open your mind and heart to greater light and understanding.



How can studying the scriptures help me learn about Heavenly Father?

Throughout the ages, prophets have revealed truths about the nature of God. As we diligently study their testimonies in the scriptures, we can learn about Heavenly Father's attributes and increase our faith and testimonies. The better we understand the nature of our Heavenly Father, the better we understand our own divine potential as His spirit children.

Prepare yourself spiritually

As you prayerfully study the scriptures and these other resources, look for passages or statements that the youth can use to learn more about the nature of Heavenly Father.

Omni 1:17; Mosiah 1:3–7; Alma 37:8–9
(The scriptures help us understand the nature of God)

D&C 1:37–39; 18:34–36 (In the scriptures we can hear God's voice)

Bible Dictionary, "God"

D. Todd Christofferson, "The Blessing of Scripture," *Ensign* or *Liahona*, May 2010, 32–35; see also the video "The Blessings of Scripture"

How has your personal study of the scriptures strengthened your faith in Heavenly Father and your testimony of Him? What methods have you used to study the scriptures that might be beneficial to the youth?

Why is it important that the youth know and understand the nature of Heavenly Father? What scriptures do you feel would be most helpful to them?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite one of the young men in the class to share with the young women something he has learned about the Godhead in a recent Aaronic Priesthood quorum meeting. Then invite a young woman to share with the young men something she has learned in her Young Women class.
- Ask the youth to ponder the question "What happens to those who do not have or do not use the scriptures?" Invite them to look for answers to this question as they read one of the scriptures suggested in this outline or the section titled "The Scriptures Enlarge Our Memory" in Elder D. Todd Christofferson's talk "The Blessing of Scripture." Ask them to share what they find.

See the appendix for other teaching and learning ideas.

Teaching tip

“Often a lesson will contain more material than you are able to teach in the time you are given. In such cases, you should select the material that will be most helpful for those you teach” (*Teaching, No Greater Call* [1999], 98–99).

Teaching in the Savior’s way

The Savior used the scriptures to teach and testify about His mission in the Father’s plan. How can you help the youth learn to use the scriptures to learn more about their Father in Heaven?

Learn together

Each of the activities below will help the youth understand how to use the scriptures to deepen their understanding of the Godhead. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite the youth to list on the board some truths they know about God. Ask them how they learned those truths. Show them how to use the Topical Guide to find scriptures that teach the truths about God they have listed (for example, they could search “God, Love of” or “God, Wisdom of”). Invite them to write on the board the references they find. Encourage the youth to share any additional truths they learn about Heavenly Father as they read these scriptures and write them on the board. Why are the scriptures important in helping us understand God?
- Select a chapter or passage from the scriptures, and demonstrate to the youth what they can learn about Heavenly Father from that chapter. For example, you could show them how 1 Nephi 1 teaches about His glory (see verses 8–9) and His mercy (see verses 14, 20). Give the youth time in class to read a chapter or a passage of scripture and make note of

anything they learn about Heavenly Father as they read. You may want to suggest the following passages: Isaiah 55; 2 Nephi 26:23–33; Mosiah 2:19–25; Doctrine and Covenants 1:17–39. They could do this individually, in groups, or as an entire class. Ask the youth to share with each other what they discover.

- Invite the youth to read individually the entry “God” in the Bible Dictionary and write down one thing they learn about God the Father from what they read. Encourage them to look up any related scriptures referenced in the entry. When everyone is finished, invite each class member to find someone in the class who wrote something different, and ask them to share with each other what they learned (including any scriptures they found). Share how you have come to know Heavenly Father through reading the scriptures, and invite a few of the youth to share their own experiences.

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how studying the scriptures can help them learn about Heavenly Father? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Encourage the youth to use what they learned today to improve their personal scripture study. In future lessons, invite them to share any insights they have gained about Heavenly Father from their study.

Selected Resources

Excerpt from D. Todd Christofferson, "The Blessing of Scripture," Ensign or Liahona, May 2010, 32–35

The scriptures enlarge our memory by helping us always to remember the Lord and our relationship to Him and the Father. They remind us of what we knew in our premortal life. And they expand our memory in another sense by teaching us about epochs, people, and events that we did not experience personally. None of us was present to see the Red Sea part and cross with Moses between walls of water to the other side. We were not there to hear the Sermon on the Mount, to see Lazarus raised from the dead, to see the suffering Savior in Gethsemane and on the cross, and we did not, with Mary, hear the two angels testify at the empty tomb that Jesus was risen from the dead. You and I did not go forward one by one with the multitude in the land Bountiful at the resurrected Savior's invitation to feel the prints of the nails and bathe His feet with our tears. We did not kneel beside Joseph Smith in the Sacred Grove and gaze there upon the Father and the Son. Yet we know all these things and much, much more because we have the scriptural record to enlarge our memory, to teach us what we did not know. And

as these things penetrate our minds and hearts, our faith in God and His Beloved Son takes root.

The scriptures also enlarge our memory by helping us not forget what we and earlier generations have learned. Those who either don't have or ignore the recorded word of God eventually cease to believe in Him and forget the purpose of their existence. You will remember how important it was for Lehi's people to take the brass plates with them when they left Jerusalem. These scriptures were key to their knowledge of God and the coming Redemption of Christ. The other group that "came out from Jerusalem" shortly after Lehi had no scriptures, and when Lehi's descendants encountered them some 300 or 400 years later, it is recorded that "their language had become corrupted; . . . and they denied the being of their Creator" (Omni 1:15, 17).

In Tyndale's day, scriptural ignorance abounded because people lacked access to the Bible, especially in a language they could understand. Today the Bible and other scripture are readily at hand, yet there is a growing scriptural illiteracy because people will not open the books. Consequently they have forgotten things their grandparents knew.



How can I help others learn about Heavenly Father?

Many people in today's world either have no concept of God or have a perception of Deity that is very different from His true nature. Because we have the fulness of the gospel, we can help others understand the true nature of Heavenly Father and their relationship to Him.

Prepare yourself spiritually

Prayerfully study these scriptures and other resources. What do you feel will be most helpful to the youth you teach?

Alma 18:24–40; 22:4–23 (Ammon and Aaron teach Lamanite kings about God)

Alma 30:12–15, 37–53 (Korihor contends with Alma about the existence of God)

“God Is Our Loving Heavenly Father,” *Preach My Gospel* (2004), 31–32

“Understanding Those You Teach,” *Teaching, No Greater Call* (1999), 33–34

“God the Father,” *True to the Faith* (2004), 74–76

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to share something they learned recently about the Godhead. What questions do they have? How can they help each other find answers to their questions?
- Invite the youth to spend about a minute writing down what we believe about Heavenly Father (if necessary, refer them to “God Is Our Loving Heavenly Father,” *Preach My Gospel*, 31–32; or “God the Father,” *True to the Faith*, 74–76). Invite a few of them to share what they wrote. Ask the youth to share any experiences they have had in which they discussed their beliefs about God with someone who has different beliefs (or you could share an experience of your own). What did they learn from that experience?

What experiences have you had teaching others or being taught about God the Father? Why do you think it would be helpful to understand the beliefs of those you are teaching?

What opportunities do the youth have to explain to others their beliefs about God the Father? How can you help them prepare for these opportunities?

See the appendix for other teaching and learning ideas.

Learn together

Each of the activities below will help the youth learn how to explain their beliefs about God to others. Following the inspiration of the Spirit, select one or more that will work best for your class:

- As a class or in small groups, analyze Alma 30:12–15, 37–53. Ask some of the youth to identify the reasons Korihor did not believe in God, and ask the rest to look for reasons Alma did believe. Do the youth know of people who have views similar to Korihor's? Invite the youth to consider how they might help a friend who is unsure about the existence of God. Spend some time helping the youth plan what they might do in this situation. What experiences could they share? How might they appropriately bear testimony?

- Invite half of the class to read Alma 18:24–40, and invite the other half to read Alma 22:4–23. What do they learn about teaching from the examples of Ammon and Aaron? What

did Ammon and Aaron do to help Lamoni and his father understand the nature of God? Why did Ammon and Aaron both begin by asking Lamoni and his father about their beliefs about God? Ask the youth to share what they learn and to discuss how they could apply it when they have opportunities to explain their beliefs about God to others.

- With the permission of the bishop, invite one or more converts to come to class and share what they believed about God before joining the Church and how learning the restored gospel changed or influenced their beliefs. Invite the youth to look for scriptures that support the new understanding that the converts gained about Heavenly Father.

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how to help others learn about Heavenly Father? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

Teaching tip

“Respond to incorrect answers with respect and courtesy. Ensure that the individual still feels comfortable participating. You may choose to take responsibility yourself by saying something like, ‘I’m sorry. I don’t think I asked that question very clearly. Let me try again.’” (*Teaching, No Greater Call* [1999], 69).

Teaching in the Savior’s way

The Savior knew and understood those He taught. He found unique ways to help them learn and grow. What do you know about the youth you teach? How can you come to understand them better? How will this influence the way you teach them?

Selected Resources

"God the Father," True to the Faith (2004), 74–76

God the Father is the Supreme Being in whom we believe and whom we worship. He is the ultimate Creator, Ruler, and Preserver of all things. He is perfect, has all power, and knows all things. He "has a body of flesh and bones as tangible as man's" (D&C 130:22).

Our Heavenly Father is a God of judgment and strength and knowledge and power, but He is also a God of perfect mercy, kindness, and charity. Even though we "do not know the meaning of all things," we can find peace in the sure knowledge that He loves us (see 1 Nephi 11:17).

The Father of Our Spirits

One of life's great questions is "Who am I?" A beloved Primary song helps even little children answer this question. We sing, "I am a child of God, and he has sent me here." The knowledge that we are children of God provides strength, comfort, and hope.

You are a literal child of God, spiritually begotten in the premortal life. As His child, you can be assured that you have divine, eternal potential and that He will help you in your sincere efforts to reach that potential.

The Supreme Creator

Heavenly Father is the Supreme Creator. Through Jesus Christ, He created heaven and earth and all things in them (see Moses 2:1). Alma said, "All things denote there is a God; yea, even the earth, and all things that are upon the face of it, yea, and its motion, yea, and also all the planets which move in their regular form do witness that there is a Supreme Creator" (Alma 30:44).

From time to time, ponder the beauties of creation: trees, flowers, animals, mountains, the waves of the ocean, a newborn child. Take time to gaze into the heavens, where the courses of the stars and planets are evidence of "God moving in his majesty and power" (see D&C 88:41–47).

The Author of the Plan of Salvation

Our Father in Heaven wants us to dwell with Him eternally. His work and glory is "to bring to pass the immortality and eternal life of man" (Moses 1:39). In order to make this possible, He prepared the plan of salvation. He sent His Beloved Son, Jesus Christ, to loose the bands of death and atone for the sins of the world: "For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life" (John 3:16). This sacrifice is the greatest expression of our Father's love for us.



JANUARY: THE GODHEAD

How can I learn to see Heavenly Father's hand in all things?

The prophet Alma taught, "All things denote there is a God" (Alma 30:44). Heavenly Father loves us and blesses us daily. If we are observant, we can see evidence of His power and influence in our lives and in the world around us. Though we may not see Him personally, recognizing His hand in all things can strengthen our testimony that He lives.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth recognize God's hand in their lives?

Psalm 145:9; 1 Nephi 1:20 (The Lord's tender mercies are over all His works)

Alma 30:44; Moses 6:63 (All things testify that there is a God)

D&C 59:21 (God is offended when we fail to recognize His hand in all things)

Henry B. Eyring, "O Remember, Remember," *Ensign or Liahona*, Nov. 2007, 66–69; see also the video "O Remember, Remember"

David A. Bednar, "The Tender Mercies of the Lord," *Ensign or Liahona*, May 2005, 99–102; see also the video "The Tender Mercies of the Lord"

David A. Bednar, "Quick to Observe," *Ensign*, Dec. 2006, 31–36

Videos: "God Is Our Father," "We Lived with God," "The Will of God"

"How Great Thou Art," *Hymns*, no. 86

When have you noticed Heavenly Father's influence in your life? What do you do to recognize His tender mercies?

In what ways have you seen Heavenly Father's hand in the lives of the youth? What might prevent the youth from recognizing Heavenly Father's influence in their lives? How will learning to recognize His influence bless them now and in the future?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to share experiences they have had this past week that have strengthened their testimonies of the gospel.
- Share an experience when you have recognized evidence that God is guiding your life, protecting you, or blessing you. Bear your testimony of Heavenly Father.

See the appendix for other teaching and learning ideas.

Learn together

Teaching tip

“When one person reads aloud, you should encourage others to follow along in their scriptures. Invite them to listen and look for specific principles or ideas. Allow time for them to turn to each scripture passage before it is read” (*Teaching, No Greater Call* [1999], 56).

Each of the activities below will help the youth understand how to recognize the hand of God in their lives. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Show one of the videos suggested in this outline. Ask the youth to listen for reasons the people in the video believe in God. What evidence of His hand do these people see in the world around them? What additional evidence do the youth see? Invite the youth to share their testimonies of Heavenly Father’s influence in their lives.

- Invite the youth to read President Henry B. Eyring’s talk “O Remember, Remember” or watch the related video. What blessings came to President Eyring because he looked for God’s hand in his life? Invite the youth to think about experiences they are having and answer for themselves the questions suggested by President Eyring: “Did God send a message that was just for me? Did I see His hand in my life?” Encourage them to share their answers in pairs or small groups. Invite the youth to determine what they will do to “find ways to recognize and remember God’s kindness.”

- Invite the youth to sing, listen to, or read the hymn “How Great Thou Art.” Ask them to make a list or draw pictures on the board of things in this hymn that indicate the greatness of God (they could also read the scriptures cited at the end of the hymn).

What are some other things the youth could add to this list that testify to them of God’s power and love? Invite the youth to think of creative ways they can express their testimonies of Heavenly Father. For example, they could use their lists to write a short hymn of their own, or they could take photographs and prepare a slide show. Encourage them to share what they created in a future class.

- Write the following incomplete sentences on the board: “I would define a tender mercy as _____. One example of a tender mercy is _____. I may not notice a tender mercy if _____.” Invite the youth to think about how they would complete these sentences as they read the section titled “What Are the Tender Mercies of the Lord?” in Elder David A. Bednar’s talk “The Tender Mercies of the Lord” (or as they watch the video of the same title). Invite them to share their thoughts. What examples of tender mercies have the youth noticed in their own lives? How have these experiences strengthened their testimonies of Heavenly Father? Invite them to think of someone with whom they might share their experiences to help strengthen his or her faith.

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how to recognize Heavenly Father’s hand in their lives? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Encourage the youth to try to recognize God's hand in their lives during the coming week. At the beginning of next week's lesson, invite them to share their experiences.

Teaching in the Savior's way

The Savior shared simple stories and real-life examples. He helped His followers discover gospel lessons in their everyday lives and in the world around them. Are there any examples or experiences from your life that could help the youth see how all things testify that there is a God? Do the youth have any experiences they can share with each other?

Selected Resources

Excerpt from David A. Bednar, "The Tender Mercies of the Lord," Ensign or Liahona, May 2005, 99–102

In a recent stake conference, the tender mercies of the Lord were evident in the touching testimony of a young wife and mother of four whose husband was slain in Iraq in December of 2003. This stalwart sister recounted how, after being notified of her husband's death, she received his Christmas card and message. In the midst of the abrupt reality of a dramatically altered life came to this good sister a timely and tender reminder that indeed families can be together forever. With permission I quote from that Christmas card:

"To the best family in the world! Have a great time together and remember the true meaning of Christmas! The Lord has made it possible for us to be together forever. So even when we are apart, we will still be together as a family.

"God bless and keep y'all safe and grant this Christmas to be our gift of love from us to Him above!!!

"All my love, Daddy and your loving husband!"

Clearly, the husband's reference to being apart in his Christmas greeting referred to the separation

caused by his military assignment. But to this sister, as a voice from the dust from a departed eternal companion and father, came a most needed spiritual reassurance and witness. As I indicated earlier, the Lord's tender mercies do not occur randomly or merely by coincidence. Faithfulness, obedience, and humility invite tender mercies into our lives, and it is often the Lord's timing that enables us to recognize and treasure these important blessings. . . .

We should not underestimate or overlook the power of the Lord's tender mercies. The simpleness, the sweetness, and the constancy of the tender mercies of the Lord will do much to fortify and protect us in the troubled times in which we do now and will yet live. When words cannot provide the solace we need or express the joy we feel, when it is simply futile to attempt to explain that which is unexplainable, when logic and reason cannot yield adequate understanding about the injustices and inequities of life, when mortal experience and evaluation are insufficient to produce a desired outcome, and when it seems that perhaps we are so totally alone, truly we are blessed by the tender mercies of the Lord and made mighty even unto the power of deliverance (see 1 Nephi 1:20).



How does the Holy Ghost help me teach the gospel?

As we teach the gospel, we should humbly recognize that the Holy Ghost is the true teacher. Our privilege is to serve as instruments through whom the Holy Ghost can teach, testify, comfort, and inspire others. We should live worthy to receive the Spirit, pray for His guidance as we prepare and teach, and create an atmosphere in which those we teach can feel His influence.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What do you feel inspired to share with the youth?

John 15:26; D&C 50:13–22; 52:9 (The Comforter is sent to teach the truth)

2 Nephi 33:1–2 (The Holy Ghost carries our words unto the hearts of the children of men)

Alma 17:3 (The sons of Mosiah prepared themselves to teach with power and authority)

D&C 11:21; 84:85 (The Spirit will help us know what to say if we seek to obtain God's word)

D&C 42:11–17 (If we do not have the Spirit, we shall not teach)

Dallin H. Oaks, "Teaching and Learning by the Spirit," *Ensign*, Mar. 1997, 6–14

Matthew O. Richardson, "Teaching after the Manner of the Spirit," *Ensign* or *Liahona*, Nov. 2011, 94–96

"The Power of the Spirit in Conversion," *Preach My Gospel* (2004), 92–93

"Teach by the Spirit," *Teaching, No Greater Call* (1999), 40–48

How do you know when you are teaching by the Spirit? Have you had any spiritual experiences in teaching that you could appropriately share with the youth?

What opportunities do the youth have to teach others about the gospel? Do they understand what it means to teach by the Spirit? How can you help them feel the importance of following the Spirit as they teach?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to think about a time in which they have felt the Spirit during a Church class, in seminary, or in a family home evening. What did the teacher do to invite the Spirit?

See the appendix for other teaching and learning ideas.

- Invite the youth to list the opportunities they have to teach the gospel to others. Prompt them to include informal, unplanned teaching moments, as well as formal teaching assignments. Write on the board, “What does it mean to teach by the Spirit?” Invite

the youth to ponder, throughout the lesson, how they would answer this question as it relates to the teaching opportunities they have listed. At the end of the lesson, invite them to share their thoughts.

Learn together

Each of the activities below will help the youth understand what it means to teach by the Spirit. Following the inspiration of the Holy Ghost, select one or more that will work best for your class:

- Have the youth select one of the following questions: Why is it important to teach by the Spirit? How does the Spirit bless us as teachers? How does the Spirit bless those we teach? What should we do to invite the Spirit in our teaching? Ask each class member to read a scripture about teaching by the Spirit (such as those suggested in this outline) and find in the scripture an answer to the question he or she selected. Give class members an opportunity to share their scripture and the answers they found.

- Prayerfully select sections from Elder Dallin H. Oaks’s talk “Teaching and Learning by the Spirit” or from *Teaching, No Greater Call*, pages 40–48, that you feel would help the youth understand what it means to teach by the Spirit. Divide the class into small groups, and ask each group to read one of those sections together and make a list of things they can do to teach by the Spirit. Invite the groups to share with each other what they learned, and encourage them to add to their lists as they listen to the other

groups. Ask them to ponder how they can apply what they learned in a future teaching opportunity.

- Invite the youth to read Matthew O. Richardson’s talk “Teaching after the Manner of the Spirit,” looking for answers to the questions “How does the Spirit teach?” and “How do we emulate Him in our teaching?” Ask them to share with each other what they find. What experiences have they had in which a teacher taught “after the manner of the Spirit”? How can they follow that teacher’s example the next time they teach?

- As a class, read Elder Richard G. Scott’s experiences on pages 41 and 42 of *Teaching, No Greater Call*. Ask the youth to contrast the two experiences. Why was the Holy Ghost present during the first lesson? What was different about the second lesson? Invite the youth to share how they plan to apply what they learn from these experiences the next time they have an opportunity to teach others.

Teaching tip

“Do not be afraid of silence. People often need time to think about and reply to questions or to express what they are feeling. You might pause after you have asked a question, after a spiritual experience has been shared, or when a person is having difficulty expressing himself or herself” (*Teaching, No Greater Call* [1999], 67).

- Give each class member a copy of “The Power of the Spirit in Conversion” from *Preach My Gospel* (pages 92–93). Ask them to read it individually, looking for answers to the question “What does it mean to teach by the Spirit?” Invite them to share what they find. Ask the youth why they feel it is important to know about this now, before they serve

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how to teach by the Spirit? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

full-time missions. Encourage them to complete the “Personal Study” and “Scripture Study” activities on their own (if possible, you could give them time in class to begin). Invite them to make note of anything that inspires them as they read these scripture and share them with the class in a future lesson.

Teaching in the Savior’s way

The Savior asked questions that caused those He taught to think and feel deeply. He gave them opportunities to ask their own questions and share their own insights. Because He loved them, they felt safe sharing their thoughts and personal feelings. How can you help the youth feel safe sharing their thoughts and personal feelings?

Selected Resources

"The Power of the Spirit in Conversion," Preach My Gospel (2004), 92–93

The power of the Holy Ghost is central to conversion. Strive to understand the doctrine of conversion and also the experience of conversion. President Boyd K. Packer explained the central role of the Spirit in conversion:

"When conversion takes place, it is through the power of the Spirit. In order to succeed in missionary work, these three things must occur:

"We must understand what an investigator must feel in order to receive conversion.

"We must understand how a missionary must feel in order to teach with the converting power of the Spirit.

"And then we must understand how a member must feel to succeed in participating in the conversion experience" (mission presidents' conference, 3 Apr. 1985).

The better you understand how investigators, missionaries, and members feel when they receive the witness of the Spirit, the better you will understand your own role, which is to:

Be edified and have your mind enlightened as you search the scriptures and teach the doctrine.

Create a climate when you teach in which the Holy Ghost can bear witness. You do this by teaching

and testifying of the message of the Restoration. Teach as directed by the Spirit, and testify that you know by the power of the Holy Ghost that what you teach is true.

Follow the guidance of the Spirit in adapting the message to each person's needs.

Invite people to act. Their faith will grow as they repent, obey the commandments, and make and keep covenants.

Elder M. Russell Ballard spoke of the power of the Spirit: "True conversion comes through the power of the Spirit. When the Spirit touches the heart, hearts are changed. When individuals . . . feel the Spirit working with them, or when they see the evidence of the Lord's love and mercy in their lives, they are edified and strengthened spiritually and their faith in Him increases. These experiences with the Spirit follow naturally when a person is willing to experiment upon the word. This is how we come to *feel* the gospel is true" ("Now Is the Time," *Ensign*, Nov. 2000, 75).

The Holy Ghost works in the hearts of people to bring about these changes. As people choose to keep commitments, they will feel the power of the Holy Ghost more strongly and will develop the faith to obey Christ. Thus, you should help the people you work with grow in faith by inviting them to repent and to make and keep commitments.

UNIT OVERVIEW

February: The Plan of Salvation

The outlines in this unit will help the youth understand the importance of learning and teaching in the plan of salvation. Elder David A. Bednar of the Quorum of the Twelve Apostles taught that “learning by faith and from experience are two of the central features of the Father’s plan of happiness” (“Seek Learning by Faith,” *Ensign*, Sept. 2007, 63). You will have the opportunity to help the youth gain stronger testimonies of the plan of salvation and more confidence in their ability to teach it to others. Encourage them to ask questions about what they are learning, to seek to learn more, and to teach others what they discover.

Outlines to choose from this month:

Why is learning an important part of Heavenly Father’s plan?

Why is teaching the gospel important in the plan of salvation?

What is the role of agency in learning the gospel?

How can I help others participate in learning?

How can I use Church music to learn about the plan of salvation?

How can I help others understand the doctrine of Christ?



Why is learning an important part of Heavenly Father's plan?

One of the main reasons Heavenly Father sent us to earth was to give us experiences that would help us learn and become more like Him. If we are obedient and teachable, He will help us learn what we need to know, line upon line, throughout our lives. Heavenly Father expects us to use the knowledge we gain to bless others and build His kingdom.

What opportunities do you have to continue to learn? How has doing so blessed your life?

How can you help the youth understand the importance of continuing to learn throughout their lives? What can you do to help them see the value of their secular and gospel learning?

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What inspires you to be a lifelong learner?

2 Nephi 28:27–30; D&C 98:11–12 (The Lord has promised to teach us “line upon line” as we study and live what we learn)

Alma 12:9–11; D&C 50:40 (If we are obedient and teachable, we will continue to learn throughout our lives)

D&C 88:77–80 (The Lord wants us to learn so we will be prepared to magnify our callings)

Dallin H. Oaks and Kristen M. Oaks, “Learning and Latter-day Saints,” *Ensign*, Apr. 2009, 22–27

“Education,” *For the Strength of Youth* (2011), 9–10

“Plan of Salvation,” *True to the Faith* (2004), 115–17

Video: “You Know Enough” (Elder Neil L. Andersen teaches that learning occurs line upon line) (no download available)

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- What have the youth learned about aspects of the plan of salvation (such as covenants, obedience, the Atonement, or life after death)? What could they share with each other?

See the appendix for other teaching and learning ideas.

- Write on the board, “Why is learning an important part of Heavenly Father’s plan?” Give the youth time throughout the lesson to ponder this

question and write down some possible answers. At the end of class, invite them to share what they wrote.

Learn together

Each of the activities below will help inspire the youth to become lifelong learners. Following the guidance of the Spirit, select one or more that will work best for your class:

- Ask each youth to read one of the scriptures in this outline, looking for principles of learning. Invite each to draw a picture or diagram that represents the principles in the scripture passage. Ask the youth to use their pictures to teach each other about what they read. What do these scriptures teach about the importance of learning in Heavenly Father’s plan?
- Invite the youth to read the “Education” section in *For the Strength of Youth*, including the scripture references. Ask half of the class to look for things Heavenly Father wants us to do, and ask the other half to identify blessings that He has promised. Invite them to share what they find and choose something they feel they need to work on. Discuss as a class ways they can improve in those areas, and

encourage the youth to set personal goals to apply the Lord’s counsel.

- Show the video “You Know Enough,” and invite the youth to share what they learn from Elder Neil L. Andersen about how we gain knowledge. What would they say to a friend who is struggling because he or she does not understand everything about the gospel? How would they help their friend understand the role of learning in Heavenly Father’s plan?
- Ask the youth to read “Plan of Salvation” in *True to the Faith* (pages 115–17), including the scriptures cited, and find something they didn’t already know. Invite them to share what they learn, and discuss why Heavenly Father wants us to continue to learn.

Ask the youth to share what they learned today. Do they understand the importance of learning in Heavenly Father’s plan? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?

Invite to act

- Invite the youth to think about a part of the plan of salvation they would like to teach to a friend or family member. What can they do to learn about that topic?

- Bear your testimony of the blessings we receive when we seek learning throughout our lives.

Teaching tip

“When an individual asks a question, consider inviting others to answer it instead of answering it yourself. For example, you could say, ‘That’s an interesting question. What do the rest of you think?’ or ‘Can anyone help with this question?’” (*Teaching, No Greater Call* [1999], 64).

Teaching in the Savior’s way

The Savior was the perfect example of everything He taught. He taught His disciples to pray by praying with them. He taught them to love and serve by the way He loved and served them. What can you do to exemplify a love of learning to the youth you teach?

Selected Resources

“Education,” For the Strength of Youth (2011), 9–10

Education is an important part of Heavenly Father’s plan to help you become more like Him. He wants you to educate your mind and to develop your skills and talents, your power to act well in your responsibilities, and your capacity to appreciate life. The education you gain will be valuable to you during mortality and in the life to come.

Education will prepare you for greater service in the world and in the Church. It will help you better provide for yourself, your family, and those in need. It will also help you be a wise counselor and companion to your future spouse and an informed and effective teacher of your future children.

Education is an investment that brings great rewards and will open the doors of opportunity that may otherwise be closed to you. Plan now to obtain

an education. Be willing to work diligently and make sacrifices if necessary. Share your educational goals with your family, friends, and leaders so they can support and encourage you.

Maintain an enthusiasm for learning throughout your life. Find joy in continuing to learn and in expanding your interests. Choose to actively participate in the learning opportunities available to you.

Your education should include spiritual learning. Study the scriptures and the words of the latter-day prophets. Participate in seminary and institute. Continue throughout your life to learn about Heavenly Father’s plan. This spiritual learning will help you find answers to the challenges of life and will invite the companionship of the Holy Ghost.

Alma 37:35; Doctrine and Covenants 88:77–80



Why is teaching the gospel important in the plan of salvation?

In order to fulfill the purposes of the plan of happiness, Heavenly Father's children need to learn about the gospel. For this reason, God needs each of us to teach the gospel to our families, to other members of the Church, and to those who haven't received the gospel.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What do you feel impressed to share with the youth?

Luke 2:46–52 (At a young age, the Savior taught others the truths of the gospel)

2 Nephi 2:8 (The importance to make these things known is great)

D&C 43:8; 88:77–80 (The Lord commands us to teach one another)

Teaching, No Greater Call (1999), 3–4

Video: “Teaching Helps Save Lives”

How have you been influenced by a gospel teacher? What influence are you having on those you teach?

Who else teaches the youth in your class? How have these teachers influenced the lives of the youth?

When have the youth had opportunities to teach? How have they helped others?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Follow up on what the youth learned during Sunday School last week. In what ways did they continue their learning during the week?
- Ask the youth to talk about an experience in which someone taught them something in a meaningful way. You could also share an experience of your own.
- Invite the youth to tell about a time when they taught the gospel (for example, at home, with a friend, or at church). Why is teaching important in God's plan for His children?

See the appendix for other teaching and learning ideas.

Learn together

Each of the activities below will help the youth understand the importance of teaching the gospel in Heavenly Father's plan. Following the guidance of the Spirit, select one or more that will work best for your class:

- Show a picture of the Savior teaching in the temple (see *Gospel Art Book*, 34), and invite the youth to read Luke 2:46–52. How did the Savior, even as a young boy, feel about the importance of teaching? What else does this story teach us about the importance of teaching in Heavenly Father's plan? Ask the youth to think of and make a list of all the teaching opportunities they currently have (encourage them to include informal settings, such as conversations with friends). Invite the youth to choose something from the list and ponder this question: "How can I help fulfill Heavenly Father's plan by taking advantage of this teaching opportunity?" Ask them to share their thoughts.

- Show the video "Teaching Helps Save Lives," and ask the youth to think about effective gospel teachers

they've had, including parents and other family members. Divide them into pairs, and invite them to tell each other about the teachers they thought of. What made these teachers effective? How have these teachers helped fulfill Heavenly Father's plan? What can the youth do to follow their examples?

- Invite the youth to read pages 3 and 4 in *Teaching, No Greater Call* and look for a statement that answers the question "Why is gospel teaching important in the plan of salvation?" Ask them to write their statements on a small card, and collect the cards. Read one of the cards, and invite the class member who wrote that response to come to the front of the class and explain why he or she chose that statement. Encourage them to share an experience they have had that illustrates the statement they chose.

Ask the youth to share what they learned today. Do they understand the role of gospel teaching in the plan of salvation? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?

Invite to act

- Ask the youth what impressions they received today about teaching. What can they do to act on these impressions?

- Share your testimony about the importance of teaching.

Teaching tip

"Your main concern should be helping others learn the gospel, not making an impressive presentation. This includes opportunities for learners to teach one another" (*Teaching, No Greater Call* [1999], 64).

Teaching in the Savior's way

The Savior prepared Himself to teach others the gospel. He spent time alone in prayer and fasting. In private moments, He sought Heavenly Father's guidance. How can you prepare yourself spiritually to teach the youth?

Selected Resources

Excerpt from Teaching, No Greater Call (1999), 3–4

The Role of Teaching in Heavenly Father’s Plan

To be able to fully exercise our agency in righteousness, we must learn of the Savior and the doctrines of His gospel. Because of this, gospel teaching has always played an essential role in Heavenly Father’s plan for His children.

In the premortal spirit world, we “received [our] first lessons . . . and were prepared to come forth in the due time of the Lord to labor in his vineyard for the salvation of the souls of men” (D&C 138:56). After Adam and Eve were cast out of the Garden of Eden, the Lord sent angels to teach them the plan of redemption (see Alma 12:27–32). He later commanded Adam and Eve to “teach these things freely” to their children (see Moses 6:57–59).

In every dispensation of the gospel, the Lord has directed the teaching of the plan of redemption. He has sent angels (see Mosiah 3:1–4; Moroni 7:29–32; Joseph Smith—History 1:30–47), called prophets (see Amos 3:7), provided the scriptures (see D&C 33:16), and helped people know the truth by the power of the Holy Ghost (see 1 Nephi 10:19; Moroni 10:5). He has commanded His followers to teach the gospel to their family members (see Deuteronomy 6:5–7; Mosiah 4:14–15; D&C 68:25–28), to other members of the Church (see D&C 88:77–78, 122), and to those who have not yet received the fulness of the gospel (see Matthew 28:19–20; D&C 88:81). . . .

Every Member a Teacher

When the resurrected Savior taught the Nephites, He said: “Hold up your light that it may shine unto the world. Behold I am the light which ye shall hold up—that which ye have seen me do” (3 Nephi 18:24). In this instruction the Lord made no distinction among those who heard His voice. All were commanded to teach.

The same is true today. The responsibility to teach the gospel is not limited to those who have formal callings as teachers. As a member of The Church of Jesus Christ of Latter-day Saints, you have the responsibility to teach the gospel. As a parent, son, daughter, husband, wife, brother, sister, Church leader, classroom teacher, home teacher, visiting teacher, coworker, neighbor, or friend, you have opportunities to teach. Sometimes you can teach openly and directly by the things you say and the testimony you bear. And you always teach by example.

The Lord said, “This is my work and my glory—to bring to pass the immortality and eternal life of man” (Moses 1:39). As you think of the role of gospel teaching in the salvation and exaltation of God’s children, can you imagine a duty more noble or sacred? It calls for your diligent efforts to increase your understanding and improve your skills, knowing that the Lord will magnify you as you teach in the way He has commanded. It is a labor of love—an opportunity to help others exercise their agency righteously, come unto Christ, and receive the blessings of eternal life.



What is the role of agency in learning the gospel?

Heavenly Father created us as agents who act, not as objects that are acted upon (see 2 Nephi 2:26). This principle applies to all aspects of our mortal lives, including our efforts to learn the gospel. We each must learn the gospel for ourselves—no one can learn it for us. Learning the gospel is meant to be an active experience, not a passive one. When we exercise our agency to diligently seek truth, the Lord blesses us with increased light and knowledge.

Prepare yourself spiritually

Study the resources below. What passages or examples can you use to help the youth understand what it means to actively participate in learning?

John 7:17 (We must do Heavenly Father's will to know His doctrine)

D&C 50:24 (When we receive truth and act on it, we receive more truth)

James 1:22 (Be doers of the word, not hearers only)

D&C 88:118 (We seek learning by study and by faith)

1 Nephi 10:19 (If we diligently seek truth, we will find it)

David A. Bednar, "Seek Learning by Faith," *Ensign*, Sept. 2007, 61–68

2 Nephi 2:26 (We are to act, not to be acted upon)

Think about something you learned recently. What did you do to learn it? How did you feel?

What are some different ways youth can be involved in learning the gospel?

Who in your class seems to be actively involved in learning? Who is not? How can you work with other teachers to encourage the youth to actively participate in learning, in class and on their own?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to make a list of things they have learned in seminary, sacrament meeting, their personal study, or other settings. Discuss as a class how all of these things relate to the plan of salvation.
- Invite the youth to tell about a favorite lesson in which they actively participated (for example, in family home evening, a home teaching visit, a Sunday School class, or Primary). What did they do to participate?

See the appendix for other teaching and learning ideas.

How did their participation help them learn better? What are some other ways to participate in learning?

(You might point out that making comments in class is not the only way to participate.)

Teaching tip

“Ask questions that require learners to find answers in the scriptures and the teachings of latter-day prophets” (*Teaching, No Greater Call* [1999], 62).

Learn together

Each of the activities below will help inspire the youth to become actively involved in learning the gospel. Following the guidance of the Spirit, select one or more that will work best for your class:

- Encourage the youth to share some examples in the scriptures of people who actively sought to learn about the gospel (see, for example, 1 Nephi 2:14–16 [Nephi], Doctrine and Covenants 138:1–11 [Joseph F. Smith], and Joseph Smith—History 1:10–18 [Joseph Smith]). What principles of learning the gospel can the youth discover as they read about these examples? (For example, Nephi heard what his father taught, had desires to know for himself, and acted on those desires.) What do the youth want to learn about the plan of salvation? How can they apply these principles to guide their learning?

- Invite the youth to read the section titled “Learning by Faith: To Act and Not to Be Acted Upon,” from Elder David A. Bednar’s article “Seek Learning by Faith.” Ask them to look for things Elder Bednar suggests they can do to take more responsibility for their gospel learning. What

will they do to apply his counsel to their own efforts to learn about the plan of salvation?

- Write the scripture references from this outline on the board. Invite each class member to select one to read, looking for answers to this question: What blessings come from participating actively in learning? Ask the youth to share what they find. Invite them to individually complete the following sentence: “I plan to be more actively involved in learning the gospel by ...” Ask a few youth to share their plans with the class.

- Invite the youth to read Doctrine and Covenants 58:26–28, looking for ways the Lord’s counsel might apply to their role as gospel learners. Ask them to list some choices they must make as students (such as whether or not to make a comment in class or how to prepare spiritually for class). What are some of the consequences of these choices?

Ask the youth to share what they learned today. Do they understand the role of agency in learning the gospel? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?

Invite to act

- What can the youth do to apply what they learned as they study the plan of salvation in their other Church classes? How can you support them in their efforts to become active learners?
- Share your testimony of the blessings that come from diligently seeking to learn.

Teaching in the Savior's way

The Savior used simple stories, parables, and real-life examples when He taught. He helped others discover gospel lessons in their own experiences. How will you help the youth see examples of what you are teaching in their own lives?

Selected Resources

Excerpt from David A. Bednar, “Seek Learning by Faith,” Ensign, Sept. 2007, 61–68

How is faith as the principle of action in all intelligent beings related to gospel learning? And what does it mean to seek learning by faith?

In the grand division of all of God’s creations, there are things to act and things to be acted upon (see 2 Nephi 2:13–14). As sons and daughters of our Heavenly Father, we have been blessed with the gift of agency—the capacity and power of independent action. Endowed with agency, we are agents, and we primarily are to act and not only to be acted upon—especially as we seek to obtain and apply spiritual knowledge.

Learning by faith and from experience are two of the central features of the Father’s plan of happiness. The Savior preserved moral agency through the Atonement and made it possible for us to act and to learn by faith. Lucifer’s rebellion against the plan sought to destroy the agency of man, and his intent was that we as learners would only be acted upon. . . .

A learner exercising agency by acting in accordance with correct principles opens his or her heart to the Holy Ghost and invites His teaching, testifying power, and confirming witness. Learning by faith requires spiritual, mental, and physical exertion and not just passive reception. It is in the sincerity and consistency of our faith-inspired action that we indicate to our Heavenly Father and His Son, Jesus

Christ, our willingness to learn and receive instruction from the Holy Ghost. Thus, learning by faith involves the exercise of moral agency to act upon the assurance of things hoped for and invites the evidence of things not seen from the only true teacher, the Spirit of the Lord.

Consider how missionaries help investigators to learn by faith. Making and keeping spiritual commitments, such as studying and praying about the Book of Mormon, attending Church meetings, and keeping the commandments, require an investigator to exercise faith and to act. One of the fundamental roles of a missionary is to help an investigator make and honor commitments—to act and learn by faith. Teaching, exhorting, and explaining, as important as they are, can never convey to an investigator a witness of the truthfulness of the restored gospel. Only as an investigator’s faith initiates action and opens the pathway to the heart can the Holy Ghost deliver a confirming witness. Missionaries obviously must learn to teach by the power of the Spirit. Of equal importance, however, is the responsibility missionaries have to help investigators learn by faith. . . .

Ultimately, the responsibility to learn by faith and apply spiritual truth rests upon each of us individually. This is an increasingly serious and important responsibility in the world in which we do now and will yet live. What, how, and when we learn is supported by—but is not dependent upon—an instructor, a method of presentation, or a specific topic or lesson format.



How can I help others participate in learning?

We are all responsible for learning the doctrines of the gospel through our own diligent efforts. As gospel teachers, we can help those we teach take responsibility for their own learning. We can awaken a desire in others to study, understand, and live the gospel. We are most successful as teachers when we help those we teach discover gospel principles for themselves and draw their strength from God.

Prepare yourself spiritually

Prayerfully study the scriptures and resources below. What do you feel will be most helpful to the youth you teach?

Matthew 16:13–16 (The Savior invites Peter to testify)

Matthew 28:18–19; Luke 10:1–9 (The Savior gives His disciples responsibilities to teach and serve others)

Mark 10:17–21 (The Savior invites those He teaches to act in faith)

Luke 7:36–43 (The Savior asks questions that invite those He teaches to ponder His message)

John 3:1–13 (The Savior responds to questions from those He teaches)

3 Nephi 11:13–15 (The Savior invites those He teaches to know Him for themselves)

3 Nephi 17:1–3 (The Savior invites those He teaches to prepare themselves to learn more)

D&C 88:122 (Learners are edified when they share thoughts and insights and listen to each other)

David A. Bednar, “Watching with All Perseverance,” *Ensign* or *Liahona*, May 2010, 40–43

“Invite Diligent Learning,” *Teaching, No Greater Call* (1999), 60–74, 208–12

“Invite Diligent Learning” on LDS.org

What experiences have you had as a class member in which you participated meaningfully? How is the experience different when you do not participate?

What are some ways a person can participate meaningfully in learning, in addition to making comments? What do you do to encourage participation?

What teaching experiences have the youth had? How have they invited those they taught to participate in learning? How can you build on their experiences?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

See the appendix for other teaching and learning ideas.

- Ask the youth to share a recent learning or teaching experience they had outside of class. How did the principles taught in previous weeks help them?
- Invite the youth to discuss the disadvantages of being in a class where

the teacher does all the talking and class members are not encouraged to participate. Help them make a list of different ways learners can participate in learning (including in class and outside of class). How can a teacher encourage these kinds of participation?

Learn together

Each of the activities below will help the youth understand how to help those they teach participate in learning. Following the guidance of the Spirit, select one or more that will work best for your class:

- Invite the youth to search pages 4–5 of *Teaching the Gospel in the Savior’s Way* and make a list on the board of the ways in which the Savior invited those He taught to be involved in their own learning. Ask the youth to select an item from the list and work in pairs to find an example in the scriptures when the Savior taught this way (such as those suggested in this outline). You could also invite them to think of an experience of their own in which a teacher taught them something in a similar way. Ask each pair to share with the class what they find. Discuss how the youth can emulate the Savior’s methods when they teach. Why is it important to involve those you are teaching in these ways?
- Before class, assign several class members one principle from pages 63–74 in *Teaching, No Greater Call* to study. Ask them to come to class

prepared to teach the rest of the youth about their principle. Ask them to explain, as part of their presentations, how the principle they chose encourages learners to be actively involved in their own learning. Encourage them also to apply the principle as they teach.

- Show the three videos on the Invite Diligent Learning section of LDS.org, and invite the youth to read the section titled “Inviting Children to Act” in Elder David A. Bednar’s talk “Watching with All Perseverance.” Ask the youth to look for and share reasons gospel teachers should encourage those they teach to be actively involved in their own learning. Invite the youth to discuss examples of times when teachers in their lives have taught in the ways Elder David A. Bednar describes. What effect did this type of teaching have on their learning?

Ask the youth to share what they learned today. Do they understand how to help others participate in learning? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Teaching tip

“Listening is an expression of love. It often requires sacrifice. When we truly listen to others, we often give up what we want to say so they can express themselves” (*Teaching, No Greater Call* [1999], 66).

Invite to act

Invite the youth to think about opportunities they have to teach others about the plan of salvation. Encourage them to plan ways they can help those they teach participate meaningfully. In a future lesson, invite them to share what they did.

Teaching in the Savior's way

The Savior used simple stories, parables, and real-life examples to help others understand what He was teaching. He helped them discover gospel lessons in their own experiences. How can the youth help others be active participants in learning the gospel?

Selected Resources

Excerpt from David A. Bednar, "Watching with All Perseverance," Ensign or Liahona, May 2010, 40–43

As gospel learners, we should be “doers of the word, and not hearers only” (James 1:22). Our hearts are opened to the influence of the Holy Ghost as we properly exercise agency and act in accordance with correct principles—and we thereby invite His teaching and testifying power. Parents have the sacred responsibility to help children to act and to seek learning by faith. And a child is never too young to take part in this pattern of learning.

Giving a man a fish feeds him for one meal. Teaching a man to fish feeds him for a lifetime. As parents and gospel instructors, you and I are not in the business of distributing fish; rather, our work is to help our children learn “to fish” and to become spiritually steadfast. This vital objective is best accomplished as we encourage our children to act in accordance with correct principles—as we help them to learn by doing. “If any man will do his will, he shall know of the doctrine, whether it be of God” (John 7:17). Such learning requires spiritual, mental, and physical exertion and not just passive reception.

Inviting children as gospel learners to act and not merely be acted upon builds on reading and talking about the Book of Mormon and bearing testimony spontaneously in the home. Imagine, for example, a

family home evening in which children are invited and expected to come prepared to ask questions about what they are reading and learning in the Book of Mormon—or about an issue that recently was emphasized in a gospel discussion or spontaneous testimony in the home. And imagine further that the children ask questions the parents are not prepared adequately to answer. Some parents might be apprehensive about such an unstructured approach to home evening. But the best family home evenings are not necessarily the product of preprepared, purchased, or downloaded packets of outlines and visual aids. What a glorious opportunity for family members to search the scriptures together and to be tutored by the Holy Ghost. “For the preacher was no better than the hearer, neither was the teacher any better than the learner; . . . and they did all labor, every man according to his strength” (Alma 1:26).

Are you and I helping our children become agents who act and seek learning by study and by faith, or have we trained our children to wait to be taught and acted upon? Are we as parents primarily giving our children the equivalent of spiritual fish to eat, or are we consistently helping them to act, to learn for themselves, and to stand steadfast and immovable? Are we helping our children become anxiously engaged in asking, seeking, and knocking? (See 3 Nephi 14:7.)



How can I use Church music to learn about the plan of salvation?

The First Presidency taught: “Some of the greatest sermons are preached by the singing of hymns. Hymns move us to repentance and good works, build testimony and faith, comfort the weary, console the mourning, and inspire us to endure to the end” (*Hymns*, ix). Most principles of the gospel, including those related to the plan of salvation, are taught powerfully through hymns and other Church music.

Prepare yourself spiritually

Prayerfully study these scriptures and other resources. What do you feel inspired to share with the youth?

Colossians 3:16 (Teach one another through hymns or music)

D&C 25:12 (The song of the righteous is a prayer unto the Lord)

Dallin H. Oaks, “Worship through Music,” *Ensign*, Nov. 1994, 10–12

“Music and Dancing,” *For the Strength of Youth* (2011), 22–23

“First Presidency Preface,” *Hymns*, ix–x

“Enhancing Lessons with Music,” *Teaching, No Greater Call* (1999), 172–73

Church music website

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to share something they would like to tell a friend about the plan of salvation. What could they do to help the friend learn?
- Read as a class the “First Presidency Preface” in the hymnbook (pages ix–x). Invite the youth to list on the board things the First Presidency asks us to do and the blessings they promise.

What gospel truths have you learned from hymns and other Church music? How has music influenced your testimony and faith? What experiences have taught you the power of music?

How is music influencing the lives of the youth you teach? Which of the youth may be able to help you teach the other youth about the uplifting power of music?

See the appendix for other teaching and learning ideas.

Teaching tip

“To help learners prepare to answer questions, you may want to tell them before something is read or presented that you will be asking for their responses. For example, you could say, ‘Listen as I read this passage so that you can share what most interests you about it’ or ‘As this scripture is read, see if you can understand what the Lord is telling us about faith’” (*Teaching, No Greater Call* [1999], 69).

Teaching in the Savior’s way

The Savior trusted those He taught. He prepared them and gave them important responsibilities to teach, bless, and serve others. How is your call to teach the youth evidence of the Savior’s trust in you? How can you show the youth that you trust their ability to teach?

Learn together

Each of the activities below will help the youth use Church music to learn more about the plan of salvation. Following the guidance of the Spirit, select one or more that will work best for your class:

- Show the youth how to use the topical index of the hymnbook or children’s songbook to find music related to the plan of salvation. Invite each youth to select a hymn or song and study the lyrics and related scriptures (found at the end of each song). What insights do they gain about the plan of salvation from the words of the hymns?
- Ask the youth to share a spiritual experience they have had with Church music. What made the experience meaningful to them? How can music help you teach someone a gospel truth? Ask the youth to go to the section titled “Enhancing Lessons with Music” in *Teaching, No Greater Call* (pages 172–73), which suggests five ways to use music in teaching. Invite the youth to select a suggestion that interests them and study that section individually or in small groups.

When they are finished, ask them to share with the class what they learned and explain how they would follow the suggestion to teach others about the plan of salvation. What hymns or songs would they use?

- Write the following headings on the board: “Premortal Life,” “Mortal Life,” and “Life after Death.” Invite the youth to sing or listen to “O My Father” (*Hymns*, no. 292). Ask them to identify what this hymn teaches about these three phases of the plan of salvation and write what they find under the appropriate headings on the board. What else do they learn from this hymn about Heavenly Father’s plan for us? What other hymns or children’s songs can they think of that teach about the plan of salvation? Encourage them to share their thoughts and feelings about how the Spirit can teach us through music.

Ask the youth to share what they learned today. Do they understand how to use Church music to teach and learn about the plan of salvation? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth to ponder what they learned today about teaching and learning with music. What do they feel inspired to do because of what they learned? How will it affect their study of the gospel? the way they think about music? their future teaching opportunities?

Selected Resources

Excerpt from “Enhancing Lessons with Music,” Teaching, No Greater Call (1999), 172–73

Teaching or Reviewing a Gospel Principle

Most hymns can help you teach gospel principles or review principles you have already discussed.

When using a song to teach a principle, you might ask the learners questions to help them reflect on the message of the song or to encourage a discussion. For example, before having learners sing “Keep the Commandments” (*Hymns*, no. 303; *Children’s Songbook*, 146–47), you might ask, “Why do you think we feel safety and peace when we obey the commandments?” You might use “I Lived in Heaven” (*Children’s Songbook*, 4) to teach children about the plan of salvation. You could use “How Firm a Foundation” (*Hymns*, no. 85) to help those you teach understand that the Savior helps us face adversity. To teach about the comfort that we can receive at the death of a loved one, you could use “Where Can I Turn for Peace?” (*Hymns*, no. 129).

After teaching a gospel principle, you might ask those you teach, “What hymn could help us remember this principle?” Then sing one of the hymns they suggest. With children you might sing a song and then ask them how the song applies to the lesson. You could then invite them to sing the song with you.

Providing Insight into Scripture

Each hymn in the Church hymnbook is accompanied by scriptural references, which are indexed (see *Hymns*, pages 410–14). Most songs in the *Children’s Songbook* also have scriptural references. You might refer to these references to find songs that would work well with a particular lesson. For instance, if you were teaching John 13:34–35, you might have learners sing “Love One Another” (*Hymns*, no. 308;

Children’s Songbook, 136), one of the hymns that corresponds to these verses.

Helping Learners Build and Express Their Testimonies

As learners sing hymns and other Church songs, the Spirit can bear witness to them of the truthfulness of the principles being taught. There are some songs whose very words are an expression of testimony, so that in singing them people can bear their testimonies together. Such songs include “I Know That My Redeemer Lives” (*Hymns*, no. 136); “I Am a Child of God” (*Hymns*, no. 301; *Children’s Songbook*, 2–3); “We Thank Thee, O God, for a Prophet” (*Hymns*, no. 19); and “Did Jesus Really Live Again?” (*Children’s Songbook*, 64). . . .

Concluding a Lesson and Encouraging Learners to Apply a Gospel Principle

At a lesson’s conclusion, a hymn or song can summarize the principle taught and convey a motivating message. For example, at the conclusion of a lesson on keeping the commandments, you might have learners sing “Choose the Right” (*Hymns*, no. 239); “Keep the Commandments” (*Hymns*, no. 303; *Children’s Songbook*, 146–47); “Dare to Do Right” (*Children’s Songbook*, 158); or “Nephi’s Courage” (*Children’s Songbook*, 120–21).

Cultivating Feelings of Reverence

You and your family might sing hymns and other songs in family home evenings, family councils, and other gatherings to cultivate reverent feelings and enhance family gospel study. In a classroom setting, you might play recorded music or have someone play the piano as learners enter the classroom. This will help create a reverent atmosphere and prepare learners for the lesson.



How can I help others understand the doctrine of Christ?

The “doctrine of Christ” is that all men everywhere must have faith in Jesus Christ, repent of their sins, be baptized, receive the gift of the Holy Ghost, and endure to the end. The doctrine of Christ is the only way to be saved in the kingdom of God. It is the foundation of the Church and the central message of its missionaries.

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the youth?

2 Nephi 25:26 (We teach of Christ)

2 Nephi 31 (Nephi describes the doctrine of Christ)

3 Nephi 11:32–41; 27:13–21 (Christ declares His doctrine)

Articles of Faith 1:4 (The first principles and ordinances of the gospel)

“The Gospel of Jesus Christ,” *Preach My Gospel* (2004), 60–67

D. Todd Christofferson, “The Doctrine of Christ,” *Ensign* or *Liahona*, May 2012, 86–89

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share an experience they had recently that reminded them of something they have been learning in their Church classes.
- Write on the board, “What is the doctrine of Christ?” Give each class member a copy of the paragraph at the beginning of this lesson and ask them to read it, looking for an

answer to the question on the board. Invite them to share their answers with the class. Invite half of the class to read 3 Nephi 11:39–41, and invite the other half to read “Your Purpose” on page 1 of *Preach My Gospel*. According to these sources, why is it important that the youth understand the doctrine of Christ?

As you study the doctrine of Christ in 2 Nephi 31 and elsewhere in the scriptures, what thoughts or impressions come to you? How has His doctrine guided and blessed your life?

Why do the youth need to learn about the doctrine of Christ? How can this understanding better prepare them to share this central message of the Restoration with others?

See the appendix for other teaching and learning ideas.

Learn together

Each of the activities below can help the youth learn about the doctrine of Christ so that they will be better prepared to share it with others. Following the guidance of the Spirit, select one or more that will work for your class:

- Assign each class member to read one of the following sections of chapter 3 of *Preach My Gospel*: “Faith in Jesus Christ,” “Repentance,” “Baptism, Our First Covenant,” “The Gift of the Holy Ghost,” and “Endure to the End.” Ask them to teach the rest of the class what they learn, using a scripture and an example or personal experience.
- Ask each class member to read 2 Nephi 31 and look for what Nephi taught about the doctrine of Christ (faith, repentance, baptism, receiving the Holy Ghost, and enduring to the end). Divide the class into “com-

panionships” of two or three, and give them time to plan ways they could teach the doctrine of Christ to someone who has not heard it before. Invite each companionship to practice teaching another companionship.

- Invite the youth to read 2 Nephi 31 and draw a picture or diagram that they could use to teach someone about the doctrine of Christ. Ask them to teach each other in pairs, using their drawings. After everyone has had a chance to teach about the doctrine of Christ, invite them to share their experiences.

Ask the youth to share what they learned today. Do they know how to help others understand the doctrine of Christ? What feelings or impressions do they have about the responsibility to share this doctrine with others? Do they have any additional questions?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Teaching tip

“The teacher should be sensitive to the various levels of readiness among his students and then attempt to pace the student” (Asahel D. Woodruff, in *Teaching, No Greater Call* [1999], 30).

Teaching in the Savior’s way

The Savior used the scriptures to teach and testify about His mission. He taught people to think about the scriptures for themselves and use them to find answers to their questions. How can you use the scriptures to help the youth understand the doctrine of Christ?

UNIT OVERVIEW

March: The Atonement of Jesus Christ

*“Behold I say unto you that ye shall have hope through the atonement of Christ”
(Moroni 7:41).*

The outlines in this unit will help the youth learn how to search the scriptures and words of the living prophets to strengthen their faith in Jesus Christ and His Atonement. You will have the opportunity to help the youth gain stronger testimonies of the Atonement and more confidence in their ability to teach it to others. Encourage them to ask questions about what they are learning, to seek to learn more, and to share with others what they discover.

Outlines to choose from this month:

How can I use the words of living prophets and apostles to strengthen my faith in the Atonement of Jesus Christ?

What can the scriptures teach me about the Atonement of Jesus Christ?

How can the Book of Mormon help me strengthen my faith in the Atonement of Jesus Christ?

How can relying on the Savior’s grace help me become a better teacher?

How can I use comparisons to teach others about the Atonement?



How can I use the words of living prophets and apostles to strengthen my faith in the Atonement of Jesus Christ?

Like the prophets of old, prophets and apostles today testify of Jesus Christ and invite all to partake of His Atonement. They are called to be “special witnesses” of Jesus Christ. The Holy Ghost bears witness when living prophets and apostles testify of Christ, and we are blessed when we live by their teachings.

Prepare yourself spiritually

As you prayerfully study the words of prophets and apostles, what do you feel will strengthen the faith of the youth you teach?

Jacob 7:11–12; Mosiah 13:33–35; 15:11–12 (All prophets testify of Jesus Christ)

D&C 27:12; 107:23 (Apostles are special witnesses of Jesus Christ)

D&C 76:22–24 (Joseph Smith’s testimony of Jesus Christ)

Bible Dictionary, “Apostle”

Richard G. Scott, “Personal Strength through the Atonement of Jesus Christ,” *Ensign or Liahona*, Nov. 2013

Boyd K. Packer, “The Atonement,” *Ensign or Liahona*, Nov. 2012, 75–78

Richard G. Scott, “He Lives! All Glory to His Name!” *Ensign or Liahona*, May 2010, 75–78

“The Living Christ: The Testimony of the Apostles,” *Ensign or Liahona*, Apr. 2000, 2–3

Video: “Lifting Burdens”

Videos: Segments from *Special Witnesses of Christ* (no download available)

How have the words of living prophets and apostles strengthened your faith in Jesus Christ? Which talks, books, or articles by the prophets and apostles have helped you come to know Him better?

What recent conference addresses would help the youth strengthen their faith in Jesus Christ? How can you encourage the youth to search the words of living prophets and apply them to their lives?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

See the appendix for other teaching and learning ideas.

- Ask the youth to share recent learning or teaching experiences they have had outside of class.
- Invite the youth to read the entry “Apostle” in the Bible Dictionary and find phrases that describe the role of

an Apostle. As a class, find and read scriptures (such as those suggested in this outline) that show that prophets and apostles are special witnesses of Jesus Christ. What impresses the youth about these scriptures?

Learn together

Each of the activities below can help the youth understand how the words of living prophets and apostles can strengthen their faith in Jesus Christ. Following the guidance of the Spirit, select one or more that will work for your class:

- As a class, review the most recent general conference talks, looking for places where members of the First Presidency and Quorum of the Twelve teach or testify of Jesus Christ and His Atonement (you could use the topical index in the general conference issue of the *Ensign* or *Liahona*). What impresses the youth about the testimonies of the prophets and apostles? Consider sharing how these testimonies strengthen your own faith in the Savior.
- On the board, write, “The Atonement of Jesus Christ.” Give each class member a copy of one of the general conference talks suggested in this outline, and ask the youth to list things President Boyd K. Packer or Elder Richard G. Scott teaches about the Atonement that impress them. Invite them to write on the board a one-sen-

tence summary of what they learned, and ask each youth why he or she found that teaching meaningful.

- Show one or more of the videos suggested in this outline, or ask class members to take turns reading parts of “The Living Christ: The Testimony of the Apostles.” Invite the youth to listen or look for statements that strengthen their faith in Jesus Christ. Encourage the youth to share how these messages could strengthen the faith of their friends and family members.
- Encourage the youth to memorize a phrase that they find meaningful in “The Living Christ: The Testimony of the Apostles.” Ask the youth to write about how their faith in Jesus Christ would be different if they did not have the teachings of the living prophets and apostles. Give them time to share what they wrote.

Ask the youth to share what they learned today. Do they understand how the words of the living prophets can strengthen their faith in the Atonement? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Teaching tip

“You can help those you teach feel more confident about their ability to participate in a discussion if you respond positively to [their comments]. For example, you might say, ‘Thank you for your answer. That was very thoughtful’ ... or ‘That is a good example’ or ‘I appreciate all that you have said today’” (*Teaching, No Greater Call* [1999], 64).

Invite to act

- Invite the youth to share any impressions they have had during class. How is their faith in Jesus Christ strengthened when they study the words of living prophets and apos-

ties? How can you encourage them to act on what they learned?

- Share your testimony that the living prophets and apostles are special witnesses of Christ.

Teaching in the Savior's way

Jesus knew those He taught and knew who they could become. He found unique ways to help them learn and grow. What experiences can you help the youth have that will inspire them to treasure and remember the words of living prophets and apostles?

Selected Resources

THE LIVING CHRIST

THE TESTIMONY OF THE APOSTLES
THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

As we commemorate the birth of Jesus Christ two millennia ago, we offer our testimony of the reality of His matchless life and the infinite virtue of His great atoning sacrifice. None other has had so profound an influence upon all who have lived and will yet live upon the earth.

He was the Great Jehovah of the Old Testament, the Messiah of the New. Under the direction of His Father, He was the creator of the earth. “All things were made by him; and without him was not any thing made that was made” (John 1:3). Though sinless, He was baptized to fulfill all righteousness. He “went about doing good” (Acts 10:38), yet was despised for it. His gospel was a message of peace and goodwill. He entreated all to follow His example. He walked the roads of Palestine, healing the sick, causing the blind to see, and raising the dead. He taught the truths of eternity, the reality of our premortal existence, the purpose of our life on earth, and the potential for the sons and daughters of God in the life to come.

He instituted the sacrament as a reminder of His great atoning sacrifice. He was arrested and condemned on spurious charges, convicted to satisfy a mob, and sentenced to die on Calvary’s cross. He gave His life to atone for the sins of all mankind. His was a great vicarious gift in behalf of all who would ever live upon the earth.

We solemnly testify that His life, which is central to all human history, neither began in Bethlehem nor concluded on Calvary. He was the Firstborn of the Father, the Only Begotten Son in the flesh, the Redeemer of the world.

He rose from the grave to “become the firstfruits of them that slept” (1 Corinthians 15:20). As Risen Lord, He visited among those He had loved in life. He also ministered among His “other sheep” (John 10:16) in ancient America. In the modern world, He and His Father appeared to the boy Joseph Smith, ushering in the long-promised “dispensation of the fulness of times” (Ephesians 1:10).

Of the Living Christ, the Prophet Joseph wrote: “His eyes were as a flame of fire; the hair of his head was white like the pure snow; his countenance shone above the brightness of the sun; and his voice was as the sound of the rushing of great waters, even the voice of Jehovah, saying:

“I am the first and the last; I am he who liveth, I am he who was slain; I am your advocate with the Father” (D&C 110:3–4).

Of Him the Prophet also declared: “And now, after the many testimonies which have been given of him, this is the testimony, last of all, which we give of him: That he lives!

“For we saw him, even on the right hand of God; and we heard the voice bearing record that he is the Only Begotten of the Father—

“That by him, and through him, and of him, the worlds are and were created, and the inhabitants thereof are begotten sons and daughters unto God” (D&C 76:22–24).

We declare in words of solemnity that His priesthood and His Church have been restored upon the earth—“built upon the foundation of . . . apostles and prophets, Jesus Christ himself being the chief corner stone” (Ephesians 2:20).

We testify that He will someday return to earth. “And the glory of the Lord shall be revealed, and all flesh shall see it together” (Isaiah 40:5). He will rule as King of Kings and reign as Lord of Lords, and every knee shall bend and every tongue shall speak in worship before Him. Each of us will stand to be judged of Him according to our works and the desires of our hearts.

We bear testimony, as His duly ordained Apostles—that Jesus is the Living Christ, the immortal Son of God. He is the great King Immanuel, who stands today on the right hand of His Father. He is the light, the life, and the hope of the world. His way is the path that leads to happiness in this life and eternal life in the world to come. God be thanked for the matchless gift of His divine Son.

THE FIRST PRESIDENCY

Joseph Smith
Thomas M. Morgan
James E. Faust

January 1, 2000

THE QUORUM OF THE TWELVE

Boyd K. Packer
L. Tom Perry
Dwight H. Peters
Neal A. Maxwell
Russell M. Nelson
Devin A. Cook

M. Russell Ballard
Joseph B. Wirthlin
Richard G. Scott
Robert D. Hales
Jeffrey R. Holland
Henry A. Eyring



What can the scriptures teach me about the Atonement of Jesus Christ?

The principal purpose of the scriptures is to testify of Jesus Christ, helping us come unto Him and partake of His Atonement. As we search the scriptures diligently, we will learn about the Savior through teachings, stories, and symbols.

Prepare yourself spiritually

Prayerfully study the scriptures and other Church resources. What do you feel impressed to share with the youth?

Genesis 22:1–14 (Abraham offering his son Isaac as a sacrifice is a similitude of the sacrifice of the Son of God; see Jacob 4:5)

2 Nephi 11:4; Moses 6:63 (All things that God gives us teach about His Son)

Mosiah 13:33–35 (All prophets testify of Jesus Christ)

What scriptures about Jesus Christ are meaningful to you? What symbols of Jesus Christ have you found in the scriptures? Which scriptures have helped you better understand the Atonement?

How have the youth you teach found Jesus Christ in the scriptures? What symbols of Jesus Christ can you help them find?

Teaching tip

“Do not be afraid of silence. People often need time to think about and reply to questions or to express what they are feeling. You might pause after you have asked a question, after a spiritual experience has been shared, or when a person is having difficulty expressing himself or herself” (*Teaching, No Greater Call* [1999], 67).

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Follow up on what the youth learned during Sunday School last week. How did they apply what they learned during the week?
- Invite the youth to share a scripture they read recently about Jesus Christ or His Atonement.

Learn together

Each of the activities below can help the youth learn how to find Jesus Christ in the scriptures. Following the guidance of the Spirit, select one or more that will work for your class:

- Invite class members to look in the Topical Guide and count the number of bolded topic headings that start with “Jesus Christ.” Which topics interest the youth? Invite them to read a few scriptures about those topics and

Teaching in the Savior's way

Jesus used the scriptures to teach and testify about His mission. He taught people to think about scriptures for themselves. How can you use the scriptures to help the youth better understand the Savior and His mission? Watch more

share with the class what they can learn about the roles of the Savior.

- Invite each youth to bring to class a favorite scripture about Jesus Christ and His Atonement. Have class members write the references on the board, and read them as a class. Ask the youth to share why these passages are meaningful to them. Help them create a scripture chain with these references (see *Teaching, No Greater Call* [1999], 58).

- Study together a story or event in the scriptures that is a similitude of the Savior and His Atonement (for examples, see the Topical Guide, "Jesus Christ, Types of, in Anticipation"). If possible, show pictures of the story (see the *Gospel Art Book*). Invite the youth to discover how that story or event symbolizes the Savior's mission. Give the youth opportunities to find other scripture stories that

teach symbolically about the Atonement of Jesus Christ.

- Invite the youth to look through the *Gospel Art Book* and find pictures of scripture stories that could be used to teach about the Atonement. For example, the story of Noah's ark could symbolize how the Atonement provides safety from the flood of sin. Encourage them to read the scriptures related to the pictures they find (references are found at the beginning of the book) and share what they learn about the Atonement.

- Invite the youth to read Moses 6:63 and make a list of things "in the heavens," "on the earth," and "in the earth" that bear record of Jesus Christ. Help them use the Topical Guide to find scriptures in which Jesus Christ is compared to some of these things (for example, He is compared to a rock in Helaman 5:12).

Ask the youth to share what they learned today. Do they understand how to learn about Jesus Christ and His Atonement from the scriptures? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

- Share something you learned recently about Jesus Christ in the scriptures.

- Invite the youth to share any impressions they have had during class.

What will they do in their personal study of the scriptures to focus more on learning about Jesus Christ? Encourage them to share what they find in future classes.

See the appendix for other teaching and learning ideas.

Selected Resources

Excerpt from "Teaching from the Scriptures," Teaching, No Greater Call (1999), 55–59

Scripture Linking

Most gospel principles are expressed in many different passages of scripture, with each passage providing its own insight. You can gain a more complete understanding of a principle when you study various passages about it. One way to do this is to compile a list of passages on a subject and then write that list in your scriptures. Depending on the topic, a list may be long or as short as two or three key verses. This method, sometimes called scripture linking, can be a valuable tool in studying the scriptures and teaching from them. You can link a list of scripture passages in the following way:

In the margin beside each scripture passage, write the reference of the next passage in the list. Continue doing this until you reach the last passage. Beside the last passage, write the reference to the first one. Then you can start at any point on the list and continue through the chain until you have read all the passages.

You may develop some lists that need to be put in a certain sequence to provide a more complete understanding of their subjects. To always know where to start such a sequence, you can write the reference to the first passage in parentheses under each of the other references. Or you can write only the reference to the first passage by each of the other passages, and on the page where the first passage appears, you can write the entire list.



How can the Book of Mormon help me strengthen my faith in the Atonement of Jesus Christ?

The primary purpose of the Book of Mormon is to convince all people that Jesus is the Christ. It teaches that we “must come unto Him or [we] cannot be saved” (1 Nephi 13:40). It contains many examples of faithful disciples who had faith in Jesus Christ and received the blessings of His Atonement. Book of Mormon prophets bore powerful testimony of the Savior, that we “may know to what source [we] may look for a remission of [our] sins” (2 Nephi 25:26).

Prepare yourself spiritually

As you prayerfully study the scriptures, especially the Book of Mormon, what do you feel will help the youth strengthen their faith in Jesus Christ?

Title page and introduction to the Book of Mormon

2 Nephi 25:26 (Nephites preach and write about Christ to strengthen the faith of their children)

3 Nephi 27:13–14 (The Savior testifies to the Nephites of His divine mission)

Neil L. Andersen, “The Book of Mormon: Strengthening Our Faith in Jesus Christ,” *Ensign* or *Liahona*, Oct. 2011, 39–45

Video: “Book of Mormon Introduction”

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- What experiences have the youth had that seem to reinforce the things they are learning about Jesus Christ and the Atonement?
- Have the youth imagine that a friend asks them if Mormons are Christians. Challenge them to use scriptures from the Book of Mormon (such as the scriptures suggested in this outline) to answer this question.

How has the Book of Mormon brought you closer to Jesus Christ? What are some scriptures in the Book of Mormon that have strengthened your testimony of the Savior?

How has the Book of Mormon strengthened the faith of the youth you teach? How can they strengthen each other’s faith in Jesus Christ using the Book of Mormon?

See the appendix for other teaching and learning ideas.

Learn together

Each of the activities below can help the youth understand how the Book of Mormon can strengthen their faith in Jesus Christ. Following the guidance of the Spirit, select one or more that will work best for your class:

- Write on the board “How can the Book of Mormon help me strengthen my faith in the Atonement of Jesus Christ?” Divide the class in to small groups, and assign each group to read a section of Elder Neil L. Andersen’s article “The Book of Mormon: Strengthening Our Faith in Jesus Christ.” Invite them to look for answers to the question on the board. Encourage each group to present their answers to the class, along with a scripture reference they found meaningful from their assigned section.
- Show the video “Book of Mormon Introduction.” Invite the youth to work in pairs to plan a short video of their own in which they share how the Book of Mormon has influenced their testimonies of the Savior and His Atonement. How would they explain what the Book of Mormon is? What verses or stories would they share? Encourage them to consider ways they could share the video with others.
- With permission from the bishop, invite a recent convert to share his or her experience gaining a testimony of the Book of Mormon. Ask him or her to come prepared to share some favorite scriptures from the Book of Mormon about the Atonement of Jesus Christ. How did the Book of Mormon bring him or her closer to the Savior? How did it help him or her understand His mission better? Invite class members to share their own testimonies and favorite scriptures about Jesus Christ from the Book of Mormon.
- As a class, think of examples of people in the Book of Mormon who repented and received forgiveness of their sins (such as Alma the Younger, Enos, or King Lamoni). Read some of their stories in the Book of Mormon. What do these experiences teach us about the Atonement?

Ask the youth to share what they learned today. Do they understand how the Book of Mormon can strengthen their faith in the Atonement? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Teaching tip

“Testify whenever the Spirit prompts you to do so, not just at the end of each lesson. Provide opportunities for those you teach to bear their testimonies” (*Teaching, No Greater Call* [1999], 45).

Teaching in the Savior's way

In every setting, Jesus was an example and mentor to those He taught. He taught them how to pray, teach, love, and serve by the way He lived. How can your example inspire the youth you teach?

What personal experiences could you share that would help the youth know how the Book of Mormon has strengthened your faith in Jesus Christ?

Invite to act

- Invite the youth to use the Book of Mormon to strengthen their faith in Jesus Christ. Give them opportunities in future classes to share scriptures they find in the Book of

Mormon that testify of Jesus Christ and His Atonement.

- Bear your testimony of the Book of Mormon as another testament of Jesus Christ.

Selected Resources

Excerpt from Neil L. Andersen, "The Book of Mormon: Strengthening Our Faith in Jesus Christ," Ensign or Liahona, Oct. 2011, 39–45

The Testimony of Jesus Christ

Accompanied by the power of the Holy Ghost, reading and pondering the great sermons on Jesus Christ in the Book of Mormon bring a certain witness of their truthfulness. I love to glide through the Book of Mormon feasting upon the powerful doctrines of Christ: Nephi's vision of the tree of life, with the angel asking, "Knowest thou the condescension of God?" (1 Nephi 11:16); Lehi's testimony that "redemption cometh in and through the Holy Messiah; for he is full of grace and truth" (2 Nephi 2:6); Jacob's addition that He is "the keeper of the gate . . . and he employeth no servant there" (2 Nephi 9:41).

We then follow with King Benjamin teaching us of the qualities of discipleship, with his unwavering declaration that there is "no other name given nor any other way nor means whereby salvation can come unto the children of men, only in and through the name of Christ" (Mosiah 3:17).

We are soon with Abinadi, about to give his life for what he believes:

"But there is a resurrection, therefore the grave hath no victory, and the sting of death, is swallowed up in Christ.

"He is the light and the life of the world; yea, a light that is endless, that can never be darkened" (Mosiah 16:8–9).

Alma brings the beautiful doctrines of the Atonement, justice, and mercy to life: "The plan of mercy could not be brought about except an atonement should be made; therefore God himself atoneth for the sins of the world, to bring about the plan of mercy, to appease the demands of justice, that God might be a perfect, just God, and a merciful God also" (Alma 42:15).

Then we come to the marvelous visit of the Savior to the children of Lehi. We too feel His love, His compassion, His teachings, His own testimony:

"This is the gospel which I have given unto you—that I came into the world to do the will of my Father. . . .

"And my Father sent me that I might be lifted up upon the cross . . . that I might draw all men unto me, that as I have been lifted up by men even so should men be lifted up by the Father, to stand before me, to be judged of their works, whether they be good or whether they be evil" (3 Nephi 27:13–14).

Finally the closing appeals of Mormon and Moroni: "Know ye that ye must . . . repent of all your sins and iniquities, and believe in Jesus Christ, that he is the Son of God" (Mormon 7:5). "Yea, come unto Christ, and be perfected in him, and deny yourselves of all ungodliness; and if ye shall deny yourselves of all ungodliness, and love God with all your might, mind and strength, then is his grace sufficient for you, that by his grace ye may be perfect in Christ" (Moroni 10:32).



How can relying on the Savior's grace help me become a better teacher?

In our efforts to teach the gospel, we may sometimes experience feelings of inadequacy. But we can take courage from the Lord's promise that His "grace is sufficient ... [to] make weak things become strong" (Ether 12:27). As we humble ourselves, acknowledge our weaknesses, and exercise faith in Jesus Christ, He will strengthen us to teach His gospel in a manner pleasing to Him.

Prepare yourself spiritually

Jeremiah 1:5–9; Moses 6:31–34 (Prophets who felt inadequate but received strength from the Lord)

1 Corinthians 1:27–31; D&C 1:19–23 (The gospel is proclaimed by the weak and simple)

Jacob 4:7; Ether 12:23–29 (The Savior's grace is sufficient to strengthen the humble)

Alma 17:9–11; 29:9 (We can become instruments in the Lord's hands to bring others to Christ)

David A. Bednar, "In the Strength of the Lord," *Ensign* or *Liahona*, Nov. 2004, 76–78

"No Greater Call," *Teaching, No Greater Call* (1999), 3–4

David M. McConkie, "Gospel Learning and Teaching," *Ensign* or *Liahona*, Nov. 2010, 13–15

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Ask the youth to share what they have been learning about the Atonement and what questions they have about what they have learned.
- Ask the youth to read the section titled "Every Member a Teacher" from

Teaching, No Greater Call (pages 3–4). Invite the youth to share their feelings about their responsibility to teach the gospel. What opportunities do they have to teach others the gospel? How does the Lord help us fulfill our responsibility to teach?

How have you found answers to your gospel questions? What study methods have helped you?

What study methods are the youth familiar with? Is there a study method that one of the youth could teach to the class?

See the appendix for other teaching and learning ideas.

Learn together

Each of the activities below can encourage the youth to rely on the Savior's grace to help them become better teachers. Following the guidance of the Spirit, select one or more that will work best for your class:

- Ask the youth to share an experience in which they received an assignment that seemed difficult or overwhelming. What future assignments might they receive that could make them feel overwhelmed? As a class, read the first 11 paragraphs of Elder David A. Bednar's talk "In the Strength of the Lord," and ask the youth to raise their hands when they hear or read something that could strengthen or encourage them when they receive such assignments and share what they learned with the class. How can they apply what they learn to the opportunities they have to teach others the gospel? Consider sharing a personal experience in which you received strength from the Lord to fulfill an assignment that seemed difficult.
- Before class, invite one of the youth who plays a musical instrument to bring his or her instrument to class (or show a picture of the instrument). Ask the youth to discuss what he or she does to ensure that the musical instrument works properly. Invite the class to read Alma 17:9–11 and describe how someone playing a musical instrument is like the Lord using us as instruments

to teach His gospel. What did the sons of Mosiah do to prepare themselves to be effective instruments in the hands of the Lord? How can the youth follow their examples as they teach?

- Invite the youth to read David M. McConkie's talk, "Gospel Learning and Teaching." Encourage them to make a list on the board of things Brother McConkie says are important in gospel teaching and things he says are not important. Encourage them to share how the stories Brother McConkie uses illustrate the points they listed on the board. Invite the youth to plan ways they can use what they learn from the talk to draw on the strength of the Lord as they teach others.
- Ask the youth to imagine that a friend has received an assignment from the bishop to teach a class or give a talk, and the friend feels inadequate and does not want to accept the assignment. How would the youth encourage their friend? What scriptures could they use to help him or her? (See, for example, the scriptures suggested in this outline.) Invite them to role-play using these scriptures to help someone in this situation.

Ask the youth to share what they learned today. Do they understand how the Savior's grace can help them become better teachers? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Teaching tip

"Never ridicule or criticize any question or comment, but show courtesy and love as you do your best to respond. When people feel that their comments are valued, they will share their experiences, feelings, and testimonies more freely" (*Teaching, No Greater Call* [1999], 64).

Teaching in the Savior's way

The Savior prepared Himself to teach by spending time alone in prayer and fasting and seeking guidance from His Father. How can you follow His example as you prepare to teach the youth?

Invite to act

- Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.
- Testify of the strength and help that the Lord has given you in your assignment to teach.

Selected Resources

Excerpt from David A. Bednar, "In the Strength of the Lord," Ensign or Liahona, Nov. 2004, 76–78

Brothers and sisters, my heart is filled to overflowing, my mind is spinning, my knees are weak and wobbly, and I find that words are totally inadequate to communicate effectively the feelings and thoughts I desire to share with you. I pray for and invite the companionship of the Holy Ghost for me and for you as I speak with you briefly this Sabbath morning.

In the hours since President Hinckley extended this new call to serve, I have heeded the admonition of Nephi to "liken all scriptures unto us" (1 Ne. 19:23) with a greater sense of purpose and intensity than I have ever done before. . . .

I have pondered the instruction of Jacob as contained in the Book of Mormon:

"Wherefore, we search the prophets, and we have many revelations and the spirit of prophecy; and having all these witnesses we obtain a hope, and our faith becometh unshaken, insomuch that we truly can command in the name of Jesus and the very trees obey us, or the mountains, or the waves of the sea.

"Nevertheless, the Lord God showeth us our weakness that we may know that it is by his grace, and his great condescensions unto the children of men, that we have power to do these things" (Jacob 4:6–7).

Brothers and sisters, please pay particular attention to the word *grace* as it is used in the verse I just read. In the Bible Dictionary we learn that the word *grace* frequently is used in the scriptures to connote a strengthening or enabling power:

"The main idea of the word is divine means of help or strength, given through the bounteous mercy and love of Jesus Christ.

". . . It is likewise through the grace of the Lord that individuals, through faith in the atonement of Jesus Christ and repentance of their sins, receive strength and assistance to do good works that they otherwise would not be able to maintain if left to their own means. This grace is an enabling power that allows men and women to lay hold on eternal life and exaltation after they have expended their own best efforts" (p. 697).

Thus, the enabling and strengthening aspect of the Atonement helps us to see and to do and to become good in ways that we could never recognize or accomplish with our limited mortal capacity. I testify and witness that the enabling power of the Savior's Atonement is real. Without that strengthening power of the Atonement, I could not stand before you this morning.



How can I use comparisons to teach others about the Atonement?

To help others understand an intangible, spiritual concept like the Atonement, it is helpful to compare it to something tangible and familiar. The Lord and His prophets often refer to familiar objects or experiences to help those they teach understand spiritual principles. As we study these comparisons, we can come to understand the Atonement better ourselves, and we can become more effective in teaching it to others.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What do you feel inspired to share with the youth?

Isaiah 1:18 (Isaiah refers to snow and wool to teach about repentance)

Matthew 11:28–30 (The Savior compares the help He gives us to a yoke)

Luke 15:11–32 (Parable of the prodigal son)

2 Nephi 1:15 (Lehi compares redemption to being encircled in the arms of God's love)

D. Todd Christofferson, "Redemption," *Ensign* or *Liahona*, May 2013, 109–12

James E. Faust, "The Atonement: Our Greatest Hope," *Ensign*, Nov. 2001, 18–20

Dallin H. Oaks, "The Atonement and Faith," *Ensign*, Apr. 2010, 30–34

"Comparisons and Object Lessons," *Teaching, No Greater Call* (1999), 163–64

Video: "The Mediator"; see also *Book of Mormon Presentations*

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

What comparisons or object lessons have helped you understand the Atonement better?

What opportunities do the youth have to teach others about the Atonement?

How can using comparisons help the youth teach more effectively?

See the appendix for other teaching and learning ideas.

- Ask the youth what their teachers, leaders, and parents have done to help them understand the Atonement.
- As a class, read “Comparisons” from *Teaching, No Greater Call* (pages

163–64). Why do teachers use comparisons to teach gospel truths? Invite the youth to share examples of comparisons that have helped them understand the gospel better.

Learn together

Each of the activities below can help the youth learn how to use comparisons to teach others about the Atonement. Following the guidance of the Spirit, select one or more that will work best for your class:

- Show the video “The Mediator.” Invite the youth to work individually to list the various components of the comparison President Boyd K. Packer uses (such as the creditor, the debtor, the debt, and so on) and write down what each represents. Divide the class into pairs, and ask them to teach each other about the Atonement using President Packer’s comparison. How does this comparison help the youth understand the Atonement better?
- Ask the youth to think of and share examples of comparisons in the scriptures that could be used to teach about the Atonement (see, for example, the scriptures suggested in this outline). What do they learn about the Atonement from these comparisons? Write on the board, “_____ is like _____.” Invite the youth to fill in the first blank with a principle related to the Atonement (such as *repentance, forgiveness, or resurrection*) and the second blank with some-

thing familiar that they could use to teach others about that principle. Give the youth several opportunities to practice this teaching method.

- Divide the class in two groups. Assign one group to read and discuss President James E. Faust’s story about Little Jim (in his talk “The Atonement: Our Greatest Hope”), and ask the other group to read and discuss Elder Dallin H. Oaks’s example of a tree bending in the wind (in his article “The Atonement and Faith”). Ask each group to teach the other group what they learned about the Atonement from the comparison they studied.
- Invite the youth to review the stories about Jean Valjean and Sara in Elder Christofferson’s talk “Redemption.” What do they learn about the Atonement from these stories? How would they use these stories to teach others? What similar experiences from their own lives could they use to teach others about the Atonement?

Ask the youth to share what they learned today. Do they understand how to use comparisons to teach others about the Atonement? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Teaching tip

“A skilled teacher doesn’t think, ‘What shall I do in class today?’ but asks, ‘What will my students do in class today?’; not, ‘What will I teach today?’ but rather, ‘How will I help my students discover what they need to know?’” (Virginia H. Pearce, in *Teaching, No Greater Call* [1999], 61).

Teaching in the Savior's way

The Savior shared simple stories, parables, and real-life examples that helped those He taught discover gospel lessons in the world around them. How can you help the youth teach in the Savior's way? (See *Teaching the Gospel in the Savior's Way*, 4–5.)

Invite to act

- Ask the youth to think about what they learned about teaching today. What do they feel inspired to do to teach others about the Atonement? If possible, allow them to teach each

other during class, or arrange for them to teach in other settings.

- Bear your testimony of the blessings the youth can bring to others as they teach about the Atonement.

Selected Resources

Excerpt from James E. Faust, "The Atonement: Our Greatest Hope," Ensign, Nov. 2001, 18–20; Liahona, Jan. 2002, 19–22

Some years ago, President Gordon B. Hinckley told "something of a parable" about "a one room school house in the mountains of Virginia where the boys were so rough no teacher had been able to handle them.

"Then one day an inexperienced young teacher applied. He was told that every teacher had received an awful beating, but the teacher accepted the risk. The first day of school the teacher asked the boys to establish their own rules and the penalty for breaking the rules. The class came up with 10 rules, which were written on the blackboard. Then the teacher asked, 'What shall we do with one who breaks the rules?'

"'Beat him across the back ten times without his coat on,' came the response.

"A day or so later, . . . the lunch of a big student, named Tom, was stolen. 'The thief was located—a little hungry fellow, about ten years old.'

"As Little Jim came up to take his licking, he pleaded to keep his coat on. 'Take your coat off,' the teacher said. 'You helped make the rules!'

"The boy took off the coat. He had no shirt and revealed a bony little crippled body. As the teacher hesitated with the rod, Big Tom jumped to his feet and volunteered to take the boy's licking.

"'Very well, there is a certain law that one can become a substitute for another. Are you all agreed?' the teacher asked.

"After five strokes across Tom's back, the rod broke. The class was sobbing. 'Little Jim had reached up and caught Tom with both arms around his neck. "Tom, I'm sorry that I stole your lunch, but I was awful hungry. Tom, I will love you till I die for taking my licking for me! Yes, I will love you forever!'" " ["Pres. Hinckley: Christmas a Result of Redeeming Christ," *Church News*, 10 Dec. 1994, 4.]

Excerpt from Dallin H. Oaks, "The Atonement and Faith," Ensign, Apr. 2010, 30–34

Why is it necessary for us to suffer on the way to repentance for serious transgressions? We tend to think of the results of repentance as simply cleansing us from sin, but that is an incomplete view. A person who sins is like a tree that bends easily in the wind. On a windy and rainy day, the tree bends so deeply against the ground that the leaves become soiled with mud, like sin. If we focus only on cleaning the leaves, the weakness in the tree that allowed it to bend and soil its leaves may remain. Similarly, a person who is merely sorry to be soiled by sin will sin again in the next high wind. The susceptibility to repetition continues until the tree has been strengthened.

When a person has gone through the process that results in what the scriptures call "a broken heart and a contrite spirit," the Savior does more than cleanse that person from sin. He gives him or her new strength.

UNIT OVERVIEW

April: The Apostasy and the Restoration

“I have sent forth the fulness of my gospel by the hand of my servant Joseph” (D&C 35:17).

The events of the Apostasy and the Restoration hold important lessons that the youth can apply to their efforts to learn and teach the gospel. Encourage the youth to ask questions about what they are learning, to seek to learn more, and to teach others what they discover.

Outlines to choose from this month:

What does Joseph Smith’s example teach me about learning the gospel?

How can I recognize the difference between truth and error?

Why is it important to teach pure doctrine?

How can I liken the events of the Apostasy and the Restoration to my life?

How can I explain the Apostasy and the Restoration to others?



What does Joseph Smith's example teach me about learning the gospel?

Joseph Smith sought spiritual knowledge while acting as the Lord's instrument in restoring the gospel. He pondered the scriptures, asked inspired questions, and acted upon what he learned. As we follow the Prophet's example, we can receive answers to our questions and inspiration to guide our own lives.

Prepare yourself spiritually

Study the life of Joseph Smith. What does his example teach you about gospel learning? What can you share with the youth?

D&C 76:15–21 (Joseph Smith pondered the scriptures)

Joseph Smith—History (Joseph Smith likened the scriptures to himself, asked inspired questions, and acted upon what he learned)

"Gaining Knowledge of Eternal Truths," *Teachings of Presidents of the Church: Joseph Smith* (2007), 261–70

"Joseph Smith's First Prayer," *Hymns*, no. 26

Video: "Origins"

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to ask questions they have about a doctrine they are studying.
- Invite each youth to draw a simple picture on the board that represents something he or she knows about the life of Joseph Smith (or display and discuss pictures of events from

his life; see *Gospel Art Book*, 89–97).

Write on the board, "What does Joseph Smith's example teach me about learning the gospel?" Invite the youth to suggest some answers and to continue to think about this question throughout the lesson.

Think about the experiences you have had studying the gospel. How does Joseph Smith's example inspire you as a gospel learner?

How do the youth in your class approach learning? How can Joseph Smith's example enrich their gospel learning?

See the appendix for other teaching and learning ideas.

Gospel study skills

Searching for principles. A principle is a truth that guides our actions. Sometimes principles are stated plainly in the scriptures or words of the prophets, and other times they are implied in a story. In the first activity in this section, the youth are asked to list principles of learning. As they search the scriptures, the following questions may help: What principles do I learn from this passage? Are they different from what I thought or learned in the past? Does they inspire me to change anything in my life? Encourage them to look for principles in their personal and family gospel study.

Teaching in the Savior's way

The Savior prepared Himself to teach by spending time alone in prayer and fasting. He sought His Heavenly Father's guidance. What can you do to follow the Savior's example of teaching?

Learn together

Each of the activities below can help the youth learn from Joseph Smith's example as a student of the gospel. Following the guidance of the Spirit, select one or more that will work best for your class:

- Help the youth make a list of principles and attributes that help us learn the gospel (such as humility, pondering, likening the scriptures, and asking inspired questions). Assign each youth one of the following passages from Joseph Smith—History: verses 10–20, 21–26, 28–33, 34–47, 48–54, 68–75. Ask the youth to search these verses for additional principles of learning and examples of Joseph Smith applying these principles. How can the youth apply these principles in their own efforts to learn the gospel?
- Read together the words to “Joseph Smith’s First Prayer” (*Hymns*, no. 26), and find words that describe Joseph Smith’s approach to learning. Help the youth define any unfamiliar

words. How can the youth follow Joseph Smith’s example in their own gospel learning?

- Divide the class into groups, and give each group a section of the chapter “Gaining Knowledge of Eternal Truths” from *Teachings of Presidents of the Church: Joseph Smith*. Invite the youth to draw something that represents Joseph Smith’s teachings about how to improve their study of the gospel.
- Show the video “Origins,” and ask the youth to share what they learn about how to search for truth. How can the prophet Joseph Smith’s example help us in our personal search for truth?

Ask the youth to share what they learned today. Do they understand what Joseph Smith’s experiences teach about learning the gospel? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite each youth to write down one thing he or she will do to be a better gospel learner based on the example of Joseph Smith. Invite the youth to share with each other what they wrote.

Selected Resources

Excerpt from “Gaining Knowledge of Eternal Truths,”
Teachings of Presidents of the Church: Joseph Smith
(2007), 261–70

“When men open their lips against [the truth] they do not injure me, but injure themselves. . . . When things that are of the greatest importance are passed over by weak-minded men without even a thought, I want to see truth in all its bearings and hug it to my bosom. I believe all that God ever revealed, and I never hear of a man being damned for believing too much; but they are damned for unbelief” [*History of the Church*, 6:477].

“When God offers a blessing or knowledge to a man, and he refuses to receive it, he will be damned. The Israelites prayed that God would speak to Moses and not to them; in consequence of which he cursed them with a carnal law” [*History of the Church*, 5:555;].

“I have always had the satisfaction of seeing the truth triumph over error, and darkness give way before light” [letter from Joseph Smith to Oliver Cowdery, Sept. 24, 1834, Kirtland, Ohio, published in *Evening and Morning Star*, Sept. 1834, p. 192]. . . .

“Knowledge does away with darkness, suspense and doubt; for these cannot exist where knowledge is. . . . In knowledge there is power. God has more power than all other beings, because He has greater knowledge; and hence He knows how to subject all other beings to Him. He has power over all” [*History of the Church*, 5:340].

“As far as we degenerate from God, we descend to the devil and lose knowledge, and without knowledge we cannot be saved, and while our hearts are filled with evil, and we are studying evil, there is no

room in our hearts for good, or studying good. Is not God good? Then you be good; if He is faithful, then you be faithful. Add to your faith virtue, to virtue knowledge, and seek for every good thing [see 2 Peter 1:5]” . . . [*History of the Church*, 4:588].

George A. Smith, while serving in the First Presidency, reported: “Joseph Smith taught that every man and woman should seek the Lord for wisdom, that they might get knowledge from Him who is the fountain of knowledge; and the promises of the gospel, as revealed, were such as to authorize us to believe, that by taking this course we should gain the object of our pursuit” [George A. Smith, *Deseret News: Semi-Weekly*, Nov. 29, 1870, p. 2]. . . .

“It is not wisdom that we should have all knowledge at once presented before us; but that we should have a little at a time; then we can comprehend it.” [*History of the Church*, 5:387].

“When you climb up a ladder, you must begin at the bottom, and ascend step by step, until you arrive at the top; and so it is with the principles of the gospel—you must begin with the first, and go on until you learn all the principles of exaltation. But it will be a great while after you have passed through the veil before you will have learned them. It is not all to be comprehended in this world; it will be a great work to learn our salvation and exaltation even beyond the grave” [*History of the Church*, 6:306–7]. . . .

“God hath not revealed anything to Joseph, but what He will make known unto the Twelve, and even the least Saint may know all things as fast as he is able to bear them, for the day must come when no man need say to his neighbor, Know ye the Lord; for all shall know Him . . . from the least to the greatest [see Jeremiah 31:34]” [*History of the Church*, 3:380].



How can I recognize the difference between truth and error?

During the Great Apostasy, many gospel truths were changed or lost. These truths were restored in our day through the Prophet Joseph Smith. Studying the word of God and listening to the Holy Ghost can help us recognize the difference between truths of the restored gospel and falsehoods taught by the world.

Prepare yourself spiritually

Use the resources below to understand for yourself how to recognize the difference between truth and error. Your own experiences living this principle will help you teach it effectively. Then consider how the activities in the rest of this outline can help you plan ways to engage the youth in learning.

John 8:31–32; Joseph Smith—Matthew 1:37 (Studying the word of God helps us recognize truth)

Isaiah 5:20; Moses 4:3–4 (Satan tries to deceive)

Moroni 7:12–19 (That which persuades us to do good and believe in Christ is of God)

Moroni 10:5; D&C 46:7–8 (The Holy Ghost testifies of truth)

Joseph Smith—History 1:8–20 (Joseph Smith prays to know the truth)

Boyd K. Packer, “These Things I Know,” *Ensign* or *Liahona*, May 2013, 6–8

Neil L. Andersen, “Beware of the Evil behind the Smiling Eyes,” *Ensign* or *Liahona*, May 2005, 46–48

Walter F. González, “Learning with Our Hearts,” *Ensign* or *Liahona*, Nov. 2012, 81–82

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Discuss questions the youth have after learning about the Apostasy and the Restoration in their other classes. How can you help them find answers?

How do you discern between truth and error? What blessings have come to your life because you were able to discern between truth and error?

What are some of the falsehoods that the youth are exposed to? How can you encourage them to determine the truthfulness of the information they receive? Why is it important that they know how to do this?

See the appendix for other teaching and learning ideas.

- A few days before class, ask one of the youth to come prepared to share the story at the beginning of Elder Neil L. Andersen’s talk “Beware of

the Evil behind the Smiling Eyes.” Invite class members to discuss what the story teaches them about avoiding Satan’s traps.

Learn together

Each of the activities below can help the youth learn how to recognize the difference between truth and error. Following the guidance of the Spirit, select one or more that will work best for your class:

- Give each class member a copy of the last nine paragraphs of President Boyd K. Packer’s talk “These Things I Know.” Invite the youth to look for key words that help them recognize the difference between truth and error. Ask them to write the words they find on the board and to explain why they chose these words.
- Give each class member a few paragraphs from Elder Neil L. Andersen’s talk “Beware of the Evil behind the Smiling Eyes.” Invite the youth to look for answers to the question “How can I recognize the difference between truth and error?” and share what they find. Ask them to share any experiences they have had applying Elder Andersen’s counsel in their efforts to discern between truth and error.
- Ask the youth to study Joseph Smith History 1:8–20 and make a list of the steps Joseph Smith took to distinguish

truth from error. How might the youth follow Joseph’s example when they want to know if something is true?

- Ask the youth to search Moroni 7:12–19 for criteria they can use to discern between good and evil. Invite each youth to make a list of choices he or she is facing and to use these criteria to guide each decision. Invite them to share items from their lists if they feel comfortable doing so.
- Invite the youth to imagine a situation in which they encounter information that might cause them to question their testimonies of the gospel. What can they do to discern between truth and error in such a situation? Invite them to search the scriptures in this outline or the sixth and seventh paragraphs of Elder Walter F. González’s talk “Learning with Our Hearts” to find answers to this question. Invite them to share what they find.

Ask the youth to share what they learned today. Do they understand how to distinguish between truth and error? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Gospel study skills

Discerning between true and false doctrine. Sometimes when we discover or learn new information insights, we can determine its truthfulness by answering questions like the following: Is this idea taught more than once in the scriptures? Do the living prophets and apostles teach it? Is it in harmony with the current practices and approved policies of the Church? Does the Spirit testify to me of its truthfulness?

Teaching in the Savior's way

The Savior did not give up when those He taught struggled. He continued to love and minister to them.

For example, even after Peter denied Him, the Savior continued to minister to him and helped him become worthy to lead the Church. In what ways can you minister to those you teach who are struggling to live the gospel?

Invite to act

Invite the youth to share any impressions they have had during class. What have they felt inspired to do? What can you do to encourage them to live what they have learned?

Selected Resources

Excerpt from Neil L. Andersen, "Beware of the Evil behind the Smiling Eyes," Ensign or Liahona, May 2005, 46–48

I'd like to tell you of an experience of a faithful Latter-day Saint who is a good friend of mine. I'll refer to him only as "my friend" for reasons you will understand.

Working as a special agent for the FBI, my friend investigated organized crime groups transporting illegal drugs into the United States.

On one occasion, he and another agent approached an apartment where they believed a known drug dealer was distributing cocaine. My friend describes what happened:

"We knocked on the door of the drug dealer. The suspect opened the door, and upon seeing us, tried to block our view. But it was too late; we could see the cocaine on his table.

"A man and a woman who were at the table immediately began removing the cocaine. We had to prevent them from destroying the evidence, so I quickly pushed the drug suspect who was blocking the door to the side. As I pushed him, my eyes met his. Strangely, he did not appear angry or afraid. He was smiling at me.

"His eyes and disarming smile gave me the impression that he was harmless, so I quickly left him and started to move toward the table. The suspect was now behind me. At that instant, I had the distinct, powerful impression come into my mind: 'Beware of the evil behind the smiling eyes.'

"I immediately turned back toward the suspect. His hand was in his large front pocket. Instinctively I grabbed his hand and pulled it from his pocket. Only then did I see, clutched in his hand, the semi-

automatic pistol ready to fire. A flurry of activity followed, and I disarmed the man."

Later, in another case, the drug dealer was convicted of murder and boasted that he would have also killed my friend had he not turned around at that very moment. . . .

How, then, can we discern the evil behind something that doesn't appear evil?

You already know the answers, but here are a few thoughts:

First, talk to your parents. Does that sound like a revolutionary idea? We fathers know we are far from perfect, but we love you, and along with your mothers, have a deep interest in your choosing the right.

Next, follow the prophet. These 15 men we sustain as prophets, seers, and revelators are given divine power to see what we sometimes do not see. President Hinckley has given us clear and specific counsel about the evil behind the smiling eyes [see *Liahona*, Apr. 2001, 30; *Ensign*, Jan. 2001, 2]. And you have the inspired guidance in the booklet *For the Strength of Youth*. As you apply President Hinckley's counsel, the Lord has promised that He "will disperse the powers of darkness from before you" [D&C 21:6]. You will see the evil behind the smiling eyes, and its appeal will leave you.

Very importantly, let the Holy Ghost be your guide. The Lord has promised us that as we live righteously, the still, small voice will come into our mind and into our heart [see D&C 8:2]. You have felt this influence. You know this voice [see D&C 18:36]. . . .

Finally, gain your own testimony of the Savior. Pray passionately. Read the Book of Mormon when no one is watching. Take time alone to think about who Jesus really is and how His life and sacrifice are important to you.



Why is it important to teach pure doctrine?

In the years following the deaths of the original Twelve Apostles, people began to rely on their own wisdom to interpret the scriptures. As a result, false doctrine was taught, and the Church fell into Apostasy. As gospel teachers, we have a responsibility to teach the truths of the restored gospel in their purity so that we do not lead anyone astray. When those we teach understand true doctrine, their hearts are touched and they change their attitudes and behavior (see Boyd K. Packer, “Do Not Fear,” *Ensign* or *Liahona*, May 2004, 79).

How do you, as a teacher, make sure you are teaching pure doctrine? When have you felt the power that comes with teaching pure doctrine?

Do the youth you teach recognize the power of pure doctrine? How can you help them feel more confident in their ability to teach pure doctrine?

Prepare yourself spiritually

Study the scriptures and resources below. What do you feel impressed to share with the youth?

Luke 24:32; Joseph Smith—History 1:11–12 (Teaching from the scriptures touches hearts)

2 Timothy 4:3–4 (Paul prophesies of false doctrines being taught)

Mosiah 18:19 (The scriptures and words of the prophets are the source of pure doctrine)

Alma 4:19; 31:5 (The word of God is powerful)

Moroni 10:5 (The Holy Ghost testifies of truth)

Teaching, No Greater Call (1999), 52–53, 203–7

D. Todd Christofferson, “The Doctrine of Christ,” *Ensign* or *Liahona*, May 2012, 86–90

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to share an experience in which they felt the Spirit while teaching someone about the gospel.
- Bring a glass of clean water and a glass of dirty water to class. Suggest that the water could represent the gospel that we teach to others.

See the appendix for other teaching and learning ideas.

If the clean water represents the pure gospel, what could the dirty water represent? What are some things that could contaminate the pure doctrines

of the gospel? (see *Teaching, No Greater Call*, 52–53). How does this analogy help the youth understand the importance of teaching pure doctrine?

Learn together

Each of the activities below can help the youth learn about the importance of teaching pure doctrine. Following the guidance of the Spirit, select one or more that will work best for your class:

- Ask the youth to make a list of ways the world tries to change people's behavior. Then ask them to read Alma 4:19 and 31:5, looking for the Lord's way of influencing others. After they share what they find, invite them to look in the scriptures for examples of people whose hearts were changed because they were taught true doctrine. Ask the youth to share examples of gospel principles they have learned that have influenced their actions.

- Help the youth look in the scriptures for examples of people who taught false doctrine (for example, Sherem [see Jacob 7], Koriathor [see Alma 30], or the Zoramites [see Alma 31]). What effect did their teachings have on the people? What doctrines did the Lord's servants teach in response? What similar false teachings have the youth encountered in

the world today? How can the youth respond and teach pure doctrine?

- Invite the youth to read 2 Timothy 3:2–4 and 2 Nephi 9:28–29. How have these scriptures been fulfilled in our day? What are some of the effects of false doctrine that we see in the world around us? (for some examples, see 2 Timothy 3:1–5). Which principles of the restored gospel could help overcome these effects?

- Ask half of the class to study "Your Responsibilities as a Teacher" in *Teaching, No Greater Call* (page 52), and ask the other half to study "Cautions for Gospel Teachers" (pages 52–53). Ask each group to think of a creative way to teach what they learned to the other group. Invite each youth to select one of the ideas presented and share why that idea is important in teaching pure doctrine.

Ask the youth to share what they learned today. Do they understand the importance of teaching pure doctrine? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to think about an upcoming teaching opportunity they have. Encourage them to consider what they will do to make sure they teach pure doctrine.

Teaching tip

There are many sources published to help us learn the gospel. However, not all sources are of equal value. The following sources are trustworthy for learning the gospel of Jesus Christ: the scriptures, official statements and conference addresses by the First Presidency and Quorum of the Twelve Apostles, and official Church publications. Other sources can be helpful if their teachings are consistent with the scriptures and official Church doctrine.

Teaching in the Savior's way

The Savior used the scriptures to teach and to testify of His mission. He repeatedly emphasized and taught pure doctrine. How can you help the youth use the scriptures to identify pure doctrine and teach it to others?



How can I liken the events of the Apostasy and the Restoration to my life?

We should “liken all scriptures unto us, that it might be for our profit and learning” (1 Nephi 19:23). To liken the scriptures means to see how scriptural events and circumstances are like the events and circumstances in our lives. Even though the events of the Apostasy and the Restoration occurred long ago, we can find ways to learn from these events and relate them to us today.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth liken the events of the Apostasy and the Restoration to their lives?

1 Nephi 19:23–24 (We should liken the scriptures to ourselves)

D&C 61:36 (What the Lord says to one He says to all)

Joseph Smith—History 1:5–20 (Joseph Smith likens James 1:5 to himself)

“Apostasy,” *True to the Faith* (2004), 13–14

M. Russell Ballard, “Learning the Lessons of the Past,” *Ensign or Liahona*, May 2009, 31–34

“Likening,” *Teaching, No Greater Call* (1999), 170–71

Video: “What the Restoration Means for Me”

How has likening the scriptures to your life blessed you? What strategies have helped you liken the scriptures to your life? What events from the Apostasy and the Restoration have special relevance in your life?

How will learning to liken the scriptures bless the youth? What connections can you see between their lives and the things they are learning about the Apostasy and the Restoration?

See the appendix for other teaching and learning ideas.

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the young women to share with the young men something they have recently learned about the Apostasy or the Restoration in their Young Women classes. Invite the young men to then share something with the young women that they have learned

about the Apostasy or Restoration in their Aaronic Priesthood quorums.

- Invite the youth to read 1 Nephi 19:23 and discuss what Nephi meant by “liken all scriptures unto us” (if needed, share with the youth the

paragraph at the beginning of this outline). Show the video “What the Restoration Means for Me,” and invite

class members to look for ways the youth in the video relate the events of the Restoration to their own lives.

Learn together

Each of the activities below can help the youth understand how to liken the events of the Apostasy and the Restoration to their lives. Following the guidance of the Spirit, select one or more that will work best for your class:

- Invite the youth to read Joseph Smith—History 1:5–10 to learn about what was going on in Joseph Smith’s life when he was 14 years old. Then invite them to read verses 11 through 20 and identify what Joseph did to liken the scripture he read to his experiences. How can Joseph Smith’s example help the youth improve their own study of the scriptures? Give them time to write down ways they can liken Joseph Smith’s experiences to their own lives. Invite the youth to share with another member of the class what they wrote.

- Invite the youth to read the section titled “Likenings” on pages 170–71 of *Teaching, No Greater Call* and look for strategies they can use to liken the scriptures to themselves. Ask them to share with the class what they learned. Invite the youth to choose one of the scriptures cited in this section of *Teaching, No Greater Call* and follow the guidelines to apply it to their own lives. What other scriptures could the youth liken to themselves using these strategies?

- On the board, write the headings “Great Apostasy” and “Personal Apostasy.” Ask the youth to read “Apostasy” in *True to the Faith* and list on the board the things that led to or resulted from the Great Apostasy. Help them liken the Great Apostasy to themselves by discussing how the things on their list could lead to personal apostasy. For instance, like the people who killed the apostles after the death of Christ, a person today who rejects or criticizes the living apostles is in danger of personal apostasy. What can the youth do to guard against personal apostasy?

- Ask the youth how they would respond if a friend said, “I don’t like to read the scriptures; they talk about things that happened so long ago. What do they have to do with my life now?” Divide Elder M. Russell Ballard’s talk “Learning the Lessons of the Past” among the youth, and invite them to read their sections and look for ways they might respond to their friend.

Ask the youth to share what they learned today. Do they understand how to liken the events of the Apostasy and the Restoration to themselves? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Gospel study skills

Likening the scriptures to ourselves. In the first activity in this section, the youth are invited to liken the experience of Joseph Smith to their own lives. Even though the scriptures were written long ago, we can make them relevant to our personal circumstances by asking the following kinds of questions: What does God want me to learn from this story? How are the things that happened in these verses like the things that happen in my life? What do I feel prompted to do as a result of this story?

Teaching in the Savior's way

The Savior taught people to think about the scriptures for themselves and use them to find answers to their own questions. How can you help the youth understand how to apply what they read in the scriptures to their challenges?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Selected Resources

Excerpt from “Likenings,” Teaching, No Greater Call (1999), 170–71

We should “likens all scriptures unto us, that it might be for our profit and learning” (1 Nephi 19:23). To liken the scriptures means to see how scripture accounts are similar to circumstances today and to show how the principles they teach are relevant in our lives. For example, in a lesson about standing up for the truth, you could liken the story of Abinadi in the court of King Noah to those you teach (see Mosiah 11–17). To teach about our spiritual blindness and the Savior’s power to heal us and give us greater spiritual vision, you could liken the story of Christ healing the blind man (see John 9).

You will use this method most effectively when you give family members or class members an opportunity to ponder what they read. For example, after teaching about Joseph Smith’s response when he was nearly overcome by the adversary in the Sacred Grove (see Joseph Smith—History 1:15–16), you could ask learners to recall and even write down an experience in which they were tried and tested. Then you could invite them to think about why it is important in times of trial to exert “all [our] powers to call upon God” (verse 16). . . .

Another way to help others liken the scriptures to themselves is to ask them to insert themselves into the scriptural text. For example, if someone places himself or herself in James 1:5–6, the teaching on prayer becomes as applicable to him or her as it was to Joseph Smith:

“If [I] lack wisdom, let [me] ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given [me]. But let [me] ask in faith, nothing wavering.”

Many times we can liken the scriptures to our lives by asking, “What did the prophet who recorded this account want us to learn from it? Why did he include these particular details?” When we ask these questions about the story of Enos, for example, we can discover applications to our own experiences with prayer. We can learn that praying sometimes takes much effort and that Heavenly Father answers our prayers. We can also learn that parents influence their children, even though it may take many years for the children to follow their parents’ teachings.

As we liken the scriptures to ourselves and help others do the same, we will be able to see the power of the word of God in every aspect of our lives.



How can I explain the Apostasy and the Restoration to others?

Most of us will have the opportunity to share gospel truths with others. Because the Apostasy and the Restoration are essential principles of the restored gospel, it is important that we know how to explain these truths to others. We should testify in a way that doesn't sound offensive but expresses the significance of the Restoration of the gospel.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth learn how to explain the Apostasy and the Restoration to others?

Amos 8:11–12; Acts 3:20–21; 2 Thessalonians 2:1–3 (Apostasy and Restoration foretold)

Ephesians 2:20 (The Church is built upon the foundation of prophets and apostles)

Russell M. Nelson, "Catch the Wave," *Ensign* or *Liahona*, May 2013, 45–48

Dallin H. Oaks, "The Only True and Living Church," *New Era*, Aug. 2011, 3–5

"Bear Testimony Frequently," *Preach My Gospel* (2004), 198–99

"Object Lessons," *Teaching, No Greater Call* (1999), 164

"The Great Apostasy," "The Restoration of the Gospel of Jesus Christ through Joseph Smith," *Preach My Gospel* (2004), 35–38

What opportunities have you had to teach others about the Apostasy and the Restoration? What effective methods have you seen others use as they taught about these concepts?

What do the youth already know about the Apostasy and the Restoration? What opportunities do they have to teach others about these truths now and in the future?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to share questions they have been asked about the Church or their beliefs. How did they answer these questions?
- Invite the youth to share experiences in which they have learned about the Apostasy and the Restoration. What did those who taught them do to help them understand these truths of the restored gospel?

See the appendix for other teaching and learning ideas.

Learn together

Each of the activities below can help the youth understand how to talk about the Apostasy and the Restoration with others. Following the guidance of the Spirit, select one or more that will work best for your class:

- Invite class members to read together the four paragraphs of Elder Russell M. Nelson’s talk “Catch the Wave” beginning with “The Restoration fulfills many biblical prophecies.” Ask each class member to study one of the scriptures referenced in the notes for this section. Invite the youth to then role-play how they would use their assigned passages to teach a friend about scriptures that prophesy of a restoration of the gospel.
- Ask the youth to share any scriptures they know of that foretell the coming of the Great Apostasy and the Restoration. If they need help, suggest that they use the Topical Guide, or refer them to the scriptures listed in this outline. Let the youth practice using these scriptures and others they can find to explain the Apostasy and the Restoration to each other.
- Read together as a class the first six paragraphs of Dallin H. Oaks’s article “The Only True and Living Church.” Ask the youth how we can testify of the only true Church in a way that avoids offending others. Divide the remaining sections of the talk among the youth, and ask them to read their sections and look for what Elder Oaks does to powerfully testify of the restored gospel while being respectful to the beliefs of others. Divide the class into pairs, and invite them to take turns bearing testimony of the true Church using what they learned.
- Invite the youth to read the section titled “Bear Testimony Frequently” on pages 198–99 of *Preach My Gospel*. As a class, make a list of reasons it is important to bear testimony when we teach and guidelines for bearing testimony. To illustrate the importance of bearing testimony when teaching about the Restoration, invite a recent convert to share with the class how he or she gained a testimony of Joseph Smith’s First Vision (get permission from the bishop beforehand). Ask the convert to share what role the testimonies of others played in his or her conversion. Consider sharing your testimony of the Restoration of the gospel and inviting the youth to share their testimonies.
- Ask the youth to study the section titled “Object Lessons” on page 164 of *Teaching, No Greater Call*. Invite them to think of object lessons that might help them explain aspects of the Apostasy and the Restoration to others. For instance, to explain the Apostasy they could build a church with blocks, labeling the blocks at the bottom “Apostles and Prophets,” then demonstrate how the church cannot stand without the foundation of apostles and prophets (see Ephesians 2:20). Invite them to share their object lesson ideas with each other. What opportunities do they have to teach others about the Apostasy and Restoration?

Teaching tip

“When you use a variety of learning activities, learners tend to understand gospel principles better and retain more. A carefully selected method can make a principle clearer, more interesting, and more memorable” (*Teaching, No Greater Call* [1999], 89).

Teaching in the Savior's way

The Savior invited those He taught to testify, and as they did, the Spirit touched their hearts. How will you help the youth understand how to testify to others about the Apostasy and the Restoration?

Ask the youth to share what they learned today. Do they understand how to explain the Apostasy and the Restoration to others? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite the youth to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

Selected Resources

"Bear Testimony Frequently," Preach My Gospel (2004), 198–99

A testimony is a spiritual witness and assurance given by the Holy Ghost. To bear testimony is to give a simple, direct declaration of belief—a feeling, an assurance, a conviction of gospel truth. Sharing your testimony often is one of the most powerful ways of inviting the Spirit and helping others feel the Spirit. It adds a current, personal witness to the truths you have taught from the scriptures. An effective missionary teaches, testifies, and invites others to do things that build faith in Jesus Christ. This includes making promises that come from living true principles. For example, a missionary might say, "I know as you keep the Sabbath day holy, you will find more peace in your heart."

For your testimony to have convincing power, you must be sincere. Powerful testimony is not dependent on eloquence or the volume of your voice but on the conviction of your heart. Strive daily to strengthen your understanding and conviction of the doctrines and principles you are to teach. Bear testimony often to seal the truth of the principles or doctrine you are teaching. As often as possible, teach, then testify, and testify as you teach.

Your testimony may be as simple as "Jesus Christ is the Son of God" or "I have learned for myself that the Book of Mormon is true." You may also share a brief experience about how you gained this knowledge. Bear testimony several times in each lesson, not just at the end. Bear testimony that what your

companion has taught is from God. Bear testimony that the principle you are going to teach will bless the investigators' lives if they will follow it. Talk about how living a principle has blessed your life.

People may sometimes intellectually question what you teach, but it is difficult to question a sincere, heartfelt testimony. When you testify, pray that those you are teaching will feel the confirming witness of the Holy Ghost. When you testify, you help create an environment for investigators to feel the Holy Ghost confirming your witness of the truth. This prepares them to accept the commitments you will extend.

Brigham Young was not baptized into The Church of Jesus Christ of Latter-day Saints during the first year of his learning about the restored gospel. But of his conversion he said: "If all the talent, tact, wisdom, and refinement of the world had been sent to me with the Book of Mormon, and had declared, in the most exalted of earthly eloquence, the truth of it, undertaking to prove it by learning and worldly wisdom, they would have been to me like smoke which arises only to vanish away. But when I saw a man without eloquence or talents for public speaking, who could only say, 'I know by the power of the Holy Ghost that the Book of Mormon is true, that Joseph Smith is a Prophet of the Lord,' the Holy Ghost proceeding from that individual illuminated my understanding, and a light, glory, and immortality were before me. I was encircled by them, filled with them, and I knew for myself that the testimony of the man was true" (in *Journal of Discourses*, 1:90).

UNIT OVERVIEW

May: Prophets and Revelation

*“We believe all that God has revealed, all that He does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God”
(Articles of Faith 1:9).*

The outlines in this unit will help the youth improve their ability to learn from and teach about revelations of the Lord, including those found in the scriptures and the words of living prophets as well as those that come to the youth as personal revelation through the Holy Ghost. Encourage the youth in your class to ask questions about what they are learning, to seek to learn more, and to teach others what they discover.

Outlines to choose from this month:

What can I learn from living prophets and apostles?

How can I improve my scripture study?

How does reverence help me receive revelation?

What does it mean to bear testimony?

What can I learn from President Monson about following the Spirit?



What can I learn from living prophets and apostles?

The living prophets and apostles receive revelation to guide the Church, and their counsel reflects the will of the Lord, who knows us perfectly and understands our challenges. Their teachings can help us with the challenges we face today. We are blessed to be led by living prophets and apostles and to receive their counsel every six months during general conference.

Prepare yourself spiritually

How have the teachings of the prophets and apostles helped you overcome challenges? What experiences can you share that will strengthen the youth you teach?

What are some of the challenges the youth are facing today? How can the teachings of the prophets and apostles help them face those challenges?

As you study these resources, look for truths that will help the youth learn the value of the teachings of the living prophets in their lives.

Mosiah 8:16–18 (A seer can be a great benefit to his fellow men)

D&C 1:38; 68:3–4 (When the Lord’s servants speak by the Spirit, what they say is scripture)

Boyd K. Packer, “These Things I Know,” *Ensign or Liahona*, May 2013, 6–8

Robert D. Hales, “General Conference: Strengthening Faith and Testimony,” *Ensign or Liahona*, Nov. 2013

Jeffrey R. Holland, “An Ensign to the Nations,” *Ensign or Liahona*, May 2011, 111–13

Ensign or Liahona, Nov. 2013 (general conference addresses by members of the First Presidency and Quorum of the Twelve)

“Prophets,” *True to the Faith* (2004), 129–30

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share a recent experience in which someone asked them a question about the gospel. How did they respond?
- Ask the youth to share a talk that impressed them from the most recent general conference. Ask them why it was meaningful to them.

See the appendix for other teaching and learning ideas.

Learn together

Gospel study skills

Studying general conference and other addresses. In this lesson, the youth are invited to search general conference talks. The following ideas can help them study: Encourage them to summarize in their own words the main ideas. They could ask themselves: What does the Lord want me to learn from this talk? What does He want me to do? Is there something in this talk that helps me with a current challenge in my life? Remind the youth that they can use questions like these when they study talks during their personal and family gospel study.

Each of the activities below will help the youth find answers to their challenges through the words of the living prophets. Following the guidance of the Spirit, select one or more that will work best for your class:

- Help the class make a list of challenges that youth face today. Invite each youth to select one of these challenges and search the most recent general conference talks to find counsel that could help someone overcome that challenge. Suggest that they use the “Topic Index” in the most recent conference issue of the *Ensign* or *Liahona*.
- Show a recent general conference talk given by President Thomas S. Monson. Ask the youth to listen for advice and counsel that is particularly important for their age group and prepare a five-minute talk using the counsel they found. Let them practice giving the talks to one another in class.
- As a class, listen to or watch a general conference talk that might be meaningful to the youth you teach. Ask the youth to identify eternal truths, scriptures, invitations to action, and blessings promised in the talk. (If time is short, consider watching only certain portions of the talk.)
- Write on the board, “Why is it important to listen to general conference?” Invite class members to come to the board and write a few answers to this question. Then invite them to read the scriptures suggested in this outline and Elder Robert D. Hales’s talk “General Conference: Strengthening Faith and Testimony” to find other possible answers to add to the list on the board. Ask the youth to discuss things they have done to make general conference a more meaningful experience for them. What other ideas do they find in Elder Hales’s talk?
- Invite class members to read together “Prophets” from *True to the Faith*. Ask them to look for roles of prophets described in what they read and to write these roles on the board. Give each youth part of President Boyd K. Packer’s talk “These Things I Know.” Invite the youth to look for and share examples of President Packer fulfilling these roles, as well as any additional roles of prophets they find. How have the youth been blessed by prophets fulfilling their roles?

Ask the youth to share what they learned today. Do they understand what they can learn from living prophets and apostles? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to study the most recent general conference talks as part of their gospel study. Encourage them to share with the class what they learn.

As the next general conference approaches, encourage the youth to prepare by making a list of questions they have, and invite them to prayerfully listen for answers in the conference talks.

Teaching in the Savior's way

Just before His death and Resurrection, the Savior taught His disciples that He would send the Holy Ghost to guide them “into all truth . . . and he will shew you things to come” (John 16:13). The Holy Ghost can help you know the best way to teach and assist the youth.

Selected Resources

Excerpt from Robert D. Hales, “General Conference: Strengthening Faith and Testimony,” Ensign or Liahona, Nov. 2013

The greatest blessings of general conference come to us after the conference is over. Remember the pattern recorded frequently in scripture: we gather to hear the words of the Lord, and we return to our homes to live them.

After King Benjamin taught his people, “he dismissed the multitude, and they returned, every one, according to their families, to their own houses” [Mosiah 6:3]. In his day, King Limhi did the same [see Mosiah 8:4]. After teaching and ministering to the people at the temple in Bountiful, the Savior entreated the people, “Go ye unto your homes, and ponder upon the things which I have said, and ask of the Father, in my name, that ye may understand, and prepare your minds for the morrow, and I come unto you again” [3 Nephi 17:3].

We accept the Savior’s invitation when we ponder and pray to understand what we have been taught

and then go forward and do His will. Remember President Spencer W. Kimball’s words: “I have made up my mind that when I go home from this [general] conference . . . there are many, many areas in my life that I can perfect. I have made a mental list of them, and I expect to go to work as soon as we get through” [Spencer W. Kimball, “Spoken from Their Hearts,” *Ensign*, Nov. 1975, 111]. President Monson recently said: “I encourage you to read the talks . . . and to ponder the messages contained therein. I have found in my own life that I gain even more from these inspired sermons when I study them in greater depth” [Thomas S. Monson, “God Be with You Till We Meet Again,” *Ensign or Liahona*, Nov. 2012, 110].

In addition to inviting us to hold personal and family scripture study, Heavenly Father wants us to regularly study and apply what we have learned in conference. I testify that those who put their trust in the Lord and heed this counsel in faith will gain great strength to bless themselves and their families for generations to come.



How can I improve my scripture study?

The scriptural command to “feast upon the words of Christ” (2 Nephi 32:3) implies much more than just casually reading the scriptures. We should search them diligently, pondering what they teach and likening these teachings to ourselves. We should pray for understanding and follow any promptings we receive from the Holy Ghost. Meaningful study of the scriptures can build our faith, fortify us against temptation, and help us draw nearer to Heavenly Father.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What do you find that will help the youth improve their scripture study?

Isaiah 34:16; 1 Nephi 10:19; D&C 88:63, 118 (If we seek, we shall find)

1 Nephi 19:23 (We should liken the scriptures to ourselves)

Psalms 119:105; 2 Nephi 4:15–16; D&C 138:1–11; Joseph Smith—History 1:11–13 (Pondering the scriptures brings revelation)

2 Nephi 32:3 (We should feast upon the words of Christ)

D&C 11:22 (Seek to obtain God’s word)

Joseph Smith—Matthew 1:37 (Those who treasure up the word of God will not be deceived)

Teaching, No Greater Call (1999), 56–59, 137–38

Henry B. Eyring, “A Discussion on Scripture Study,” *Ensign*, July 2005, 22–26

David A. Bednar, “A Reservoir of Living Water,” CES fireside for young adults, Feb. 4, 2007

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Ask the youth to share something they studied in the scriptures in their personal study this week. What is their plan for scripture study? How do they feel they could improve their scripture study?

How have the scriptures influenced your life? What have you done to make your scripture study more meaningful?

Are the youth in your class having meaningful experiences with the scriptures? How can you help them improve their study of the scriptures?

See the appendix for other teaching and learning ideas.

- Write on the board, “Immersion in the scriptures is essential for spiritual nourishment” (Quentin L. Cook, “Can Ye Feel So Now?” *Ensign* or *Liahona*, Nov. 2012, 7). Ask the youth what they think it means to immerse

ourselves in the scriptures. How is it different from simply reading them? Encourage them to think about this statement as they learn about scripture study during this lesson.

Learn together

Each of the activities below will help the youth improve their scripture study. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Write on the board the words *search*, *ponder*, and *pray*. Invite each youth to read one of the scriptures suggested in this outline and share with the class what he or she learns from the scripture. Ask the youth to write their scripture references next to the word on the board that describes the principles they teach. What other principles of effective scripture study can the youth think of? Do they know any scriptures that illustrate those principles?

- Write on the board some of the questions from President Henry B. Eyring’s article “A Discussion on Scripture Study” that would be most relevant to the youth you teach. Invite the youth to share their answers to these questions, and then give them time to read President Eyring’s answers. What do they learn from Pres-

ident Eyring’s answers that can help them improve their scripture study?

- Introduce the youth to the study aids available in the LDS edition of the scriptures (such as the footnotes, chapter headings, Topical Guide, and Bible Dictionary). Help them see how these study aids can help them enhance their study of the scriptures. (See *Teaching, No Greater Call*, 56–59.) With the permission of the bishop, invite ward members to come to class to be interviewed by the youth about how they make their scripture study meaningful.

- Ask the youth to choose a chapter in the scriptures and to spend a few minutes reading it, applying the principles of scripture study they learned today. Invite them to share any insights they found as they studied.

Ask the youth to share what they learned today. Do they understand how to improve their scripture study? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to think about their personal scripture study plan. What have they learned today that can help them improve their plan?

Gospel study skills

Studying the scriptures does not come naturally to most people, any more than playing the piano or painting does. Learning to study the scriptures effectively usually requires developing skills. The gospel study skills described in these learning outlines can help the youth become diligent students of the gospel. Point these skills out to the youth, and encourage them to use them as they study the gospel on their own.

Teaching in the Savior’s way

The Savior used the scriptures to teach and testify. He taught people to ponder the scriptures and use them to find answers. How can you help the youth use the scriptures to find answers to their questions?

Selected Resources

Excerpt from Henry B. Eyring, “A Discussion on Scripture Study”, Liahona, July 2005, 8

What have you done to make your own scripture study meaningful?

Elder Eyring: When I came into the Quorum of the Twelve Apostles, Elder Richard G. Scott suggested I buy an inexpensive set of scriptures and mark the insights and revelations I would gain in my new calling. So I did. But I went a little further.

I asked Heavenly Father what He would have me do as an Apostle. I wrote down what I felt His answers were. I typed, color coded, and pasted those answers in the front of my scriptures. For example, the first one was “I am to be a witness that Christ is the Son of God.” Then I read my scriptures looking for ideas that taught me how to witness that Christ is the Son of God. Every time I came to something, I marked it in blue. Soon I developed my own topical guide around what I thought the Lord wanted me to do. I have learned much through this process.

Going to the scriptures to learn what to do makes all the difference. The Lord can teach us. When we come to a crisis in our life, such as losing a child or spouse, we should go looking in the scriptures for specific help. We will find answers in the scriptures. The Lord seemed to anticipate all of our problems and all of our needs, and He put help in the scriptures for us—if only we seek it.

How can Latter-day Saints make scripture study a priority?

Elder Eyring: The only way you can be sure that a busy schedule doesn’t crowd out scripture study is to establish a regular time to study the scriptures. I have found that the beginning of the day and the end of the day are mine. Those are times I can usually control. So my pattern since I was a boy has been to read my scriptures at the beginning and end of the day. I read the Book of Mormon many times before I was 18 because of that pattern.

When I am in situations where I break out of the pattern, it’s hard on me. Once you get used to regular scripture study, you miss it if you don’t have it. It’s like food—you have to have it. I know that I need the scriptures like I need food. I don’t miss a regular meal, and I don’t miss regular scripture study.

What role do fasting and prayer play in scripture study?

Elder Eyring: We need to approach a fast by asking to be taught; we should be humble and eager like a child. That’s how we fast if we do it right. If we just miss meals, it’s not the same.

Likewise, we need to go to the scriptures humbly and eagerly, as we do when we fast. When I go to the scriptures asking to be taught, then adding fasting helps tremendously. . . .

What is the role of the Holy Ghost in scripture study?

Elder Eyring: The Holy Ghost confirms to us the word of God when we read it. That confirmation, repeated often, strengthens our faith. And it is by faith that we overcome obstacles and resist temptation.



How does reverence help me receive revelation?

When we are reverent, we show our love for God and are better able to receive personal revelation. A reverent attitude helps make us more sensitive to the still, small voice of the Spirit. If we treat sacred things with reverence, Heavenly Father will trust us and reveal to us additional truths.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What do you find that will help the youth develop a sense of reverence?

1 Kings 19:12; 3 Nephi 11:1–7 (God communicates through a still, small voice)

Psalm 46:10 (“Be still, and know that I am God”)

D&C 63:64; 84:54–57 (Treat sacred things with reverence)

Boyd K. Packer, “Reverence Invites Revelation,” *Ensign*, Nov. 1991, 21–23

Paul B. Pieper, “To Hold Sacred,” *Ensign* or *Liahona*, May 2012, 109–11

“Reverence,” *True to the Faith* (2003), 145

“Revelation,” *True to the Faith*, 140–44

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share any questions they have about things they’ve been learning in other classes.
- Write on the board, “Reverence is _____.” Ask class members to come to the board and write their definitions of reverence. Invite the youth to add to these definitions as they learn about reverence in today’s lesson.

What does reverence mean to you? How has reverence helped you feel the Spirit? What experiences can you share with the youth?

What does reverence mean to the youth in your class? How can you help them see the connection between reverence and revelation?

See the appendix for other teaching and learning ideas.

Learn together

Each of the activities below will help the youth understand the connection between reverence and revelation. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Ask the youth to read “Reverence” in *True to the Faith* or portions of Elder Paul B. Pieper’s talk “To Hold Sacred,” looking for answers to the question “How does reverence help me receive revelation?” Invite the youth to share what they find. What do the youth feel they can do to become more reverent?
- Divide the class into small groups, and ask each group to study together one or two of the scriptures suggested in this outline. Invite the groups to discuss what they learn from these scriptures about the relationship between reverence and revelation. Ask each group to share with the rest of the class what they learn.
- Invite the youth to search President Boyd K. Packer’s talk “Reverence Invites Revelation” and look for things we should do to invite revelation in our Church meetings. Ask them to share what they find and to suggest ways to apply President Packer’s counsel about reverence to other settings or sacred things (such as the temple, the scriptures, and so on).

Ask the youth to share what they learned today. Do they understand how reverence is related to revelation? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they have learned today about the importance of reverence in receiving revelation. How might they change their behavior or their surroundings in order to better receive personal revelation?

Gospel study skills

Searching for doctrine. In the second activity in this section, the youth are invited to study and discuss scriptures about reverence and revelation. Invite them to ask themselves questions like these to help them search for doctrine in the scriptures: What doctrine is taught in these verses? What do I learn about the doctrine? Is it different from what I have thought or learned in the past? Does it inspire me to change anything in my life? Encourage the youth to use similar questions during their personal scripture study.

Teaching in the Savior’s way

In every setting, the Savior was an example and mentor to His disciples. He prepared Himself to teach by spending time alone in prayer and fasting. Share with the youth how reverence helps you prepare to receive personal revelation. How can you encourage the youth to show respect for sacred things?

Selected Resources

Excerpt from Boyd K. Packer, "Reverence Invites Revelation," Ensign, Nov. 1991, 21–23

Our sacrament and other meetings need renewed attention to assure that they are truly worship services in which members may be spiritually nourished and have their testimonies replenished and in which investigators may feel the inspiration essential to spiritual conversion. . . .

When we return for Sunday meetings, the music, dress, and conduct should be appropriate for worship. Foyers are built into our chapels to allow for the greeting and chatter that are typical of people who love one another. However, when we step into the chapel, we *must!*—each of us *must!*—watch ourselves lest we be guilty of intruding when someone is struggling to feel delicate spiritual communications. . . .

Irreverent conduct in our chapels is worthy of a reminder, if not reproof. Leaders should teach that reverence invites revelation. . . .

Music is of enormous importance in our worship services. I believe that those who choose, conduct, present, and accompany the music may influence the spirit of reverence in our meetings more than a speaker does. God bless them.

Music can set an atmosphere of worship which invites that spirit of revelation, of testimony. . . .

An organist who has the sensitivity to quietly play prelude music from the hymnbook tempers our

feelings and causes us to go over in our minds the lyrics which teach the peaceable things of the kingdom. If we will listen, they are teaching the gospel, for the hymns of the Restoration are, in fact, a course in doctrine!

I have noticed that an increasing number of our leaders and members do not sing the congregational songs. Perhaps they do not know them or there are not enough hymnbooks. We should sing the songs of Zion—they are an essential part of our worship. We must not neglect the hymns nor the exalted anthems of the Restoration. Read the First Presidency's introduction in the hymnbook. The Lord said, "My soul delighteth in the song of the heart; yea, the song of the righteous is a prayer unto me, and it shall be answered with a blessing upon their heads." (D&C 25:12.) Do not let our sacred music slip away from us, nor allow secular music to replace it. . . .

There is something else: We are drifting from the use of reverential words in our prayers. Familiar terms such as *you* and *yours* are replacing *thee* and *thine* in prayer. Teach the children and gently inform new members that we use reverential terms when addressing our Heavenly Father in prayer.

No one of us can survive in the world of today, much less in what it soon will become, without personal inspiration. The spirit of reverence can and should be evident in every organization in the Church and in the lives of every member.



What does it mean to bear testimony?

A testimony is a spiritual witness, given by the Holy Ghost, of the truthfulness of the gospel. When we bear testimony, we declare to others what we know to be true by the power of the Spirit. The foundation of a testimony is the knowledge that Heavenly Father lives and loves us, that Jesus Christ is our Savior, that His gospel has been restored through the Prophet Joseph Smith, and that The Church of Jesus Christ of Latter-day Saints is the Savior's true Church.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand what it means to bear testimony?

Matthew 16:13–19; Mosiah 3:17; Alma 5:45–48; 7:13; D&C 76:22–24 (Examples of testimonies in the scriptures)

Alma 4:18–20 (The power of bearing testimony)

Alma 11:39–41; 12:1; 15:12 (The testimony of Amulek has a powerful influence on Zeezrom)

Henry B. Eyring, “Witnesses for God,” *Ensign*, Nov. 1996, 30–33

Dieter F. Uchtdorf, “The Power of a Personal Testimony,” *Ensign* or *Liahona*, Nov. 2006, 37–39

Dallin H. Oaks, “Testimony,” *Ensign* or *Liahona*, May 2008, 26–29

“Bear Testimony Frequently,” *Preach My Gospel* (2004), 198–99

“Teaching with Testimony,” *Teaching, No Greater Call* (1999), 43–44

Video: “A Man without Eloquence,” “Testimony of Thomas S. Monson”; see also *Doctrine and Covenants and Church History Visual Resources* (DVD)

How have you been influenced by the testimony of others? How has bearing your testimony—formally or informally—strengthened it? What experiences could you share with the youth?

When have you witnessed the youth bearing their testimonies—formally or informally? What opportunities can you give the youth to testify?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

See the appendix for other teaching and learning ideas.

- Invite the youth to share a recent experience that has strengthened their testimony.
- Ask the youth to imagine that they invite a friend to church on fast Sunday, and the bishop invites members

of the ward to bear their testimonies. How would they respond if their friend asked, “What does it mean to bear testimony?” If necessary, refer the youth to the section titled “What Is a Testimony?” in *Teaching, No Greater Call*, pages 43–44.

Learn together

Each of the activities below will help the youth understand what it means to bear testimony. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite the youth to read the section titled “What Is a Testimony?” from President Dieter F. Uchtdorf’s talk “The Power of a Personal Testimony.” Ask the youth to make a list of what a testimony is and what a testimony is not based on what they read. Invite them to share experiences in which they heard someone bear testimony in a way that strengthened their faith and testimony.
- Invite the youth to read section II of Elder Dallin H. Oaks’s talk “Testimony,” looking for similarities and differences between testimony and other kinds of knowledge. What can the youth do to strengthen their knowledge of the truth of the gospel?
- Invite the youth to find examples in the scriptures of people bearing testimony (such as those suggested in this outline). As they share what they find, encourage them to discuss the

different ways they can bear testimony (including formal and informal ways). Watch the video “Testimony of Thomas S. Monson.” Ask the youth to share what they learn from President Monson about bearing testimony.

- Invite the youth to read “Bear Testimony Frequently” and complete the accompanying personal study activity in *Preach My Gospel*, pages 198–99. Ask them to share their insights with the class. How can they apply what they have learned the next time they bear testimony (such as in a church meeting or a conversation with a friend)?
- Show the video “A Man without Eloquence.” Ask the youth to share an experience in which they were touched by another’s simple, heartfelt testimony. What was it about that particular testimony that touched their hearts?

Ask the youth to share what they learned today. Do they understand how to bear testimony? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Teaching tip

“Testimonies are often most powerful when they are short, concise, and direct” (*Teaching, No Greater Call* [1999], 43).

Invite to act

Invite the youth to look for opportunities to bear testimony—formally and informally—during the coming week. Ask them to share their experiences in a future class.

Encourage the youth to write their testimonies in their journal.

Teaching in the Savior's way

The Savior invited those He taught to testify, and as they did, the Spirit touched their hearts. How can you provide opportunities for the youth to testify and feel the confirming witness of the Spirit?

Selected Resources

Excerpt from Dieter F. Uchtdorf, "The Power of a Personal Testimony," Ensign or Liahona, Nov. 2006, 37–39

One definition of *testimony* is "a solemn attestation as to the truth of a matter," originating from the Latin word *testimonium* and the word *testis*, meaning "witness" ("Testimony," <http://www.reference.com/browse/wiki/Testimony>; Merriam-Webster's Collegiate Dictionary, 11th ed. [2003], "testimony," 1291).

For members of The Church of Jesus Christ of Latter-day Saints, the term *testimony* is a warm and familiar word in our religious expressions. It is tender and sweet. It has always a certain sacredness about it. When we talk about testimony, we refer to feelings of our heart and mind rather than an accumulation of logical, sterile facts. It is a gift of the Spirit, a witness from the Holy Ghost that certain concepts are true.

A testimony is the sure knowledge or assurance from the Holy Ghost of the truth and divinity of the Lord's work in these latter days. A testimony is the "abiding, living, [and] moving *conviction* of the truths revealed in the gospel of Jesus Christ" (Marion G. Romney, "How to Gain a Testimony," *New Era*, May 1976, 8; emphasis added).

When we bear testimony, we declare the absolute truth of the gospel message. In a time when many perceive truth as relative, a declaration of absolute truth is not very popular, nor does it seem politically correct or opportune. Testimonies of things how

"they really are" (Jacob 4:13) are bold, true, and vital because they have eternal consequences for mankind. Satan wouldn't mind if we declared the message of our faith and gospel doctrine as negotiable according to circumstances. Our firm conviction of gospel truth is an anchor in our lives; it is steady and reliable as the North Star. A testimony is very personal and may be a little different for each of us, because everyone is a unique person. However, a testimony of the restored gospel of Jesus Christ will always include these clear and simple truths:

God lives. He is our loving Father in Heaven, and we are His children.

Jesus Christ is the Son of the living God and the Savior of the world.

Joseph Smith is the prophet of God through whom the gospel of Jesus Christ was restored in the latter days.

The Book of Mormon is the word of God.

President Gordon B. Hinckley, his counselors, and the members of the Quorum of the Twelve Apostles are the prophets, seers, and revelators in our day.

As we acquire a deeper knowledge of these truths and of the plan of salvation by the power and the gift of the Holy Ghost, we can come to "know the truth of all things" (Moroni 10:5).



What can I learn from President Monson about following the Spirit?

President Thomas S. Monson has said: “Not a day has gone by that I have not communicated with my Father in Heaven through prayer. It is a relationship I cherish—one I would literally be lost without. If you do not now have such a relationship with your Father in Heaven, I urge you to work toward that goal. As you do so, you will be entitled to His inspiration and guidance in your life—necessities for each of us if we are to survive spiritually during our sojourn here on earth. Such inspiration and guidance are gifts He freely gives if we but seek them. What treasures they are! I am always humbled and grateful when my Heavenly Father communicates with me through His inspiration. I have learned to recognize it, to trust it, and to follow it” (“Stand in Holy Places,” *Ensign* or *Liahona*, Nov. 2011, 84).

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth learn from the example of President Monson about acting on the promptings of the Holy Ghost?

Proverbs 3:5–6 (If we trust in the Lord, He will direct our paths)

1 Nephi 3:7 (The Lord prepares a way for us to accomplish the things He commands us to do)

2 Nephi 32:1–5 (The Holy Ghost shows us the things we should do)

D&C 8:2–3 (The Holy Ghost speaks to our minds and hearts)

Thomas S. Monson, “Consider the Blessings,” *Ensign* or *Liahona*, Nov. 2012, 86–89

Thomas S. Monson, “Stand in Holy Places,” *Ensign* or *Liahona*, Nov. 2011, 82–86 (story about conducting the dedication of the Frankfurt Germany Temple)

Thomas S. Monson, “Tabernacle Memories,” *Ensign* or *Liahona*, May 2007, 41–42 (story about feeling prompted to address remarks in a conference talk to a girl sitting in the balcony)

Jeffrey R. Holland, “President Thomas S. Monson: In the Footsteps of the Master,” *Ensign*, June 2008, 2–16 (see the section titled “Loyalty to Friends and to the Lord”)

Videos: “Following the Promptings of the Spirit,” “Always Follow the Promptings of the Spirit”

How has following the promptings of the Holy Ghost blessed your life? How have you been inspired by President Monson’s example in this regard?

Do the youth you teach know how to receive and follow spiritual promptings? How will learning to follow the promptings of the Holy Ghost help the youth now and in the future? How might President Monson’s example inspire them?

See the appendix for other teaching and learning ideas.

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite each youth to find a scripture he or she has read and marked recently and share it with the class. Ask each to share what impressed him or her about the verse.
- Share with the youth the statement from President Thomas S. Monson at the beginning of this outline. What impresses them about his statement? What stories can the youth think of in which President Monson received and acted upon promptings of the Holy Ghost?

Learn together

Each of the activities below will help the youth learn from President Monson's example of following spiritual promptings. Following the inspiration of the Holy Ghost, select one or more that will work best for your class:

- Assign each youth a story about President Monson receiving and following promptings from the Holy Ghost (such as those suggested in this outline). Ask the youth to read and summarize their story and what they learned about acting on inspiration. Ask the youth to share experiences in which they have acted on promptings and been blessed.
- Invite the youth to read the scriptures provided in this outline and write a brief statement summarizing what each scripture teaches about following the promptings of the Spirit. Read together one or more of the stories about President Monson suggested in this outline, and ask the youth to listen for ways President Monson exemplified the scriptures they read. What can the youth do to be more receptive to spiritual promptings?
- Ask the youth to ponder the following questions as they read the stories about President Monson or watch the videos suggested in this outline: Why is it sometimes hard to act on promptings from the Holy Ghost? How can we overcome these difficulties? What are the blessings that come from following promptings? Invite them to share any insights they gain from President Monson's example. What can they do to follow that example?

Gospel study skills

Summarizing. In the first two activities in this section the youth are invited to write brief summaries of what they learn from a conference talk or a scripture passage. You can help them by encouraging them to make notes about their impressions, the doctrine that is taught, the events that took place, the people who were involved, and so on. They can ask themselves, "What is the Lord trying to emphasize and why? Is there anything in what I read that applies to me personally?"

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand why it is important to act on the promptings of the Holy Ghost? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

Teaching in the Savior's way

Jesus Christ taught, "My doctrine is not mine, but his that sent me. If any man will do his will, he shall know of the doctrine, whether it be of God, or whether I speak of myself" (John 7:16–17). How does the depth of your obedience help you know the truth of the doctrine you teach?

Selected Resources

Excerpt from Jeffrey R. Holland, “President Thomas S. Monson: In the Footsteps of the Master,” supplement to the Liahona, June 2008, 2–16

This reminds us of another kind of loyalty so characteristic of Thomas S. Monson—loyalty to the voice of the Spirit. As a young bishop, he received a call one evening informing him that an older member of his ward had been taken to the veterans’ hospital in Salt Lake City for treatment. Could he come to give the man a blessing? he was asked. Bishop Monson explained that he was just on his way to a stake meeting, but he would stop by the hospital as soon as the meeting was over. At that leadership meeting, he felt unsettled, ill at ease. A prompting came strongly: leave the meeting at once, and go directly to the hospital. But surely it would be discourteous to walk out while the stake president was speaking, wouldn’t it? He waited until the end of the stake president’s address and then made his way to the door even before the closing prayer. At the hospital he found himself running down the corridor. There seemed to be a flurry of activity outside the man’s room, and a nurse stopped the new arrival. “Are you Bishop Monson?” she asked. “Yes,” was his anxious reply. “I’m sorry,” the nurse replied. “The patient was calling your name just before he passed away.”

As the young bishop walked out of the hospital that night, he vowed he would never again fail to act on an impression from the Lord. No man could have been more true to that vow. Indeed, his life has been one miracle after another in response to his faithful adherence to promptings of the Spirit.

Perhaps that experience at the hospital was in the back of his mind years later as a member of the Quorum of the Twelve Apostles when his visit to a stake conference became something out of the ordinary. He had originally been assigned to visit another stake that weekend, but there was a need to change the assignment. Elder Monson knew of no special significance to the place when President Ezra Taft Benson (1899–1994), then President of the Quorum of the Twelve, said, “Brother Monson, I feel impressed to have you visit the Shreveport Louisiana Stake.”

Arriving in Shreveport, Elder Monson learned of 10-year-old Christal Methvin, suffering from terminal cancer, who had a desire to receive a blessing from one General Authority in particular—him. He studied the schedule of conference meetings and found there was no time for the 80-mile (130-km) trip to Christal’s home. He asked the stake president to have Christal remembered in the public prayers during the stake conference. The Methvin family understood the travel problem but prayed, nevertheless, that their daughter’s desire might be realized. Elder Monson was preparing to speak in the Saturday evening leadership meeting when, as he recalls, “I heard a voice speak to my spirit. The message was brief, the words familiar: ‘Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God’ (Mark 10:14).” With the help of the stake president, a visit to the Methvin home was quickly arranged for the following morning. It was a solemn and sacred experience for those involved. Only four days after receiving the desired blessing, Christal returned home to her Heavenly Father.

UNIT OVERVIEW

June: Priesthood and Priesthood Keys

“The keys of the kingdom of God are committed unto man on the earth” (D&C 65:2).

The outlines in this unit will help the youth understand the role of the priesthood and priesthood keys in their gospel learning and their service in the Church. Encourage the youth in your class to ask questions about what they are learning, to seek to learn more, and to teach others what they discover.

Outlines to choose from this month:

How can I participate effectively in councils in the Church?

How do women and priesthood holders work together to build the kingdom of God?

Why is it important to follow the counsel given by priesthood leaders?

How can using scripture study skills help me learn more about the priesthood?

How can I use stories to teach others about the priesthood?



How can I participate effectively in councils in the Church?

The Lord's Church is governed through councils. Under the direction of priesthood leadership, leaders counsel together for the benefit of individuals, families, and the Church. Effective councils invite full expression from all council members, who seek to be united and guided by the Holy Ghost to build the kingdom of God. Learning how revelation is received in councils can help us participate effectively in council meetings, including presidency meetings, bishopric youth committee meetings, and family councils.

Prepare yourself spiritually

Use the resources below to understand for yourself the principles of effective councils in the Church. Then consider how the activities in the rest of this outline can help you plan ways to engage the youth in learning. Your own experiences participating in councils will also help you teach effectively.

Matthew 18:20 (The Lord will be in the midst of those gathered together in His name)

Moroni 6:4–5 (Church members meet together oft to discuss the welfare of souls)

D&C 38:27 (We are commanded to be unified)

D&C 88:122 (Edification occurs when all have the opportunity to speak and listen)

Henry B. Eyring, "Learning in the Priesthood," *Ensign* or *Liahona*, May 2011, 62–65

Dieter F. Uchtdorf, "Acting on the Truths of the Gospel of Jesus Christ" worldwide leadership training meeting, Feb. 2012

Video: "Participate in Councils," Leadership Training Library

When have you been a part of a council? What experiences have helped you understand the importance of councils in the Lord's work?

What councils have the youth participated in (for example, class and quorum presidencies or the bishopric youth committee)? How well do the youth understand the purposes of councils?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Ask the youth to share an experience in which they learned something about the gospel in a meaningful way. They could include experiences

See the appendix for other teaching and learning ideas.

from church, seminary, family home evening, personal scripture study, or everyday life.

- Invite the youth to share their experiences participating in council settings in the Church, such as class

and quorum presidencies or bishopric youth committee meetings. What did they do to prepare for the meeting? What did they do to participate? How did the council help accomplish the Lord's work?

Learn together

Gospel study skills

Developing questions. The second activity in this section invites the youth to write questions that can be answered in a talk. This is a study skill that will help the youth understand what they are reading. You may want to give them examples of good questions and then let them try it on their own.

Each of the activities below will help the youth understand principles of effective councils in the Church. Following the inspiration of the Spirit, select one or more that will work best for your class. Allow time for the youth to participate in the sample council experience at the end of this section.

- Write on the board the scripture references suggested in this outline. Ask each class member to select a scripture to study and then think about why the Lord uses councils to accomplish His work. Why would it be less effective if one person made all of the decisions without counseling with others? How can the youth apply these principles in their relationships with their families?
- Divide President Dieter F. Uchtdorf's talk "Acting on the Truths of the Gospel of Jesus Christ" into sections, and give each youth a section to read. Ask the youth to write a question about participating in councils that could be answered by their section. Invite them to trade their questions and their sections of the talk with another class member and look for answers to each other's questions. What do they learn from President Uchtdorf that they can apply as they participate in family and Church councils?
- Show the video "Participate in Councils." Invite the youth to look for key elements of a successful council and write them down (some examples may include following the Spirit, listening to one another, and making and receiving assignments). Invite them to share experiences in which they have seen these principles applied in a council or in other settings.
- Invite some of the youth to read President Henry B. Eyring's experience as a youth in his priests quorum (in his talk "Learning in the Priesthood"), and invite the others to read his 20 years later as a bishop (in the same talk). Ask them to retell the stories to each other. What do they learn from these stories about councils? What makes councils such an effective way to do the Lord's work? What are some opportunities the youth have to counsel together?

The following activity gives the youth an opportunity to experience participating in a council. This will deepen their understanding and prepare them to apply what they learned outside of class.

- After completing one of the above activities, invite the youth to apply the principles they learned by role-playing participating in a council. Assign each class member a role to play,

and ask them to choose a topic that they could counsel together about, such as how to help the members of the ward understand the importance of reverence or modesty.

Ask the youth to share what they learned today. Do they understand how to participate effectively in councils in the Church? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to apply what they learned and practiced today as they participate in councils (related to their callings, their family, or their seminary leadership roles). At the beginning of the next class, invite a few of them to share their experiences.

Teaching in the Savior's way

The Savior gave those He taught opportunities to ask their own questions and share their insights (see Luke 10:25–37). He responded to their questions and listened to their experiences. How can you encourage the youth to ask questions and share their insights?

Selected Resources

Henry B. Eyring, “*Learning in the Priesthood*,” *Ensign or Liahona*, May 2011, 62–65

While I was still a deacon, my family moved to Utah. There I found three wonderful things in place to speed my growth in the priesthood. The first was a president who knew how to sit in council with the members of his quorum. The second was great faith in Jesus Christ that led to the great love we have heard of—love for each other. And the third was a shared conviction that our overarching priesthood purpose was to labor for the salvation of men.

It wasn’t the well-established ward that made the difference. What was there in that ward could be anywhere, in whatever unit of the Church you are in.

These three things may be so much a part of your experience in the priesthood that you hardly notice them. For others you may not feel the need for growth, so these helps may be invisible to you. Either way, I pray that the Spirit will help me make them clear and attractive to you. . . .

I found the first when I was welcomed into a priests quorum, with the bishop as our president. That may seem a small, unremarkable thing to you, but it gave me a sense of power in the priesthood that has changed my service in the priesthood ever since. It began by the way he led us.

As near as I could tell, he treated the opinions of young priests as if we were the wisest men in the world. He waited until all who would speak had

spoken. He listened. And when he decided what should be done, it seemed to me that the Spirit confirmed the decisions to us and to him.

I realize now I had felt what the scripture means when it says that the president is to sit in council with the members of his quorum [see Doctrine and Covenants 107:87]. And years later as I was a bishop with my priests quorum, both they and I were taught by what I had learned as a young priest.

Twenty years later as a bishop, I had the opportunity to see the effectiveness of a council not just in the meetinghouse but also in the mountains. During a Saturday activity, a member of our quorum had been lost in the forest overnight. As far as we knew, he was alone and without warm clothes, food, or shelter. We searched for him without success.

My memory is that we prayed together, the priests quorum and I, and I then asked each to speak. I listened intently, and it seemed to me that they did too, to each other. After a while, a feeling of peace settled on us. I felt that our lost quorum member was safe and dry somewhere.

It became clear to me what the quorum was to do and not to do. When the people who found him described the place in the woods where he had gone for safety, I felt that I recognized it. But the larger miracle for me was to see a united priesthood council’s faith in Jesus Christ bringing revelation to the man with the priesthood keys. We all grew that day in the power of the priesthood.



How do women and priesthood holders work together to build the kingdom of God?

In partnership with the bearers of the priesthood of God, women are essential to helping Heavenly Father bring to pass the immortality and eternal life of man. Under the direction of those who hold priesthood keys, priesthood holders and women counsel together to bless the lives of God's children. This can happen in ward and stake council meetings, in families, and in many other settings.

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources. What do you feel will be helpful to the youth you teach?

"The Family: A Proclamation to the World," *Ensign* or *Liahona*, Nov. 2010, 129 (Husbands and wives work together as equal partners in caring for their families; see paragraphs 6 and 7)

Quentin L. Cook, "LDS Women Are Incredible!" *Ensign* or *Liahona*, May 2011, 18–21

"Blessings of the Priesthood for All: An Inseparable Connection with the Priesthood," *Daughters in My Kingdom: The History and Work of Relief Society* (2011), 125–43

Video: "The Errand of Angels," Leadership Training Library

Video: "Sustaining Each Other in the Home"

When have you seen priesthood holders and sisters work together to build God's kingdom? What experiences could you share with the youth?

Why would it be important for the youth to know how women and priesthood holders work together in the Lord's Church? What opportunities do young men and young women have now to serve together? What do they need to understand as they serve others now and prepare for future service?

See the appendix for other teaching and learning ideas.

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share an experience they had recently that reaffirmed to them the truthfulness of something they had been studying in church or on their own.
- Write the title of the lesson on the board. Invite each class member to write an answer to the question. Then ask them to work in pairs and combine their answers into one sentence. Invite them to share their sentences with the class.

Teaching tip

“Your own spiritual preparation contributes much to the learning atmosphere. When you are prepared spiritually, you bring a spirit of peace, love, and reverence. Those you teach feel more secure in pondering and discussing things of eternal worth” (*Teaching, No Greater Call* [1999], 79).

Learn together

Each of the activities below will help the youth understand how women and priesthood holders work together to build the kingdom of God. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Divide chapter 8 of *Daughters in My Kingdom* into smaller sections that the youth could read during class, and assign each class member a section. Invite the youth to look for a quotation or story that shows how priesthood holders and women work together to build the kingdom of God. Invite the youth to share their quotation or story with the class. What similar stories can the youth share from their own experiences?
- With the permission of the bishop, invite a few sisters and priesthood holders who have callings in the ward to share with the class their experiences working together in the Church. How did they benefit from each other’s experiences and perspectives? Invite the youth to share any experiences they have had.
- Invite the youth to read the section titled “Role of Sisters in the Church” from Elder Quentin L. Cook’s talk “LDS Women Are Incredible!” Ask them to share with each other what they learn. How can the youth use Elder Cook’s message to help others

understand the importance of women in the Church?

- Show one of the videos suggested in this outline, and ask the youth to share any insights they gain about how women and priesthood holders work together. Encourage the youth to share ways they have seen the women and men in their families and wards build the kingdom of God. How can the young men and young women apply what they learn from these videos as they serve together in the Church?
- Invite each youth to silently read paragraphs 6 and 7 of “The Family: A Proclamation to the World” and identify ways men and women work together to bring about God’s eternal plan. Ask the youth to share what they find. When have they seen examples of husbands and wives following the principles in the family proclamation? What can they do now to prepare to have the kind of family relationships described in the family proclamation?

Ask the youth to share what they learned today. Do they understand how men and women work together in the Church? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

Teaching in the Savior's way

The Savior invited His followers to testify, and as they did, the Spirit touched their hearts. How can you encourage the youth you teach to testify to each other about the truthfulness of the gospel?

Selected Resources

Excerpt from Quentin L. Cook, "LDS Women Are Incredible!" Ensign or Liahona, May 2011, 18–21

During the last three years, the First Presidency and the Quorum of the Twelve have sought guidance, inspiration, and revelation as we have counseled with priesthood and auxiliary leaders and worked on the new Church handbooks. In this process I have experienced feelings of overwhelming appreciation for the essential role that sisters, both married and single, have historically played and now play both in the family and in the Church. . . .

Several years ago I attended a stake conference in Tonga. Sunday morning the three front rows of the chapel were filled with men between 26 and 35 years of age. I assumed they were a men's choir. But when the business of the conference was conducted, each of these men, 63 in total, stood up as their names were read and were sustained for ordination to the Melchizedek Priesthood. I was both pleased and stunned.

After the session I asked President Mateaki, the stake president, how this miracle had been accomplished. He told me that in a stake council meeting reactivation was being discussed. His stake Relief Society president, Sister Leinata Va'enuku, asked if it would be appropriate for her to say something. As she spoke, the Spirit confirmed to the president that what she was suggesting was true. She explained that there were large numbers of wonderful young men

in their late 20s and 30s in their stake who had not served missions. She said many of them knew they had disappointed bishops and priesthood leaders who had strongly encouraged them to serve a mission, and they now felt like second-class members of the Church. She pointed out that these young men were beyond missionary age. She expressed her love and concern for them. She explained that all of the saving ordinances were still available to them and the focus should be on priesthood ordinations and the ordinances of the temple. She noted that while some of these young men were still single, the majority of them had married wonderful women—some active, some inactive, and some not members.

After thorough discussion in the stake council, it was decided that the men of the priesthood and the women of the Relief Society would reach out to rescue these men and their wives, while the bishops spent more of their time with the young men and young women in the wards. Those involved in the rescue focused primarily on preparing them for the priesthood, eternal marriage, and the saving ordinances of the temple. During the next two years, almost all of the 63 men who had been sustained to the Melchizedek Priesthood at the conference I attended were endowed in the temple and had their spouses sealed to them. This account is but one example of how critical our sisters are in the work of salvation in our wards and stakes and how they facilitate revelation, especially in family and Church councils.



Why is it important to follow the counsel given by priesthood leaders?

Priesthood leaders receive inspiration from the Holy Ghost to counsel those they are called to lead. Learning how to listen and follow the counsel given by our priesthood leaders will help us be protected from spiritual and physical danger, and it will help us make wise choices.

How has following the counsel of priesthood leaders blessed you in your personal life? In your callings? In your family?

What opportunities do the youth have to seek priesthood counsel? How might you encourage the youth to follow the counsel of priesthood leaders, including ward and stake leaders?

Prepare yourself spiritually

Use the resources below to understand for yourself why it is important to follow the counsel of priesthood leaders. Then consider how the activities in the rest of this outline can help you plan ways to engage the youth in learning. Your own experiences following counsel will help you teach effectively.

Ephesians 4:11–14 (Blessings that come from Church leaders)

D&C 1:38; D&C 21:4–5 (The Lord speaks through His servants)

D&C 124:45–46 (Hearken to the Lord’s servants)

Dallin H. Oaks, “Two Lines of Communication,” *Ensign* or *Liahona*, Nov. 2010, 83–86

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the young men in the class to teach the young women something they’ve learned about the priesthood in their Aaronic Priesthood quorums. Then invite the young women to teach what they’ve learned about the priesthood in their classes.
- Invite the youth to make a list of counsel they’ve received recently from local priesthood leaders (such as the bishop or stake president). What blessings have they received for following this counsel? As you feel inspired throughout the lesson, bear testimony of the blessings that come from following priesthood leaders.

See the appendix for other teaching and learning ideas.

Gospel study skills

Visualizing events in the scriptures. In the first activity in this section, the youth are invited to study examples in the scriptures. You can help them by encouraging them to visualize these stories. This will help them learn from the examples they study and see how they apply to their lives today. Have them put themselves in the place of a character in the story or imagine how they feel or what they would do if they had been present. They could ask themselves questions like: What additional insights do I gain when I think about the scriptures in this way? How do these insights apply to my life? Encourage the youth to do this in their personal and family scripture study.

Teaching in the Savior's way

The Savior often shared stories, parables, and real-life examples to illustrate doctrine and principles. What stories about following priesthood leaders can you share with the youth?

Learn together

Each of the activities below will help the youth understand the importance of following the counsel of priesthood leaders. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Ask the youth to share examples from the scriptures of someone who sought and followed the counsel of a priesthood leader (such as 2 Kings 5:1–14, Mosiah 28:1–8, or Alma 16:5–8). Invite the youth to discuss what they learn from these examples about receiving counsel. How did the leaders in these stories receive inspiration to guide those they served? Invite the youth to share experiences that have strengthened their testimonies that our priesthood leaders are inspired.
- Invite the youth to read Ephesians 4:11–14 and Doctrine and Covenants 1:38; 21:4–5; 124:45–46 and answer the following question: Why is it important to follow the counsel of priesthood leaders? Ask the youth

to share experiences in which they followed the counsel of a priesthood leader and were blessed.

- Hand out copies of Elder Dallin H. Oaks's talk "Two Lines of Communication." Ask half of the class to read section I, "The Personal Line" and work together to draw a chart that represents what Elder Oaks teaches. Ask the other half of the class to do the same with section II, "The Priesthood Line." After the two groups share their charts with each other, read together section III, "The Need for Both Lines," and ask the youth how they and their families have been blessed by personal revelation and revelation through priesthood leaders.

Ask the youth to share what they learned today. Do they understand why it is important to follow the counsel of priesthood leaders? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

What have the youth learned today about seeking counsel from priesthood leaders? Invite them to record in their journal the counsel they receive and the blessings they are given when they follow it.



How can using scripture study skills help me learn more about the priesthood?

One of the best ways to learn about the priesthood is to study the scriptures. Studying the scriptures involves more than just reading. In order to understand scriptures that teach about the priesthood, we can learn and apply scripture study skills such as defining difficult words and using footnotes and other study aids.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What do you feel inspired to share with the youth you teach?

D&C 20:46–59 (Duties of the Aaronic Priesthood)

D&C 121:34–46 (The power of the priesthood is dependent upon principles of righteousness)

D&C 84:33–44 (The oath and covenant of the priesthood)

“Melchizedek Priesthood,” Bible Dictionary

Boyd K. Packer, “What Every Elder Should Know—and Every Sister as Well,” *Ensign*, Feb. 1993, 7–13

“Teaching from the Scriptures,” *Teaching, No Greater Call* (1999), 54–59

“Priesthood,” *True to the Faith* (2004), 124–28

What scriptures have helped you understand the priesthood? What scripture study skills have helped you better understand the scriptures?

What questions do the youth have about the priesthood? What scripture study skills will help them use the scriptures to learn more about the priesthood?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to ask any questions they have about the priesthood or priesthood keys.
- Ask the youth what they do when they come across a scripture that they do not understand. What scripture study aids are available to help them? What else do they do to deepen their understanding of the scriptures?

See the appendix for other teaching and learning ideas.

Teaching tip

“Use eye contact as a way to draw learners into lessons. When you teach eye to eye, your attention is focused on those you are teaching, not on lesson materials. Making eye contact as you listen to their comments and questions helps them know that you are interested in what they have to say” (*Teaching, No Greater Call* [1999], 71).

Teaching in the Savior’s way

The Savior taught and prepared His disciples and trusted them to share His gospel with others. How can you inspire the youth to want to learn more about the priesthood and share with others what they learn?

Learn together

Each of the activities below will help the youth understand how to use scripture study skills to learn more about the priesthood. Following the inspiration of the Holy Ghost, select one or more that will work best for your class:

- Invite the youth to read Doctrine and Covenants 121:34–46 and identify words that they do not understand, such as *dominion*, *betimes*, *compulsion*, *pricks*, *unfeigned*, and so on. Ask the youth to look up the definitions of the words they identified in a dictionary and read the scripture verses again. What additional insights do the youth gain after defining these words? Invite the youth to choose an additional scripture about the priesthood to study and define unfamiliar words (for example, they could look up scriptures found in the section titled “Priesthood” in *True to the Faith* or in President Boyd K. Packer’s article “What Every Elder Should Know—and Every Sister as Well”). Ask them to share what they learn with the class.
- Assign each youth to study a few of the verses from Doctrine and Covenants 20:46–59 or 84:33–44. Invite them to use the footnotes of these verses to find additional insights about the priesthood. Invite them to share what they learn. How did the footnotes help them understand the scriptures better?
- Invite the youth to imagine telling a friend that a relative recently received the Melchizedek Priesthood. How would they explain the Melchizedek Priesthood to their friend if he or she was unfamiliar with the Church? What scriptures could they share if their friend had questions? Ask the youth to read “Melchizedek Priesthood” in the Bible Dictionary and identify scriptures they could use as they talk with their friend.

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how to use scripture study skills to help them learn more about the priesthood? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Encourage the youth to use the skills they learned today as they study about the priesthood and priesthood keys and other gospel topics. In future classes, invite them to share things they are learning.

Tell the youth about the blessings you have received from your study of the gospel.

Selected Resources

Excerpt from “Priesthood,” Gospel Library, LDS.org

Priesthood

The priesthood is the eternal power and authority of God. Through the priesthood God created and governs the heavens and the earth. Through this power He redeems and exalts His children, bringing to pass “the immortality and eternal life of man” (Moses 1:39). God gives priesthood authority to worthy male members of the Church so they can act in His name for the salvation of His children. Priesthood holders can be authorized to preach the gospel, administer the ordinances of salvation, and govern the kingdom of God on the earth.

Male members of the Church may begin their priesthood service when they reach the age of 12. They begin by holding the Aaronic Priesthood, and they later may qualify to have the Melchizedek Priesthood conferred on them. At different stages in their lives and as they prepare themselves to receive different responsibilities, they hold different offices in the priesthood, such as deacon, teacher, or priest in the Aaronic Priesthood and elder or high priest in the Melchizedek Priesthood.

For a male member of the Church to hold the priesthood, an authorized priesthood holder must confer it on him and ordain him to an office in that priesthood (see Hebrews 5:4; D&C 42:11; Articles of Faith 1:5).

Although the authority of the priesthood is bestowed only on worthy male members of the Church, the blessings of the priesthood are available to all—men, women, and children. We all benefit

from the influence of righteous priesthood leadership, and we all have the privilege of receiving the saving ordinances of the priesthood. . . .

Priesthood Keys

The exercise of priesthood authority in the Church is governed by those who hold priesthood keys (see D&C 65:2; 124:123). Those who hold priesthood keys have the right to preside over and direct the Church within a jurisdiction. For example, a bishop holds priesthood keys that enable him to preside in his ward. Therefore, when a child in that ward is prepared to be baptized, the person baptizing the child must receive authorization from the bishop.

Jesus Christ holds all the keys of the priesthood. He has given His Apostles the keys that are necessary for governing His Church. Only the senior Apostle, the President of the Church, may use (or authorize another person to use) these keys for governing the entire Church (see D&C 43:1–4; 81:2; 132:7).

The President of the Church delegates priesthood keys to other priesthood leaders so they can preside in their areas of responsibility. Priesthood keys are bestowed on presidents of temples, missions, stakes, and districts; bishops; branch presidents; and quorum presidents. A person who serves in one of these positions holds the keys only until he is released. Counselors do not receive keys, but they do receive authority and responsibility by calling and assignment. . . .

Scripture references: John 15:16; Acts 8:14–20; James 5:14–15; D&C 13; 20; 84; 107; Joseph Smith—History 1:68–73



How can I use stories to teach others about the priesthood?

Stories can enrich our teaching and capture the interest of those we teach. Stories provide us with righteous examples and demonstrate the blessings that come from following the teachings of Jesus Christ. There are many stories in the scriptures, in the words of living prophets, and from our own lives that we can use to teach others about the priesthood.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand how to use stories to teach others about the priesthood?

Luke 10:1 (The Savior ordains the seventy)

Acts 3:1–9 (Peter heals a lame man)

Acts 8:14–24 (Simon tries to obtain the priesthood with money)

3 Nephi 18:1–9 (Jesus administers the sacrament)

Thomas S. Monson, “Be Your Best Self,” *Ensign or Liahona*, May 2009, 67–70

David A. Bednar, “The Powers of Heaven,” *Ensign or Liahona*, May 2012, 48–51

L. Tom Perry, “The Priesthood of Aaron,” *Ensign or Liahona*, Nov. 2010, 91–94

“Stories,” *Teaching, No Greater Call* (1999), 179–82

Videos: “Sanctify Yourselves,” “A Wartime Miracle”

What experiences have strengthened your testimony of the priesthood? What stories from the scriptures and the words of living prophets have helped you understand the power of the priesthood?

What experiences have the youth had with the priesthood? What stories about the priesthood would help strengthen their testimonies?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share how they are applying what they are learning in their personal study, family study, seminary, or other Church classes.
- Ask the youth to share experiences that have strengthened their testimonies of the priesthood. Consider sharing an experience of your own. Ask the youth why sharing stories is a good way to teach others about the priesthood.

See the appendix for other teaching and learning ideas.

Learn together

Each of the activities below will help the youth understand how to use stories to teach others about the priesthood. Following the inspiration of the Holy Ghost, select one or more that will work best for your class:

- Invite the youth to imagine that they have been asked to give a talk in sacrament meeting about the priesthood. Ask them to find a story in the scriptures that teaches about the priesthood that they could include in their talk (such as examples of healing or administering ordinances). If needed, they could refer to the scriptures suggested in this outline. Encourage them to tell the story they find to the rest of the class and explain what the story teaches us about the priesthood and how they might use it in their talks.
- Assign each youth to read a story about the priesthood from general conference (such as the story about Brad receiving a priesthood blessing in President Thomas S. Monson's talk "Be Your Best Self," the story about the father of Elder David A. Bednar in Elder Bednar's talk "The Powers of Heaven," or the stories from the testimony of an Aaronic Priesthood adviser in Elder L. Tom Perry's talk "The Priesthood of Aaron"). Ask the youth to summarize the story they read and explain what it teaches about the priesthood. What opportunities might the youth have to teach others about the priesthood using these stories?
- Show one or both of the videos suggested in this outline. Ask the youth what the stories teach us about the priesthood. Invite the youth to share the videos with someone they know who could be strengthened by their message. Encourage them to suggest ways they could share the videos with a friend or family member, and give the youth an opportunity to share their experiences in a future class.

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how they can use stories to teach others about the priesthood? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

Gospel study skills

Finding principles. A principle is an eternal truth that guides our actions. Sometimes principles are stated plainly in the scriptures or words of the prophets, and other times they are implied in stories or examples. In the first activity in this section, the youth are invited to find a story that illustrates principles related to the priesthood. Help them learn how to identify these principles by asking questions such as: "What do I learn from these scriptures that helps me understand this principle? Is there something here that teaches me how to be more like the Savior?" Encourage them to look for principles in their personal and family gospel study.

Teaching in the Savior's way

The Savior shared simple stories, parables, and real-life examples that made sense to those He taught. What stories can you share with the youth to help them understand the power of the priesthood? What stories do the youth know that will help them teach others about the priesthood?

Selected Resources

Excerpt from L. Tom Perry, "The Priesthood of Aaron," Ensign or Liahona, Nov. 2010, 91–94

Young men of the Aaronic Priesthood, I testify to you that the Lord is bound by solemn covenant to bless your lives according to your faithfulness. If you will heed the voice of warning of the Holy Ghost and will follow His direction, you will be blessed with the ministering of angels. This blessing will add wisdom, knowledge, power, and glory to your life. This is a sure blessing promised to you by the Lord.

A few months ago I had the opportunity of attending a ward fast and testimony meeting. One who stood to bear his testimony was an Aaronic Priesthood adviser. His testimony provided me with a new appreciation of what it means for an Aaronic Priesthood bearer to hold the keys of the ministering of angels.

This adviser described some of his experiences with the ward Aaronic Priesthood that morning. As he was walking to church he noticed two young deacons with fast-offering envelopes going to the homes of the members. He was impressed with the way they were dressed in their Sunday best and how they approached their assignment with quiet dignity. He then accompanied two priests to administer the sacrament in a residential home for physically and mentally disabled men. This was the first opportunity for these two young men to visit this home, and their adviser noted the respectful and caring way in which they approached their priesthood assignment.

Then the adviser shared a brief experience that deeply touched his heart, because one of the priests

reminded him of what it really means to be a true minister of Jesus Christ—literally, a ministering angel. The young priest who was passing the water to the congregation came to a man who appeared to have Down syndrome. The man's condition prevented him from taking the cup from the tray to drink from it. This young priest immediately assessed the situation. He placed his left hand behind the man's head so he would be in a position to drink, and with the right hand he took a cup from the tray and gently and slowly lifted it to the man's lips. An expression of appreciation came to the man's face—the expression of someone to whom someone else has ministered. This wonderful young priest then continued his assignment to pass the blessed water to the other members of the congregation.

The adviser expressed in his testimony the feelings he had at that tender moment. He said he wept silently with joy, and he knew the Church was in good hands with these young, caring, obedient bearers of the Aaronic Priesthood.

President Ezra Taft Benson once said: "Give me a young man who has kept himself morally clean and has faithfully attended his Church meetings. Give me a young man who has magnified his priesthood and has earned the Duty to God Award and is an Eagle Scout. Give me a young man who is a seminary graduate and has a burning testimony of the Book of Mormon. Give me such a young man, and I will give you a young man who can perform miracles for the Lord in the mission field and throughout his life" ("To the 'Youth of the Noble Birthright,'" *Ensign*, May 1986, 45).

UNIT OVERVIEW

July: Ordinances and Covenants

“In the ordinances ... the power of godliness is manifest” (D&C 84:20).

Our Father in Heaven uses the ordinances and covenants of the gospel to teach us and prepare us to live with Him. In this unit, you will have the opportunity to help the youth enhance their efforts to study and teach the gospel as they learn about ordinances and covenants. Encourage the youth to ask questions about what they are learning, to seek to learn more, and to teach others what they discover.

Outlines to choose from this month:

What spiritual truths can I learn from the ordinances of the gospel?

How can I deepen my understanding of covenants?

How can I make the sacrament more meaningful to me?

How do I keep my covenant to always remember the Savior?

How can I prepare to receive temple ordinances?



What spiritual truths can I learn from the ordinances of the gospel?

Ordinances are sacred, formal acts performed under priesthood authority. Ordinances symbolize gospel truths and teach us about Heavenly Father's plan of salvation and the Atonement of Jesus Christ. Ordinances also teach us about who we are and remind us of our duty to God. Learning about the symbolism in the ordinances helps us understand the gospel more completely and strengthens our faith in Jesus Christ.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What can the youth learn from the symbolism in the ordinances of the gospel?

Luke 22:19–20; 3 Nephi 18:1–11 (The sacrament represents the body and blood of the Savior)

Romans 6:3–6; D&C 76:51 (Baptism by immersion symbolizes the death and resurrection of Christ and our own spiritual rebirth)

D&C 84:19–22 (The power of godliness is manifest through the ordinances of the priesthood)

Boyd K. Packer, "The Holy Temple," *Ensign* or *Liahona*, Oct. 2010, 29–35

Dennis B. Neuenschwander, "Ordinances and Covenants," *Ensign*, Aug. 2001, 20–26

"Remembering the Savior and His Atonement," *True to the Faith* (2004), 147–48

"Ordinances," *True to the Faith* (2004), 109–10

"Comparisons and Object Lessons" in *Teaching, No Greater Call*, 163–64

Reflect on the ordinances you and your family have received (such as baptism, the sacrament, and temple ordinances). What gospel truths do you learn from these ordinances?

Do the youth in your class appreciate the significance of the ordinances of the gospel? Do they understand the symbolism of baptism and the sacrament?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

See the appendix for other teaching and learning ideas.

- Invite any youth who has had an opportunity to explain a doctrinal truth to a friend to share the experience with the class.
- Ask the youth if any of them or their family members have received

an ordinance recently (such as baptism, ordination to the priesthood, or temple ordinances). Encourage them to share their experiences. What impressed them about the ordinance?

Learn together

Each of the activities below will help the youth find spiritual truths in the ordinances of the gospel. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Divide the class into two groups. Assign one group to study about what baptism symbolizes, and assign the other group to study about what the sacrament symbolizes, using the scriptures and other resources (such as those suggested in this outline). What do these ordinances teach them about the Atonement? Ask each group to teach what they learn to the rest of the class. They could use pictures 103–4 and 107–8 in the *Gospel Art Book*. Ask the youth how understanding the symbolism of these ordinances will affect their thoughts and feelings the next time they participate in the ordinances.
- Invite the youth to read the section titled “A Way to Know God” from Elder Dennis B. Neuenschwander’s talk “Ordinances and Covenants,” looking for answers to the question

“What do the ordinances of the gospel teach us about God?” Ask them to share what they find. Encourage them to ask themselves this question the next time they witness or participate in an ordinance and write down their thoughts and impressions to share in a future class.

- As a class, read “Comparisons and Object Lessons” in *Teaching, No Greater Call*, 163–64. Ask the youth to look for reasons the Lord teaches us through symbols. What are some of the eternal truths or principles that the Lord teaches us through the ordinances of baptism and the sacrament? Encourage the youth to look for answers to this question in the scriptures listed in this outline or in the entries on baptism and the sacrament in *True to the Faith*.

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how to find spiritual truths in the ordinances of the gospel? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Gospel study skills

Understanding symbols. To understand parables and symbols in the scriptures, the youth need to be able to recognize symbols, identify parts of the symbols, and interpret them. One way to recognize a symbol is to look for words such as *like*, *likened*, *like unto*, *as*, or *as it were*. The youth can then make a list of the parts of the symbol (such as bread or water). To interpret the symbols, they can refer to other Church resources (such as Church magazines, conference talks, and other scriptures) and consider how the symbol helps them understand a gospel principle. Encourage them to do this whenever they encounter a parable or symbol in their personal gospel study.

Invite to act

- Suggest that youth attend an upcoming baptism and confirmation. How will the things they learned today affect the way they think about baptism? About partaking of the sacrament?
- Share your testimony about the power of the ordinances of the gospel.

Teaching in the Savior's way

The Savior invited all to act in faith and live the truths He taught. He found opportunities for His followers to learn through powerful experiences. How can you help the youth learn about the Atonement from the ordinances in which they have participated?

Selected Resources

Excerpt from Dennis B. Neuenschwander, "Ordinances and Covenants," Ensign, Aug. 2001, 20–26

Our participation in sacred ordinances teaches much about the order of God's kingdom and about Him. For example, it seems strange to think that one could enter a temple to perform some of the most sacred ordinances before submitting to baptism, which is one of the initial ordinances of the gospel. There is order in the kingdom of God, and there is order in the way we learn about it. . . .

We do not receive everything at one time, but we receive knowledge of holy things progressively and incrementally as we are worthy of and obedient to such knowledge. From the first ordinance of the kingdom, baptism, we progress through other ordinances such as confirmation and ordination to the priesthood, all of which lead to the most holy of ordinances, which are performed in the temple. Our participation in the sacred ordinances of the gospel orders our knowledge of the kingdom and thereby reveals the nature of God to us.

Sacred ordinances and knowledge of God are closely related. Therefore, what are some of the things we learn about God by participating in His appointed ordinances? Let us take baptism as an example. Baptism by immersion is for the remission of sins. One who has fully repented of his or her sins and with full purpose of heart receives baptism knows that God not only has the power to forgive and to take away the burden of guilt associated with sin,

but that He does so. This person knows, through personal experience, something about God and His magnificent power and kindness. The only way to truly know these things is by participating worthily in the ordinance of baptism itself.

Baptism opens the door to the kingdom of God, through which one now not only passes cleanly but with a sure knowledge that God forgives. The same can be said of all other sacred ordinances of the gospel. Over time and with obedience, we progress into the ordinances of the temple, where our convictions are strengthened that our most precious relationships are not affected by death. This knowledge we receive by participating in the ordinances that are meant to teach us such things. Otherwise, they will not and cannot be known. The Prophet Joseph Smith taught the following relating to knowing essential holy truth through our participation in sacred ordinances: "Reading the experience of others, or the revelation given to *them*, can never give *us* a comprehensive view of our condition and true relation to God. Knowledge of these things can only be obtained by experience through the ordinances of God set forth for that purpose" [*Teachings of the Prophet Joseph Smith*, 324; emphasis in original].

As sacred ordinances reveal the order of the kingdom of God in a progressive manner, our participation in them reveals to us a knowledge of the personality and character of God that can be gained in no other way.



How can I deepen my understanding of covenants?

We make covenants with our Heavenly Father when we participate in the ordinances of the gospel. When we make covenants, God sets specific conditions, and He promises to bless us as we obey those conditions. As we better understand our covenants, we will be able to honor them and receive the blessings promised by our Heavenly Father.

Prepare yourself spiritually

Prayerfully study the scriptures and resources below, and consider how you can help the youth understand the covenants they have made and will one day make.

Mosiah 18:8–10; D&C 20:37 (Covenants we make when we are baptized)

D&C 20:77, 79 (Sacrament prayers)

D&C 84:33–44 (Oath and covenant of the priesthood)

Abraham 2:8–11 (Promises made to Abraham as part of the Abrahamic covenant)

Russell M. Nelson, “Covenants,” *Ensign* or *Liahona*, Nov. 2011, 86–89

“The New and Everlasting Covenant of Marriage,” *True to the Faith* (2004), 98

Preach My Gospel (2004), 63–64, 85

How have you come to understand the covenants you have made? What scriptures and other resources have helped you?

How well do the youth in your class understand covenants—those they have already made and those they will make in the future? Do they know how to study the scriptures and other resources to learn about these covenants?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share any gospel topics they have recently discussed at home or with their friends.
- Show pictures of people making, keeping, or breaking covenants (see *Gospel Art Book*). Invite the youth to

explain what a covenant is, why we make them, and the blessings we receive when we keep them. If they need help, refer them to “Covenant,” *True to the Faith*, 44.

See the appendix for other teaching and learning ideas.

Gospel study skills

Making lists. In this lesson, the youth are invited to study the scriptures and list the promises they find related to the covenants of the gospel. Making lists can help the youth identify important points so that they can study them in more depth. Encourage them to make lists as they study the scriptures on their own.

Teaching in the Savior's way

In every setting, Jesus was an example and mentor. He taught His disciples how to pray, love, and serve by the way He lived. What can you do to be a good example to the youth you teach?

Learn together

Each of the activities below will help the youth learn how to deepen their understanding of covenants. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite each class member to read (in pairs or individually) a passage of scriptures that describes a covenant (such as the scriptures listed in this outline). As they read, ask them to make a list of the promises we make and the promises God makes in connection with the covenant. Give each youth the opportunity to teach the rest of the class what he or she learns about that covenant. What experiences can the youth share that show how God's promises are fulfilled?
- Ask the youth to choose a covenant (such as baptism, sacrament, or eternal marriage) and share everything they know about that covenant. Invite a class member to write what they say on the board. Invite them to deepen their understanding of this covenant by searching the scriptures (such as those suggested in this outline), *True to the Faith*, or *Preach My Gospel*.
- As a class, read one of the scriptures passages suggested in this outline, and ask the youth to list the promises described in the scripture. Ask each class member to select one of these promises to study in more depth. They could find other scriptures that teach about that promise (using the footnotes or Topical Guide), or they could look for information in *True to the Faith* or other resources. Ask them to share with the class what they learn and how it will affect the way they live.
- Invite a member of the bishopric or the full-time missionaries to visit the class and explain what they do to help people prepare to make covenants. How do the missionaries help people understand covenants? How do they encourage people to keep their covenants? Encourage the youth to ask any questions they have.

Ask the youth to share what they learned today. Do they understand how to deepen their understanding of covenants? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?

Invite to act

Encourage the youth to be prepared to share something next week that they learned about ordinances and covenants during their personal study.

Share your testimony of the blessings that come from diligent gospel study.

Selected Resources

Excerpt from "The New and Everlasting Covenant of Marriage," True to the Faith (2004), 98

The New and Everlasting Covenant of Marriage

In our Heavenly Father's plan of happiness, a man and a woman can be sealed to one another for time and all eternity. Those who are sealed in the temple have the assurance that their relationship will continue forever if they are true to their covenants. They know that nothing, not even death, can permanently separate them.

The covenant of eternal marriage is necessary for exaltation. The Lord revealed through Joseph Smith: "In the celestial glory there are three heavens or degrees; and in order to obtain the highest, a man must enter into this order of the priesthood [meaning the new and everlasting covenant of marriage];

and if he does not, he cannot obtain it. He may enter into the other, but that is the end of his kingdom; he cannot have an increase" (D&C 131:1–4).

After receiving the sealing ordinance and making sacred covenants in the temple, a couple must continue in faithfulness in order to receive the blessings of eternal marriage and exaltation. The Lord said:

"If a man marry a wife by my word, which is my law, and by the new and everlasting covenant, and it is sealed unto them by the Holy Spirit of promise, by him who is anointed, unto whom I have appointed this power and the keys of this priesthood; . . . and if [they] abide in my covenant, . . . it shall be done unto them in all things whatsoever my servant hath put upon them, in time, and through all eternity; and shall be of full force when they are out of the world" (D&C 132:19).



How can I make the sacrament more meaningful to me?

During the sacrament each week, we should examine our lives, ponder the Savior's Atonement, and consider what we need to do to repent of our sins. We do not need to be perfect in order to partake of the sacrament, but we should have a spirit of humility and repentance in our hearts. The sacrament can become a source of strength and an opportunity to rededicate ourselves to living the gospel.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What can you share with the youth to help them have a more meaningful experience with the sacrament?

Matthew 26:26–28; 3 Nephi 18:1–13
(The Savior institutes the sacrament)

1 Corinthians 11:23–29; 3 Nephi 9:20;
D&C 20:37; 59:8–12 (How to prepare
to partake of the sacrament worthily)

Dallin H. Oaks, "Sacrament Meeting
and the Sacrament," *Ensign or Lia-
hona*, Nov. 2008, 17–20

Robert D. Hales, "Coming to Our-
selves: The Sacrament, the Temple,

and Sacrifice in Service," *Ensign or
Liahona*, May 2012, 34–36

Don R. Clarke, "Blessings of the Sac-
rament," *Ensign or Liahona*, Nov. 2012,
104–6

"Sacrament," *True to the Faith* (2004),
147–49

Video: "The Sacrament Helps Us
Draw Closer to Jesus Christ"

What do you do to make
the sacrament more mean-
ingful? Have you had
any experiences with the
sacrament that you could
share with the youth?

What blessings can the
youth receive as they un-
derstand the sacred nature
of the sacrament? What
are some possible distrac-
tions for the youth before
and during the sacrament?
How can they overcome
these distractions?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to share a time when a teacher effectively taught a gospel principle. meaningful to me by _____.” Invite them to list their answers on the board and add to the list throughout the lesson.
- Ask the youth to finish the sentence “I can make the sacrament more

See the appendix for other
teaching and learning ideas.

Learn together

Each of the activities below will help the youth learn how to make the sacrament more meaningful to them. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Show a picture of the Savior administering the sacrament (see *Gospel Art Book*, 54). While you read Matthew 26:26–28, ask the youth to look at the picture and imagine what it would have been like to be there. Share ways the sacrament has strengthened your love for the Savior and testimony of the Atonement. Invite the youth to share their testimonies. Encourage the youth to ponder what they have discussed today the next time they partake of the sacrament. What other events from the life of the Savior could they think about during the sacrament?
- Invite the youth to share their favorite sacrament hymn (if necessary, they can look in the topic index at the back of the hymnbook) and explain why it is meaningful to them. Sing, listen to, or read one or more of these hymns, and read the scriptures listed at the end of each hymn. What do we learn about the sacrament from the hymns? How do hymns help us prepare for the sacrament?
- Invite each class member to select one of the scriptures in this outline and read it, looking for things the Lord asks us to do to prepare for the sacrament. Ask the youth to share what they find. Why does the Lord want us to prepare for the sacrament in these ways? Invite them to share other things they do to make the sacrament a more meaningful experi-

ence. Ask the youth to choose something they will do as they prepare to partake of the sacrament next week.

- Invite the youth to read sections II and III of Elder Dallin H. Oaks’s talk “Sacrament Meeting and the Sacrament” or paragraphs 7–9 of Elder Robert D. Hales’s talk “Coming to Ourselves: The Sacrament, the Temple, and Sacrifice in Service.” Ask them to look for answers to the question “How can I make the sacrament more meaningful to me?” Invite them to write their answers on the board and share something they plan to do to apply the counsel in these talks.
- If possible, visit the sacrament table and preparation room as a class. Invite Aaronic Priesthood holders (teachers or priests) or the bishop to explain how the sacrament is prepared and to bear testimony of the sacredness of this ordinance. Invite other class members to share their testimonies and their thoughts about what they can do to treat the sacrament with more reverence.
- Give each class member a small card, and ask the youth to list the things they thought about during the sacrament (tell them they do not have to share what they write). Ask each youth to read one of the five principles in Elder Don R. Clarke’s talk “Blessings of the Sacrament” and share with the class what he or she

Gospel study skills

Visualizing events in the scriptures. In the first activity in this section, the youth are encouraged to imagine how they would feel or what they would do if they had been present when an event in the scriptures took place. Visualizing the events in the scriptures can help the youth apply the stories to their own lives. Encourage them to do this often in their personal scripture study.

Teaching in the Savior's way

Jesus Christ helped those He taught to discover gospel lessons in their own experiences and in the world around them. He spoke of fishing, of childbirth, and of working in the fields. How can you use familiar experiences to help the youth understand principles of the gospel?

finds. What would they say to someone who wonders why it is necessary to go to church every week? Give each class member a new card, and

invite the youth to write on it the five principles and keep it with them as a reminder the next time they partake of the sacrament.

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how to make the sacrament more meaningful to them? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

Selected Resources

Excerpt from Robert D. Hales, “Coming to Ourselves: The Sacrament, the Temple, and Sacrifice in Service,” Ensign or Liahona, May 2012, 34–36

To worthily partake of the sacrament, we remember that we are renewing the covenant we made at baptism. For the sacrament to be a spiritually cleansing experience each week, we need to prepare ourselves *before* coming to sacrament meeting. We do this by deliberately leaving behind our daily work and recreation and letting go of worldly thoughts and concerns. As we do, we make room in our minds and hearts for the Holy Ghost.

Then we are prepared to ponder on the Atonement. More than just thinking about the facts of the Savior’s suffering and death, our pondering helps us to recognize that through the Savior’s sacrifice, we have the hope, opportunity, and strength to make real, heartfelt changes in our lives.

As we sing the sacrament hymn, participate in the sacrament prayers, and partake of the emblems of His flesh and blood, we prayerfully seek forgiveness for our sins and shortcomings. We think about the promises we made and kept during the previous week and make specific personal commitments to follow the Savior during the coming week.



How do I keep my covenant to always remember the Savior?

When we partake of the sacrament, we promise to remember the Savior always. This means that we constantly look to His example and teachings to guide the choices we make. We put Him first in our lives and seek to know Him and follow His will. When we face trials, we look to Him for comfort and strength. Heavenly Father has promised that if we keep this covenant, we will always have His Spirit to be with us.

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the youth?

John 8:29 (Jesus Christ set the example of always remembering and seeking to be like His Father)

John 14:26; 3 Nephi 11:32 (The Holy Ghost can help us remember the Savior)

Alma 37:36–37 (We should let all of our thoughts and actions be directed to the Lord)

Helaman 12:1–5 (Men are often slow to remember the Lord)

D&C 6:36 (Look to the Lord in every thought)

D&C 20:77, 79 (The sacrament prayers)

Henry B. Eyring, “O, Remember, Remember,” *Ensign* or *Liahona*, Nov. 2007, 66–69

Jeffrey R. Holland, “This Do in Remembrance of Me,” *Ensign*, Nov. 1995, 67–69

D. Todd Christofferson, “To Always Remember Him,” *Ensign*, Apr. 2011, 21–27

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

What do you do to remember the Savior always?
How has remembering Him blessed your life?

Why do the youth need to learn how to remember the Savior in all they do? How can it help them avoid temptation and face trials?

See the appendix for other teaching and learning ideas.

- Invite the youth to share an experience they have had recently that reminded them of something they are learning in their Church classes.
- Display a picture of the Savior administering the sacrament (see *Gospel*

Art Book, 54). Ask the youth to read the sacrament prayers in Doctrine and Covenants 20:77, 79, and make a list on the board of the promises we make when we partake of the sacrament. What do the youth do to always remember the Savior?

Learn together

Each of the activities below can help the youth learn how to become more successful in their efforts to remember the Savior in all that they do. Following the guidance of the Spirit, select one or more that will work for your class:

- Ask each class member to read one of the scriptures suggested in this outline and share what it teaches him or her about always remembering the Savior. Why is it important that we always remember Him? How can remembering Him affect our daily lives (for example, in the choices we make or the trials we face)? Invite the youth to share experiences in which they were blessed because they were striving to remember Jesus Christ.
- Ask the youth to read Helaman 12:1–5 and share reasons why it is often easy for people to forget the Lord. How can we avoid the temptation to forget the Lord? Ask the youth to share things they do to make sure the Savior is part of their daily lives.
- Write on the board “How can I remember the Savior always?” Assign each class member to read one of the sections of D. Todd Christofferson’s article “To Always Remember Him,” looking for answers to the question on the board. Ask them to share their answers, along with stories Elder

Christofferson uses to teach us ways to remember Jesus Christ. What have they learned that will help them better fulfill their covenant to “always remember Him”?

- Invite the youth to read about the pattern President Henry B. Eyring describes for receiving the Holy Ghost (in his talk “O Remember, Remember”). How does the Holy Ghost help us keep our promise to always remember the Savior? (As part of this discussion, encourage the youth to read John 14:26 and 3 Nephi 28:11). Share an experience in which the Holy Ghost has helped you feel closer to the Savior, and invite the youth to share experiences of their own.
- Ask the youth to take a few minutes and review in their minds stories they know about the Savior from the scriptures. (You could invite them to look at pictures 30–61 in the *Gospel Art Book* for ideas.) Invite them to think about how remembering these stories could help them during their daily lives, and ask them to share

Gospel study skills

Looking for teachings about Christ. Encourage the youth to look for teachings about Jesus Christ every time they study the scriptures. No matter what they are reading, they can ask themselves questions like “What do I learn from this passage about Jesus Christ, His nature and character, His life, or His Atonement?”

Teaching in the Savior's way

Reflect for a moment on what you know about the Savior. How did He show that He always remembered His Father? How can you follow His example in helping youth learn how to gain the strength that comes from always remembering the Savior?

their thoughts. Give the youth copies of Elder Jeffrey R. Holland's talk "This Do in Remembrance of Me," and invite them to read Elder Holland's list of things we could remember about the Savior (see the paragraphs beginning with "we could,"

toward the end of the talk). Ask them to share anything that impresses them and explain why they find it meaningful. Suggest that the youth keep their copy of the talk to help them think about the Savior the next time they partake of the sacrament.

Ask the youth to share what they learned today. Do they understand how to keep their covenant to always remember the Savior? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

Selected Resources

Excerpt from Jeffrey R. Holland, “This Do in Remembrance of Me,” Ensign, Nov. 1995, 67–69

We could remember the Savior’s premortal life and all that we know him to have done as the great Jehovah, creator of heaven and earth and all things that in them are. We could remember that even in the Grand Council of Heaven he loved us and was wonderfully strong, that we triumphed even there by the power of Christ and our faith in the blood of the Lamb (see Rev. 12:10–11).

We could remember the simple grandeur of his mortal birth to just a young woman, one probably in the age range of those in our Young Women organization, who spoke for every faithful woman in every dispensation of time when she said, “Behold the handmaid of the Lord; be it unto me according to thy word” (Luke 1:38).

We could remember his magnificent but virtually unknown foster father, a humble carpenter by trade who taught us, among other things, that quiet, plain, unpretentious people have moved this majestic work forward from the very beginning, and still do so today. If you are serving almost anonymously, please know that so, too, did one of the best men who has ever lived on this earth.

We could remember Christ’s miracles and his teachings, his healings and his help. We could remember that he gave sight to the blind and hearing to the deaf and motion to the lame and the maimed and the withered. Then, on those days when we feel our progress has halted or our joys and views have

grown dim, we can press forward steadfastly in Christ, with unshaken faith in him and a perfect brightness of hope (see 2 Ne. 31:19–20).

We could remember that even with such a solemn mission given to him, the Savior found delight in living; he enjoyed people and told his disciples to be of good cheer. He said we should be as thrilled with the gospel as one who had found a great treasure, a veritable pearl of great price, right on our own doorstep. We could remember that Jesus found special joy and happiness in children and said all of us should be more like them—guileless and pure, quick to laugh and to love and to forgive, slow to remember any offense.

We could remember that Christ called his disciples friends, and that friends are those who stand by us in times of loneliness or potential despair. We could remember a friend we need to contact or, better yet, a friend we need to make. In doing so we could remember that God often provides his blessings through the compassionate and timely response of another. For someone nearby we may be the means of heaven’s answer to a very urgent prayer. . . .

On some days we will have cause to remember the unkind treatment he received, the rejection he experienced, and the injustice—oh, the injustice—he endured. When we, too, then face some of that in life, we can remember that Christ was also troubled on every side, but not distressed; perplexed, but not in despair; persecuted, but not forsaken; cast down, but not destroyed (see 2 Cor. 4:8–9).



How can I prepare to receive temple ordinances?

Even before we receive temple ordinances, we can prepare ourselves by living worthy to enter the temple, keeping the covenants we have already made, and making the temple a part of our lives. We can also study the scriptures and words of the prophets to learn more about the ordinances of the temple.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What do you feel will help the youth as they look forward to receiving temple ordinance?

Psalm 24:3–4; D&C 97:15–17 (We must be clean in order to enter the Lord’s house)

Thomas S. Monson, “The Holy Temple—a Beacon to the World,” *Ensign* or *Liahona*, May 2011, 90–94

Russell M. Nelson, “Prepare for the Blessings of the Temple,” *Ensign* or *Liahona*, Oct. 2010, 40–51; see also *Temples of The Church of Jesus Christ of Latter-day Saints*

“Making the Temple a Part of Your Life,” *Ensign* or *Liahona*, Oct. 2010, 76–78; see also *Temples of The Church of Jesus Christ of Latter-day Saints*

“Commonly Asked Questions,” *Ensign* or *Liahona*, Oct. 2010, 79–80; see also *Temples of The Church of Jesus Christ of Latter-day Saints*

“Message to the Youth from the First Presidency,” *For the Strength of Youth* (2011), ii–iii

Video: “Always in Our Sights”

If you have received temple ordinances, how did you prepare yourself to do so?

What have you heard or observed from the youth that helps you understand how they feel about the temple? What are they doing to prepare to receive temple ordinances?

Note: Consider suggesting to your bishop that the ward obtain copies of the booklet *Temples of The Church of Jesus Christ of Latter-day Saints* (09339) for the youth to help them prepare to enter the temple.

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share any insights they have gained recently as they have learned about ordinances and covenants in their other classes or in their personal study.

See the appendix for other teaching and learning ideas.

- Invite the youth to read the “Message to the Youth from the First Presidency,” in *For the Strength of Youth* (ii-iii). After they read the message,

ask them to share why they believe a picture of the temple was chosen for the cover of the booklet.

Learn together

Each of the activities below will help the youth prepare to participate in the ordinances of the temple. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Show the video “Always in Our Sights,” and invite each class member to think of a scripture that he or she feels relates to the message of the video (show them how to find scriptures in the Topical Guide or the index to the triple combination). Ask the youth to share their scriptures and explain what it teaches them about preparing to go to the temple.
- As a class, read Psalm 24:3–4, and ask the youth what they think it means to have clean hands and a pure heart. Why is spiritual cleanliness a requirement for entering the temple? (see D&C 97:15–17). Invite a member of the bishopric to visit the class to discuss what a person must do to be worthy of a temple recommend. What would he recommend that the youth do to prepare to receive the ordinances of the temple? Encourage the youth to ask questions.
- Assign each youth to read a section of Elder Russell M. Nelson’s article “Prepare for the Blessings of the

Temple.” Invite the youth to share what they learn from their sections about preparing to attend the temple. What else impresses them about Elder Nelson’s message?

- Choose questions from the article “Commonly Asked Questions” that you feel are most relevant to the youth in your class, and write these questions on the board. Prepare slips of paper with the answers from the article. Let each youth select a question from the board and find the answer from among the papers you prepared. Invite the youth to share any new insights they found.
- Invite the youth to search the article “Making the Temple a Part of Your Life” and underline sentences that tell them what they should do to prepare to go to the temple. Invite them to make a list of suggestions they find and others they can think of. Encourage them to share their lists with each other and choose something from their lists that they want to do.

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how to prepare for the ordinances of the temple? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Gospel study skills

Using the Topical Guide. The first activity in this section encourages the youth to find scriptures using the Topical Guide (see *Teaching, No Greater Call*, page 57). Help them feel comfortable with the Topical Guide and other study aids so that they can use them often in their personal study of the gospel.

Teaching in the Savior's way

The Savior saw the potential in His disciples. He trusted them and prepared them to serve and bless others. What can you do to help the youth in your class prepare for future blessings and opportunities?

Invite to act

- Invite the youth to ponder what they heard and felt today and choose something they will do to prepare to receive the ordinances of the temple.
- Share your testimony about the importance of temple ordinances.

Selected Resources

Excerpt from Russell M. Nelson, "Prepare for the Blessings of the Temple," Ensign or Liahona, Oct. 2010, 41–51

Because a temple is sacred, the Lord asks that it be protected from desecration. Anyone may enter who is willing to prepare well for that privilege. The concept of preparation prevails in other fields of endeavor. I remember when I was but a young boy, I told my parents I wanted to attend the university. They said I could, but only if I worked hard in preliminary schooling and met all the requirements for admission to the university. Similarly, we must qualify for admission to the temple. We prepare physically, intellectually, and spiritually. Eligibility is determined individually for each person applying for a recommend.

Those who hold keys of priesthood authority and responsibility help us prepare by conducting temple recommend interviews. These leaders care for us and help us determine if we are ready to attend the temple. They also love the Lord and ensure "that no unclean thing shall be permitted to come into [His] house" [Doctrine and Covenants 109:20]. Thus, these interviews are conducted in a spirit of accountability.

How do you prepare for a temple recommend? You may consult with your bishopric, as well as your parents, family, stake presidency, teacher, or quorum adviser. The requirements are simple. Succinctly stated, an individual is required to keep the commandments of Him whose house it is. He has set the standards. We enter the temple as His guests. . . .

Because the ordinances and covenants of the temple are sacred, we are under absolute obligation not to

discuss outside the temple that which occurs in the temple. Sacred matters deserve sacred consideration.

In this house of learning, we are taught in the Lord's way. His ways are not our ways [see Isaiah 55:8–9]. We should not be surprised if teaching techniques differ from those employed in educational pursuits more familiar to us. Temple ordinances and covenants have been an integral part of the gospel since the days of Adam and Eve. Anciently, symbols were used to teach profound truths, and this method of instruction is used in the temple today.

It is necessary, therefore, that we ponder the symbols presented in the temple and see the mighty realities for which each symbol stands [see John A. Widtsoe, "Temple Worship," *Utah Genealogical and Historical Magazine*, Apr. 1921, 62]. "The temple ordinances are so imbued with symbolic meaning as to provide a lifetime of productive contemplation and learning" [Richard G. Scott, in Conference Report, Apr. 1999, 33, or *Ensign*, May 1999, 27]. The teachings of the temple are beautifully simple and simply beautiful. They are understood by those who have had little opportunity for education, yet they can excite the intellect of the highly educated.

I recommend that members going to the temple for the first time read entries in the Bible Dictionary that are related to the temple, such as "Anoint," "Covenant," "Sacrifices," and "Temple." One may also wish to read Exodus, chapters 26–29, and Leviticus, chapter 8. The Old Testament, as well as the books of Moses and Abraham in the Pearl of Great Price, underscores the antiquity of temple work and the enduring nature of its ordinances.

UNIT OVERVIEW

August: Marriage and Family

The outlines in this unit will help the youth understand the importance of learning and teaching in a family setting. They will prepare to share with their families and others the eternal truths they are learning about the importance of marriage and family in Heavenly Father's plan. They will also have opportunities to learn more about their own families, including their family history.

Outlines to choose from this month:

How will keeping a personal journal bless me and my family?

Why is it important to learn about my family history?

How can I teach others how to do family history work?

How can I explain the importance of marriage and family to others?

What opportunities are there for learning and teaching in the home?



How will keeping a personal journal bless me and my family?

The Lord and His prophets have emphasized the importance of keeping records. Writing in a personal journal gives us an opportunity to reflect on our lives and recognize the many blessings God has given us. Our journals can also be a source of inspiration and strength to future generations of our families.

Prepare yourself spiritually

Prayerfully study the following scriptures and resources. What will inspire the youth you teach?

1 Nephi 1:1–3; Alma 37:8–9; Moses 6:5, 45–46 (Examples of record keeping in the scriptures)

1 Nephi 6:3–6 (What to include in a personal record)

3 Nephi 23:6–13 (The Savior chastises the Nephites for the incompleteness of their records)

Henry B. Eyring, “O Remember, Remember,” *Ensign* or *Liahona*, Nov. 2007, 66–69; see also the video “O Remember, Remember”

Spencer W. Kimball, “The Angels May Quote from It,” *New Era*, Feb. 2003, 32–35

What experiences have taught you the importance of keeping a journal? Are there any entries in your journal or a journal of an ancestor that could be inspiring to the youth?

How will the youth be blessed by keeping a personal journal? What reasons might they have for not writing in a journal? How can you help them see the spiritual reasons for record keeping?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share any recent experiences they have had testifying of a gospel truth.
- If possible, share an entry from your personal journal or the journal of an ancestor (or invite a class member or ward member to do this). Why was it important to record this experience? How are others blessed because someone kept a journal?

See the appendix for other teaching and learning ideas.

Learn together

Gospel study skills

Pondering. In this lesson, the youth are encouraged to ponder the experiences they are having and record them in personal journals. To ponder means to reflect on and consider something deeply. Invite the youth to ask themselves questions like “What does God want me to learn from the experiences I am having?” Pondering invites revelation. Encourage the youth to make pondering a regular part of their personal gospel study.

Each of the activities below will help the youth understand the importance of keeping a journal. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite the youth to read the first eight paragraphs of President Henry B. Eyring’s talk “O Remember, Remember” (or show the video based on the talk), and ask them to look for blessings that came because President Eyring wrote about his experiences daily. What else do they learn about keeping a personal journal from President Eyring’s message? Read together the last paragraph of his talk, and share a recent experience from your life in which you saw the hand of God or He seemed to have a message for you. Invite the youth to ponder their own answers to the questions suggested by President Eyring and record their thoughts.
- Ask each youth to read one of the following scriptures: 1 Nephi 1:1–3; Alma 37:8–9; Moses 6:5, 45–46. Ask the youth to think about and share some of the blessings that have come because the people in these scriptures kept a record. What are some reasons people do not keep a personal journal? What do the youth learn from these verses that helps them see the importance of journal writing? Encourage them to read a journal of an ancestor (if possible) or interview a parent or grandparent and write down their testimonies, conversion stories, meaningful life experiences, and favorite memories.
- Ask the youth to make a list of things to write about in a personal journal. As a class, read 1 Nephi 6:3–6. Ask the youth to find what Nephi wanted to include in his record, and add these things to the list. Invite the youth to ponder what they feel they should write about in their journals, and give them time to write a few paragraphs of a journal entry.
- Invite the youth to read 3 Nephi 23:6–13. How might this scripture apply to our efforts to keep a personal journal? Ask the youth to think about any spiritual or meaningful experience they have had that they feel they should record. How would they or others be blessed by reading about this experience? Give them time in class to write about these experiences.
- Ask each youth to read the second half of President Spencer W. Kimball’s talk “The Angels May Quote from It” (beginning with the heading “Your personal record”). Invite the youth to write on a piece of paper one or two thoughts or insights they find inspiring or helpful from President Kimball’s talk. When everyone is finished, ask the youth to pass their papers to the person sitting next to them. Invite them to add to each other’s papers the insights they have found and continue passing their papers until they have shared their insights with everyone in the class. Encourage the youth to take their papers home and refer to them for guidance as they write in their personal journals.

Ask the youth to share what they learned today. Do they understand the blessings of keeping a journal? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Teaching in the Savior's way

The Savior asked questions of those He taught that caused them to think and feel deeply. Because of His love, they felt safe sharing their thoughts and personal feelings. How can you create an atmosphere in your class where the youth will feel comfortable responding to questions?

Selected Resources

Excerpt from Henry B. Eyring, "O Remember, Remember," Ensign or Liahona, Nov. 2007, 66–69

When our children were very small, I started to write down a few things about what happened every day. Let me tell you how that got started. I came home late from a Church assignment. It was after dark. My father-in-law, who lived near us, surprised me as I walked toward the front door of my house. He was carrying a load of pipes over his shoulder, walking very fast and dressed in his work clothes. I knew that he had been building a system to pump water from a stream below us up to our property.

He smiled, spoke softly, and then rushed past me into the darkness to go on with his work. I took a few steps toward the house, thinking of what he was doing for us, and just as I got to the door, I heard in my mind—not in my own voice—these words: "I'm not giving you these experiences for yourself. Write them down."

I went inside. I didn't go to bed. Although I was tired, I took out some paper and began to write. And as I did, I understood the message I had heard in my mind. I was supposed to record for my children to read, someday in the future, how I had seen the hand of God blessing our family. Grandpa didn't have to do what he was doing for us. He could have had someone else do it or not have done it at all. But he was serving us, his family, in the way covenant disciples of Jesus Christ always do. I knew that was true. And so I wrote it down, so that my children could have the memory someday when they would need it.

I wrote down a few lines every day for years. I never missed a day no matter how tired I was or how early I would have to start the next day. Before I would write, I would ponder this question: "Have I seen the hand of God reaching out to touch us or our children or our family today?" As I kept at it, something began to happen. As I would cast my mind over the day, I would see evidence of what God had done for one of us that I had not recognized in the busy moments of the day. As that happened, and it happened often, I realized that trying to remember had allowed God to show me what He had done.

More than gratitude began to grow in my heart. Testimony grew. I became ever more certain that our Heavenly Father hears and answers prayers. I felt more gratitude for the softening and refining that come because of the Atonement of the Savior Jesus Christ. And I grew more confident that the Holy Ghost can bring all things to our remembrance—even things we did not notice or pay attention to when they happened. . . .

My point is to urge you to find ways to recognize and remember God's kindness. It will build our testimonies. You may not keep a journal. You may not share whatever record you keep with those you love and serve. But you and they will be blessed as you remember what the Lord has done. You remember that song we sometimes sing: "Count your many blessings; name them one by one, And it will surprise you what the Lord has done."



Why is it important to learn about my family history?

Heavenly Father's plan of happiness enables family relationships to continue throughout eternity. Through family history work, we can learn more about our ancestors, identify and prepare the names of those who need gospel ordinances, and perform ordinance work for them in holy temples. The Church provides many resources to help us learn about our family history and participate in temple work for the dead.

Prepare yourself spiritually

Use the resources below to understand more about family history work. Your own experiences with family history work, including experiencing the activities in this outline, will help you teach it effectively. Consider how the activities in this outline can help you plan ways to engage the youth in family history work. What will help the youth understand the importance of learning their family history?

1 Corinthians 15:29 (Members in ancient times performed baptisms for the dead)

1 Peter 3:18–20; 4:6 (The gospel is preached in the spirit world)

Malachi 4:5–6; D&C 2:1–3 (The hearts of the children shall turn to their fathers)

D&C 110:13–16 (Elijah restores the sealing keys)

D&C 128:16–18 (Ordinances for the dead create a welding link between generations)

Richard G. Scott, "The Joy of Redeeming the Dead," *Ensign* or *Liahona*, Nov. 2012, 93–95

David A. Bednar, "The Hearts of the Children Shall Turn," *Ensign* or *Liahona*, Nov. 2011, 24–27

"Family History Work and Genealogy," *True to the Faith* (2004), 61–64

Website: "Youth and Family History"

Videos: "Elder Bednar Addresses Youth," "The Spirit of Elijah"

How have you learned about your own family history? What experiences have you had that have strengthened your testimony of family history work?

How can you encourage the youth to participate in family history work? What resources are available in your area to help them learn about their ancestors and perform ordinances for deceased family members?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

See the appendix for other teaching and learning ideas.

- Invite several of the youth to share a gospel principle that they recently learned from a parent, sibling, or other family member.
- Invite the youth to share experiences they have had doing family his-

tory work (such as being baptized for an ancestor, participating in indexing, or preparing the name of an ancestor for temple ordinances). Discuss as a class why Heavenly Father wants us to do family history work.

Learn together

Each of the activities below will help the youth learn how to participate in family history work. Following the inspiration of the Spirit, select one or more that will work best for your class:

- As a class, read the section titled “An Invitation to the Rising Generation” from Elder David A. Bednar’s talk “The Hearts of the Children Shall Turn.” Invite the youth to find things Elder Bednar says they can do to participate in family history work. If possible, bring a computer to class and show the youth how to learn about their ancestors on FamilySearch.org. With the permission of the bishop, you may want to invite the ward family history consultant (or someone else who has experience doing family history work) to help the youth prepare names for the temple. Encourage them to go to the temple and do the work for these family members.
- Ask the youth to read the three paragraphs of Elder Richard G. Scott’s talk “The Joy of Redeeming the Dead,” beginning with the phrase “Any work you do in the temple.” Invite them to look for and share reasons it is important to do family history work. Ask them to read the last two paragraphs of the talk and discuss things they could “set aside” in order to research their ancestors. Invite the youth to visit the Youth and Family

History website to find out how they can get involved in family history.

- Invite half of the youth to read the “Redeeming the Dead” section (pages 62–63) of the “Family History Work and Genealogy” entry in *True to the Faith*, and ask the other half to read the section called “Your Responsibilities in Family History Work” (pages 63–64). Ask them to share with each other what they learned. Help the youth begin completing a pedigree chart. Encourage them to continue working on their pedigree charts at home. Invite them to ask their parents or other family members to help.
- Several days before class, ask a class member to review the Youth and Family History website and come prepared to teach the class how to get started with family history. He or she may want to show the video “Elder Bednar Addresses Youth.”
- Invite the youth to read the scriptures suggested in this outline, pondering the question “Why do we do family history work?” Ask them to share their thoughts. Invite them to list ways they can participate in

Teaching tip

“Do not be afraid of silence. People often need time to think about and reply to questions or to express what they are feeling. You might pause after you have asked a question, after a spiritual experience has been shared, or when a person is having difficulty expressing himself or herself” (*Teaching, No Greater Call* [1999], 67).

family history work (some ideas may include learning about their own ancestors, teaching others how to use FamilySearch.org, or doing indexing). Invite them to choose something from

the list that they want to work on during the coming week. Encourage them to share their experiences in a future class.

Ask the youth to share what they learned today. Do they understand the importance of learning about their family history? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Teaching in the Savior's way

The Savior trusted His disciples. He prepared them and then gave them important responsibilities to teach, bless, and serve others. How can you prepare the youth to fulfill their responsibilities to learn their family history and have the ordinance work done for their ancestors?

Selected Resources

Excerpt from Richard G. Scott, “The Joy of Redeeming the Dead,” Ensign or Liahona, Nov. 2012, 93–95

Any work you do in the temple is time well spent, but receiving ordinances vicariously for one of your own ancestors will make the time in the temple more sacred, and even greater blessings will be received. The First Presidency has declared, “Our preeminent obligation is to seek out and identify *our own* ancestors” [First Presidency letter, Feb. 29, 2012; emphasis added].

Do you young people want a sure way to eliminate the influence of the adversary in your life? Immerse yourself in searching for your ancestors, prepare their names for the sacred vicarious ordinances available in the temple, and then go to the temple to stand as proxy for them to receive the ordinances of baptism and the gift of the Holy Ghost. As you grow

older, you will be able to participate in receiving the other ordinances as well. I can think of no greater protection from the influence of the adversary in your life.

In the Russia Rostov-na-Donu Mission the youth were invited to each index 2,000 names and then qualify at least one name from their own families for temple ordinances. Those who accomplished this goal were invited to go on a long journey to the new Kyiv Ukraine Temple. One young man shared his experience: “I was spending a lot of time playing computer games. When I started indexing, I didn’t have time to play games. At first I thought, ‘Oh no! How can that be!’ When this project was over, I even lost interest in gaming. . . . Genealogical work is something that we can do here on earth, and it will remain in heaven.”



How can I teach others how to do family history work?

The Lord has prepared remarkable technologies in our day to enable us to learn about our ancestors and perform ordinances for them in the temple. In a similar way, He has prepared the youth of this generation with the ability to learn how to use these technologies so that they can contribute to this important work. In addition to researching our own family history, we can help others who are less familiar with family history resources. In this way, we help them feel the spirit of this important work and we help bring salvation to their deceased ancestors.

Prepare yourself spiritually

Prayerfully study the resources below. What do you feel will inspire the youth to help others learn about their family history?

D&C 128:16–18 (Ordinances for the dead create a welding link between generations)

David A. Bednar, “The Hearts of the Children Shall Turn,” *Ensign* or *Liahona*, Nov. 2011, 24–27

D&C 138:46–48 (A great work is to be done in the temples in our day)

Videos in the “Serve” section of the Youth and Family History website

Russell M. Nelson, “Generations Linked in Love,” *Ensign* or *Liahona*, May 2010, 91–94

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share experiences they have had applying something they learned in a previous lesson.
- Invite the youth to share experiences in which they have helped someone learn how to use technology (such as a computer, a cell phone, or

What opportunities have you had to help others learn about family history? What experiences have you had in which someone taught you how to do family history work?

What skills and abilities have you seen in the youth that they could use to help others learn how to do family history work? What evidence have you seen that the Lord has prepared them for this important work?

See the appendix for other teaching and learning ideas.

a similar device). Share the following statement from Elder David A. Bednar: “Your fingers have been trained to text and tweet to accelerate and advance the work of the Lord—not just to communicate quickly with your

friends” (“The Hearts of the Children Shall Turn,” *Ensign* or *Liahona*, Nov. 2011, 26). What are some ways the youth feel they can use their familiarity with technology to help others do family history work?

Teaching tip

“Do not be afraid of silence. People often need time to think about and reply to questions or to express what they are feeling. You might pause after you have asked a question, after a spiritual experience has been shared, or when a person is having difficulty expressing himself or herself” (*Teaching, No Greater Call* [1999], 67).

Teaching in the Savior’s way

In every setting, the Savior was our perfect example and our mentor. He taught His disciples how to teach by the way He taught them. How can your example help prepare the youth to teach others?

Learn together

Each of the activities below will help the youth learn how to help others participate in family history work. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite the youth to read the section titled “An Invitation to the Rising Generation” in Elder David A. Bednar’s talk “The Hearts of the Children Shall Turn.” Ask them to find places in the talk where Elder Bednar invites the youth to help others with family history work. What impresses the youth about these invitations? As a class, make a list of ways the youth can respond to Elder Bednar’s invitations, and invite them to choose something from their list that they can do as a class.
- Show the youth the list of titles of the videos in the “Serve” section of the Youth and Family History website. Ask them to select one they would like to watch to learn how to help others do family history work. Watch the video as a class, and ask the

youth to think of people they could help in the ways described in the video. Encourage them to make plans to help these people and discuss their plans as a class.

- Invite the youth to imagine that they are helping someone who has never done family history work before. Divide Elder Russell M. Nelson’s talk “Generations Linked in Love” among the youth, and ask them to read their sections, looking for things they could share with the person they are helping learn about family history work. What scriptures might they share? (For examples, see the scriptures listed in this outline.) Ask them to share what they find and to think of someone they could help get started working on family history.

Ask the youth to share what they learned today. Do they understand how to help others do family history work? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Selected Resources

Excerpt from David A. Bednar, “The Hearts of the Children Shall Turn,” Ensign or Liahona, Nov. 2011, 24–27

I now invite the attention of the young women, young men, and children of the rising generation as I emphasize the importance of the Spirit of Elijah in your lives today. My message is intended for the entire Church in general—but for you in particular.

Many of you may think family history work is to be performed primarily by older people. But I know of no age limit described in the scriptures or guidelines announced by Church leaders restricting this important service to mature adults. You are sons and daughters of God, children of the covenant, and builders of the kingdom. You need not wait until you reach an arbitrary age to fulfill your responsibility to assist in the work of salvation for the human family.

The Lord has made available in our day remarkable resources that enable you to learn about and love this work that is sparked by the Spirit of Elijah. For example, FamilySearch is a collection of records, resources, and services easily accessible with personal computers and a variety of handheld devices, designed to help people discover and document their family history. These resources also are available in the family history centers located in many of our Church buildings throughout the world.

It is no coincidence that FamilySearch and other tools have come forth at a time when young people are so familiar with a wide range of information and communication technologies. Your fingers have been trained to text and tweet to accelerate and advance the work of the Lord—not just to communicate quickly with your friends. The skills and aptitude evident among many young people today are a preparation to contribute to the work of salvation.

I invite the young people of the Church to learn about and experience the Spirit of Elijah. I encourage you to study, to search out your ancestors, and to prepare yourselves to perform proxy baptisms in the house of the Lord for *your* kindred dead (see D&C 124:28–36). And I urge you to help other people identify their family histories.

As you respond in faith to this invitation, your hearts shall turn to the fathers. The promises made to Abraham, Isaac, and Jacob will be implanted in your hearts. Your patriarchal blessing, with its declaration of lineage, will link you to these fathers and be more meaningful to you. Your love and gratitude for your ancestors will increase. Your testimony of and conversion to the Savior will become deep and abiding. And I promise you will be protected against the intensifying influence of the adversary. As you participate in and love this holy work, you will be safeguarded in your youth and throughout your lives.



How can I explain the importance of marriage and family to others?

Most people will have the opportunity to share gospel truths with others. Because there are many conflicting views about marriage and family in the world today, it is particularly important that we know how to explain the importance of marriage and family in Heavenly Father's plan. As we do, we should make sure to explain our beliefs briefly and simply, with the guidance of the Spirit, so that other people can understand the truths of the gospel.

How have you helped others understand your beliefs about marriage and family? In what ways have you explained concepts like eternal marriage to friends who are not members of the Church?

What experiences and ideas are influencing the youth's perceptions about marriage and family? How can you prepare them to explain the truths regarding marriage and family to others?

Prepare yourself spiritually

Use the resources below to understand more about how to explain the importance of marriage and family. Your own experiences explaining the doctrine to others will help you teach it effectively. Consider how the activities in this outline can help the youth learn how to teach.

"The Family: A Proclamation to the World," *Ensign* or *Liahona*, Nov. 2010, 129

Gordon B. Hinckley, "Why We Do Some of the Things We Do," *Ensign*, Nov. 1999

"Marriage," *True to the Faith* (2004), 97–101

"Eternal Marriage" and "Temples and Family History Work," *Preach My Gospel* (2004), 85–86

"Temple Marriage" (MormonNewsroom.org article)

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share how a family member has exemplified a gospel principle to them.
- Invite someone who speaks a different language (if possible, a class member) to come to class and speak in that

See the appendix for other teaching and learning ideas.

language. Invite the youth to explain how listening to a language they do not understand can be like listening to members of the Church explain gospel

truths to others using potentially unfamiliar words, such as *eternal marriage*, *sealing*, or *celestial kingdom*.

Learn together

Each of the activities below will help the youth learn how to explain to others the importance of marriage and family. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite the youth to think of and list on the board questions that others not of our faith may have about marriage and the family, such as, “Why should I get married and have children?” or “Why should marriage be between a man and a woman?” Ask the youth to select some of the questions listed and find answers in the scriptures (for example scriptures, see those referenced in the “Marriage” and “Family” sections of True to the Faith and in “The Family: A Proclamation to the World”). Encourage the youth to prepare a one-minute answer to the questions they chose, avoiding words and phrases that might not be easily understood by others, such as *celestial marriage* or *sealing*. Give them time to share their answers.
- Go to the Church’s Newsroom website and read how a doctrine like temple marriage is explained to those not of our faith (see “Temple Marriage”). Have the youth write a news story about the importance of marriage and family. This could be a short piece that might appear in a school newspaper or written on a blog. Invite the youth to share what they prepared with the class.
- As a class, read “Family” in *For the Strength of Youth*. Invite the youth to prepare to teach some of the doctrines they have learned about families to Primary children. For example, they could teach the children using the question “Why is family important?” Invite them to create an outline that helps them explain the concept simply and briefly. With the permission of the bishop and Primary presidency, arrange for the youth to teach their lessons. After they have had an opportunity to teach, ask them to discuss how they taught this gospel principle.
- With the permission of the bishop, invite the full-time missionaries to share with the class how they explain the doctrines of marriage and family to others. Divide the class into two groups, and ask one group to prepare to teach about eternal marriage and the other group to prepare to teach about temples and family history, using the resources suggested in this outline (or others they can find). After they have prepared simple and brief explanations of their topics, invite the youth to teach someone from the other group the doctrine they studied.

Teaching tip

“Discussions in small groups can instantly involve those who seem to be losing interest and concentration” (*Teaching, No Greater Call* [1999], 72).

Teaching in the Savior's way

Jesus Christ invited those He taught to act in faith and live the truths He taught. In all His teaching, He focused on helping His followers live the gospel with all their hearts. How can you help the youth act in faith on what they are learning?

- Ask the youth if they have been asked to explain the Church's position on same-gender marriage. How did they respond? Invite them to read President Gordon B. Hinckley's answer to the question "Why does the Church become involved in issues that come before the legislature and the electorate?" in his talk "Why We Do Some of the Things We Do."

Ask the youth to share what they learned today. Do they understand how to explain the importance of marriage and family to others? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

What impresses the youth about the way President Hinckley describes the Church's position? How could they learn more about what the Church teaches about marriage? Encourage the youth to plan what they might say the next time they have an opportunity to express their beliefs about marriage.

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Selected Resources

Excerpt from "Temple Marriage" (MormonNewsroom.org article)

Members of the Church believe that marriages performed in temples are "sealed," or blessed to last for eternity. The concept that the family unit can continue beyond the grave as a conscious, loving entity, with the marriage partnership and parent-child relationships intact, is a core belief of members of The Church of Jesus Christ of Latter-day Saints.

Once a couple is married and sealed in a temple, any children who are then born to them are automatically sealed to them at birth. If children are born before the couple is sealed, those children can later participate in a temple sealing with their parents. Children that are adopted also have an opportunity to be sealed to the adoptive parents.

The concept of eternal families comes from scripture and modern-day revelation. For instance, the New Testament reference in Matthew 16:19 records Jesus Christ telling the Apostle Peter: "And I will give unto thee the keys of the kingdom of heaven: and whatsoever thou shalt bind on earth shall be bound in heaven: and whatsoever thou shalt loose on earth shall be loosed in heaven." The Church equates the word "bind" with "seal."

According to research cited in a 2000 article in the *Los Angeles Times*, "in an era of divorce, Mormon temple weddings are built to last," with only a 6 percent divorce rate. Another study, published in 1993 in *Demography Magazine*, concluded that members of The Church of Jesus Christ of Latter-day Saints who marry in one of the Church's temples are the least likely of all Americans to divorce.



What opportunities are there for learning and teaching in the home?

The home is the ideal place for learning, teaching, and applying gospel principles. Latter-day prophets have urged families to give highest priority to family prayer, family home evening, gospel study and instruction, and wholesome family activities.

What experiences have you had with learning and teaching the gospel in your home? What could you share with the youth?

How can you inspire the youth to encourage gospel learning in their homes? What promised blessings might inspire them?

Prepare yourself spiritually

Use the resources below to prepare the youth to teach and learn gospel truths in their homes. Your own experiences will help you teach the youth effectively. Consider how the activities in this outline can help you plan ways to encourage the youth.

Mosiah 4:14–15; D&C 68:25–28 (Parents have a responsibility to teach the gospel to their children)

L. Tom Perry, “Becoming Goodly Parents,” *Ensign* or *Liahona*, Nov. 2012, 26–28

“Family Home Evening,” *True to the Faith* (2004), 65–66

“Family Prayer,” *True to the Faith*, 122

“Importance of Daily Scripture Study,” *True to the Faith*, 155–56

“The Home and the Church” *Handbook 2: Administering the Church* (2010), 1.4

Video: “A Heaven-Inspired Program”

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share how they applied what they learned in last week’s class during the week.
- Ask the youth to imagine that they are parents. What responsibilities do they have toward their children? Ask a class member to list them on the board, and invite the youth to look for any additional responsibilities in Mosiah 4:14–15 and Doctrine and Covenants 68:25–28. What opportunities do parents have to fulfill the responsibilities described in these verses? What can the youth do to help?

See the appendix for other teaching and learning ideas.

Learn together

Each of the activities below will help the youth prepare for and seek opportunities for learning and teaching the gospel in their homes. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Show the video “A Heaven-Inspired Program,” and ask the youth to look for what dangers in the world they can be protected from and what strengths can come to individuals and families who study the gospel together. Invite the youth to read “Family Home Evening” in *True to the Faith* and prepare a simple outline for a family home evening lesson on a topic of their choice. Invite the youth to teach each other the lessons they prepare in an upcoming class.
- Ask each class member to read one of Elder L. Tom Perry’s five suggestions for creating stronger family cultures (in his talk “Becoming Goodly Parents”). For each suggestion, ask the youth to share examples they have seen of families following the suggestion, ways they can follow it as youth, and things they can do to prepare to follow the suggestion when they become parents.
- As a class, read the seventh paragraph of “The Family: A Proclamation to the World.” Invite the youth to list on the board the principles upon which successful families are founded. Ask the youth to share some recreational activities they enjoy participating in with their families. Invite them to share what gospel truths or principles they have learned as they have taken part in these activities. For example, preparing a meal together may teach service and love, or playing a sport together may teach patience and perseverance. Encourage the youth to plan recreational activities for their families and to discuss with them how these activities relate to the gospel.
- Have the youth think of ideas people could use to encourage their families to participate in family prayer and scripture study. Discuss the blessings that come to families from these activities. The youth could read “Family Prayer” and “Importance of Daily Scripture Study” in *True to the Faith* for suggestions. Role-play how a youth could talk to a parent and encourage regular family prayer and scripture study. Invite the youth to share any experiences they have had with family prayer and scripture study.

Ask the youth to share what they learned today. Do they understand how to prepare for and seek opportunities for learning and teaching at home? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Gospel study skills

Studying the scriptures does not come naturally to most people, any more than playing the piano or painting does. Learning to study the scriptures effectively usually requires developing skills. The gospel study skills described in these learning outlines can help the youth become diligent students of the gospel. Point these skills out to the youth, and encourage them to use them as they study the gospel on their own.

Teaching in the Savior's way

Jesus Christ invited those He taught to act in faith and live the truths He taught. How can you inspire the youth to want to participate in gospel learning in their families now and in the future?

Invite to act

Invite the class members to look for the blessings that come when they participate in gospel learning with their families through prayer, scripture study, family home evening, or recreational activities.

Selected Resources

Excerpt from L. Tom Perry, “Becoming Goodly Parents,” Ensign or Liahona, Nov. 2012, 26–28

Let me suggest five things parents can do to create stronger family cultures:

First, parents can pray in earnest, asking our Eternal Father to help them love, understand, and guide the children He has sent to them.

Second, they can hold family prayer, scripture study, and family home evenings and eat together as often as possible, making dinner a time of communication and the teaching of values.

Third, parents can fully avail themselves of the Church’s support network, communicating with their children’s Primary teachers, youth leaders, and class and quorum presidencies. By communicating with those who are called and set apart to work with their children, parents can provide essential understanding of a child’s special and specific needs.

Fourth, parents can share their testimonies often with their children, commit them to keep the commandments of God, and promise the blessings that our Heavenly Father promises His faithful children.

Fifth, we can organize our families based on clear, simple family rules and expectations, wholesome family traditions and rituals, and “family economics,” where children have household responsibilities and can earn allowances so that they can learn to budget, save, and pay tithing on the money they earn.

These suggestions for creating stronger *family cultures* work in tandem with the culture of the Church. Our strengthened family cultures will be a protection for our children from “the fiery darts of the adversary” (1 Nephi 15:24) embedded in their peer culture, the entertainment and celebrity cultures, the credit and entitlement cultures, and the Internet and media cultures to which they are constantly exposed. Strong family cultures will help our children live in the world and not become “of the world” (John 15:19).

UNIT OVERVIEW

September: Commandments

*“Consider on the blessed and happy state of those that keep the commandments of God”
(Mosiah 2:41).*

The outlines in this unit will help the youth understand how obedience to Heavenly Father’s commandments affects their happiness in this life and their progression toward eternal life in the world to come. In this unit the youth will also learn how to encourage others to understand and obey the commandments.

Outlines to choose from this month:

How do the commandments help me learn to be more like Heavenly Father?

How can I help others understand my standards?

How does keeping the commandments affect my ability to learn the gospel?

How can I inspire others to obey the commandments?

What blessings does Heavenly Father promise if I obey the commandments?



How do the commandments help me learn to be more like Heavenly Father?

The commandments are instructions from a loving Heavenly Father to help us become more like Him. Through the commandments, Heavenly Father teaches us His will for us and shows us how to love one another and overcome the natural man. Obedience to the commandments prepares us to return to God's presence and obtain eternal life. When we understand this, we see the commandments as a blessing and not a burden.

How has your understanding of the commandments grown throughout your life? What changes have you noticed in yourself as you have strived to live the commandments?

What challenges do the youth face as they strive to keep the commandments? How will they be blessed by understanding the purposes of God's commandments? What can they learn about Heavenly Father as they study His commandments?

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand the purposes of God's commandments?

Deuteronomy 10:12–13; D&C 82:8–10 (The commandments help us understand God's will for us)

Matthew 22:34–40 (We are commanded to love)

John 14:15; 1 John 5:1–3 (We obey the commandments because we love God)

D&C 88:22 (To receive the celestial glory, we must live the celestial law)

D&C 93:20 (If we keep the commandments, we will eventually receive of God's fulness)

Dieter F. Uchtdorf, "Forget Me Not," *Ensign* or *Liahona*, Nov. 2011, 120–23

Robert D. Hales, "If Thou Wilt Enter into Life, Keep the Commandments," *Ensign*, May 1996, 35–37

D. Todd Christofferson, "'As Many as I Love, I Rebuke and Chasten,'" *Ensign* or *Liahona*, May 2011, 97–100

"Obedience," *True to the Faith* (2004), 108–9

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

See the appendix for other teaching and learning ideas.

- Invite the youth to search for a hymn related to something they have learned about recently (suggest that they use the “Topics” index at the back of the hymnbook). Ask them to share a line from the hymn and explain how it helps them understand a principle of the gospel.

- Invite the youth to imagine that they are riding along a mountain road, near a steep cliff, with a guardrail along the side of the road. Ask them to discuss with another class member the following questions: How are the Lord’s commandments like the guardrail? How are they like the road? Invite them to share their thoughts with the class.

Learn together

Each of the following activities will help the youth understand how the commandments help us become more like Heavenly Father. Following the inspiration of the Spirit, select one or more that will work best for your class:

- On the board, write several scripture references that help explain why we have commandments (including those in this outline and others you can think of). Read the scriptures as a class, and discuss what Heavenly Father wants us to learn from the commandments. Invite the youth to mark these verses in their scriptures and write in the margins a summary of what the verse teaches them. Show the youth how to link the verses in their scriptures (see *Teaching, No Greater Call*, 58).

- Write on the board “Why has God given us commandments?” Invite the youth to read Doctrine and Covenants 82:8–10 and share possible answers to the question. Ask the youth why they think it is important to know the purposes behind Heavenly Father’s commandments. As part of this discussion, share the paragraph at the beginning of this outline or read the section titled “Fourth, forget not the ‘why’ of the gospel” from President Dieter F. Uchtdorf’s talk “Forget Me Not.”

- Ask half of the class to read the first paragraph of Elder D. Todd Christofferson’s talk “‘As Many as I Love, I Rebuke and Chasten,’” and ask the other half to read the second paragraph. Invite them to look in their paragraphs for answers to the question “Why has God given us commandments?” (They could also read Elder Robert D. Hales’s talk “If Thou Wilt Enter into Life, Keep the Commandments,” beginning with the paragraph that states, “Some may ask, ‘Why did the Lord give us commandments?’”) Discuss what they find. Invite the youth to make a list of attributes God has. Then ask them to think of commandments that can help them develop those attributes and become more like Heavenly Father.

- Ask the class to list on the board the Ten Commandments (see Exodus 20:3–17) and other commandments they can think of. Ask the youth to discuss in pairs or small groups why they think Heavenly Father gave

Gospel study skills

Linking verses. In the first activity in this section, the youth are invited to link verses in their scriptures, or write in the margins of their scriptures the references to other verses that teach similar principles. This gospel study skill can help them see connections between various passages of scripture. Encourage the youth to do this in their personal scripture study to deepen their understanding of other gospel topics.

us each of these commandments. Then invite them to read Matthew 22:34–40 and discuss how each of the

commandments listed on the board can help us develop our love for God and love for our neighbor.

Ask the youth to share what they learned today. Do they understand how keeping the commandments helps us become more like Heavenly Father? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth to ponder what they have learned today. How does it affect the way they think about God's commandments? How might it affect their attitudes toward obedience to the commandments? How might it affect the choices they make? Encourage them to write their thoughts in a journal.

Teaching in the Savior's way

When the Savior invited His disciples to keep commandments, He did so with love unfeigned. In what ways can you teach the youth, with love, about keeping commandments?

Selected Resources

Excerpt from D. Todd Christofferson, “‘As Many as I Love, I Rebuke and Chasten,’” Ensign or Liahona, May 2011, 97–100

Our Heavenly Father is a God of high expectations. His expectations for us are expressed by His Son, Jesus Christ, in these words: “I would that ye should be perfect even as I, or your Father who is in heaven is perfect” (3 Nephi 12:48). He proposes to make us holy so that we may “abide a celestial glory” (D&C 88:22) and “dwell in his presence” (Moses 6:57). He knows what is required, and so, to make our transformation possible, He provides His commandments and covenants, the gift of the Holy Ghost, and most important, the Atonement and Resurrection of His Beloved Son.

In all of this, God’s purpose is that we, His children, may be able to experience ultimate joy, to be with Him eternally, and to become even as He is. Some years ago Elder Dallin H. Oaks explained: “The Final Judgment is not just an evaluation of a sum total of good and evil acts—what we have *done*. It is an acknowledgment of the final effect of our acts and thoughts—what we have *become*. It is not enough for anyone just to go through the motions. The commandments, ordinances, and covenants of the gospel are not a list of deposits required to be made in some heavenly account. The gospel of Jesus Christ is a plan that shows us how to become what our Heavenly Father desires us to become” [Dallin H. Oaks, “The Challenge to Become,” *Liahona*, Jan. 2011, 40; *Ensign*, Nov. 2000, 32].

Excerpt from Robert D. Hales, “If Thou Wilt Enter into Life, Keep the Commandments,” Ensign, May 1996, 35–37

Some may ask, “Why did the Lord give us commandments?” In premortal councils, He determined

that we, His spirit children, would be given commandments by which to live during our mortal lives. Jehovah, the firstborn spirit child of our Heavenly Father, said: “We will go down, . . . and we will make an earth whereon these [God’s other spirit children] may dwell,

“And we will prove them herewith, to see if they will do all things whatsoever the Lord their God shall command them;

“And they who keep their first estate shall be added upon” (Abr. 3:24–26).

These commandments are loving instructions provided by God our Father for our physical and spiritual well-being and happiness while in mortality. Commandments allow us to know the mind and will of God regarding our eternal progression. And they test our willingness to be obedient to His will.

The commandments are not a burden or a restriction. Every commandment of the Lord is given for our development, progress, and growth. The Prophet Joseph Smith taught: “God has designed our happiness. . . . He never will institute an ordinance or give a commandment to His people that is not calculated in its nature to promote that happiness which He has designed” (*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [1976], 256).

How I love the commandments of the Lord! They guide and protect us and allow us to return back into the presence of our Heavenly Father. If we faithfully obey the commandments, we are promised the blessings of eternal life. Eternal life, “the greatest of all the gifts of God” (D&C 14:7), is to be exalted and to live with Heavenly Father and His Son Jesus Christ in all the eternities to come. He dearly wants us to return to Him.



How can I help others understand my standards?

Others will often ask us about our standards. We can be prepared to answer their questions and testify of the blessings that come from obeying God's commandments. In this way we can be a light unto the world.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand how to answer questions about the Church's standards?

Romans 1:16; 2 Timothy 1:7–8;
2 Nephi 8:7 (Do not be ashamed of the gospel of Jesus Christ)

1 Timothy 4:12 (Be an example of the believers)

3 Nephi 11:29 (The spirit of contention is of the devil)

D&C 11:21; 84:85; 100:5–8 (The Lord will help us know what to say)

Thomas S. Monson, "Preparation Brings Blessings," *Ensign* or *Liahona*, May 2010, 64–67

"Obedience," *True to the Faith* (2004), 108–9

Answering Gospel Questions

What questions have others asked you about your standards? How have you helped them understand why you live according to those standards?

What situations do the youth face in which they must explain their standards to others? Why might this sometimes be difficult for them? What can you do to help them prepare for these situations?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to share an experience they have had recently that reinforced something they are learning about the gospel.
- Invite the youth to make a list of questions that friends or family members have asked them about the Lord's standards or commandments. How did the youth explain their standards? What do they wish they had done differently?

See the appendix for other teaching and learning ideas.

Learn together

Teaching tip

“Your main concern should be helping others learn the gospel, not making an impressive presentation. This includes opportunities for learners to teach one another” (*Teaching, No Greater Call* [1999], 64).

Each of the activities below will help the youth learn how to explain their standards to others. Following the inspiration of the Spirit, select one or more that will work best for your class. Allow time for the youth to practice explaining their standards to each other.

- Bring to class several copies of the *New Era* or *Liahona*. Invite the youth to search these magazines for stories that tell about people who had to defend or explain their standards to others. Ask them to share what they learn from these stories. (During the week before class, you may want to search a few issues of Church magazines to find copies that have articles that seem especially relevant to the youth you teach.) Do the youth have any similar experiences from their own lives that they could share? What do they learn from these experiences that can help them explain their standards to others?

- Give each youth a copy of President Thomas S. Monson’s talk “Preparation Brings Blessings.” Ask the class members to quickly scan the talk, looking for the Church standards that he explains (such as modesty, honesty, and the Word of Wisdom). Invite each youth to select one of these standards, read what President Monson says about it, and share with the class how President Monson explains the standard and anything they find that they

could use to help others understand this standard better.

- Ask each class member to read one of the scriptures in this outline. Invite the youth to find words and phrases that indicate what our attitude should be when we explain our standards to others. Ensure that each youth has a copy of *For the Strength of Youth*. Ask them to choose one of the standards in the booklet, read about it, and plan what they might say if a friend asks them to do something that violates that standard. How would the youth help their friends understand why they choose to live by the Lord’s standards?

- Invite the youth to read the second paragraph of “Obedience” in *True to the Faith* (pages 108–9). How would they use the information in this paragraph to respond to a friend who says the commandments are too restrictive? What scriptures, examples, or personal experiences could they share with their friend to help him or her understand the purposes of God’s commandments?

After the youth have participated in one or more of these activities, give them time to practice explaining their standards. For example, they could role-play situations they might face, or they could write down how they would help their friends understand why they choose to live the Lord’s standards.

Ask the youth to share what they learned today. Do they know how to help others understand their standards? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to think about a situation they will face in which they will have the opportunity to explain their standards to others. How will their experiences in today's lesson help them do this effectively?

Teaching in the Savior's way

The Savior knew His followers, their interests, and their hopes and desires. How can you get to know the youth you teach? How will this affect the way you teach them?

Selected Resources

Excerpt from Thomas S. Monson, "Preparation Brings Blessings," Ensign or Liahona, May 2010, 64–67

Begin to prepare for a temple marriage as well as for a mission. Proper dating is a part of that preparation. In cultures where dating is appropriate, do not date until you are 16 years old. "Not all teenagers need to date or even want to. . . . When you begin dating, go in groups or on double dates. . . . Make sure your parents meet [and become acquainted with] those you date." Because dating is a preparation for marriage, "date only those who have high standards" [*For the Strength of Youth* (booklet, 2001), 24, 25].

Be careful to go to places where there is a good environment, where you won't be faced with temptation.

A wise father said to his son, "If you ever find yourself in a place where you shouldn't ought to be, get out!" Good advice for all of us.

Servants of the Lord have always counseled us to dress appropriately to show respect for our Heavenly Father and for ourselves. The way you dress sends messages about yourself to others and often influences the way you and others act. Dress in such a way as to bring out the best in yourself and those around you. Avoid extremes in clothing and appearance, including tattoos and piercings.

Everyone needs good friends. Your circle of friends will greatly influence your thinking and behavior, just as you will theirs. When you share common values with your friends, you can strengthen and encourage each other. Treat everyone with kindness and dignity. Many nonmembers have come into the Church through friends who have involved them in Church activities. . . .

How you speak and the words you use tell much about the image you choose to portray. Use language to build and uplift those around you. Profane, vulgar, or crude language and inappropriate or off-color jokes are offensive to the Lord. Never misuse the name of God or Jesus Christ. The Lord said, "Thou shalt not take the name of the Lord thy God in vain" [Exodus 20:7].

Our Heavenly Father has counseled us to seek after "anything virtuous, lovely, or of good report or praiseworthy" [Articles of Faith 1:13]. Whatever you read, listen to, or watch makes an impression on you.

Pornography is especially dangerous and addictive. Curious exploration of pornography can become a controlling habit, leading to coarser material and to sexual transgression. Avoid pornography at all costs.

Don't be afraid to walk out of a movie, turn off a television set, or change a radio station if what's being presented does not meet your Heavenly Father's standards. In short, if you have any question about whether a particular movie, book, or other form of entertainment is appropriate, don't see it, don't read it, don't participate. . . .

Hard drugs, wrongful use of prescription drugs, alcohol, coffee, tea, and tobacco products destroy your physical, mental, and spiritual well-being. Any form of alcohol is harmful to your spirit and your body. Tobacco can enslave you, weaken your lungs, and shorten your life.

Music can help you draw closer to your Heavenly Father. It can be used to educate, edify, inspire, and unite. However, music can, by its tempo, beat, intensity, and lyrics, dull your spiritual sensitivity. You cannot afford to fill your minds with unworthy music.



How does keeping the commandments affect my ability to learn the gospel?

Learning the gospel requires the inspiration of the Holy Ghost. The Holy Ghost can enlighten our understanding and testify of gospel truths. In order to be worthy of His influence, we must be obedient to the commandments. As we are obedient to the principles we learn, we prepare ourselves to receive additional truth from the Lord.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand how keeping the commandments affects their ability to learn the gospel?

Daniel 1 (Daniel and his companions are blessed for their obedience with wisdom and understanding); see also the video “God Gave Them Knowledge”

John 7:17 (If we do God’s will, we will know of the doctrine)

2 Nephi 28:30; D&C 42:61; 50:24 (If we hearken to the Lord, we will receive more light and knowledge)

D&C 76:5–10 (The Lord honors those who serve Him)

Thomas S. Monson, “Obedience Brings Blessings,” *Ensign* or *Liahona*, May 2013, 89–92

Henry B. Eyring, “A Living Testimony,” *Ensign* or *Liahona*, May 2011, 125–28

Richard G. Scott, “How to Obtain Revelation and Inspiration for Your Personal Life,” *Ensign* or *Liahona*, May 2012, 45–47

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth if they have any questions or comments about what they are learning in their other

classes. Invite them to share personal experiences or impressions they have received as a result of their learning.

How has keeping the commandments helped you as a student of the gospel? What experiences have you had with obedience that you could share with the youth in your class?

How can you help the youth recognize the connection between obedience and the inspiration of the Spirit?

See the appendix for other teaching and learning ideas.

- Write on the board, “How does obedience affect my ability to learn the gospel?” Give the youth a few moments to ponder this question,

and then ask them to share their thoughts. Encourage them to continue thinking about this question throughout the lesson.

Learn together

Each of the activities below will help the youth understand how their obedience to the commandments affects their ability to learn the gospel. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Give class members copies of the first 11 paragraphs of President Thomas S. Monson’s talk “Obedience Brings Blessings,” and invite them to write a few sentences that summarize President Monson’s main message. As class members share their sentences, encourage them to share why they feel this message is important to youth today.
- As a class, read Daniel 1 or watch the video “God Gave Them Knowledge.” How did Daniel and his friends demonstrate obedience? How were they blessed? What situations do the youth face that may be similar to Daniel’s? Invite each youth to read about another individual in the scriptures who was blessed with knowledge and understanding because of his or her obedience (such as Nephi in 1 Nephi 4 or Joseph Smith in Joseph Smith—History 1:11–17). Ask them to write a brief summary of what they read and teach the rest of the class about how the person they chose was blessed with knowledge because of obedience.
- Invite each youth to select one of the following scripture passages: John 7:17; 2 Nephi 28:30; D&C 50:24. Ask the youth to read their passage and

ponder what it teaches them about obedience and gospel learning. Then invite them to find someone in the class who selected a different scripture and share with each other what they learned.

- Give the youth a flashlight that does not work, and invite them to examine it to determine why it doesn’t give light. Share the following statement from Elder Richard G. Scott’s talk “How to Obtain Revelation and Inspiration for Your Personal Life”: “One must be ever mentally and physically clean and have purity of intent so that the Lord can inspire. One who is obedient to His commandments is trusted of the Lord. That individual has access to His inspiration to know what to do and, as needed, the divine power to do it. ... Our obedience assures that when required, we can qualify for divine power to accomplish an inspired objective” (page 47). How does the broken flashlight illustrate the principles that Elder Scott teaches in this statement? Invite the youth to ponder what they must do to be “trusted of the Lord” and receive revelation from Him. Ask a few of them to share their thoughts.

Gospel study skills

Summarizing. In the first activity in this section, the youth are invited to write a summary of a scripture story they read. Encourage the youth to do this also during their personal scripture study. They can make notes about their impressions, the doctrine that is taught, the events that took place, the people who were involved, and so on. They can ask themselves, “What is the Lord trying to emphasize and why? Is there anything in these verses that applies to me personally?”

- Invite the youth to read part of President Henry B. Eyring's talk "A Living Testimony," from the paragraph that begins "So a seed of faith is already planted..." to the paragraph that begins "My feeling of

their joy came...." How did President Eyring's obedience help strengthen his testimony? What specific things can the youth do to follow President Eyring's example?

Ask the youth to share what they learned today. Do they understand how keeping the commandments affects their ability to learn the gospel? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask a few of the youth to summarize what they learned today about the relationship between keeping commandments and learning the gospel. Invite them to consider what they could do or stop doing that might help enhance their ability to be taught by the Holy Ghost. Encourage them to write their thoughts in their personal journals.

Teaching in the Savior's way

The Savior shared simple stories, parables, and real-life examples that made sense to his disciples. What stories from the scriptures, from Church history, or from your life could you share with the youth to illustrate how obedience to the commandments can help them enhance their understanding of the gospel?

Selected Resources

Excerpt from Henry B. Eyring, "A Living Testimony," Ensign or Liahona, May 2011, 125–28

So a seed of faith is already planted in your heart. You may even have felt some of the expansion of your heart promised in Alma. I did.

But, like a growing plant, it must be nurtured or it will wither. Frequent and heartfelt prayers of faith are crucial and needed nutrients. Obedience to the truth you have received will keep the testimony alive and strengthen it. Obedience to the commandments is part of the nourishment you must provide for your testimony.

You remember the promise of the Savior: "If any man will do his will, he shall know of the doctrine, whether it be of God, or whether I speak of myself." [John 7:17].

That has worked for me, as it will for you. One of the doctrines of the gospel I was taught when I was young is that the greatest of all the gifts of God is eternal life [see Doctrine and Covenants 14:7]. I learned that part of eternal life is to live together in love in families forever.

From the first time that I heard those truths and they were confirmed to my heart, I felt obligated to make every choice I could to avoid contention and seek peace in my family and in my home.

Now, only after this life can I enjoy the fulness of that greatest of all blessings, eternal life. But amidst

the challenges of this life, I have been given at least glimpses of what my family in heaven can be like. From those experiences my testimony of the reality of the sealing power exercised in temples has grown and been strengthened.

Watching my two daughters be baptized in the temple for their ancestors has drawn my heart to them and to those ancestors whose names we found. The promise of Elijah that hearts would be turned to each other in families has been granted to us [see Malachi 4:5–6; Joseph Smith—History 1:38–39]. So faith for me has become certain knowledge, as we are promised in the book of Alma.

I have experienced at least some of the joy which my ancestors felt when the Savior came into the spirit world after His mortal ministry. Here is the description in the Doctrine and Covenants:

"And the saints rejoiced in their redemption, and bowed the knee and acknowledged the Son of God as their Redeemer and Deliverer from death and the chains of hell.

"Their countenances shone, and the radiance from the presence of the Lord rested upon them, and they sang praises unto his holy name" [Doctrine and Covenants 138:23–24].

My feeling of their joy came from acting on my testimony that the Lord's promise of eternal life is real. That testimony was strengthened by my choosing to act upon it, as the Savior promised that it would be.



How can I inspire others to obey the commandments?

As Latter-day Saints—and as gospel teachers—we should be examples of living the gospel. Our examples can inspire others to obey the commandments. The Savior told His disciples, “Ye are the light of the world” (Matthew 5:14). The peace and happiness we feel from living the gospel will show in our actions, in our words, and in the power of our testimony.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand how their examples and testimonies can inspire others to obey the commandments?

Matthew 5:14–16; 1 Timothy 4:12;
Alma 17:11; 39:11 (The importance of being a good example)

Alma 4:19 (The power of pure testimony)

L. Tom Perry, “Perfect Love Casteth Out Fear,” *Ensign* or *Liahona*, Nov. 2011, 41–44

Ann M. Dibb, “Arise and Shine Forth,” *Ensign* or *Liahona*, May 2012, 117–19

“Living What You Teach,” *Teaching, No Greater Call* (1999), 18–19

Video: “Let Your Light So Shine”

How have you been influenced by the examples of others who were obedient to the commandments? How have your efforts to live the commandments helped you become a more effective gospel teacher?

What opportunities do the youth have to be an example to others? What can you do to help them take advantage of these opportunities to inspire others to obey the commandments?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth what commandments they are hearing about frequently in Church classes or meetings. Why do they think these commandments are being emphasized? What are they learning? What questions do they have?
- Invite the youth to think about (but not share the identity of) someone they know whom they wish they could inspire to obey the commandments. As a class, discuss what inspires people to live the gospel. How can the examples, experiences, and testimonies of the youth help them touch the hearts of the people they love?

See the appendix for other teaching and learning ideas.

Learn together

Teaching tip

“Listen sincerely to learners’ comments. Your example will encourage them to listen carefully to one another. If you do not understand someone’s comment, ask a question. You might say, ‘I’m not sure I understand. Could you explain that again?’ or ‘Could you give me an example of what you mean?’” (*Teaching, No Greater Call* [1999], 64).

Each of the activities below will help the youth understand how to inspire others to obey the commandments. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Assign each youth to read one of the scriptures about example in this outline and then find someone in the class who read a different verse and share with each other what they learned. Continue this activity until the youth have heard about each of the scriptures. Why is being an example so important in teaching the gospel? Ask the youth to list on the board some teaching opportunities they have—both formal and informal. Then go to page 19 of *Teaching, No Greater Call* and read together the list of blessings that come to teachers who strive to be obedient to the gospel. How would these blessings help the youth be more effective in the teaching opportunities they listed on the board?
- Share the following statement from Elder L. Tom Perry’s talk “Perfect Love Casteth Out Fear”: “Our lives should be examples of goodness and virtue as we try to emulate His example to the world. Good works by each of us can do credit both to the Savior and His Church. As you are engaged in doing good, being honorable and upright men and women, the Light of Christ will be reflected by your lives.” Ask the youth to share experiences in which someone’s good example inspired them to live the gospel, or show the video “Let Your Light So Shine.” Invite them to ponder the influence their example may be having on others, and encourage them to set personal goals to inspire others to keep the commandments by setting a good example.
- Share a personal experience about a time when you chose to obey one of God’s commandments. As you share, follow the guidelines under “Personal Experiences” on page 180 of *Teaching, No Greater Call*. Discuss these guidelines with the youth, and invite them to follow the guidelines as they share their own personal experiences about keeping the commandments. Ask the youth why they think personal experiences are an effective way to teach others about the commandments.
- Invite the class to summarize the context of Alma 4:19 (if they need help, suggest that they read the heading for chapter 4). Read together verse 19, and ask the youth what they think “bearing down in pure testimony” might mean and how it could inspire the members of the Church to obey the commandments. How have the youth been influenced by the testimonies of others (such as parents, teachers, leaders, or other youth)? Ask the youth to think of examples of testimonies in the scriptures (for example, Matthew 16:13–19; Mosiah 3:17; Alma 5:45–48; 7:13; D&C 76:22–24). Read them together, and invite the youth to share why they find these testimonies

inspiring. (Note: This activity is an opportunity to teach the youth how to bear testimony as they teach the gospel to others. For more on this topic, see “Teaching with Testimony” in *Teaching, No Greater Call*, 43–44.)

- Divide the class into small groups, and give each group a copy of Sister Ann M. Dibb’s talk “Arise and Shine

Forth.” Assign each group to read one of the stories told in the talk (the stories of Samson, Daniel, Joanna, and Karen). Ask them to discuss what they learn about the power of example to influence others to obey or disobey the commandments. Invite each group to think of a creative way to share their story and what they learned with the rest of the class.

Ask the youth to share what they learned today. Do they understand how to inspire others to obey the commandments? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite the youth to act

Invite the youth to think of something they can do to inspire someone they know to obey the commandments. As appropriate, invite them to share their experiences in a future class.

Teaching in the Savior’s way

The Savior invited those He taught to act in faith and live the truths He taught. What opportunities can you provide in your teaching to help the youth understand that living the gospel is a powerful way of teaching the gospel?

Selected Resources

*Excerpt from Ann M. Dibb, “Arise and Shine Forth,”
Ensign or Liahona, May 2012, 117–19*

The scriptures provide many great examples to illustrate this idea. In the book of Judges in the Old Testament, we learn about Samson. Samson was born with great potential. His mother was promised, “He shall begin to deliver Israel out of the hand of the Philistines” [Judges 13:5]. But as Samson grew, he looked more to the world’s temptations than to God’s direction. He made choices because they “pleaseth [him] well” [Judges 14:3] rather than because those choices were right. Repeatedly, the scriptures use the phrase “and he went down” [Judges 14:7] as they tell of Samson’s journeys, actions, and choices. Instead of arising and shining forth to fulfill his great potential, Samson was overcome by the world, lost his God-given power, and died a tragic, early death.

On the other hand, the scriptures provide the example of Daniel. Daniel was also born with great potential. In the book of Daniel, chapter 6, we read, “Daniel was preferred above the presidents and princes, because an excellent spirit was in him” [Daniel 6:3]. When worldly challenges came to Daniel, he didn’t look down at the world—he arose and looked to heaven. Instead of following the king’s worldly decree that no one should pray to anyone but the king for 30 days, Daniel “went into his house; and his windows being open in his chamber toward Jerusalem, he kneeled upon his knees three times a day, and prayed, and gave thanks before his God, as he did aforetime” [Daniel 6:10].

Daniel was not afraid to arise and shine forth in following God’s commandments. Although he spent an uncomfortable night in the lions’ den for

standing for what was right, he was protected and blessed for his obedience. When King Darius removed Daniel from the lions’ den the next morning, he made a decree that everyone should fear Daniel’s God and follow Daniel’s example of faithfulness. Truly, Daniel shows us what it means to be a standard for the nations and never lower our standards in the face of worldly temptations.

I have been blessed to hear many modern-day examples of youth, just like you, who are not afraid to arise and shine forth and allow their light to be a standard among their peers. Joanna was one of only three members of the Church in her high school and the only young woman in her ward. She committed to herself and the Lord that she would never use bad language. When she was paired with a young man for a school project who had not made the same commitment, she did not lower her standards. She asked him to respect and honor her values. Over time, with many gentle and some not-so-gentle reminders, her friend formed new habits and used cleaner language. Many people noticed the difference, including his father, who thanked Joanna for being a good influence in his son’s life.

On a recent assignment in the Philippines, I met Karen, who shared an experience she had as a Laurel while studying for a bachelor’s degree in hotel and restaurant management. A teacher required that every student learn to make and taste the variety of drinks that would be served in their restaurants. Some of the drinks contained alcohol, and Karen knew it was against the Lord’s commandments for her to taste them. In the face of serious consequences, Karen found courage to arise and shine forth, and she did not partake of the drinks.



What blessings does Heavenly Father promise if I obey the commandments?

Almost every commandment we receive from Heavenly Father is accompanied by a promised blessing. Obedience to the commandments brings freedom, personal growth, protection from danger, and many other temporal and spiritual blessings. Ultimately our obedience can lead to eternal life in the presence of Heavenly Father. Identifying these blessings can inspire us and others to obey the commandments.

Prepare yourself spiritually

What scriptures and talks will help the youth learn how to identify the blessings that God promises to the obedient?

Isaiah 58:6–11 (The blessings promised for obeying the law of the fast)

Jeremiah 7:23–24; D&C 1:14–15; 58:29–33 (Consequences of disobedience)

Malachi 3:10–12 (The blessings promised for paying tithing)

D&C 14:7; 82:10; 130:20–21 (Blessings of obedience)

D&C 20:77, 79 (The sacrament prayers)

D&C 59:9–20 (The blessings promised for keeping the Sabbath day holy)

D&C 89:18–21 (The blessings promised for obeying the Word of Wisdom)

“Obedience,” *True to the Faith* (2004), 108–9

“Promise People Blessings,” *Preach My Gospel* (2004), 197–98

Video: “A Secure Anchor”

Why is it important to identify promised blessings—as a gospel learner and as a gospel teacher? How is your desire to live the gospel influenced by the blessings Heavenly Father has promised you?

How will the youth be blessed by learning how to identify God’s promises in the scriptures and words of the prophets?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

See the appendix for other teaching and learning ideas.

- Ask the youth to share any experiences they had during the past week that helped them understand the importance of obeying the commandments.
- Help the youth understand that commandments in the scriptures and words of living prophets are often accompanied by promised blessings or warnings; being able to identify them

for ourselves and for those we teach will inspire us and others to keep the commandments. Demonstrate to the youth how to identify promised blessings by reading with the class the “Message to the Youth from the First Presidency” in *For the Strength of Youth* (pages ii–iii). Invite the youth to raise their hands every time they hear a promised blessing. Why are these promises important to the youth?

Learn together

Each of the activities below will help the youth identify the blessings of obedience. Following the inspiration of the Spirit, select one or more that will work best for your class:

- On one side of the board, write “Commandments,” and on the other side write “Promised Blessings.” Invite the youth to look for places in the scriptures where the Lord promises blessings to those who obey His commandments. For example, they could look in the scriptures suggested in this outline. Or, if necessary, show them how to use the Topical Guide to find scriptures about a commandment. Invite them to write on the board the commandment they read about and the promised blessings they found. How does reading about these blessings make them feel about the commandments?
- Invite the youth to randomly select a recent general conference talk or a section of *For the Strength of Youth* and read it to find blessings that the Lord’s servants promise to us if we obey the commandments. Give each youth a chance to share what he or she finds. Encourage them to share

experiences in which they received one of these promised blessings.

- As a class, read “Promise People Blessings” from *Preach My Gospel* (pages 197–98). Ask the youth to think of a commandment they might need to teach to someone else, and invite them to practice teaching someone in the class about that commandment, following the guidelines in “Promise People Blessings.” Invite a few of the youth to talk about their experience.
- Show the video “A Secure Anchor,” and ask the youth to make a list of blessings and warnings Elder Richard G. Scott mentions as he talks about obedience. Invite the youth to share their lists with another person in the class and to discuss things from their lists that inspire them to keep the commandments. Invite them to think of someone they could share the video with and to make a goal to do so.

Gospel study skills

Using the Topical Guide. In the first activity in this section, the youth are invited to use the Topical Guide to find scriptures about a commandment. Help the youth become familiar with the Topical Guide so that they will feel comfortable using it in their personal study. Show them how to find a topic in the alphabetical list of entries and scan the entries under each topic to find relevant scriptures. Encourage them to look up and study the references to gain a more complete understanding.

Ask the youth to share what they learned today. Do they know how to identify the blessings Heavenly Father promises to the obedient? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to look for promised blessings in their personal gospel study. Encourage them to share what they find in a future class.

Teaching in the Savior's way

The Savior was an example and mentor to those He taught in every setting. He taught them to pray by praying with them. He taught them to love and serve by the way He loved and served them. How might your example of love and obedience to God's commandments influence the youth you teach?

Selected Resources

“Promise People Blessings,” Preach My Gospel (2004), 197–98

People need a reason to change their thoughts and actions. Promised blessings often provide powerful motivation to obey God. When the Lord gives a commandment, He often promises blessings for keeping that commandment (see D&C 130:20–21). As you prepare people to obey a specific commandment, teach them that:

- Living the commandments shows love for God and His Son.
- They demonstrate their trust in God as they obey His commandments.

- In return, they will receive blessings that He has promised.

As you testify of a commandment, talk about the blessings you have received from living that commandment. Promise those whom you teach that they can enjoy similar blessings.

As people strive to keep a commitment, ask them to talk about the blessings that Heavenly Father has given them. Assure them that even though difficulties will enter their lives, His blessings will continue as they obey His will.

UNIT OVERVIEW

October: Becoming More Christlike

“Jesus saith unto him, I am the way, the truth, and the life” (John 14:6).

The outlines in this unit will help the youth understand how to learn and teach the gospel as the Savior did. The youth will become better gospel learners as they seek to develop Christlike attributes such as obedience and humility. They will become better teachers as they learn about how Jesus Christ taught others and seek to emulate His example.

Outlines to choose from this month:

How can I invite others to become more like the Savior?

How can I show love for those I teach?

How did the Savior compare gospel truths to familiar objects and experiences?

How can I use the scriptures to help others become more Christlike?

How can I use questions effectively as I teach?

What can I learn about gospel learning from the Savior’s example?



How can I invite others to become more like the Savior?

Jesus Christ invited His disciples to follow Him, keep His commandments, and become like Him. As members of the Church, we have the responsibility to follow His example and invite others to learn of Him. We can all improve our ability to invite others to come unto Christ and be perfected in Him.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand how to invite others to come unto Christ?

Mark 10:17–22; Luke 10:25–37; (Examples of Jesus inviting others to live gospel principles)

Matthew 11:28–30; Moroni 10:32 (Invitations to come unto Christ)

Henry B. Eyring, “Come unto Christ,” *Ensign or Liahona*, Mar. 2008, 49–52

Henry B. Eyring, “Let Us Raise Our Voice of Warning,” *Ensign or Liahona*, Jan. 2009, 2–7

“How Do I Help People Make and Keep Commitments?” *Preach My Gospel* (2004), 195–201

Video: “Inviting All to Come unto Christ: Sharing the Gospel,” “Examples in Ministering,” “It Takes All of Us: The Clawson Family”

What invitations from others have helped you become more Christlike? How have you invited others to make changes in their lives that will help them become more like the Savior?

What opportunities do the youth have to invite others to make changes in their lives? How can you help them gain the ability to extend invitations to others to become more like Christ?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to share a recent experience in which they were invited to live a gospel principle. How did these invitations help them improve their lives and become more like the Savior?
- Invite the youth to read in the scriptures examples of the Savior inviting others to live a gospel principle (for examples, see the scriptures in this outline). What can we learn from the example of the Savior about inviting others to live the gospel?

See the appendix for other teaching and learning ideas.

Teaching tip

"If we want to influence learners for good, we should not merely love to teach; we should love each person we teach" (*Teaching, No Greater Call* [1999], 31).

Teaching in the Savior's way

When Jesus Christ appeared to the Nephites, He invited them to come to Him one by one, that they might see, feel, and know Him for themselves (see 3 Nephi 11:13–17). In what ways can you invite the youth to come to know Jesus Christ for themselves?

Learn together

Each of the following activities will help the youth understand how to invite others to come unto Christ and gain confidence doing so. Following the inspiration of the Spirit, select one or more that will work best for your class:

- As a class, read the section titled "Ask Direct Questions" in *Preach My Gospel*, page 197. Invite the youth to think of situations in which they could use questions to help a friend or family member make positive changes in his or her life (some examples may include helping a friend overcome a swearing habit or encouraging a family member to attend church). What are some direct questions they can ask in these situations? How can they ask these questions? When can they ask them? Consider discussing other sections of the chapter "How Do I Help People Make and Keep Commitments?" on pages 195–201 of *Preach My Gospel*.
- Invite the youth to think of someone they would like to invite to live a gospel principle. Ask them to read the section titled "Love Comes First" in President Henry B. Eyring's article

"Let Us Raise Our Voice of Warning" or watch the video "Examples in Ministering." Invite them to write on the board principles they learn that will help them extend an invitation to the person they're thinking of. How would they extend the invitation? What would they say?

- Invite the youth to read the scriptures in this outline that contain invitations to come unto Christ. What blessings are promised to those who come unto Christ in these scriptures? Show one of the videos suggested in this outline, and invite the youth to share how the people in the video were blessed by the simple invitations of their friends and family members. What simple invitations can the youth make to their friends and family members? How will their friends and family be blessed by accepting the invitations?

Ask the youth to share what they learned today. Do they understand how to invite others to become more like the Savior? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do based on what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Selected Resources

Excerpt from Henry B. Eyring, "Let Us Raise Our Voice of Warning," Ensign, Jan. 2009, 5–9, or Liahona, Jan. 2009, 2–7.

Love Comes First

Love always comes first. A single act of kindness will seldom be enough. The Lord described the love we must feel, and that those we invite must recognize in us, with words like these: "Charity suffereth long," and it "beareth all things, believeth all things, hopeth all things, endureth all things" (1 Corinthians 13:4, 7).

I've seen what "suffereth long" and "endureth all things" mean. A family moved into a house near us. The home was new, so I was part of the crew of Latter-day Saints who spent a number of nights putting in landscaping. I remember the last night, standing next to the husband of the family as we finished. He surveyed our work and said to us standing nearby, "This is the third yard you Mormons have put in for us, and I think this is the best." And then he quietly but firmly told me of the great satisfaction he got from membership in his own church, a conversation we had often in the years he lived there.

In all that time, the acts of kindness extended to him and his family never ceased, because the neighbors really came to love them. . . .

Second, we will need to be better examples of what we invite others to do. In a darkening world, this command of the Savior will become more important: "Let your light so shine before men, that they

may see your good works, and glorify your Father which is in heaven" (Matthew 5:16).

Most of us are modest enough to think that our small candle of example might be too dim to be noticed. But you and your family are watched more than you may realize. Some time ago I had the chance to attend and speak at meetings with nearly 300 ministers and leaders of other churches. I visited alone with as many as I could. I asked them why they had been so attentive to my message, which was to recount the origins of the Church, to tell of the young Joseph Smith's First Vision and of living prophets. In every case, they gave essentially the same answer. They told a story of a person or a family—Church members they knew. Often I heard, "They were the finest family I have ever known." Often they spoke of some community effort or disaster response in which Church members worked in a remarkable way. . . .

The third thing we must do better is to invite with testimony. Love and example will open the way, but we still have to open our mouths and bear testimony. We are helped by a simple fact: truth and choice are inseparably connected. There are some choices all children of our Heavenly Father must make to qualify for a testimony of spiritual truths, and once we know a spiritual truth, we must choose whether we will conform our lives to it. When we bear testimony of truth to our loved ones or friends, we must convey to them the choices they must make once they know that truth for themselves.



How can I show love for those I teach?

Jesus Christ loved those He taught. He prayed for them and found opportunities to express His love. We can develop love for those we teach by praying for them and selflessly serving them. When those we teach can sense that we sincerely love them, their hearts are softened, and they are more open to the truths we are teaching.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand the importance of loving those they teach?

John 13:34 (We should love others as Jesus Christ loves us)

Mosiah 28:1–3; Alma 17:21–39;
20:21–27 (Ammon shows love to the Lamanites whom he is teaching)

Moroni 7:45–46 (Without charity we are nothing)

Thomas S. Monson, “Examples of Great Teachers,” *Ensign or Liahona*, June 2007, 74–80

“Love Those You Teach,” *Teaching, No Greater Call* (1999), 31–39

Video: “Love Those You Teach”

How have you been influenced by a teacher who showed love to you? How have you developed love for those you teach?

What are the Church settings in which the youth have opportunities to teach? What other teaching moments do they have in their lives? How can learning to love those they teach help the youth become better teachers?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to share with another class member a scripture that they have read recently in their personal study. Do they have questions about things they are learning?
- Ask the youth how they can tell when a teacher loves them. Why is it important that a teacher show love? Have the youth ever shown love to someone they taught? Read John 13:34, and discuss ways the Savior showed love to those He taught.

See the appendix for other teaching and learning ideas.

Learn together

Each of the following activities will help the youth understand how to love those they teach in a Christlike way. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite the youth to read Moroni 7:45, identify the words and phrases used to describe a person who has charity, and describe these qualities in their own words (if necessary, help them define any unfamiliar words). Invite each youth to select one of these words or phrases and describe how it might relate to teaching. Ask them to think of situations in which they are teaching others—both in church and in other teaching moments (at home, at school, and in everyday life). Which of the attributes in Moroni 7:45 would they like to develop to help them become better teachers? Invite a few of the youth to share their ideas.
- Ask the youth to read the section titled “It Is More Blessed to Give Than to Receive” in President Thomas S. Monson’s talk “Examples of Great Teachers,” or show the video “Love Those You Teach.” Ask the youth: What did the teachers in these examples do to show love for those they taught? What opportunities do the youth have to teach (in Church settings and in other teaching moments)? Invite the youth to plan ways they can show love as teachers. Invite a few of the youth to share their plans with the class.
- Share with the youth Elder Dallas N. Archibald’s analogy on page 31 of *Teaching, No Greater Call* (you may want to bring an empty glass and a bucket of water to help with this discussion). What do the youth learn about teaching from this analogy? Divide the class into three groups and assign each group one of the first three chapters in “Love Those You Teach” in *Teaching, No Greater Call*. Invite each group to teach the rest of the class what they learn from their assigned section. Encourage them to include in their presentation a story that illustrates the principle, a discussion question, and a personal testimony.
- Show a picture of Ammon defending Lamoni’s flocks (*Gospel Art Book*, 78), and invite a class member to retell the story (see Alma 17:21–39). Ask some of the youth to read Mosiah 28:1–3, looking for answers to the question “What inspired Ammon and his brothers to want to teach the gospel to the Lamanites?” Ask the rest of the youth to read Alma 20:21–27, looking for answers to the question “What effect did Ammon’s love have on King Lamoni’s father?” Invite them to share what they find, and ask them to think of specific things they can do to follow Ammon’s example.

Ask the youth to share what they learned today. Do they understand how to show love for those they teach? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Teaching tip

“Part of your work as a gospel teacher is to help learners understand and feel Heavenly Father’s love for them. This cannot be done with words alone. It requires reaching out to individuals” (*Teaching, No Greater Call* [1999], 35).

Teaching in the Savior's way

Jesus Christ loved those
He taught. He prayed
for them and continually
served them. How can you
show your love for the
youth you teach?

Invite to act

Encourage the youth to think about the people they teach. Invite them to choose something they will do to show love for those people.

Selected Resources

Excerpt from Thomas S. Monson, "Examples of Great Teachers," Ensign, June 2007, 106–12, or Liahona, June 2007, 74–80.

"It Is More Blessed to Give Than to Receive"

It was my experience as a small boy to come under the influence of a most effective and inspired teacher who listened to us and who loved us. Her name was Lucy Gertsch. In our Sunday School class, she taught us concerning the Creation of the world, the Fall of Adam, the atoning sacrifice of Jesus. She brought to her classroom as honored guests Moses, Joshua, Peter, Thomas, Paul, and, of course, Christ. Though we did not see them, we learned to love, honor, and emulate them.

Never was her teaching so dynamic nor its impact more everlasting as one Sunday morning when she sadly announced to us the passing of a classmate's mother. We had missed Billy that morning but did not know the reason for his absence.

The lesson featured the theme "It is more blessed to give than to receive" (Acts 20:35). Midway through the lesson, our teacher closed the manual and opened our eyes and our ears and our hearts to the glory of God. She asked, "How much money do we have in our class party fund?"

Depression days prompted a proud answer: "Four dollars and seventy-five cents."

Then ever so gently she suggested, "Billy's family is hard pressed and grief stricken. What would you

think of the possibility of visiting the family members this morning and giving to them your fund?"

Ever shall I remember the tiny band walking those three city blocks, entering Billy's home, greeting him, his brother, sisters, and father. Noticeably absent was his mother. Always I shall treasure the tears which glistened in the eyes of all as the white envelope containing our precious party fund passed from the delicate hand of our teacher to the needy hand of a grief-stricken father.

We fairly skipped our way back to the chapel. Our hearts were lighter than they had ever been, our joy more full, our understanding more profound. A God-inspired teacher had taught her boys and girls an eternal lesson of divine truth: "It is more blessed to give than to receive."

Well could we have paraphrased the words of the disciples on the way to Emmaus: "Did not our heart burn within us . . . while [she] opened to us the scriptures?" (Luke 24:32).

Lucy Gertsch knew each of her students. She unfailingly called on those who missed a Sunday or who just didn't come. We knew she cared about us. None of us has ever forgotten her or the lessons she taught.

Many, many years later, when Lucy was nearing the end of her life, I visited with her. We reminisced concerning those days so long before when she had been our teacher. We spoke of each member of our class and discussed what each one was now doing. Her love and caring spanned a lifetime.



How did the Savior compare gospel truths to familiar objects and experiences?

Jesus Christ is the Master Teacher. He shared simple stories, parables, and real-life examples that helped those He taught understand gospel principles. We can use stories to teach like the Savior as we relate our personal experiences and relate gospel principles to the world around us.

Prepare yourself spiritually

Prayerfully study the scriptures and resources listed below. What do you feel inspired to share with the youth?

Matthew 20:1–15; 25:1–13, 14–30; Luke 8:4–15; 15:1–7, 8–10, 11–32; see also the video “The Prodigal Son” (Examples of parables)

Matthew 18:1–6 (The Savior uses a child to teach about the kingdom of heaven)

Matthew 5:13–16; see also the video “Sermon on the Mount: The Beatitudes” (The Savior compares His disciples to salt and the light of candles)

L. Tom Perry, “The Doctrines and Principles Contained in the Articles of Faith,” *Ensign or Liahona*, Nov. 2013

Jeffrey R. Holland, “The Laborers in the Vineyard,” *Ensign or Liahona*, May 2012, 31–33

David A. Bednar, “Ye Must Be Born Again,” *Ensign or Liahona*, May 2007, 19–22

“Comparisons and Object Lessons,” *Teaching, No Greater Call*, 163–64

“Stories,” *Teaching, No Greater Call*, 179–82

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

Which of the parables of Jesus are most memorable to you, and why? What other comparisons have helped you understand gospel principles?

Which of the parables of Jesus might be meaningful to the youth? What other comparisons might help them understand gospel principles? What can the youth learn about teaching from the way the Savior used comparisons and stories?

See the appendix for other teaching and learning ideas.

- Invite the youth to describe a family home evening or other lesson, a sacrament meeting talk, or a conference talk they remember and discuss why it was memorable.

- Invite the youth to share a story they remember from a recent general conference talk. What did they learn from the story? Why do they think the speaker chose to use a story to teach?

Learn together

Each of the following activities will help the youth understand how to use parables and other comparisons when they teach. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite the youth to make a chart with the following headings: “Making Pickles” and “Becoming Converted.” Ask the youth to read Elder David A. Bednar’s talk “Ye Must Be Born Again” and identify the comparisons that Elder Bednar makes to teach about the process of conversion. You may consider inviting the youth to draw pictures to help them visualize the comparisons. Allow time for the youth to share a comparison from their own experiences that they could use to teach a gospel truth.

- Ask each youth to think of one of his or her favorite parables and find it in the scriptures. If they need suggestions, consider sharing one of the parables suggested in this outline. Invite the youth to retell their chosen parables to the class and share why it is meaningful to them. What makes parables such an effective teaching method (see “Stories,” *Teaching, No Greater Call*, 179–82)? Consider allowing time for the youth to create their own parable that teaches a gospel truth. You might guide them by suggesting that they begin by deciding what gospel principle they want to teach. Then they could think about a setting for their parable that would be

familiar to the people they are teaching and write a story that would teach the gospel principle.

- Show the youth a mobile phone or a picture of a mobile phone, and ask them to make comparisons between the phone and a principle of the gospel. Invite them to read the last five paragraphs before the heading “Organization and Order of the Priesthood” in Elder L. Tom Perry’s talk “The Doctrines and Principles Contained in the Articles of Faith” and discuss the comparison he makes. At the end of his talk, Elder Perry invites the youth to study the doctrines in the Articles of Faith. Read his invitation as a class, and ask each youth to study the doctrine taught in one of the Articles of Faith and come to class next week prepared to briefly teach about that doctrine using a comparison.

- Show one of the videos suggested in this outline or invite the youth to read in the scriptures examples of the Savior comparing the gospel to a familiar object. Why did Jesus teach this way (see “Comparisons and Object Lessons,” *Teaching, No Greater Call*, 163–64)? Bring to class several everyday objects, such as soap,

Gospel study skills

Understanding symbols. To understand parables and symbols in the scriptures, the youth need to be able to recognize symbols, identify parts of the symbols, and interpret them. One way to recognize a symbol is to look for words such as *like*, *likened*, *like unto*, *as*, or *as it were*. The youth can then make a list of the parts of the symbol. To interpret the symbols, they can refer to other Church resources (such as Church magazines, conference talks, or other scriptures) and consider how the symbol helps them understand a gospel principle. Encourage them to do this whenever they find a parable or symbol in their personal gospel study.

Teaching in the Savior's way

The Savior helped those He taught discover gospel lessons in their own experiences and in the world around them. How can you help the youth understand how to use familiar objects and their own experiences to teach others about gospel truths?

coins, keys, rocks, or food. Invite the youth to select an object and teach a gospel principle using that object. If the youth need help, you may want to use pages 163–64 of *Teaching, No Greater Call*.

- Invite the youth to read the parable of the laborers in the vineyard in Matthew 20:1–15. Ask them to discuss several ways that this parable could apply to their lives. Invite them to

read Elder Jeffrey R. Holland's talk "The Laborers in the Vineyard" and discuss the gospel truths he teaches using this parable (you may decide to focus on parts of the talk that seem most appropriate for the youth). Ask the youth to choose another parable from the scriptures and tell the class how they feel it applies to them. Why are parables an effective way to help others learn gospel principles?

Ask the youth to share what they learned today. Do they understand how to teach using parables and other comparisons? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to use comparisons or parables to teach someone a gospel truth. Ask them to think of settings where they could teach this truth, such as in family home evening, in a sacrament meeting talk, or with a friend.

Selected Resources

Excerpt from David A. Bednar, “Ye Must Be Born Again,” Ensign or Liahona, May 2007, 19–22

Just as a cucumber is transformed into a pickle as it is immersed in and saturated with salt brine, so you and I are born again as we are absorbed by and in the gospel of Jesus Christ. As we honor and “observe the covenants” (D&C 42:13) into which we have entered, as we “feast upon the words of Christ” (2 Nephi 32:3), as we “pray unto the Father with all the energy of heart” (Moroni 7:48), and as we “serve [God] with all [of our] heart, might, mind and strength” (D&C 4:2), then:

“Because of the covenant which ye have made ye shall be called the children of Christ, his sons, and his daughters; for behold, this day he hath spiritually begotten you; for ye say that your hearts are changed through faith on his name; therefore, ye are born of him and have become his sons and his daughters” (Mosiah 5:7).

The spiritual rebirth described in this verse typically does not occur quickly or all at once; it is an ongoing process—not a single event. Line upon line and precept upon precept, gradually and almost imperceptibly, our motives, our thoughts, our words, and our deeds become aligned with the will of God. This phase of the transformation process requires time, persistence, and patience.

A cucumber only becomes a pickle through steady, sustained, and complete immersion in salt brine. Significantly, salt is the key ingredient in the recipe. Salt frequently is used in the scriptures as a symbol both of a covenant and of a covenant

people. And just as salt is essential in transforming a cucumber into a pickle, so covenants are central to our spiritual rebirth.

We begin the process of being born again through exercising faith in Christ, repenting of our sins, and being baptized by immersion for the remission of sins by one having priesthood authority.

“Therefore we are buried with him by baptism into death: that like as Christ was raised up from the dead by the glory of the Father, even so we also should walk in newness of life” (Romans 6:4).

And after we come out of the waters of baptism, our souls need to be continuously immersed in and saturated with the truth and the light of the Savior’s gospel. Sporadic and shallow dipping in the doctrine of Christ and partial participation in His restored Church cannot produce the spiritual transformation that enables us to walk in a newness of life. Rather, fidelity to covenants, constancy of commitment, and offering our whole soul unto God are required if we are to receive the blessings of eternity.

“I would that ye should come unto Christ, who is the Holy One of Israel, and partake of his salvation, and the power of his redemption. Yea, come unto him, and offer your whole souls as an offering unto him, and continue in fasting and praying, and endure to the end; and as the Lord liveth ye will be saved” (Omni 1:26).

Total immersion in and saturation with the Savior’s gospel are essential steps in the process of being born again.

Selected Resources

Excerpt from L. Tom Perry, “The Doctrines and Principles Contained in the Articles of Faith,” Ensign or Liahona, Nov. 2013

The power of our teacher’s words has been a source of inspiration to me because of the emphasis she placed on gospel study. The scriptures guide us to a standard of truth by which we can judge the knowledge we are receiving, whether it be true or false. True doctrine comes from God, the source and foundation of all truths. The teachings and concepts of true doctrine are found in the gospel of our Lord and Savior. False teachings come from Satan, the father of all lies. His desire is to pervert, change, and alter revealed truths. He wants to deceive us so some of us will lose our way along the journey back to our heavenly home.

The scriptures teach us how to avoid false teachings. For example, in Paul’s letter to Timothy we read:

“All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness:

“That the man of God may be perfect, thoroughly furnished unto all good works” (2 Timothy 3:16–17).

This doctrine is to the Church like a battery is to a cell phone. When you remove the battery from your cell phone, it becomes useless. A church in which true doctrine is no longer taught is similarly useless. It cannot guide us back to our Heavenly Father and our eternal home.



How can I use the scriptures to help others become more Christlike?

Jesus Christ is the best example of teaching. He used the scriptures to teach His gospel. Latter-day prophets have instructed us that there is no substitute for the scriptures and words of living prophets when we teach the gospel to others. To teach from the scriptures we must study them for ourselves. Then we can share scripture stories and examples and help those we teach liken the scriptures to themselves.

What scriptures have you used recently to teach a gospel principle? How has your study of the scriptures helped you become a better teacher? How do you use the scriptures when you teach?

What scripture stories or passages could be most meaningful and relevant to the youth? Why is it important for the youth to use the scriptures when they teach?

See the appendix for other teaching and learning ideas.

Prepare yourself spiritually

Prayerfully study the following scriptures and resources. What will inspire the youth to want to use the scriptures when they teach?

Matthew 12:1–8; 13:38–41 (Examples of the Savior likening the scriptures)

Luke 4:17–27 (Jesus uses the scriptures to teach the people of Nazareth)

3 Nephi 23:1–6 (Jesus uses the scriptures to teach the Nephites)

“Teach from the Scriptures,” in Jeffrey R. Holland, “Teaching and Learning in the Church,” *Ensign* or *Liahona*, June 2007, 94–97

“Teaching from the Scriptures,” *Teaching, No Greater Call*, 54–59

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to share a favorite scripture with the class. Why is this scripture meaningful to them?
- Invite the youth to read in the scriptures examples of the Savior using the scriptures to teach others, such as those suggested in this outline or

others you may know of. Discuss with the youth questions like the following: Why did the Savior use the scriptures to teach? How did using the scriptures influence those He taught? What opportunities do the youth have to teach? How can the youth use the scriptures in their teaching?

Gospel study skills

Using footnotes. In the first activity in this section, the youth are encouraged to use scripture study aids, including footnotes. Invite them to read a verse about a Christlike attribute and study each footnote for that verse, answering the following question: What does this footnote add to my understanding of the verse? Encourage the youth to refer to the footnotes often as they study the scriptures on their own.

Teaching in the Savior's way

The Savior taught people to think about the scriptures for themselves and use them to find answers to their own questions. How can you encourage the youth to teach as the Savior did?

Learn together

Each of the following activities will help the youth understand how they can use the scriptures to help others become more Christlike. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Demonstrate how you use the study helps in the scriptures (such as the footnotes, chapter headings, Topical Guide, or Bible Dictionary) as a teacher (see *Teaching, No Greater Call*, 56–57). Invite the youth to use the study aids in the scriptures to prepare a family home evening lesson on one of the Christlike attributes they are studying in their other classes. If possible, invite a few of them to share what they prepared with the class.
- Ask the youth to imagine that they have been asked to teach young children about a Christlike attribute using a scripture story, such as the good Samaritan (Luke 10:25–37) or the parable of the lost sheep (Luke 15:1–7). Invite them to use the guidelines on pages 180–81 of *Preach My Gospel* to plan how they would teach the story. If possible, give them time to practice teaching and arrange for an opportunity for them to teach children their stories.
- Invite the youth to read the sections titled “Provide Context” and

“Share Biographical Information” in *Teaching, No Greater Call*, 54–55.

Demonstrate how to provide context when teaching about the scriptures by sharing the story of Captain Moroni and the title of liberty. For example, you could summarize the background information in Alma 46:1–11 before reading verses 12–13. Ask the youth how understanding the background information helps them understand the scripture story. Invite the youth to choose a scripture and practice teaching it to others providing context and biographical information.

- Demonstrate how to invite others to look for something specific in the scriptures. You could use several of the examples on page 55 of *Teaching, No Greater Call*. Invite the youth to find a scripture about a Christlike attribute and identify something they could ask learners to look for while reading that scripture. Allow them to teach their scriptures to the class using the “look for” approach.

Ask the youth to share what they learned today. Do they understand how to use the scriptures in their efforts to help others come unto Christ? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth how they can use what they have learned in class to improve their gospel study and teaching. Invite them to share in future classes experiences they had using the scriptures to teach others.

Selected Resources

Excerpt from “Teaching from the Scriptures,” Teaching, No Greater Call, 54–59.

Provide Context

The setting or background of a scripture passage is called the context. Learners will better understand what is happening or being said in a scripture passage when they know its context.

To begin looking for context, ask the following questions:

- Who is speaking?
- Whom is that person speaking to?
- What is he or she speaking about?
- What is he or she responding to?
- Why is he or she saying this?

For example, Luke 15:11–32 contains the Savior’s parable of the prodigal son. The Prophet Joseph Smith said that he gained an understanding of this parable by looking to its context:

“I have a key by which I understand the scriptures. I enquire, what was the question which drew out the answer, or caused Jesus to utter the parable? . . . While Jesus was teaching the people, all the publicans and sinners drew near to hear Him; ‘and the Pharisees and scribes murmured, saying: This man receiveth sinners, and eateth with them.’ This is the keyword which unlocks the parable of the prodigal son. It was given to answer the murmurings and questions of the Sadducees and Pharisees,

who were querying, finding fault, and saying, ‘How is it that this man as great as He pretends to be, eats with publicans and sinners?’” (*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [1976], 276–77).

As the Prophet Joseph pointed out, the context of the parable of the prodigal son starts in Luke 15:1–2, several verses before the parable begins. One way to find the context is to read the verses before and after the passage you are studying. . . .

Sometimes it is also helpful to study the political, social, or economic history of the times in which a scripture was given. For example, to gain an understanding of the Lord’s comfort and promises in Doctrine and Covenants 121 and 122, it is helpful to know about the afflictions the Saints were suffering in Missouri at that time and the conditions the Prophet Joseph and his companions endured in Liberty Jail. To increase our understanding of the epistles of Paul, we can benefit from a basic knowledge of the area in which he traveled and the condition of the branches of the Church to which he wrote. The Bible Dictionary can be an excellent source for this and other background information on passages in the Bible.

In providing context, it is essential to not lose sight of its purpose, which is to contribute to a better understanding of a particular scripture passage. Be careful not to turn context—such as the history, politics, economics, or language of the people in the scriptures—into the main focus of a lesson. . . .

Selected Resources

Share Biographical Information

When we study the lives of individuals in the scriptures, we often see gospel principles at work over a period of time. For example, the complete story of Zeezrom in the Book of Mormon shows that a person can repent and go on to serve the Lord in righteousness. If you read the verses cited

in the index of your scriptures under “Zeezrom,” you can follow the story of Zeezrom’s attack against the Church, his conversion, and finally, his valiant service as a missionary and gospel teacher. Other instructive biographies include those of Ruth, King David, Samuel, Esther, the Apostle Paul, Alma the Elder, King Benjamin, Alma the Younger, Corianton, Mormon, and Moroni.



How can I use questions effectively as I teach?

Jesus Christ, the Master Teacher, often asked questions to encourage people to ponder and apply the principles He taught. His questions prompted thought, soul-searching, and commitment. To help those we teach, we can learn to ask questions that help others think about, discuss, and apply gospel principles.

How have you seen effective teachers use questions to help others ponder and apply the gospel? How do you use questions when you teach?

What do the youth need to understand about asking questions that will help them become better teachers?

Prepare yourself spiritually

Prayerfully study the following scriptures and resources. What will inspire the youth you teach?

Matthew 7:7–11 (The Savior asks questions to help us apply the principle of prayer)

Matthew 16:13–17 (The Savior asks questions that invite Peter to testify)

Matthew 16:24–26 (The Savior asks questions that prompt deeper thinking)

Alma 5:14–30 (Alma uses questions to teach the Nephites)

Dieter F. Uchtdorf, “The Merciful Obtain Mercy,” *Ensign* or *Liahona*, May 2012, 70–76

“Teaching with Questions,” *Teaching, No Greater Call*, 68–70

Video: “Things as They Really Are”

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to share an experience they had during the week that deepened their understanding of something they are learning about Christlike attributes.
- At least a week before class, ask the youth to make note of questions

their teachers ask them (in seminary, at school, or in Church classes). Ask them to discuss in class the different ways their teachers use questions. What did they see that was effective? Why is asking questions an important part of teaching?

See the appendix for other teaching and learning ideas.

Teaching tip

“Ask questions that require learners to find answers in the scriptures and the teachings of latter-day prophets” (*Teaching, No Greater Call* [1999], 62).

Learn together

Each of the following activities will help the youth understand how to use questions effectively as they teach others. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite each youth to read one of the scriptures listed in this outline and identify the questions the Savior asked in those scriptures. Why did He ask these questions? How would the teaching experiences have been different if the Savior had not asked questions in these situations? Why is asking questions an effective way to teach others? Invite the youth to think about opportunities they may have to teach (as home teachers, in sacrament meeting talks, in family home evening, in informal settings, and so on). How would asking questions improve their teaching in these settings?
- Divide the class into groups and assign each group to read about one of the types of questions described in the section titled “General Guidelines for Preparing Questions” in *Teaching, No Greater Call*, 68–69. Ask the groups to be prepared to teach the class about the type of question they studied and explain when it would be appropriate to use this type of question. Ask them to think of and share their own examples of this type of question. After the groups have presented what they learned, allow time for each group to select one of the Christlike attributes in *Preach My Gospel* (pages 115–23) and write questions they could ask as they teach others about that attribute. Invite them to write their questions on the board.
- Invite the youth to read Alma 5:14–30, watch the video “Things as They Really Are,” or review President Dieter F. Uchtdorf’s talk “The Merciful Obtain Mercy.” Ask them to make a list of some of the questions Alma, Elder Bednar, or President Uchtdorf use as they teach. How do these questions help us learn? Invite the youth to consider ways they can use questions the next time they are asked to give a talk.
- Demonstrate to the youth some of the “Creative Uses of Questions” on page 70 of *Teaching, No Greater Call*, or others you can think of. (Consider using questions about the topic of this unit, becoming more Christlike.) Ask the youth to identify what you did to present the questions, and list these ideas on the board. Invite them to think of other creative ways to use questions and practice using them in pairs or small groups.

Ask the youth to share what they learned today. Do they understand how to use questions as they teach? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do based on what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Teaching in the Savior's way

The Savior asked questions of those He taught that caused them to think and feel deeply. Because of His love, they felt safe sharing their thoughts and personal feelings. How can you create an atmosphere in your class where the youth will feel comfortable responding to questions?

Selected Resources

Excerpt from Dieter F. Uchtdorf, “The Merciful Obtain Mercy,” Ensign or Liahona, May 2012, 70–76.

My dear brothers and sisters, consider the following questions as a self-test:

Do you harbor a grudge against someone else?

Do you gossip, even when what you say may be true?

Do you exclude, push away, or punish others because of something they have done?

Do you secretly envy another?

Do you wish to cause harm to someone?

If you answered yes to any of these questions, you may want to apply the two-word sermon from earlier: stop it!

In a world of accusations and unfriendliness, it is easy to gather and cast stones. But before we do so, let us remember the words of the One who is our Master and model: “He that is without sin among you, let him first cast a stone” [John 8:7].

Brothers and sisters, let us put down our stones.

Let us be kind.

Let us forgive.

Let us talk peacefully with each other.

Let the love of God fill our hearts.

“Let us do good unto all men” [Galatians 6:10].

The Savior promised: “Give, and it shall be given unto you; good measure, pressed down, and shaken together, and running over. . . . For with the same measure that [you use] it shall be measured to you again” [Luke 6:38].

Shouldn’t this promise be enough to always focus our efforts on acts of kindness, forgiveness, and charity instead of on any negative behavior?

Let us, as disciples of Jesus Christ, return good for evil [see Matthew 5:39–41]. Let us not seek revenge or allow our wrath to overcome us.

“For it is written, Vengeance is mine; I will repay, saith the Lord.

“Therefore if thine enemy hunger, feed him; if he thirst, give him drink. . . .

“Be not overcome of evil, but overcome evil with good” [Romans 12:19–21].

Remember: in the end, it is the merciful who obtain mercy [see Matthew 5:7].

As members of The Church of Jesus Christ of Latter-day Saints, wherever we may be, let us be known as a people who “have love one to another” [John 13:35].



What can I learn about gospel learning from the Savior's example?

In gospel learning, as in all things, Jesus Christ is our perfect example. Because He was perfectly obedient and submissive to His Father, He “increased in wisdom and stature, and in favour with God and man” (Luke 2:52). Just as the Savior received “grace for grace” (D&C 93:12), we must patiently seek light and knowledge from God in our efforts to learn the gospel.

What Christlike attributes do you feel are important to gospel learning? How has developing these attributes helped you in your efforts to study and teach the gospel?

What can the youth understand about the Savior that will help them become better students of the gospel?

Prepare yourself spiritually

Prayerfully study the following scriptures and resources. What will inspire the youth you teach?

Luke 2:40–52 (Jesus Christ grew in wisdom and spirit as a boy)

D&C 93:11–20 (We can receive grace for grace as the Savior did)

John 5:30 (Jesus Christ always sought His Father's will)

D&C 130:18–19 (We gain knowledge and intelligence through diligence and obedience)

1 Corinthians 2:14 (The natural man does not receive the things of the Spirit)

Richard G. Scott, “Acquiring Spiritual Knowledge,” *Ensign*, Nov. 1993, 86–88

D&C 1:26–28; 112:10 (If we are willing and humble, the Lord will teach us)

Robert R. Steuer, “Being Teachable,” *Ensign* or *Liahona*, May 2002, 31–32

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to share something they are learning about the Savior in their personal study. What are they doing to try to be more like Him?

- Ask the youth to make a list on the board of the attributes of Jesus Christ (for some ideas, see *Preach My Gospel*, page 126). Which of these

See the appendix for other teaching and learning ideas.

attributes do the youth feel can help us become better gospel learners? Ask them to explain their answers

and give examples of ways the Savior demonstrated these attributes.

Gospel study skills

Looking for attributes of Jesus Christ. In the first activity in this section, the youth are invited to look for attributes of Christ in the scriptures. Encourage the youth to do this whenever they read the scriptures. They could ask themselves questions like “What do I learn about Jesus Christ? What do I need to change in my life to become more like Him?”

Teaching in the Savior’s way

The Savior loved those He taught. He prayed for them and continually served them. How can praying for and serving the youth you teach help them feel your love for them? How will this affect the quality of your teaching?

Learn together

Each of the following activities will help the youth understand how developing Christ-like attributes can help them become better gospel learners. Following the inspiration of the Spirit, select one or more that will work best for your class:

- As a class, read one or more of the following scriptures: Luke 2:40–52; John 5:30; Doctrine and Covenants 93:11–20. Invite the youth to look in these verses for qualities of good learners that the Savior exemplified. Ask them to share what they find, along with other qualities of good learners that they would like to develop in their own lives.
- Write the following scripture references on the board: John 5:30; D&C 1:26–28; 112:10; 130:18–19. Ask each youth to select one of the references, read it, and find in the scripture an attribute of good learners. Why are these attributes important in learning the gospel? Invite the youth to plan ways they can apply these attributes in their gospel study.
- Invite each class member to read about one of the four principles for

acquiring spiritual knowledge in Elder Richard G. Scott’s talk “Acquiring Spiritual Knowledge.” Ask the youth to share what they learn about learning from Elder Scott’s message. In what ways did the Savior exemplify these principles? Invite them to share ways they can apply these principles in their own gospel learning.

- Invite the youth to read Elder Robert R. Steuer’s talk “Being Teachable.” Ask them to select a scriptural example Elder Steuer uses that interests them. Invite them to look for the story in the scriptures (using the references in the talk), read more about it, and share what they read with the rest of the class. What do they learn about being teachable from these stories? What similar examples from their own lives can they share? How can they follow these examples in their own study of the gospel?

Ask the youth to share what they learned today. Do they understand how becoming more Christlike can help them be better gospel learners? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do based on what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Selected Resources

Excerpt from Richard G. Scott, "Acquiring Spiritual Knowledge," Ensign, Nov. 1993, 86–88, or Liahona, Jan. 1994, 86–88.

Humility is essential to the acquiring of spiritual knowledge. To be humble is to be teachable. Humility permits you to be tutored by the Spirit and to be taught from sources inspired by the Lord, such as the scriptures. The seeds of personal growth and understanding germinate and flourish in the fertile soil of humility. Their fruit is spiritual knowledge to guide you here and hereafter.

A proud individual cannot know the things of the Spirit. Paul taught this truth, saying:

"The things of God knoweth no man, but the Spirit of God. . . .

"But the natural man receiveth not the things of the Spirit of God: for they are foolishness unto him: neither can he know them, because they are spiritually discerned" (1 Cor. 2:11, 14).

Since it requires much personal effort to gain and use worthwhile knowledge, you cannot endlessly

sample from every fascinating arena of life. Therefore, you should select carefully a few vital areas where you can focus energy to learn and share vital truths. I know that to gain knowledge of great worth requires extraordinary personal effort. This is particularly true when our desire is to obtain spiritual knowledge. President Kimball said it this way:

"The treasures of both secular and spiritual knowledge are hidden ones—but hidden from those who do not properly search and strive to find them. . . . Spiritual knowledge is not available merely for the asking; even prayers are not enough. It takes persistence and dedication of one's life. . . . Of all treasures of knowledge, the most vital is the knowledge of God" (*The Teachings of Spencer W. Kimball*, pp. 389–90).

Brigham Young learned truth by carefully listening to Joseph Smith and striving to understand everything that was taught by word, example, or the Spirit. The resulting tutoring has blessed generations. It conditioned Brigham Young to learn additional truths and to share far more than he had received personally from Joseph Smith. Follow his example.

UNIT OVERVIEW

November: Spiritual and Temporal Self-Reliance

“The power is in them, wherein they are agents unto themselves” (D&C 58:28).

The outlines in this unit will help the youth develop skills they will need to become spiritually self-reliant. They will also learn what it means to be temporally self-reliant. To overcome the temptations they face every day, they will need to have their own testimonies—they will not always be able to rely on the testimonies of others. You can help them learn how to find answers to gospel questions and gain their own testimonies of the truth. As they become self-reliant, they will be better prepared to serve and care for others in need.

Outlines to choose from this month:

How can I become spiritually self-reliant?

How can I find answers to my own gospel questions?

How can I learn to make my own decisions?

How can setting goals help me become self-reliant?

How can I prepare to be financially self-reliant?



How can I become spiritually self-reliant?

Spiritual self-reliance is essential to our eternal well-being. When we are spiritually self-reliant, our testimonies do not depend on the testimonies of others. We seek our own spiritual experiences through praying daily, studying the scriptures, and exercising faith in Jesus Christ. We turn to our Heavenly Father for His help to resolve our own difficult problems. We are also able to strengthen others in their times of spiritual need.

Prepare yourself spiritually

Prayerfully study these scriptures and other resources. What will help the youth understand the importance of spiritual self-reliance?

Matthew 25:1–13 (The parable of the ten virgins)

Mormon 9:27 (We should work out our own salvation)

Moroni 10:3–5 (We can know the truth for ourselves)

D&C 58:26–28 (We are agents unto ourselves to bring about righteousness)

D&C 130:18–19 (Diligence and obedience help us gain knowledge and intelligence)

Dieter F. Uchtdorf, “The Power of a Personal Testimony,” *Ensign* or *Liahona*, Nov. 2006, 37–39

Robert D. Hales, “Coming to Ourselves: The Sacrament, the Temple, and Sacrifice in Service,” *Ensign* or *Liahona*, May 2012, 34–36

David A. Bednar, “Converted unto the Lord,” *Ensign* or *Liahona*, Nov. 2012, 106–9

Video: “They That Are Wise” (no download available); see also *Doctrine and Covenants and Church History Visual Resource DVD*

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share something they are learning in Sunday School to they have recently done to apply what their personal study of the gospel.

What have you done to become more spiritually self-reliant? How have you been blessed by being spiritually self-reliant?

What can the youth do to develop spiritual self-reliance? How will the youth benefit from becoming more spiritually self-reliant?

See the appendix for other teaching and learning ideas.

- Ask a member of the class to read the paragraph at the beginning of this lesson, and encourage the other class members to listen for answers to the question “What is spiritual self-reliance?”

ance?” Give the class members a few minutes to write down their answers to the question, and allow class members to share their answers.

Learn together

Each of the activities below can help the youth learn how to become more spiritually self-reliant. Following the guidance of the Spirit, select one or more that will work for your class:

- Ask the youth to read the first six paragraphs of Elder Robert D. Hales’s talk “Coming to Ourselves: The Sacrament, the Temple, and Sacrifice in Service,” and invite them to write a few short sentences summarizing what they read. What do they think the phrase “spiritual desires” means? Invite them to ponder the spiritual desires they have. Ask them to select one of the three questions in the fifth paragraph of Elder Hales’s talk and write an answer. Encourage them to share their answers with the class.

- Invite each youth to read one of scriptures suggested in this outline. After giving the youth time to read the verses, divide them into pairs and invite them to interview each other, asking questions like the following: What did the scripture you read say? What did you learn about spiritual self-reliance from these verses? What are you inspired to do because of what you read? Give the youth the opportunity to interview others in the class.

- Ask the youth to read the section titled “How Do We Get a Testimony?” from President Dieter F. Uchtdorf’s talk “The Power of a Personal Testimony.” Why is it important that we each have our own testimony?

Invite the youth to share how they have gained their own testimonies of the truth of the gospel. Testify of the blessings that have come to you because you have your own testimony. As part of this discussion, you could share this statement from President Thomas S. Monson: “In order for us to be strong and to withstand all the forces pulling us in the wrong direction or all the voices encouraging us to take the wrong path, we must have our own testimony. Whether you are 12 or 112—or anywhere in between—you can know for yourself that the gospel of Jesus Christ is true” (“Dare to Stand Alone,” *Ensign* or *Liahona*, Nov. 2011, 62). What are some other things the youth can do to become spiritually self-reliant?

- Invite the youth to read Matthew 25:1–13, or show the video “They That Are Wise.” What do the youth learn about spiritual self-reliance from this parable? As part of this discussion, invite the youth to read the section titled “Testimony, Conversion, and the Parable of the Ten Virgins” from Elder David A. Bednar’s talk “Converted unto the Lord.” What can the youth do to increase the oil in their lamps?

Gospel study skills

Summarizing. In the first activity in this section, the youth are invited to write short summaries of what they read in a general conference address. This will help them ensure that they understand the message of the talk. They are also invited to apply the message to their own lives; they can do this by asking questions like “What does the Lord want me to learn from this talk?” Encourage the youth to do this whenever they study a conference talk.

Ask the youth to share what they learned today. Do they understand how to become spiritually self-reliant? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do based on what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Teaching in the Savior's way

The Savior trusted His disciples, prepared them, and gave them important responsibilities to teach, bless, and serve others. How can you prepare the youth to teach others what they learn?

Selected Resources

Excerpt from Robert D. Hales, “Coming to Ourselves: The Sacrament, the Temple, and Sacrifice in Service,” Ensign or Liahona, May 2012, 34–36

The Savior told His disciples about a son who left his wealthy father, went to a far country, and wasted his inheritance. When a famine arose, the young man took the lowly job of feeding swine. He was so hungry that he wanted to eat the husks meant for the animals.

Away from home, far from the place he wanted to be, and in his destitute condition, something of eternal significance happened in the life of this young man. In the Savior’s words, “he came to himself” [Luke 15:17]. He remembered who he was, realized what he had been missing, and began to desire the blessings freely available in his father’s house.

Throughout our lives, whether in times of darkness, challenge, sorrow, or sin, we may feel the Holy Ghost reminding us that we are truly sons and daughters of a caring Heavenly Father, who loves us, and we may hunger for the sacred blessings that only He can provide. At these times we should

strive to *come to ourselves* and come back into the light of our Savior’s love.

These blessings rightfully belong to all of Heavenly Father’s children. Desiring these blessings, including a life of joy and happiness, is an essential part of Heavenly Father’s plan for each one of us. The prophet Alma taught, “Even if ye can no more than desire to believe, let this desire work in you” [Alma 32:27].

As our spiritual desires increase, we become spiritually self-reliant. How, then, do we help others, ourselves, and our families increase our desires to follow the Savior and live His gospel? How do we strengthen our desires to repent, become worthy, and endure to the end? How do we help our youth and young adults let these desires work in them until they are converted and become true “saint[s] through the atonement of Christ”? [Mosiah 3:19.]

We become converted and spiritually self-reliant as we prayerfully live our covenants—through worthily partaking of the sacrament, being worthy of a temple recommend, and sacrificing to serve others.



How can I find answers to my own gospel questions?

Part of becoming spiritually self-reliant is learning how to answer our own gospel questions. Revelation often occurs when we earnestly seek answers to sincere questions and have faith in the promise made by the Savior: “Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you” (Matthew 7:7). We can find answers to our own gospel questions as we pray, study the scriptures and words of the living prophets, and seek the guidance of the Holy Ghost.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will inspire the youth to seek answers to their own gospel questions?

1 Nephi 15:2–11 (Laman and Lemuel had questions but did not inquire of the Lord)

Alma 40:1–12; Ether 2:18–23; Joseph Smith—History 1:10–18 (Examples of people seeking answers to their questions)

D&C 6:14–15 (The Spirit can enlighten our minds when we inquire of the Lord)

D&C 9:8–9 (When we have questions, we should study them out in

our minds and then ask the Lord if it is right)

Jeffrey R. Holland, “Lord, I Believe,” *Ensign* or *Liahona*, May 2013, 93–95

Dieter F. Uchtdorf, “The Reflection in the Water,” CES fireside for young adults, Nov. 1, 2009; see also the video of the address

“The Book of Mormon Answers Questions of the Soul,” *Preach My Gospel* (2004), 107–8

What role has seeking answers to questions played in your gospel learning? In what ways have you found answers to your questions?

What questions have the youth asked about the gospel? What can you do to encourage the youth to seek answers to their gospel questions?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share how something they learned in one setting (personal study, family home evening, seminary, and so on) has helped them understand something they learned about in another setting.

See the appendix for other teaching and learning ideas.

- Invite the youth to make a list of questions people often ask about life or religion (for some examples, see *Preach My Gospel*, page 107). What does the Lord expect us to do when we have questions? Encourage the

class to think about these questions during the lesson. Don't spend a lot of time in class trying to answer these questions, but instead focus on teaching the youth principles that will help them seek answers on their own.

Learn together

Each of the activities below can help the youth learn how to find answers to their own gospel questions. Following the guidance of the Spirit, select one or more that will work for your class:

- Invite the youth to read the following scriptures: Matthew 7:7; D&C 6:14–15; 9:7–9. As a class, make a list of principles these verses teach about asking questions and receiving answers. Why doesn't the Lord always answer our questions completely or immediately? Consider telling the youth about a time when you had a question about the gospel and received an answer. Ask the youth to share similar experiences.
- Ask the youth to think of people in the scriptures who asked questions that led to revelation (if needed, you may refer them to the scriptures suggested in this outline). Invite the youth to read about these people in the scriptures and identify what questions they asked, how they sought answers to their questions, and the answers they received. Invite them to share what they learned with the class. What other principles about asking questions can they learn from these experiences? How can the youth apply these principles to their own questions?

- Ask a class member to come prepared to relate the story in Mark 9:14–27, or read the story as a class. Divide the class into three groups, and give each group one of the three observations of Elder Jeffrey R. Holland about the story in his talk, "Lord, I Believe." How can they use Elder Holland's observations when they or someone they know has questions or doubts about the gospel?

- Write on the board the following questions: Why does the Lord want us to be a question-asking people? What is the difference between asking questions about the gospel and doubting its truthfulness? Invite the youth to look for answers to these questions in the section titled "Is It True?" from President Dieter F. Uchtdorf's talk "The Reflection in the Water." What else do they learn from this section of President Uchtdorf's talk?

- As a class, read the first four paragraphs of "The Book of Mormon Answers Questions of the Soul," in

Teaching tip

Consider contacting a class member several days in advance and inviting him or her to teach all or part of the lesson. Encourage the youth to use these learning outlines to prepare to teach.

Preach My Gospel (page 107). Invite each class member to select one of the questions listed that they or someone they know has wondered about. Give the youth time in class to read the passage from the Book of Mormon

After completing one of the above activities, invite the youth to review the questions they wrote down at the beginning of the class. Give them the opportunity to plan ways they will seek for answers to their questions. If possible, allow them to begin looking for answers in the scriptures, words of living prophets, For the Strength of Youth, and other Church resources.

Ask the youth to share what they learned today. Do they understand how to find answers to their own gospel questions? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to share any impressions they have had during class. What will they do to find answers to their own gospel questions? Encourage them to share what they find in future classes.

cited for the questions they chose. Ask them to share answers they find and explain how they could use the Book of Mormon to help others answer similar questions.

Teaching in the Savior's way

The Savior encouraged those He taught to think about the scriptures for themselves and use them to find answers to their own questions. How will the youth you teach be blessed as they learn how to find answers to the questions they have about the gospel?

Selected Resources

Excerpt from Dieter F. Uchtdorf, “The Reflection in the Water,” CES fireside for young adults, Nov. 1, 2009

Now the next issue: What about doubts and questions? How do you find out that the gospel is true? Is it all right to have questions about the Church or its doctrine? My dear young friends, we are a questioning people because we know that inquiry leads to truth. That is the way the Church got its start—from a young man who had questions. In fact, I’m not sure how one can discover truth without asking questions. In the scriptures you will rarely discover a revelation that didn’t come in response to a question. Whenever a question arose and Joseph Smith wasn’t sure of the answer, he approached the Lord, and the results are the wonderful revelations in the Doctrine and Covenants. Often the knowledge Joseph received extended far beyond the original question. That is because not only can the Lord answer the questions we ask but, even more importantly, He can give us answers to questions we should have asked. Let us listen to those answers.

The missionary effort of the Church is founded upon honest investigators asking heartfelt questions. Inquiry is the birthplace of testimony. Some might feel embarrassed or unworthy because they have searching questions regarding the gospel, but they needn’t feel that way. Asking questions isn’t a sign of weakness; it’s a precursor of growth.

God commands us to seek answers to our questions (see James 1:5–6) and asks only that we seek “with

a sincere heart, with real intent, having faith in Christ” (Moroni 10:4). When we do so, the truth of all things can be manifested to us “by the power of the Holy Ghost” (Moroni 10:5).

Fear not; ask questions. Be curious, but doubt not! Always hold fast to faith and to the light you have already received. Because we see imperfectly in mortality, not everything is going to make sense right now. In fact, I should think that if everything did make sense to us, it would be evidence that it had all been made up by a mortal mind. Remember that God has said:

“My thoughts are not your thoughts, neither are your ways my ways. . . .

“For as the heavens are higher than the earth, so are my ways higher than your ways, and my thoughts than your thoughts” (Isaiah 55:8–9).

Nevertheless, you know that one of the purposes of mortality is to become more like your Heavenly Father in your thoughts and in your ways. Viewed from this perspective, searching for answers to your questions can bring you closer to God, strengthening your testimony instead of shaking it. It’s true that “faith is not . . . a perfect knowledge” (Alma 32:21), but as you exercise your faith, applying gospel principles every day under any circumstances, you will taste the sweet fruits of the gospel, and by this fruit you will know of its truth (see Matthew 7:16–20; John 7:17; Alma 32:41–43).



How can I learn to make my own decisions?

An important part of being self-reliant is learning how to make decisions for ourselves. Heavenly Father is willing to guide us, but He does not always tell us exactly what to do. He has given us agency and expects us to use our knowledge, experience, and faith to guide our own decisions. We can then ask Him to confirm to us whether our decision is correct.

Prepare yourself spiritually

Prayerfully study these scriptures and other resources. What will help the youth learn gospel principles related to making decisions?

Alma 37:37 (Counsel with the Lord)

D&C 9:7–9 (Heavenly Father guides us in our decisions after we have studied them in our own minds)

D&C 58:26–29 (We do not need to be commanded in all things; we should be anxiously engaged in good)

Dallin H. Oaks, “Good, Better, Best,” *Ensign* or *Liahona*, Nov. 2007, 104–8

Robert D. Hales, “To the Aaronic Priesthood: Preparing for the Decade of Decision,” *Ensign* or *Liahona*, May 2007, 48–51

Richard G. Scott, “Using the Supernal Gift of Prayer,” *Ensign* or *Liahona*, May 2007, 8–11

What are some important decisions you have made? How did you make those decisions? How did the Lord help you?

What important decisions are the youth facing? What principles of the gospel can help them make these decisions?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to think of current world events that have illustrated the importance of spiritual or temporal self-reliance.
- Read together Doctrine and Covenants 58:26–29. Why does the Lord

not want to “command [us] in all things”? Ask the youth to list on the board the important decisions that they might make over the next 10 years. Invite them to think about how the things they learn during this lesson can help them make these decisions.

See the appendix for other teaching and learning ideas.

Learn together

Gospel study skills

Pondering. In the first activity in this section, the youth are invited to ponder how a passage of scripture applies to the important decisions they have to make. Pondering—taking time to think deeply about something we have read or heard—can help us receive impressions from the Spirit. A good way to ponder is to ask ourselves questions about what we are reading. Encourage the youth to take time to ponder during their personal scripture study.

Each of the activities below will help the youth understand how to make their own decisions. Following the guidance of the Spirit, select one or more that will work best for your class:

- Invite the youth to read Doctrine and Covenants 9:7–9 and Alma 37:37, and ask them to ponder how they can apply the Lord’s counsel in these verses to the important decisions they will make over the next few years. What does it mean to “counsel with the Lord” about these decisions? What does it mean to “study it out in [our] mind”? Invite the youth to share their thoughts and any experiences they have had counseling with the Lord to make decisions. Also share your own experiences and testimony.

- Ask the class to consider what they learn about decision-making as they read Elder Robert D. Hales’s story about the pilot who would not attend simulator training (in his talk “To the Aaronic Priesthood: Preparing for the Decade of Decision”). Ask them to share what they find. Invite each youth to read one of the paragraphs that begin with “*Now is the time*” in Elder Hales’s talk, and ask them to share with the class what Elder Hales is counseling them to do and how the choices they make now will affect the choices they can make later in life.

- Invite the youth to read section I in Elder Dallin H. Oaks’s talk “Good, Better, Best” and share what it teaches them about making decisions. What criteria can the youth use to distinguish among things that are good, better, and best? (You could refer them to the following statement

from Elder Oaks: “We have to forego some good things in order to choose others that are better or best because they develop faith in the Lord Jesus Christ and strengthen our families.”) Write on the board the headings *Good*, *Better*, and *Best*, and invite the youth to write choices that would fit under these headings (if they need examples, refer them to section IV of Elder Oaks’s talk). How will the youth apply what they learn from this activity to decisions they have to make?

- Divide the class into two groups. Invite one group to read the section titled “How Should You Pray?” from Elder Richard G. Scott’s talk “Using the Supernal Gift of Prayer,” and invite the other group to read the section titled “How Are Prayers Answered?” Ask the youth to find answers to the questions in the titles of the sections they are reading and discuss what they find with their groups. Then invite each group to teach the other group what they learned about seeking the Lord’s guidance as they make decisions. Ask them to share what they will do to apply this counsel to their own decision-making.

Ask the youth to share what they learned today. Do they understand how to make their own decisions? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do based on what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Teaching in the Savior's way

The Savior prepared Himself to complete His mission through prayer, fasting, and seeking His Heavenly Father's help. How can you follow the Savior's example as you prepare to teach?

Selected Resources

Excerpt from Dallin H. Oaks, “Good, Better, Best,” Ensign or Liahona, Nov. 2007, 104–8

We should begin by recognizing the reality that just because something is *good* is not a sufficient reason for doing it. The number of good things we can do far exceeds the time available to accomplish them. Some things are better than good, and these are the things that should command priority attention in our lives.

Jesus taught this principle in the home of Martha. While she was “cumbered about much serving” (Luke 10:40), her sister, Mary, “sat at Jesus’ feet, and heard his word” (v. 39). When Martha complained that her sister had left her to serve alone, Jesus commended Martha for what she was doing (v. 41) but taught her that “one thing is needful: and Mary hath chosen that good part, which shall not be taken away from her” (v. 42). It was praiseworthy for Martha to be “careful and troubled about many things” (v. 41), but learning the gospel from the Master Teacher was more “needful.” The scriptures contain other teachings that some things are more blessed than others (see Acts 20:35; Alma 32:14–15). . . .

As we consider various choices, we should remember that it is not enough that something is good. Other choices are better, and still others are best. Even though a particular choice is more costly, its far greater value may make it the best choice of all.

Consider how we use our time in the choices we make in viewing television, playing video games, surfing the Internet, or reading books or magazines. Of course it is good to view wholesome entertainment or to obtain interesting information. But not everything of that sort is worth the portion of our life we give to obtain it. Some things are better, and others are best. When the Lord told us to seek learning, He said, “Seek ye out of the *best* books words of wisdom” (D&C 88:118; emphasis added). . . .

Here are some other illustrations of good, better, and best:

It is *good* to belong to our Father in Heaven’s true Church and to keep all of His commandments and fulfill all of our duties. But if this is to qualify as “best,” it should be done with love and without arrogance. We should, as we sing in a great hymn, “crown [our] good with brotherhood” [“America the Beautiful,” *Hymns*, no. 338], showing love and concern for all whom our lives affect.

To our hundreds of thousands of home teachers and visiting teachers, I suggest that it is *good* to visit our assigned families; it is *better* to have a brief visit in which we teach doctrine and principle; and it is *best* of all to make a difference in the lives of some of those we visit. That same challenge applies to the many meetings we hold—*good* to hold a meeting, *better* to teach a principle, but *best* to actually improve lives as a result of the meeting.



How can setting goals help me become self-reliant?

Meaningful goals and careful planning can help us achieve the work the Lord has for us to do. Setting our own goals for our lives is an important part of becoming self-reliant. It involves more than just wishing or dreaming. As President Thomas S. Monson has taught: “Wishing will *not* make it so. The Lord expects our thinking. He expects our action. He expects our labors. He expects our testimonies. He expects our devotion” (“To the Rescue,” *Ensign* or *Liahona*, May 2001, 49). When we plan prayerfully and work diligently to achieve our goals, the Lord magnifies our efforts and helps us reach our potential.

Prepare yourself spiritually

Prayerfully study these scriptures and other resources. What will help the youth learn the importance of setting goals to become self-reliant?

1 Kings 18:21; Matthew 6:24 (We cannot serve two masters)

Philippians 3:13–14 (We can reach for our goals and press forward toward them)

2 Nephi 32:9 (We should seek the Lord’s guidance in everything we do)

Alma 34:32–33 (This life is the time to prepare to meet God)

D&C 58:27–29 (We should be anxiously engaged in good causes)

Dieter F. Uchtdorf, “The Power of a Personal Testimony,” *Ensign* or *Liahona*, Nov. 2006, 37–39

L. Tom Perry, “Raising the Bar,” *Ensign* or *Liahona*, Nov. 2007, 46–49

“How to Set Goals,” *Preach My Gospel* (2004), 146

Video: “A Work in Progress”

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to share experiences they have had recently that reinforced a gospel truth they have been learning about.

What goals have you set for yourself throughout your life? What did you do to achieve your goals? How has achieving goals helped you become more self-reliant?

What goals have the youth set that you are aware of? How can you encourage them to set worthy goals?

See the appendix for other teaching and learning ideas.

- Share with the youth some of the goals you have set for yourself throughout your life. Include both long-term and short-term goals. Explain how you decided to set those

goals, what you did to achieve them, and how your efforts blessed your life. Encourage the youth to share similar experiences of their own.

Learn together

Each of the activities below can help the youth become more self-reliant by learning how to set personal goals. Following the guidance of the Spirit, select one or more that will work best for your class:

- Assign half of the class to read President Dieter F. Uchtdorf's story about learning English (from his talk "The Power of a Personal Testimony"), and assign the other half to read Elder L. Tom Perry's story about his son practicing high jumping (from his talk "Raising the Bar"). Ask the youth to summarize their assigned stories for the rest of the class and explain what they learned from the stories about setting goals. Invite them to share any similar stories from their own lives. How will they apply what they learn from these stories to be more effective in setting and achieving their goals?
- Ask the youth some of the goals they have and why it is important to have goals. Invite them to read "How to Set Goals" in *Preach My Gospel* (page 146), looking for reasons goals are important, and ask them to share what they find. With the bishop's permission, invite the full-time missionaries or a recently returned missionary to explain the importance of setting goals in missionary work. How can learning how to set goals now help the youth become better missionaries? Consider inviting other ward members to discuss with the

youth the importance of setting goals in other phases of life.

- Invite the youth to list the goals they have for themselves. Review with the youth the guidelines for setting goals on page 146 of *Preach My Gospel*. Which of these guidelines would help the youth accomplish the goals they listed? Invite them to choose one of their goals and write down ways they will apply these guidelines to help them accomplish that goal. Invite a few of them to share what they have written.
- Ask the youth to read Doctrine and Covenants 58:27–29, and invite them to make a list of goals they would like to set that will help them "be anxiously engaged in a good cause" and "bring to pass much righteousness." Encourage them to share their lists with another class member and explain what they are doing or can do now to accomplish those goals. Invite them to read the additional scriptures suggested in this outline and share any insights they gain from these scriptures about setting goals.
- Show the video "A Work in Progress," and give the youth a few minutes to write down what they learn

Teaching tip

"Discussions in small groups can instantly involve those who seem to be losing interest and concentration" (*Teaching, No Greater Call* [1999], 72).

from the video about setting and achieving goals. Invite them to share their thoughts with the class. Why did Tyler choose to pursue his goal to serve a mission, even though it meant interrupting his goal to play basketball? (As part of this discussion, you

may want to read 1 Kings 18:21 and Matthew 6:24.) Ask the youth to think of something they are passionate about. Have they ever had to choose between that thing and another worthy goal? What do they learn from Tyler's example?

Ask the youth to share what they learned today. Do they understand how to set personal goals? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do based on what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

Teaching in the Savior's way

The Savior loved those He taught. He knew their interests, hopes, and desires and what was happening in their lives. What can you do to understand the interests and needs of the youth you teach? How will this influence the way you teach them?

Selected Resources

“How to Set Goals,” Preach My Gospel (2004), 146

Goals reflect the desires of our hearts and our vision of what we can accomplish. Through goals and plans, our hopes are transformed into action. Goal setting and planning are acts of faith. Prayerfully set goals that are in harmony with the Savior’s command to “teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost” (Matthew 28:19).

Set goals for each key indicator. You may also set goals for your personal development. Do everything within your power to achieve your goals while respecting the agency of others. The ultimate measure of success is not in achieving goals alone but in the service you render and the progress of others. Goals are a means of helping you bring about much good among Heavenly Father’s children. They are not to be used to receive recognition.

Carefully considered goals will give you clear direction and will help you fill your days with activities that help people strengthen their faith in the Savior and progress toward baptism, confirmation, and full activity in the Church. Challenging goals will help you work effectively and lead you to stretch and grow. Follow the guidelines below as you set goals:

- Follow the Spirit.
- Focus on the key indicators.
- Focus on people. Although you will use numbers, be able to support your numbers with the names of people where possible.

- Be specific and realistic, but set goals that will make you stretch.

- Set weekly and daily goals.

- Set goals for personal and companion study, including language study if you are learning another language.

- Measure your progress each day, each week, and after each six-week period. When you fall short of a goal, evaluate your efforts and seek for ways to accomplish the goal. If needed, adjust your expectations.

Over time your mission president may establish standards of excellence or mission goals intended to raise your vision and increase your faith. District, zone, and mission standards will help you stretch, work effectively, and reach higher levels of performance. They are not to be used as quotas that impose specific goals on you and your companion.

“I am so thoroughly convinced that if we don’t set goals in our life and learn how to master the techniques of living to reach our goals, we can reach a ripe old age and look back on our life only to see that we reached but a small part of our full potential. When one learns to master the principles of setting a goal, he will then be able to make a great difference in the results he attains in this life” (Elder M. Russell Ballard, talk given to Salt Lake area young adults, Oct. 18, 1981).



How can I prepare to be financially self-reliant?

The Lord has blessed us with resources, and He expects us to be wise stewards over these resources. He wants us to be financially self-reliant so that we can provide for ourselves and serve others. To do this, we should pay tithes and offerings, avoid unnecessary debt, use a budget, and live within our means.

Prepare yourself spiritually

What scriptures and other resources will help the youth understand the importance of financial self-reliance and prepare them to live providently?

Malachi 3:10–11 (Blessings of tithing)
2 Nephi 9:30, 51; Jacob 2:13–14, 17–19;
Alma 1:29–30; 4:6–8 (We should use
riches to bless others)

D&C 19:35 (The Lord compares debt
to bondage)

Robert D. Hales, “Becoming Provident Providers Temporally and Spiritually,” *Ensign* or *Liahona*, May 2009,

7–10; see also the video “Becoming Provident Providers”

“Debt,” *True to the Faith* (2004), 48–49

“Tithes and Offerings,” *For the Strength of Youth* (2011), 38–39

All Is Safely Gathered In: Family Finances (pamphlet, 2007)

Finances section of LDS.org

How has your life been blessed as you have followed the counsel of Church leaders regarding financial self-reliance? Why do you believe self-reliance is an important principle of the restored gospel?

What do the youth need to learn about providing for themselves and others? How will they and their future families be blessed through following the counsel to be financially self-reliant?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share something they learned recently from their personal scripture study.
- Ask the youth to explain how certain tools can be both helpful and harmful, depending on how they are used (such as a mousetrap, hammer,

or book of matches; you may want to bring one of these items as a visual aid). Show the youth some money and ask them to explain the positive and negative uses of money. How can it be used to bless others and further the Lord’s work?

See the appendix for other teaching and learning ideas.

Learn together

Gospel study skills

Searching for doctrine. In this section, the youth are invited to search the scriptures to find what the Lord teaches about money. As they read the scriptures, invite them to look for the doctrine (or eternal truths) the scriptures teach. Encourage them to ask themselves questions like “What do I learn about the doctrine? Is it different from what I have thought or learned in the past? Does it inspire me to change anything in my life?” Encourage the youth to use similar questions during their personal scripture study.

Each of the activities below can help the youth understand the importance of financial self-reliance. Following the guidance of the Spirit, select one or more that will work best for your class:

- Write the following statement by Elder Robert D. Hales on the board: “The three most loving words are ‘I love you,’ and the four most caring words ... are ‘We can’t afford it.’” Invite the youth to read Elder Hales’s story about wanting to buy a dress for his wife (in his talk “Becoming Provident Providers Temporally and Spiritually”), or show the video “Becoming Provident Providers.” Ask the youth to think about and share possible reasons Elder Hales says “We can’t afford it” are the four most caring words. What blessings come from living within our means? How can the youth follow Sister Hales’s example? How can her example help them when they are tempted to live beyond their means?
- Invite the class to make two lists on the board: one describing what the world tells us about money and another describing what the Lord tells us about money. Ask them to read the scriptures provided in this outline, looking for things they can add to the lists. Ask the youth what they can do now to begin living by what the Lord teaches about money. Invite them to write their ideas on the board. Have the youth individually pick one idea from the list that they want to begin working on this week. Invite them to

share their plans if they feel comfortable doing so.

- Invite a class member to read D&C 19:35. Why does the Lord compare debt to bondage? Ask the youth to read “Debt” in *True to the Faith*. Invite half of the class to look for reasons why we should avoid debt, and ask the other half to look for counsel about how to stay out of debt. Ask them to teach each other what they learn and why they feel it is important to the Lord that we stay out of debt. How is our spirituality affected by the way we manage our money?
- Ask the youth what they think the First Presidency would say about managing our finances. Write their ideas on the board. Give each class member a copy of the pamphlet *All Is Safely Gathered In: Family Finances*. Read together the message from the First Presidency. What counsel does the First Presidency give regarding finances? What blessings do they promise? Assign each class member to read one of the “Basics of Family Finances” and summarize it in his or her own words for the rest of the class. How can the youth apply these principles now? Share experiences you have had applying these principles, and invite the youth to do the same.

After completing one of the activities above, give the youth time in class to begin filling out the “Budget Worksheet” in the pamphlet All Is Safely Gathered In: Family Finances. They could base this worksheet on their actual income or use hypothetical figures. Encourage them to seek advice and guidance from their parents.

Ask the youth to share what they learned today. Do they understand the importance of financial self-reliance well enough to explain it to others? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do because of what they learned today. Encourage them to act on these feelings. Consider ways you can follow up. For example, you could ask them to share their experiences at the beginning of next week's lesson.

Teaching in the Savior's way

The Savior helped His disciples discover gospel lessons in their own experiences and in the world around them. What experiences or examples can you share from everyday life to help the youth see the spiritual benefits of financial self-reliance?

Selected Resources

Excerpt from All Is Safely Gathered In: Family Finances (pamphlet, 2007)

MESSAGE FROM THE FIRST PRESIDENCY

Dear Brothers and Sisters:

Our Heavenly Father created this beautiful earth, with all its abundance, for our benefit and use. His purpose is to provide for our needs as we walk in faith and obedience. He has lovingly commanded us to “prepare every needful thing” (see D&C 109:8) so that, should adversity come, we may care for ourselves and our neighbors and support bishops as they care for others.

We encourage Church members worldwide to prepare for adversity in life by having a basic supply of food and water and some money in savings.

We ask that you be wise as you store food and water and build your savings. Do not go to extremes; it is not prudent, for example, to go into debt to establish your food storage all at once. With careful planning, you can, over time, establish a home storage supply and a financial reserve.

We realize that some of you may not have financial resources or space for such storage. Some of you may be prohibited by law from storing large amounts of food. We encourage you to store as much as circumstances allow.

May the Lord bless you in your home storage efforts.

The First Presidency

THE BASICS OF FAMILY HOME STORAGE

THREE-MONTH SUPPLY

Build a small supply of food that is part of your normal, daily diet. One way to do this is to purchase a

few extra items each week to build a one-week supply of food. Then you can gradually increase your supply until it is sufficient for three months. These items should be rotated regularly to avoid spoilage.

DRINKING WATER

Store drinking water for circumstances in which the water supply may be polluted or disrupted.

If water comes directly from a good, pretreated source then no additional purification is needed; otherwise, pretreat water before use. Store water in sturdy, leak-proof, breakage-resistant containers. Consider using plastic bottles commonly used for juices and soda.

Keep water containers away from heat sources and direct sunlight.

FINANCIAL RESERVE

Establish a financial reserve by saving a little money each week and gradually increasing it to a reasonable amount (see *All Is Safely Gathered In: Family Finances guide*).

LONGER-TERM SUPPLY

For longer-term needs, and where permitted, gradually build a supply of food that will last a long time and that you can use to stay alive, such as wheat, white rice, and beans.

These items can last 30 years or more when properly packaged and stored in a cool, dry place. A portion of these items may be rotated in your three-month supply.

UNIT OVERVIEW

December: Building the Kingdom of God in the Latter Days

“May the kingdom of God go forth, that the kingdom of heaven may come” (D&C 65:6).

The youth in your class were sent to the earth at this specific time to help prepare the world for the Second Coming of the Savior. They have special gifts and talents that the Lord wants them to use to help build His kingdom and share His gospel. The lessons in this unit will help them develop those gifts as they prepare to become leaders and teachers in the Church and kingdom of God.

Outlines to choose from this month:

How can I learn to serve more effectively in the Church?

How can I become a better leader?

How can I become a better teacher?

What are effective ways to share the gospel with others?

How can I understand the symbols used to teach about the Second Coming?

What can I learn from the scriptures to help me prepare for the Second Coming?



How can I learn to serve more effectively in the Church?

When the Lord calls us to serve, He also qualifies us to serve faithfully. As we learn what our responsibilities are and then diligently fulfill them, the Lord magnifies our efforts. We are also blessed in our callings when we follow the counsel of our Church leaders. In this way we participate with Him in building His kingdom and serving His children.

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the youth?

Jeremiah 1:5–9; Mosiah 2:11; Moses 6:31–34 (Prophets who received strength from the Lord to fulfill their callings)

John 15:16; Articles of Faith 1:5 (God calls us to serve through revelation)

Jacob 1:17–19; D&C 4; 107:99; 121:34–36 (We should act in all diligence to fulfill our callings)

D&C 25 (Emma Smith receives counsel about fulfilling her responsibilities)

Thomas S. Monson, “The Savior’s Call to Serve,” *Ensign* or *Liahona*, Aug. 2012, 4–5

Henry B. Eyring, “Rise to Your Call,” *Ensign* or *Liahona*, Nov. 2002, 75–78

How does the Lord help you as you strive to fulfill your callings? What experiences could you share with the youth?

Of the youth whom you teach, which are serving in callings? Why is it important for them to learn now how to serve effectively in the Church?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, family, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to share a recent experience they had teaching the gospel. What do they feel went well? What would they like to improve?
- Ask the youth to talk about any callings they have had in the Church. What were their responsibilities? What did they find difficult or challenging about the calling? How did the Lord help them? Share an experience of your own, and bear your testimony.

See the appendix for other teaching and learning ideas.

Learn together

Gospel study skills

Finding principles. The first activity in this section invites the youth to search the scriptures, looking for principles (or eternal truths) about serving in God's kingdom. Encourage them to ask themselves questions like "What principles do I learn from this passage? Are they different from what I thought or learned in the past? Do they inspire me to change anything in my life?" Encourage the youth to use similar questions during their personal scripture study.

Each of the activities below will help the youth learn how to serve effectively in the Church. Following the inspiration of the Holy Ghost, select one or more that will work best for your class:

- Invite each class member to read one of the scriptures suggested in this outline, looking for principles the Lord teaches about fulfilling callings. Ask the youth to share what they find. What do these scriptures inspire them to do?
- Ask the youth to share stories from the scriptures in which someone was given a difficult assignment and received help from the Lord (for some ideas, see the scriptures suggested in this outline). If possible, help them find pictures of these stories in the *Gospel Art Book*. What inspires them about these stories? What do they learn from these stories about fulfilling callings?
- Invite the youth to read President Thomas S. Monson's message "The Savior's Call to Serve," looking for a quotation they could share about how to serve faithfully in Church callings. Ask class members to share their quotations and why they found the counsel from President Monson meaningful. How will they apply what they learned in their callings now and in the future?
- Bring a magnifying glass to class, and ask the youth what it is used for. Ask them what the word *magnify* means to them. Why do they think this word is used to describe how we should serve in our callings (in the phrase "magnify your calling")? Invite them to read President Henry B. Eyring's talk "Rise to Your Call" (beginning with the phrase "There is a third thing you need to know"), looking for ways the Lord magnifies us when we serve in a calling. Ask them to write what they find on the board. Share a personal experience in which the Lord magnified you to help you fulfill a calling.
- Write on the board the headings *Counsel* and *Promises*. Invite the youth to search Doctrine and Covenants 25 and identify the counsel and promises the Lord gave Emma Smith in connection with her calling. Ask them to write on the board what they find. How might this counsel and these promises apply to the callings the youth receive? Ask the youth who have held callings to share anything they remember about counsel or promises they were given when they were set apart. You could also share what you remember. How have these promises been fulfilled?
- As a class, read Doctrine and Covenants 107:99. Invite the youth to imagine that they have been given a specific calling in the ward or stake, and ask them to share what calling they are thinking of (see the "Chart of Callings" on pages 159–64 in *Handbook 2: Administering the Church*). What would they do to find out what their responsibilities are in their calling? (For example, they could consult the scriptures, *Handbook 2*, the Leadership Training Library on

LDS.org, or someone who is currently serving in that calling). Ask the youth to spend time during class or during the coming week to learn about the calling and share what they learn in next week's class.

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand how to serve effectively in the Church? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do based on what they learned today. Encourage them to act on these feelings. Seek the Spirit as you prayerfully consider ways you can follow up.

Teaching in the Savior's way

The Savior trusted those who followed Him. He prepared them and gave them important responsibilities to teach, bless, and serve others. What opportunities can you provide for the youth to teach each other?

Selected Resources

*Excerpt from Henry B. Eyring, "Rise to Your Call,"
Ensign or Liahona, Nov. 2002, 75–78*

There is a third thing you need to know: Just as God called you and will guide you, He will magnify you. You will need that magnification. Your calling will surely bring opposition. You are in the Master's service. You are His representative. Eternal lives depend on you. He faced opposition, and He said that facing opposition would be the lot of those He called. The forces arrayed against you will try not only to frustrate your work but to bring you down. The Apostle Paul described it this way: "For we wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world" [Ephesians 6:12].

There will be times when you will feel overwhelmed. One of the ways you will be attacked is with the feeling that you are inadequate. Well, you are inadequate to answer a call to represent God with only your own powers. But you have access to more than your natural capacities, and you do not work alone.

The Lord will magnify what you say and what you do in the eyes of the people you serve. He will send the Holy Ghost to manifest to them that what you spoke was true. What you say and do will carry hope and give direction to people far beyond your natural abilities and your own understanding. That miracle has been a mark of the Lord's Church in every dispensation. It is so much a part of your call that you may begin to take it for granted. . . .

The Lord will not only magnify the power of your efforts. He will work with you Himself. His voice to four missionaries, called through the Prophet Joseph Smith to a difficult task, gives courage to everyone He calls in His kingdom: "And I myself will go with them and be in their midst; and I am their advocate with the Father, and nothing shall prevail against them" [D&C 32:3].

Because the Savior is a resurrected and glorified being, He is not physically with every one of His servants at every moment. But He is perfectly aware of them and their circumstance and able to intervene with His power. That is why He can promise you: "Whoso receiveth you, there I will be also, for I will go before your face. I will be on your right hand and on your left, and my Spirit shall be in your hearts, and mine angels round about you, to bear you up" [D&C 84:88]. . . .

You can have the utmost assurance that your power will be multiplied many times by the Lord. All He asks is that you give your best effort and your whole heart. Do it cheerfully and with the prayer of faith. The Father and His Beloved Son will send the Holy Ghost as your companion to guide you. Your efforts will be magnified in the lives of the people you serve. And when you look back on what may now seem trying times of service and sacrifice, the sacrifice will have become a blessing, and you will know that you have seen the arm of God lifting those you served for Him, and lifting you.



How can I become a better leader?

Jesus Christ is the perfect example of righteous leadership. Leaders in His Church follow His example by loving and serving those they lead. By first striving to be faithful disciples, we can then help others develop strong testimonies and draw nearer to Heavenly Father and Jesus Christ.

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the youth?

Exodus 18:13–26 (Moses receives counsel from Jethro about how to be a more effective leader)

Matthew 20:20–28; 23:11; D&C 50:26 (Christlike leaders serve those they lead)

John 13:4–15; 3 Nephi 18:16; 27:21, 27 (Jesus Christ is our example of leadership)

Mosiah 2:11–19 (King Benjamin serves his people)

D&C 121:34–46 (Principles of righteous leadership)

Thomas S. Monson, “Examples of Righteousness,” *Ensign* or *Liahona*, May 2008, 65–68

Tad R. Callister, “The Power of the Priesthood in the Boy,” *Ensign* or *Liahona*, May 2013, 52–54

“Leadership in the Church of Jesus Christ,” *Handbook 2: Administering the Church* (2010), 12–14

Think of someone you know who is a Christlike leader. What leadership qualities does that person possess? How has his or her leadership influenced you and others?

Why do the youth need to learn how to be leaders? What opportunities do they have to lead—in the Church, in their homes, and in their communities?

Make connections

During the first few minutes of every class, help the youth make connections between things they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help you:

- Invite the youth to share an experience they had recently that reminded them of something they have been learning in their Church classes.
- Display a picture of the Savior (see, for example, the *Gospel Art Book*), and write the word *leader* on the board. Ask the youth to write on the board other words that come to mind when they think of Jesus Christ as a perfect leader.

See the appendix for other teaching and learning ideas.

Learn together

Gospel study skills

Finding principles. A principle is an eternal truth that guides our actions. Sometimes principles are stated plainly in the scriptures or words of the prophets, and other times they are implied in stories or examples. As you teach the youth the principles of Christlike leadership, help them learn how to identify these principles by asking questions such as: “What do I learn from these scriptures that will help me become a better leader? Is there something here that teaches me how to be more like the Savior?” Encourage them to look for principles as they study the scriptures.

Each of the activities below can help the youth learn how to become more effective leaders. Following the guidance of the Spirit, select one or more that will work for your class:

- As a class, read Matthew 20:20–28. What does the Savior teach His Apostles about leadership in the kingdom of God? Invite the youth to make a list on the board comparing and contrasting leadership in the world and leadership in the Church. How does a person become a leader in a business or a country? in the Church? What leadership qualities are valued in the world? in the Church? As part of this discussion, invite the youth to read scriptures that teach principles of Christlike leadership (such as those suggested in this outline). Why is it important for the youth to understand these principles? How will they use them in their families? in their Church service? in their communities?
- Select sections from chapter 3 of *Handbook 2*, “Leadership in the Church of Jesus Christ,” that teach principles exemplified by the Savior (such as sections 3.2.1, 3.3.3, 3.3.4, 3.3.5, and 3.3.6). Ask each class member to read one of these sections and think of a story from the Savior’s life that illustrates the principle taught in his or her section (they could look at *Gospel Art Book*, 34–51, for some ideas). Ask the youth to share what they learn from the handbook and the story they thought of. What examples of these principles have they seen in their own lives?
- As a class, read 3 Nephi 27:21, 27. ask the youth to think about the message of these scriptures as you share with them President Thomas S. Monson’s story about wiggling his ears, from his talk “Examples of Righteousness” (or show this portion of his talk on video). What does this story teach the youth about leadership? Invite them to ponder what messages they are communicating to others by the way they live. Encourage them to share experiences in which they were blessed by the example of another member the class. What other leadership qualities do they see in each other?
- Ask a class member to put on a backpack. Load the backpack with books or other objects until it becomes very heavy. Ask the youth how this backpack might represent a leadership calling. Invite the youth to study Exodus 18:13–26 and look for the counsel Moses received from Jethro about how to be a better leader. What could have happened if Moses had not followed this counsel? Invite the youth to imagine that they have been assigned to organize a stake youth conference. How would they apply Jethro’s counsel to this situation? Give them time to plan their imaginary youth conference. Who would they ask to help? What would they ask these people to do?
- Write several of the leadership principles taught by Elder Tad R. Callister in “The Power of the Priest-

hood in the Boy” on separate pieces of paper. Give one paper to each class member, and ask him or her to search the article for information about the assigned principle. Invite class

Ask the youth to share what they learned today. Do they understand how to become better leaders? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do based on what they learned today. Encourage them to act on these feelings. Consider ways you can follow up.

members to share what they learn about leadership from Elder Callister. Encourage them to share any personal examples of these principles.

Teaching in the Savior’s way

Reflect for a moment on what you know about the Savior. What do you notice about His way of teaching and leading? How did He help others learn and grow? How can you follow His example of teaching and leading to help the youth learn and grow? How can you inspire them to become Christlike leaders?

Selected Resources

Excerpt from Thomas S. Monson, "Examples of Righteousness," Ensign or Liahona, May 2008, 65–68

Many of you will remember President N. Eldon Tanner, who served as a counselor to four Presidents of the Church. He provided an undeviating example of righteousness throughout a career in industry, during service in the government in Canada, and consistently in his private life. He gave us this inspired counsel:

"Nothing will bring greater joy and success than to live according to the teachings of the gospel. Be an example; be an influence for good. . . .

"Every one of us has been foreordained for some work as [God's] chosen servant on whom he has seen fit to confer the priesthood and power to act in his name. Always remember that people are looking to you for leadership and you are influencing the lives of individuals either for good or for bad, which influence will be felt for generations to come" ["For They Loved the Praise of Men More Than the Praise of God," *Ensign*, Nov. 1975, 74].

My brethren, I reiterate that, as holders of the priesthood of God, it is our duty to live our lives in such a way that we may be examples of righteousness for others to follow. As I have pondered how we might best provide such examples, I have thought of an experience I had some years ago while attending a stake conference. During the general session, I observed a young boy sitting with his family on

the front row of the stake center. I was seated on the stand. As the meeting progressed, I began to notice that if I crossed one leg over the other, the young boy would do the same thing. If I reversed the motion and crossed the other leg, he would follow suit. I would put my hands in my lap, and he would do the same. I rested my chin in my hand, and he also did so. Whatever I did, he would imitate my actions. This continued until the time approached for me to address the congregation. I decided to put him to the test. I looked squarely at him, certain I had his attention, and then I wiggled my ears. He made a vain attempt to do the same, but I had him! He just couldn't quite get his ears to wiggle. He turned to his father, who was sitting next to him, and whispered something to him. He pointed to his ears and then to me. As his father looked in my direction, obviously to see my ears wiggle, I sat solemnly with my arms folded, not moving a muscle. The father glanced back skeptically at his son, who looked slightly defeated. He finally gave me a sheepish grin and shrugged his shoulders.

I have thought about that experience over the years as I've contemplated how, particularly when we're young, we tend to imitate the example of our parents, our leaders, our peers. The prophet Brigham Young said: "We should never permit ourselves to do anything that we are not willing to see our children do. We should set them an example that we wish them to imitate" [*Deseret News*, June 21, 1871, 235].



How can I become a better teacher?

Effective teaching is an important part of building the Lord's kingdom, and we all have many opportunities to teach. Even though we may not have a formal calling to teach, we have teaching opportunities in our families and as neighbors and friends. We can become better teachers by honestly evaluating our own strengths and weaknesses, humbly seeking the Lord's help, and diligently seeking to develop the abilities and qualities that matter most in gospel teaching.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand how they can become better teachers?

Ether 12:27 (The Lord will help us make weak things become strong)

D&C 42:14 (We must have the Spirit to teach)

D&C 88:78 (Teach diligently)

Dallin H. Oaks, "Gospel Teaching," *Ensign*, Nov. 1999, 78–80

David M. McConkie, "Teaching with the Power and Authority of God," *Ensign* or *Liahona*, Nov. 2013

"Making a Plan to Improve Your Teaching," *Teaching, No Greater Call* (1999), 24–27

"Teaching the Gospel," *True to the Faith* (2004), 168–70.

"Teaching in the Savior's way," *Teaching the Gospel in the Savior's Way* (2012), 4–5

How have you been blessed by effective teachers?
What have you done to become a better teacher?

What opportunities have you provided for the youth to teach? What are their strengths and weaknesses as teachers?

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to briefly recount a favorite family home evening, seminary, or church lesson.
- Invite the youth to think about a favorite teacher who has inspired them to live the gospel. What was it

See the appendix for other teaching and learning ideas.

that made this teacher effective? What qualities did he or she have that the youth would like to emulate? Ask the youth to read the section titled “Qualities That Matter Most” on page 26 of

Teaching, No Greater Call, and look for additional qualities of effective teachers. How do effective gospel teachers help build God’s kingdom?

Learn together

Each of the activities below can help the youth learn how they can become better teachers. Following the guidance of the Spirit, select one or more that will work for your class:

Gospel study skills

Using footnotes. In the first activity in this section, the youth are encouraged to use the footnotes in the scriptures. Help them see how the footnotes can deepen their understanding of what they are reading. Encourage the youth to refer to the footnotes often to enhance their personal study of the scriptures.

- Divide the class into three groups, and ask each group to read one of the following scriptures: Ether 12:27; D&C 42:14; D&C 88:78. Ask them to ponder and discuss what these scriptures teach about becoming better teachers. Encourage them to look up the scriptures in the footnotes for these verses to gain additional insights about becoming better teachers, and ask them to share what they find. Invite the youth to read the section titled “Teaching the Gospel” in *True to the Faith* (168–70) and make a list of ways they can be more diligent as teachers.

- Invite the youth to find and list on the board the six fundamental principles of teaching in section III of Elder Dallin H. Oaks’s talk “Gospel Teaching.” Ask them to evaluate how well they are applying these principles in their teaching. Invite them to choose one of these principles that they want to learn more about or improve in their own teaching. Ask them to study that principle in Elder Oaks’s talk and share what they learned and what they plan to do to apply this principle the next time they teach others.

- Divide the class into two groups. Invite one group to read “Assessing Your Own Strengths and Weaknesses,” on pages 24–25 of *Teaching, No Greater Call* and the other group to read “Making a Plan for Improvement” on pages 25–26. Ask them to discuss what they learned in their groups and share with the other group the main points of their discussion. Ask the youth to think about a recent experience they had teaching (for example, in family home evening, a Church class, or as a home teacher). Invite each youth to fill out a chart like the one on page 25 to make a plan to improve as a gospel teacher.

- Write on the board, “What can I do to become a better teacher?” Invite the youth to read David M. McConkie’s talk “Teaching with the Power and Authority of God” or “Teaching in the Savior’s way” from *Teaching the Gospel in the Savior’s Way* (4–5) looking for answers to this question. Invite them to share what they find and specific ways they will apply what they learned to their own teaching.

- Invite the youth to read “Methods of Teaching” in *True to the Faith* and list on the board the teaching methods they find there. When have the youth seen these methods used? Ask each youth to choose one of the articles

Ask the youth to share what they learned today. Do they understand how they can become better teachers? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to share any impressions they have had during class. What will they do to improve as teachers? Encourage them to share their experiences in future classes.

of faith and spend a few minutes in class preparing to teach it to a group of children, using one of the methods on the board. Ask the youth to share what they prepared.

Teaching in the Savior’s way

The Savior gave His disciples important responsibilities to teach, bless, and serve others. How will the youth be blessed by receiving opportunities to teach others what they are learning?

Selected Resources

Excerpt from Dallin H. Oaks, "Gospel Teaching," Ensign, Nov. 1999, 78–80

There are many different ways to teach, but all good teaching is based on certain fundamental principles. Without pretending to be exhaustive, I wish to identify and comment on six fundamental principles of gospel teaching.

The *first* is love. It has two manifestations. When we are called to teach, we should accept our calling and teach because of our love for God the Eternal Father and His Son, Jesus Christ. In addition, a gospel teacher should always teach with love for the students. We are taught that we should pray "with all the energy of heart, . . . [to] be filled with this love" (Moro. 7:48). Love of God and love of His children is the highest reason for service. Those who teach out of love will be magnified as instruments in the hands of Him whom they serve.

Second, a gospel teacher, like the Master we serve, will concentrate entirely on those being taught. His or her total concentration will be on the needs of the sheep—the good of the students. A gospel teacher does not focus on himself or herself. One who understands that principle will not look upon his or her calling as "giving or presenting a lesson," because that definition views teaching from the standpoint of the teacher, not the student. . . .

Third, a superior teacher of the gospel will teach from the prescribed course material, with greatest emphasis on teaching the doctrine and principles and covenants of the gospel of Jesus Christ. This is commanded in modern revelation, where the Lord said:

"Teachers of this church shall teach the principles of my gospel, which are in the Bible and the Book of Mormon, in the which is the fulness of the gospel.

"And they shall observe the covenants and church articles to do them, and these shall be their teachings, as they shall be directed by the Spirit" (D&C 42:12–13). . . .

Fourth, a gospel teacher will prepare diligently and strive to use the most effective means of presenting the prescribed lessons. The new Teaching the Gospel course and the new teacher improvement meetings are obviously intended to assist teachers in this effort.

The *fifth* fundamental principle of gospel teaching I wish to stress is the Lord's command, quoted earlier, that gospel teachers should "teach the principles of my gospel . . . as they shall be directed by the Spirit. . . . And if ye receive not the Spirit ye shall not teach" (D&C 42:12–14). It is a gospel teacher's privilege and duty to seek that level of discipleship where his or her teachings will be directed and endorsed by the Spirit rather than being rigidly selected and prearranged for personal convenience or qualifications. . . .

That leads to the *sixth* and final principle I will discuss. A gospel teacher is concerned with the results of his or her teaching, and such a teacher will measure the success of teaching and testifying by its impact on the lives of the learners [see Henry B. Eyring, "The Power of Teaching Doctrine," *Ensign*, May 1999, 73]. A gospel teacher will never be satisfied with just delivering a message or preaching a sermon. A superior gospel teacher wants to assist in the Lord's work to bring eternal life to His children.

Selected Resources

Excerpt from David M. McConkie, "Teaching with the Power and Authority of God," Ensign or Liahona, Nov. 2013

You have been called by the spirit of prophecy and revelation and have been set apart by priesthood authority. What does this mean?

First, it means that you are on the Lord's errand. You are His agent, and you are authorized and commissioned to represent Him and to act on His behalf. As His agent, you are entitled to His help. You must ask yourself, "What would the Savior say if He were teaching my class today, and how would He say it?" You must then do likewise.

This responsibility may cause some to feel inadequate or even somewhat fearful. The pathway is not difficult. The Lord has provided the way for every worthy Latter-day Saint to teach in the Savior's way.

Second, you are called to preach the gospel of Jesus Christ. You must not teach your own ideas or philosophy, even mingled with scriptures. The gospel is "the power of God unto salvation" [Romans 1:16], and it is only through the gospel that we are saved.

Third, you are commanded to teach the principles of the gospel as they are found in the standard works of the Church, to teach the words of modern-day apostles and prophets, and to teach that which is taught you by the Holy Ghost.



What are effective ways to share the gospel with others?

Sharing the gospel is the responsibility of all Latter-day Saints. We should pray and seek for opportunities to tell others about the restored gospel. We can “be ready always to give an answer to every man that asketh [us] a reason of the hope that is in [us]” (1 Peter 3:15).

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand how to share the gospel with others?

Matthew 28:19–20 (The Savior commanded His disciples to teach the gospel to all nations)

Romans 1:16 (Paul is not ashamed of the gospel of Christ)

1 Timothy 4:12 (Be an example of the believers)

1 Peter 3:15 (Be ready to answer gospel questions)

D&C 1:23 (The gospel is proclaimed by the weak and simple)

D&C 11:21 (We should prepare to preach the gospel by seeking to obtain God’s word)

D&C 33:8–10 (We should open our mouths)

D&C 88:81 (We are commanded to warn our neighbors)

D&C 100:5–8 (The Holy Ghost will tell us what to say and bear witness of gospel truths)

Neil L. Andersen, “It’s a Miracle,” *Ensign* or *Liahona*, May 2013, 77–80

M. Russell Ballard, “Faith, Family, Facts, and Fruits,” *Ensign* or *Liahona*, Nov. 2007, 25–27

Russell M. Nelson, “Be Thou an Example of the Believers,” *Ensign* or *Liahona*, Nov. 2010, 47–49

Video: “Sharing Your Beliefs,” “I’ll Go Where You Want Me to Go”

“Seven Simple Suggestions for Sharing the Gospel” on LDS.org

“Using Media for Sharing the Gospel” on LDS.org

What opportunities have you had to share the gospel with others? What have you done to share the gospel with others?

What experiences have the youth had sharing the gospel? What opportunities are available to the youth to share the gospel?

See the appendix for other teaching and learning ideas.

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to share a time when they have learned a gospel principle from the words or actions of a friend.
- Invite the youth to share any recent experiences they have had sharing the gospel, or consider showing the video “I’ll Go Where You Want Me to Go.” What do the youth learn from these experiences that can help them share the gospel more effectively?

Learn together

Each of the activities below can help the youth learn how to share the gospel effectively. Following the guidance of the Spirit, select one or more that will work for your class:

- Write on the board the following questions: “Why should we share the gospel?” and “How should we share the gospel?” Divide the youth into two groups and ask them to find scriptures that answer these questions (see the scriptures suggested in this outline; if necessary, encourage the youth to read the scriptures more than once to ensure that they understand what they are reading). Invite them to share what they find and write their answers on the board under the appropriate question. Ask the youth to choose something from the answers they wrote on the board that they will try to apply in their own efforts to share the gospel.
- Read together as a class the first five paragraphs of Elder M. Russell Ballard’s talk “Faith, Family, Facts, and Fruits.” What counsel does Elder Ballard give about helping others understand our beliefs? Invite the youth to study one of the four lists of simple statements Elder Ballard suggests we share when discussing the Church (faith, family, facts, or fruits). Ask them to practice together in pairs responding to the invitation, “Tell me a little about your church” using the information they learned.
- Invite the youth to search the section titled “Member Missionaries” from Elder Russell M. Nelson’s talk “Be Thou an Example of the Believers” or “Seven Simple Suggestions for Sharing the Gospel” on LDS.org. Ask them to look for counsel that will help them be more effective in sharing the gospel. Ask them to share what they find and discuss specific ways they can apply it. If possible, give them time in class to practice doing something they have discussed.

Teaching tip

“Sometimes people have the tendency to think of what they are going to say rather than listen to what others are saying. Make sure you are really concentrating on the speaker rather than planning your response” (*Teaching, No Greater Call* [1999], 67).

Teaching in the Savior's way

The Savior was an example and mentor to those He taught. How can your example inspire the youth to share the gospel with their friends and family members?

- Show the video "Sharing Your Beliefs," and ask the youth to share ways they have noticed people using technology to share the gospel. What other ways can they think of? Invite them to explore the website "Using Media for Sharing the Gospel" to find additional ideas. Give them time in class to plan ways they can use technology to share the gospel with their friends and family members.

- Divide the class into two groups, and give both groups a copy of Elder

Neil L. Andersen's talk "It's a Miracle." Ask the youth to read the talk together, beginning with the phrase "If you're not a full-time missionary," with one group looking for counsel Elder Andersen gives to help us share the gospel effectively and the other group looking for promises he makes to those who do so. Ask them to share what they find. What do the youth feel they can do to apply what Elder Andersen teaches?

Ask the youth to share what they learned today. Do they understand how to share the gospel? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to pray for opportunities to share the gospel with others using what they learned in class. In a future class invite the youth to share experiences they have had.

Selected Resources

Excerpt from Russel M. Nelson, “Be Thou An Example of the Believers,” Ensign or Liahona, Nov. 2010, 47–49

Each member can be an example of the believers. Brethren, as followers of Jesus Christ, each of you can live in accord with His teachings. You can have “a pure heart and clean hands”; you can have “the image of God engraven upon your [countenance]” [Alma 5:19]. Your good works will be evident to others [see Matthew 5:16; Alma 7:24]. The light of the Lord can beam from your eyes [see Doctrine and Covenants 88:11]. With that radiance, you had better prepare for questions. The Apostle Peter so counseled, “Be ready always to give an answer to every man that asketh you a reason of the hope that is in you” [1 Peter 3:15].

Let your response be warm and joyful. And let your response be relevant to that individual. Remember, he or she is also a child of God, that very God who dearly wants that person to qualify for eternal life and return to Him one day. You may be the very one to open the door to his or her salvation and understanding of the doctrine of Christ [see 2 Nephi 31:2, 21].

After your initial response, be ready to take the next step. You may invite your friend to attend church with you. Many of our friends do not know they are welcome in our Church buildings. “Come and see” was the Savior’s invitation to those who desired to learn more about Him [John 1:39]. An invitation to attend a Sunday meeting with you or to participate in a Church social or service activity will help to dispel mistaken myths and make visitors feel more comfortable among us. . . .

You can invite a friend to read the Book of Mormon. Explain that it is not a novel or a history book. It is another testament of Jesus Christ. Its very purpose is “to the convincing of the Jew and Gentile that Jesus is the Christ, the Eternal God, manifesting himself unto all nations” [title page of the Book of Mormon]. There is a power in this book that can touch the hearts and lift the lives of honest seekers of truth. Invite your friend to read the book prayerfully. . . .

Another way that you can share the gospel is to invite friends to meet with full-time missionaries in your home. Those missionaries are called and prepared to teach the gospel. Your friends, in the comfort of your home and with your constant reassurance, can begin their journey toward salvation and exaltation. The Lord said, “Ye are called to bring to pass the gathering of mine elect; for mine elect hear my voice and harden not their hearts” [Doctrine and Covenants 29:7]. . . .

Now in this day of the Internet, there are new and exciting ways you can do missionary work. You can invite friends and neighbors to visit the new mormon.org Web site. If you have blogs and online social networks, you could link your sites to mormon.org. . . .

Each exemplary follower of Jesus Christ can become an effective member missionary. Members and full-time missionaries may walk arm in arm in bringing the blessings of the gospel to cherished friends and neighbors. Many of them are of Israel, now being gathered as promised. This is all part of the preparation for the Second Coming of the Lord. He wants each of us truly to be an example of the believers.



How can I understand the symbols used to teach about the Second Coming?

When the Savior and His servants taught about the Second Coming, they frequently used symbols and parables. We can deepen our understanding of the events leading up to the Second Coming as we learn how to interpret the meanings of these symbols.

What symbols and parables in the scriptures have helped you better understand the Second Coming? How have these comparisons inspired you to prepare for the Savior's return?

Which symbols and parables about the Second Coming might interest the youth you teach? How can you help them recognize the fulfillment of these prophecies in the world around them?

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the youth understand the symbols and parables related to the Second Coming?

Matthew 13:24–30; D&C 86:1–7 (The parable of the wheat and the tares)

1 Thessalonians 5:2–8; 2 Peter 3:10–14; D&C 106:4–5; Joseph Smith—Matthew 1:46–48 (The Second Coming will come as a thief in the night)

Matthew 25:1–13; D&C 45:56–57; 63:54 (The parable of the ten virgins)

D&C 45:34–39; Joseph Smith—Matthew 1:38–39 (The parable of the fig tree)

Joseph Smith—Matthew 1:49–54 (The Second Coming is compared to a lord visiting faithful and evil servants)

Dallin H. Oaks, “Preparation for the Second Coming,” *Ensign or Liahona*, May 2004, 7–10

“Comparisons and Object Lessons,” *Teaching, No Greater Call* (1999), 163–64

Videos: “They That Are Wise”, “Be Not Troubled”

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Ask the youth to make a list of gospel truths they have been learning and discuss how they relate to each other.
- Invite the youth to read the quotation by President Boyd K. Packer about using comparisons in the section titled “Comparisons and Object Lessons” on page 163 of *Teaching, No*

See the appendix for other teaching and learning ideas.

Greater Call. How can comparisons (such as symbols or parables) help us understand gospel principles? What

comparisons from the scriptures do the youth know that teach us about the Second Coming?

Learn together

Each of the activities below will help the youth understand the symbols used to teach about the Second Coming. Following the inspiration of the Holy Ghost, select one or more that will work best for your class:

- Invite the youth to read the scriptures in this outline that describe the parable of the ten virgins (or show the video “They That Are Wise”). Ask the youth to create two columns on a sheet of paper and label the columns “Parable of Ten Virgins” and “Second Coming” and individually consider the comparisons the Savior was making. Invite the youth to write components of the parable in the first column, such as wise virgins, Bridegroom, and oil, and write in the second column what these things represent about the Second Coming. If they need help, share with them “The Parable of the Ten Virgins” (*Ensign*, Mar. 2009, 48–49; or *Liahona*, Mar. 2009, 20–21). Discuss together what they learned and what they are inspired to do after studying this parable.
- Ask each of the youth to read the scripture references included in this outline in which the Second Coming of Jesus Christ is compared to a thief in the night. Ask the youth to discuss what they learn about the Second Coming. To whom will the Second Coming be like a thief? What do the scriptures say we can do to be prepared? Invite the youth to think of comparisons of their own that would describe the Second Coming and to share the comparisons with the class.
- As a class, read Joseph Smith—Matthew 1:49–54. Ask the youth to discuss the difference between the two servants. How are some people in our day like the evil servant? What were the consequences of the servants’ actions? Ask the youth to choose one of the scriptures in the footnotes of the verses and read it. Invite them to share any additional insights they learn about the comparison from reading these additional scriptures.
- Ask the youth to imagine that a friend has expressed fears about the events that will precede the Second Coming. What would they say to their friend to comfort him or her? Show the video “Be Not Troubled,” and ask the youth to write down additional things they could share with their friend, including scriptures. Invite the youth to use what they learn to role-play comforting a friend who has concerns about the Second Coming.
- Ask half of the class to read section III of Elder Dallin H. Oaks’s talk “Preparation for the Second Coming,” and ask the other half to read section IV. Ask them to identify and share the symbols related to the Second Coming that Elder Oaks refers to. What could these symbols represent? Give the youth time to write their own

Gospel study skills

Understanding symbols. To understand parables and symbols in the scriptures, the youth need to be able to recognize symbols, identify parts of the symbols, and interpret them. One way to recognize a symbol is to look for words such as *like*, *likened*, *like unto*, *as*, or *as it were*. The youth can then make a list of the parts of the symbol (such as oil, lamps, virgins, and the Bridegroom). To interpret the symbols, they can refer to other Church resources (such as Church magazines, conference talks, and other scriptures) and consider how the symbol helps them understand a gospel principle. Encourage them to do this whenever they encounter a parable or symbol in their personal gospel study.

Teaching in the Savior's way

The Savior shared simple stories, parables, and real-life examples that made sense to those He taught. He helped them discover gospel lessons in their own experiences and in the world around them. How will you use parables and symbols to help the youth understand the Second Coming?

responses to the following questions Elder Oaks asks: "What if the day of His coming were tomorrow? ... What would we do today? What confessions would we make? What practices

would we discontinue? What accounts would we settle? What forgivenesses would we extend? What testimonies would we bear?" (*Ensign* or *Liahona*, May 2004, 9).

Ask the youth to share what they learned today. What feelings or impressions do they have? Do they understand the parables and symbols about the Second Coming? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Ask the youth what they feel inspired to do based on what they learned today. Encourage them to act on these feelings. What opportunities do the youth have to teach others about the symbols of the Second Coming?



What can I learn from the scriptures to help me prepare for the Second Coming?

Jesus Christ has promised that He will return to the earth again in power and glory. Part of our responsibility as Latter-day Saints is to prepare ourselves and help prepare the world for the Second Coming. For the righteous, the Second Coming will be a day of peace and triumph. We do not know exactly when the Savior will come again, but studying the prophecies and observing the signs of His coming can strengthen our testimonies of the Second Coming and help us be prepared whenever He comes.

What scriptures about the Second Coming have brought you peace? What are you doing to prepare for the Second Coming?

Are the youth in your class comfortable using the study aids in the scriptures? In what ways will learning how to study the scriptures bless the youth?

Prepare yourself spiritually

Prayerfully study these scriptures and other resources. What do you feel inspired to share with the youth?

Luke 21:34–36 (We should watch and pray to remain worthy to stand before the Lord)

2 Peter 3:10–13; Joseph Smith Translation, 2 Peter 3:10–13, Bible appendix (We should look for and prepare for the coming of the Savior)

1 Nephi 22:17 (The righteous need not fear)

D&C 45:26–44; Joseph Smith—Matthew 1:21–36 (Signs of the Second Coming)

D&C 49:7; Joseph Smith—Matthew 1:40 (No man knows the hour and day when the Lord will come)

“The Second Coming of Jesus Christ,” *True to the Faith* (2004), 159–61

Make connections

During the first few minutes of every class, help the youth make connections between what they are learning in various settings (such as personal study, seminary, other Church classes, or experiences with their friends). How can you help them see the relevance of the gospel in daily living? The ideas below might help:

- Invite the youth to discuss topics they are learning about in their personal study or Church classes. What questions do they have about what they are learning?

See the appendix for other teaching and learning ideas.

- Display pictures of the Savior’s birth and Second Coming (see *Gospel Art Book*, 30, 66). Invite the youth to sing, listen to, or read the hymn “Jesus, Once of Humble Birth” (*Hymns*, no. 196) and make a list under each picture of the words and phrases they find that describe how

His earthly ministry differs from His Second Coming. Ask the youth what questions they have about the Second Coming. Write their questions on the board, and encourage them to look for answers as they study scriptures about the Second Coming in this lesson.

Gospel study skills

Using the Topical Guide. In the first activity in this section, the youth are invited to use the Topical Guide to find scriptures about the Second Coming of Jesus Christ. Listed under each entry in the Topical Guide are related words or phrases that can help youth learn more about the topic they are studying. The youth could also think of other words related to their topic and look them up in the Topical Guide. Encourage them to use the Topical Guide whenever they want to learn about a particular gospel topic.

Learn together

Each of the activities below can help the youth understand how to prepare for the Second Coming. Following the guidance of the Spirit, select one or more that will work for your class:

- Write on the board the following questions about the Second Coming: What will happen? What can I do to prepare? What else do I learn? Invite the youth to look up “Jesus Christ, Second Coming” in the Topical Guide and choose several scriptures to read, looking for answers to these questions. Invite them to share what they find.
- Ask the youth to read “Second Coming of Jesus Christ” in *True to the Faith*. Show the youth how to make a scripture chain using the scriptures referenced in this section. They could make a scripture chain for each of the prophesied events and signs listed on pages 160–61. For example, to make a chain of scriptures about “Signs in heaven and on the earth” they would turn to Joel 2:30–31 and write in the margin the reference for the next scripture, Matthew 24:29–30. In the margin next to Matthew 24:29–30, they would write D&C 29:14–16, and so on. Encourage the youth to find other scriptures about that topic to add to their chain. Ask the youth why they think scripture chains are useful. What signs of the Second Coming did

they learn about from these scriptures that they didn’t know about before? Why do they feel it is important to know about the signs of the Second Coming? (see D&C 45:34–39).

- As a class, read Doctrine and Covenants 45:44. Show the class how reading the footnotes to this verse can help them understand it better. For example, footnote *b* refers to Mark 13:32–37, which teaches that no one knows the day or the hour of the Second Coming. This helps us understand why we should be watchful. Assign each youth a passage about the Second Coming, such as those suggested in this outline or on pages 159–61 of *True to the Faith*. Ask the youth to study the verses and write down any insights they gain by looking up verses in the footnotes. Give the youth time to share what they learned from their study. How will the things they learned help them be more prepared for the Second Coming?
- Ask the youth to turn to 2 Peter 3:10 and follow along as one class member reads Joseph Smith’s translation of this verse in the Bible appendix. Ask them to make note of places

where Joseph Smith's translation is different. What additional knowledge does Joseph Smith's translation give

them about preparing for the Second Coming? Continue this activity for verses 11 through 13.

Ask the youth to share what they learned today. Do they understand how to study the scriptures to learn about the Second Coming? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

Invite to act

Invite the youth to share any impressions they have had during class. What will they do to prepare for the Second Coming? What did they learn today that they will apply in their personal scripture study?

Teaching in the Savior's way

The Savior invited those He taught to act in faith and live the truths He taught. In all His teaching, He focused on helping His followers live the gospel with all their hearts. How are you encouraging the youth to act on what they are learning?

Learning and Teaching Ideas

The Savior used the scriptures to teach and testify about His mission. He taught people to ponder the scriptures and use them to help answer questions. He helped them discover gospel lessons in their own experiences and in the world around them by using examples that they could relate to. He invited them to become witnesses of His teachings by teaching and testifying to others and in this way deepen their understanding of the doctrine.

Part of your responsibility as a teacher of youth is to prepare learning activities that follow the principles exemplified by the Savior. Use the ideas in this appendix or other teaching strategies you think of to help the youth search the words of the prophets, see examples of the principles they are learning, and share the gospel with others. You can adapt these ideas to any lesson topic.

As you plan activities, remember that one of your main objectives in teaching youth is to encourage them to share what they learn. As youth express gospel truths, these truths are confirmed in their hearts and minds by the power of the Holy Ghost. Sharing the gospel with others also allows the youth to strengthen one another—hearing a gospel truth from a peer is sometimes more powerful than hearing it from a leader or teacher.

Activities to Make Connections

The following activities can:

- Help the youth **make connections** between what they are learning at home, in church, in seminary, and in the experiences of their everyday lives.
- **Introduce the doctrine** the youth will be learning about in class

The youth can participate in these activities individually, in small groups, or as a class. Remember that the best ideas will come

to you as you consider the needs of the youth you teach.

Help the youth make connections between what they are learning at home, in church, and in other settings

Make a list of truths

Ask the youth to make a list of gospel truths they have been learning and discuss how they relate to each other.

Write a word or phrase

Ask the youth to share a word or phrase that summarizes something they learned recently.

Share a scripture

Invite the youth to share a scripture they have studied recently and talk about what they learned from it.

Share a learning experience

Ask the youth to share an experience in which they learned about a doctrine of the gospel in a meaningful way.

Share a teaching experience

Ask the youth to share a recent experience they had teaching the gospel. What do they feel went well? What would they like to improve?

Share an application

Invite the youth to share how they are living the things they are learning.

Ask questions

Invite the youth to ask questions they have about a doctrine they are studying.

Share questions

Invite the youth to share questions they have been asked about the Church or their beliefs and how they would answer them.

Introduce the doctrine the youth will be learning about in class

Find the doctrine in the scriptures

Invite the youth to look in the scriptures for a verse that teaches the doctrine of the lesson.

Ask a question

Invite the youth to respond to a question about the doctrine.

Sing a hymn

Invite the youth to sing a hymn related to the doctrine.

Answer the question in the lesson title

Write on the board the question in the title of the lesson, and invite the youth to ponder how they would answer it.

Role-play

Ask the youth to role-play a situation in which someone asks them a question about the doctrine. How would they answer?

Explain what you know

Ask class members to explain what they know about the doctrine.

Divide the doctrine into parts

Divide the doctrine into parts, and assign different youth to explain what each part means.

Explain a picture or object

Show the youth a picture or object related to this week's doctrine, and ask them to explain it.

Draw a picture

Invite the youth to draw a picture that represents what they understand about the doctrine you will be discussing.

Find and share scriptures

Ask the youth to find a scripture that helps answer the question in the title of the lesson.

Summarize what you know

Invite the youth to summarize in a few words or phrases what they know or have experienced about the doctrine.

Anonymous survey

Give class members a short, anonymous survey that asks about their feelings or experiences related to the doctrine.

Quiz

Give the youth a brief quiz to find out what they already know about the doctrine.

Make a list of words

Ask the youth to think of words that relate to the doctrine they will be discussing. Which words or phrases do they have questions about?

Activities for Learning Together

The following activities can help youth:

- **Search** the scriptures and words of the prophets and consider their meaning.
- **See examples** of the doctrine you are discussing.
- **Share** their thoughts and feelings about the doctrine with others.

The youth can participate in these activities individually, in small groups, or as a class. Remember that the best ideas will come to you as you consider the needs of the youth you teach.

Search the scriptures and words of the prophets and consider their meaning

Look for answers to questions

Invite the youth to look for answers to your questions or questions they have about the doctrine and discuss what they find.

Look for words and phrases

Invite the youth to find words, phrases, and examples that help them understand the doctrine.

Summarize in a few words

Ask the youth to summarize a scripture or message from a prophet in a few words.

Make a list

Ask the youth to make a list of key points they learn about the doctrine from the scriptures or words of the prophets. Invite them to share what they find.

Matching verses

Give the youth some scripture references and brief statements that summarize what each scripture passage teaches. Ask them to read the scriptures and match each one with its summary statement.

Match a picture

Ask the youth to match pictures to scriptures passages. Invite them to share insights they gain from the passages and the pictures.

Fill in the blanks

Write a statement with missing words on the board. Invite the youth to look for words or phrases from the scriptures that could complete the statement.

Compare examples

Invite the youth to read two or more stories or passages from the scriptures and compare what they teach about the doctrine.

Draw a picture

Invite youth to draw a picture of what they read in the scriptures and words of the prophets.

Find a scripture

Invite the youth to find a scripture passage about the doctrine and share what it means.

Linking related scriptures

Help the youth make a list of scriptures related to the doctrine, read them, and write the references in the margins of their scriptures.

Find and sing hymns

Invite the youth to find hymns about the doctrine and sing them together.

See examples of the doctrine you are teaching

Interview others

Ask the youth to interview others about their experiences with the doctrine.

See examples in the scriptures

Invite the youth to read or hear about individuals in the scriptures who lived the doctrine.

See examples of other Latter-day Saints

Invite the youth to read or hear about other Latter-day Saints who live the doctrine.

Share examples

Share your own examples of people who live the doctrine, and ask the youth to share their examples.

Discuss a story

Invite the youth to describe how a story (from the scriptures or words of the prophets) exemplifies the doctrine.

Visualize

Ask the youth to visualize someone living the doctrine.

Role-play

Invite the youth to role-play or imagine a situation that illustrates the doctrine.

Watch media

Invite the youth to view Church-produced media (such as DVDs or video clips from LDS.org).

Hear a panel discussion

Invite approved guests to answer questions or discuss a topic with the class.

Listen to a guest speaker

Invite an approved guest speaker to discuss the doctrine.

Share their thoughts and feelings about the doctrine with others

Prepare a talk

Ask the youth to prepare to give a talk about the doctrine.

Teach the lesson

Invite a class member to teach part of the lesson.

Teach another class

Ask the youth to prepare a brief lesson about the doctrine and teach it to another class (as approved by the bishop).

Teach someone

Help the youth think of ideas about how they could teach the doctrine to someone else.

Testify of the doctrine

Invite class members to share their testimonies of the doctrine.

Write about the doctrine

Ask class members to write what they have learned or their thoughts and feelings about the doctrine.

Explain what it means

Ask the youth what the doctrine means to them.

Discuss questions

Invite the youth to discuss questions about the meaning and importance of the doctrine.

Ask questions

Ask the youth to think about the doctrine and ask questions about it. Answer them together.

Explain a picture or object

Invite the youth to explain how a picture or object illustrates the doctrine.

Draw a picture

Ask the youth to draw a picture or diagram or create a poster that illustrates the doctrine.

Share a Personal Progress or Duty to God experience

Invite the youth to share or teach something they have done in Duty to God or Personal Progress related to the doctrine.

Activities to Invite the Youth to Act

The following activities can help youth see how the gospel applies to their lives. In general, the youth should be encouraged to make their own plans to act on what they learn. These activities can help give them ideas.

The youth can participate in these activities individually, in small groups, or as a class. Remember that the best ideas will come to you as you consider the needs of the youth you teach.

Make plans to live the doctrine

Ponder what to do

Invite the youth to ponder what they can do to apply the doctrine.

Write what to do

Invite the youth to write down what they will do to apply the doctrine.

Counsel with the class

Invite the youth to counsel with other class members about how to apply the doctrine.

Share feelings and testimony

Invite the youth to share their feelings and testimony about the doctrine and explain why it is important to them.

Create a teaching outline

Invite the youth to create an outline to teach others about the doctrine.

Discuss the importance of the doctrine

Invite the youth to discuss the importance of the doctrine in their lives.

Record testimony

Ask the youth to record their testimony of the doctrine.

Interview others

Invite the youth to interview others to find out about their experiences and thoughts about the doctrine.

Make a list

Invite the youth to make a list of blessings they have received from applying the doctrine.

Overcome a challenge or problem

Invite youth to share a challenge or question they have and share how a doctrine or scripture helps them.

Likening

Ask the youth to apply something from the scriptures or words of living prophets to their lives.

Do activities in Duty to God or Personal Progress

Invite the youth to do an activity from the *Duty to God* or *Personal Progress* books.

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

