



Doctrine and Covenants Seminary Teacher Manual

JANUARY 2025

Title Page	11
Introduction to the Doctrine and Covenants Seminary Teacher Manual	12
Doctrine and Covenants Lessons	
The Restoration Proclamation	
The Restoration Proclamation: Overview,	16
Lesson 1—The Great Apostasy	17
Lesson 2—“The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World”	19
Lesson 3—Introduction to the Doctrine and Covenants	21
Doctrine and Covenants 1.	
Doctrine and Covenants 1: Overview	24
Lesson 4—Doctrine and Covenants 1	25
Lesson 5—Doctrine and Covenants 1:30–33	27
Lesson 6—Doctrine and Covenants 1:37–38	31
Joseph Smith—History 1:1–26	
„Joseph Smith—History 1:1–26: Overview	34
Lesson 7—Joseph Smith—History 1:1–14).	35
Lesson 8—Joseph Smith—History 1:15–20	38
Lesson 9—Joseph Smith—History 1:21–26).	40
Doctrine and Covenants 2; Joseph Smith—History 1:27–65	
Doctrine and Covenants 2; Joseph Smith—History 1:27–65: Overview).	42
Lesson 10—Joseph Smith—History 1:27–50	43
„Lesson 11—Joseph Smith—History 1:50–65	45
„Lesson 12—Doctrine and Covenants 2	48
Doctrine and Covenants 3–5)	
Doctrine and Covenants 3–5: Overview	51
Lesson 13—Doctrine and Covenants 3	52
Lesson 14—Doctrine and Covenants 4	55
„Lesson 15—Doctrine and Covenants 5	58
Lesson 16—Assess Your Learning 1	63
Doctrine and Covenants 6–9	
Doctrine and Covenants 6–9: Overview	66
Lesson 17—Doctrine and Covenants 6).	67
Lesson 18—The Translation of the Book of Mormon	70
Lesson 19—Doctrine and Covenants 8;”	73
Lesson 20—Doctrinal Mastery Practice 1	76
Doctrine and Covenants 10–11	
Doctrine and Covenants 10–11: Overview	79
Lesson 21—Doctrine and Covenants 10	80
Lesson 22—Doctrine and Covenants 11:1–7	84
Lesson 23—Doctrine and Covenants 11:8–30	86
Doctrine and Covenants 12–17; Joseph Smith—History 1:66–75	
Doctrine and Covenants 12–17; Joseph Smith—History 1:66–75: Overview;	89
Lesson 24—Joseph Smith—History 1:68–75; Doctrine and Covenants 13).	90
Lesson 25—Doctrine and Covenants 14	93
Lesson 26—Doctrine and Covenants 17	96
Doctrine and Covenants 18	

Doctrines and Covenants 18: Overview	99
Lesson 27—Doctrines and Covenants 18:1–13	100
Lesson 28—Doctrines and Covenants 18:11–16	104
Lesson 29—Doctrines and Covenants 18:21–47	107
Lesson 30—Doctrinal Mastery Practice 2	110
Doctrines and Covenants 19	
Doctrines and Covenants 19: Overview	113
Lesson 31—Doctrines and Covenants 19:1–24, Part 1	114
Lesson 32—Doctrines and Covenants 19:1–24, Part 2	117
Lesson 33—Doctrines and Covenants 19:25–41	121
Lesson 34—Assess Your Learning 2	123
Doctrines and Covenants 20–22	
Doctrines and Covenants 20–22: Overview	126
Lesson 35—Doctrines and Covenants 20:1–36	127
Lesson 36—Doctrines and Covenants 20:37, 68–79	131
Lesson 37—Doctrines and Covenants 21”	135
Doctrines and Covenants 23–26	
Doctrines and Covenants 23–26: Overview	138
Lesson 38—Doctrines and Covenants 23–24	139
Lesson 39—Doctrines and Covenants 25, Part 1	143
Lesson 40—Doctrines and Covenants 25, Part 2	146
Doctrines and Covenants 27–28	
Doctrines and Covenants 27–28: Overview	149
Lesson 41—Doctrines and Covenants 27:1–14	150
Lesson 42—Doctrines and Covenants 27:15–18	153
Lesson 43—Doctrines and Covenants 28	157
Doctrines and Covenants 29	
Doctrines and Covenants 29: Overview;	160
Lesson 44—Doctrines and Covenants 29:1–8	161
Lesson 45—Doctrines and Covenants 29:9–29	163
Lesson 46—Doctrines and Covenants 29:36–50	166
Doctrines and Covenants 30–36	
Doctrines and Covenants 30–36: Overview	170
Lesson 47—Doctrines and Covenants 30–36, Part 1	171
Lesson 48—Doctrines and Covenants 30–36, Part 2	175
Lesson 49—Doctrines and Covenants 35	177
Lesson 50—Doctrinal Mastery Practice 3	182
Doctrines and Covenants 37–40	
(Doctrines and Covenants 37–40: Overview	184
Lesson 51—Doctrines and Covenants 37; 38:1–9, 28–33	185
Lesson 52—Doctrines and Covenants 38:15–27, 34–42	188
Lesson 53—Doctrines and Covenants 39–40	191
Lesson 54—Assess Your Learning 3	193
Doctrines and Covenants 41–44	
Doctrines and Covenants 41–44: Overview	196
Lesson 55—Doctrines and Covenants 41	197
Lesson 56—Doctrines and Covenants 42	200

„Lesson 57—Doctrine and Covenants 42:29–39.....	202
Doctrine and Covenants 45	
Doctrine and Covenants 45: Overview.....	205
Lesson 58—Doctrine and Covenants 45:1–8.....	206
Lesson 59—Doctrine and Covenants 45:9–75, Part 1.....	209
Lesson 60—Doctrine and Covenants 45:9–75, Part 2”.....	212
Doctrine and Covenants 46–48	
Doctrine and Covenants 46–48: Overview.....	216
Lesson 61—Doctrine and Covenants 46:1–6.....	217
Lesson 62—Doctrine and Covenants 46:7–33, Part 1.....	219
Lesson 63—Doctrine and Covenants 46:7–33, Part 2.....	224
„Doctrine and Covenants 49–50	
Doctrine and Covenants 49–50: Overview.....	228
Lesson 64—Doctrine and Covenants 49.....	229
Lesson 65—Doctrine and Covenants 50, Part 1.....	233
Lesson 66—Doctrine and Covenants 50, Part 2.....	236
Lesson 67—Assess Your Learning 4.....	240
Doctrine and Covenants 51–57	
Doctrine and Covenants 51–57: Overview.....	243
Lesson 68—Doctrine and Covenants 51.....	244
Lesson 69—Doctrine and Covenants 57.....	247
Lesson 70—Doctrinal Mastery Practice 4.....	250
Doctrine and Covenants 58–59	
Doctrine and Covenants 58–59: Overview.....	253
Lesson 71—Doctrine and Covenants 58:26–29.....	254
Lesson 72—Doctrine and Covenants 58:38–60.....	257
Lesson 73—Doctrine and Covenants 59.....	260
Doctrine and Covenants 60–63	
Doctrine and Covenants 60–63: Overview.....	262
Lesson 74—Doctrine and Covenants 60–62.....	263
Lesson 75—Doctrine and Covenants 63:1–23”.....	265
Lesson 76—Doctrine and Covenants 63:57–64.....	267
Doctrine and Covenants 64–66	
Doctrine and Covenants 64–66: Overview.....	270
Lesson 77—Doctrine and Covenants 64:1–17.....	271
Lesson 78—Doctrine and Covenants 64:20–43.....	274
Lesson 79—Doctrine and Covenants 65.....	277
Doctrine and Covenants 67–70	
Doctrine and Covenants 67–70: Overview.....	280
Lesson 80—Doctrine and Covenants 67.....	281
„Lesson 81—Doctrine and Covenants 68:25–31”.....	284
Doctrine and Covenants 71–75	
Doctrine and Covenants 71–75: Overview.....	287
Lesson 82—Doctrine and Covenants 71.....	288
„Lesson 83—Doctrinal Mastery Practice 5.....	291
Lesson 84—Assess Your Learning 5.....	296
Doctrine and Covenants 76	

Doctrines and Covenants 76: Overview	299
Lesson 85—Doctrines and Covenants 76:1–19	300
Lesson 86—Doctrines and Covenants 76:19–24	303
Lesson 87—Doctrines and Covenants 76:50–70	305
„Lesson 88—Doctrines and Covenants 76:71–112	309
Doctrines and Covenants 77–80	
Doctrines and Covenants 77–80: Overview	311
„Lesson 89—Doctrines and Covenants 78	312
Lesson 90—Doctrines and Covenants 79–80	314
Doctrines and Covenants 81–83	
Doctrines and Covenants 81–83: Overview	318
Lesson 91—Doctrines and Covenants 82:1–7	319
Lesson 92—Doctrines and Covenants 82:8–24	323
Lesson 93—Assess Your Learning 6	325
Doctrines and Covenants 84	
Doctrines and Covenants 84: Overview	328
„Lesson 94—Doctrines and Covenants 84:1–32	329
Lesson 95—Doctrines and Covenants 84:33–44	332
Lesson 96—Doctrines and Covenants 84:49–102	337
Lesson 97—Doctrinal Mastery Practice 6	340
Doctrines and Covenants 85–87	
Doctrines and Covenants 85–87: Overview	342
Lesson 98—Doctrines and Covenants 86	343
Lesson 99—Doctrines and Covenants 87	345
Doctrines and Covenants 88	
„Doctrines and Covenants 88: Overview	348
Lesson 100—Doctrines and Covenants 88:1–13, 41–50	349
„Lesson 101—Doctrines and Covenants 88:14–41	354
Lesson 102—Doctrines and Covenants 88:51–95	357
Lesson 103—Doctrines and Covenants 88:76–80, 117–141	359
Doctrines and Covenants 89–92	
Doctrines and Covenants 89–92: Overview	362
Lesson 104—Doctrines and Covenants 89:1–17	363
Lesson 105—Doctrines and Covenants 89:18–21	366
Lesson 106—Doctrines and Covenants 90	369
Doctrines and Covenants 93	
Doctrines and Covenants 93: Overview	372
Lesson 107—Doctrines and Covenants 93:1–22	373
Lesson 108—Doctrines and Covenants 93:19–53	376
Lesson 109—Assess Your Learning 7	379
Doctrines and Covenants 94–97	
(Doctrines and Covenants 94–97: Overview	382
Lesson 110—Doctrines and Covenants 95	383
Lesson 111—Doctrines and Covenants 97	387
Lesson 112—Doctrinal Mastery Practice 7	389
Doctrines and Covenants 98–101	
Doctrines and Covenants 98–101: Overview	392

Lesson 113—Doctrine and Covenants 98	393
Lesson 114—Doctrine and Covenants 101:1–42	396
Lesson 115—Doctrine and Covenants 101:43–101	399
Doctrine and Covenants 102–105	
Doctrine and Covenants 102–105: Overview	403
Lesson 116—Doctrine and Covenants 103	404
Lesson 117—The Camp of Israel	407
Lesson 118—Doctrine and Covenants 105	412
Doctrine and Covenants 106–108	
Doctrine and Covenants 106–108: Overview	415
Lesson 119—Doctrine and Covenants 107:1–20	416
Lesson 120—Doctrine and Covenants 107:21–100	419
Lesson 121—Doctrinal Mastery Practice 8	422
Doctrine and Covenants 109–110	
Doctrine and Covenants 109–110: Overview	425
Lesson 122—Doctrine and Covenants 109	426
Lesson 123—Doctrine and Covenants 110, Part 1	429
Lesson 124—Doctrine and Covenants 110, Part 2	432
Doctrine and Covenants 111–114	
Doctrine and Covenants 111–114: Overview	437
„Lesson 125—Doctrine and Covenants 111	438
Lesson 126—Doctrine and Covenants 112	441
Lesson 127—Assess Your Learning 8	443
Doctrine and Covenants 115–120	
Doctrine and Covenants 115–120: Overview	447
Lesson 128—Doctrine and Covenants 115	448
Lesson 129—Doctrine and Covenants 119–120	451
Lesson 130—Expulsion from Missouri	455
Doctrine and Covenants 121–123	
Doctrine and Covenants 121–123: Overview	459
Lesson 131—Doctrine and Covenants 121–123	460
Lesson 132—Doctrine and Covenants 121:36, 41–42	463
Lesson 133—Doctrine and Covenants 122	466
Doctrine and Covenants 124	
Doctrine and Covenants 124: Overview	470
Lesson 134—Establishing Nauvoo).	471
Lesson 135—Doctrine and Covenants 124	475
Doctrine and Covenants 125–128”	
Doctrine and Covenants 125–128: Overview	480
Lesson 136—Doctrine and Covenants 126	481
Lesson 137—Doctrine and Covenants 127–128, Part 1	486
Lesson 138—Doctrine and Covenants 127–128, Part 2	489
Doctrine and Covenants 129–132	
Doctrine and Covenants 129–132: Overview	492
Lesson 139—Doctrine and Covenants 130	493
Lesson 140—Doctrine and Covenants 131	499
Lesson 141—Doctrine and Covenants 132:1–2, 34–66	502

Lesson 142—Doctrinal Mastery Practice 9	507
Doctrine and Covenants 133–134	
„Doctrine and Covenants 133–134: Overview	510
Lesson 143—Doctrine and Covenants 133:1–40	511
Lesson 144—Doctrine and Covenants 133:41–56	515
Lesson 145—Doctrine and Covenants 134	518
Lesson 146—Assess Your Learning 9	523
Doctrine and Covenants 135–136	
Doctrine and Covenants 135–136: Overview	526
Lesson 147—Doctrine and Covenants 135	528
Lesson 148—Succession in the Presidency	531
Lesson 149—Doctrine and Covenants 136	535
Lesson 150—Pioneers in Every Land”	538
Doctrine and Covenants 137–138”	
Doctrine and Covenants 137–138: Overview	543
Lesson 151—Doctrine and Covenants 137	544
„Lesson 152—Doctrine and Covenants 138 Part 1	547
„Lesson 153—Doctrine and Covenants 138 Part 2	550
The Articles of Faith and Official Declarations 1 and 2	
The Articles of Faith and Official Declarations 1 and 2: Overview	554
Lesson 154—The Articles of Faith	555
Lesson 155—Official Declaration 1	559
Lesson 156—Official Declaration 2	562
Lesson 157—Assess Your Learning 10	565
The Family: A Proclamation to the World	
“The Family: A Proclamation to the World”: Overview	568
Lesson 158—The Family Proclamation, Part 1	569
Lesson 159—The Family Proclamation, Part 2	573
Lesson 160—The Family Proclamation, Part 3”	576
Lesson 161—Doctrinal Mastery Practice 10”	579
The Living Christ	
(The Living Christ: Overview	582
Lesson 162—The Living Christ, Part 1	583
Lesson 163—The Living Christ, Part 2	586
Life Preparation Lessons	
Doctrinal Mastery: Finding Answers to My Questions	
Doctrinal Mastery: Finding Answers to My Questions: Overview	589
Lesson 164—Strengthening Your Spiritual Foundation	591
Lesson 165—Seeking Personal Revelation for My Questions	594
Lesson 166—Acting in Faith to Find Answers	597
Lesson 167—Examining Gospel Topics and Questions with an Eternal Perspective	600
Lesson 168—Turning to Divinely Appointed Sources to Help Find Answers	603
Scripture Study Skills	
Scripture-Study Skills: Overview	607
Lesson 169—Focusing on Jesus Christ in the Scriptures	608
Lesson 170—Finding Gospel Truths in the Scriptures	611
Lesson 171—Annotating Scriptures	617

Lesson 172—Scripture-Study Tools	620
Lesson 173—Understanding the Context of Scriptures	623
For the Strength of Youth: Making Choices	
For the Strength of Youth: Making Choices: Overview	626
Lesson 174—For the Strength of Youth Guide	628
Lesson 175—Setting Goals	631
Lesson 176—Our Divine Identity and Purpose	635
Lesson 177—Taking Charge of Technology	639
Lesson 178—Patriarchal Blessings	644
Lesson 179—Sustaining Our Leaders	648
Building Self-Reliance”	
Building Self-Reliance: Overview	654
Lesson 180—Building Self-Reliance in the Lord’s Way	655
Lesson 181—Faith in Jesus Christ to Build Self-Reliance”,	660
Lesson 182—Managing Financial Resources Wisely	663
Lesson 183—Self-Reliance Enables Us to Better Care for Others	666
Physical and Emotional Health	
Physical and Emotional Health: Overview	670
Lesson 184—Caring for Our Physical Bodies	672
Lesson 185—Building Emotional Strength in the Lord	677
Lesson 186—Developing Healthy Thinking Patterns	680
Lesson 187—Managing Stress and Anxiety	684
Lesson 188—Coping with Sadness and Depression	689
„Lesson 189—Being Perfected in Jesus Christ”	694
Lesson 190—Building Healthy Relationships	698
Preparing for Future Education and Employment	
Preparing for Future Education and Employment: Overview	702
Lesson 191—The Importance of Education	704
Lesson 192—Education for the Whole Soul	709
Lesson 193—Discovering Your Strengths and Abilities	715
Lesson 194—Developing Skills and Abilities	719
Succeeding in School	
Succeeding in School: Overview	723
Lesson 195—Involving the Lord in Your Learning	724
Lesson 196—Integrity in Our Education	726
Lesson 197—Preparing for Tests and Challenging Projects	728
Lesson 198—Growth Mindset?	731
Missionary Preparation	
Missionary Preparation: Overview	734
Lesson 199—Sharing the Gospel out of Christlike Love	736
Lesson 200—Love, Share, and Invite,	739
Lesson 201—Choosing to Serve a Mission	743
(Lesson 202—The Book of Mormon Is a Conversion Tool	747
Lesson 203—Diligence in Missionary Work	750
Temple Preparation	
Temple Preparation: Overview	753
Lesson 204—Jesus Christ Is at the Center of All Temple Worship	755

Lesson 205—Making Temple Worship a Lifelong Pursuit	758
Lesson 206—In the Temple, We Covenant to Keep the Law of Consecration	761
Lesson 207—Family History and Temple Service	765
Teachings of Church Leaders	
Teachings of Church Leaders: Overview	768
Lesson 208—Preparing for General Conference	770
Lesson 209—Studying the Messages of the Lord’s Servants	775
Lesson 210—Template: Teachings of Church Leaders	777
Lesson 211—“Choices for Eternity”	780
Appendix	
Doctrinal Mastery Review Activities: Ideas for Reviewing the Principles of Acquiring Spiritual Knowledge	786
Assess Your Learning Activities for Life Preparation Lessons	789
Assess Your Learning Lessons for Makeup Work	794
Assess Your Learning, Part 1	795
Assess Your Learning, Part 2	797
Ideas for Variety	799

Doctrine and Covenants Seminary Teacher Manual

January 2025

Published by
The Church of Jesus Christ of Latter-day Saints
Salt Lake City, Utah

Comments and corrections are appreciated. Please send feedback to:

Seminaries and Institutes of Religion Curriculum Services

50 East North Temple Street, Floor 8

Salt Lake City, Utah 84150-0008

USA

Email: CES-Manuals@ChurchofJesusChrist.org

Please list your complete name, address, ward or branch, and stake or district. Be sure to include the title and S&I version of the material when you offer your comments.

S&I Version 3: 1/25

Individuals may print this material for their own personal, noncommercial use (including such use in connection with their calling or appointment in The Church of Jesus Christ of Latter-day Saints). Please request permission for any other use at permissions.ChurchofJesusChrist.org,

© 2025 by Intellectual Reserve, Inc.,

All rights reserved.

English Approval: 9/22

„Translation Approval: 9/22”

PD80007812,

Introduction to the Doctrine and Covenants Seminary Teacher Manual

The objective of Seminaries and Institutes of Religion is “to help youth and young adults deepen their conversion to Jesus Christ and His restored gospel, qualify for the blessings of the temple, and prepare themselves, their families, and others for eternal life with their Father in Heaven” The Objective of Seminaries and Institutes” [2022], „ChurchofJesusChrist.org).

To help accomplish this objective, this manual provides students with a variety of learning experiences through two different types of lessons: Doctrine and Covenants lessons and Life Preparation lessons. Doctrine and Covenants lessons correspond with the scripture blocks emphasized each week in *Come, Follow Me—For Home and Church: Doctrine and Covenants 2025*. Life Preparation lessons help students learn to draw strength from Jesus Christ and apply His teachings to prepare for life challenges.

By utilizing the teaching suggestions found in these two types of lessons and following the direction of the Spirit, you can help students draw upon the power of Jesus Christ in many aspects of their lives—including spiritually, socially, intellectually, and physically. You will also help them prepare for their future with faith in Heavenly Father and Jesus Christ.

This teacher manual is available in the Gospel Library online at ChurchofJesusChrist.org where you can also find a downloadable PDF of the manual. It’s also available in the Gospel Library app. If you want to use a printed manual, please request it from your local coordinator or program administrator.

Tools to Help You Prepare to Teach

Regardless of which type of lesson you are teaching, a few tools will help you prepare.

The Scriptures

Studying along with the *Come, Follow Me* scripture block is an important way to prepare to teach students. The lessons contained in this manual need an inspired teacher who regularly studies the scriptures and seeks the companionship of the Holy Ghost. As you regularly study the scriptures, you can be confident that Heavenly Father will inspire you through His Spirit on how to adapt these materials to meet the needs of your students.

Overviews

An overview is provided at the beginning of each week of Doctrine and Covenants lessons and at the beginning of each category of Life Preparation lessons. These overviews provide lesson-specific information to help you prepare to teach, including:

- Lesson purposes
- Student-preparation ideas
- A list of object lessons, handouts, images, videos, or other materials that may need to be prepared in advance

Reviewing the overview before you teach the corresponding lessons can help you decide which materials to prepare in advance.

Find the weekly overview for the next week of lessons you will be teaching.

- What information do you find here that is helpful for you to know in advance?
- „How might you use this information as you prepare to teach?

Teaching Tips

Each overview that precedes Doctrine and Covenants lessons contains a teaching tip that explains recommended practices or principles from *Teaching in the Savior’s Way: For All Who Teach in the Home and in the Church*. These tips are marked with this icon:



. As you feel ready, try implementing these practices and principles while teaching. You will notice that incorporating these suggestions can help improve your teaching abilities.

The teaching tip in each overview points you to a lesson in which the recommended practice or principle is modeled. Look in that lesson



for the training icon „to find an example of the tip being modeled. These helps also point you to Teacher Development Skills: that can help you learn more about the teaching practices or principles being emphasized. As time and your capabilities allow, consider using these trainings as part of your lesson preparation.

Review the teaching tip in the overview for an upcoming week of content you will teach. How might you try to practice this suggestion in an upcoming lesson?

Review some of the teaching instructions in a lesson you will be teaching soon. What adaptations might you make based on the teaching instructions you find?

Pacing Suggestions”

The overview for each set of Life Preparation lessons includes pacing suggestions. These suggestions provide ideas of where these lessons could be incorporated into a pacing guide. Coordinators and program administrators can use these suggestions as they create a pacing guide.

(Student Preparation

Each overview also includes suggestions for helping students prepare their minds and hearts for each lesson. You could look over these ideas at the beginning of the week and prayerfully decide which ideas you feel would best help your students. You do not need to use every student-preparation suggestion. You could adapt them or create your own ideas. Many of these suggestions are designed to be given to students a day or so in advance of the learning experience.

Review the student preparation ideas in the overview for an upcoming week of lessons you will teach. Consider which ideas you will utilize, adapt, or not use. If you decide to invite your students to prepare, how will you share the preparation idea with them? You could share it verbally or display it at the end of the preceding class. Or, if appropriate, send it via email or a messaging app.

Teaching Instructions

Throughout each lesson, you will notice boxes that contain instructions for teachers. Teaching instructions are designed to help you prepare to teach. They can also help you know how to use the learning activities that are suggested in the lesson. They might explain purposes of lesson activities or offer suggestions on how to adapt the lesson content to better meet students’ needs. These suggestions may include alternative approaches, questions, or activities that help you adjust the content and activities as necessary.

Possible Learning Activities

Each lesson contains ideas of possible ways you could approach the learning experience. You are not required to use all the suggested learning activities in the lessons you teach.

For your students to have the best experience possible, you should use the content in this section as a guide rather than a script. If you are just beginning as a seminary teacher, it may be best to start by following the suggested learning activities closely. With more experience, your ability to adapt the content of this manual to best meet the needs of your students will become refined.

Many suggested learning activities will invite students to complete them in a study journal. A PDF of a study journal that students can use is available at ChurchofJesusChrist.org/si/seminary/manuals. Please contact your coordinator or program administrator to obtain printed copies of this journal for your class, if desired.



For help to know how to balance incorporating suggested learning activities with adapting curriculum materials to better meet students’ needs, see “

Adopt Then Adapt Seminary Curriculum Training in *Seminary Curriculum Training* (2025). It may be most effective to complete this training within the first few weeks of the year.

Additional Resources

Most lessons contain an “Additional Resources” section at the end of the lesson. This section includes information that can help deepen learning. You can find possible responses to questions students might have or find statements by Church leaders that you might want to include in the lesson. This section is only available if you are accessing the teacher manual through the Gospel Library app or the Gospel Library online at ChurchofJesusChrist.org. The “Additional Resources” section is not included in the PDF version of the teacher manual.

See if the lesson you are teaching next includes “Additional Resources.” Are there any questions, answers, or statements by Church leaders that may be beneficial to share with your students?

Supplemental Learning Activities

This section, also included at the end of the lesson, has additional ideas for approaching the learning experience. These learning activities include ways to adapt current activities in the lesson, or ways to teach material not included in the lesson. Supplemental learning activities are only included in the teacher manual if you are accessing it through the Gospel Library app or the Gospel Library online at ChurchofJesusChrist.org. This section is not included in the PDF version of the teacher manual.

If your upcoming lesson includes a “Supplemental Learning Activities” section, review these activities. Are there any that you think would be beneficial to use with your students in addition to or in place of the learning activities included in the main section of lesson material?

„Doctrine and Covenants Lessons and Life Preparation Lessons

Students should be taught both Doctrine and Covenants lessons and Life Preparation lessons throughout the year. In general, three lessons per week will usually be Doctrine and Covenants lessons, while the other two lessons per week will be Life Preparation lessons. There may be weeks that require you to adjust these general expectations.”

The following information can help you understand the purpose of and ways to implement both types of lessons.

Doctrine and Covenants Lessons

Doctrine and Covenants lessons correspond with the scripture blocks emphasized each week in *Come, Follow Me*. These lessons give students opportunities to have in-depth experiences studying the Savior’s teachings in the Doctrine and Covenants. The Doctrine and Covenants lessons also include Doctrinal Mastery Practice lessons and Assess Your Learning lessons.

Doctrinal Mastery

An important priority for you as a teacher is to help students accomplish the outcomes of doctrinal mastery. These outcomes include helping students to:

- Learn and apply divine principles for acquiring spiritual knowledge.
- Master the doctrinal mastery scripture passages and the doctrine of the gospel of Jesus Christ that they teach.

Mastering the selected passages and the doctrine of the gospel of Jesus Christ that these passages teach means students will:

- Know and understand the doctrine taught in the doctrinal mastery scripture passages.
- Explain the doctrine clearly using the associated doctrinal mastery scripture passages.
- Apply the doctrine of the gospel of Jesus Christ and the principles of acquiring spiritual knowledge in their daily choices and in their responses to doctrinal, personal, social, and historical issues and questions.
- Remember and locate the doctrinal mastery passages and memorize the key scripture phrases.

The Doctrinal Mastery App can help students accomplish some of the outcomes of doctrinal mastery. It is designed to help students practice memorizing the references and key scripture phrases for each of the doctrinal mastery passages. You may want to use the app in class and encourage students to download it on their own devices, if possible. It is available for iOS and Android devices.

For more information about the purposes of doctrinal mastery, watch *What Is Doctrinal Mastery?* (3:56), available at ChurchofJesusChrist.org

Doctrinal Mastery Practice Lessons

„Doctrinal Mastery Practice lessons are intended to help students work toward accomplishing the outcomes of doctrinal mastery.



For more information about how to help students accomplish the outcomes of doctrinal mastery, see

Doctrinal Mastery Training in *Seminary Curriculum Training*. It may be most effective to complete this training within a few weeks after you complete the Adopt Then Adapt Seminary Curriculum” training.

Assess Your Learning Lessons

„Assessment is an important part of learning. Opportunities to pause and reflect on learning can be a positive experience for students and motivate them in their continued growth and development toward becoming more like Heavenly Father and Jesus Christ. By assessing their learning, students become active participants in the learning process and take more accountability for their learning.

The Assess Your Learning lessons give students opportunities to „**explain key doctrine** from the Doctrine and Covenants, „**reflect on their attitudes and desires**, and **share their progress in developing behaviors** that help them become more devoted disciples of Jesus Christ. These lessons can help students feel joy as they recognize their growth and identify future areas for additional progress. To receive course credit, students will need to participate in at least one Assess Your Learning lesson in each half of the course.;

Students who did not participate in any of these lessons during one half of the course will need to complete an Assess Your Learning lesson for each half as necessary to receive course credit. Included in the appendix of this manual are two Assess Your Learning lessons. Assess Your Learning, Part 1” can be used to make up the assessment missed in the first half of the course. Assess Your Learning, Part 2 can be used to make up the assessment in the second half of the course. You could provide students with this assessment and have them complete it with other classmates or family members. When they finish, encourage them to share with you what they learned from the experience. This can give you opportunities to minister to these students and celebrate their spiritual growth with them. Give them credit for the assessment for the half of the course when they complete this Assess Your Learning lesson.



For more information about how to implement Assess Your Learning lessons, see Assessments Training, in *Seminary Curriculum Training*. It may be most effective to complete this training within a few weeks after you complete the “Doctrinal Mastery Training.”

- Become more physically and emotionally healthy
- Develop skills to succeed in school
- „Make plans to prepare for future education and employment
- Prepare for missionary and church service
- Prepare to make and keep covenants in the temple

Try to teach two Life Preparation lessons each week. Some weeks you may teach more than this and other weeks you might teach fewer, but on average you should try to teach two lessons a week as often as possible. This will provide an opportunity for students to be taught each of these lessons during the school year. It is not usually necessary for you to teach these lessons in a particular order, although there are a few lessons that draw upon ideas taught in prior lessons.

The overview for each of the categories of Life Preparation lessons can be a valuable resource in helping you make decisions about when to teach certain Life Preparation lessons. These overviews will help you quickly see the lesson purposes for the different Life Preparation lessons, as well as pacing suggestions about possible times of the year you could consider teaching them.

Be sure to obtain a copy of a pacing guide provided for you by your coordinator or program administrator.



You may also want to consult “Create a Pacing Guide Training” in *Seminary Curriculum Training* to help you adapt your pacing guide to the needs of your students.

Life Preparation Lessons

Life Preparation lessons give students opportunities to apply the Savior’s teachings to:

- Handle difficult questions and challenging life circumstances
- Make inspired choices using the teachings of Jesus Christ and His prophets
- Build self-reliance to provide for self and family

THE RESTORATION PROCLAMATION

The Restoration Proclamation

Overview

During His mortal ministry, the Savior established His Church on the earth and called His Apostles to lead it. The Apostles were eventually slain, which led to a period known as the Great Apostasy. Heavenly Father and Jesus Christ began the process of restoring the gospel to the earth by appearing to the Prophet Joseph Smith in 1820. The 200th anniversary of the First Vision was commemorated in 2020 in *The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World*.¹ Joseph Smith recorded the revelations he received from the Lord, and many of them are found in the Doctrine and Covenants, which serves as a witness that Jesus Christ speaks in our day.



Encourage a habit of daily scripture study.

Few things will have a more powerful and long-lasting influence for good in the lives of students than helping them learn to love the scriptures and study them on a daily basis. One way to do this is to invite students to set a reading goal and make a personal plan to study each day. For more on how the Savior did this, see the section *The Savior Encouraged Others to Come to Know Him by Studying His Word*.² in *Teaching in the Savior's Way: For All Who Teach in the Home and in the Church* (2022). You can also see an example of how to do this in the lesson this week entitled *Introduction to the Doctrine and Covenants*.³

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

The Great Apostasy

Lesson purpose: This lesson is intended to help students understand the need for a restoration of Jesus Christ's true Church in the latter days.

- **Student preparation:** Invite students to find the meaning of *apostasy* using the Gospel Library app or other resources available to them. Encourage them to come to class prepared to share what they learned.

- **Videos:** “What Is the Restoration?” (5:13; watch from time code 0:32 to 2:08); *Dispensations: The Pattern of Apostasy and Restoration* (6:52)

“The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World”

Lesson purpose: This lesson is intended to help students feel the truth and importance of the ongoing Restoration of the gospel of Jesus Christ.

- **Student preparation:** Invite students to come prepared to share blessings of the restored gospel of Jesus Christ that are most meaningful to them.
- **Item to bring to class:** Copies of the bicentennial proclamation on the Restoration for students who may not be able to access it digitally (if they do not have study journals that include it)
- **Video:** “The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World” (9:24; watch from time codes 0:00 to 2:21)

Introduction to the Doctrine and Covenants

Lesson purpose: This lesson is intended to help students prepare to learn to know the Savior better as they begin their study of the Doctrine and Covenants.

- **Student preparation:** Consider inviting students to identify some of their favorite passages from the Doctrine and Covenants and prepare to explain why those passages are meaningful to them.

LESSON 1: RESTORATION PROCLAMATION

The Great Apostasy

The Need for a Restoration of the Savior's Church



Jesus Christ established His Church during His mortal ministry. Following His death and Resurrection, the Savior commissioned His Apostles to guide the Church with His priesthood authority and keys. Due to intense persecution and the death of the Apostles, people were left without divine direction from living prophets. Jesus Christ's teachings and doctrine were altered, resulting in a period called the Great Apostasy. This lesson can help students understand the need for a restoration of Jesus Christ's true Church in the latter days.

Possible Learning Activities

Living before the Restoration

Consider inviting students to discuss the following question with a partner or small group. You could also ask students to discuss more detailed questions, such as what they might have done for work and recreation, where they might have lived, what their house might have been like, and the types of food they might have eaten.

Imagine you lived in the year 1800 instead of today.

- „How would your life have been different?

Explain that one difference would have been living without the gospel of Jesus Christ on the earth. To help students think about what this would have been like, consider asking questions like the following:

- What might your relationship with Heavenly Father and Jesus Christ have looked like?
- What questions or concerns might you have had?

The Great Apostasy

To help students understand some of the events that led to the Great Apostasy, you could invite them to share what they know about these events or use some of the following summary. You could also use the video “What Is the Restoration?” from time code 0:32 to 2:08. This video is available at ChurchofJesusChrist.org

Apostasy occurs when people turn away from the true doctrine of the gospel and reject the Lord's authorized servants. One period of apostasy took place following the New Testament period, after the Savior established His Church and commissioned His Apostles to lead it.

“After the deaths of the Savior and His Apostles, men corrupted the principles of the gospel and made unauthorized changes in Church organization and priesthood ordinances. Because of this widespread apostasy, the Lord withdrew the authority of the priesthood from the earth” (Topics and Questions, Apostasy,” topics.ChurchofJesusChrist.org).

Read the following scriptures, looking for conditions that existed on earth during the Great Apostasy.

Amos 8:11–12”.

2 Nephi 26:20

Doctrine and Covenants 1:15–16

Doctrine and Covenants 112:23

Students could study these verses individually or with a group. You could also assign each group to study one set of verses and to share with the class what they found.

Use questions like the following to discuss what students learned from these verses. As part of this discussion, it may be important to explain that although the Savior's Church and authority were not on the earth during the Great Apostasy, there were many individuals living during that time who loved God and strived to faithfully follow Him according to the understanding they had.

- What are some words or phrases you found that describe the condition of the world during the Great Apostasy?
- How could not having access to Jesus Christ's true gospel be compared to a famine? What do Jesus Christ and His gospel offer that brings life and nourishment to the world?
- Why do you think it is important to understand the Great Apostasy and its consequences?

In response to the previous question, students might say something similar to the following truth: **Jesus Christ's doctrine and authority had to be restored to overcome the effects of the Great Apostasy.** Consider writing this truth on the board.

The Restoration of the Savior's gospel

Many times in the world's history, Heavenly Father has helped His children who have fallen into apostasy by calling prophets to establish truth and declare the gospel. In our dispensation, He initiated the Restoration of the gospel through the Prophet Joseph Smith (see Joseph Smith—History 1:15–20; Doctrine and Covenants 1:17).

The next lesson, The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World," will give students an opportunity to study more about the latter-day Restoration of the Savior's gospel.

To help students recognize God's pattern of blessing His children with the gospel after periods of apostasy, consider showing the video "Dispensations: The Pattern of Apostasy and Restoration" (6:52), available on ChurchofJesusChrist.org. Invite students to think about what they learn or feel about Heavenly Father and Jesus Christ as they watch the video.

- What do you learn about Heavenly Father and Jesus Christ from Their willingness to restore the gospel to the earth during periods of apostasy?
- What does the restored gospel of Jesus Christ provide that helps you grow spiritually?

Explain the Great Apostasy and the need for the Restoration

To help students demonstrate their understanding of what they have learned, consider sharing the following scenario and giving students an opportunity to respond to it.

Imagine you have a friend who is not a member of the Church but is curious about your beliefs. After some discussion, your friend says, "Have you ever wondered why there are so many Christian churches on the earth? I don't understand how people can decide which church to belong to when there are so many."

In your study journal, create a brief outline that contains scriptures and ideas you could share that might help your friend. Be sure to include what you have learned today about the Great Apostasy and the need for the Restoration. Try using your own words to express why a restoration of the Savior's doctrine, authority, and Church was necessary to overcome the effects of the Great Apostasy.

Consider sharing your testimony of the truths you have discussed in this lesson. You might invite students to pray for an opportunity to share with someone else what they learned today and the importance of the Restoration.

LESSON 2: RESTORATION PROCLAMATION

“The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World”

On April 5, 2020, President Russell M. Nelson read “words of solemn and sacred proclamation” *Hear Him Ensign or Liahona*, May 2020, 90) to commemorate the 200th anniversary of the First Vision. This declaration was recorded in *The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World* (ChurchofJesusChrist.org). This lesson can help students feel the truth and importance of the ongoing Restoration of the gospel of Jesus Christ.

Possible Learning Activities

Commemorating great people or events

To commemorate a person or an event means to show gratitude, honor, and respect. This is often done through creating something to help us remember the person or event.

Consider discussing events and people that have been commemorated. You could display some images of monuments in your area that commemorate events or people your students might be familiar with. You might invite students to share which ones they know about or have visited.

To help students connect on a personal level, you could also invite them to think about major events that have happened in their immediate or extended families. Ask them to share ideas about what they might do if they were asked to build something to commemorate one of these events.

Recall that after the deaths of Jesus Christ’s Apostles, there was a period known as the Great Apostasy. This was a time when Jesus Christ’s gospel and priesthood authority were not on the earth. In the spring of 1820, Heavenly Father and Jesus Christ initiated the Restoration of the gospel to the earth when They appeared to Joseph Smith.

In 2020, to commemorate the 200th anniversary of Joseph Smith’s First Vision, the First Presidency and the Quorum of the Twelve Apostles wrote a proclamation. It is called *The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World*.” President Russell M. Nelson said this about it:



We wondered if a monument should be erected. But as we considered the unique historic and international impact of that First Vision, we felt impressed to create a monument not of granite or stone but of words—words of solemn and sacred proclamation—written, not to be carved in “tables of stone” but rather to be etched in the “fleshy tables” of our hearts. (Russell M. Nelson, “*Hear Him Ensign or Liahona*, May 2020, 90)

Consider inviting students to think about what they know about Joseph Smith’s First Vision and why it may be worth commemorating for them personally. A few willing students could share their answers with the class.)

Study the proclamation on the Restoration

Show students where they can find the Restoration proclamation in their study journal or in the Gospel Library app. You could also provide a paper copy of the proclamation. Throughout class, invite students to mark parts of the Restoration they feel are worth commemorating.

One way to notice the blessings that God has made available to you is by making a list. You could list words or phrases that describe what was restored. Then think about what blessings you enjoy now, or will enjoy in the future, because of what God restored.

Allow students to study the proclamation for several minutes. Ask them to make a list on the board of the words or phrases they consider significant. Choose some and ask the students to explain why they found those words significant.

- What words or phrases help you recognize what God restored?
- Which of these restored blessings are most meaningful to you? Why?

Take a moment to ponder what these restored blessings help you understand about Heavenly Father and Jesus Christ.

- What are some truths this proclamation helps you identify about Them?

Consider leaving enough time at the end of class to allow students to share with a partner what they did or are working on. You could also invite a few students to share with the entire class.

Students will hopefully identify many different truths. Allow them to share. Here are two truths you could highlight: **Heavenly Father and Jesus Christ began restoring the fulness of the gospel through the Prophet Joseph Smith and the Restoration of the gospel of Jesus Christ continues in our day**

Commemorate the blessings of the Restoration

Choose one element of the Restoration that you are particularly grateful for. Think about what you could do to commemorate this blessing from God or share it with others. Remember that *commemorate* means to show gratitude, honor, and respect.

Give students time in class to choose and work on one way to commemorate a blessing of the Restoration. To help students, you could write a few options like the following on the board. Students could also think of their own way.

Begin memorizing a part of the Restoration proclamation.

Write a short spiritual thought about one aspect of the Restoration to share with your family.

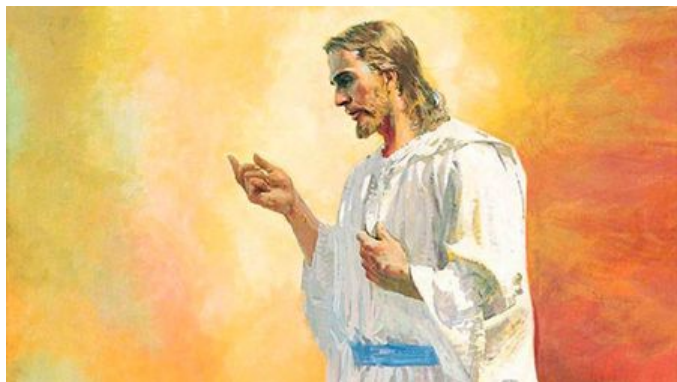
Create a social media post to share your gratitude for a blessing of the Restoration.

Write down your testimony of the Restoration of the gospel of Jesus Christ. You could share your testimony in an upcoming Church meeting.

LESSON 3: RESTORATION PROCLAMATION

Introduction to the Doctrine and Covenants

Hearing the Voice of Jesus Christ



In the Doctrine and Covenants, we can read the Lord's own words, helping us hear His voice speaking to those in our day and even to us personally. This lesson can help students prepare to learn to know the Savior as they begin their study of the Doctrine and Covenants.

Possible Learning Activities

Getting to know you

Consider beginning class by inviting students to ask a classmate a question that would help them get to know that person better. For example, they could ask, "What is something you enjoy doing in your free time?"

After students have had time to talk with a classmate, you could discuss the following:

Think of the person you feel you know the best.

- What has helped you get to know this person so well?

Invite the students to quietly ponder how well they feel they know Jesus Christ and what they are currently doing to come to know Him better.

In the Doctrine and Covenants, Jesus Christ described some of the ways we can come to know Him better and promised us a blessing we can receive for doing so.

Read Doctrine and Covenants 19:23–24,, looking for the Savior's invitations and the promise He made.

- How do you think the Savior's invitations in these verses could help us come to know Him better?
- What can we learn about the Savior from His words in these verses?

Consider pointing out the Savior's promise in verse 23 that we can experience His peace as we learn of Him and listen to His words. It may be helpful to invite the students to think more deeply about this promise. You could ask them to evaluate how often they feel the peace that comes from Jesus Christ and how their lives might be impacted if they felt more peace.

Studying the Doctrine and Covenants

This year, you will have opportunities to study the Doctrine and Covenants at home, in church, and in seminary. As you study, you will have many opportunities to learn of Jesus Christ and listen to His words. This can help you come to know Him more fully and experience the peace He promises.

- What do you already know about the Doctrine and Covenants?

Some students may have passages from the Doctrine and Covenants that are especially meaningful to them. You could ask a few willing students to share these passages and explain why they are meaningful. You might also share a few of your favorite passages.

Then invite the students to open their scriptures to the introduction to the Doctrine and Covenants.

In the introduction to the Doctrine and Covenants, read paragraphs 1–3 and the final sentence of paragraph 8. As you read, look for phrases about how studying the Doctrine and Covenants can help you come to know Jesus Christ more fully.

- What did you learn about how the Doctrine and Covenants is different from other books of scripture?
- What makes the Doctrine and Covenants “of great value”?

The Savior’s voice in the Doctrine and Covenants



One truth we can learn from these paragraphs is that **as we study the Doctrine and Covenants, we can hear the Savior’s voice speaking to us in our day and learn more of Him**

Read Doctrine and Covenants 18:33–36, looking for teachings from the Savior that relate to this truth.

It may be helpful to give students time to find a few other examples of Jesus Christ speaking in the Doctrine and Covenants. You could invite them to open their scriptures to any section of the Doctrine and Covenants and look for examples of the Lord speaking.

- How do you think reading the Savior’s words in the Doctrine and Covenants could bless your life?

If needed, point out that there is much we can learn about the Savior as we study His words. We can understand more about His character, His desires, and what is important to Him. It would also be helpful to point out Jesus Christ and Heavenly Father are alike in Their perfection and attributes and united in Their purpose. Therefore, as students come to know Jesus Christ, they are also learning more about Heavenly Father (see John 14:9

Coming to know Heavenly Father and Jesus Christ can increase our love for Them and help us experience the peace only They can offer.

Throughout your study of the Doctrine and Covenants, focus on what you are learning about Heavenly Father and Jesus Christ. It may even be helpful to organize a portion of your study journal or create a note in your Gospel Library app for recording the insights you receive about Them. You could add to your list of insights throughout the year. Consider how what you learn about Heavenly Father and Jesus Christ influences your love for and trust in Them.

The following study activity can help students recognize examples of what they can learn about Heavenly Father and Jesus Christ from the Savior’s words in the Doctrine and Covenants. It may be helpful to divide the students into groups and assign each group one or more of the passages to study.

Study the Savior’s words in a few of the following passages from the Doctrine and Covenants. Pay attention to what you can learn about Heavenly Father and Jesus Christ from the verses you study.

Doctrine and Covenants 1:37–38 10:67–70; 11:2; 14:9; 19:1–2 . 25:15–16; 29:1–2 .84:77

Consider listing on the board students’ responses to the first of the following questions. Or you could invite various students to come to the board and write their insights.

- What did these passages help you understand about Heavenly Father and Jesus Christ? Why do you think it is important to know these things about Them?
- How could what you learned about Heavenly Father and Jesus Christ in these verses help you experience peace?

Make a scripture study goal

Share the following, giving students time to create a goal related to their Doctrine and Covenants study this year.



For more training on how to encourage students to study the gospel daily, see the training entitled

Assist Students in Creating a Daily Scripture Study Goal," found in the *Teacher Development Skills: Invite Diligent Learning* training.

One purpose of seminary is to help you draw closer to Heavenly Father and Jesus Christ through daily study of the scriptures. Seek inspiration through the Holy Ghost to set a goal related to your study of the Doctrine and Covenants. You could think about the following questions as you set a goal:

- When and where could I study my scriptures daily?
- How much time each day will I study?
- What can I do to invite the Holy Ghost more fully into my experience?

Record your goal in your study journal.

You may want to have students share their answers to some or all of the previous questions after they have finished writing.

Encourage students to work toward achieving their goal. Promise them that doing so will help them hear the Savior's voice and receive guidance from Him. Take time throughout the year to remind the students of their goal, giving them opportunities to evaluate their progress.

DOCTRINE AND COVENANTS 1

(Doctrine and Covenants 1

Overview

The Lord revealed a preface for the Book of Commandments, which later became the Doctrine and Covenants. He raised a voice of warning to the world, testified of the true and living Church, and taught that whether through His servants or by His own voice, it is the same.



Help learners feel their contributions are valued. Listening requires that teachers care more about what is in another person's heart than what is next

on the lesson outline. Be willing to set aside what you have planned, as prompted by the Spirit, and listen to students' concerns. Let them know through your words and actions that you are eager to hear them. For more on how the Savior did this, see "The Savior Ensured That All Felt Respected and Valued in *Teaching in the Savior's Way*.

An example of how you can practice this is included in the lesson on (Doctrine and Covenants 1.

Doctrine and Covenants 1:30–33

Lesson purpose: This lesson is intended to help students feel the importance of The Church of Jesus Christ of Latter-day Saints as the only true church.

- **Student preparation:** Consider inviting students to read the doctrinal mastery passage Doctrine and Covenants 1:30 and ponder what the Lord's phrase "the only true and living church" means.
- **Item to prepare:** The handout "The True and Living Church" for students

Doctrine and Covenants 1:37–38

Lesson purpose: This lesson can help students study the Lord's words through the scriptures and the words of modern-day prophets.

- **Student preparation:** Invite students to study Doctrine and Covenants 1:37–38 and ponder what it means. They might even memorize part or all of it.
- **Videos:** HearHim: President Nelson Invites Us to Hear the Voice of the Lord" (2:13; watch from time code 0:00 to 1:14); "How I #HearHim: Elder David A. Bednar" (1:15)

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 1

Lesson purpose: This lesson can help students understand the reasons the Lord gives warnings to the world.

- **Student preparation:** Consider inviting students to prepare to share how their scripture study goal is going. Encourage them to share both successes and challenges they have experienced. You could encourage them to continue their efforts or set a goal to improve.
- **(Material:** Paper and drawing materials for students to create a meme, poster, or other project (The activity could also simply be done with study journals and pencils.)

LESSON 4: DOCTRINE AND COVENANTS 1

Doctrine and Covenants 1

“The Voice of the Lord Is unto the Ends of the Earth”



Prior to the printing of the Book of Commandments, which later became part of the Doctrine and Covenants, the Prophet Joseph Smith petitioned the Lord for a preface to the book. In response, the Lord revealed what is now Doctrine and Covenants section 1; as an introduction of the revelations to the world. This lesson can help students understand why the Lord gives warnings to the world.

Possible Learning Activities

“The voice of warning”

Consider using the following scenario or something that best fits the needs of your students to help prepare them to ponder why someone may warn someone else.

Imagine that a friend is making a decision that will lead to negative consequences.

Invite students to share realistic examples of what this decision could be. Some examples might be lying to parents, breaking the Word of Wisdom, cheating in school, or leaving the Church.

- Why would you want to warn your friend about this decision?

The Savior also gives a “voice of warning” (Doctrine and Covenants 1:4). Ponder the following questions:

- Why might the Savior warn us? Why might He warn you personally? How?
- What does this teach you about Him?

As you study this lesson, look for answers to these questions.

The Lord’s voice of warning is for all people

The following information can help students understand the history of how the preface to the Doctrine and Covenants was received.

By November 1831, the Prophet Joseph Smith had recorded more than 60 revelations from the Lord. However, few Church members had copies of the revelations. Under the direction of the Prophet, the revelations were compiled in a new volume of scripture called the Book of Commandments, which later became part of the Doctrine and Covenants. As the book was about to be printed, Joseph petitioned the Lord in prayer for an introduction to the book. In response, he received through revelation section 1 which the Lord called “my preface” (Doctrine and Covenants 1:6) to this new book of scripture.

Consider writing the following questions and references on the board. Students could find answers individually or in small groups. If working in small groups, students may want to summarize what they found in their groups before sharing with the class.

Use your scriptures to answer the following questions:

- „Who does the Savior warn today? (see Doctrine and Covenants 1:1–4, 34–36; it may be helpful to know that a “respector of persons” [verse 35] is someone who favors one person over another).
- How does the Lord deliver His message? (see Doctrine and Covenants 1:4–6).

As students consider their answers, it may be helpful to write the following statement on the board: **The Savior's warning voice is for all people.**

The Lord's voice of warning is evidence of His love

In Doctrine and Covenants 1, the Savior reveals several reasons He gives warnings to the world. As you study, ponder how these reasons might be evidence of the Savior blessing us.

Read Doctrine and Covenants 1:11–17, 21–28,, and look for reasons the Lord gives us warnings.

Consider dividing the class in half. Assign one half to read „verses 11–17 and the other to read verses 21–28. If students need more direction, you could create a two-column chart. Include the verses in the first column, and allow students to write the reason for the warning in the second column. Students may find answers like the following:

„1:12**to prepare us for what is to come**

1:15–17**to warn us of the challenges and sins of our day**

1:21**to increase our faith**

1:22**that the Lord's everlasting covenant might be established**

1:26**.to instruct us**

1:27**to chasten and correct us when we sin**

1:27**to help us repent**

1:28**to give us knowledge**

Consider inviting several students to share what they learned by using the following prompt.

Choose one of the reasons you found that the Lord speaks to us, and answer one or two of the following questions:

- How is this reason evidence of the Savior's love? How might this reason be considered a blessing?
- When have you experienced this blessing, or why might you want this blessing in your life?

- Why does the whole world need this blessing?

How does the Savior warn us in our day?

The following could help students share what they have learned. You may want to provide paper or invite students to use their study journals. Encourage students to be creative in how they share their messages. You could provide drawing material as available.

Imagine for your lesson this Sunday, your teacher invites you to take a few minutes to share why the Lord warns us today. Consider how you would share this message with your class in a meaningful way. Prepare a handout, meme, poster, or other creative method for sharing this message with your class. Please include the following:

- A verse from Doctrine and Covenants 1 sharing at least one reason the Lord warns all people
- An example of the Lord's warning to us in our day (If you chose that the Lord warns us of worldly challenges and sins [see „Doctrine and Covenants 1:15–17], you could share a verse from the scriptures or the words of a modern-day prophet who warns us of modern temptations.)
- „Your thoughts and feelings about the Lord sharing warning messages to us today. You could include an experience as well.

As students share, look for ways to compliment and thank them for their sincere effort as well as to emphasize the Savior's love through the messages He sends today.



For additional training on how to help students know that you value their comments, see

Communicate that you value students before they comment or as they raise their hand to comment.” This training is found in the *Teacher Development Skills: Love Those You Teach*;

LESSON 5: DOCTRINE AND COVENANTS 1

Doctrine and Covenants 1:30–33

“The Only True and Living Church”



In His preface to the Doctrine and Covenants, the Lord proclaimed the significance of the newly restored Church of Jesus Christ. He declared the Church to be “the only true and living church upon the face of the whole earth” (Doctrine and Covenants 1:30). This lesson is intended to help students feel the importance of The Church of Jesus Christ of Latter-day Saints as the only true church.

Possible Learning Activities**The Lord’s Church**

To begin the lesson, you could share the following question and its accompanying statements and invite several students to share their answers.

Why might some people agree or disagree with the following statements?

1. I don’t think I need a church.
2. All churches are equally true.
3. The Church of Jesus Christ of Latter-day Saints is the only true church.

You might ask students to silently evaluate their own views on these statements.

With so many different religions and opinions, it can be difficult to know what is true. The Lord has given us direction through the scriptures to help us have confidence in what is true and to know what He wants for us.

As a preface to the Doctrine and Covenants, the Lord revealed a warning “unto all people” (Doctrine and Covenants 1:4). As part of His message, He made a clear statement about The Church of Jesus Christ of Latter-day Saints.

Read Doctrine and Covenants 1:30 and look for how the Lord describes The Church of Jesus Christ of Latter-day Saints.



Doctrine and Covenants 1:30 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- What did you find?

“The only true and living church upon the face of the whole earth”

„Consider inviting students to mark in their scriptures the phrase in the heading above. Take some time to help students understand what it means that the Church is both true and living. The following is one way you could do this:



Make two columns on the board. Invite students to study the handout and mark phrases that help them understand how the Church is both “true” and “living.”

The True and Living Church.

Elder David A. Bednar of the Quorum of the Twelve Apostles taught:



The Lord has declared that The Church of Jesus Christ of Latter-day Saints is “the only true and living church upon the face of the whole earth” (D&C 1:30 This restored Church is true because it is the Savior’s Church; He is “the way, the truth, and the life” (John 14:6 And it is a living church because of the workings and gifts of the Holy Ghost. (David A. Bednar, Receive the Holy Ghost,” *Ensign* or *Liahona* Nov. 2010, 97).

President Dallin H. Oaks of the First Presidency taught:



Three features—(1) fulness of doctrine, (2) power of the priesthood, and (3) testimony of Jesus Christ—explain why God has declared ... that this is the only true and living Church upon the face of the whole earth. ...

The restored gospel of Jesus Christ is comprehensive, universal, merciful, and true. ...

Having the power of the priesthood, the leaders and duly authorized members of The Church of Jesus Christ of Latter-day Saints are empowered to perform the required priesthood ordinances, such as baptism, the gift of the Holy Ghost, and the administration of the sacrament.

The keys of the priesthood, held by our beloved prophet ... and every other prophet and President of the Church, entitle him to revelation in behalf of the entire Church. This Church is “living” because we have prophets who continue to give us the word of the Lord that is needed for our time.

The third reason why we are the only true Church is that we have the revealed truth about the nature of God and our relationship to Him, and we therefore have a unique testimony of Jesus Christ. (Dallin H. Oaks, “The Only True and Living Church *New Era* Aug. 2011, 3–5),

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Invite students to share what they marked. They could write what they found in the two columns on the board. Consider asking students how the Lord blesses us through each aspect of His Church that they marked. To help students understand President Oaks’s point about our unique testimony of Christ, consider asking them to brainstorm truths about Heavenly Father and Jesus Christ they have learned through the Prophet Joseph Smith, the Book of Mormon, or modern prophets. They could add their thoughts to the “True” column.

If needed, help students understand that the Lord’s testimony declaring The Church of Jesus Christ of Latter-day Saints to be “the only true and living church” does not mean that other churches do not possess any truth.

Blessings of Jesus Christ’s Church

After stating the Church is “the only true and living church,” the Savior included some reasons why He restored His Church. Read Doctrine and Covenants 1:31–33, looking for what He taught.

Students could turn to a partner and summarize what they learned from these verses. They could also discuss the following question together.

- How does Jesus Christ’s true and living Church help you turn to Him for forgiveness?

Provide students with an opportunity to express what they have learned during this lesson. One way to do this is to have students write a response to the following scenario in their study journals. When finished, consider inviting several students to share what they wrote.

Imagine someone asks you what makes your church different than others. How could you respond to this person in a way that may help them want to know more about the Church? You might include the following in your answer:

1. What you learned today from the Lord's testimony about His Church and how you feel about that testimony
2. Ways you have felt or seen that the Church is true or living
3. Blessings you have experienced as a member of Christ's Church

You might conclude by sharing your own testimony of the blessings of Jesus Christ's true and living Church and how belonging to it has helped you come closer to the Savior.).

Memorize

You may want to help students memorize the reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is "The only true and living church." Ideas for memorization activities are in the appendix materials under "Doctrinal Mastery Review Activities."

The True and Living Church

Elder David A. Bednar of the Quorum of the Twelve Apostles taught:



The Lord has declared that The Church of Jesus Christ of Latter-day Saints is “the only true and living church upon the face of the whole earth” (D&C 1:30). This restored Church is true because it is the Savior’s Church; He is “the way, the truth, and the life” (John 14:6). And it is a living church because of the workings and gifts of the Holy Ghost. (David A. Bednar, “Receive the Holy Ghost,” *Ensign* or *Liahona*, Nov. 2010, 97)

President Dallin H. Oaks of the First Presidency taught:



Three features—(1) fulness of doctrine, (2) power of the priesthood, and (3) testimony of Jesus Christ—explain why God has declared . . . that this is the only true and living Church upon the face of the whole earth. . . .

The restored gospel of Jesus Christ is comprehensive, universal, merciful, and true. . . .

Having the power of the priesthood, the leaders and duly authorized members of The Church of Jesus Christ of Latter-day Saints are empowered to perform the required priesthood ordinances, such as baptism, the gift of the Holy Ghost, and the administration of the sacrament.

The keys of the priesthood, held by our beloved prophet . . . and every other prophet and President of the Church, entitle him to revelation in behalf of the entire Church. This Church is “living” because we have prophets who continue to give us the word of the Lord that is needed for our time.

The third reason why we are the only true Church is that we have the revealed truth about the nature of God and our relationship to Him, and we therefore have a unique testimony of Jesus Christ. (Dallin H. Oaks, “The Only True and Living Church,” *New Era*, Aug. 2011, 3–5)

LESSON 6: DOCTRINE AND COVENANTS 1

Doctrine and Covenants 1:37–38

“Whether by Mine Own Voice or by the Voice of My Servants, It Is the Same”



To conclude His inspired preface to the Book of Commandments (now the Doctrine and Covenants), the Lord testified that He speaks to us through His prophets. This lesson can help students study the Lord’s words through the scriptures and through the words of modern-day prophets.

Possible Learning Activities

Why would we want to hear the Lord?

It may be effective to begin by watching #HearHim: President Nelson Invites Us to Hear the Voice of the Lord,” available at ChurchofJesusChrist.org., from time code 0:00 to 1:14.

Consider inviting students to share what they liked or learned from the video. Then ask them to close their eyes and imagine the following scenario while pondering the questions below. Invite students to share their answers if they are not too personal.

Imagine that you had the opportunity to be in the same room with the Savior, Jesus Christ.

- Why might you want to speak with and listen to Him?
- What topics would you want the Savior to discuss with you or provide direction on? Why?
- „How do you think the experience might affect you?

„As you study this lesson, seek guidance from the Holy Ghost to help you know how you can hear the words of the Savior and how they can bless you personally.

How to hear the Savior in our lives

The Savior loves us and wants us to continually strive to hear His voice. At the end of the preface to the Doctrine and Covenants, the Savior emphasized some of the ways He speaks to us.

„Read Doctrine and Covenants 1:37–38”, looking for those ways He speaks to us. It may be helpful to remember that the word “commandments” refers to the Book of Commandments (or Doctrine and Covenants).



Doctrine and Covenants 1:37–38 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- What did you learn from these verses?

„You could ask students to share their insights. They might mention that the Lord speaks to us through the scriptures and His prophets. If they do not, consider holding up a copy of the Doctrine and Covenants, a picture of modern-day prophets, and a picture of the Savior and asking what they have in common according to Doctrine and Covenants 1:38 Consider inviting students to mark a phrase that teaches the following truth: **whether by His own voice or the voice of His servants, it is the same.**

If it would be useful, write the following verses on the board and invite students to read one or two of them, looking for what they teach that confirms the above truth: Deuteronomy 18:18; Doctrine and Covenants 18:33–36; „21:4–6 Students may want to record these verses as cross-references to “, Doctrine and Covenants 1:38,

- Why might it sometimes be difficult to want to study the Lord's words?
- How might the truth we identified, or other phrases in Doctrine and Covenants 1:37–38, motivate you to study the Lord's words?

Why we want to study His words"

Watch the following video and read the following statement, looking for reasons you may want to study the Lord's words through the scriptures and through the words of modern-day prophets:

- "How I #HearHim: Elder David A. Bednar" (1:15)

Sister Carol F. McConkie, former counselor in the Young Women General Presidency, taught:



[Latter-day prophets] speak in the name of Christ. They prophesy in the name of Christ. They do all things in the name of Jesus Christ. In their words we hear the voice of the Lord and we feel the Savior's love. (Carol F. McConkie, "Live according to the Words of the Prophets *Ensign* or *Liahona*, Nov. 2014, 77)

- What did you like or learn from this video and statement?

Allow students time to ponder the following question before asking for volunteers to share. As students ponder, consider sharing a personal example they could relate to. Doing so may help them think of other examples.

- When have you (or someone you know) felt that you received a message from the Lord through the scriptures or through the words of modern-day prophets?

Practice

The following activity is meant to help students draw closer to the Savior while studying the words of His servants. Be sure to give students plenty of time to complete it and share their thoughts afterward.

1. Take several minutes to search some of the following verses and words of modern-day prophets. As you study, visualize the Lord saying these words to you. (This is a helpful study skill you can use

whenever you study the scriptures.) Consider marking what is meaningful to you.

Doctrine and Covenants 6:34–37; 10:5; 19:23; 27:15–18 58:26–28; 68:5–6 78:18–19; 82:10; 98:1–3; 112:10. (Or select other verses in the Doctrine and Covenants.)

If you feel it would better fit the needs of your students, instead of the following, consider compiling several recent quotes from prophets that are especially applicable to your students. Be sure to have several copies of the most recent general conference issue of the *Liahona* magazine.

2. Study some or all of a recent general conference talk that you feel would help you personally..

Invite students to share their experiences. The following questions may be useful:

3. What did you learn?
4. How did it affect your study to imagine the Savior speaking those words to you?
5. How might doing this regularly in your personal study influence your relationship with the Savior?

As students share, look for ways to emphasize that the Lord still speaks to us through the scriptures and living prophets.

To conclude, write in your study journal what you would like to do to draw closer to the Savior through the words of His servants. Some ideas may be:

Study the Doctrine and Covenants regularly as if the Lord was speaking to you.

Listen to the words of prophets as you get ready for school in the morning or for bed in the evening or during another time more useful to you.

Memorize

You may want to help students memorize the reference and key scripture phrase of Doctrine and Covenants 1:37–38 and review them in future lessons. The key scripture phrase is “Whether by mine own voice or by the voice of my servants, it is the same.” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

JOSEPH SMITH—HISTORY 1:1–26

Joseph Smith—History 1:1–26

Overview

At a young age, Joseph Smith desired to follow Jesus Christ and sought to know which church was right and which he should join. His search led him to a grove near his home to ask God. In answer, Heavenly Father and Jesus Christ appeared to Joseph and began the Restoration of God's true Church to the earth. After sharing this experience of the First Vision, Joseph became the target of persecution. This, however, did not diminish his conviction that Heavenly Father and Jesus Christ had appeared to him.

**Focus on Heavenly Father and Jesus**

Christ: Coming to know and love Heavenly Father and Jesus Christ will help students become converted to follow

Them. As you prepare and teach lessons, continually seek for inspiration on ways to focus the learning experience on Heavenly Father and Jesus Christ. For more on how to do this, see the section "Help Learners Come unto Jesus Christ" in *Teaching in the Savior's Way*. You may also see an example of how to do this in the lesson this week titled "Joseph Smith—History 1:15–20."

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Joseph Smith—History 1:1–14

Lesson purpose: This lesson can help students follow Joseph Smith's example in their efforts to learn truth from God.

- **Student preparation:** Explain to students that Joseph Smith's family regularly studied the Bible, prayed, and discussed religion together. Invite students to reflect on the gospel instruction they experience in their homes. Students could then be given time in class to share how they have been influenced by home-centered gospel learning or how they feel it could bless their homes now and in the future.
- **Video:** "The Restoration" (19:12; watch from time code 1:15 to 15:34)

Joseph Smith—History 1:15–20

Lesson purpose: This lesson can help students understand important truths revealed about Heavenly Father and Jesus Christ from Joseph Smith's First Vision.

- **Student preparation:** Consider inviting students to memorize parts or all of [Joseph Smith—History 1:15–20 before class. Options might include memorizing only the reference and key scripture phrase; memorizing], „verses 16–17 or memorizing as much of „verses 15–20 as they choose. Encourage them to pray before memorizing for a witness of the truth of the First Vision.
- **Video:** "Ask of God: Joseph Smith's First Vision" (6:35)

Joseph Smith—History 1:21–26

Lesson purpose: This lesson can provide students with an opportunity to feel the Holy Ghost testify to them that Heavenly Father and Jesus Christ appeared to Joseph Smith.

- **Student preparation:** Invite students to take Elder Neil L. Andersen's counsel to record themselves reading Joseph Smith—History 1:16–17. They can then listen to Joseph Smith's testimony in their own voices (see Neil L. Andersen, "Joseph Smith," *Ensign* or *Liahona*, Nov. 2014, 30).
- **Videos:** "The Prophet Joseph Smith: Teacher by Example" (16:32; watch from time code 10:39 to 11:59 and from time code 11:59 to 14:09); "Joseph Smith's First Prayer" (4:08); "A Choice Seer Will I Raise Up: The Prophet of the Restoration" (4:42)
- **Materials for students:** A few copies of the talks "The Fruits of the First Vision" (Dieter F. Uchtdorf, *Ensign* or *Liahona*, May 2005, 36–38) and "Joseph Smith Did See God" (Joseph F. Merrill, *Ensign* Dec. 2015, 70–71)

LESSON 7: JOSEPH SMITH—HISTORY 1:1–26

Joseph Smith—History 1:1–14

“Ask of God”



At a young age, Joseph Smith desired to follow Jesus Christ and sought to know which church was right and which he should join. However, there were multiple churches teaching different things, and young Joseph found it difficult to discern the truth. This lesson can help students follow Joseph Smith’s example in their efforts to learn truth from God.

Possible Learning Activities

A time of confusion

In this lesson, students will study Joseph Smith—History 1:1–14 with a focus on Joseph Smith’s actions as he sought to know which church to join. In the following lesson, “Joseph Smith—History 1:15–20,” students will study Joseph’s experience in the Sacred Grove. Depending on available time in class, you could combine these two lessons.

Invite students to share examples of times they have received conflicting information. For example, they may have seen differing reports and opinions about a topic on social media or in the news.

- Why can it be difficult at times to identify reliable information?
- How could those same challenges make it difficult for someone to find the truth about Jesus Christ and His doctrine?

As students learn about Joseph Smith’s experience, invite them to think about how his example can help them in their own search for truth.

At a young age, Joseph Smith was concerned for the welfare of his soul. Within the community, and even within the Smith family, there were differing opinions about which church contained the truths necessary for salvation.

Consider dividing the following verses among students so the class can quickly find Joseph’s challenges in identifying the truth.

Read Joseph Smith—History 1:5–10 looking for why it was difficult for Joseph to identify God’s truth among the various religions.

- How have you seen similar confusion about religion in the world today?
- Why do you think it matters that we seek to know the truth from God rather than accepting everything that is taught?

To help students relate Joseph’s example to their lives, consider copying the following chart onto the board and filling it out as a class throughout the lesson.

Create the following chart in your study journal, and label the quadrants as you see below:

Questions Joseph had for God	Questions I have for God
What Joseph did	What I will do

Look back at what you read in Joseph Smith—History 1:8, 10. Write Joseph’s questions and actions in the appropriate quadrant.

Students might identify from verse 10 that Joseph's questions were "What is to be done?" and "Who of all these [churches] are right?" They might notice in verse 8 that Joseph's actions included reflecting and attending different church meetings.

„It may be helpful to direct students to paragraph 3" in the "Acquiring Spiritual Knowledge" section of the *Doctrinal Mastery Core Document*. (2023) as you discuss the following question.

- Why do you think Heavenly Father would be pleased that Joseph asked these questions?"

Following the example of Joseph Smith

As we seek to know what is true, it can be helpful to follow this invitation from President Russell M. Nelson:



The Prophet Joseph Smith set a pattern for us to follow in resolving our questions. ...

In like manner, what will your seeking open for you? What wisdom do you lack? What do you feel an urgent need to know or understand? Follow the example of the Prophet Joseph. (Russell M. Nelson, "Revelation for the Church, Revelation for Our Lives," *Ensign* or *Liahona* May 2018, 95),

One truth we can learn from President Nelson is that **we can follow the example of Joseph Smith to learn the truth of God for ourselves**. Reflect on the questions President Nelson asked. How would you answer those for yourself? Ponder some questions you have and write them in the "Questions I have for God" quadrant in your study journal.

Students may have chosen a question to focus on in the lesson "Seeking Personal Revelation for My Questions" or "Acting in Faith to Find Answers." It may be helpful to remind them of this.

- Which of your questions do you feel inspired to prioritize at this point in your life? Why?

As you continue to study Joseph Smith—History throughout the lesson, continue to fill out the chart in your study journal. Look for ways you can follow Joseph's example to find answers to your own

questions. In the "What I will do" quadrant, write down impressions you receive to act.

After students read the following passage, invite them to continue filling out the "What Joseph did" quadrant on the board.

Read Joseph Smith—History 1:11–14, looking for additional actions Joseph took to learn the truth of God. Consider writing what you find in the "What Joseph did" quadrant.

To see additional questions and actions Joseph took to find answers from God, you could watch the video *The Restoration*, available on ChurchofJesusChrist.org from time code 1:15 to 15:34.

If you choose to watch "The Restoration" video, consider pausing it every time students identify a new question Joseph had or action he took. Ask a student to add them to the quadrants on the board.

These are examples of actions students might notice Joseph taking in the video: asking his parents questions, having discussions with preachers, taking time to ponder what he was learning, reading various selections from the Bible, and not giving up when answers didn't come quickly.

- Even though Joseph did not know which church to join, what did he know about God? (See paragraphs 2–3, in the "Acquiring Spiritual Knowledge," section of the *Doctrinal Mastery Core Document*. [2023].)
- Why do you think God is so willing to help us discover the truth? (See Joseph Smith—History 1:11)
- Which of Joseph's actions have you tried in your life? Which would you like to try?

Recall the invitation President Nelson gave to "follow the example of the Prophet Joseph." Seek help from Heavenly Father as you ponder what you can do to follow Joseph's example in your search for truth.

If needed, you could share ways students can follow the example of Joseph Smith, such as these:

- Find a scripture that is meaningful to you. Make a plan to reflect on it again and again. You could

create a poster and place it where you will see the passage throughout the day. Or you might try memorizing it and reciting it from memory every day for a week.

- Determine to pray to God vocally in a private location. Create an outline of what you would like to include in your prayer.

In the “What I will do” quadrant in your study journal, write one or two ways you will follow the example of Joseph Smith. Include specific details of how you will carry out these actions as you seek answers from God. You may want to share your plan with a trusted friend or family member. It is important to remember that even the best plans may take time to bring the desired results. Return to your study journal and Joseph Smith—History periodically to evaluate how you are doing.

Allow students to share testimony of faithful actions that can lead to revelation and answers to spiritual questions. Testify that as we follow the example of Joseph Smith, God will help us learn the truth for ourselves.

LESSON 8: JOSEPH SMITH—HISTORY 1:1–26

Joseph Smith—History 1:15–20

„I Saw Two Personages, Whose Brightness and Glory Defy All Description”



In addition to answering Joseph Smith’s question about which church he should join, Heavenly Father and Jesus Christ’s appearance teaches us truths such as the nature of the Godhead and our relationship with Them. This lesson can help students understand important truths revealed about Heavenly Father and Jesus Christ from Joseph’s First Vision.

Possible Learning Activities

Words that changed the world

„Consider writing *Seven words from “Joseph Smith—History 1:15–20 that changed the whole world”* on the board before class. As students enter the room and are waiting for the lesson to begin, invite them to try to identify words from this passage that fit this description.

President Russell M. Nelson once taught a group of children that “seven words changed the whole world” (in “Seven Words That Changed the World [video], ChurchofJesusChrist.org).

- What words do you think those were?

President Nelson was referring to the final seven words of Joseph Smith—History 1:17. Read those seven words and consider recording President Nelson’s statement in your scriptures near the end of the verse.



Joseph Smith—History 1:15–20 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite a volunteer to tell the class who said these seven words, to whom He was referring, and to whom He was speaking.

Consider giving students time to really think about and share their answers to the following questions.

- In what ways do you think those seven words changed the world? How have they affected your life?

Truths we can learn from the First Vision

The following section can help students identify and understand multiple truths from the account of the First Vision, especially truths about Heavenly Father, Jesus Christ, and Their Church.

Consider drawing four stick figures on the board, each with a thought bubble containing one of the following questions. (Feel free to use different questions that students in your class may have about God or His Church.) Divide students into groups, with each group searching verses 15–20 for answers to one of the questions. Have a representative from each group write the verse numbers they found that help answer their question next to the thought bubble on the board.

Read Joseph Smith—History 1:15–20 looking for how you might answer the following questions someone may have, using this account:

- Is God aware of us?

- Does God speak to people in our day?
- Does it matter what church we belong to? Why?
- Is it possible to know what is true? How?

Multiple accounts of the First Vision

Joseph Smith recorded the account of the First Vision in Joseph Smith—History in 1838 as part of an official history of the Church to be published to the world. We are also blessed to have other accounts of the First Vision—three of which were written or dictated by Joseph. Each account was prepared at different times for different people and, therefore, emphasized different aspects of his experience. For example, in Joseph’s 1835 account we learn that he also saw angels, while in his 1832 account he said this to describe the result of being in God’s presence: “My soul was filled with love, and for many days I could rejoice with great joy” Joseph Smith’s Accounts of the First Vision,” josephsmithpapers.org; see also the Gospel Library app).

- What does the effect of Their visit on Joseph teach you about Heavenly Father and Jesus Christ?

Each account blesses us with unique details, but all agree in the essential truth that Joseph Smith had the heavens opened to him and saw divine messengers, including God the Father and Jesus Christ.

Consider giving students a few minutes to search the section “Joseph Smith’s Accounts of the First Vision” in the Gospel Library app. They can find it by selecting “**Library**” then “**Church History**,” then **First Vision**. Students could form groups, with each student searching different accounts for additional truths about Heavenly Father and Jesus Christ.

Students could also look for additional truths in the video Ask of God: Joseph Smith’s First Vision” (6:35), available at ChurchofJesusChrist.org. This video includes details from each of Joseph Smith’s accounts.



Focus on Heavenly Father and Jesus

Christ: For more training on questions that invite students to consider what they learn about Heavenly Father and Jesus

Christ, see the training titled “Help learners recognize the Lord’s love, power, and mercy in their lives,” found in *Teacher Development Skills: Focus on Jesus Christ*.

- What else do these accounts teach about Heavenly Father, Jesus Christ, and Their Church that you are grateful to know?

Consider inviting students to conclude the lesson by recording in their study journals one truth they learned from Joseph Smith’s First Vision that is important to them and why. Invite volunteers to share with the class what they wrote.

Memorize

You may want to help students memorize the reference and key scripture phrase of Joseph Smith—History 1:15–20 and then review them in future lessons. The key scripture phrase is “Joseph Smith ‘saw two Personages, whose brightness and glory defy all description.’” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

LESSON 9: JOSEPH SMITH—HISTORY 1:1–26

Joseph Smith—History 1:21–26

“I Had Seen a Vision ... and I Could Not Deny It”



After sharing his experience of the First Vision with a local church minister, 14-year-old Joseph Smith quickly became the target of persecution. This, however, did not diminish his conviction that Heavenly Father and Jesus Christ had appeared to him. This lesson can give students an opportunity to feel the Holy Ghost testify to them that Heavenly Father and Jesus Christ appeared to the Prophet Joseph Smith.

Possible Learning Activities

How would you feel?

Consider beginning class by inviting students to ponder their own testimonies that God called Joseph Smith to be His Prophet. The following story and questions could help accomplish this.

President Thomas S. Monson (1927–2018) shared an account of two missionaries who were confronted about their testimony of Joseph Smith.



(„Two [missionaries] called at the home of Mr. Elmer Pollard. ... They presented their message and asked if he would join in prayer. He agreed, on the provision that he could offer the prayer.

The prayer he offered astonished the missionaries. He said, “Heavenly Father, bless these two unfortunate, misguided missionaries, that they may return to their homes and not waste their time

telling the people of Canada about a message which is so fantastic and about which they know so little.”

As they arose from their knees, Mr. Pollard asked the missionaries never to return to his home. As they left, he said mockingly to them, “You can’t tell me you really believe that Joseph Smith was a prophet of God, anyway!” and he slammed the door. (Thomas S. Monson, *The Prophet Joseph Smith: Teacher by Example*, *Ensign or Liahona*, Nov. 2005, 69)

Invite students to answer the following questions in their study journals. You might ask volunteers to share their answer to the second question with the class.

- How confidently could you testify that Joseph was visited by Heavenly Father and Jesus Christ and called as a prophet?
- How could knowing that for yourself impact your life and your relationship with God?

As you study this lesson, think about what the First Vision means to you and how it has changed or could change your life. You will have an opportunity at the end of the lesson to record your reflections in your study journal.

The reality of Joseph Smith’s First Vision

After Heavenly Father and Jesus Christ appeared to Joseph Smith, he shared the experience with a preacher of one of the local churches.

Read Joseph Smith—History 1:21–23, looking for how a preacher and many others responded when they heard about Joseph’s vision.

- What stands out to you from Joseph’s description of what happened in these verses?
- In what ways have you experienced opposition to what you know to be true?
- Why is it important to have your own witness of the truth when others doubt what you say?

Read Joseph Smith—History 1:24–26, and consider marking words and phrases where Joseph affirms the truth of his vision.

- What truths can we learn from these verses?”

Students may state a variety of truths. Thank them for sharing what they found. Write on the board the following truth: **Heavenly Father and Jesus Christ did, in reality, appear to Joseph Smith in answer to his prayer.**

It may be helpful to list by the truth on the board the words and phrases that students marked. Alternatively, students could write the words or phrases on small sheets of paper and tape them to the board.

- According to verse 25, how did Joseph’s understanding of God help him stand firm in what he knew to be true?

Give students an opportunity to ponder and write in their journal about what the First Vision means to them. They could spend 10 to 15 minutes doing this. Providing students with a guided activity to help them ponder and write, like those listed below, can help them feel the Holy Ghost testify to them of the First Vision. You might display these activities and allow students to choose what they want to do, or you could choose what you will all do as a class. The first two activities may be good to do as a class.

1. „Sing as a class or read the words of the hymn Joseph Smith’s First Prayer” *Hymns*, no. 26). Here is a version of the Tabernacle Choir at Temple Square singing the hymn:
2. Watch the video “A Choice Seer Will I Raise Up: Prophet of the Restoration” (4:42), available at ChurchofJesusChrist.org.
3. „Write the words of Joseph Smith—History 1:16–17 in your journal, reflecting carefully on the words. Or if possible, record and listen to yourself reading these words on a digital device.”
4. Read a talk given in general conference about the First Vision. Here are some options:
 - A. The Fruits of the First Vision” (Dieter F. Uchtdorf, *Ensign* or *Liahona*, May 2005, 36–38)
 - B. Joseph Smith Did See God” (Joseph F. Merrill, *Ensign* Dec. 2015, 70–71)

Consider sharing the rest of the story about Mr. Pollard by showing the video “The Prophet Joseph Smith: Teacher by Example” from time code 11:59 to 14:09.

Record in your journal what the First Vision means to you. Include in your reflections your testimony or how you feel like having a testimony of the First Vision could bless your life.

When students have finished, invite those who desire to share their testimonies or feelings about Joseph Smith and the First Vision. Consider sharing how you have come to know the truthfulness of the visitation of Heavenly Father and Jesus Christ to Joseph Smith.

DOCTRINE AND COVENANTS 2; JOSEPH SMITH—HISTORY 1:27–65

Doctrine and Covenants 2; Joseph Smith—History 1:27–65

Overview

Three years after the First Vision, Joseph Smith desired to know his standing before God. He prayed to God for guidance. The angel Moroni appeared and told Joseph that God had a work for Him to do. Moroni spoke of the gold plates and quoted Biblical prophecies that Joseph Smith would help to fulfill, including Malachi's prophecy that Elijah would turn the hearts of the children to their fathers.



Teach by the Spirit: The Holy Ghost bears witness of the truth, He testifies of Christ, and He changes hearts. Only through the Holy Ghost can we

accomplish the ultimate goal of gospel teaching—to build faith in Jesus Christ and help others become more like Him. Look for ways to invite the Holy Ghost to perform His roles. For more on how the Savior did this, see the section

The Savior Provided Opportunities for People to Be Taught by the Holy Ghost” in *Teaching in the Savior’s Way*. Providing students with self-evaluations can be one way to do this. You can also see an example of how to do this in the lesson this week entitled “Doctrine and Covenants 2”.

- **Student preparation:** Invite students to come to class thinking about how they would benefit from the Savior’s help in their life.
- **Content to display:** You might want to copy the chart on the board before class.

Doctrine and Covenants 2

Lesson purpose: This lesson can help students apply the Lord’s invitation to turn their hearts to their ancestors.

- **Student preparation:** Students could prepare to share about a person from their own family history. They could use the “Memories” tab on FamilySearch to find a story about a relative in their family tree.
- **Materials:** Remind students to come prepared with a username and password to log in to FamilySearch.org They can use their Church account log-in information to access FamilySearch.org. Provide paper and scissors to make a paper chain.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Joseph Smith—History 1:27–50

Lesson purpose: This lesson can help students feel the significance of Joseph Smith’s calling as a prophet of God.

- **Student preparation:** Invite students to come prepared to share meaningful truths that were revealed because God called Joseph Smith to be a prophet.

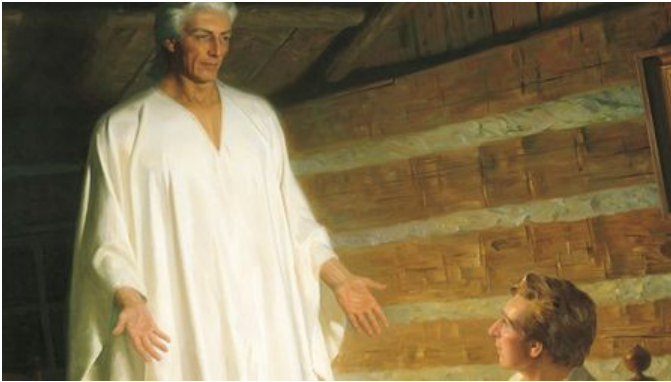
Joseph Smith—History 1:50–65

Lesson purpose: This lesson is intended to help students understand that the Lord will help them accomplish the work He has commanded them to do.

LESSON 10: DOCTRINE AND COVENANTS 2; JOSEPH SMITH—HISTORY 1:27–65

Joseph Smith—History 1:27–50

Moroni Appeared to Joseph Smith



On September 21, 1823, Joseph Smith prayed to God for forgiveness of his sins and to know his standing before God. In response, the prophet Moroni appeared to Joseph Smith to teach him about the Book of Mormon and ancient prophecies about the Restoration of the gospel. Moroni also prophesied about Joseph's future. This lesson can help students feel the significance of Joseph Smith's calling as a prophet of God.

Possible Learning Activities

Joseph Smith described his youth

(To prepare students to learn about Joseph Smith's experiences in his youth, consider inviting them to share words that describe teenagers. Another option is to display words and phrases on the board that describe Joseph Smith in his youth. For example, "I often felt condemned for my weakness and imperfections." Students could put a check by the ones they relate to.

(You may want to encourage students to look up definitions of words in the following scripture passage they do not understand. This feature is available in the Gospel Library app. Highlight a word and select the "define" option.

Read Joseph Smith—History 1:27–29 looking for how Joseph Smith described his feelings during the three years after the First Vision."

- How might the youth in our day relate to Joseph Smith?

God had a work for Joseph Smith

The next set of verses is a larger block of text to read. Consider the needs and abilities of your students when selecting a reading method. You could read as a class (alternating student readers), have students read in pairs, or play the audio and invite students to follow along in their scriptures.

After the first question, you may want to pause and discuss what students found that can help them in their experiences as a teenager.

Read Joseph Smith—History 1:30–35 and look for what Joseph Smith experienced as he prayed.

- What did Joseph experience that may have given him hope?
- What truths can we learn from these verses about Joseph Smith?

Students could identify a variety of truths, including God called Joseph Smith to do His work. You might point out to students that while Joseph Smith felt condemned by his mistakes and sins, he sincerely sought forgiveness, and God called him to His work.

During the night and early morning of September 21–22, 1823, Moroni appeared to Joseph three times. He shared the same message and quoted the same scriptures each time (see Joseph Smith—History 1:36–50).

To help students see examples of the work that God would accomplish through Joseph Smith, you could divide among the class members the following prophecies that Moroni quoted. Invite students to read the passages, looking for how they relate to the work Joseph was called to do.

Read these verses looking for why these prophecies would give Joseph additional understanding about the work he was to perform.

Malachi 4:1, 5–6

Isaiah 11:11–12

Acts 3:22–23

Joel 2:28–29

- How do these verses relate to the work the Lord called Joseph to do?
- How might these prophecies strengthen your witness of Joseph's divine call?

(While reading these verses, students might notice that the Lord called Joseph Smith to help prepare His people for His Second Coming through the Restoration of the gospel, which includes the restoration of the sealing power and temple ordinances, the gathering of Israel, and the outpouring of other spiritual blessings.

- How has the work God accomplished through Joseph Smith influenced what you know or how you feel about Jesus Christ? (See 2 Nephi 3:6–8, 11 Doctrine and Covenants 135:3.)

Joseph Smith's name is had for good and evil

Draw students' attention to Moroni's prophecy about Joseph Smith's name in Joseph Smith History—1:33. Discuss how Joseph may have felt about the prophecy and ways it is being fulfilled today. Help students see that the fulfillment of the prophecy is evidence of Joseph Smith's calling as a prophet of God.

- Why do you think there is so much opposition to the Prophet Joseph Smith?

Elder Neil L. Andersen of the Quorum of the Twelve Apostles taught:



Why does the Lord allow the evil speaking to chase after the good? One reason is that opposition against the things of God sends seekers of truth to their knees for answers. ...

The negative commentary about the Prophet Joseph Smith will increase as we move toward the Second Coming of the Savior. The half-truths and subtle deceptions will not diminish. There will be family members and friends who will need your help. (Neil L. Andersen, "Joseph Smith *Ensign* or *Liahona* Nov. 2014, 28, 30)

- How can it be helpful to know that Moroni prophesied that there would be critics who would speak "evil" of Joseph Smith?
- „What can we do to be ready to help those who may experience opposition to their belief in Joseph Smith?

Fulfilling the prophecy to speak good of Joseph Smith

Elder Neil L. Andersen of the Quorum of the Twelve Apostles gave a specific invitation to the youth of the Church:



To the youth listening today or reading these words in the days ahead, I give a specific challenge: Gain a personal witness of the Prophet Joseph Smith. Let your voice help fulfill Moroni's prophetic words to speak good of the Prophet. (Neil L. Andersen, "Joseph Smith," *Ensign* or *Liahona*, Nov. 2014, 30)

- What are ways you can help fulfill Moroni's prophecy to speak good of Joseph Smith?

To help students see examples of how the Savior spoke good of Joseph Smith, you could divide the following scripture references among students: Doctrine and Covenants 1:17; 35:17; 112:15 136:37–38. Ask a few students to share what the Savior said about Joseph Smith.

Invite students to do something in class to help fulfill Moroni's prophetic words to speak good of Joseph Smith. For example, they could share how Joseph has helped them know about Jesus Christ or other ways Joseph Smith has influenced their life for good. Students could also be invited to send a message through text or social media to someone outside of class.

LESSON 11: JOSEPH SMITH—HISTORY 1:27–65

Joseph Smith—History 1:50–65

Joseph Smith Obtained the Gold Plates



The Lord gave Joseph Smith an important work to do. He was commanded to obtain the gold plates from the Hill Cumorah, translate the record, and bring forth the Book of Mormon. The Lord provided means to help Joseph accomplish this great work. Just as the Lord helped Joseph accomplish the work he was given, the Lord can help us too. This lesson can help students understand that the Lord will help us accomplish the work He has commanded us to do.,

Possible Learning Activities

Angels to help us do God's work

Consider placing students in small groups to list as many instances as they can of times when angels appeared to people. Next, they could summarize why each angel appeared.

- What do you know about why God sends angels?

Read the following statement from Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles, looking for a reason why God sends angels.



From the beginning down through the dispensations, God has used angels as His emissaries in conveying love and concern for His children. ... I have spoken here of heavenly help, of angels dispatched to bless us in time of need. But when we speak of those who are instruments in the hand of God, we are reminded that not all angels are from the other side of the veil. Some of them we walk with and talk with—here, now, every day. (Jeffrey R. Holland, "The Ministry of Angels *Ensign* or *Liahona*, Nov. 2008, 29–30)

As students study this lesson, you may want to help them see that both angels from the other side of the veil and mortal individuals assisted Joseph Smith in accomplishing God's work. You may also want to testify that angels can help your students accomplish God's work for them.

The Lord provided means for Joseph Smith to accomplish His work

To help students see ways the Lord provided help to Joseph Smith, consider using the following chart. You could display it on the board and invite students to copy it in their study journals. Model how to fill it out by completing the first row as a class. As students complete the chart, help them identify the truth that **the Lord provides means to help us accomplish His work.**

Reference

Who did the Lord send to help Joseph?
How did they help Joseph?

Joseph Smith—History 1:33

Joseph Smith—History 1:35	
Joseph Smith—History 1:54	
Joseph Smith—History 1:57; Doctrine and Covenants 25:5–6	
Joseph Smith—History 1:61–62	

Review Joseph Smith—History 1:33 and identify the angel the Lord first sent to help Joseph.

When students mention Moroni, ask them what they know about how he helped Joseph Smith accomplish the work the Lord had given him. If students do not mention Moroni's four visits during the night of September 21, 1823, and what he taught, consider reviewing this event with them (see previous lesson). Adding the following content to what students share may also be helpful.

For the next three years on September 22, Joseph Smith met Moroni at the same location and received additional instruction about the importance of the record and the work God had for him to do (see Joseph Smith—History 1:33–34). Moroni also taught Joseph more about “what the Lord was going to do, and how” it was going to happen Joseph Smith—History 1:54). During this time frame, Joseph met and married Emma Hale (see Joseph Smith—History 1:57–58).

On September 22, 1827, Joseph received the gold plates from the angel Moroni.

Invite students to share what they would add to the first row of the chart. Students could fill out the other rows in the chart individually or in groups. After completing the chart, invite students to share why it was necessary for Joseph to receive this help.

Moroni's warning to Joseph

Read Joseph Smith—History 1:59–60 and look for the warning and promise Moroni gave Joseph Smith the night he received the plates.

- Why did Moroni warn Joseph to not be careless in protecting the plates?

Consider inviting students to share examples they may be familiar with of how people tried to take the plates from Joseph. You could also ask students to read and discuss accounts from *Saints*, 1:37–43, or read the text below.

After receiving the plates from the angel Moroni, Joseph hid them in a hollow log to keep them safe until he could get a box to lock them in. The next day, while Joseph Smith was at work, his father overheard a group of men plotting to steal the plates. Emma went to warn Joseph, and he, through the Urim and Thummim, was able to see that the plates were safe. He also knew it was time to get the plates from the log to keep them safe.

“Hurrying to the hill, Joseph found the log where the plates were hidden and carefully wrapped them in a shirt. He then ducked into the woods and headed for home, his eyes alert to danger. ...

“Straining under the weight of the record, Joseph tramped through the woods as fast as he could. A fallen tree blocked the path ahead of him, and as he bounded over it, he felt something hard strike him from behind. Turning around, he saw a man coming at him, wielding a gun like a club.

“Clutching the plates tightly with one arm, Joseph knocked the man to the ground and scrambled deeper into the thicket. He ran for about half a mile when another man sprang from behind a tree and struck him with the butt of his gun. Joseph fought the man off and darted away, desperate to be out of the woods. But before he could get very far a third man attacked, landing a heavy blow that sent him reeling. Gathering his strength, Joseph hit the man hard and ran for home. ...

“After Joseph brought the gold plates home, treasure seekers tried for weeks to steal them. To keep the record safe, he had to move it from place to place, hiding the plates under the hearth, beneath the floor of his father's shop, and in piles of grain. He could never let his guard down.

“... He was determined to care for the plates, trusting in the Lord's promise that if he did everything he could, they would be protected” (*Saints: The Story of the Church of Jesus Christ in the Latter Days* vol. 1, *The Standard of Truth, 1815–1846* [2018], 40–41 43).

- In what ways did Joseph's efforts and “the wisdom of God” combine to preserve the plates?
- What insights about God do you get from this account?

The Lord provides us with help to accomplish the work He gives us

- What are some examples in the scriptures of times when the Lord helped people accomplish the work He commanded them to do?

If needed, invite students to study one or more of the following examples:

Moses Exodus 3:15–18; 4:10–17)

Nephi (1 Nephi 17:8–13; 18:1–4)

The Ancient Apostles (Matthew 28:19–20 , Acts 2:1–6, 41)

- In what ways might the Lord help you accomplish the work He has asked or will ask you to do?
- Who are some of the “angels” (mortal individuals) in your life that you feel God has sent to help you with the Lord’s work?

Consider bearing witness of Joseph Smith’s work to bring forth the Book of Mormon. You could also share an experience of how the Lord has helped you accomplish the work He has for you. You may also invite willing students to bear witness or share an experience.

LESSON 12: DOCTRINE AND COVENANTS 2; JOSEPH SMITH—HISTORY 1:27-65

Doctrine and Covenants 2; Joseph Smith—History 1:27–65

Our Hearts Shall Turn to Our Ancestors



When the angel Moroni, a Book of Mormon prophet, appeared to Joseph Smith, he quoted several scriptural prophecies. One was Malachi's declaration that the prophet Elijah would return and "the hearts of the children shall turn to their fathers"

Joseph Smith—History 1:38–39). This lesson can help students take part in the Lord's prophecy of turning their hearts to their ancestors.

Possible Learning Activities**My family**

To help students think about their ancestors and why we do family history, consider inviting students to do the following activity.

Note: Some students experience challenging family circumstances. Be sensitive to those who may have concerns, such as being eternally connected to their families or not knowing their biological families.

Write down as many people in your family tree as you can remember. See how many generations you can include.

- How has your life been influenced by these individuals?
- What is a meaningful experience you can share about one of these family members?

Help students understand that participating in family history and temple work is one way they can help bring to pass Heavenly Father's plan to unite His children eternally. To help students assess how they currently feel about participating in family history, consider using the following prompts.

Which of these statements best reflects how you feel about family history?

- I love doing family history and see a clear reason for doing it.
- I know family history is important but don't spend much time doing it.
- I know family history is important, but I let other family members take care of it.
- I don't really see a clear reason for doing family history.

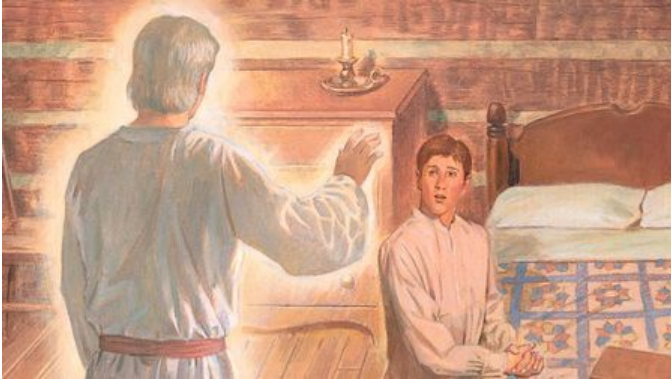
Encourage students to evaluate how their feelings about family history and temple work are influenced as they study Doctrine and Covenants 2.



Teach by the Spirit: For more training on creating student self-evaluations, see the training titled

Create settings and opportunities for learners to be taught by the Holy Ghost," found in *Teacher Development Skills: Teach by the Spirit*.

The prophet Elijah's return



To provide the context for Doctrine and Covenants 2, you could display an image of the angel Moroni appearing to Joseph and invite students to relate what they remember about his visit. Alternately, you might share the following paragraphs in your own words or invite a student to read them aloud.

When the angel Moroni appeared to 17-year-old Joseph Smith, Moroni quoted several ancient prophecies recorded in the Bible. These prophecies revealed more about Joseph's future work and included events that would occur before and after the Savior's Second Coming.

One Old Testament prophecy Moroni cited is Malachi 4:5–6. Moroni's words are recorded in Joseph Smith—History 1:38–39 and Doctrine and Covenants 2, revealing that the prophet Elijah would return to the earth before the Savior's Second Coming.

Students may be interested to know that Elijah's return is referred to in each of the standard works (see Malachi 4:5–6 3 Nephi 25:5–6; Doctrine and Covenants 2 Joseph Smith—History 1:38–39). As students read the following verses, help them define any words and phrases they may not understand.

Read Doctrine and Covenants 2 and look for why Elijah's return is important to Heavenly Father's children (see also Doctrine and Covenants 128:17–19).

- What questions do you have about these verses?

The following could help answer students' questions regarding Doctrine and Covenants 2:

"The Priesthood, by the hand of Elijah" verse 1 refers to the sealing power Elijah restored in the Kirtland Temple on April 3, 1836 (see also Doctrine and Covenants 110:13–16).

"The great and dreadful day of the Lord" (verse 1) refers to the Savior's Second Coming.

"The promises made to the fathers" (verse 2) can refer to the Abrahamic Covenant and promises made to Abraham, Isaac, and Jacob (see also Doctrine and Covenants 27:9–10).

One way the hearts of the children turn to their fathers is through temple and family history work.

Without the sealing of families, the purposes of the earth would not be accomplished; the earth would be "utterly wasted" (verse 3 see also Doctrine and Covenants 128:17–19).

- How could Elijah's return have impacted families?
- What truths can you identify in Doctrine and Covenants 2;

Students could record on the board the truths they find. Among others, these truths might include: **God promised to send Elijah to restore the sealing power of the priesthood to the earth before the Second Coming** (see verse 1; **Our hearts can be turned to our ancestors, and we can perform ordinances for them in temples** (see verse 2). **Without the power to unite families for eternity, the purposes for the earth would not be accomplished** (see verse 3).

Our hearts shall turn to our fathers

The phrase our "hearts ... shall turn to [our] fathers"

Doctrine and Covenants 2:2) can refer specifically to Abraham, Isaac, and Jacob, the "fathers" of the House of Israel. Today this phrase is frequently used to refer to all our ancestors—mothers, fathers, and the entirety of our families throughout all generations.

- (What experiences with temple and family history have helped turn your heart to your families?”
- How can turning our hearts to our families help turn our hearts to the Savior?

To help students think about ways they can turn their hearts, consider inviting them to name ways they can or have already participated in temple and family history work. You could list their suggestions on the board, adding the following ideas if needed. Give students time during class to begin working on the activity they chose.

Encourage students to follow through on the activity they have chosen. They may want to involve their family members or close friends in this process. You may want to plan a time for students to report on their progress or share their experiences with the class.

Prayerfully choose an activity that will help you fulfill the Lord’s prophecy of turning your heart to your family members. Some ideas include:

- Prepare questions you could ask an older family member about their youth or what they have learned through their life experiences. Then record an interview with your family member.
- Write down or share a meaningful story from your family history. For example, you might record how the first member of your family joined the Church.
- Use FamilySearch.org or the Family Tree app to:
 - Explore your family tree and learn how you are connected to your ancestors.
 - Upload family photographs, including the names of individuals in each image.
 - Record favorite stories or memories about family members.
 - Identify deceased family members who can receive temple ordinances. (Select **Temple**, then **Ordinances Ready**.)
- Plan a time for your family, group of friends, or youth group to attend the temple. Work together to find names of deceased family members who need to receive temple ordinances. Invite family members to serve the Lord by helping to perform these sacred ordinances.

„DOCTRINE AND COVENANTS 3–5

„Doctrine and Covenants 3–5

Overview

In these sections, the Lord corrected the Prophet Joseph Smith for fearing man more than God, revealed to Joseph Smith’s father how he could serve Him, and guided Martin Harris when he had to stand trial. This week also includes an assessment lesson.



Invite learners to discover truths for themselves: Sometimes the teacher will point out a doctrine or principle. However, most often the teacher will guide, encourage, and allow students to discover a doctrine or principle for themselves. Teachers should diligently help students acquire the ability to identify doctrine and principles on their own. For more on how the Savior did this, see the section “The Savior Helped People Seek, Recognize, and Understand Truth in *Teaching in the Savior’s Way*. You can also see an example of how to do this in the lesson this week titled Doctrine and Covenants 3

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 3

Lesson purpose: To help students feel an increased desire to trust in God more than in other people

- **Student preparation:** Invite students to ponder times when they were influenced by friends, whether to do something right or wrong. Ask them to reflect on the impact of their choices on their lives and perhaps the lives of others.
- **Materials:** A soft object such as a plush toy or pillow; heavy items such as books
- **Video:** “The Work of God” (13:35; watch from time code 2:25 to 8:45)

Doctrine and Covenants 4

Lesson purpose: To help students serve God and others in Christlike ways

- **Student preparation:** Think of someone who is a good example of Christlike service. What about that person helps them serve like the Savior?

Doctrine and Covenants 5

Lesson purpose: To help students recognize witnesses the Lord has provided to help them gain a personal testimony of the Book of Mormon as another testament of Jesus Christ and of Joseph Smith’s calling as God’s prophet

- **Student preparation:** Ask students to think of experiences that have increased their testimonies of the Book of Mormon. Students will be given an opportunity, if they choose, to share their own witnesses during class.
- **„Video:** Compelling Witness” (7:46)
- **Handout:** Witnesses

Assess Your Learning 1

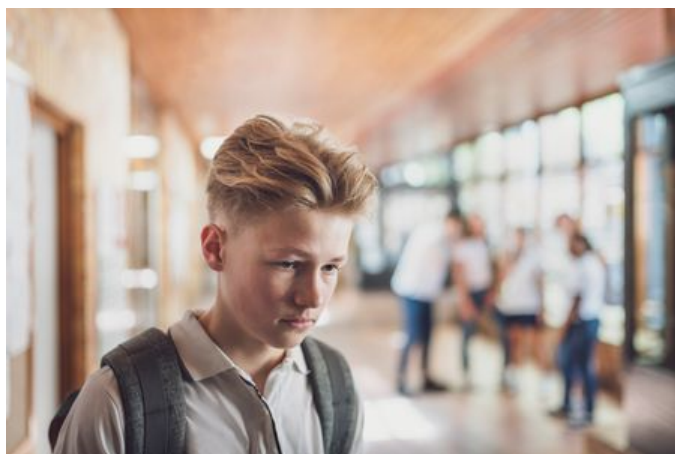
Lesson purpose: To help students remember and evaluate how their experiences studying Doctrine and Covenants and Joseph Smith—History have helped them grow spiritually and come closer to Jesus Christ

- **Student preparation:** Invite students to reflect on spiritual lessons they are learning this year and choose one thing they’ve learned or felt that has helped them progress spiritually.
- **Materials:** Picture of the Prophet Joseph Smith; two small sheets of paper for each student

LESSON 13: DOCTRINE AND COVENANTS 3-5

Doctrine and Covenants 3

“You Should Not Have Feared Man More Than God”



At times we may feel pressured by others to disobey God. Joseph Smith felt similar pressure when Martin Harris asked to take the translated pages of the Book of Mormon. Joseph learned, however, that these are moments when we should be faithful to God and not give in to the pressure of others. This lesson can help students feel an increased desire to trust in God more than in other people.

Possible Learning Activities

The pressures of life

Begin class by showing students a soft object such as a plush toy or pillow. Tell students that this item could represent them. For each answer they give to the following questions, invite a student to place a book or heavy item on top of the soft object. As the object flattens, invite students to ponder if they ever feel weighed down like this.

- What pressures do teenagers feel in their lives?
- How many of these pressures come from trying to please others?

Take a minute to reflect on how much pressure you feel to please others and why.

In this lesson, you will study how the Prophet Joseph Smith felt pressure to please Martin Harris and what the Savior taught him in that situation. As you study, seek the guidance of the Holy Ghost to find truths that can help you when you feel this pressure.

“All is lost”

The following are ideas for helping students understand the important historical context below:

1. Give the text to a student before class, and invite him or her to summarize it for everyone.
2. Invite students to share what they know about the lost 116 pages from the original Book of Mormon translation. Explain information students do not share.
3. Display some of the following text with key words missing, and see if students can complete the information. Fill in what students do not know.
4. Show the video “The Work of God” (ChurchofJesusChrist.org from time code 2:25 to 8:45. Or you might choose to show this video when you study Doctrine and Covenants 10

Martin Harris was a respected citizen of Palmyra and successful farmer who was one of only a few people in the area who believed Joseph Smith. Though almost twice his age, Martin was Joseph’s friend and gave him money so he could move to Harmony, Pennsylvania, to translate the Book of Mormon undisturbed. Martin also sacrificed to travel there himself and serve as scribe.

Martin’s wife, Lucy, was not supportive of his involvement with the Book of Mormon translation. Martin asked Joseph if he could show the first 116 pages of the translation to Lucy as evidence of their work. Joseph prayed about it twice and each time was told not to allow Martin to take the pages.

Joseph prayed a third time, and the Lord gave permission with strict conditions. Martin took the pages to Palmyra to show them to his wife.

- Why do you think Joseph did not follow through with the first two responses he received from the Lord?

You might reenact the activity from the beginning of the lesson to show the pressure Joseph was under.

The day after Martin left, Emma Smith gave birth to her and Joseph's first child, a son. Tragically, the infant lived only a few hours, and it seemed Emma might die too. Thankfully, Emma's health started improving after a couple weeks. Though Joseph did not want to leave her side, Emma urged him to travel to Palmyra and inquire about the manuscript.

When Joseph arrived at his parents' home, they invited Martin to join them for breakfast. Martin didn't come for more than four hours. When he finally arrived and sat down, he mournfully exclaimed, "I have lost my soul!" He had not followed the strict guidelines and had lost the manuscript.

"Oh, my God, my God. All is lost!" Joseph said. "Must I return to my wife with such a tale? And how shall I appear before the Lord?"

After Joseph returned to Harmony, Moroni appeared and took the plates from him. (See *Saints*, 1:50–54.)

- Why do you think Joseph felt that all was lost?

Shortly after this experience, the Lord spoke to Joseph Smith, chastising him and giving him words of comfort.

Fear God more than man

Read Doctrine and Covenants 3:1–10). Identify what the Lord wanted Joseph to learn from this experience.

Encourage students to study slowly and carefully, looking for several lessons.



Invite learners to discover truths for themselves:

The following question is intended to help students identify truth for themselves. For additional training on questions that help learners discover doctrine and principles for themselves, see the training titled Learn the doctrine of Jesus Christ for yourself found in *Teacher Development Skills: Teach the Doctrine*.

- What are some lessons you found?

The following are examples of principles students may find:

The works of God cannot be frustrated (see Doctrine and Covenants 3:1). If students identify this truth, consider asking them to share why this is important to understand and how it may have comforted Joseph Smith.

God is merciful, (see Doctrine and Covenants 3:10). This includes when we have given in to pressure from others to disobey Him. If students identify this truth, consider asking questions like the following: How could remembering the Savior's mercy have helped the Prophet Joseph Smith at this time? How could understanding His mercy help us when we need to change?

When we fear God more than man, He will support us during times of trouble (see Doctrine and Covenants 3:7–8). The remainder of the lesson will focus on this principle..

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles explained what it means to fear God:



There are many places in the scriptures that counsel mankind to fear God. In our day we generally interpret the word *fear* as "respect" or "reverence" or "love"; that is, the fear of God means the love of God or respect for Him and His law. ...

... We should so love and reverence Him that we fear doing anything wrong in His sight, whatever may be the opinions of or pressure from others. (D. Todd Christofferson, "A Sense of the Sacred" [Church Educational System fireside for young adults, Nov. 7, 2004], 6–7, broadcasts.ChurchofJesusChrist.org

- In your own words, how would you summarize what Elder Christofferson taught about fearing God?

When we are faithful, God will support us in every time of trouble,

You may want to write *The Lord can support me in times of trouble because He ...* on the board.

Write the phrase *The Lord can support me in times of trouble because He ...* in your study journal. Complete this statement by doing one or more of the following:

1. Make a list of the help and support Jesus Christ can give you that other people cannot.
2. Make a list of times in your life when you chose to be faithful to the Lord, even when others were pressuring you to disobey Him, and He provided support. You could also use examples from the scriptures.

Students could also list some of their responses on the board. Students may need help identifying scripture accounts of God supporting individuals who faced opposition but remained faithful to Him. You could provide them with the following examples: Abinadi receiving power from God to deliver His message despite the threats from King Noah and his priests (see Mosiah 13:1–3); the Lord saving Shadrach, Meshach, and Abed-nego from the fiery furnace (see Daniel 3:23–25).

- „What have you written about the Savior that you feel would be most helpful to remember when you are tempted to please others more than God?

As a result of this chastening, Joseph learned that God would support him as he chose to be faithful. Joseph moved forward in life, trusting in God’s commandments and guidance, even though he experienced pain, persecution, imprisonment, and even death (see Doctrine and Covenants 122” 135.

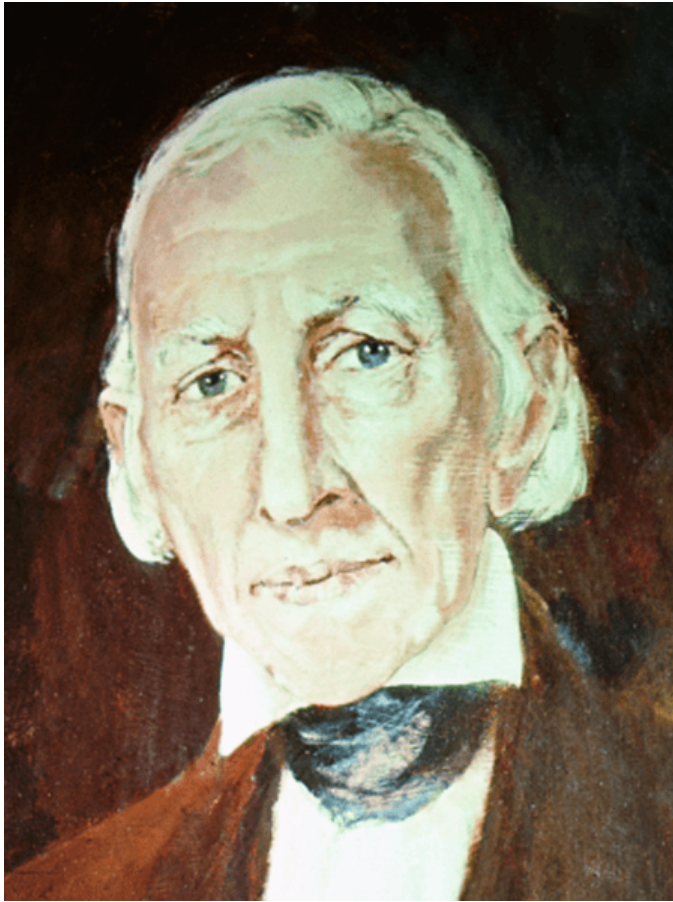
Ponder and write in your study journal how what you learned in this lesson is relevant to you. You may include what you would like to remember or do when faced with the pressure to fear others more than God.

Consider testifying that the lessons Joseph Smith learned from this difficult experience helped him become more obedient to God throughout his life. You could testify about support you’ve received from God as you’ve followed His counsel even when it was difficult to do so.

LESSON 14: DOCTRINE AND COVENANTS 3-5

Doctrine and Covenants 4

Serve like the Lord



Joseph Smith Sr. wanted to know how he could serve God and others. In response to his father's desire, the Prophet Joseph sought and received the first of several revelations given to individuals who desired to assist in the Lord's work (see also Doctrine and Covenants 11–12 14–16; 25). This lesson can help students serve God and others in Christlike ways.

Possible Learning Activities

Serving like the Savior

Consider beginning class with an activity that helps students ponder their attitude about serving God and others in Christlike ways. The following is one example.

Imagine someone doing one of the following acts of service for you:

- Talking to you to see how you are doing
- Helping you with a task you have to do
- Praying for you

How might it affect you if they served in the following ways? Why?

- „Wholeheartedly or half-heartedly
- Patiently or impatiently”
- Motivated by love for you or by something else

Now imagine the Savior doing that service for you. How might He do it and what effect might it have?

In this lesson, you will study about service and Christlike attributes the Lord wants us to seek as we serve. As you study, ponder your own desires to serve and why you may want to strive to gain these attributes.

Answering Joseph Smith Sr.'s question

Though he had not yet associated himself with any organized religion, Joseph Smith Sr. believed what his son shared about his heavenly visions and supported him in his translation of the Book of Mormon. Joseph Sr. wanted to serve God but did not know what to do. In February 1829, he and his wife visited Joseph Jr. in Harmony, Pennsylvania. During that visit, the Prophet Joseph received Doctrine and Covenants 4 in answer to his father's question.

Read Doctrine and Covenants 4:1–4, looking for what the Lord taught about (1) how we should serve Him and (2) why we should serve Him. It may be helpful to know that in verse 4, the Lord compares wheat that is ready to harvest to people who are ready to receive the gospel. A sickle is a tool for harvesting.

Consider inviting students to use different methods to mark *how* and *why* we serve. For example, they could underline how to serve God and circle why we should serve Him. Or they could use different colors. Students could then compare what they marked with a partner or in a small group.

- What did you find?

Consider creating two columns on the board titled *How* and *Why*. You could invite students to write what they found on the board in the appropriate column. You might consider writing the words *heart*, *might*, *mind*, and *strength* on the board and asking students what they think it looks like for someone to serve with “all” of each of these.

- What blessings do these verses contain for those who serve God with all their heart, might, mind, and strength?

After teaching about the blessings of serving God with all our heart, might, mind, and strength, the Lord listed multiple attributes that can help us as we serve. Jesus Christ possesses each of these attributes and invites us to develop them in our own lives. As we do so, we become more like Him and can serve as He serves.

Read Doctrine and Covenants 4:5–6 looking for attributes the Lord wants us to develop as we serve.

Explain that these attributes are *how* we serve and can be marked the same way as the *how* insights in verses 1–4. Students can add these attributes to the board in the corresponding column.

- How might you summarize the teachings of this section into one sentence?

One principle we can learn from this section is that **as we serve with Christlike attributes, we will stand blameless before God and bring salvation to our souls.**

Understanding Christlike attributes

Consider asking which attributes students do not understand. Invite students to look up key words in the Guide to the Scriptures, the Topical Guide, or general conference talks. A dictionary or a search on the Gospel Library app could also be useful.

Invite students to share which Christlike attributes in Doctrine and Covenants 4 they feel are most common for teenagers to have. Consider asking which attributes may be rarer and why. (You could ask which is mentioned twice in section 4 and why they think that is.) Students could share how they have seen these Christlike attributes in their classmates. This can increase class unity and encourage others to develop Christlike attributes.

Seek the guidance of the Holy Ghost to select a Christlike attribute that would be most meaningful for you to study. Write it at the top of a page in your study journal. Below the attribute you selected, write the following.

1. **Examples:?** Ponder how the Savior exemplified this attribute anciently or in your life today. If using a scripture example, try to write down a specific story or reference. (The Guide to the Scriptures and the Topical Guide may be useful again.) You could also write a modern-day example of someone serving with this attribute and how it made a difference.
2. **What we can do:** List one or two steps you could take to develop this attribute more in your life. For ideas, reread Doctrine and Covenants 4:7, ask for advice by texting or asking someone you feel has this Christlike attribute.

Invite several students to share their thoughts. As they share, consider asking if any others chose the same attribute and would like to share their thoughts. Share your own thoughts as well. This can be a great opportunity to understand various Christlike attributes better and feel their importance. Look for ways to emphasize the Savior’s example.

Developing Christlike attributes

To conclude this lesson, make a plan of one or two steps you could take to develop a Christlike trait you studied today. You could include ways to seek the Lord's help while developing this attribute.

It may be useful to invite students to record their goal in their study journal or *Personal Development: Youth Guidebook*. In a future lesson, ask students to report how they are doing. Consider setting a personal goal and sharing with your students how you are seeking the Lord's help.

LESSON 15: DOCTRINE AND COVENANTS 3-5

Doctrine and Covenants 5

“I Know of a Surety That They Are True”



The Lord reassured Martin Harris as he sought additional proof that Joseph Smith had the gold plates. This lesson is intended to help students recognize witnesses the Lord has provided to help them gain a personal testimony of the Book of Mormon as another testament of Jesus Christ and of Joseph Smith’s calling as God’s prophet.

Possible Learning Activities

Martin Harris’s dilemma

Give students an opportunity to evaluate their testimonies of the Book of Mormon and Joseph Smith. Pondering the following scenario and questions could help them accomplish this. Students could share some of their answers with the class.

You could also show “Compelling Witness found at ChurchofJesusChrist.org, from time code 0:00 to 0:37.

Imagine someone held a trial about whether or not Joseph Smith actually had the gold plates in his possession.

- How comfortable would you feel testifying of the Book of Mormon as the word of God and Joseph Smith as the Prophet of the Restoration? Why?
- What would you say?

- What would you present as evidence to support your case?

Sharing or summarizing the following background information can help students better understand how to apply Doctrine and Covenants 5 to their own unique circumstances.

Lucy Harris, the wife of Martin Harris, was upset about the time and money her husband was dedicating to the publication of the Book of Mormon. She filed a legal complaint against Joseph Smith and gathered several people who were willing to testify that he had lied about the existence of the plates. Martin was warned that if he did not join them in testifying against Joseph, Martin could also be sent to prison. Though Martin had previously been a scribe for Joseph, had shown characters from the plates to scholars to verify their antiquity, and had lost 116 pages of the original manuscript, Martin still sought a further witness of the reality of the gold plates. He traveled to Joseph Smith’s home, where Joseph inquired of the Lord and received the revelation in Doctrine and Covenants 5.

As you study Doctrine and Covenants 5, seek the Holy Ghost to help confirm what you already know about Joseph Smith and the Book of Mormon. Also seek ways to strengthen your testimony of Jesus Christ and His restored Church.

Read Doctrine and Covenants 5:1–3, looking for how the Lord responded to Martin Harris.

- Why do you think the Lord does not prove the authenticity of the Book of Mormon by allowing the plates to be shown to the world?

Although Martin was not allowed to see the gold plates at that time, this revelation strengthened him in a way that enabled him to bear powerful testimony of the Prophet. In this lesson, you will see that **the Lord has provided witnesses to help each of us gain our own testimony of Joseph Smith as a prophet of God and the Book of Mormon as another testament of Jesus Christ.**

Evidence from the Lord



Consider dividing the class into thirds and assigning each a different “witness” to study on their own using the handout below. After sufficient time, students could compare and discuss with their group what they have learned.

You could also label three separate envelopes as “Witness #1,” “Witness #2,” and “Witness #3.” Fill each envelope with multiple copies of the corresponding portion of the handout. Distribute them to each group to study.

Witnesses

WITNESS #1

The words of the Lord

Joseph Smith was commanded not to show the gold plates to the world (see Doctrine and Covenants 5:3). Read Doctrine and Covenants 5:6–10, looking for what Joseph was allowed to share.

You may want to mark a phrase the Lord repeats in verses 5, 6, and 7.

- Why do you think the Lord is more concerned about us believing in and hearkening to His words in the Book of Mormon than He is about us knowing that the plates existed?

Referring to the Book of Mormon, President Gordon B. Hinckley (1910–2008) taught:



(The evidence for its truth, for its validity in a world that is prone to demand evidence, lies not in archaeology or anthropology, though these may be helpful to some. It lies not in word research or historical analysis, though these may be confirmatory. ... The test of its truth lies in reading it. It is a book of God. (Gordon B. Hinckley, Four Cornerstones of Faith). *Ensign* Feb. 2004, 6)

Take a few minutes to ponder your experience studying and being taught from the Book of Mormon. Think about how your study has impacted your life. You might want to record some of your thoughts in your journal.

WITNESS #2

The testimony of three servants

Read Doctrine and Covenants 5:11–15, looking for who the Lord would eventually allow to see the plates.

- What did you see in these verses that could make the testimonies of the Three Witnesses powerful?

Later, Martin Harris, Oliver Cowdery, and David Whitmer would see the gold plates and testify of their reality. You will learn more about this event when you study Doctrine and Covenants 17.

Referring to the Three Witnesses, President Dallin H. Oaks of the First Presidency taught:



Their testimony stands uncontradicted by any other witnesses. Reject it one may, but how does one explain three men of good character uniting and persisting in this published testimony to the end of their lives in the face of great ridicule and other personal disadvantage? Like the Book of Mormon itself, there is no better explanation than is given in the testimony itself, the solemn statement of good and honest men who told what they saw. (Dallin H. Oaks, "The Witness: Martin Harris *Ensign* or *Liahona*, May 1999, 36)

Consider reading "The Testimony of Three Witnesses at the beginning of the Book of Mormon or making a list of people who have testified to you that the Book of Mormon is true. Think of how their testimony has strengthened yours.

WITNESS #3

„The Holy Ghost

Read Doctrine and Covenants 5:16 and Moroni 10:4–5. Identify how God reveals the truthfulness of the Book of Mormon to His children..

- What are some ways the Spirit might testify to someone of the Book of Mormon's truthfulness?

Glenn L. Pace, who served as the Presiding Bishop, said:



There is no other way to gain a testimony but through the witness of the Holy Ghost. You can rely on nothing else. ... We have numerous scriptural examples of how pointless a physical manifestation can be without the accompanying receipt of the witness of the Holy Ghost. Conversion comes not by physical manifestations from heaven. (Glenn L. Pace, "The Elusive Balance," *New Era*, Mar. 1989, 49)

Make a list of reasons why you think a witness from the Holy Ghost, a member of the Godhead, is more important than physical evidence that something is

true. Consider including any witnesses you feel you have received through the Holy Ghost that the Book of Mormon is true.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

When students are done studying and discussing their assigned witness, invite them to identify one or more representatives from their group to present the following information to the class:

- Explain the witness given by the Lord that you studied with your group.
- Share examples from the lists created by your group members.

You could invite all students to add their insights and testimony to what their classmates have shared.

You could watch the remainder of the video "Compelling Witness from time code 0:37 to 7:46.

Following the revelation in Doctrine and Covenants 5, Martin boldly testified in court of Joseph Smith's character and the reality of the gold plates. After hearing Martin's testimony and others, the judge dismissed the case against Joseph Smith.

Share your thoughts and testimony of the truths in this lesson.

Witnesses

Witness #1: The words of the Lord

Joseph Smith was commanded not to show the gold plates to the world (see Doctrine and Covenants 5:3). Read Doctrine and Covenants 5:6–10, looking for what Joseph was allowed to share.

You may want to mark a phrase the Lord repeats in verses 5, 6, and 7.

- Why do you think the Lord is more concerned about us believing in and hearkening to His words in the Book of Mormon than He is about us knowing that the plates existed?

Referring to the Book of Mormon, President Gordon B. Hinckley (1910–2008) taught:



The evidence for its truth, for its validity in a world that is prone to demand evidence, lies not in archaeology or anthropology, though these may be helpful to some. It lies not in word research or historical analysis, though these may be confirmatory. . . . The test of its truth lies in reading it. It is a book of God. (Gordon B. Hinckley, "Four Cornerstones of Faith," *Ensign*, Feb. 2004, 6)

Take a few minutes to ponder your experience studying and being taught from the Book of Mormon. Think about how your study has impacted your life. You might want to record some of your thoughts in your journal.

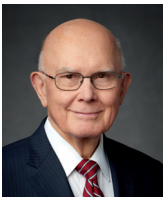
Witness #2: The testimony of three servants

Read Doctrine and Covenants 5:11–15, looking for who the Lord would eventually allow to see the plates.

- What did you see in these verses that could make the testimonies of the Three Witnesses powerful?

Later, Martin Harris, Oliver Cowdery, and David Whitmer would see the gold plates and testify of their reality. You will learn more about this event when you study Doctrine and Covenants 17.

Referring to the Three Witnesses, President Dallin H. Oaks of the First Presidency taught:



Their testimony stands uncontradicted by any other witnesses. Reject it one may, but how does one explain three men of good character uniting and persisting in this published testimony to the end of their lives in the face of great ridicule and other personal disadvantage? Like the Book of Mormon itself, there is no better explanation than is given in the testimony itself, the solemn statement of good and honest men who told what they saw. (Dallin H. Oaks, "The Witness: Martin Harris," *Ensign* or *Liahona*, May 1999, 36)

Consider reading "The Testimony of Three Witnesses" at the beginning of the Book of Mormon or making a list of people who have testified to you that the Book of Mormon is true. Think of how their testimony has strengthened yours.

Witness #3: The Holy Ghost

Read Doctrine and Covenants 5:16 and Moroni 10:4–5. Identify how God reveals the truthfulness of the Book of Mormon to His children.

- What are some ways the Spirit might testify to someone of the Book of Mormon's truthfulness?

Glenn L. Pace, who served as the Presiding Bishop, said:



There is no other way to gain a testimony but through the witness of the Holy Ghost. You can rely on nothing else. . . . We have numerous scriptural examples of how pointless a physical manifestation can be without the accompanying receipt of the witness of the Holy Ghost. Conversion comes not by physical manifestations from heaven. (Glenn L. Pace, "The Elusive Balance," *New Era*, Mar. 1989, 49)

Make a list of reasons why you think a witness from the Holy Ghost, a member of the Godhead, is more important than physical evidence that something is true. Consider including any witnesses you feel you have received through the Holy Ghost that the Book of Mormon is true.

LESSON 16: DOCTRINE AND COVENANTS 3-5

Assess Your Learning 1

Doctrine and Covenants 1–5 Joseph Smith—History 1



Reflecting on and assessing our spiritual learning can help us draw closer to the Savior. This lesson can help students remember and evaluate how their experiences studying Doctrine and Covenants and Joseph Smith—History have helped them grow spiritually and come closer to Jesus Christ.

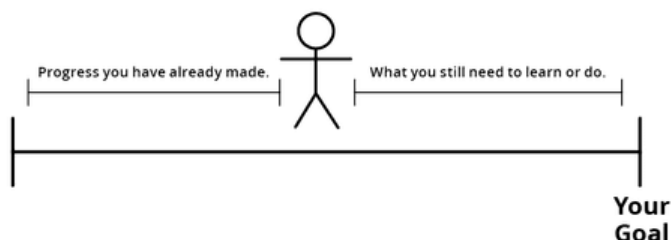
Possible Learning Activities

Why should we assess?

To help prepare students to evaluate their progress so far, consider doing an activity like the following. Draw the following graphic on the board and consider giving an example of a goal. Students might consider spiritual, intellectual, physical, or social goals they are making with the Children and Youth program.

On a page in your study journal, draw a line. At the end of the line on the right side, write one of your long-term goals. Some examples might be to play a sport or musical instrument at a high level, become especially good at a skill, earn a degree or certification, or marry in the temple.

As shown in the following graphic, draw a stick figure above the line to represent how far you feel you have progressed toward your goal.



On the left side of the line, take a moment to write down progress you have already made. You might include specific things you have learned or done to progress toward your goal.

- Why is it helpful to pause and evaluate what we have learned and how we have progressed?

Consider inviting several students to share what they have learned or done to progress toward their goals. This will not only prepare students to learn more in this lesson but may also help students get to know each other better and build unity in the class.

One of the purposes of seminary is to help you come closer to the Savior, Jesus Christ, and become more like Him.

- Why might it also be important to pause and evaluate our efforts to come closer to Jesus Christ and become more like Him?

What are you learning? How are you progressing?

Explain that throughout this year of study, every four to six weeks there will be a lesson like this one, where students can stop to evaluate what they are learning and how they are coming closer to the Savior.

If useful, consider inviting students to list some of the stories and topics they have learned about so far. This may help them as they do the following:

Take a few minutes to write in your study journal about the progress you are making to come closer to the Savior as you have studied the Doctrine and Covenants this year. This can include doctrine and truths you are learning, ways your testimony of Jesus Christ is increasing, new habits you are forming, and ways you are striving to change.

After sufficient time, invite several students to share their thoughts if they are not too personal. This could be done in small groups or as a class. Alternatively, students could also think of a word or phrase to summarize how they are learning or growing and write it on the board (for example, “stronger testimony,” “learning about Him through the scriptures,” or “feeling the Savior’s love”). Then you could point to key words on the board and ask if the student who wrote it would be willing to share why they listed it. As you listen, look for ways to congratulate students’ efforts, encourage them to continue, and testify of the Lord’s help and blessings.

Assess scripture study

Display a picture of Joseph Smith like the following and discuss with students the impact that studying the scriptures had on him as a prophet of God.



- How did scripture study help the Prophet Joseph Smith?

Reflect on your own goal of scripture study. How is your effort affecting you?

Provide each student with two small sheets of paper. Students can record their answer to the first question on one sheet of paper and then record their answer to the second question on the other.

- „What is one way you feel you have been successful in your scripture study?
- What is a struggle you are having with your scripture study?

Have students place the papers with their successes in one pile and the papers with their struggles in another pile. Shuffle the two piles separately and share them with the class. As you read their successes, compliment and encourage students. Consider asking “Has anyone else found success doing something similar?” and “How has your scripture study helped you come closer to Heavenly Father and Jesus Christ?” As you read the struggles students are having with scripture study, it may be effective to invite the class to find scriptures, look for statements from prophets or Church leaders, or think of personal experiences that may help.

Assess how students feel about the Prophet Joseph Smith

„Provide an opportunity like the following for students to assess how they feel about the Prophet Joseph Smith.

Write as many things as you can think of that you have learned about the Prophet Joseph Smith in the past few weeks of seminary.”

Students could write what they have learned on the board around the image of Joseph Smith. Alternatively, students could do this activity in small groups.

Underline or circle anything in your list that also refers to a way he has helped you draw closer to Jesus Christ.

If students do not bring it up, be sure to include that Joseph Smith saw Heavenly Father and Jesus Christ in the First Vision, translated the Book of Mormon by the power of God, and received revelations from the Lord included in the Doctrine and Covenants. Also include that the Lord restored the priesthood, the Church, and covenants and ordinances through Joseph Smith.

Invite students to evaluate how strongly they believe the items they listed on a scale of 1 to 5 (1=not believing and 5=confidently believing). Invite them to share experiences that have helped increase their belief that God called Joseph Smith to be a prophet to help us draw closer to Jesus Christ.

Some of your students might still struggle with their testimony that Joseph Smith was a prophet. Asking the following question and allowing students to provide lots of ideas might help these students.

- If someone struggles to believe that the Lord called Joseph Smith to be a prophet, what might you suggest they do to strengthen their belief?

DOCTRINE AND COVENANTS 6–9

Doctrine and Covenants 6–9

Overview

Oliver Cowdery learned of Joseph Smith Jr.’s work of translating the Book of Mormon while staying in the home of Joseph Smith Sr. and Lucy Mack Smith. Oliver felt a desire to participate in the work and moved to Harmony, Pennsylvania, in the spring of 1829, where he became the Prophet’s scribe. Through Joseph Smith, the Lord gave Oliver multiple revelations concerning his role as scribe and his desire to participate in the translation. These revelations contain important truths about personal revelation. With Oliver serving as scribe, Joseph Smith made significant progress in translating the Book of Mormon by the gift and power of God.



Focus on truths that lead to conversion:

Help students discover doctrine and principles that build faith in Jesus Christ and a willingness to obey the will of God. Encourage them to analyze how these truths can deepen their conversion and help them act in faith. For more on how the Savior did this, see “The Savior Taught Truths That Lead to Conversion and Build Faith in).*Teaching in the Savior’s Way*. An example of how you can practice this is included in the lesson on Doctrine and Covenants 8

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 6

Lesson purpose: To help students put their trust in the Savior when they face doubts and fears).

- **Student preparation:** Explain that Doctrine and Covenants 6:36 is a doctrinal mastery passage. Encourage students to memorize this short verse prior to coming to class.
- **Video:** “Days of Harmony” (25:01; watch from time codes 3:07 to 7:18 and 15:02 to 17:49)
- **Image:** Picture of Jesus Christ to display on the board

The Translation of the Book of Mormon”

Lesson purpose: To help students strengthen their testimony that God provided means and power for Joseph Smith to translate the Book of Mormon for us

- **Student preparation:** Consider inviting students to select a verse or story from the Book of Mormon that has impacted them.
- **Videos:** “Seer Stone” (3:47); “Days of Harmony” (25:01; watch from time code 7:18 to 11:33)
- **Printed materials:** For students who do not have digital access to *Come, Follow Me*, consider printing copies of the “Voices of the Restoration” section of “Doctrine and Covenants 6–9: This Is the Spirit of Revelation,” *Come Follow Me—For Home and Church: Doctrine and Covenants 2025*.

Doctrine and Covenants 8

Lesson purpose: To help students increase their ability to recognize how God speaks to them through the Holy Ghost

- **Student preparation:** Ask students to recall ways God has spoken to them through the Holy Ghost.
- **Diagram:** The diagram representing the mind and heart
- **Videos:** “To Acquire Spiritual Guidance” (16:00; watch from time code 14:41 to 15:04); “Patterns of Light: Discerning Light” (2:12)

Doctrinal Mastery Practice 1

Lesson purpose: To give students opportunities to learn doctrinal mastery passages and the truths they contain as well as learning and applying divine principles for acquiring spiritual knowledge,

- **Student preparation:** Invite students to choose one or more doctrinal mastery passages they would like to memorize. They could memorize the scripture references and key scripture phrases in the *Doctrinal Mastery Core Document* (2023) or work on memorizing the entire passages.
- **Content to display:** Chart with doctrinal mastery scripture references and key scripture phrases; discussion activities A, B, and C that follow the scenario

LESSON 17: DOCTRINE AND COVENANTS 6-9

Doctrine and Covenants 6

“Look unto Me in Every Thought; Doubt Not, Fear Not”



On April 5, 1829, Oliver Cowdery met Joseph Smith for the first time. Two days later, he became Joseph’s scribe for the Book of Mormon translation. Doctrine and Covenants 6 includes counsel from the Lord that addresses many of the questions and concerns Oliver had about participating in the Lord’s work. This lesson is intended to help students put their trust in the Savior when they face doubts and fears.

Possible Learning Activities

Doubts and fears

Consider writing the following question on the board and inviting students to write their answers beneath it. This could be done before class starts or at the beginning of the lesson.

- What are some fears, doubts, or worries teenagers may have?

After discussing the previous question, invite students to think about fears, doubts, or worries they may have in their own lives. Explain that Doctrine and Covenants 6 contains truths that can help them during such times. Invite students to look for these truths as they study.

Oliver Cowdery begins to assist Joseph Smith

Explain that Doctrine and Covenants 6 contains a revelation given to Oliver Cowdery. To help students understand how Oliver first met Joseph Smith, you could show the video “Days of Harmony” from time code 3:07 to 7:18. This video is available at ChurchofJesusChrist.org. Alternatively, the class could read *Saints: The Story of the Church of Jesus Christ in the Latter Days*, vol. 1, *The Standard of Truth, 1815–1846* (2018), pages 58–60, or you could summarize the following paragraph.

Oliver Cowdery was a schoolteacher who began boarding with Joseph Smith’s parents in the fall of 1828. While staying with the Smith family, Oliver learned about Joseph’s divine calling and the ongoing translation of the Book of Mormon. Oliver felt prompted to ask if he could help Joseph with the translation. In the spring of 1829, Oliver accompanied Joseph’s brother Samuel to Harmony, Pennsylvania, to meet the Prophet for the first time.

- If you were in Oliver Cowdery’s situation, what questions or concerns might you have had during this time?

Soon after arriving in Harmony, Oliver became Joseph Smith’s scribe. Although Oliver had previously received a divine confirmation of Joseph’s prophetic gift to translate, he still had questions about his own participation in the Lord’s work. Joseph Smith received the revelation recorded in Doctrine and Covenants 6 during this time.

Knowing and trusting the Savior

Read Doctrine and Covenants 6:14–24, 32–37, looking for some of the Lord’s counsel to Oliver. Pay special attention to what the Lord taught about Himself that can help us during times of uncertainty or fear.

In addition to reading these verses, students could also watch “Days of Harmony” from time code 15:02 to 17:49.

To help students internalize what they are reading, consider displaying a picture of Jesus Christ on the board. As students identify the Savior's teachings from these verses, they could write those teachings around the picture on the board.

- What did you learn about Jesus Christ that can help you place your trust in Him when you face fears, doubts, or worries?
- How can these truths about the Savior help you during such times?

Look unto Jesus Christ



Doctrine and Covenants 6:36 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Read Doctrine and Covenants 6:36–37 again, looking for the Savior's invitations to Oliver.

- (How would you summarize the truth taught in verse 36)

You may want to emphasize that **as we look unto Jesus Christ, we can overcome doubt and fear.**

What do you think it means to look unto Jesus Christ in every thought?

To help students see the relationship between the Savior's teachings in verses 36 and 37, consider displaying the image from the beginning of the lesson. Explain that to behold something means to see and observe. Then ask the following questions:

- Why do you think the Savior wants us to “behold” His wounds? (Doctrine and Covenants 6:37).
- What effect can remembering His Atonement and Resurrection have on us?

To help students better understand how they can look unto Jesus Christ, consider displaying the following scenarios. You could also create other scenarios that are relevant to your students' circumstances.

Anna has some unanswered questions about the gospel. Sometimes she feels like her testimony is not strong enough to help her overcome her doubts.

Eric is struggling with feelings of self-worth. He does not feel like anybody notices him at school.

Sophie's parents are having a hard time providing for their family financially. She worries that her parents may not have enough money to meet all of her family's needs.

Consider dividing students into small groups and assigning each group one of the scenarios to focus on as they discuss the following questions.

- What are at least three ways these people could look unto Christ in their situations?
- How could doing those things make a difference in the lives of these individuals?

After students have discussed with their groups, invite them to share some of their responses with the class. As part of this discussion, it may be helpful to ask the students how the actions they identified are examples of looking unto Christ.

Also consider inviting students to share examples of how they have been blessed as they have looked unto Jesus Christ in their lives.

Applying it to your life

To help the students apply the Savior's counsel to look unto Him, invite them to think about their own fears, doubts, or worries they identified at the beginning of the lesson. Display the following questions and give students time to answer them in their study journals.

- What have you learned or felt about Jesus Christ today that can help you with the fears, doubts, or worries you have?
- What are some specific ways you will strive to apply the Savior's counsel to "look unto [Him] in every thought; doubt not, fear not"?

Memorize

You may want to help students memorize the reference and key scripture phrase of Doctrine and Covenants 6:36 and review them in future lessons. The key scripture phrase is the entire verse: "Look unto me in every thought; doubt not, fear not." Ideas for memorization activities are in the appendix materials under "Doctrinal Mastery Review Activities."

LESSON 18: DOCTRINE AND COVENANTS 6-9

The Translation of the Book of Mormon

“The Gift and Power of God”



With Oliver Cowdery serving as his scribe, Joseph Smith made miraculous progress on the translation of the Book of Mormon during the spring of 1829. While we don't know specific details about how Joseph Smith translated the Book of Mormon, we do know he did it by the gift and power of God. This lesson is intended to help students strengthen their testimony that God provided means and power for Joseph Smith to translate the Book of Mormon for us.

Explain that this lesson will help students learn about some of the details related to Joseph Smith's translation of the Book of Mormon. Invite students to look for truths as they study that can help them in situations like this and strengthen their testimony that the Book of Mormon is from God.

Oliver Cowdery assists in the translation

Consider asking the students what they remember about the circumstances related to Oliver Cowdery assisting Joseph Smith with the translation of the Book of Mormon. If needed, refer to the “Doctrine and Covenants 6” lesson or *Saints*, vol. 1, *The Standard of Truth* 58–60

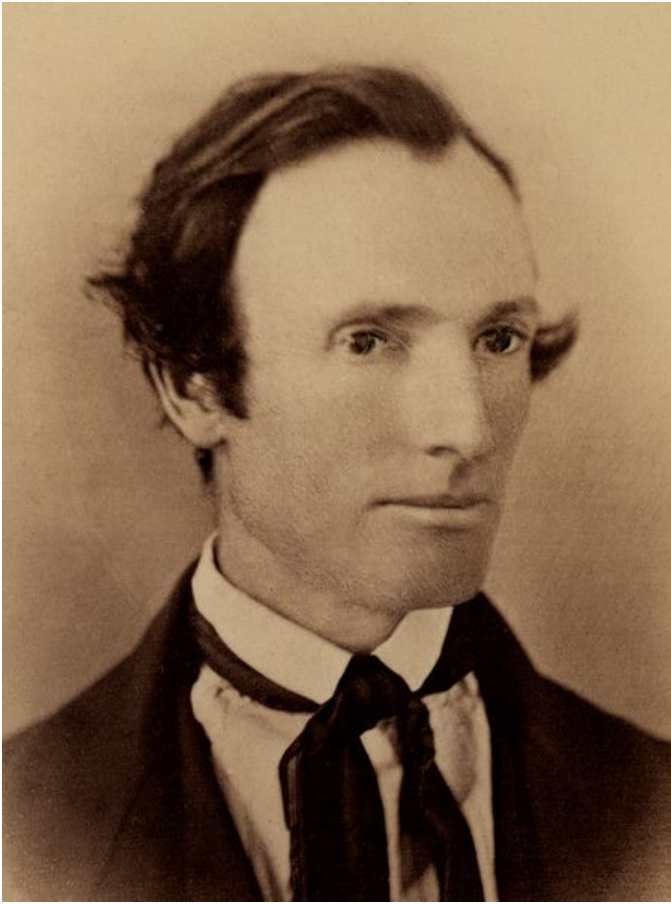
Possible Learning Activities

Origin of the Book of Mormon

Consider beginning class by sharing the following scenario. You could give students an opportunity to role-play with a partner or in front of the class.

Imagine one day you shared with one of your good friends your belief that the Book of Mormon is scripture like the Bible. Your friend seems a little surprised and says she was taught that Joseph Smith wrote the Book of Mormon from his imagination.

- What are some ways you might respond in this situation?



Within two days of coming to Harmony, Pennsylvania, to meet Joseph Smith, Oliver Cowdery started working as Joseph's scribe. Joseph and Oliver soon made miraculous progress on the translation of the Book of Mormon. It is estimated that, with Oliver as his scribe, Joseph Smith completed the translation of the Book of Mormon in approximately 65 working days (see Russell M. Nelson, "A Treasured Testament," *Ensign*, July 1993, 61).

Joseph Smith's descriptions of the translation

Consider asking students what they know about how Joseph Smith translated the Book of Mormon in such a miraculous way.

The following excerpt from the Gospel Topics essay titled "Book of Mormon Translation" can help students understand what Joseph Smith wanted the world to know about the translation.

In the preface to the 1830 edition of the Book of Mormon, Joseph Smith wrote: "I would inform you that I translated [the book], by the gift and power of God." When pressed for specifics about the process of translation, Joseph repeated on several occasions that it had been done "by the gift and power of God" and once added, "It was not intended to tell the world all the particulars of the coming forth of the book of Mormon." (Gospel Topics Essays, "Book of Mormon Translation"). ChurchofJesusChrist.org

- What truths can we learn from Joseph Smith's statement about the translation of the Book of Mormon?

Help students identify the truth that **Joseph Smith translated the Book of Mormon by the gift and power of God.**

- „Why is it important to know the Book of Mormon was translated by the power of God rather than by Joseph Smith?

Translation instruments

The following can help students understand a little about the instruments God made available to Joseph Smith to help in his efforts to translate the Book of Mormon..

When the angel Moroni appeared to Joseph Smith in 1823, he gave instructions to the Prophet about how the Book of Mormon would come forth.

Read Joseph Smith—History 1:34–35. and look for what instruments God had prepared for the translation of the Book of Mormon.

If desired, you could also invite students to read Mormon 9:34 and Ether 3:23–24 to help them understand that Book of Mormon prophets understood that God would prepare a way for their words to be translated.

- In what ways did the Lord prepare the Book of Mormon for translation?

To help students better understand details about Joseph Smith's use of physical instruments to translate the Book of Mormon, consider showing the video "Seer Stone" (3:47), available at ChurchofJesusChrist.org. Alternatively, you could summarize the following information or invite a student to read it to the class.

Later historical accounts indicate that in addition to using the Urim and Thummim (sometimes called the Nephite interpreters or spectacles) to translate the Book of Mormon, Joseph Smith used another instrument called a seer stone. The Prophet had discovered this instrument several years before he obtained the gold plates.

We do not know many details about how Joseph used these instruments God had prepared. But witnesses said Joseph would sometimes place either the Urim and Thummim or the seer stone into a hat to block out light, which allowed him to better see the words that appeared on the physical instruments (see Gospel Topics Essays, "Book of Mormon Translation," ChurchofJesusChrist.org).

Help students understand that while we know some details related to Joseph Smith's translation of the Book of Mormon, there is much we do not know about the translation process. The most important truth is that God's power enabled His word to be brought to His children.

Consider using one or more of the following resources to help students feel that the Book of Mormon was translated by the gift and power of God.

- The "Voices of the Restoration" section of Doctrine and Covenants 6–9: "This Is the Spirit of Revelation," *Come, Follow Me—For Home and Church: Doctrine and Covenants 2025*
- "Days of Harmony" from time code 7:18 to 11:33
- Oliver Cowdery's description of the translation process as recorded in Joseph Smith—History (found in the first paragraph following verse 75)

You may want to invite students to discuss the following questions in small groups or pairs before inviting them to share their responses with the class.

- What words or phrases from Emma or Oliver support Joseph Smith's testimony that the Book of Mormon was translated by the gift and power of God?
- What do you learn or feel about God after learning how Joseph Smith was an instrument in His hands to translate the Book of Mormon?

The power of the Book of Mormon in your life

Explain that one of the best ways we can know the Book of Mormon was translated by the gift and power of God is by studying it and experiencing God's power through living its teachings.

Give students time to find a verse or story from the Book of Mormon that has impacted their lives. If students struggle to find something, consider providing help or guidance, such as inviting them to study some of the Book of Mormon doctrinal mastery passages. You could also suggest a few verses they might study.

- What is a verse or story from the Book of Mormon that has impacted your life?
- How has this verse or story influenced your feelings toward Heavenly Father and Jesus Christ?

Consider testifying to students that the strength they can receive from studying the Book of Mormon is confirmation of God's power in bringing about the Book of Mormon.

LESSON 19: DOCTRINE AND COVENANTS 6-9

Doctrine and Covenants 8

“The Spirit of Revelation”



Oliver Cowdery was impressed by Joseph Smith’s ability to translate the Book of Mormon. He wanted God to give him the same gift. The Lord promised Oliver the gift to translate, according to his faith. At that point, Jesus Christ taught Oliver many important principles about revelation. This lesson can help students increase their ability to recognize how God speaks to them through the Holy Ghost.

Possible Learning Activities

Questions about revelation

To help students begin to study about revelation, consider sharing the following:

God wants to speak to us and does so in different ways. Through the Holy Ghost, God seeks “to help us with our specific personal needs, responsibilities, and questions and to help us strengthen our testimony” (Topics and Questions, Revelation topics.ChurchofJesusChrist.org).

- What are some questions you, or others you know, have about recognizing revelation from God?

Consider asking students to write their questions on the board or on paper. You could invite students to search for answers as they study today. It is not intended for all questions to be answered in class, but students could write down any insights they discover. You might use the following questions to help students think about why people have uncertainties about revelation.

- Why can it be difficult to recognize when and how God communicates with us?
- Why do you think it would be important to improve our ability to recognize and follow revelation from God?”,

You might ask students to start a page in their study journal or create a note in the Gospel Library app, where they can record what they learn about revelation from the Lord. You could provide an example by doing the same on the board. Consider starting with a heading like *How I can know that I am receiving revelation from God?*

The Lord teaches Oliver Cowdery about revelation

While serving as a scribe, Oliver Cowdery was able to witness that the Lord had given Joseph Smith the power to translate the Book of Mormon. Oliver also wanted to translate. The Lord agreed to give him the opportunity (see Doctrine and Covenants 6:25 To help Oliver be successful, the Lord taught important principles about receiving revelation.



Doctrine and Covenants 8:2–3 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Read Doctrine and Covenants 8:1–3, looking for what the Lord wanted Oliver to know about receiving revelation.

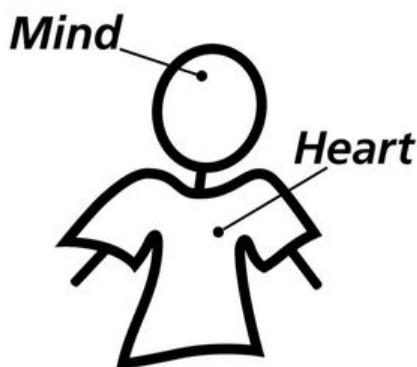
- What did you learn from these verses about how the Lord can speak to us through the Holy Ghost?

Ask students to report what they found. Among possible truths students may identify, help them see that **the Lord communicates to our minds and our hearts through the Holy Ghost.**



Focus on truths that lead to conversion: For additional training on questions that help students identify and state converting principles, see the training titled *Focus on truths that lead to conversion and build faith in Jesus Christ*, found in *Teacher Development Skills: Teach the Doctrine*

Consider writing this truth below the heading on the board. Drawing a diagram like the following could also help students visualize the Lord's teachings in these verses.



- Based on your personal study and experience, what are some ways God communicates to our minds? How does He communicate to our hearts?

Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles shared some of the ways God speaks to our minds and hearts through the Holy Ghost:



I bear witness that the Lord, through the Holy Ghost, can speak to your mind and heart. Sometimes the impressions are just general feelings. Sometimes the direction comes so clearly and so unmistakably that it can be written down like spiritual dictation. (Richard G. Scott, “To Acquire Spiritual Guidance,” *Ensign* or *Liahona* Nov. 2009, 9)

You might help students see a pattern of communication to the mind and heart in the following examples involving Oliver Cowdery: Doctrine and Covenants 6:22–24.; 9:8–9. Students could look for words and phrases the Lord used to explain some of the ways He speaks to our mind and heart.

It may be helpful to explain that the burning of the bosom described in Doctrine and Covenants 9:8 can refer to “a feeling of comfort and serenity” (Dallin H. Oaks, “Teaching and Learning by the Spirit,” *Ensign*, Mar. 1997, 13).

Communication through the Holy Ghost

Explain that there are many other teachings in the scriptures and from modern-day Church leaders that help us understand how God communicates to us through the Holy Ghost. Give students time to find, study, and discuss some of these teachings.

One way you could do this is to invite them to use tools like the Guide to the Scriptures, the Topical Guide, or the search function on Gospel Library to find scriptures or statements from Church leaders that describe some of the ways we can recognize revelation through the Holy Ghost.

Another option would be to invite students to study the following scriptures to see what they can learn about personal revelation:

John 14:26

Galatians 5:22–23

Helaman 5:30

Doctrine and Covenants 11:12–13

You could also show students the video “Patterns of Light: Discerning Light (2:12). In this video, Elder David A. Bednar of the Quorum of the Twelve Apostles shared insights about how we can recognize the difference between our own thoughts and promptings from the Holy Ghost.

After students have had sufficient time to study, consider inviting them to add what they learned to the list on the board.

Questions like the following could help students discuss what they learned and allow the Holy Ghost to testify to the class.

- What did you learn about different ways God communicates with us through the Holy Ghost?
- What do these teachings help you understand about the character and desires of Heavenly Father and Jesus Christ?
- What experiences have you had with understanding how the Holy Ghost communicates?

Remind students of the questions they brought up at the beginning of class. Invite students to share what they learned that helped answer any of these questions. End class with an invitation for students to try to recognize the Lord speaking to their hearts and minds in one or more of the many ways they have learned about. Help students understand that recognizing revelation from the Lord will require continual effort throughout their lives.

Memorize

You may also want to help students memorize the reference and key scripture phrase of Doctrine and Covenants 8:2–3 and review them in future lessons. The key scripture phrase is “I will tell you in your mind and in your heart, by the Holy Ghost.” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

LESSON 20: DOCTRINE AND COVENANTS 6-9

Doctrinal Mastery Practice 1

Memorizing and Acquiring Spiritual Knowledge



Doctrinal mastery can help students build the foundation for their lives upon Jesus Christ and His gospel. This lesson will give students opportunities to learn doctrinal mastery passages and the truths they contain as well as learning and applying divine principles for acquiring spiritual knowledge.

Possible Learning Activities

Doctrinal mastery review: Memorize

You may have already introduced students to a few doctrinal mastery passages in the Doctrine and Covenants this year. This may have included Joseph Smith—History 1:15–20, Doctrine and Covenants 1:30, and Doctrine and Covenants 1:37–38. The following activity gives students an opportunity to review those three passages and familiarize themselves with the next nine doctrinal mastery passages from Joseph Smith—History 1:15–20 through Doctrine and Covenants 49:15–17. If you feel it would be better for your students, you could adapt it to focus on only the doctrinal mastery passages students have learned so far.

(This activity should only last 10–15 minutes so there is enough time for the doctrinal mastery practice application later in the lesson.)

Bring some tools to class that students would recognize and know how to use. This could include a screwdriver, hammer, and saw.),

- When would you be grateful to have one of these tools?

Allow several students to share. They might share personal experiences or imagine situations. Students can have fun and be creative with their answers.

- What are some circumstances in which you would be grateful to have a scripture memorized?

Doctrinal mastery passages are a selection of scriptures that can be especially helpful to you and others. In seminary, you have opportunities to memorize the references and key scripture phrases of the doctrinal mastery passages. You might even try memorizing the entire verses of some of these passages.

Read and mark the following passages in your scriptures. Select one or two that you feel are most meaningful to you.

Display the chart listing the doctrinal mastery passages and key scripture phrases. Provide students with sufficient time to mark each of the passages.

Doctrinal mastery scripture reference	Key scripture phrase
Joseph Smith—History 1:15–20	Joseph Smith “saw two Personages, whose brightness and glory defy all description.”
Doctrine and Covenants 1:30	The Church of Jesus Christ is “the only true and living church.”
Doctrine and Covenants 1:37–38	“Whether by mine own voice or by the voice of my servants, it is the same.”
Doctrine and Covenants 6:36	“Look unto me in every thought; doubt not, fear not.”
Doctrine and Covenants 8:2–3	“I will tell you in your mind and in your heart, by the Holy Ghost.”
Doctrine and Covenants 13:1	The Aaronic Priesthood “holds the keys of the ministering of angels, and of the gospel of repentance, and of baptism.”

Doctrine and Covenants 18:10–11	“The worth of souls is great in the sight of God.”
Doctrine and Covenants 18:15–16	“How great will be your joy if you should bring many souls unto me!”
Doctrine and Covenants 19:16–19	“I, [Jesus Christ], have suffered these things for all.”
Doctrine and Covenants 21:4–6	The prophet’s “word ye shall receive, as if from mine own mouth.”
„Doctrine and Covenants 29:10–11	“I will reveal myself from heaven with power and great glory ... and dwell in righteousness with men on earth a thousand years.”
Doctrine and Covenants 49:15–17	“Marriage is ordained of God.”

Take a moment to try to memorize the reference and key phrase to one or two passages that are most meaningful to you. Also think of a situation in which having the reference and key phrase memorized may be a blessing to you or someone else.

Give students sufficient time to begin memorizing the scripture references and key scripture phrases they chose. It may be helpful to inform students that the Doctrinal Mastery app can also help them memorize doctrinal mastery passages.

When students have had sufficient time, invite several to practice sharing the key scripture phrases they began memorizing. You could also invite them to explain why it may be useful for them to memorize these references and phrases.

Encourage students to continue memorizing the references and key scripture phrases throughout the year. They may also memorize the entire scripture passage if they would like.

Learn and apply principles of acquiring spiritual knowledge

„The rest of the lesson is focused on helping students apply principles of acquiring spiritual knowledge to a real-life situation. Before reading the situation below, it may be useful to first invite students to review the principles of acquiring spiritual knowledge. Suggested review activities are included in the section of the appendix titled “Doctrinal Mastery Review Activities.” Descriptions of the principles are found in “,paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* (2023).

Ava began to study Joseph Smith—History and the Doctrine and Covenants and was having a good experience. However, she came across some negative comments on social media about the Prophet Joseph Smith that confused and worried her.

If useful, you can ask follow-up questions like “Why might she be confused or worried?”

Consider putting students into small groups and inviting them to brainstorm ways the principles of acquiring spiritual knowledge might help Ava in this situation. If useful, you could display some or all of the following activities, and you could invite the groups to complete them as part of their brainstorm.

Examine concepts and questions with an eternal perspective

A. List three prophets from the past that some people followed in faith while others did not and may have even criticized them.

- What are some reasons some people followed while others criticized?
- How did the Lord bless those who followed His prophets?
- How can pondering these things about previous prophets give us a better perspective to deal with negative information about Joseph Smith?

If students mention a historical concern about the Prophet, reading paragraphs 9–10 in the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document* (2023) may be useful.

Seek further understanding through divinely appointed sources

- A. Find one divinely appointed source about the Prophet Joseph Smith that you think could help Ava. The following could help you do this:
- Find verses in Joseph Smith—History or the Doctrine and Covenants that you have studied so far that illustrate what we can do when we face a doubt or questions.
 - Look up “Joseph Smith” in the Guide to the Scriptures or the Topical Guide. Or search Joseph Smith” in the index of a general conference *Liahona* or on the Gospel Library app.
 - If you have in mind a specific negative comment someone may say about the Prophet, look through the topics in the Topics and Questions section of ChurchofJesusChrist.org to see if there is information that may help. Also think of a trusted person whom you might recommend this teenager speak with.

Act in faith

- A. Through Joseph Smith, the Lord brought forth the following: the Book of Mormon, the Restoration of the true and living Church on the earth, the covenants and ordinances necessary for exaltation, and the majority of the Doctrine and Covenants. Ponder specific ways the Lord has already blessed your life through these things and how they can help strengthen your testimony of the Prophet. Think about what you did to receive these blessings. List some ways you could recommend Ava act in faith to continue to strengthen her testimony of Joseph Smith as a prophet of God.

After students have had time to brainstorm and possibly do some of the above activities, invite them to share what they feel might be most helpful to Ava. Encourage multiple students to share. You also might consider asking, “What other ways do you think we could use the principles of acquiring spiritual knowledge to help someone in this situation?”

DOCTRINE AND COVENANTS 10–11

Doctrine and Covenants 10–11

Overview

The Lord explained what happened to the lost 116 manuscript pages of the Book of Mormon and how the work of translation was to continue. Hyrum Smith desired to assist in the Restoration of the Lord's Church and was given counsel of how to prepare himself to serve.



Encourage learners to share the truths they are learning:

Giving students an opportunity to verbalize thoughts and feelings can help them feel the Holy Ghost

teach or testify of truth. Find moments in the lesson when you can invite students to ponder what they are learning and share. For more on how the Savior did this, see the section

The Savior Encouraged Others to Share the Truths They Were Learning" in *Teaching in the Savior's Way*. You can also see an example of how to do this in the lesson this week titled "Doctrine and Covenants 10

- **Materials:** Scripture references and resources written on pieces of paper placed around the room

Doctrine and Covenants 11:8–30

Lesson purpose: To help students seek the Lord's help to prepare to participate in His work

- **Student preparation:** Invite students to ponder why our desires are important to the Lord and to consider ways they can strengthen their desire to serve Him more faithfully.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 10

[Lesson purpose:] To help students increase their confidence that God will help them overcome Satan's cunning plans

- **„Student preparation:** Consider inviting students to read *Saints* 1:51–53 to help them remember the events surrounding the loss of the 116 manuscript pages and the despair Joseph and his family felt at that time..
- **Handout:** The Wisdom of God".

Doctrine and Covenants 11:1–7

Lesson purpose: To help students feel a greater desire to seek after the gift of eternal life that Jesus Christ offers to all who will receive it

- **Student preparation:** Invite students to read Doctrine and Covenants 11:7 and to compare the world's definition of being rich to the Lord's definition. Invite them to ponder why the definitions differ.

„LESSON 21: DOCTRINE AND COVENANTS 10–11

Doctrine and Covenants 10

The Wisdom of God



Following the loss of the 116 manuscript pages, the gold plates, Urim and Thummim, and power to translate were temporarily taken from Joseph Smith. The Lord accepted Joseph's sincere repentance and explained how He had prepared a way for His work to continue through His wisdom and foreknowledge. This lesson can help students increase their confidence that God will help them overcome Satan's cunning plans.

Possible Learning Activities

The wisest person you know

This section of the lesson is meant to help students think about God's infinite wisdom. Feel free to adjust the following suggested subjects.

- Who is the wisest person you know, or who has lived on earth, in each of the following subjects?

Science, History, Religion, Health, Technology

- If you combined the wisdom of every person you thought of, how do you think that wisdom would compare to God's?

Consider drawing a long vertical line on the board with the top representing God's wisdom. Invite several students to place marks on the line where they think the combined wisdom of all the smartest people in the world is represented. You might ask students how passages like Mosiah 4:9 and Isaiah 55:8–9 could influence where they place marks on the line.

God is not only wiser than any of us. Read Doctrine and Covenants 10:43 to see what else God's wisdom exceeds.

- How could it benefit someone to know the truth that **the wisdom of God is greater than the cunning of the devil**?
- What are some examples in the scriptures or from history in which God's wisdom overcame a cunning plan of the devil?

Answers to the previous question might include how the Atonement of Christ was prepared to overcome the effects of the Fall, how vicarious temple work was prepared to help those who lived during the Apostasy, or how our sins can be overcome through faith in Christ and repentance.

As you study this lesson, think about Satan's efforts to stop you from progressing spiritually and doing God's work. Listen for the Holy Ghost witnessing that God fully understands Satan's tactics and has already prepared a way for you to overcome them.

"The cunning of the devil"

Consider inviting a volunteer to remind the class of events that led to the loss of the first 116 manuscript pages of the Book of Mormon. (Use the lesson "Doctrine and Covenants 3" or the following paragraph if needed.)

Satan had a plan to interrupt the Book of Mormon translation and cause people to doubt the book's truthfulness. Martin Harris pressured Joseph Smith to let him show the first 116 manuscript pages of the Book of Mormon to his wife and others. Joseph continued to ask God for permission, even after God told him twice not to allow it. Martin ended up losing the pages. The angel Moroni then took the gold plates and the Urim and Thummim from Joseph.

- What concerns do you think Joseph would have had after losing the manuscript?

„After a period of humble repentance, Joseph again received the gold plates and the Urim and Thummim. Moroni told him that the Lord had accepted his repentance.

- Why would the Lord's message in "Doctrine and Covenants 10:43" have been especially comforting for Joseph at that time?

„In Doctrine and Covenants 10 the Lord taught Joseph that those who stole the pages planned to alter the words of the manuscript. If Joseph retranslated the same material, they would have claimed that he translated it differently and therefore was a false prophet (see ” Doctrine and Covenants 10:10–19).

The following questions can help students relate Joseph's experience to their lives. You may want to write some of their answers on the board.

- What are examples of the work God asks youth to accomplish today?
- What cunning plans does Satan use to try to stop us from accomplishing God's work?

Students might mention that Satan's plans include addictive behaviors, distraction, or self-doubt. Another answer is that he pressures us to value the opinions or lifestyle of others more than God's standards.

Record in your study journal the work that you feel God would have you focus on now and accomplish in your future. Pondering this can allow the Holy Ghost to inspire you with some ideas. What methods might Satan be using now in your life to try to keep you from accomplishing God's work?

The wisdom of God



Help students discover God's wisdom and foreknowledge by printing and cutting up enough copies of the accompanying

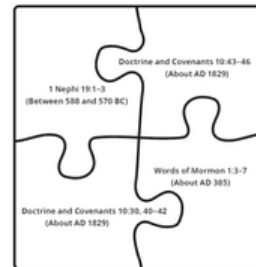
handout for each student to have one puzzle piece. Invite them to read their passage and record on the back of their puzzle piece what God taught or inspired someone to do.

Then invite students to form groups of four with others who have different pieces. Invite groups to work together to discover how God prepared a way to overcome the loss of the 116 pages. Then invite groups to share with the class how this account can help increase our faith and trust in God.

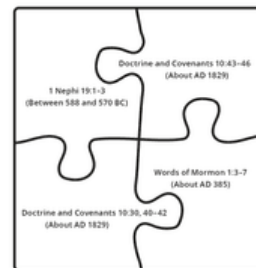
The four aids below can be displayed or provided if students need a little more guidance to understand their passages.

The Wisdom of God

The Wisdom of God



The Wisdom of God



THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2011 Blackwell Publishing Ltd *Journal of Internal Medicine* 270: 519–527

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Aids:

1. 1 Nephi 19:1–3—God commanded Nephi to make two sets of plates that covered the same time period.
2. Words of Mormon 1:3–7—God inspired Mormon to include Nephi’s small plates with the abridgment of the same time period Mormon had already made from Nephi’s other plates.
3. Doctrine and Covenants 10:30, 40–42—God told Joseph Smith to translate Nephi’s small plates rather than retranslate what Martin had lost from Mormon’s abridgement of the large plates.
4. Doctrine and Covenants 10:43–46—God compared the content of the stolen pages (see verse 44) to what Joseph would translate moving forward (see verses 45–46).

include what they feel impressed to do to trust more in God’s wisdom to better accomplish His work.

Assure students that God’s wisdom far surpasses that of the devil. Consider testifying of the comfort that comes from knowing that God has foreseen and prepared a way for those with faith in Him to overcome all of Satan’s cunning plans.

God’s wisdom in our lives

Help students see how the wisdom of God can bless their lives. This could be done by creating a class discussion using questions like the following:

- Why do you think God wants teenagers today to know what He taught Joseph Smith in this section?
- What has God prepared to help us escape Satan’s cunning and continue to do His work?



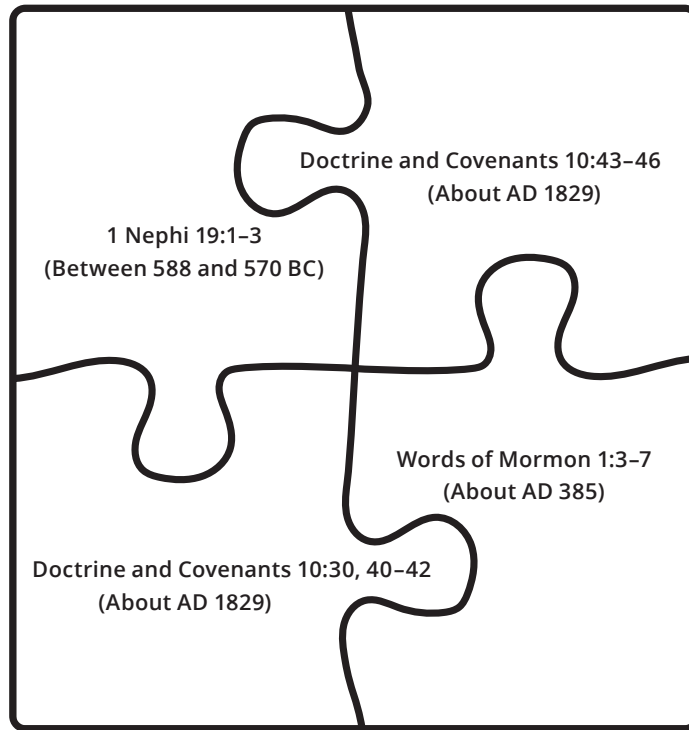
Encourage learners to share the truths they are learning:

For more practice on how to do this, see the training titled

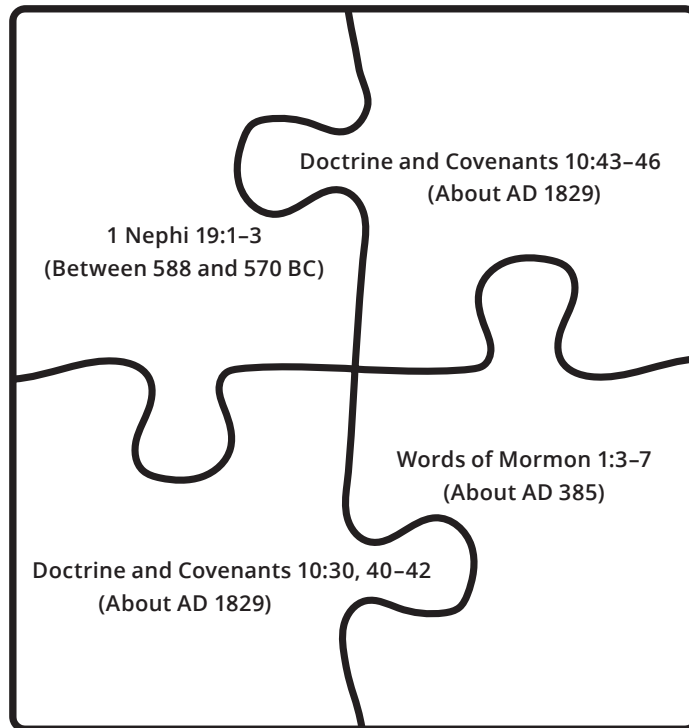
Encourage learners to share the truths they are learning” in *Teacher Development Skills: Invite Diligent Learning*. This training will help you practice inviting students to share with each other what they are learning.

Invite students to look back at their journal entry. Have them add to it by recording how God has prepared a way for them to overcome the cunning plans of the devil in their lives. They could also

The Wisdom of God



The Wisdom of God



LESSON 22: DOCTRINE AND COVENANTS 10–11

Doctrine and Covenants 11:1–7

“Treasure Up ... Everlasting Salvation in the Kingdom of God”



„Whom we choose to follow, the things we seek after, and how we spend our time can greatly influence who we will eventually become. As part of the Restoration, our loving Savior provided generous counsel on where the focus of our lives should be. This lesson can help students feel a greater desire to seek after the gift of eternal life that Jesus Christ offers to all who will receive it.

Possible Learning Activities”**Messages worth repeating**

To begin the lesson, you could invite students to think about messages that are frequently repeated. They might mention messages they notice in advertisements, music, or memes. Invite them to think about why some of these messages are often repeated. This might help prepare them to think about messages the Lord often repeats and why.

- What are some specific messages Jesus Christ has inspired His living prophets to frequently repeat?
- What repeated messages have you noticed so far in your study of the Doctrine and Covenants?
- What can we learn about the Savior through these repeated messages?

In 1829, many people—like Oliver Cowdery, Hyrum Smith, Joseph Knight Sr., and David Whitmer—wanted to learn what Jesus Christ would have them know and do. Several of the Savior’s loving responses include repeated truths He wants us all to understand and live by.

Consider inviting students to form groups of four and inviting each student to turn to one of the following sections. One student could read the verses from his or her section aloud. They could pause after each verse for their partners to share similarities and differences they notice from corresponding verses in their sections.

Read the first six verses of each of the following Doctrine and Covenants sections: 6; 11; 12 and 14 Compare the Savior’s message in each.

- Why do you think the Lord would choose to repeat the specific phrases and teachings found in these verses?

“He that hath eternal life is rich”

Read verse 7 in sections 6 and 11 looking for the Savior’s counsel to all who desire to serve Him.

- What words or phrases stood out to you from this verse? Why?
- What does this verse help you understand about Jesus Christ and His desires for us?

Students might share a truth similar to the following:
Jesus Christ desires to give us eternal life, which is the most valuable of all gifts.

Give students an opportunity to deepen their understanding about the meaning of eternal life and why it is such a valuable gift for us to receive. You could do this by inviting students to study some of the following resources individually or in groups. Alternatively, you could write these references on small pieces of paper around the room and allow students to walk around the room and study them silently, making notes on their own.

- Topics and Questions, Eternal Life,” topics.ChurchofJesusChrist.org
- John 17:3

- Revelation 21:3–4
- Mosiah 2:41
- Doctrine and Covenants 76:69–70
- Doctrine and Covenants 84:38
- Doctrine and Covenants 88:107
- Doctrine and Covenants 130:2
- Doctrine and Covenants 132:20

Invite students to share what they learned and felt during their study.

Thinking about what you learned

Spend a few moments discussing with students potential distractions to seeking eternal life. Invite them to silently ponder how well their current decisions are preparing them to receive eternal life. Consider doing the following activity to help students feel a greater desire to seek eternal life:

List as many reasons as you can for why a person with eternal life is rich (see Doctrine and Covenants 11:7).

Consider inviting students to write their responses to the previous prompt on the board. Invite volunteers to describe why what they wrote is valuable to them. This could be a meaningful part of the lesson. It may be wise to allow students plenty of time to write, ponder, and share.

Conclude the lesson by inviting the students to think about how their life might be affected by what they have learned and felt today. The following questions could give students an opportunity to record their thoughts and impressions in their study journals.

- What have you learned today that increases your desire to feel close to Heavenly Father and Jesus Christ?
- What are some ways you can avoid letting worldly pursuits take priority over progressing toward eternal life?

LESSON 23: DOCTRINE AND COVENANTS 10–11

Doctrine and Covenants 11:8–30

“Unto All Who Have Good Desires”



As the Restoration of Jesus Christ’s gospel began to unfold, several people desired to know how they might assist. This included members of Joseph Smith’s own family, like his brother Hyrum. The Lord praised Hyrum for his good desires and taught him how to prepare to assist in the work. This lesson can help students seek the Lord’s help to prepare to participate in His work.

Possible Learning Activities

“Even as you desire”

Consider asking students to think of a time when they desired to join or participate in a worthwhile activity or cause. Ideas might include the planning of a youth activity, participating in a service project, or joining a club or organization. Invite students to discuss things they needed to prepare ahead of time to accomplish the activity or serve the cause.

Consider sharing information like the following to help students understand what Hyrum Smith desired to be a part of that led to the revelation in Doctrine and Covenants 11.

In May 1829, Hyrum Smith’s great desire was to participate in the Restoration of the Savior’s Church. He traveled over 250 miles from Palmyra, New York, to Harmony, Pennsylvania, to visit his younger brother Joseph and learn what he could do to help. The Lord revealed Doctrine and Covenants 11 because of Hyrum’s righteous desires.

(Read Doctrine and Covenants 11:8, looking for how the Lord would bless Hyrum Smith because he desired to assist in the work. Next,

read .). Doctrine and Covenants 11:27, looking for who else the Savior spoke to in this revelation.

Invite students to identify a truth from these verses and to express it in their own words. They may say something like this: **If we desire to serve Him, God can do His work through us.**

Give students an opportunity to assess themselves on their preparation to do God’s work. The following is one way they could self-assess.

Using the following scale, select how prepared you feel you are to do God’s work:

- 1 = Very unprepared
- 2 = Somewhat unprepared
- 3 = Somewhat prepared
- 4 = Very prepared

Think about what you can do to increase your preparedness. You might record some of your thoughts in your study journal.

„Preparing to serve

Consider dividing students into small groups and encouraging them to alternate reading the following verses aloud.

Read . Doctrine and Covenants 11:11–26, marking specific phrases of counsel that the Savior gave to help Hyrum prepare to faithfully serve. After studying these verses, select one phrase that suggests how we might prepare. Think of two to three specific ways someone could apply that counsel in their lives.

Consider inviting each group to write on the board the phrase they chose and to share with the class some ways they could apply it. You might ask a follow-up question such as “How could applying that counsel now affect who you become later in life?” Listen closely as students share to discern which phrases to spend more time discussing. The following three sections can be used to help students understand, discuss, and prepare to apply specific phrases.

“Trust in that Spirit that leadeth to good” (verse 12)

Think of some real-life situations where a teenager might have to decide if he or she will trust in the Spirit.

- Why is faith in the Savior required to fully trust in the Spirit in these situations?
- What can we do to learn how to better receive and act on inspiration from the Holy Ghost?

Answers might include worthily taking the sacrament, writing down and acting on promptings that come, and pondering as part of personal prayer or scripture study. Invite students to share experiences when they trusted in the Spirit to do good.

“Keep my commandments, yea, with all your might, mind and strength” verse 20)

Choose three to four commandments that you feel are especially relevant to teenagers..

For each commandment, write down what it might look like for a teenager to keep it with all their might, mind, and strength.

- Why is striving to keep the Lord’s commandments necessary to better serve Him?
- How have you or someone you know been blessed for diligently striving to keep the Savior’s commandments?

“First seek to obtain my word” verse 21)

Make a list of things someone might do who is seeking to “obtain [the Lord’s] word” rather than just reading the scriptures.

Answers might include marking passages, recording thoughts that come, searching for answers to questions, and praying during study.

- How could intentionally preparing to be a better missionary, teacher, leader, minister, spouse, or parent in your future change the way you approach gospel study now?
- What is something specific you can do to increase the effectiveness of your daily scripture study? (You may have previously set a similar goal. This may be a good time to review your progress.)

Apply what you have learned

Understanding the Savior’s description of Himself in section 11 could help students feel hope that He will help them apply the invitations in this section. Invite students to read verses 11, 28–30 and to discuss the following questions.

- „How can the Savior light your way as you strive to follow His counsel and prepare to serve Him?
- How can you better “receive” the Savior and His counsel into your life?
- What do you think it means to be given power to become the sons and daughters of God?

Provide students some quiet time to ponder the following and apply what they have learned. If students need help thinking of ideas, invite them to choose one phrase listed on the board from earlier in the lesson. Consider sharing your own feelings about how serving the Lord has benefited and blessed your life.

Take a moment to picture the kind of servant you would like to be for the Lord now, in two years, in 10 years, and throughout your life. Choose at least one phrase of counsel from your study today that you would like to focus on and create a plan to act on it. One way to do

this is to draw a simple set of stairs with three or four steps. On each step, write something you can do to help you better obtain the Lord's word, keep His commandments, or apply whichever piece of counsel you decided to focus on.

DOCTRINE AND COVENANTS 12–17; JOSEPH SMITH—HISTORY 1:66–75

Doctrine and Covenants 12–17 Joseph Smith—History 1:66–75;

Overview

While translating the Book of Mormon, Joseph Smith and Oliver Cowdery had a question about baptism for the remission of sins. They inquired of the Lord. In response to their question, John the Baptist appeared and restored the Aaronic Priesthood. The restoration of the priesthood continued weeks later when Peter, James, and John restored the Melchizedek Priesthood. As the Book of Mormon translation came to an end, three individuals were selected to see the gold plates. Oliver Cowdery, David Whitmer, and Martin Harris saw the angel Moroni and gold plates in a vision. They also heard the voice of the Lord declaring the Book of Mormon is true.



Help students focus on Jesus Christ:

When you help students center their gospel learning on Jesus Christ, the Holy Ghost can strengthen their understanding

and appreciation of the Savior. Ask questions that will help students look for evidence of His power, mercy, and atoning mission. Invite students to record or share their feelings for Him. For more on how the Savior did this, see the section “Help Learners Recognize the Lord’s Love, Power, and Mercy in Their Lives) in *Teaching in the Savior’s Way*. You can also see an example of how to do this in the lesson this week titled Doctrine and Covenants 14

triple combination or in the “Study Helps” section of Gospel Library.

- **Video:** “Spiritual Treasures” (18:07; watch from time code 3:00 to 3:51)

Doctrine and Covenants 14

Lesson purpose:) To help students be obedient and endure to the end with the Savior’s enabling power

- **Student preparation:** You might invite students to look for a principle they can apply from their personal scripture study. Students may want to use some of the study resources in *Come, Follow Me*.
- **Video:** “Tomorrow the Lord Will Do Wonders among You” (19:18; watch from time code 15:08 to 16:21)

Doctrine and Covenants 17

Lesson purpose: To help students strengthen their own witness of the Book of Mormon as they study the testimonies of the Three Witnesses

- **Student preparation:** You could invite students to search ChurchofJesusChrist.org for information about the Three Witnesses of the Book of Mormon and to come prepared to share what they found.
- **Materials:** A bag and an item (the bag should be able to conceal an item that some students will see and describe to the class)
- **Videos:** “A Day for the Eternities” (23:09; watch from time code 15:01 to 17:55); “An Enduring Testimony of the Mission of the Prophet Joseph” (17:32; watch from time code 4:18 to 5:43)

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Joseph Smith—History 1:68–75; Doctrine and Covenants 13

Lesson purpose:; To help students feel the significance of the restoration of the Savior’s priesthood authority

- **Student preparation:).** Invite students to come to class prepared to share details or questions they have about the restoration of the priesthood. They could prepare by reading the text for Church history photograph 5, “Susquehanna River found at the end of the

LESSON 24: DOCTRINE AND COVENANTS 12–17; JOSEPH SMITH—HISTORY 1:66–75

Joseph Smith—History 1:68–75 Doctrine and Covenants 13.).

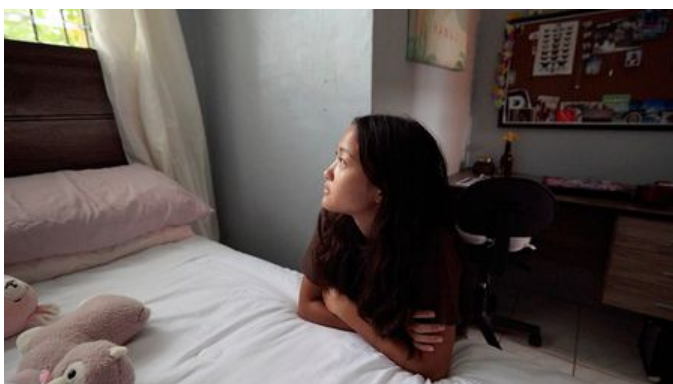
The Restoration of the Priesthood



While working on the Book of Mormon translation, Joseph Smith and Oliver Cowdery learned that Jesus Christ gave the Nephites authority to baptize. As they prayerfully sought to know more, Joseph and Oliver were visited by John the Baptist and later Peter, James, and John, who were sent to restore priesthood authority to the earth. This lesson can help students feel the significance of the restoration of the Savior's priesthood authority.

Possible Learning Activities**The Savior gives His authority**

Help students think about why the restoration of the priesthood matters to them. You might do this by displaying these images and asking questions such as the following:



- What do you know about the events depicted in these images?

- How would your life be different without the Savior's priesthood authority?

Consider sharing the following statement to help students see how the restoration of the priesthood can bless all of God's children. This statement might also help young women recognize that the restoration of the priesthood is relevant to them.

In a talk given to the women of the Church, President Russell M. Nelson taught about the significance the priesthood restoration can have in our lives:



How I yearn for you to understand that the restoration of the priesthood is just as relevant to you as a woman as it is to any man. Because the Melchizedek Priesthood has been restored, both covenant-keeping women and men have access to *all* the spiritual blessings of the church" or, we might say, to all the spiritual treasures the Lord has for His children.

Every woman and every man who makes covenants with God and keeps those covenants, and who participates worthily in priesthood ordinances, has direct access to the power of God. (Russell M. Nelson, *Spiritual Treasures Ensign or Liahona*, Nov. 2019, 77)

Restoration of the priesthood

While Joseph Smith and Oliver Cowdery were translating the Book of Mormon, they learned of Jesus Christ giving authority to the Nephites to perform baptisms (see 3 Nephi 11:18–27). Desiring to know more about this authority, Joseph and Oliver went to the woods near the Susquehanna River and prayed.

Students could create a three-question quiz with answers that can be found in Joseph Smith—History 1:68–72. For example, one question could be “Who baptized Joseph Smith?” They could then trade quizzes with another student and assess how well they understand the details of the restoration of the priesthood.

Read Joseph Smith—History 1:68–72, looking for what Joseph and Oliver experienced as they prayed.;

- How would you summarize the verses you read?

The words John the Baptist spoke in Joseph Smith—History 1:69 are also found in Doctrine and Covenants 13:1.

Read Doctrine and Covenants 13:1 and identify the keys of the Aaronic Priesthood.



Doctrine and Covenants 13:1, is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- What blessings does the Savior provide through the keys of the Aaronic Priesthood?

Following the visit of John the Baptist, the Savior sent Peter, James, and John to restore the Melchizedek Priesthood to the earth (see Doctrine and Covenants 27:12; 128:20). In 1836, Joseph Smith received additional priesthood keys (see Doctrine and Covenants 110:11–16). Each event led to further access to God’s power through priesthood ordinances.

Consider writing the following truth on the board:
Jesus Christ restored His priesthood authority so we can receive the ordinances of His gospel. As students answer the following question, you could create a list of priesthood ordinances on the board.,

- What ordinances has the Lord made available to us through His priesthood?

If students need help answering the previous question, you could help them identify the following ordinances: baptism, the sacrament, confirmation, priesthood ordinations, temple endowment, temple sealing, administering to the sick, blessings of comfort and counsel, patriarchal blessings, setting apart for a calling, and so on..)?

Participating in priesthood ordinances

Read Joseph Smith—History 1:73–74, looking for how Joseph and Oliver were affected as they participated in the ordinances of baptism and priesthood ordination.

You could also invite students to read portions of the fourth and fifth paragraphs of Oliver’s account at the end of Joseph Smith—History.

- What evidence do you see that these ordinances gave Joseph and Oliver greater access to God’s power?,
- How has participating in priesthood ordinances helped you feel greater access to God’s power?”),

You could invite students to imagine they were asked to write a journal entry describing a personal experience with a priesthood ordinance, similar to the one described in “)Joseph Smith—History 1:73. Direct students to the list of ordinances on the board. Give them time to reflect on, write about, and share their experiences. You might also share how the restoration of the priesthood has been a blessing in your life.

Memorize

„You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is “The Aaronic Priesthood ‘holds the keys of the ministering of angels, and of the gospel of repentance, and of baptism.’” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

Additional Resources”,

Where can I learn more about the restoration of the priesthood?

Church History Topics, “Restoration of the Aaronic Priesthood “Restoration of the Melchizedek Priesthood,”

ChurchofJesusChrist.org/study/history/topics

„Topics and Questions, Restoration of the Priesthood”,
topics.ChurchofJesusChrist.org

Saints: The Story of the Church of Jesus Christ in the Latter Days” vol. 1, *The Standard of Truth, 1815–1846* [2018], 65–68

The Restoration of the Priesthood Authority and Organization” (video), ChurchofJesusChrist.org

Doctrine and Covenants 13:1. What is the meaning of each of the keys of the Aaronic Priesthood?

President Dallin H. Oaks of the First Presidency taught:”,



„What does it mean that the Aaronic Priesthood holds “the key of the ministering of angels” and of the “gospel of repentance and of baptism, and the remission of sins”? The meaning is found in the ordinance of baptism and in the sacrament. Baptism is for the remission of sins, and the sacrament is a renewal of the covenants and blessings of baptism. Both should be preceded by repentance. When we keep the covenants made in these ordinances, we are promised that we will always have His Spirit to be with us. The ministering of angels is one of the manifestations of that Spirit. (Dallin H. Oaks, The Aaronic Priesthood and the Sacrament”, *Ensign*, Nov. 1998, 37–38)

Joseph Smith—History 1:70, 72.

When was the Melchizedek Priesthood restored?

It is impossible to precisely date this heavenly manifestation from existing sources. The only firsthand account from Joseph that gives details about the circumstances of the vision is an 1842 letter (now canonized as Doctrine and Covenants 128) in which he testified he heard “the voice of Peter, James, and John in the wilderness between Harmony, Susquehanna County, and Colesville, Broome County, on the Susquehanna river, declaring themselves as possessing the keys of the kingdom.” Modern readers have reached different conclusions from these various accounts as to the timing of the appearance of Peter, James, and John. Their estimates range from as early as a few weeks after the appearance of John the Baptist on May 15, 1829, to many months later. (Church History Topics, Restoration of the Melchizedek Priesthood,” ChurchofJesusChrist.org/study/history/topics)

LESSON 25: DOCTRINE AND COVENANTS 12–17; JOSEPH SMITH—HISTORY 1:66–75

Doctrine and Covenants 14

You Shall Have Eternal Life



Joseph Smith and Oliver Cowdery moved to the Whitmer home in Fayette, New York, to complete the translation of the Book of Mormon. David Whitmer felt the power of the Savior’s restored gospel and desired to be a part of the work. Doctrine and Covenants 14 was received in response to David’s desires to know the Lord’s will for him. This lesson can help students be obedient and endure to the end with the Savior’s enabling power.

Student preparation: You might invite students to look for a principle they can apply from their personal scripture study. Students may want to use some of the study resources in *Come, Follow Me*.

Possible Learning Activities

The blessing of eternal life

To help students think about what the Savior asks us to do to qualify for His gift of eternal life, you might share the following scenario. Consider asking students the following questions and allowing them to add more detail to the scenario. Doing so can help you discern and understand questions and concerns the students may have.

After learning about eternal life in seminary, a young woman thinks, “I just don’t think I’m good enough to live with my heavenly parents and Jesus Christ and be like Them. I’m not going to make it.”

- Why might she feel this way?),

- What else might she be worried about?).

After discussing the scenario, ask students to ponder if they have ever had similar feelings. Invite them to write down one or more questions or concerns they have about receiving the blessing of eternal life. Encourage students to seek the Savior’s guidance through the Spirit as they study Doctrine and Covenants 14...

The Whitmer family

To help your students become more acquainted with the Whitmer family, you could invite a student to read the following paragraph, or share the information in your own words.

Joseph Smith and Oliver Cowdery faced severe persecution while translating the Book of Mormon in Harmony, Pennsylvania. They wrote to the Whitmer family asking if they could move to their home in Fayette, New York, to complete the translation. After divine manifestations from the Lord, Mary and Peter Whitmer Sr. and their family decided to invite Joseph, Emma, and Oliver into their home. They supported them while they worked on the translation. David Whitmer in particular felt inspired by the work of the Restoration and desired to know the Savior’s will for him. Joseph received a revelation, now Doctrine and Covenants 14, in which the Savior invited David to join Him in this “great and marvelous work” (Doctrine and Covenants 14:1). He invited David to “seek to bring forth and establish [His] Zion” (Doctrine and Covenants 14:6). These invitations, along with the guidance and blessings the Savior also promises in Doctrine and Covenants 14, apply to all of Heavenly Father’s children.

Keeping the commandments and enduring to the end

Read „Doctrine and Covenants 14:5–7 and look for what the Savior asks us to do to qualify for eternal life.

- What did you find?

- What principle can you identify?

Help students identify the following principle: **If we keep the commandments and endure to the end, we shall obtain God's gift of eternal life.** You could invite students to mark this principle in their scriptures.

Using the following statement, students could come up with a simple definition of enduring to the end. You could then invite students to add this definition to their scriptures next to verse 7.

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles explained what it means to endure to the end:



Enduring to the end, or remaining faithful to the laws and ordinances of the gospel of Jesus Christ throughout our life, is a fundamental requirement for salvation in the kingdom of God. ...

... Enduring to the end is not just a matter of passively tolerating life's difficult circumstances or "hanging in there." Ours is an active religion, helping God's children along the strait and narrow path to develop their full potential during this life and return to Him one day. (Dieter F. Uchtdorf, *Have We Not Reason to Rejoice?*, *Ensign* or *Liahona*, Nov. 2007, 20)

- Why do you think keeping the commandments and enduring to the end are required to obtain eternal life?
- How is Jesus Christ an example of keeping the commandments and faithfully enduring to the end?
- How can this knowledge help us keep an eternal perspective when dealing with life's challenges?

Read Doctrine and Covenants 14:8–11 and look for what the Savior taught David Whitmer that could help him receive God's gift of eternal life.

- „How do you think this counsel applies to us today?

It might be helpful to point out that in verse 8, the Lord informed David that he would be privileged to be one of the witnesses of the Book of Mormon.

The Savior's motivating power to obey and endure

The following activity can help students recognize it is the Savior's power that enables us to be obedient and endure life's challenges.



Help students focus on Jesus Christ: For more practice with this, see the training titled, *Help learners recognize the Lord's love, power, and mercy in their lives*"

found in *Teacher Development Skills: Focus on Jesus Christ*. Consider practicing the skill. Ask questions that focus on connecting the Lord's love, power, and mercy to the truths being taught.

Think about how much you need the Savior's help in your life. Find a scripture reference that teaches ways you can rely upon His power to help you. If needed, you could read one or more of the following scripture references.

Invite students to share scripture passages that are personally meaningful and explain how these passages can help them rely upon the Savior's power to keep His commandments and endure to the end. They could also use the link function of the Gospel Library app to link the scripture passages they studied with Doctrine and Covenants 14:7 or they could write the cross-references in the margins of their scriptures.

Read the statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles and look for how the Lord will bless us as we strive to be obedient and endure to the end.

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught:



If we give our heart to God, if we love the Lord Jesus Christ, if we do the best we can to live the gospel, then tomorrow—and every other day—is ultimately going to be magnificent, even if we don't always recognize it as such. Why? Because our Heavenly Father wants it to be! He wants to bless us. A rewarding, abundant, and eternal life is the very object of His merciful plan for His children! It is a plan predicated on the truth “that all things work together for good to them that love God” [Romans 8:28 So keep loving. Keep trying. Keep trusting. Keep believing. Keep growing. Heaven is cheering you on today, tomorrow, and forever. (Jeffrey R. Holland, “Tomorrow the Lord Will Do Wonders among You,” *Ensign* or *Liahona*, May 2016, 127)

- What words or phrases in this statement motivate you to keep the commandments and endure to the end?

With the Savior we can receive eternal life

Students may want to recall their concerns about qualifying for eternal life as they reflect on the following questions. Students could respond in their study journal.

- What are one or two things you feel you could be doing to be obedient and endure to the end?
- What can you remember or do when you face obstacles to obedience or enduring to the end?
- How could you rely upon the Savior's power as you strive to keep His commandments and endure to the end?

You might conclude by encouraging students to continue striving to keep the Savior's commandments, trusting in His promise of eternal life.

LESSON 26: DOCTRINE AND COVENANTS 12–17; JOSEPH SMITH—HISTORY 1:66–75

„Doctrine and Covenants 17

The Three Witnesses



The Lord promised Joseph Smith that three others would be witnesses of the gold plates. Oliver Cowdery, David Whitmer, and Martin Harris were called of God to be these witnesses. Through their faith, they were visited by the angel Moroni and heard the Savior’s voice declaring what they saw was true. This lesson can help students strengthen their own witness of the Book of Mormon as they study the testimonies of the Three Witnesses.

„Student preparation: You could invite students to search ChurchofJesusChrist.org, looking for information about the Three Witnesses of the Book of Mormon, and to come prepared to share what they found.

Possible Learning Activities

Witnesses”,

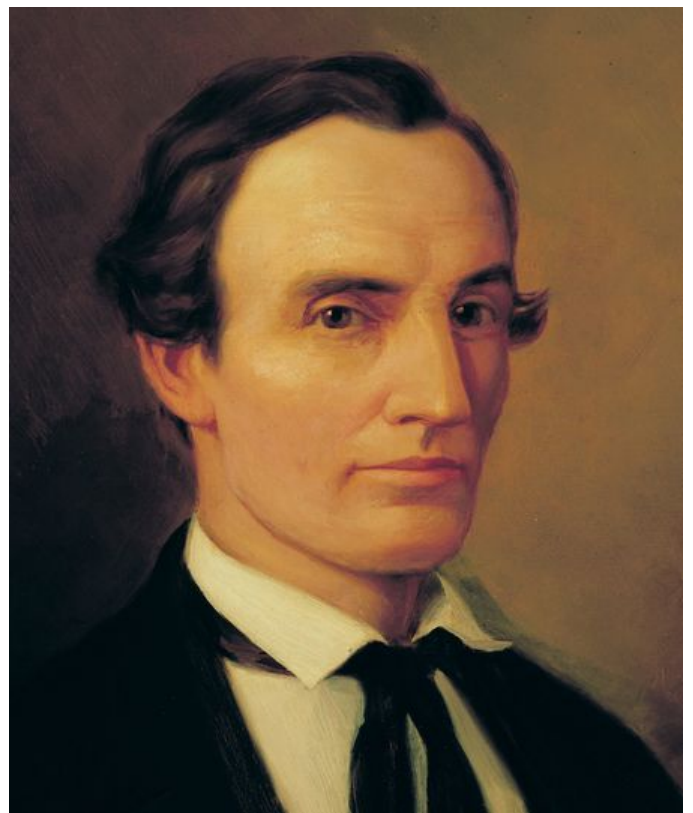
To introduce the role of witnesses, you could invite three students to be witnesses. One way to do this is to conceal an item in a bag and invite one student to look at it and describe the item. Ask the class members if they believe the students. Invite other students to be a second and third witness. Discuss why having multiple witnesses is helpful.”

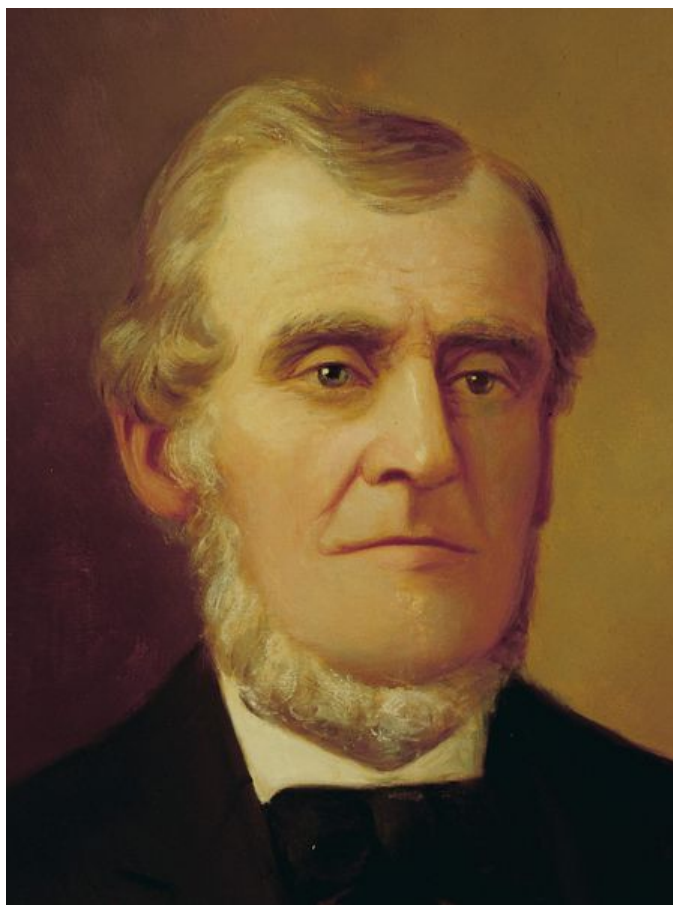
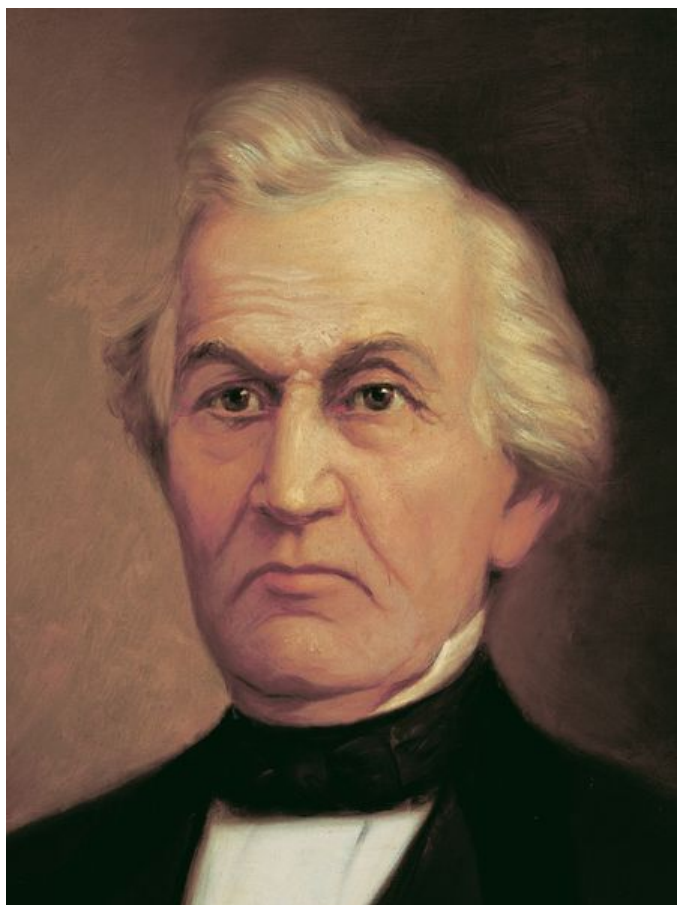
Witnesses play an important role in Heavenly Father’s plan of salvation. Read Doctrine and Covenants 6:28, looking for what the Lord taught about witnesses (see also 2 Corinthians 13:1

- What are some examples of witnesses in the Church?
- Why do you think the Savior provides multiple witnesses of His work?

The Three Witnesses”

Joseph Smith knew through the Book of Mormon and revelations that the Lord would allow other individuals to see the gold plates. He knew that three of the witnesses would see them through the power of God (see 2 Nephi 27:12–13 Ether 5:2–4; Doctrine and Covenants 5:11–15). Oliver Cowdery, David Whitmer, and Martin Harris each had an inspired desire to be one of the witnesses. Each played an important role in the coming forth of the Book of Mormon.





You could show the images of the Three Witnesses or write their names on the board. A student could read the answers, and the class could say the matching witness. Or you could give students the quiz. The correct answers are 1. B, 2. C, 3. A.

Match each of the Three Witnesses with the correct detail from their life.

1. Oliver Cowdery
 2. David Whitmer
 3. Martin Harris
-
- A. Provided financing for the printing of the Book of Mormon
 - B. Served as Joseph's principal scribe for most of the Book of Mormon translation
 - C. Invited Joseph Smith to complete the translation of the Book of Mormon in his family's home

Read Doctrine and Covenants 17:1–2, looking for what the Lord told the Three Witnesses they would see.

- What do you know about any of these items?
- What did the Lord require of these men to see these items?

Read Doctrine and Covenants 17:3–9, looking for what responsibility the Three Witnesses would have after seeing the plates.

What responsibility do we have when the Lord gives us witnesses of divine truths?

Help students identify the principle: **After the Lord blesses us with a witness of the truth, we have a responsibility to testify of it.**

You might want to invite students to mark in verse 6 how the Savior is an example of this truth.

Why do you think it is significant that the Savior gave His witness of the Book of Mormon?

“The Testimony of the Three Witnesses”

Read “The Testimony of Three Witnesses,” located in the introductory pages of the Book of Mormon, looking for what they bore testimony of.

- What do you feel is significant in their testimony?

To see a depiction of the experience of the Three Witnesses, you could show the video “A Day for the Eternities (23:09; watch from time code 15:01 to 17:55), available at ChurchofJesusChrist.org

While students read “The Testimony of Three Witnesses,” you could invite them to write on the board words or phrases that declare the truthfulness of the Book of Mormon. Discuss what students wrote on the board. It may be helpful to point out that the Three Witnesses had multiple spiritual examples. In addition to Joseph Smith’s witness, they saw the angel Moroni and heard the Savior’s voice declaring to them that the work was true.

- What can we learn from the Three Witnesses about gaining our own witness that the Book of Mormon is true?

President Henry B. Eyring of the First Presidency testified of the power of their witness. Read the following statement or watch the video “An Enduring Testimony of the Mission of the Prophet Joseph” (17:32; watch from time code 4:18 to 5:43).



Those you love can have more than the physical evidence given those witnesses by what they saw and heard. Those Three Witnesses had something more, something we all need. The Holy Ghost bore witness to their minds and hearts that what they saw and heard was true. The Spirit told them that the angel was from God and that the voice was that of the Lord Jesus Christ. That witness of the Spirit was given to them and many who were not there. It is a witness that can, if we qualify for the companionship of the Holy Ghost, be ours and stay with us forever.

The Three Witnesses never denied their testimony of the Book of Mormon. They could not because they knew it was true. They made sacrifices and faced difficulties beyond what most people ever know. Oliver Cowdery gave the same testimony about the divine origin of the Book of Mormon as he lay dying. But in the times of trial, they wavered in their faith that Joseph was still God’s prophet and that the only way to come unto the Savior was through His restored Church. That they continued to affirm what they saw and heard in that marvelous experience, during long periods of estrangement from the Church and from Joseph, makes their testimony more powerful. (Henry B. Eyring, “An Enduring Testimony of the Mission of the Prophet Joseph,” *Ensign*, or *Liahona* Nov. 2003, 90).

- How does “The Testimony of Three Witnesses” impact your own witness of the Book of Mormon? of Jesus Christ?
- What are some ways we can share our witness of the Savior and the Book of Mormon?

Consider inviting students to share their witness of the Savior and the Book of Mormon. One way is to invite students to write down what they would say if their own testimony of Jesus Christ and the Book of Mormon were printed for the world. You could encourage students to share their testimony with the class or with another person. You could also share your testimony.

DOCTRINE AND COVENANTS 18

Doctrine and Covenants 18

Overview

The Lord revealed precious truths about our worth in His sight, the joy that we can receive when sharing the gospel, and the qualifications and responsibilities of the Twelve Apostles.



Create an environment where all are respected and know their contributions are valued: Many

students you teach may struggle to feel respected and valued. By the way you love and respect them, you can communicate that they are welcomed and needed. For more on how the Savior did this, see the section (The Savior Ensured That All Felt Respected and Valued in). *Teaching in the Savior's Way* You can also see an example of how to do this in the lesson this week titled Doctrine and Covenants 18:1–13)

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 18:1–13

Lesson purpose: To help students feel that the worth of their souls is great in the sight of God.

- **(Student preparation:** Invite students to read, ponder, and consider memorizing some or all of Doctrine and Covenants 18:10–11. Ask them to come prepared to share their feelings about the truths taught in this passage.
- **Handout:** Remembering Our Worth to God”
- **Video:** The Hope of God’s Light (6:46)

Doctrine and Covenants 18:11–16

Lesson purpose: To help increase students’ desire to share the Savior’s gospel with others.

- **Student preparation:** Invite students to ponder and come prepared to share a list of five things that bring them joy and why.

- **Videos:** Hold Up Your Light” (10:16; watch from time code 2:20 to 4:15); Inviting All to Come unto Christ: Sharing the Gospel (4:30)

Doctrine and Covenants 18:21–47

Lesson purpose: To help students understand how the Lord helps and blesses us through the calling of His Apostles.

- **Student preparation:** Invite students to read a portion of a recent talk, Church magazine article, or social media post from one of the current Apostles, looking for how that message helps them come unto Christ.
- **Content to display:** Current picture of the First Presidency and Quorum of the Twelve Apostles
- **Materials:** General conference talks or Church magazine articles written by Apostles

Doctrinal Mastery Practice 2

Lesson purpose: To give students opportunities to practice mastering the doctrinal mastery passages and the doctrine they teach as well as learning and applying divine principles for acquiring spiritual knowledge.

- **Student preparation:** Invite students to select one or two doctrinal mastery passages they would like to understand better.
- **Item to prepare:** A song or hymn to play for the class
- **Materials:** „Doctrinal Mastery Core Document (2023)

LESSON 27: DOCTRINE AND COVENANTS 18

Doctrine and Covenants 18:1–13

“Remember the Worth of Souls Is Great in the Sight of God”



In response to early Church leaders seeking the Lord’s will on how to build up His Church, the Lord gave a revelation to Joseph Smith, Oliver Cowdery, and David Whitmer that is recorded in). Doctrine and Covenants 18. The Lord taught these men important truths about the worth of our souls. This lesson can help students feel that the worth of their souls is great in the sight of God.

Possible Learning Activities**Our worth**

Consider beginning class by writing the following incomplete statement on the board. Invite students to come up with realistic ways to complete it. Ask them why youth might feel this way.).

In the world we live in, we may feel tempted or pressured to base our worth on

Alternatively, you could write the following words on the board:). *Looks*, *Achievements*, and *Possessions*. Ask students why some youth may feel tempted or pressured to base their worth on these things. Ask what other things youth may feel tempted to use as a basis for their worth.

Take a moment to ponder how you feel about your personal worth and why. On what do you tend to base your worth? As you study

today, look for truths that can help you feel your worth in the sight of God.

„The Lord teaches about the worth of souls

The following summary can help students understand the context for the verses they will study in Doctrine and Covenants 18.

In June 1829, Joseph Smith, Oliver Cowdery, and David Whitmer received a revelation known as Doctrine and Covenants 18. The revelation was about calling twelve Apostles in the last days and building up the Church. In addition to these instructions, the Lord shared with Oliver and David powerful truths about our worth.]

**(Doctrine and Covenants 18:10–11**

is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Read Doctrine and Covenants 18:9–13 to see what the Lord taught about our value to Him.

- What did you like or learn from these verses?

As students share, write on the board the truths they discovered. These are some truths they may identify:

The worth of souls is great in the sight of God.

My worth is so great that Jesus was willing to suffer and die so I can repent.

It may be helpful to know that the next lesson (Doctrine and Covenants 18:11–16”) focuses more on the joy the Savior feels when we repent.

- How does the Savior’s suffering and death for us demonstrate our worth to Him?

- How might it affect us to base our worth on Heavenly Father's and the Savior's love for us instead of on worldly labels?

„Deepen your understanding



To help students deepen their understanding of the truths from Doctrine and Covenants 18:10–11, consider providing students with copies of the accompanying handout and inviting them to complete one or more of the study options. Display these options or provide them as a handout.

Remembering Our Worth to God

Choose one or both of the following options to help you better understand and appreciate your worth to God.

Option 1

Study about the Atonement of Jesus Christ and ponder His love for you. You could read some of the following verses: Isaiah 53:3–5 Luke 22:41–44; John 3:16–17 1 Corinthians 6:11, 19–20 Alma 7:7, 10–13 You could also find different verses to study.

Consider recording cross-references you want to remember. You could note them in your scriptures next to Doctrine and Covenants 18:10–11, write them in your study journal, or use your Gospel Library app to create tags or links.

Option 2

Study what Church leaders have taught about our worth to God. Use Gospel Library or other resources to find relevant statements or talks. You could search for terms like “worth” or “God’s love” to help you find resources. The following statement by Sister Joy D. Jones, former Primary General President, is one example of what you might find.



Let me point out the need to differentiate between two critical words: *worth* and *worthiness*. They are not the same. Spiritual *worth* means to value ourselves the way Heavenly Father values us, not as the world values us. Our worth was determined before we ever came to this earth. “God’s love is infinite and it will endure forever.”

„On the other hand, *worthiness* is achieved through obedience. If we sin, we are less worthy, but we are never worth less! We continue to repent and strive to be like Jesus with our worth intact. As President Brigham Young taught: “The least, the most inferior spirit now upon the earth ... is worth worlds.” No matter what, we always have worth in the eyes of our Heavenly Father. (Joy D. Jones, Value beyond Measure,,,,” *Ensign* or *Liahona* Nov. 2017, 14)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

After sufficient time, give students an opportunity to share what they learned. They could share first in pairs, and then willing students could share with the class.



Create an environment where all are respected and know their

contributions are valued:

Look for opportunities to thank students for their answers and let them know that you value the ways they participate. For more training on how to communicate value, see the training titled “Create an environment where all are respected and know their contributions are valued This training is found in *Teacher Development Skills: Love Those You Teach*.

The class may find it helpful if a list of classmates’ favorite resources were compiled on the board. Students could copy this list for personal reference.

Relating it to your life

Sharing modern-day stories or experiences could help students feel their worth to God. Before asking students to discuss the following question, consider sharing your own example of how you have felt your worth to God. You could also show the video *The Hope of God's Light* (6:46), available at ChurchofJesusChrist.org, and invite students to look for how one man came to know his worth in God's eyes.

- What experiences from your life or others' lives have helped you feel that the worth of your soul is great in the sight of God?

Invite students to do something to reflect more deeply on their worth in the sight of God over the next week or two. Give them class time to prepare what they will do. The following list includes ideas you could share. The lesson "Assess Your Learning 2" will follow up on students' experiences with this activity.

„Determine how you will ponder your worth in the sight of God over the next few weeks. Here are some ways you could do this:

- Create a reminder and place it where you can see it regularly. This could be a poster or a smartphone background that includes an image and maybe even words from the scriptures.
- Pray each morning and night to understand more clearly how your Father in Heaven sees you.
- Plan a regular time to reflect in your journal about your worth.
- Spend time on multiple occasions reading and studying more deeply your patriarchal blessing. Think about how you could approach it differently to really understand what your Father in Heaven wants you to know and feel about yourself.

Bear testimony of God's love and the infinite worth of each student, shown through the Savior's Atonement.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase for Doctrine and Covenants 18:10–11 is "The worth of souls is great in the sight of God." Ideas for memorization activities are in the appendix materials under "Doctrinal Mastery Review Activities."

Remembering Our Worth to God

Choose one or both of the following options to help you better understand and appreciate your worth to God.

Option 1:

Study about the Atonement of Jesus Christ and ponder His love for you. You could read some of the following verses: Isaiah 53:3–5; Luke 22:41–44; John 3:16–17; 1 Corinthians 6:11, 19–20; Alma 7:7, 10–13. You could also find different verses to study.

Consider recording cross-references you want to remember. You could note them in your scriptures next to Doctrine and Covenants 18:10–11, write them in your study journal, or use your Gospel Library app to create tags or links.

Option 2:

Study what Church leaders have taught about our worth to God. Use Gospel Library or other resources to find relevant statements or talks. You could search for terms like “worth” or “God’s love” to help you find resources. The following statement by Sister Joy D. Jones, former Primary General President, is one example of what you might find.



Let me point out the need to differentiate between two critical words: *worth* and *worthiness*. They are not the same. Spiritual *worth* means to value ourselves the way Heavenly Father values us, not as the world values us. Our worth was determined before we ever came to this earth. “God’s love is infinite and it will endure forever.”

On the other hand, *worthiness* is achieved through obedience. If we sin, we are less worthy, but we are never worth less! We continue to repent and strive to be like Jesus with our worth intact. As President Brigham Young taught: “The least, the most inferior spirit now upon the earth . . . is worth worlds.” No matter what, we always have worth in the eyes of our Heavenly Father. (Joy D. Jones, “Value beyond Measure,” *Ensign* or *Liahona*, Nov. 2017, 14)

LESSON 28: DOCTRINE AND COVENANTS 18

Doctrine and Covenants 18:11–16

“How Great Shall Be Your Joy”



As the Lord continued to reveal His will regarding His Church, He spoke to Joseph Smith, Oliver Cowdery, and David Whitmer about the joy that can come from sharing His gospel. This lesson can help increase students' desire to share the Savior's gospel with others.

Possible Learning Activities**What brings joy?**

Consider inviting students to work in pairs for one to two minutes listing everything they can think of that brings them joy. Alternatively, place students in small groups and give each group a different color of whiteboard marker. For one to two minutes, everyone in each group could take turns writing something on the board that brings them joy.

Invite several students to share one thing they wrote and why it brings them joy.

Heavenly Father and Jesus Christ want us to feel joy (see 2 Nephi 2:25). In Doctrine and Covenants 18, the Savior declared what brings Him joy and explained how we can experience that kind of joy as well.

Consider inviting students to think about how much joy they currently feel in their lives and why they might want to feel more joy. Encourage them to look for teachings as they study today about how they can experience greater joy in their lives.

The joy of Jesus Christ.

Invite students to ponder what the Savior might say if they asked Him what brings Him joy.

Read Doctrine and Covenants 18:11–13 and look for what brings the Savior great joy.

Invite students to ponder the next two questions before answering. Before asking them to share, you could invite them to write their answers in their study journals. It may also be useful for students to read Luke 15:1–10 before you ask the questions.

- Why do you think the Savior feels such great joy when we repent?
- How can knowing this about the Savior influence your actions and desires?

**Doctrine and Covenants 18:15–16**

is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Read Doctrine and Covenants 18:14–16 and mark phrases that show what the Savior wants for us.

- What do these verses help you understand about the Savior and His desires for us?

If needed, explain that one truth we can learn from these verses is that **Jesus Christ wants us to feel the joy that comes from bringing others to Him.** Consider writing this truth on the board.

Elder Marcus B. Nash of the Seventy spoke of the joy that can come from sharing the gospel:



When a person learns the glorious purpose of life, comes to understand that Christ forgives and succors those who follow Him, and then chooses to follow

Christ into the waters of baptism, life changes for the better—even when the external circumstances of life do not.

A radiantly happy sister I met in Onitsha, Nigeria, told me that from the time she learned the gospel and was baptized (and now I use her words), “everything is good for me. I am happy. I am in heaven.” Sharing the gospel kindles joy and hope in the souls of both giver and receiver. Truly, “how great shall be your joy” as you share the gospel! Sharing the gospel is joy upon joy, hope upon hope. (Marcus B. Nash, *Hold Up Your Light*, *Liahona*, Nov. 2021, 71)

- Why do you think guiding someone else to Jesus Christ brings a person so much joy?
- What experiences have you had (or know about) in which you have seen the joy of sharing the gospel with others?

To help students with the previous question, you could invite them to search for examples in the scriptures. They could read the words of Ammon (in Alma 26:1–16) and Alma (in Alma 29:9–17). You could also show *Inviting All to Come unto Christ: Sharing the Gospel*. (4:30), available at ChurchofJesusChrist.org.

Overcoming obstacles

„Explain that while these promises from the Lord can help motivate us to share His gospel, sometimes there are obstacles or concerns that might prevent us from sharing. Invite students to name some obstacles and to list their answers on the board. Then invite students to complete the following activity, imagining they know someone (or thinking of someone they know) who faces one of those obstacles.

Write down what you might share with the person who has concerns about sharing the Savior’s gospel. Consider including the following:”

1. What you know about the Savior that could increase your desire to bring others to Him (and a scripture that testifies of what you know, if possible)
2. How coming closer to the Savior has brought you joy and why you would want others to receive the same blessings
3. Experiences you or others you know have had in bringing souls unto Christ and how those experiences brought joy

After students have had sufficient time to create a response, give them an opportunity to share what they wrote. One way to do this could be to invite one or two students to role-play as someone who has concerns about sharing the gospel. Other students could share one thing they thought of that could help.

After this discussion, give students the following invitation:

Take some time to reflect on what you have learned and felt in this lesson. Write down how you feel about sharing the gospel and trying to bring others to Jesus Christ. Consider including anything you learned, especially about the Savior, that you would like to remember.

Consider ending by inviting one or two students to share what they learned or want to remember. Testify of the truths you have discussed today.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase for Doctrine and Covenants 18:15–16 is “How great will be your joy if you should bring many souls unto me!” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

LESSON 29: DOCTRINE AND COVENANTS 18

Doctrine and Covenants 18:21–47*“By Your Hands I Will Work a Marvelous Work”*

In June 1829, the Savior gave Oliver Cowdery and David Whitmer the responsibility to seek men who would take His name upon them with “full purpose of heart” (Doctrine and Covenants 18:27). These men would later be called as the first members of the Quorum of the Twelve Apostles in this dispensation. This lesson can help students understand how the Lord helps and blesses us through the calling of His Apostles.

Possible Learning Activities**The Twelve Apostles).**

The following activity can help prepare students to think about the help the Lord gives them through modern-day apostles and prophets.

Write the following careers on the board: *doctors, mechanics, carpenters, ironworkers, teachers*. You could also ask students to name other careers in which people are uniquely qualified to help us.

Think of a circumstance when you were grateful for one of these people.

- (What help are these people uniquely qualified to give us?)
- How do they become qualified?

(Consider displaying a current picture of the First Presidency and Quorum of the Twelve Apostles. You could invite students to briefly share any information they know about these men, including their names, family details, or professional backgrounds. Ensure that students understand that Apostles are called by Jesus Christ to testify of Him throughout the world (see Guide to the Scriptures, Apostle)? scriptures.ChurchofJesusChrist.org/).



The Savior loves us and calls Apostles to help us in unique ways.

- What help are the Savior's Apostles uniquely qualified to give us?:
- What qualifications do you think the Lord uses to choose His Apostles?

Explain that today students will learn more about the apostles and prophets the Savior calls to lead us. Consider inviting students to think about how their lives have been impacted by having apostles and prophets on the earth today. Encourage them to look for teachings that can help them better understand how their lives can be blessed through latter-day prophets and apostles.

Taking upon ourselves the name of Christ

In Doctrine and Covenants 18, the Lord instructed David Whitmer and Oliver Cowdery to seek out men who would someday be called to serve in the Quorum of the Twelve Apostles (see Doctrine and Covenants 18:37–38)

Read Doctrine and Covenants 18:21–25, looking for the Savior's counsel to David and Oliver.

- Why do you think the Lord wanted David and Oliver to understand what you read in these verses?

Invite students to share what they think it means to take upon themselves the name of Christ. It may be helpful to point out that through baptism and the sacrament we show that we are willing to take upon us the name of the Savior. The following statement may also be useful:

Elder Paul B. Pieper of the Seventy explained what it means to take upon ourselves the name of Jesus Christ:



By taking upon ourselves the name of Christ, we commit to „take His teachings, His characteristics, and ultimately His love deep into our beings so that they become part of who we are. (Paul B. Pieper, All Must Take upon Them the Name Given of the Father,” *Ensign* or *Liahona* Nov. 2018, 44)

Qualifications and responsibilities of the Apostles

The Lord also instructed David and Oliver about necessary qualifications for those who would be called as Apostles.

Read „Doctrine and Covenants 18:26–27, looking for the qualification in these verses. Note that the word *disciples* in verse 27 is a reference to those who would be called as Apostles.

- What qualification did the Savior desire His Apostles to have?
- Why do you think the Savior would want this qualification for those who serve as His Apostles?
- How can knowing this about the Savior's Apostles help you?

Explain that the Savior outlined additional apostolic responsibilities in “(Doctrine and Covenants 18 and elsewhere in the Doctrine and Covenants. Consider drawing the following chart on the board and inviting students to copy it into their study journals. You could add what students have already learned from , „verses 26–27 Students could then read the given verses individually or in small groups and fill in the chart in their study journal. Then each group could add one or two of their answers to the list on the board.”

Use „Doctrine and Covenants 18:26–36 and (107:23 to fill in the following chart:

What qualities did the Lord want in the Twelve Apostles?	What did the Lord want the Apostles to do to help bring others to Him?

After students have had sufficient time to study, allow them to share what they have learned with the class or in small groups.

Invite a few students to circle on the board something about Apostles that they think is important or meaningful. Have them share why. You could also discuss the following questions:

- What did you learn from these verses about how the Lord can help you and others through His Apostles?
- How would you summarize what you have learned about the Apostles from these verses?

Help students summarize the following truth on the board: **the Savior's Apostles help us come unto Him and learn His words.**

- How do you see the Savior's Apostles helping you and others come unto Him today?

Examples and teachings from modern Apostles

Give the students time to see examples of modern-day Apostles meeting the qualifications and fulfilling the responsibilities the Lord outlined in Doctrine and Covenants 18. The following activity can help with this.

Take some time to study teachings of one or more current Apostles. You could study recent general conference talks, Church magazine articles, or social media posts. As you study, look for how the Apostles fulfill their role of helping us come unto Christ. You might even look for a message from an Apostle that addresses a specific need or question you have.

„LESSON 30: DOCTRINE AND COVENANTS 18

Doctrinal Mastery Practice 2

Understanding and Acquiring Spiritual Knowledge



Doctrinal mastery can help students build the foundation for their lives upon Jesus Christ and His gospel. This lesson will give students opportunities to practice mastering the doctrinal mastery passages and the doctrine they teach as well as learning and applying divine principles for acquiring spiritual knowledge.

Possible Learning Activities

Doctrinal mastery review: Understand

The following activity provides students with an opportunity to deepen their understanding of one or more doctrinal mastery passages. This activity should last only 10–15 minutes to allow enough time for the doctrinal mastery practice application later in the lesson.

Consider playing a song or hymn and inviting students to raise their hands if they *recognize* it. Then invite those that *know* some of the words to raise their hands. Finally, invite students who *understand* what the song is about to raise their hands and share what it is about.

- „What is the difference between recognizing, knowing, and understanding?
- In what ways can we recognize or know something without understanding it?
- How could this apply to doctrinal mastery?

Consider inviting students to look at the doctrinal mastery passages and key scripture phrases in the *Doctrinal Mastery Core Document*. (2023). Have them select one they would like to better understand. The following activity could help students deepen their understanding.

Imagine there is someone who really needs the message contained in the passage you chose. However, you have only 30 seconds to explain to them the meaning of the passage. Take the next few minutes to better understand the content of the passage.

Consider using some of the following strategies:

- Read the verse slowly.
- Look up words or phrases you do not understand.
- Read the section heading to learn the background behind the passage.
- Look at footnotes.
- Use resources on Gospel Library.

After sufficient time, divide students into groups or pairs. Students can then share their 30-second summaries of the doctrinal mastery passage they chose.

Learn and apply principles of acquiring spiritual knowledge

If needed, invite students to briefly review the principles of acquiring spiritual knowledge (see paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* [2023]). Suggested review activities are included in the appendix under “Doctrinal Mastery Review Activities.”

After students have reviewed the principles, consider presenting the following scenario. You could have students think of more specific details to help make the scenario more relevant to their lives. For example, they could determine what decision Josie is trying to make (such as whether she should end a friendship, how to deal with a doctrinal concern, or if she should serve a mission).

Josie has a significant decision to make. She understands this decision could have a serious impact on her life and wants to seek God’s direction through revelation. Josie has prayed for guidance but hasn’t felt like she received an answer. She wonders whether she is seeking revelation in the right way.

- How could Josie use the principles of acquiring spiritual knowledge to help her understand how to receive revelation?

If students are confident in their understanding of the three principles, allow them to determine which principle they would apply first if they were Josie. If they are not sure where to start, you could use the suggestions below. Do your best to help students explore each principle as part of this discussion.

Examine concepts and questions with an eternal perspective

Read paragraph 8, under “Acquiring Spiritual Knowledge” in the *Doctrinal Mastery Core Document* (2023), looking for insights about inviting Heavenly Father’s guidance when making a challenging decision.

- How could Josie consider her choice in the context of the plan of salvation?

- How might viewing the choice with an eternal perspective help invite revelation?

„Act in faith

Consider inviting students to read and discuss the following in pairs or small groups.

Read paragraphs 5 and 7 under “Acquiring Spiritual Knowledge” in the *Doctrinal Mastery Core Document* (2023), looking for truths that could help Josie seek and receive revelation from Heavenly Father.

- Why might Josie feel that she hasn’t received revelation? (Note what might be helpful in paragraph 7 for Josie to understand.)
- What are some ways Josie could act in faith to receive revelation?

Seek further understanding through divinely appointed sources

- What are some divinely appointed sources Josie could study to better understand how to seek, receive, or recognize revelation?

If needed, refer students to “Revelation” in the Guide to the Scriptures or Topics and Questions.

Students might also find the following scriptures helpful: „Joseph Smith—History 1:11–14, 29; Doctrine and Covenants 6:14–16, 22–24; „8:1–3; 9:8–9; 11:12–13 After studying, students could read quotes they found and share why they think they would be helpful.

If useful, create three columns on the board and list one of these phrases at the top of each column: *Seek Revelation*, *Receive Revelation*, and *Recognize Revelation*. As students share what they found, invite them to write their insights under one or more of these headings. If one column has fewer insights, ask students what they learned that might help with that portion of revelation.

- What else have you learned or felt about receiving revelation that you could share with Josie?

Provide students with opportunities to ask questions or share experiences they have had. As they share, continue to emphasize the principles of acquiring spiritual knowledge. You could do this by pointing out ways they applied the principles in their experiences or by inviting them to practice using the principles as they seek answers to questions.

Remember that you do not need to know the answer to every question they will ask. President M. Russell Ballard of the Quorum of the Twelve Apostles once told teachers: “It is perfectly all right to say, ‘I do not know.’ However, once that is said, you have a responsibility to find the best answers to thoughtful questions your students ask”

(“The Opportunities and Responsibilities of CES Teachers in the 21st Century [address to Church Educational System religious educators, Feb. 26, 2016], broadcasts.ChurchofJesusChrist.org”

DOCTRINE AND COVENANTS 19

Doctrine and Covenants 19

Overview

Martin Harris asked the Prophet Joseph Smith for a revelation from the Lord when he realized he might lose his farm to pay for the printing of the Book of Mormon. In Doctrine and Covenants 19, the Savior recounted how He chose to submit to Heavenly Father's will and gained the power to overcome all things. The Lord counseled Martin to repent and make the sacrifice required to pay the debt he owed to the printer.



Focus on Jesus Christ: Learning about Jesus Christ can inspire us to become more like Him. But becoming like Him happens only as we act in faith, both in and out of class. For more information, see the section "Help Learners Intentionally Strive to Be More like Jesus Christ" in *Teaching in the Savior's Way* ... You can see an example of how to do this in the lesson this week titled Doctrine and Covenants 19:1–24, Part 1."

„Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 19:1–24, Part 1

Lesson purpose: To help increase students' desire to follow Jesus Christ's example of submitting to Heavenly Father's will

- **Student preparation:** Consider inviting students to think of times when youth are tempted to do what they want instead of what the Lord wants.
- **Content to display:** Statement from President Ezra Taft Benson

Doctrine and Covenants 19:1–24, Part 2

Lesson purpose: To help students appreciate more deeply the Savior's gift of repentance, which is made possible through His great atoning sacrifice

- **Student preparation:** Consider inviting students to read Alma 36:12–21 looking for why Alma felt both tremendous anguish and marvelous joy in his repentance.

- **Content to display:** Statements about repentance
- **Materials:** Half sheets of paper
- **(Video:** For God So Loved the World" (4:48; watch from time code 1:56 to 4:48)
- **Handout:** Jesus Christ and Our Repentance

Doctrine and Covenants 19:25–41

Lesson purpose: To help students follow the Savior's example of sacrificing whatever Heavenly Father asks of us

- **Student preparation:** You could invite students to ask a trusted member of the Church what sacrifices they have made as a disciple of the Lord.
- **Content to display:** Prompts for a study journal activity

Assess Your Learning 2

Lesson purpose: To help students remember and evaluate how their experiences so far in studying the Doctrine and Covenants have helped them grow spiritually

- **Student preparation:** You might invite students to reflect on a recent seminary lesson that was particularly impactful for them. They could ponder any changes they have made as a result of that lesson.
- **Materials:**], Small pieces of paper
- **Images:** Moroni appearing to Joseph Smith; Joseph Smith and Oliver Cowdery translating the plates; the Three Witnesses seeing the plates; a diagram of a person with their mind and heart labeled,

LESSON 31: DOCTRINE AND COVENANTS 19

Doctrine and Covenants 19:1–24, Part 1

Jesus Christ Submitted to Heavenly Father's Will



In a plea for comfort and guidance, Martin Harris asked the Prophet Joseph Smith for a revelation from the Lord. In Doctrine and Covenants 19, the Savior recounted how He chose to submit to Heavenly Father's will and gained the power to overcome all things. Martin was promised peace if he would repent and submit to what the Lord had asked him to do. This lesson can help increase students' desire to follow Jesus Christ's example of submitting to Heavenly Father's will.

Possible Learning Activities**The Savior's example**

Write the incomplete phrase *not will, but be done* on the board and ask students to fill in what the Savior said to His Father (see Luke 22:42). Invite a student to share the circumstances in which Jesus said this.

- What do you think it means to give our will to God?
- What are some difficult sacrifices teenagers might be asked to make in order to submit to Heavenly Father's will?

Consider listing students' answers to the previous question on the board. (Note: Keeping a copy of this list may be helpful when teaching the lesson for Doctrine and Covenants 19:25–41). In that lesson, students will be invited to follow the Savior's example of submitting to Heavenly Father's will.)

To increase personal relevance, invite students to reflect on a time when they felt reluctant to follow through with a commitment to the Lord or to do what they knew was right. Encourage them to keep these situations in mind as they study the Savior's example of submitting His will to God's.

The Savior's submission to His Father

Desiring to support the Prophet Joseph Smith and the publication of the Book of Mormon, Martin Harris promised to help pay for the printing. When he later realized that this may require him to sell his farm, he asked Joseph for a revelation of guidance from the Lord. In the revelation, which is now known as Doctrine and Covenants 19 the Savior taught significant truths about His atoning sacrifice. These truths helped Martin understand the importance of submitting to Heavenly Father's will even when it is difficult.).

Students could read the following verses alone or with a partner.

Read Doctrine and Covenants 19:1–5, 15–19, 23–24. Consider marking meaningful words and phrases that teach you about Jesus Christ and His character.

- What truths did you find in these verses?

Invite students to share the truths they found. One way to do this is to provide each student with a small piece of paper. Students could then write the truth they found on their piece of paper and display it on the board. To promote a class discussion, choose several notes on the board and invite the students who wrote them to share why this truth about Jesus Christ is important to understand. (Note:

Doctrine and Covenants 19:16–19 is the focus of the next lesson. You may want to reserve in-depth discussions about repentance and the Savior’s Atonement for that lesson.)

If students do not mention it, point out the following truth: **Jesus Christ humbly submitted His will to Heavenly Father** verses 2, 19, 24). You might encourage students to mark the words in these verses that reflect this truth.

- What does it mean that Jesus Christ submitted His will to the Father?
- How do you think what Jesus Christ taught about Himself could have helped Martin in his situation? How could it help us when we are asked to make difficult sacrifices?



Focus on Jesus Christ: The following activity helps students to focus on their study on Jesus Christ. For more practice on how to do this, see the training

“Help learners intentionally strive to be more like Jesus Christ in *Teacher Development Skills: Focus on Jesus Christ*. This training will help you practice sharing with students how they are becoming more like Jesus Christ and encouraging them in their continued efforts.

To help students feel the depth and constancy of the Savior’s desire to submit to His Father, consider dividing the class into three groups. Assign one of the following topics to each group, and have them read the listed verses. After reading the verses, groups could discuss what they learned about the Savior’s relationship to His Father.

Premortal life: Moses 4:1–2 3 Nephi 1:13–14

Mortal ministry: John 6:38 ,8:28–29; Mosiah 15:7–8

Postmortal life: 3 Nephi 11:10–11

Consider inviting students to form new groups with classmates who studied the verses for the other two topics. In their new groups, students could take turns sharing what they discussed in their previous groups.]]).

Choosing to submit

You could display the following statement and invite students to discuss the two questions below it with a partner.

Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles taught:



The submission of one’s will is really the only uniquely personal thing we have to place on God’s altar. The many other things we “give” ... are actually the things He has already given or loaned to us. However, when you and I finally submit ourselves, by letting our individual wills be swallowed up in God’s will, then we are really giving something to Him! It is the only possession which is truly ours to give! (Neal A. Maxwell, “Swallowed Up in the Will of the Father,” *Ensign*, Nov. 1995, 24)

- How do you think submitting one’s will as Elder Maxwell taught is different than simple obedience?
- When have you seen someone follow the Savior’s example of submitting their will to God’s even when it was difficult?

To conclude the lesson, you could display the following statement on the board. Invite students to come to the board and underline specific phrases they have seen fulfilled in their lives when they submitted to God's will. You might also want to testify of how you have been blessed through following the Savior's example of submitting to Heavenly Father's will.

President Ezra Taft Benson (1899–1994) testified:



Men and women who turn their lives over to God will discover that He can make a lot more out of their lives than they can.

He will deepen their joys, expand their vision, quicken their minds, ... lift their spirits, multiply their blessings, increase their opportunities, comfort their souls, raise up friends, and pour out peace. Whoever will lose his life in the service of God will find eternal life. *Teachings of Presidents of the Church: Ezra Taft Benson* [2014], 42–43).

LESSON 32: DOCTRINE AND COVENANTS 19

Doctrine and Covenants 19:1–24, Part 2

“I, [Jesus Christ], Have Suffered These Things for All”



The Lord taught powerful truths about His Atonement to Martin Harris in Doctrine and Covenants 19. Repentance for our sins is possible through Jesus Christ. Because of Him and His merciful and loving Atonement, we can be made clean through our repentance. This lesson can help students appreciate more deeply the Savior’s gift of repentance, which is made possible through His great atoning sacrifice.

Possible Learning Activities”**Truths or myths?**

(To begin class, help students assess what they know or believe about repentance. One possible way to do this is to invite them to evaluate the following statements. You could print each statement separately and display them on the board. Students could then divide the statements into the categories of *Truths* or *Myths*. Another option is to set up an anonymous digital poll and invite students to respond.

Are the following statements *truths* or *myths*?

- The main purpose of repentance is to punish sinners.
- Those who don’t repent will be unworthy to return to live with God.
- Even though it can be hard, repentance is worth it.
- Repentance is a gift from God.

- Heavenly Father cannot really love me until I repent.
- Repentance is a painless process.

The following questions could help guide a discussion about students’ responses. For helpful discussion points, see Topics and Questions, „Repentance”, topics.ChurchofJesusChrist.org or Eight Myths about Repentance,” *Liahona* Mar. 2016, 52–55.

Note: Do not spend too much time in discussion; students will compare these statements with the Savior’s teachings later in the lesson.

- What makes these statements truths or myths?
- Why might some people believe one of the myths is true?

Invite students to briefly record in their study journals their own feelings about repentance. You might ask them to include their thoughts about the truths and myths they discussed.

In Doctrine and Covenants 19, the Lord responded to Martin Harris’s concerns about potentially losing his farm to pay for the printing of the Book of Mormon. The Lord taught Martin about repentance and about His great atoning sacrifice. As you study today, you may want to record in your study journal the truths you learn about the Savior and the blessing of repentance He offers us.

His suffering eases our suffering

For the following learning activity, students could study in small groups. Encourage students to be reverent as they study these verses.

Students may be interested to know that Doctrine and Covenants 19:16–19 is the only scriptural account that includes the Savior’s personal description of His suffering.

Read Doctrine and Covenants 19:15–20 and look for what the Savior wants you to learn about Him and about repentance. You may want to pray and invite the Holy Ghost to help you understand what the Lord wants you to know and feel from these verses.



Doctrine and Covenants 19:16–19

is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

When students share what they are learning, the Holy Ghost can strengthen their testimonies of those truths. One way to provide this opportunity is to give each group a half sheet of paper. Invite the groups to write on the paper a meaningful truth they learned about repentance or about the Savior from their study. Invite a representative from each group to stand, read their truth aloud, then display it on the board.

Invite the groups to compare what the class learned from the verses with the truths and myths reviewed at the beginning of class. They could discuss questions like the following:

- How can the Savior’s teachings help us more easily identify truths and myths about repentance?
- How could you correctly rewrite these myths to reflect truths about repentance?

Emphasize the following truths: **Jesus Christ willingly suffered His Atonement for all people** (verses 16, 19 **If we choose not to repent, we will suffer the penalty for our sins** (verse 17.)?).

To help students feel the importance of these truths, consider discussing questions like the following:

- How do the Savior’s own words about His Atonement influence the way you feel about Him? Why?
- How does the Lord’s commandment to repent demonstrate His love for us?
- In what ways can understanding the Savior’s love for us increase our desire to repent?

The Savior’s gift of repentance

Provide students with an opportunity to consider how they feel about the Savior. What follows are three different ways you could do this. You could share a video, invite students to study statements from Church leaders, or sing a hymn together as a class. You might use one or more of these depending on the needs of your students and the promptings of the Holy Ghost.

Video

You may want to show the video *For God So Loved the World* (4:48), beginning at time code 1:56. This video is available on ChurchofJesusChrist.org and can help students visualize what the Savior was willing to suffer to give us the opportunity to repent. If you choose to show it, consider inviting students to express how they feel about the Savior and the gift of repentance afterward.

Statements from Church Leaders



Consider separating the two statements in the accompanying handout and giving each student one of the statements. Invite them to study it and write on the back why it's important for a teenager to understand. Then invite them to trade papers with a student who had the other statement and read both the statement and what the other student wrote.

Jesus Christ and Our Repentance

Elder Lynn G. Robbins of the Seventy observed:



No one is more on our side than the Savior. ...

... Repentance isn't His backup plan in the event we might fail.

Repentance *is* His plan, knowing that we will.
(Lynn G. Robbins, *Until Seventy Times Seven Ensign or Liahona*, May 2018, 22)

President Russell M. Nelson testified:



Jesus Christ is our ultimate exemplar, "who for the joy that was set before him endured the cross" „Hebrews 12:2 Think of that! In order for Him to endure the most excruciating experience ever endured on earth, our Savior focused on "joy

And what was the joy that was set before Him? Surely it included the joy of cleansing, healing, and strengthening us; the joy of paying for the sins of all who would repent; the joy of making it possible for you and me to return home—clean and worthy—to live with our Heavenly Parents and families.
(Russell M. Nelson, "Joy and Spiritual Survival," *Ensign or Liahona* Nov. 2016, 83)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Hymns about the Savior,

If you use this option, you might allow students to share phrases about the Savior from different hymns that teach about His gift of repentance. Depending on the needs and abilities of your students, you may choose to sing a few of the hymns as a class. You might suggest that students link these hymns to ; Doctrine and Covenants 19:16–19; in their scriptures.

Personal reflection

Give students time to reflect on what they have learned and felt. You might invite them to record their thoughts and impressions in their study journals. You could invite students to consider how they could more fully invite the Savior's blessing of repentance into their lives.

Be sensitive to the promptings of the Spirit. You may want to invite students to share their testimonies with one another.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is "I, [Jesus Christ], have suffered these things for all." Ideas for memorization activities are in the appendix materials under "Doctrinal Mastery Review Activities."

Jesus Christ and Our Repentance

Elder Lynn G. Robbins of the Seventy observed:



No one is more on our side than the Savior. . . .

. . . Repentance isn't His backup plan in the event we might fail. Repentance *is* His plan, knowing that we will. (Lynn G. Robbins, "Until Seventy Times Seven," *Ensign* or *Liahona*, May 2018, 22)

President Russell M. Nelson testified:



Jesus Christ is our ultimate exemplar, "who for the joy that was set before him endured the cross" [Hebrews 12:2]. Think of that! In order for Him to endure the most excruciating experience ever endured on earth, our Savior focused on *joy*!

And what was the joy that was set before Him? Surely it included the joy of cleansing, healing, and strengthening us; the joy of paying for the sins of all who would repent; the joy of making it possible for you and me to return home—clean and worthy—to live

with our Heavenly Parents and families. (Russell M. Nelson, "Joy and Spiritual Survival," *Ensign* or *Liahona*, Nov. 2016, 83)

Jesus Christ and Our Repentance

Elder Lynn G. Robbins of the Seventy observed:



No one is more on our side than the Savior. . . .

. . . Repentance isn't His backup plan in the event we might fail. Repentance *is* His plan, knowing that we will. (Lynn G. Robbins, "Until Seventy Times Seven," *Ensign* or *Liahona*, May 2018, 22)

President Russell M. Nelson testified:



Jesus Christ is our ultimate exemplar, "who for the joy that was set before him endured the cross" [Hebrews 12:2]. Think of that! In order for Him to endure the most excruciating experience ever endured on earth, our Savior focused on *joy*!

And what was the joy that was set before Him? Surely it included the joy of cleansing, healing, and strengthening us; the joy of paying for the sins of all who would repent; the joy of making it possible for you and me to return home—clean and worthy—to live

with our Heavenly Parents and families. (Russell M. Nelson, "Joy and Spiritual Survival," *Ensign* or *Liahona*, Nov. 2016, 83)

LESSON 33: DOCTRINE AND COVENANTS 19

Doctrine and Covenants 19:25–41

Viewing Sacrifices with an Eternal Perspective



Martin Harris had pledged to mortgage his farm to pay for the printing of the Book of Mormon. The printer, E. B. Grandin, decided that he wouldn't begin the printing until the arrangements were formalized. This would require Martin to risk his home and most of his property to ensure payment. The Lord gave Joseph a revelation that broadened Martin's perspective and gave him the needed confidence to move forward with the agreement. This lesson can help students follow the Savior's example of sacrificing whatever Heavenly Father asks of us.

Possible Learning Activities

Martin Harris's dilemma

Imagine that you live in 1829 and are one of the early believers in the calling of Joseph Smith. Your friend Martin Harris comes to you for advice. You know that he lives on a beautiful 240-acre farm. He tells you that if enough copies of the Book of Mormon are not sold, he will need to sell his home and most of his farm to pay for the printing. His wife and neighbors are against him risking his farm for Joseph Smith and the Book of Mormon. He could lose his home and his relationships with his loved ones.

- How might you feel if you were in Martin's situation?
- What advice could you give him?
- How do you think the importance of printing the Book of Mormon compared with the importance of the Harris farm?

You might choose to create the following columns and lists on the board.

Draw a line down the middle of a sheet in your study journal. Label the first column "Sacrifices" and the second column "Counsel from God."

Under the first column, write the sacrifices Martin Harris was asked to make.

„Answers may include his money, home, and farm as well as his reputation and relationship with family and friends.

Next, in the same column, list sacrifices that the Lord has asked or may ask teenagers to make today.

Students may have already created a list with similar ideas in the lesson „Doctrine and Covenants 19:1–24, Part 1.” If so, you could remind them of that list and ask if they would like to add anything to it.”.

An eternal perspective

Open to the Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* (2023). Read paragraph 8 looking for insights that could be helpful in Martin Harris's situation or situations when the Lord asks us to make sacrifices today.

Invite students to list what they found in the “Counsel from God” column in their study journals and on the board.

- Why is an eternal perspective so important when the Lord asks us to do difficult things?

Help students understand that when we view these sacrifices from a temporal perspective, they can seem overwhelming or unfair. This limited viewpoint can lead to decisions we later regret.

As students study the following verses, invite them to mark the insights they find and add them to the “Counsel from God” column.

Read Doctrine and Covenants 19:26–28, 32–35, 38–41, and look for counsel the Lord gave Martin Harris that could help him see his concerns with an eternal perspective.

Invite students to share the counsel they found as statements of truth. They might identify counsel such as the following:

We should not covet our own property but impart it freely to God’s work (see verse 26).

Ignoring what the Lord has counseled will eventually result in misery and destruction (see „verses 32–33”

If we have the Spirit with us, our blessing is greater than the treasures of the earth (see verse 38

- How might the truths you found have helped Martin Harris?
- How can God’s love for Martin be seen in this revelation?

President Dallin H. Oaks of the First Presidency shared the following about Martin Harris’s response to this revelation:



One of Martin Harris’s greatest contributions to the Church, for which he should be honored for all time, was his financing the publication of the Book of Mormon. In August 1829, he mortgaged his home and farm to Egbert B. Grandin to secure payment on the printer’s contract. Seven months later, the 5,000 copies of the first printing of the Book of Mormon were completed. Later, when the mortgage note fell due, the home and a portion of the farm was sold for \$3,000. In this way, Martin Harris was obedient to the Lord’s revelation. (Dallin H. Oaks, *The Witness: Martin Harris*, *Ensign* May 1999, 36)

- How did Martin’s actions exemplify Christlike behavior?
- From an eternal perspective, why was Martin’s sacrifice worth it?

You might invite students to reflect on what they learned in their study of the first half of section 19. Consider discussing with students how the Savior’s willingness to sacrifice Himself to do His Father’s will could have helped Martin be willing to sacrifice his property. You could invite students to think about how the Savior’s example of doing His Father’s will amid immense suffering could inspire them to submit to what Heavenly Father asks.

What the Lord may ask of me

Invite students to choose one thing written in the “Sacrifices” column that pertains to teenagers today and to select one or more of the Lord’s counsels in the “Counsel from God” column that might help someone to make that sacrifice. You could then divide students into pairs and invite them to explain to their partner how the counsel could help someone who is asked to make that sacrifice.

After students have had time to share with each other, you might ask for volunteers to share their responses with the class.

You could then display the following instructions and invite students to record their thoughts in their study journals.

1. In your study journal, record a situation in which the Lord may want you to submit to His will that may be difficult for you.
2. List obstacles you could face in striving to do His will.
3. Write how seeing your situation from God’s eternal perspective might help you to overcome any of these obstacles;
4. Record how the Savior’s example in Doctrine and Covenants 19 could inspire you to submit to your Heavenly Father’s will. (You might want to read verses 2, 16–19(, 23–24).
5. Outline the first few steps you could take to follow the Savior’s example in your situation.

LESSON 34: DOCTRINE AND COVENANTS 19

Assess Your Learning 2

Doctrine and Covenants 6–19



Reflecting on and assessing our spiritual learning can help us draw closer to the Savior. This lesson can help students remember and evaluate how their experiences so far in studying the Doctrine and Covenants have helped them grow spiritually.

Possible Learning Activities

Assess your learning

Consider inviting students to write down on a slip of paper something they do that requires regular practice. Then have them pass their papers forward. Read some of them aloud, and see if students can guess whose paper you read. After each paper you read, you could ask the student who wrote it the following questions.

- How quickly does your progress come in this activity?
- Why is evaluating your progress important? How can it impact your desire to keep practicing?

Help students understand the importance of reflecting on their spiritual growth and their efforts to become more like Heavenly Father and Jesus Christ. Such reflection can encourage them to keep trying. The Holy Ghost can help them recognize even subtle progress. If needed, help students understand that even if they feel they have not progressed, reflecting on their progress can help them see what they can do to move forward. It might be helpful to have students respond to one or more of the following questions in their study journals.

- How has what you have learned in the Doctrine and Covenants impacted how you feel about the gospel?
- How have consistent efforts over time influenced your spiritual growth and faith in Jesus Christ?
- If you don't feel you have grown spiritually, what small adjustments might you make in things you do regularly?

You may wish to have students evaluate their feelings about or growth in subjects you've discussed in specific lessons. Consider using some of the following ideas.

Explaining the coming forth of the Book of Mormon

In recent weeks, students may have learned about the miraculous coming forth of the Book of Mormon. Consider putting students into pairs to prepare to explain the Book of Mormon to another pair of students. You could provide them an opportunity to summarize what they have learned in response to a scenario like the following.

Imagine someone became curious about your belief in the Book of Mormon and asked you to help them understand what the Book of Mormon is and where it came from. How would you explain it?

You could do some of the following in your explanation:

- In your own words, tell them the story of how the Book of Mormon came forth. (You might find scriptures that would help you or historical accounts you could summarize.)
- Use images that could help you explain.
- Share your feelings about or experiences with the Book of Mormon.

If students need some guidance, you might suggest they explain some of the following accounts. They could use images like those below to help them in their explanation.

- The angel Moroni's visit to Joseph Smith; the gold plates (Joseph Smith—History 1:30–54)
- The translation by the gift and power of God
- The Three Witnesses of the gold plates (Doctrine and Covenants 5:11–15 17:1–5)



Feeling the great worth of your soul to God

If students had an opportunity to study Doctrine and Covenants 18:1–13 in seminary, you may have invited them to do the following activity. If so, let students share what was meaningful for them about the experience and how it impacted them.,

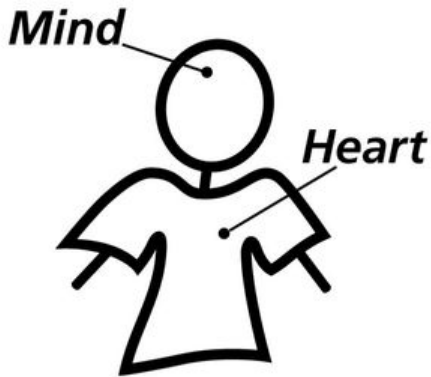
In a recent lesson, you were invited to ponder more deeply your worth in the sight of God. You may have created a reminder that you would see regularly (like a poster or phone background), engaged in more focused prayer, spent time journal writing, studied your patriarchal blessing, or done something else.

- What did you do to help you ponder more on your worth to God?
- What differences have you noticed recently between how the world determines worth and how God determines worth?
- What have you learned recently that has confirmed or increased your confidence that you have great worth in the sight of God?

Some of your students may not have done anything in recent weeks to feel their worth before God. Be sensitive to these students as part of this discussion. Do not hesitate to invite students to start or continue doing this activity over the coming weeks. Assure them that their Heavenly Father will confirm His love for them as they do.

Receiving personal revelation

If you used the following diagram in a recent lesson, you may want to display it for students or draw it on the board. Invite students to share what they have learned in recent weeks about how to receive and recognize revelation.



Invite students to share with the class any of their reflections on receiving personal revelation from God. Ask follow-up questions that help students respond and interact with each other. These could be questions such as “What impressed you about what your classmate shared?” or “What is something that your classmate shared that you would also like to try?”

To help students assess how they have applied the principle of revelation to their lives, invite them to complete one or more of the following statements in their journals.

Choose a few of these statements and complete them in your journal. You may feel impressed to record other thoughts and impressions. Be sure to do so.

The most important thing I have learned recently about revelation from Heavenly Father is ...

A few things that I have tried recently to receive revelation through the Holy Ghost include ...

Something that seemed to impact my ability to receive revelation was ...

An experience I had recently that I don't want to forget was ...

I want to continue to increase my ability to receive revelation from God because ...

To further increase my ability to receive revelation from God, I commit to ...

DOCTRINE AND COVENANTS 20–22

Doctrine and Covenants 20–22

Overview

Shortly after the publication of the Book of Mormon, the Savior’s Church was organized on April 6, 1830, in Fayette, New York. The revelations recorded in Doctrine and Covenants 20–22 provide the Lord’s counsel for the newly organized Church. In these sections, we learn important information, such as the qualifications for baptism into the Savior’s Church, the wording of the sacrament prayers, and the Lord’s counsel to the Church to receive the words of His Prophet “in all patience and faith” Doctrine and Covenants 21:5).



Encourage learners to share the truths they are learning:

The Lord wants everyone—not just His prophets—to have the power to speak His word. He wants that for all of us, including for the people you teach (see Doctrine and Covenants 1:20–21, One way we can help students do this is by creating conversations where they can practice explaining the gospel to others. For more on how the Savior did this, see the section The Savior Encouraged Others to Share the Truths They Were Learning. in *Teaching in the Savior’s Way*. You can also see an example of how to do this in the lesson this week titled “Doctrine and Covenants 20:1–36.”

Prepare to teach

The following information provides ideas of what you may need to prepare in advance for each lesson.;

Doctrine and Covenants 20:1–36

Lesson purpose: This lesson is intended to help students understand the significance of the Savior’s Church.?

- **Student preparation:** Consider inviting students to think about how they would respond to someone who asked why it is necessary to belong to a church.
- **Video:** “The Need for a Church” (15:42; watch from time code 0:00 to 0:48)
- **Handout:** “Why Does the Savior have a Church?”

Doctrine and Covenants 20:37, 68–79

Lesson purpose: This lesson can help students evaluate how they are meeting the Lord’s expectations for members of His Church.

- **Student preparation:** You could invite students to read Doctrine and Covenants 20:37, 68–79 and ask them to look for guidelines the Lord provided for those who want to join His Church and those who belong to His Church.
- **Image:** Someone on their baptism day.
- **Handout:** „Teachings about Baptism and the Sacrament in Doctrine and Covenants 20
- **Content to display:** Instructions for students to evaluate themselves at the end of the lesson.

Doctrine and Covenants 21

Lesson purpose: This lesson can help students follow the words of the Lord’s prophets in patience and faith.

- **„Student preparation:** Invite students to come prepared to share how they or someone they know have been blessed by following a prophet.
- **Video:** „The Prophet of God]..” (15:55; watch from time code 11:51 to 12:17)
- **Item to bring:** „Copies of *For the Strength of Youth: A Guide for Making Choices* (2022) for students who may not have digital access.

LESSON 35: DOCTRINE AND COVENANTS 20–22

Doctrine and Covenants 20:1–36

The Organization of the Church of Jesus Christ

The Church of Jesus Christ of Latter-day Saints was organized in the Peter and Mary Whitmer home in Fayette, New York, on April 6, 1830. Doctrine and Covenants 20 reveals the Lord’s desires for the newly restored Church. This lesson is intended to help students understand the significance of the Savior’s Church.

Possible Learning Activities**The importance of a church**

Consider placing students in small groups to practice explaining how they might respond to the following scenario. You could also consider using the scenario provided by President Dallin H. Oaks in his talk “The Need for a Church,” available at ChurchofJesusChrist.org from time code 0:00 to 0:48.

Imagine that while discussing with your friends what you did over the weekend, you mentioned attending church. One of your friends replied: “I don’t mean to be rude, but I don’t understand the point of organized religion. Do you really feel like you need a church to feel close to God and be a good person?”

- Why do you think some people don’t see the need for organized religion?

„It may be helpful for students to consider their current feelings about the importance of the Savior having His Church on the earth. You could invite them to answer the following question in their study journals:

- How would your life be different without the Church of Jesus Christ?

After students have had time to write their answers, a few willing students could share their responses with the class. Encourage them as they study today to look for truths that can help them better understand the significance of the Savior’s Church.

The organization of the Church of Christ

To help students understand the historical context of the organization of the Church, you could summarize the following paragraph or have a student read it. Alternatively, you could read about the events surrounding this occasion in “*Saints: The Story of The Church of Jesus Christ in The Latter Days* vol. 1, *The Standard of Truth, 1815–1846* 84–86

Eleven days after the Book of Mormon was published, on April 6, 1830, the Church of Christ was organized. The organization took place in the home of Peter and Mary Whitmer in Fayette, New York. To satisfy the legal requirement, six people were chosen to become the first members of the new church. Around 40 others were also present to witness this momentous occasion. Later, in 1838, the Lord revealed the name of the Church as we know it today: The Church of Jesus Christ of Latter-day Saints.

Read Doctrine and Covenants 20:1–4 looking for the Lord’s role in organizing His Church.

- What did you find?

One truth students might identify could be that , **Jesus Christ organized His Church in our day through the Prophet Joseph Smith**

You may want to invite students to ponder their answers to the following question before discussing answers as a class or in groups.

- Why do you think the Savior would want His Church on the earth?



To help students better understand the Savior's purposes for having His Church on the earth, consider distributing the accompanying handout. Give students time to study alone, with a partner, or in a small group.

Explain that after they study, they will have an opportunity to summarize what they have learned about why we need the Savior's Church on the earth. Encourage them to make note of things they want to remember as they prepare their explanation.

Why Does the Savior Have a Church?

1. Read the following statements and underline reasons why the Savior has a Church.



The restored Church of Jesus Christ has been established to teach the fulness of His doctrine and to officiate with His priesthood authority to perform the ordinances necessary to enter the kingdom of God. Members who forgo Church attendance and rely only on individual spirituality separate themselves from these gospel essentials: the power and blessings of the priesthood, the fulness of restored doctrine, and the motivations and opportunities to apply that doctrine. (Dallin H. Oaks, "The Need for a Church," *Liahona*, Nov. 2021, 25)



Following the apostasy and disintegration of the Church He had organized while on the earth, the Lord reestablished the Church of Jesus Christ once again through the Prophet Joseph Smith. The ancient purpose remains: that is, to preach the good news of the gospel of Jesus Christ and administer the ordinances of salvation—in other words, to bring people to Christ. And now, through the instrumentality of this restored Church, the promise of redemption is placed within reach even of the spirits of the dead who in their mortal lifetime knew little or nothing of the Savior's grace. (D. Todd Christofferson, "Why the Church *Ensign* or *Liahona* Nov. 2015, 108)

Write a brief summary of what you learned from these statements about why the Savior has a Church on the earth.

2. When the Church was organized in April 1830, the Book of Mormon had recently been published for the first time. In (Doctrine and Covenants 20:9–36 the Lord emphasized many of the truths that are taught in the Book of Mormon..)

Study the following sets of verses, looking for important truths the Savior taught about Himself and His doctrine. Consider using the footnotes for these scriptures to help discover important information.

Choose two or more of the truths you studied. Write down why you think it would be important for these truths to be emphasized as the Church was being established.

„Doctrine and Covenants 20:8–15 (The Book of Mormon and its role in the Restoration)

Doctrine and Covenants 20:17–25 (The plan of salvation)



Encourage learners to share truths

they are learning: The following section of the lesson gives students a chance to ponder and then share what they are learning. For more practice on this, see the training titled *Help students create or begin gospel conversations,* found in *Teacher Development Skills: Invite Diligent Learning*

After students have had sufficient time to complete the handout, remind them of the scenario from the beginning of the lesson. Then give them the following instructions:

Using what you have learned today, create a response to help someone who does not understand the need for the Savior's Church upon the earth. If desired, the following questions could help guide you:

- What does The Church of Jesus Christ of Latter-day Saints have to offer that no other organization can give us?
- How does the Savior's Church help us learn of Him and come unto Him?
- How has being a member of the Savior's Church blessed your life?

After students have had sufficient time to prepare their responses, give them an opportunity to share with another student. A few willing students could also share their responses with the entire class.

Conclude the lesson by testifying of the truths you have studied today.

Why Does the Savior Have a Church?

1. Read the following statements and underline reasons why the Savior has a Church.



The restored Church of Jesus Christ has been established to teach the fulness of His doctrine and to officiate with His priesthood authority to perform the ordinances necessary to enter the kingdom of God. Members who forgo Church attendance and rely only on individual spirituality separate themselves from these gospel essentials: the power and blessings of the priesthood, the fulness of restored doctrine, and the motivations and opportunities to apply that doctrine. (Dallin H. Oaks, "The Need for a Church," *Liahona*, Nov. 2021, 25)



Following the apostasy and disintegration of the Church He had organized while on the earth, the Lord reestablished the Church of Jesus Christ once again through the Prophet Joseph Smith. The ancient purpose remains: that is, to preach the good news of the gospel of Jesus Christ and administer the ordinances of salvation—in other words, to bring people to Christ. And now, through the instrumentality of this restored Church, the promise of redemption is placed within reach even of the spirits of the dead who in their mortal lifetime knew little or nothing of the Savior's grace. (D. Todd Christofferson, "Why the

Church," *Ensign or Liahona*, Nov. 2015, 108)

Write a brief summary of what you learned from these statements about why the Savior has a Church on the earth.

2. When the Church was organized in April 1830, the Book of Mormon had recently been published for the first time. In Doctrine and Covenants 20:9–36, the Lord emphasized many of the truths that are taught in the Book of Mormon.

Study the following sets of verses, looking for important truths the Savior taught about Himself and His doctrine. Consider using the footnotes for these scriptures to help discover important information.

Doctrine and Covenants 20:8–15 (The Book of Mormon and its role in the Restoration)

Doctrine and Covenants 20:17–25 (The plan of salvation)

Choose two or more of the truths you studied. Write down why you think it would be important for these truths to be emphasized as the Church was being established.

LESSON 36: DOCTRINE AND COVENANTS 20–22

Doctrine and Covenants 20:37, 68–79

The Sacred Ordinances of Baptism and the Sacrament



In a revelation to the Prophet Joseph Smith recorded in Doctrine and Covenants 20 the Lord explained the ordinances of baptism, confirmation, and the sacrament. This lesson can help students evaluate how they are meeting the Lord's expectations for members of His Church.

Student preparation: Students could read ; Doctrine and Covenants 20:37, 68–79 Invite them to look for the guidelines the Lord provided for those who desire to join His Church and those who belong to His Church.).

Possible Learning Activities**How life is different after baptism**

Before inviting students to discuss the following question, consider showing a picture of someone on their baptism day, such as the one at the beginning of the lesson.

- In what ways might someone's life be different after they decide to be baptized?

As part of this discussion, you could tell the students about someone you know who was baptized. You could describe differences you noticed in that person from before they were baptized to after their baptism. You could also invite the students to think about and share how their decision to be baptized has impacted their lives.;

- Why do you think the ordinance of baptism is important to Heavenly Father and Jesus Christ?

Share the following paragraph to help introduce students to what they will study today:

Doctrine and Covenants 20 contains instructions about the organization of the Savior's Church. As part of these instructions, the Lord shared important teachings that help us understand the significance of the ordinance of baptism. He also taught important truths about the sacrament, which we are commanded to partake each week after we have been baptized. As you study the Savior's words, pay attention to the promptings of the Spirit that can help you recognize the significance of these ordinances in your life.

The Savior's teachings about baptism and the sacrament

Divide the students into partnerships or small groups. Provide each student with the lesson handout and invite the students to work together to complete the study activities on the handout. It may be helpful to assign one student in each group to be the discussion leader.

For variety, invite the students to pause after they complete a segment so you can create different partnerships or groups for each segment.

Teachings about Baptism and the Sacrament in Doctrine and Covenants 20

Segment 1: Qualifications for baptism

Read Doctrine and Covenants 20:37, looking for what a person must do to qualify for baptism.

If needed, look up definitions for words that you don't understand. Then list the baptism qualifications in the space below. You could rephrase some of them in your own words.

- What do these requirements teach you about the Lord and His desires for us?
- How could it be beneficial to remember these requirements even after we have been baptized?

Choose two or three of the requirements listed in verse 37. Discuss how consistently striving to meet them could help you become more like Heavenly Father and Jesus Christ.;

Segment 2: Requirements after baptism.

Read Doctrine and Covenants 20:68–69, looking for the Lord's expectations for us after we have been baptized.

- From verse 69 what do you learn about how we show the Lord our worthiness after we are baptized?

Consider marking the phrase “a godly walk and conversation” in „verse 69. A person can demonstrate “a godly walk and conversation” through actions, attitudes, and words that are in harmony with God.

- What do you think are some of the reasons the Lord wants members of His Church to demonstrate “a godly walk and conversation” after they are baptized?

Discuss at least three specific examples of ways we can demonstrate “a godly walk and conversation” in our lives. You could also discuss examples of ways you have tried to demonstrate these in your own life.

Segment 3: Partaking of the sacrament

Read Doctrine and Covenants 20:75 looking for the Lord's instructions about the ordinance of the sacrament.

- Why do you think the Lord wants us to meet together each week to partake of the sacrament?

Verses 77 and 79 contain the prayers the Lord has instructed priesthood holders to give when administering the sacrament. Through the ordinance of the sacrament, we renew the covenants we made when we were baptized and confirmed. As we strive to keep our covenants and repent daily, we can experience the same cleansing and blessings we experienced through baptism.

Read Doctrine and Covenants 20:77 and 79 looking for what we promise and what the Lord promises when we partake of the sacrament. Consider marking these promises in your scriptures.

- How can we show our willingness to take upon ourselves the name of Jesus Christ?
- „What are some ways we can show the Savior we remember Him?

How does the ordinance of the sacrament demonstrate the Savior's love and mercy for us?

© 2024 by Intellectual Reserve, Inc. All rights reserved..

Applying what you have learned

Give students an opportunity to share what they learned or felt from the previous study activity. You could ask one or more of the following questions as part of this discussion.

- What insights or impressions did you have as you studied these verses?
- What did you learn about the Savior as you studied His teachings in this section?

- What have you learned or felt today about the significance of the ordinances of baptism and the sacrament?

Invite the students to silently evaluate how well they feel they are living the requirements they have learned about today. One way you could do this is by displaying the following instructions and inviting students to record their responses in their study journals.

- Find a phrase listed in the verses you have studied today (Doctrine and Covenants 20:37, 68–69, 75–79) that describes something you are doing well. List this phrase in your study journal and describe why you feel good in this area.
- Find a phrase from these verses that describes something you want to improve on. List this phrase in your study journal and describe why you chose it.
- Make a specific goal to improve in the area you chose.

Encourage the students to follow through on the goal they have set for themselves. Testify of the Savior's love for them and the help He can provide as they strive to keep the covenants they have made with Him.

Teachings about Baptism and the Sacrament in Doctrine and Covenants 20

Segment 1: Qualifications for baptism

Read Doctrine and Covenants 20:37, looking for what a person must do to qualify for baptism.

If needed, look up definitions for words that you don't understand. Then list the baptism qualifications in the space below. You could rephrase some of them in your own words.

- What do these requirements teach you about the Lord and His desires for us?
- How could it be beneficial to remember these requirements even after we have been baptized?

Choose two or three of the requirements listed in verse 37. Discuss how consistently striving to meet them could help you become more like Heavenly Father and Jesus Christ.

Segment 2: Requirements after baptism

Read Doctrine and Covenants 20:68–69, looking for the Lord's expectations for us after we have been baptized.

- From verse 69, what do you learn about how we show the Lord our worthiness after we are baptized?

Consider marking the phrase “a godly walk and conversation” in verse 69. A person can demonstrate “a godly walk and conversation” through actions, attitudes, and words that are in harmony with God.

- What do you think are some of the reasons the Lord wants members of His Church to demonstrate “a godly walk and conversation” after they are baptized?

Discuss at least three specific examples of ways we can demonstrate “a godly walk and conversation” in our lives. You could also discuss examples of ways you have tried to demonstrate these in your own life.

Segment 3: Partaking of the sacrament

Read Doctrine and Covenants 20:75, looking for the Lord's instructions about the ordinance of the sacrament.

- Why do you think the Lord wants us to meet together each week to partake of the sacrament?

Verses 77 and 79 contain the prayers the Lord has instructed priesthood holders to give when administering the sacrament. Through the ordinance of the sacrament, we renew the covenants we made when we were baptized and confirmed. As we strive to keep our covenants and repent daily, we can experience the same cleansing and blessings we experienced through baptism.

Read Doctrine and Covenants 20:77 and 79, looking for what we promise and what the Lord promises when we partake of the sacrament. Consider marking these promises in your scriptures.

- How can we show our willingness to take upon ourselves the name of Jesus Christ?
- What are some ways we can show the Savior we remember Him?

How does the ordinance of the sacrament demonstrate the Savior's love and mercy for us?

LESSON 37: DOCTRINE AND COVENANTS 20–22

„Doctrine and Covenants 21

Receiving the Prophets' Words in Patience and Faith

Doctrine and Covenants 21 was received on April 6, 1830, the day The Church of Jesus Christ of Latter-day Saints was organized. In this revelation, the Savior instructed members of His Church to follow the counsel of His prophet. This lesson can help students follow the words of the Lord's prophets in patience and faith.

Possible Learning Activities

Following counsel

Display the following scenario. You could also create a different scenario that is more relevant to your students' needs and circumstances.

Imagine that while listening to general conference, you received the following text message from your friend: “Did you hear what the prophet just said? I’m not sure I agree with that!”

- How do you think you would feel if you received a message like this?
- What are some things that would be important for your friend to consider before deciding whether to follow the prophet's counsel?

Explain to students that today they will study some of the Lord's teachings about His prophets. Invite them to silently consider how important it is for them to follow the counsel of the prophets. Encourage them to look for truths that can help increase their willingness and ability to follow the Lord's prophets.

In all patience and faith.

On the day The Church of Jesus Christ of Latter-day Saints was organized, April 6, 1830, the Lord gave Joseph Smith a revelation found in Doctrine and Covenants 21. In part of this revelation, the Lord gave important counsel about following the prophet.

Read Doctrine and Covenants 21:1–3 looking for titles the Lord used to refer to the Prophet Joseph Smith.

- Based on these titles, why would it be a blessing for members of the Lord's newly organized Church to have a prophet called of God?



„Doctrine and Covenants 21:4–6,” is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Read Doctrine and Covenants 21:4–5, looking for what counsel the Lord gave to the Saints about how they should receive the Prophet Joseph Smith's words..

Students may benefit from understanding who the pronouns refer to in verses 4–5(. Consider writing the following words and definitions on the board: *“thou” (members of the Church); “his,” “he” (Joseph Smith, the Prophet); “me,” “mine” (Jesus Christ).*

- What words or phrases from these verses stood out to you? Why?
- What did you learn from these verses that could help someone who is hesitating to follow the counsel of the Lord's prophets?

If needed, point out the phrase “in all patience and faith” in verse 5. Before sharing the statement by Elder Neil L. Andersen, it may be helpful to ask the students why it might sometimes require patience or faith to heed the words of the Lord's prophets.

Elder Neil L. Andersen of the Quorum of the Twelve Apostles taught how we can demonstrate patience and faith as we strive to follow the prophet.



Don't be surprised if at times your personal views are not initially in harmony with the teachings of the Lord's prophet. These are moments of learning, of humility, when we go to our knees in prayer. We walk forward in faith, trusting in God, knowing that with time we will receive more spiritual clarity from our Heavenly Father. (Neil L. Andersen, The Prophet of God *Ensign* or *Liahona*, May 2018, 26)

Invite students to think about counsel from prophets and apostles that could be challenging for them to follow. They could ponder how increasing their patience and faith would help them follow the prophet's counsel.

Blessings of following the Lord's prophets

Read Doctrine and Covenants 21:6. Identify three blessings the Lord promised to those who receive His words through the prophet in patience and faith.

- Based on the Lord's teachings in verse 6, how would you complete the following statement? **As we receive the Lord's words through His prophets in patience and faith ...).**

Students may complete the statement like this: "**As we receive the Lord's words through His prophets in patience and faith, He will disperse the powers of darkness, He will give us blessings from heaven, and we will be protected against the adversary.**"

- How would you summarize in your own words what you think these promises mean?

Students may benefit from understanding that one meaning of *shake* is to dislodge or release something from a support or a container. One interpretation of the verse could be that blessings are released from heaven and given to those who receive the words of the prophet.

- What do these promises help you understand about the Lord?

- [How could these promises impact our desire to follow the Lord's prophets?

Following the Lord's prophets today];

The following activity can help students find modern-day prophetic counsel that they can strive to follow in their lives. Display the following instructions and give students sufficient time to complete the activity.

Find an invitation given by modern-day prophets and apostles that you want to try to apply to your life. Use [;For the Strength of Youth: A Guide for Making Choices]. (2022) or a recent general conference address to find relevant counsel or invitations.

After studying, answer the following questions in your study journal:

- What invitation or counsel did you find?
- How might you need patience and faith to heed this prophetic invitation?
- What blessings from God did you notice you can receive as you follow this counsel?
- What specific actions will you take to follow this counsel in your life?;

When the students have finished studying, give them an opportunity to share the answers they recorded in their study journals. As part of this discussion, you could invite a few students to share how they or others have been blessed by heeding the counsel of prophets that is being discussed. You could also share an example from your life.;

Encourage the students to act on the goal they have set for themselves and to pay attention to how following the teachings of the prophets impacts their relationship with Jesus Christ. Explain that in an upcoming lesson, they will have an opportunity to assess the progress they have made with their goal.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons.

The key scripture phrase for

Doctrine and Covenants 21:4–6 is “The prophet’s ‘word ye shall receive, as if from mine own mouth.’”

Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

DOCTRINE AND COVENANTS 23–26

Doctrine and Covenants 23–26

Overview

In the days and months after the Savior’s Church was organized, members of Joseph Smith’s family and others desired to know God’s will for them. Joseph inquired of the Lord and received a revelation for each of them. The Lord also instructed Joseph on how he could lead the Church and provide for his family. The Lord revealed his will for Emma Smith. She was called an elect lady with the assignments to comfort her husband, be a scribe, expound the scriptures, exhort the church, and make a collection of sacred hymns.



Learn the doctrine of Jesus Christ for Yourself:

It is crucial in these last days for students to learn for themselves the doctrine of Jesus Christ. One way to do

this is by creating open ended search questions that help learners discover gospel doctrine and principles for themselves and do not lead students to a specific response. To learn more about this, see the section “The Savior Learned the Doctrine” in *Teaching in the Savior’s Way*. You can also see an example of how to do this in the lesson this week titled Doctrine and Covenants 25, Part 1.

Doctrine and Covenants 25, Part 1

Lesson purpose: This lesson can help students understand ways they can become more like the Savior.

- **Student preparation:** Invite students to reflect on opportunities they have had to serve the Savior by ministering to others. What did they feel was valuable about the experience?
- **Content to display:** An image of Emma Smith

Doctrine and Covenants 25, Part 2

Lesson purpose: This lesson can help students seek the Lord’s blessings and lay aside the things of the world.

- **Student preparation:** Invite students to talk to a parent or church leader about what worldly things they have given up to follow the Lord.
- **Materials:** A container large enough to hold a variety of objects that may represent students’ interests, such as a soccer ball, a school notebook, a small musical instrument, scriptures, etc.)
- **Videos:** The Joy of Redeeming the Dead, (16:36) from time code 6:42 to 7:44; “Covenants” (14:19) from time code 11:45 to 13:46; “Why Does God Give us Commandments?” (0:39)

Prepare to teach

The following information provides ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 23–24

Lesson purpose: This lesson can help students feel that Heavenly Father and Jesus Christ know them and will provide guidance for their personal lives.

- **Student preparation:** Invite students to think about a righteous desire they may have (to serve a mission, to serve their community, to marry in the temple, etc.). Ask them to ponder how they can seek the Lord’s counsel related to it.
- **Materials:** Copies of the handout “Doctrine and Covenants 23–24. Counsel from the Lord”
- **Video:** Heavenly Father Knows Me” (3:18)

LESSON 38: DOCTRINE AND COVENANTS 23–26

Doctrine and Covenants 23–24

“I Speak unto You”

After the Church was organized in April 1830, the Saints immediately faced intense persecution. Despite these challenges, the Savior continued to strengthen the Church and provide personal counsel to those who earnestly desired to know His will. This lesson can help students feel that Heavenly Father and Jesus Christ know them and will provide guidance for their personal lives.

Possible Learning Activities

Asking for guidance

Consider listing the following questions on the board and inviting students to silently think about their responses. After sufficient time, encourage students to think of valuable counsel they have received from this person and invite a few students to share.

- Who knows you best?
- What do they know about you?
- What do they not know about you?

Although students may receive valuable counsel from many trusted sources, invite them to ponder why Heavenly Father and Jesus Christ are the best source of counsel. Ask students to think about their current efforts to seek counsel from Heavenly Father and Jesus Christ. Do they feel their efforts are adequate, or do they feel like they need to make any adjustments? Invite students to prayerfully consider these questions throughout this lesson.

The Lord knows you

Joseph Smith and others sought the guidance of Heavenly Father and Jesus Christ concerning their roles in the newly restored Church. Doctrine and Covenants 23–24 contains the Savior’s response to their earnest desire to receive divine guidance.

Consider writing the following truth on the board:
Heavenly Father and Jesus Christ know each of us and will give us counsel according to our desires and circumstances..

As students discuss this principle, you could point out that we can receive counsel from God through prayer, scriptures, words of prophets, parents, trusted adult leaders, etc.

Read Doctrine and Covenants 23:1–6, looking for evidence of this truth.

- What evidence did you find?
- How does this evidence impact your understanding of Heavenly Father and Jesus Christ?

Sister Cristina B. Franco, who served as Second Counselor in the Primary General Presidency, taught:



Heavenly Father also knows you. He knows where you are, and who you are, and what you need. He hears and answers your prayers. No matter how lonely you feel, He’s always there. You are never alone. You can always turn to Him. (Cristina B. Franco, Heavenly Father Knows You,” *Friend*, June 2018, 16)

- (In what ways does God give us counsel according to our desires and circumstances?)

They can guide my life



The accompanying handout can help students understand how Heavenly Father and Jesus Christ can give them guidance according to their personal circumstances. Consider dividing students into pairs or small groups and providing each with a copy of the handout. Allow students to choose who they will learn about. After sufficient time, invite them to share what they learned with the class.

You could also consider assigning each group one or two people to learn about.

Doctrine and Covenants 23–24: Counsel from the Lord

Choose at least two of the following people to read about. Look for phrases in the verses that connect with the historical summary. This can help you see evidence that Heavenly Father and Jesus Christ knew each person and offered counsel for their personal lives.

Oliver Cowdery

Doctrine and Covenants 23:1–2; 24:10–12



Oliver was a schoolteacher. He served as a scribe for Joseph Smith Jr. when translating the Book of Mormon. He was one of the Three Witnesses of the Book of Mormon and was the second elder of the restored Church. He shared the gospel with the Whitmer family and his other friends in Fayette, New York. On several occasions his pride was manifested, including once when he wrote to Joseph Smith Jr. concerning part of a revelation with which he did not agree. His pride caused him to leave the Church for a time between 1838 and 1847.

Hyrum Smith

Doctrine and Covenants 23:3



Hyrum was an older brother of the Prophet Joseph Smith. He assisted in the publication of the Book of Mormon by working directly with the printer. He had great desires to preach the restored gospel, but he was asked to wait and prepare by studying God's word (see Doctrine and Covenants 11:21–22). He served as president of the first branch of the Church in Colesville, New York. Hyrum fulfilled his duty to the Church and was faithful to the Lord throughout his life.

Joseph Knight Sr.

Doctrine and Covenants 23:6–7



Joseph Knight Sr. was a close friend of Joseph Smith Jr. and had shown him great kindness. He provided the Prophet with supplies while he worked on the translation of the Book of Mormon. He felt a desire to be baptized with others on the day the Church was organized, but he waited because he wanted to study the Book of Mormon further. Soon after receiving the Lord's counsel in , Doctrine and Covenants 23, Joseph Knight Sr. chose to be baptized. He remained a faithful member of the Church throughout his life.

Joseph Smith Jr.

Doctrine and Covenants 24:1-9



Joseph Smith Jr. was the Lord's Prophet. In April 1830, Joseph organized the restored Church. Immediately, the new Church faced persecution. Joseph was arrested on false charges and released. He had the responsibility to provide for his family and lead the Church at the same time. "As busy as he was with the new church, he had to plant his fields soon if he wanted a successful fall harvest. His payments to Emma's father on the farm were already late, and if his crops failed, he would have to find another way to pay off his debt" *Saints*, 1:90).

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Invite willing students to share experiences they or others they know have had which helped them know that Heavenly Father and Jesus Christ are aware of them. Remind students to not share anything too personal or sacred.

Consider bearing personal testimony or sharing an experience that illustrates how Heavenly Father and Jesus Christ know each of us and will give us counsel according to our desires and circumstances.

After students complete their study, invite them to share the evidence they found that the Lord knew these individuals.

You could show the video "Heavenly Father Knows Me" (3:18) to help students prepare to think of and share their own experiences.

The following questions can help students deepen their understanding of and feelings about the Lord's awareness of them. Consider providing time for students to write their answers in their study journals. Some students might feel that the Lord does not know them. Ensure each student that He does, and encourage them to keep seeking the Lord's help and guidance.

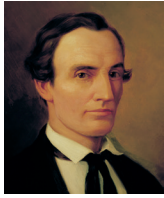
- What evidence have you seen that Heavenly Father and Jesus Christ know you and are aware of you?
- How has this influenced your relationship with Them?
- What counsel do you think Heavenly Father and Jesus Christ would give you in your current circumstances?

Doctrine and Covenants 23–24: Counsel from the Lord

Choose at least two of the following people to read about. Look for phrases in the verses that connect with the historical summary. This can help you see evidence that Heavenly Father and Jesus Christ knew each person and offered counsel for their personal lives.

Oliver Cowdery

DOCTRINE AND COVENANTS 23:1–2; 24:10–12



Oliver was a schoolteacher. He served as a scribe for Joseph Smith Jr. when translating the Book of Mormon. He was one of the Three Witnesses of the Book of Mormon and was the second elder of the restored Church. He shared the gospel with the Whitmer family and his other friends in Fayette, New York. On several occasions his pride was manifested, including once when he wrote to Joseph Smith Jr. concerning part of a revelation with which he did not agree. His pride caused him to leave the Church for a time between 1838 and 1847.

Hyrum Smith

DOCTRINE AND COVENANTS 23:3



Hyrum was an older brother of the Prophet Joseph Smith. He assisted in the publication of the Book of Mormon by working directly with the printer. He had great desires to preach the restored gospel, but he was asked to wait and prepare by studying God's word (see Doctrine and Covenants 11:21–22). He served as president of the first branch of the Church in Colesville, New York. Hyrum fulfilled his duty to the Church and was faithful to the Lord throughout his life.

Joseph Knight Sr.

DOCTRINE AND COVENANTS 23:6–7



Joseph Knight Sr. was a close friend of Joseph Smith Jr. and had shown him great kindness. He provided the Prophet with supplies while he worked on the translation of the Book of Mormon. He felt a desire to be baptized with others on the day the Church was organized, but he waited because he wanted to study the Book of Mormon further. Soon after receiving the Lord's counsel in Doctrine and Covenants 23, Joseph Knight Sr. chose to be baptized. He remained a faithful member of the Church throughout his life.

Joseph Smith Jr.

DOCTRINE AND COVENANTS 24:1–9



Joseph Smith Jr. was the Lord's Prophet. In April 1830, Joseph organized the restored Church. Immediately, the new Church faced persecution. Joseph was arrested on false charges and released. He had the responsibility to provide for his family and lead the Church at the same time. "As busy as he was with the new church, he had to plant his fields soon if he wanted a successful fall harvest. His payments to Emma's father on the farm were already late, and if his crops failed, he would have to find another way to pay off his debt" (*Saints*, 1:90).

LESSON 39: DOCTRINE AND COVENANTS 23–26

Doctrine and Covenants 25, Part 1

“Emma Smith, My Daughter”



In Doctrine and Covenants 25, the Savior counseled Emma Smith on how to fulfill her divine mission to become like Him. This lesson can help students understand ways they can become more like the Savior.

Possible Learning Activities

“Thou art an elect lady, whom I have called”

You could display a picture of Emma Smith and ask students what they know about her.

Consider sharing some of the following moments from the life of Emma Smith. Invite students to discuss what the experience might have been like for Emma.

Imagine how you would have felt to have experienced these events from the life of Emma Smith. (These accounts can be found in *Saints*, vol. 1, *The Standard of Truth, 1815–1846* [2018], 37–38, 46, 52, 94–96.)

- Emma waited with the wagon at the bottom of the Hill Cumorah as Joseph received final instructions and the gold plates from Moroni.”
- Emma served as Joseph’s first scribe for the translation of the Book of Mormon, and later those pages of the manuscript were lost.
- Emma and Joseph’s first child lived only a few hours, and Emma became so sick she nearly died.
- Emma entered the waters of baptism under threat of mob violence. That evening, Joseph was arrested on false charges, delaying Emma’s confirmation.

To help students understand the historical context of Doctrine and Covenants 25, consider sharing the following paragraph.

In Doctrine and Covenants 24, the Savior had revealed that Joseph Smith was to “devote all [his] service in Zion” verse 7). This revelation created a sense of uncertainty in Emma Smith’s life because it implied that Joseph wouldn’t have much time to earn a living and provide temporally for their family (see *Saints* 1:96). Knowing Emma’s desire for guidance, the Lord revealed Doctrine and Covenants 25. This counsel from the Savior can be applied to all people (see Doctrine and Covenants 25:16



Learn the doctrine of Jesus Christ for yourself:

For more practice on how to encourage students to do this, see the training titled “Learn the doctrine of Jesus Christ for yourself” found in *Teacher Development Skills: Teach the Doctrine* (2022). This training will help you practice creating open-ended search questions to help students discover truths for themselves.

Read Doctrine and Covenants 25:1–3 and look for how the Savior felt about Emma.

- What did Emma learn about her relationship with the Lord?
- What does Savior say is required to be a son or a daughter in His kingdom?

Help students identify the truth: **As we receive the Savior’s gospel, we become sons and daughters in His kingdom and are called to His work.** By making covenants, we become the Savior’s sons and daughters in His kingdom. If students could benefit from seeing this truth, you could read (Mosiah 5:7.

To help students better understand this principle, consider selecting from the following questions.),

- What do you think receiving this counsel may have meant to Emma?
- (How has receiving the Savior's gospel helped you feel close to Him as His daughter or son?

(Read Doctrine and Covenants 25:4–9 and look for what the Lord called Emma to do.).

Consider inviting students to make a list on the board of what the Savior called Emma to do. Help students understand that in the context of verse 7,, “ordained” means to be set apart as a calling. You might also clarify that “expound” means to explain or interpret, and “exhort” means to encourage, cheer, or advise.

- What did you discover?
- How could faithfully magnifying her callings help Emma become more like the Savior?).

Applying the Savior's counsel

To help students understand how the Lord's instructions to Emma also apply to them, consider organizing the class into small study groups. Provide three study stations, which could be placed around the room. Each study section includes an account from the life of Emma Smith, an invitation to find a scripture example from the life of Jesus Christ, and discussion questions or an activity.

Alternatively, you could use the indexed stories under Smith, Emma Hale" in *Saints*, 1:695 to study other stories from Emma's life. Invite students to see how Emma was obedient to the counsel she received in Doctrine and Covenants 25.

"Murmur Not" Doctrine and Covenants 25:4.

From the life of Emma Smith

Joseph Smith experienced heavenly visions, angelic visitors, and the translation process for the Book of Mormon, the Bible, and other sacred texts. Emma Smith sacrificed so much for her life with Joseph, but there were things he had seen that she had not.

From the life of the Savior

Share a time from the life of Jesus Christ when He refused to murmur (for some examples, see Isaiah 53:7 ,Matthew 27:12).

How might refraining from murmuring help us become like Jesus Christ?

- Why do you think the Savior commands us not to murmur about things we may not yet understand?
- How could someone act in faith when they do not understand the Lord's will and timing?

"Be for a Comfort" (Doctrine and Covenants 25:5)

From the life of Emma Smith

„Although Emma's life with Joseph was often difficult, she loved and supported him through every trial. In 1835, an angry mob attacked the home where Joseph and Emma were staying, dragging Joseph into the darkness. Joseph returned home that night. He was alive but badly beaten, tarred, and feathered. Emma spent the night peeling and scraping the tar from Joseph's body. One of Joseph and Emma's infant twins would pass away from illness following that awful night (see *Saints* ",1:150–53).

„From the life of the Savior

Think of a time when Jesus Christ was a comfort to those around Him (for some examples, see "Matthew 9:20–22; John 14:18, 27 3 Nephi 17:5–7).

How can we comfort others and become like Jesus Christ?

- Share something someone has done to comfort you during a difficult time.
- Ponder something you could do to be a comfort to a friend or family member. How could you help them feel the Savior's love?
- Write a note or a text that might lift the spirits of a family member or friend and help them feel the Savior's love.;

"Expound Scriptures and ... Exhort the Church" Doctrine and Covenants 25:7)

From the life of Emma Smith

In 1842, Emma was sustained as the first Relief Society president. Emma's leadership was crucial in shaping the organization. Emma demonstrated her empathy and sense of spiritual understanding by cheering on and teaching the Saints. Emma invited the women of the Relief Society to practice charity, provide relief in extraordinary ways, strengthen each other, repent, and forgive (see *Saints*, 1:448–51,

From the life of the Savior,

Share an example from the scriptures of the Savior explaining scripture or teaching those who followed Him (for some examples, see Matthew 5:21–25; 3 Nephi 23:1–3 Joseph Smith—History 1:19).

Practice explaining scripture

- Choose a scripture passage that has helped you increase your connection to the Savior or become more like Him.
- Share your selection and explain what it means to you.
- Discuss how understanding and teaching scriptures can help us become more like Jesus Christ.

After students complete the activity, you might invite them to share with the class what stood out to them from what they studied. To conclude class, consider sharing your witness that each student is an “elect” daughter or son in the Savior's kingdom. Emphasize that they will have many opportunities to serve and bless others and become like Jesus Christ.

LESSON 40: DOCTRINE AND COVENANTS 23–26

Doctrine and Covenants 25, Part 2

Seek for the Things of a Better World

What the Lord says to one person can often apply to others. This is true about many of the words the Lord spoke to Emma Smith that are recorded in Doctrine and Covenants 25 (see verse 16). The Lord invited her to seek things that would help her receive “a crown of righteousness” (verse 15). This lesson can help students seek the Lord’s blessings and lay aside the things of the world.

Possible Learning Activities

Something better

Think of how you can help students visualize the importance of prioritizing what matters most in our lives. One way you could do this is to bring a container to class, such as a box. Also bring a variety of objects that may represent students’ interests, like a soccer ball, a school notebook, a small musical instrument, a set of scriptures, and so on. Be sure to bring more objects than can reasonably fit into the container. Explain to students that the container represents our lives. Invite students to select things they want to be sure to include in their lives. Once the container is filled, ask students if there is anything they want to swap out for something that is not in the container. After this activity, you might ask students to reflect on priorities in their lives. The following is one way you might do this.

Write down in your journal what you feel are the most important priorities in your life. As you study this lesson, prayerfully consider whether your Heavenly Father would like you to make any adjustments to your priorities.

„In Doctrine and Covenants 25, the Lord spoke to Emma Smith and provided her with counsel about her priorities.”

Read Doctrine and Covenants 25:10, and look for what the Lord invited Emma Smith to do..

- What do you think it means to “seek for the things of a better”?.
- What truths can we learn from this verse?

The things of God

Help students identify the truth that **the Lord invites us to lay aside the things of this world and seek for the things of God**. You might ask students to consider marking the words in Doctrine and Covenants 25:10 that help teach this truth.

Help students understand the Lord’s counsel by inviting them to look for similar phrases in the following scriptures. You could ask students to choose a phrase they like and to explain what it helps them understand. Consider showing students how they can cross-reference or link these verses to each other.

Compare Doctrine and Covenants 25:10 with Matthew 6:19–21 and 2 Nephi 9:51.

- What words or phrases in these scripture verses help you understand the Lord’s invitation?

Students may need help thinking of specific things that might be considered the “things of this world” (Doctrine and Covenants 25:10). Consider inviting students to make a list on the board of worldly things that can prevent us from doing the things of God. You might then invite students to ponder how well they are doing at laying aside these things. Help students recognize that some things may deserve less of our time, while others do not deserve our time and attention at all.

- What examples from the Savior’s life show that He focused on the things of God rather than things of the world?

If students need help thinking of examples, you might invite them to search the following references: Luke 2:42–49; John 2:13–16; John 6:38

- How could the Savior help a teenager who is trying to lay aside the things of this world?

Elder Richard G. Scott [1928–2015] of the Quorum of the Twelve Apostles shared the following experience a teenager had:



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.” (Richard G. Scott, “The Joy of Redeeming the Dead,” *Ensign* or *Liahona*, Nov. 2012, 94)

- „What stands out to you about this young man’s experience?

To help students reflect on any personal experiences they might have had with laying aside the things of the world, consider giving them time to answer the following question in their journals.

- How have you been blessed as you have chosen to seek for the things of God in your life?

Help for seeking better things

The last six verses of Doctrine and Covenants 25 contain counsel on various aspects of Emma’s life. Read Doctrine and Covenants 25:11–16 and look for how this counsel from the Lord could also help us seek for better things.

- What did you find that might help you to “lay aside the things of this world, and seek for the things of a better”? (verse 10).

„To help students seek and receive personal revelation on how they can better prioritize the things of God, consider inviting them to study one or more of the following topics: music, covenants, meekness, and the Lord’s commandments. Give students the choice to study as a class or to work individually or in small groups. If they choose to study as a class, invite the students to select a topic for everyone to study. If students want to work in groups, they might benefit from each studying something different and sharing what they found with the group. Another option is to invite a few students to prepare before class and then teach the class. Provide the most helpful resources.

(Music

Doctrine and Covenants 25:11–12

Psalm 100:2

„*General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 19.2 Music in the Home” 19.3 (“Music in Church Meetings”)

“Walk in God’s Light in *For the Strength of Youth: A Guide for Making Choices* (2022), 18 (see the section “Seek that which uplifts, inspires, and invites the Spirit

Consider inviting students to choose a hymn and discover what it teaches about the Lord and the blessings He has in store for us. You may also want to show students other helpful music resources and the music that is available for youth in the Media Library.

- Youth Music
- („Music

Covenants

Doctrine and Covenants 25:13

“Walk in God’s Light,” in *For the Strength of Youth: A Guide for Making Choices* (2022), 17 (see the section “Eternal Truths

Topics and Questions, “Covenant topics.ChurchofJesusChrist.org

Consider showing students the following video that can help them understand what it means to keep our covenants and what blessings we can receive for doing so.

Meekness

Doctrine and Covenants 25:14

[Matthew 5:5; Moroni 8:26;

Guide to the Scriptures, „Meek, Meekness,”
scriptures.ChurchofJesusChrist.org

Ulisses Soares, Be Meek and Lowly of Heart,” *Ensign* or *Liahona*
Nov. 2013 (see paragraphs 1–6)

David A. Bednar, “Meek and Lowly of Heart,” *Ensign* or *Liahona*,
May 2018 (see the section “The Master as an Example of Meekness”)

Commandments

Doctrine and Covenants 25:15

Matthew 22:36–40

Guide to the Scriptures, Commandments of God,”
scriptures.ChurchofJesusChrist.org

“Love God, Love Your Neighbor,” in *For the Strength of Youth: A Guide for Making Choices* (2022), 10

Encourage students to share what they learned and how it can help them seek the things of God. You could invite them to share with other students who studied the same topic, and maybe also with those who studied something different. Invite students to act on any promptings they received.

If students need help thinking of ways to act on what they are learning, you might point them to the invitations found in each topic of *For the Strength of Youth: A Guide for Making Choices* (2022). You could invite students to write down what they will do to seek the things of God and then to put what they wrote in a place where they will see it often. Also encourage them to seek the Lord’s help and perhaps the help of family members and friends.

DOCTRINE AND COVENANTS 27–28

Doctrine and Covenants 27–28

Overview

Through a heavenly messenger, the Savior revealed truths about the sacrament. The Lord also taught about putting on His armor and revealed the order and organization He uses to reveal His will in His Church.



Help learners come unto Jesus Christ:

As you help learners recognize the Lord's "tender mercies" 1 Nephi 1:20.), both in the scriptures and in their own

experiences, they will feel and know that the Lord is with them and will lovingly stand by them (see Doctrine and Covenants 68:6). For more on how the Savior did this, see the section "

Help Learners Recognize the Lord's Love, Power, and Mercy in Their Lives" in *Teaching in the Savior's Way*.

You can also see an example of how to do this in the lesson titled "Doctrine and Covenants 27:1–14."

- **Materials:** Small sheets of paper for each student

- **Handout:** "Take upon you my whole armor"— Doctrine and Covenants 27:15"

Doctrine and Covenants 28

Lesson purpose: To help students understand the order and organization the Savior uses to reveal His will in His Church.

- **Student preparation:** Consider providing students with the situations from the "Examples" section in this lesson and inviting them to ponder how they can tell true revelation from Satan's imitations.
- **Items to prepare:** A selection of real or imitation items (for example, a real or toy phone; real or play money; real or plastic fruit; and a real email from a bank or an imitation email from someone posing as a bank)
- **„Video:** A Framework for Personal Revelation" (12:29; watch from time code 4:14 to 5:07)

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.?

Doctrine and Covenants 27:1–14

Lesson purpose: To help students better prepare to take the sacrament with an eye single to the glory of God.

- **Student preparation:** Invite students to ponder and come prepared to share ways they could focus on the Savior during the sacrament.
- **Video:** "That I Might Draw All Men unto Me"(13:33; watch from time code 7:15 to 9:13)

Doctrine and Covenants 27:15–18;

Lesson purpose: To help students understand how the Savior can protect us from the ways Satan tries to tempt and discourage us.;

- **Student preparation::** Invite students to come prepared to share ways that Satan attacks or tempts youth their age and what resources the Savior has provided to defend against those attacks or temptations.

LESSON 41: DOCTRINE AND COVENANTS 27–28)

Doctrine and Covenants 27:1–14

“Do It with an Eye Single to My Glory”

After the organization of the Church in April 1830, the persecution of Church members continued. One day, as Joseph Smith was traveling to obtain wine to use for the sacrament, he was stopped by a heavenly messenger who shared truths intended to help the Saints. This lesson can help students better prepare to take the sacrament with an eye single to the glory of God.

Possible Learning Activities

The sacrament

Consider displaying the following scenario. Place students in pairs with one person being the friend in the scenario. Invite students to briefly role-play this situation before moving on.

Alternatively, invite students to come up with their own scenario involving someone who does not understand or has not been having good experiences with the sacrament.

Your friend mentions to you, “Everyone says that the sacrament is so important, but it doesn’t really feel like that big of a deal to me. What am I missing?”

- What questions might you ask?
- What might you share?

Invite students to think about the following:

Ponder your recent experiences partaking of the sacrament. Are your experiences with the sacrament meaningful? Why or why not?

As you study Doctrine and Covenants 27, look for truths that can guide you and others to have more meaningful and powerful experiences through the sacrament.

The sacrament: what matters and what does not

In August 1830, Newel and Sally Knight traveled from Colesville, New York, to visit the Prophet Joseph Smith and his wife, Emma, in Harmony, Pennsylvania. Both Emma and Sally had previously been baptized, but because of persecution from a mob, neither had been confirmed members of the Church and given the gift of the Holy Ghost. Before the Knights returned home, Joseph and his friends decided to partake of the sacrament together and perform the confirmations.

With this background in mind, read the heading to Doctrine and Covenants 27 to see how this revelation was received.

Invite students to share what they found that was interesting to them. Consider explaining that the heavenly messenger relayed a message from the Savior. If students ask why we use water instead of wine in the sacrament, invite them to look for a principle revealed in this section that can help answer that question.

Read Doctrine and Covenants 27:1–2, looking for what Joseph learned about the sacrament.

- What stood out to you? Why?

Invite several students to share their thoughts. Look for ways to show that you appreciate their answers.

If students do not naturally share truths, consider asking, “What do you learn from these verses about how we should partake of the sacrament?” As students answer, use their words to write a principle on the board. It may be similar to the following: **we should partake of the sacrament with an eye single to the glory of God, remembering Jesus Christ and His Atonement for us.**

If useful, consider asking students what phrases from these verses they would like to ponder or

better understand. The following material can help:

- What do you think it means to partake of the sacrament with an eye single to the glory of God?

Having an eye single to the glory of God means to be spiritually focused on the Savior and His redeeming work and not on ourselves (see Marlin K. Jensen, “An Eye Single to the Glory of God,” *Ensign*, Nov. 1989, 27–28). Students could read Doctrine and Covenants 88:67–68 to see the promised blessings for having an eye single to God’s glory. Students might also share what they think it means to be filled with light.



Help learners come unto Jesus Christ:

The following material is meant to help students come unto Christ through seeing the sacrament and the Atonement of Christ as personal gifts for them. For more training on how to encourage students to come unto Jesus Christ, see the training titled “Give invitations that help learners recognize the Lord’s love, power, and mercy in their own experiences This training is found in *Teacher Development Skills: Focus on Jesus Christ*.

„The angel revealed the Savior’s message to remember that the Savior’s body “was laid down *for you* and his blood “was shed for the remission of “*your sins*” Doctrine and Covenants 27:2). emphasis added).

Consider encouraging students to mark the phrases “for you” and “your sins.” They may want to write their own name in their scriptures next to these phrases to personalize this verse. Students could also mark similar phrases in Luke 22:19–20 from when the Savior administered the sacrament to His Apostles.

- What do you think it means to remember the Savior’s sacrifice “for you” personally and for “your sins” as you partake of the sacrament?

For an example of someone who realized the personal nature of the Savior’s sacrifice and the sacrament, watch *That I Might Draw All Men unto Me* “ from time code 7:16 to 9:14, available at ChurchofJesusChrist.org.

A prophecy and a promise

To emphasize His teaching, the Lord prophesied that He will administer the sacrament in the future. Read Doctrine and Covenants 27:5 to see the prophecy. (See also Luke 22:18.)

Scan Doctrine and Covenants 27:6–14 to see who else will return.

Encourage students to imagine this occasion and ponder how they feel about the Savior’s promise to return and partake of the sacrament with His followers. Ask them to ponder what they might feel if they are there. You might ask students to share what this prophecy teaches about the importance of the sacrament.

Be careful not to speculate about this meeting and how it might transpire.

- How might being with the Savior affect you while partaking of the sacrament?

Personal application

Do two or three of the following activities to help you prepare to partake of the sacrament with an eye single to the glory of God.

1. List truths about the Savior you think would be powerful to remember during the sacrament.
2. Record in your journal experiences when the Savior has helped you or someone you know. Explain why it may be helpful to remember experiences like this during the sacrament.
3. List scriptures or hymns about the Savior and His sacrifice for you that you feel would be helpful to ponder during the sacrament. Consider including certain lines or phrases you find especially helpful and why.
4. Reflect on your own need for the Savior’s sacrifice. This could include pondering your own covenants with the Lord and any sins

of commission (when we do what we shouldn't) or omission (when we don't do what we should) that require repentance.

5. List possible distractions you need to avoid during the sacrament and why you feel you should avoid them to have a more meaningful experience with the sacrament.
6. List other ways you can focus on the Savior during the sacrament and why they might be helpful.

Invite students to discuss what they learned and felt as they did the activities they chose.

Invite them to again reflect on their own experiences with the sacrament as they do the following:

Prayerfully choose what you will do to partake of the sacrament with an eye single to the glory of God this coming Sunday. Make a plan for how to implement that action. Consider how doing this in the next several sacrament meetings could impact you and your relationship with Heavenly Father and Jesus Christ. Seek Their help as you strive to follow through on your plan.

Testify of the Savior's power that can come through the ordinance of the sacrament. Consider sharing an experience you have had with the sacrament. Encourage students to seek their own experiences.

LESSON 42: DOCTRINE AND COVENANTS 27–28

Doctrine and Covenants 27:15–18

“Take upon You My Whole Armor”

As part of the message Joseph received from an angel of God, Joseph was taught about how the Saints could invite greater protection from Jesus Christ. This lesson is intended to help students understand how the Savior can protect us from the ways Satan tries to tempt and discourage us.

Possible Learning Activities

The attacks of the adversary

Give each student a small sheet of paper. Invite students to write down on the paper one way the adversary tempts or tries to discourage youth. Then invite them to crumple the paper into a ball. Invite a student to the front of the room and have him or her try to dodge or deflect as the other students throw the paper ball at him or her.

Invite students to come to the front of the room, uncrumple the papers, and share what was written on them. Ask the class to identify ways they see these temptations or attacks today.

- What might you do to protect yourself from these attacks?

Seek the guidance of the Holy Ghost as you ponder the temptations and discouragements you face. Ponder ways the Lord has helped you overcome them. In what ways are you still struggling and need the Savior’s help? As you study Doctrine and Covenants 27, look for truths and inspiration that can help you.

The whole armor of God

After His words to Joseph Smith about the sacrament (see Doctrine and Covenants 27:1–4), the Savior promised that He would return to earth and partake of the sacrament with His followers (see Doctrine and Covenants 27:5–14). The Savior then taught how the Saints could be protected spiritually from the powers of Satan “until I come, and ye shall be caught up, that where I am ye shall be also” (Doctrine and Covenants 27:18).

Read Doctrine and Covenants 27:15–18, looking for how you can receive the Savior’s protection against the adversary.

Invite students to share what they found. If needed, help them identify that **if we take upon ourselves the Savior’s whole armor, we will be strengthened to withstand evil**. Help students analyze this truth. You might do this by asking some of the following questions.

- Why do you think the Savior compares His help and protection to armor?
- What do you think it means to “stand”? (see verses 15–16)
- Why do you think the Lord emphasizes His “whole” armor?

Consider inviting students to mark the phrase “my whole armor” in verse 15. Students could imagine they had to go fight in a war but had no armor. Someone who had fought and succeeded in many wars then gave them armor to protect them and was willing to fight with them.

- How would you feel about this person?
- How might this situation be similar to what the Savior does for us?

The Savior’s protections and help

The Apostle Paul wrote, “Put ye on the Lord Jesus Christ” (Romans 13:14). The various pieces of armor mentioned in Doctrine and Covenants 27 (see also Ephesians 6:11–18) can represent ways the Savior can protect us from the deception, wickedness, turmoil, and doubt that surround us. He offers us this protection as we come unto Him.



Give students the accompanying handout. They can complete it individually or in small groups. Each group member could choose a few pieces of armor to focus on. If students would like, they could draw something that represents armor or protection, like a helmet,

breastplate, or shield, and label it “Jesus Christ’s protection and help.” They could then write their answers around it.

“Take upon You My Whole Armor” (Doctrine and Covenants 27:15)

For each of the pieces of armor below, read the scripture passages, looking for how the Savior is like the armor. Then answer the following questions:

- What insights do you gain about the Savior by making this comparison?
- Why might this make you want to come unto Him for protection right now in your life?

“Loins girt about with truth” (Doctrine and Covenants 27:16)

John 14:6

Doctrine and Covenants 88:6

Moses 1:6

“Breastplate of righteousness” (Doctrine and Covenants 27:16)

Isaiah 59:16–17 (*intercessor* refers to someone who does what others cannot do for themselves)

2 Nephi 4:33

Philippians 3:9

“Feet shod with the preparation of the gospel of peace” (Doctrine and Covenants 27:16)

[Isaiah 9:6

Mosiah 15:18

„Shield of faith” (Doctrine and Covenants 27:17”,

Moroni 7:33,

Psalms 28:7

“Helmet of salvation” (Doctrine and Covenants 27:18)

Mosiah 3:17

Hebrews 5:9

“Sword of [the] Spirit,” which is the word of God „Doctrine and Covenants 27:18)

1 Nephi 15:24

Helaman 3:29–30


© 2024 by Intellectual Reserve, Inc. All rights reserved.

When students finish, have them share their thoughts about and experiences with the various ways the Savior can help and protect them. Consider sharing your own thoughts and experiences as well.

Putting on His whole armor

Consider reminding students that this revelation began with a heavenly messenger relating the Savior’s teachings on the sacrament and the Savior’s promise to return to the earth and partake of the sacrament with His followers (see Doctrine and Covenants 27:1–14). This suggests that remembering the Savior and making covenants with Him through the sacrament may be a powerful way the Lord has prepared for us to put on His whole armor and “be faithful until [He comes]” (Doctrine and Covenants 27:18).

- How can the sacrament be a powerful way to invite the Savior’s help and protection (His whole armor) in our lives?



Return to the papers that were crumpled and thrown at the beginning of class. Read a few of them and invite students to share, based on what they learned today, how the Savior could help someone facing that temptation or discouragement. They might also share how someone could turn to the Lord to invite His help in their lives.

“Take upon You My Whole Armor” (Doctrine and Covenants 27:15)

For each of the pieces of armor below, read the scripture passages, looking for how the Savior is like the armor. Then answer the following questions:

- What insights do you gain about the Savior by making this comparison?
- Why might this make you want to come unto Him for protection right now in your life?

“Loins girt about with truth” (Doctrine and Covenants 27:16)

John 14:6

Doctrine and Covenants 88:6

Moses 1:6

“Breastplate of righteousness” (Doctrine and Covenants 27:16)

Isaiah 59:16–17 (*intercessor* refers to someone who does what others cannot do for themselves)

2 Nephi 4:33

Philippians 3:9

“Feet shod with the preparation of the gospel of peace” (Doctrine and Covenants 27:16)

Isaiah 9:6

Mosiah 15:18

“Shield of faith” (Doctrine and Covenants 27:17)

Moroni 7:33

Psalms 28:7

“Helmet of salvation” (Doctrine and Covenants 27:18)

Mosiah 3:17

Hebrews 5:9

“Sword of [the] Spirit,” which is the word of God (Doctrine and Covenants 27:18)

1 Nephi 15:24

Helaman 3:29–30

LESSON 43: DOCTRINE AND COVENANTS 27–28

Doctrine and Covenants 28

Revelation in the Church

In 1830, Hiram Page claimed to receive revelations for the Church through a special stone. Some Church members, including Oliver Cowdery, believed him. In response to this situation, the Lord revealed truths about the order of revelation in the Church. This lesson can help students understand the order and organization the Savior uses to reveal His will in His Church.

Possible Learning Activities

Satan's imitations

Consider writing *imitation* and *real* on the board. Show students a selection of items and invite them to share if they are real or imitations. Some examples might be a real or toy phone, real or play money, real or plastic fruit, and a real email from a bank or an imitation email from someone posing as a bank.

- How can you tell between an imitation and the real thing?
- Why might it be harmful to mistake an imitation for something real?
- (How might this apply to someone who is trying to follow the Savior in their life?)

Read the section introduction for Doctrine and Covenants 28, and look for a situation where members of the newly organized Church struggled to know what was real and what was an imitation.

It may be helpful to know that Hiram Page was a man who embraced the gospel and was baptized the same month the Church was organized. He had also been selected as one of the Eight Witnesses to the Book of Mormon and was always true to his testimony of it.

- Why do you think even good people like Hiram Page and Oliver Cowdery can be fooled by Satan's imitations?

Take a moment to ponder the following:

- How might Satan be trying to deceive you and others you know?
- What guidance and help does the Lord give us to avoid being deceived?

As you continue studying, look for answers to these questions.

The Lord's answer

Concerned with what to do in this situation, Joseph Smith spent a night praying for and receiving an answer from the Lord. The revelation he received is recorded as Doctrine and Covenants 28 and was directed to Oliver Cowdery.

Read Doctrine and Covenants 28:1–8, 11–13, and look for truths the Lord taught Oliver about revelation. (Note that the revelations in verse 8 applied to Oliver's calling to preach to the Lamanites; for more information see "A Mission to the Lamanites" in *Revelations in Context* in the "Church History" section of Gospel Library.)

„Encourage students to share various truths about revelation. Consider writing what they share on the board.

If you think it would be more useful or engaging to students, consider writing the following truths on the board and inviting students to read and match the truths to the verses that teach them.

The Lord will give revelation for the whole Church only through the President of the Church (see verse 2).

The Lord does not give individuals revelation to direct someone who presides over them (see verses 6–7)

The Lord may give us revelation for our own benefit and to help us in our callings and assignments (see verse 8).

Satan may try to deceive us through false revelation (see verse 11).

„The Lord invites His leaders to help correct us when we have been deceived (see „verse 11).

Consider asking students to share what they learned about the Lord from this section. They may share an additional principle such as: **„The Lord guides His Church and His people in an organized way.**

- Why do you think the Lord always gives revelation according to these principles?

- How can knowing these truths help us avoid being deceived?

In his talk “A Framework for Personal Revelation,” Elder Dale G. Renlund of the Quorum of the Twelve Apostles shared several insights about the process of receiving revelation:

1. “We receive personal revelation only within our purview [or range of influence] and not within the prerogative [right or privilege] of others. ...”
2. “Doctrine, commandments, and revelations for the Church are the prerogative of the living prophet, who receives them from the Lord Jesus Christ [see Doctrine and Covenants 21:4–5]. ...”
3. “Personal revelation will be in harmony with the commandments of God and the covenants we have made with Him. ...”
4. “When we ask for revelation about something for which God has already given clear direction, we open ourselves up to misinterpreting our feelings and hearing what we want to hear” (*Liahona*, Nov. 2022, 16–17)

Examples

To help students analyze what they have learned, present the following situations and invite students to do the following as a class or in small groups. Feel free to delete or adapt any of the situations to make this activity more relevant to your students.

Read through the following situations and find a verse or phrase from the Lord’s words that you studied in Doctrine and Covenants 28 that teach if they could be true revelations.

- The prophet encourages the entire Church to attend the temple.
- A concerned group of members boldly teaches that God wants the Church to make changes to doctrine or to alter a policy about a difficult issue.
- A member believes the Lord has revealed to him what the bishop should do in their ward.
- A young woman’s mother tells her she doesn’t feel good about a certain choice the young woman is making.
- While dating in college, a young adult says he has received revelation that a specific young woman should marry him.

It could be valuable to explain that it is appropriate to lovingly share concerns or ideas with those who preside over us or someone outside of our stewardship, but we must respectfully recognize their right to revelation on the matter. For example, a young man can feel inspired that the Lord approves of him asking a young woman to marry him, but she is entitled to her own revelation about what is best for her.

For a real-life example of someone who thought they received revelation outside of these principles, watch the video “A Framework for Personal Revelation” from time code 4:14 to 5:07, available at [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org)

- How could believing in Satan’s imitations in any of the incorrect situations above draw us away from the Savior?).

To help students feel the importance of revelation given by the Lord in His way and in His order, invite them to answer at least two of the following questions in their study journals:

- How might understanding the order the Lord uses for His revelations be a blessing to you?
- When has the Lord blessed you or someone you know through revelation to a prophet, stake or ward leader, or parent?
- When have you or someone you know received revelation from the Lord to bless those you were called to minister or serve?
- When have you been blessed by revelation from the Lord just for you?

Consider asking students to select an answer they feel comfortable sharing. Students could share as a class, or, for variety, students could find someone they have not shared with recently and share their example. Whoever they choose can also share. As time permits, consider allowing students the opportunity to share with other students. Then invite several students to share what they heard from others that was meaningful. As they do, look for ways to highlight the Lord's goodness and mercy in revealing truths to us. You could also highlight His willingness to help us understand the order and organization He uses.

Oliver Cowdery accepted the revelation, and after much persuasion, Hiram Page and others renounced the incorrect revelations.

To conclude, consider sharing your testimony.

DOCTRINE AND COVENANTS 29

Doctrine and Covenants 29

Overview

In September 1830, the Lord taught Joseph Smith of His glorious Second Coming, the blessings He has prepared for the righteous, and the destruction that awaits the wicked. He lovingly taught of the redemption He offers from the Fall of Adam and Eve as well as from our sins and mistakes.



Invite students to share: Find moments in the lesson when you can prompt students to ponder their feelings. Ask them to share what they feel or to write their feelings and then share. Giving students an opportunity to verbalize thoughts and feelings can help them feel confident in expressing testimony. For more on how the Savior did this, see the section “The Savior Provided Opportunities for People to Be Taught by the Holy Ghost” in *Teaching in the Savior’s Way*. You can also see an example of how to do this in the lesson titled “Doctrine and Covenants 29:36–50.”

Coming and to ponder what they learn about Jesus from each image.

- **„Content to display:** Image of the Second Coming of Jesus Christ”,
- **Video:** “Jesus Christ Appears in the Ancient Americas” (16:43; watch from time code 11:19 to 16:31)

Doctrine and Covenants 29:36–50

Lesson purpose: To help students better understand our God-given agency and the redemption offered by Jesus Christ.

- **Student preparation:** Ask students to think back on the various choices they have made in the past 24 hours. They could be invited to list them as either “inconsequential choices” or “choices that affect my relationship with God.”
- **Handout:** Agency and Redemption through Jesus Christ”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

[Doctrine and Covenants 29:1–8

Lesson purpose:](To help students better understand the desires Heavenly Father and Jesus Christ have for them.

- **Student preparation:** Invite students to ponder the question, “What does God want for me in this life and after this life?” They could also reflect on how they have discovered God’s desires for them in their lives.
- **Content to display:** List of instructions for study activity

Doctrine and Covenants 29:9–29

Lesson purpose: To help students feel joy as they anticipate the return of Jesus Christ to the earth.

- **Student preparation:** Invite students to search]. ChurchofJesusChrist.org for different images depicting the Second

LESSON 44: DOCTRINE AND COVENANTS 29

Doctrine and Covenants 29:1–8

Listen to Your Redeemer

Heavenly Father has great love for all His children. He and His Son want us to be happy in this life and to join Them in gathering all people back to Their presence. This lesson can help students better understand the desires Heavenly Father and Jesus Christ have for them.

Possible Learning Activities**(Who do you trust?)**

Consider ways you might help students see that trusting someone greatly depends on understanding their motives or desires. The following is one way you could do this.

Think about who you would be willing to trust the following with and why.

1. Your house keys
 2. Your password to a personal device or account
 3. Your most personal dream or goal
- What do you know about that person or people that influences your willingness to trust them?

In your study journal, write one or two sentences describing what you know about the motives and desires of Heavenly Father and Jesus Christ. If you know something about Their motives or desires, reflect on how that influences your willingness to trust Them. If you do not know much about Their motives or desires, think about why knowing this is an important step to being willing to trust Them.

Desires of Heavenly Father and Jesus Christ

Prior to a Church conference in September 1830, the Savior spoke in Doctrine and Covenants 29 of the love and desires He and Heavenly Father have for all people.

The following activity is one way to help students study Doctrine and Covenants 29:1–8. It may need to be modified to accommodate the size or needs of your class.

Write the numbers one through eight on the board. Then give students the following instructions. Have them follow each instruction before giving them the next.

1. Read Doctrine and Covenants 29:1–8 and mark what you learn about the desires of Heavenly Father and Jesus Christ in each verse.
2. Write your name on the board next to the number of a verse that has special meaning to you.

Wait for all students to write their names on the board next to a verse number before moving on to the next steps.

3. If possible, gather with two or three students who wrote their name next to the same verse number.

If only one student writes their name next to a verse number, consider allowing that student to choose to work individually or to join another group.

4. Share with your group the words or phrases you marked in your verse and what they teach you about the desires of Heavenly Father and Jesus Christ.
5. Within your group, discuss a question that can help deepen your understanding of the desires of Heavenly Father and Jesus Christ.

Display or provide each group with a list of questions they could select to discuss. Students could select a question from the list of suggested questions, or they could create their own questions. Below are some examples:

- How can knowing this truth influence the way you see yourself or others?
- When have you witnessed Heavenly Father and Jesus Christ demonstrate these desires in your life or in the lives of others?
- What are some additional scriptures that teach a similar truth? (Look at the doctrinal mastery passages, footnotes, or other resources to find some.)
- What have prophets, apostles, or other Church leaders taught that support this truth? (Search for statements in Gospel Library.)
- How might this verse increase our ability to see life from an eternal perspective?
- What questions do you have about this verse? What questions could be asked to better understand this verse? (Work together to find possible answers.)
- How might believing or living the principles taught in this verse influence someone's relationship with Heavenly Father and Jesus Christ?
- Why might some people find it difficult to believe or to live the teachings of this verse? What could help them overcome that challenge?

To allow groups to deepen their understanding, you might have another student choose a different question and discuss it as a group. When students stop sharing or become distracted, this may indicate it is time to adjust the learning activity. If desired, students could do the activity again by choosing a new verse, forming new groups, discussing the verse they selected, and following the steps listed above.

When students have finished working in groups, invite a few to share with the class what they have learned about the desires of Heavenly Father and Jesus Christ.

„The good will of God

Among the many truths that students may have discovered, one truth we can learn from these verses is that **Heavenly Father and Jesus Christ desire to give us Their kingdom...** You might invite students to mark this truth in verse 5. Share the following statement and invite students to respond to the corresponding questions.”.

Elder Dale G. Renlund of the Quorum of the Twelve Apostles shared the following:



Our Heavenly Father wants you to become His heir and receive all that He has. He cannot offer you more. He cannot promise you more. He loves you more than you know and wants you to be happy in this life and in the life to come. (Dale G. Renlund, *Your Divine Nature and Eternal Destiny*, *Liahona*, May 2022, 76)

- How does understanding the desires of Heavenly Father and Jesus Christ affect how you feel about Them?
- How does understanding Their desires influence the way you feel about the counsel They give us?

Consider concluding by inviting students to look back at their journal entry from the beginning of class. Invite them to ponder truths they have learned about the desires of Heavenly Father and Jesus Christ that they could add to their entry.

LESSON 45: DOCTRINE AND COVENANTS 29

Doctrine and Covenants 29:9–29

The Second Coming of Jesus Christ



The Second Coming of Jesus Christ will be a great and dreadful day. Those who reject Jesus Christ’s messengers and teachings will suffer the consequences of their choices. Those who are striving to follow Him will have the joy of seeing their Redeemer return to earth. He will save them from wickedness and sorrow and dwell with them for a thousand years. This lesson can help students feel joy as they anticipate the return of Jesus Christ to the earth.”

Possible Learning Activities**Fearful or joyful?**

Consider displaying an image of the Second Coming, such as the one at the beginning of this lesson. Near the image, create a scale from 1 to 10, with 1 representing “fearful” and 10 representing “joyful.” Ask several students to place a mark on the scale representing how they think many teenagers feel about the Savior’s Second Coming. Ask them to explain their mark.

Then consider inviting students to silently answer the following questions in their study journals.

- How do you feel when you think about the Second Coming of Jesus Christ? Why?
- When you think about the Second Coming, do you tend to focus more on the Savior or on difficulties that precede His return? How does your focus affect your feelings?

Take the time necessary to help students understand the content of the following paragraph.

It is true that many trials and great wickedness will exist in the last days and that “tribulation and desolation” will be sent upon the wicked (see „Doctrine and Covenants 29:8 It is also important to realize that the Savior’s return does not cause the trials and wickedness. His return will deliver His disciples from them. The Second Coming will be more wonderful for His followers than we can imagine! As you study today, look for reasons the faithful can feel joy and hope when they think about the return of Jesus Christ.”

Rejoice in the coming of Christ!

Read Doctrine and Covenants 29:10–13, looking for words and phrases that give you reasons to rejoice.

**Doctrine and Covenants 29:10–11**

is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite students to make a list on the board of words and phrases they found. Ask several students why what they found helps them rejoice.

As they share, you could help them personalize what they found by asking follow-up questions such as the following:

- How could it comfort you to know that when Jesus appears, it will be with “power and great glory”? (verse 11).
- How do you picture your everyday life being different when Christ dwells “in righteousness with men”? (verse 11)
- Which of your loved ones who have passed away are you most excited to see when the Savior resurrects the righteous at His coming? (See verse 13.)

- What does it mean to you to “be with [Christ], that we may be one”? (verse 13 Why do you think Jesus wants to be one with you?)

You might suggest that students mark the key scripture phrase in verse 11 “I will reveal myself from heaven with power and great glory ... and dwell in righteousness with men on earth a thousand years.”

The remainder of this lesson is focused on the wonderful conditions that the Savior will bless the righteous with during and after His return.

Before proceeding, you may want to help students understand the final phrase of verse 11, “the wicked shall not stand.” Students could read verses 9, 15, and 17 to see consequences that those who reject Christ will suffer. If you study these verses in class, remind students concerned about their loved ones that the Savior’s desire and power is to forgive and heal all who repent and come to Him.

Note:), Lessons in Doctrine and Covenants 45 will focus more specifically on the signs of the times and personal preparation for the Second Coming of Christ.)

Christ will dwell with men a thousand years

Invite students to share what they know about conditions on earth during and following the millennial reign of Jesus Christ. You might also invite them to share questions they have about it.

Take a few minutes to search divinely appointed sources for answers to questions you might have about the Millennium and for joyful conditions that will exist during and after the millennial reign of Christ. The following may help you in your study:

Consider placing students in small groups with each group studying one of the following sources. Then, either invite each group to present what they learned to the class, or invite students to form new groups with students who each studied different sources and to take turns sharing what they learned.

Guide to the Scriptures, Millennium,”
scriptures.ChurchofJesusChrist.org

Topics and Questions, Millennium,” topics.ChurchofJesusChrist.org

Doctrine and Covenants 29:23–27

Isaiah 65:19–25

Revelation 20:1–3

1 Nephi 22:24–28

Focusing on the Savior

To help students visualize the loving Savior descending from heaven, consider showing the video Jesus Christ Appears in the Ancient Americas,” available at ChurchofJesusChrist.org from time code 11:20 to 16:31. Invite them to look for similarities between the love demonstrated by the Savior’s visit to the Nephites and what they imagine will occur when He returns.

Consider closing your eyes and trying to imagine Jesus Christ descending from heaven to save, protect, and heal His followers. Pay attention to impressions from the Holy Ghost to learn how Heavenly Father would have you feel about the return of His Son..

- What expression do you picture on His face as He looks at those who were striving to follow Him?
- What do you imagine Him saying to the faithful after His descent?
- How do you think the Savior wants His disciples to feel about His return to earth?

Consider sharing your own feelings as you look forward to the return of Jesus Christ to the earth. You may want to end class with a closing hymn that speaks of the joy of the coming of Christ and His millennial reign, such as “The Spirit of God (*Hymns*, no. 2), Now Let Us Rejoice” *Hymns*. no. 3), or “Joy to the World” *Hymns*, no. 201).

Memorize

You may also want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is “I will reveal myself from heaven with power and great glory ... and dwell in righteousness with men on earth a thousand years.” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

LESSON 46: DOCTRINE AND COVENANTS 29

Doctrine and Covenants 29:36–50.

Agents unto Themselves;

The Lord had been teaching Joseph Smith about the Fall of Adam and Eve and agency during his work on the inspired translation of the Bible. In Doctrine and Covenants 29, the Lord taught about redemption from the Fall of Adam and Eve through the Atonement of Jesus Christ. The purpose of this lesson is to help students better understand our God-given agency and the redemption offered by Jesus Christ.

Possible Learning Activities**Making choices**

Invite students to think back on choices they have made in the past 24 hours as they read the following statement from President Thomas S. Monson (1927–2018).



Scarcely an hour of the day goes by but what we are called upon to make choices of one sort or another. Some are trivial, some more far-reaching. Some will make no difference in the eternal scheme of things, and others will make *all* the difference. (Thomas S. Monson, “The Three Rs of Choice,” *Ensign* or *Liahona* Nov. 2010, 67)

Consider writing *trivial* and *far-reaching* on the board. Invite students to list common choices people make under each heading. Then invite them to discuss which choices are most important to be seen from an eternal perspective before we make them.

- What are some far-reaching decisions you have made, or will make, that can significantly influence your relationship with Heavenly Father?

Our agency

Read Doctrine and Covenants 29:36–38, looking for a far-reaching decision that all of God’s children had to make before this life.

- What choice were we all presented with before this life?

Elder Robert D. Hales (1932–2017) of the Quorum of the Twelve Apostles explained the far-reaching consequences of the premortal choice we made.



Because of Lucifer’s rebellion, a great spiritual conflict ensued. Each of Heavenly Father’s children had the opportunity to exercise the agency

Heavenly Father had given him or her. We chose to have faith in the Savior Jesus Christ—to come unto Him, follow Him, and accept the plan Heavenly Father presented for our sakes. But a third of Heavenly Father’s children did not have faith to follow the Savior and chose to follow Lucifer, or Satan, instead.

And God said, “Wherefore, because that Satan rebelled against me, and sought to destroy the agency of man, which I, the Lord God, had given him, ... I caused that he should be cast down” [Moses 4:3,]. (Robert D. Hales, “Agency: Essential to the Plan of Life” *Ensign* or *Liahona*, Nov. 2010, 24)

Mark the word *agency* in verse 36.

- How would you describe what the word *agency* means?

If students need help defining agency, consider inviting them to turn to the Guide to the Scriptures for help.,

One truth we can learn from these verses is that **because God has given us agency, we can choose to follow or reject Him**).

- How does God giving us the ability to choose demonstrate His love for us?

(The Fall and our agency)



Consider inviting students to form small groups, providing each group with one section of the following handout. Invite them to read the suggested passages and discuss the questions together. Inform them that some of the passages speak directly about Adam and Eve's Fall, but the Spirit can help them see how Adam and Eve's experiences apply to our lives today.)

Agency and Redemption through Jesus Christ

The temptations of the devil

Read Doctrine and Covenants 29:39 and 2 Nephi 2:16–18, and discuss the following questions:

- Knowing that we chose to follow Heavenly Father's plan before this life, what makes it difficult to always choose to follow Him here on earth?
- What are Satan's most effective tactics to get people on earth to choose not to follow God's counsel?
- What are some blessings God has given us to help overcome Satan's temptations?

Consequences of our choices

Read Doctrine and Covenants 29:40–41 and Alma 41:10–11 42:9, 14 and discuss the following questions:

- In what ways do we become subject to the will of the devil when we choose to rebel against God?
- Why do you think the term "spiritual death" is a good description of separation from Heavenly Father?
- How would you describe the feelings that we experience after we use our agency to go against Heavenly Father's will?

Redemption through God's Only Begotten Son

Read Doctrine and Covenants 29:42–43, and 2 Nephi 2:6–9, and discuss the following questions:

- (What has Jesus Christ done to make redemption possible even after we have made poor choices?)
- What would you share about Heavenly Father and Jesus Christ that could give someone hope who feels they are too far gone?
- What examples could you share to demonstrate the redeeming, forgiving nature of Heavenly Father and Jesus Christ?

(© 2024 by Intellectual Reserve, Inc. All rights reserved.)

After students have had time to discuss the questions in their groups, invite them to form new groups with students who studied the other sections of the handout and to take turns sharing what they learned.

When students are done sharing, consider reading 2 Nephi 2:26–29): as a class. Invite students to look for and share phrases that confirm or add to what they learned in the previous activity.

Choosing redemption through Jesus Christ

Some students may feel that their choices have already permanently distanced them from God. To give them an opportunity to focus on the redemption of Christ, consider displaying a scenario such as the following one. Invite students to add details to it that they feel are realistic for teenagers today.

(A young woman named Marie has made some choices that she knows are wrong. She feels regret and distant from God and wonders if there is any hope for her.)

Using what you learned today about agency and redemption through Christ, write a response that you could share with Marie that encourages her to act with hope and faith despite making poor choices in her past.):

Consider having a few students share their responses with the class. As students listen to their classmates' responses, encourage them to imagine what Marie might feel as she hears them.

Read the following statement from President Thomas S. Monson (1927–2018), looking for the choice you could encourage Marie to make.



As we contemplate the decisions we make in our lives each day—whether to make this choice or that choice—if we choose Christ, we will have made the correct choice. (Thomas S. Monson, “Choices,” *Ensign* or *Liahona* Apr. 2016, 86)

You might conclude class by inviting students to write their response to the following prompt in their study journal or somewhere they will see it repeatedly throughout the week.



Invite students to share: The following is an example of using a prompt to help students to share their thoughts. For more ways on how to create prompts that help students share their thoughts, see the “Create prompts that help students verbalize their feelings, experiences, and testimony training. This training is found in *Teacher Development Skills: Teach by the Spirit*.

This week I will use my agency to choose Christ by ...

Agency and Redemption through Jesus Christ

The temptations of the devil

Read Doctrine and Covenants 29:39 and 2 Nephi 2:16–18, and discuss the following questions:

- Knowing that we chose to follow Heavenly Father’s plan before this life, what makes it difficult to always choose to follow Him here on earth?
- What are Satan’s most effective tactics to get people on earth to choose not to follow God’s counsel?
- What are some blessings God has given us to help overcome Satan’s temptations?

Consequences of our choices

Read Doctrine and Covenants 29:40–41 and Alma 41:10–11; 42:9, 14, and discuss the following questions:

- In what ways do we become subject to the will of the devil when we choose to rebel against God?
- Why do you think the term “spiritual death” is a good description of separation from Heavenly Father?
- How would you describe the feelings that we experience after we use our agency to go against Heavenly Father’s will?

Redemption through God’s Only Begotten Son

Read Doctrine and Covenants 29:42–43 and 2 Nephi 2:6–9, and discuss the following questions:

- What has Jesus Christ done to make redemption possible even after we have made poor choices?
- What would you share about Heavenly Father and Jesus Christ that could give someone hope who feels they are too far gone?
- What examples could you share to demonstrate the redeeming, forgiving nature of Heavenly Father and Jesus Christ?

DOCTRINE AND COVENANTS 30–36

Doctrine and Covenants 30–36

Overview

Shortly after the Church was organized, the Lord called many individuals to missionary service. He taught these newly called elders many important truths about why He wanted them to preach His gospel. He also provided them with assurances of His help and counsel for how they could preach effectively.;



Invite students to live what they learn.

The scriptures and the words of latter-day prophets often reveal righteous patterns of behavior. Provide opportunities for students to make a plan to act on what they have learned and encourage them to follow through. For more on how the Savior did this, see the section “The Savior Encouraged Others to Come to Know Him by Studying His Word in *Teaching in the Savior’s Way*. You can also see an example of how to do this in this week’s lesson titled Doctrine and Covenants 30–36 Part 2.”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 30–36, Part 1

Lesson purpose: To help students understand some of the Savior’s reasons for commanding us to preach His gospel.

- **Student preparation:** Invite students to come prepared with a response to the following question: Why do members of The Church of Jesus Christ of Latter-day Saints focus so much on missionary work?
- **Video:** “Preaching the Gospel of Peace (5:22; watch from time code 2:52 to 5:00)
- **Content to display:** The names of those called to preach the gospel in Doctrine and Covenants 30–36 (listed in the lesson under the heading “Preach from this time forth”)
- **Handout:** “The Lord’s Counsel to Missionaries in Doctrine and Covenants 30–36”

Doctrine and Covenants 30–36, Part 2

Lesson purpose: To help students in their efforts to share the gospel.

- **Student preparation:** Consider inviting students to visit the “Sharing the Gospel” web page to find ideas to share the gospel with others in natural and normal ways.
- **Videos:** “Come and See (1:17); “Come and Help (1:03); “Sharing the Gospel (3:49)

Doctrine and Covenants 35

Lesson purpose: To help students feel gratitude for what the Lord has revealed through the Joseph Smith Translation of the Bible.

- **Student preparation:** Give students the following statement: “Soon after the Book of Mormon was published in 1830, the Lord directed Joseph Smith to begin a translation of the Bible.” Invite them to determine whether the statement is true or false and to find any additional information they may find interesting on the subject. Invite them to ponder why it might be important to them and to come to class with any related questions.
- **Handout:** “The Joseph Smith Translation Part 1 and Part 2

Doctrinal Mastery Practice 3

Lesson purpose: To give students opportunities to practice mastering the doctrinal mastery passages and the doctrine they teach. It will also help them learn and apply divine principles for acquiring spiritual knowledge.

- **Student preparation:** Invite students to practice memorizing the scripture reference and key scripture phrases for a few doctrinal mastery passages they have studied.

LESSON 47: DOCTRINE AND COVENANTS 30–36

Doctrine and Covenants 30–36, Part 1

“Proclaim My Gospel”

Just a few months after the Church was officially organized, the Savior instructed several new members to serve missions. Despite their recent acceptance and limited understanding of the restored gospel, the Lord called these men to proclaim His gospel with the “voice of a trumpet” Doctrine and Covenants 30:9). This lesson can help students understand some of the Savior’s reasons for commanding us to preach His gospel.

Possible Learning Activities

This is the first of two lessons that address Doctrine and Covenants 30–36. Part 1 will focus on reasons the Lord wants us to share His gospel, and part 2 will focus on the help He provides us and how we can preach to others. If class time is limited and only one lesson on Doctrine and Covenants 30–36 can be taught, consider how the two lessons might be effectively combined.

Our duty to preach the gospel

Consider beginning class by displaying a recent mission call and reading it aloud. Invite students to share their feelings about what is exciting and perhaps concerning for them when they think of serving a mission.

President Russell M. Nelson shared the following counsel related to full-time missionary service:



Today I reaffirm strongly that the Lord has asked every worthy, able young man to prepare for and serve a mission. For Latter-day Saint young men, missionary service is a priesthood responsibility. ...

For you young and able sisters, a mission is also a powerful, but *optional* opportunity. We *love* sister missionaries and welcome them wholeheartedly. What you contribute to this work is magnificent! Pray to know if the Lord would have you serve a mission,

and the Holy Ghost will respond to your heart and mind.

Dear young friends, you are each vital to the Lord. He has held you in reserve until now to help gather Israel. Your decision to serve a mission, whether a proselyting or a service mission, will bless you and many others. ...

All missionaries teach and testify of the Savior. The spiritual darkness in the world makes the light of Jesus Christ needed more than ever. Everyone deserves the chance to know about the restored gospel of Jesus Christ. Every person deserves to know where they can find the hope and peace that “[pass] all understanding” Philippians 4:7]. (Russell M. Nelson, Preaching the Gospel of Peace,” *Liahona*, May 2022, 6–7)

- What thoughts or feelings do you have about President Nelson’s statement?
- What evidence do you see that the light of Jesus Christ is needed more than ever in the world?

Explain that preaching the Savior’s gospel is not only a duty of full-time missionaries but also a responsibility that is shared by all members of the Church. Tell students that today’s lesson will focus on the Lord’s teachings about why we should share His gospel. Consider sharing the following invitations to help students prepare to study this lesson.)

Ponder what you already know about why the Lord expects His followers to preach the gospel, whether as a full-time missionary or in everyday interactions. You could write these reasons in your study journal. As you study today, look for teachings that help you better understand why the Lord is so desirous for His followers to share His gospel.

„Preach from this time forth“

Before class, display the following names on the board or on walls throughout the room: Peter Whitmer Jr., John Whitmer, Thomas B. Marsh, Parley P. Pratt, Ziba Peterson, Ezra Thayer, Northrop Sweet, Orson Pratt, Sidney Rigdon, and Edward Partridge. Ask students if they recognize any of the names. Explain that all of these men were called by the Lord to serve missions and preach the gospel shortly after the organization of the Church. Point out that some of them were baptized less than a month before their calls came.



The following study activity can help students understand some of the reasons why the Savior asks us to preach His gospel. Consider dividing

students into groups and giving each student the accompanying handout. Each group could be assigned one of the scripture passages to study.

The Lord's Counsel to Missionaries in Doctrine and Covenants 30–36"

Study the Savior's counsel to the individuals listed below, and discuss the questions that follow.

Doctrine and Covenants 31:1–5 (Thomas B. Marsh)

- What are some truths from these verses that could help you understand why the Savior asks us to share His gospel?
- Why do you think Jesus Christ referred to His gospel as “glad tidings of great joy”? (verse 3). How does the Savior's gospel bring you joy?

Doctrine and Covenants 33:1–7, 10–12 (Ezra Thayer and Northrop Sweet)

- What are some truths from these verses that could help you understand why the Savior asks us to share His gospel?
- Why might the Lord want His gospel declared with a loud voice like “the sound of a trumpet”? (verse 2).

Doctrine and Covenants 34:1–7 (Orson Pratt)

- „What are some truths from these verses that could help you understand why the Savior asks us to share His gospel?
- Why do you think we are “more blessed” (verse 5 for being called to preach the Savior's gospel than we are for simply believing in it?

Doctrine and Covenants 35:1–3, 6–8, 12–13 (Sidney Rigdon)

- What are some truths from these verses that could help you understand why the Savior asks us to share His gospel?
- Why do you think the Lord calls “unlearned” and inexperienced people to declare His gospel to “the nations” of the earth? (verse 13)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

After the students have studied and discussed these verses, invite them to share what they learned. One way to do this could be to write the phrase *Reasons the Savior wants us to share His gospel* on the center of the board. Multiple students could then come to the board and write ideas they learned from their study. Encourage students to come up with as many reasons as they can. Here are a few examples of answers they might share:

- **His gospel can help people experience joy** (see Doctrine and Covenants 31:3).
- **We cannot obtain eternal life without exercising faith in Him, repenting, and receiving the ordinances of His gospel,** (see Doctrine and Covenants 33:10–12,
- **He wants the world to be prepared for His Second Coming** (see Doctrine and Covenants 33:10 34:6–7).
- **He loves us and gave His life for us** (see Doctrine and Covenants 34:3; 35:2)

After students share the truths they learned, consider asking a few questions like the following:"

- How can knowing these truths inspire us to share the Savior's gospel with others, whether as full-time missionaries or in our daily interactions?"
- What are some of the most important reasons for you to share the Savior's gospel?

Testify of the truths you have discussed today. Encourage the students to act on promptings they have received. Consider inviting them to prayerfully consider how to respond to President Nelson's counsel about full-time missionary service.

The Lord's Counsel to Missionaries in Doctrine and Covenants 30–36

Study the Savior's counsel to the individuals listed below, and discuss the questions that follow.

Doctrine and Covenants 31:1–5 (Thomas B. Marsh)

- What are some truths from these verses that could help you understand why the Savior asks us to share His gospel?
- Why do you think Jesus Christ referred to His gospel as “glad tidings of great joy”? (verse 3). How does the Savior's gospel bring you joy?

Doctrine and Covenants 33:1–7, 10–12 (Ezra Thayer and Northrop Sweet)

- What are some truths from these verses that could help you understand why the Savior asks us to share His gospel?
- Why might the Lord want His gospel declared with a loud voice like “the sound of a trumpet”? (verse 2).

Doctrine and Covenants 34:1–7 (Orson Pratt)

- What are some truths from these verses that could help you understand why the Savior asks us to share His gospel?
- Why do you think we are “more blessed” (verse 5) for being called to preach the Savior's gospel than we are for simply believing in it?

Doctrine and Covenants 35:1–3, 6–8, 12–13 (Sidney Rigdon)

- What are some truths from these verses that could help you understand why the Savior asks us to share His gospel?
- Why do you think the Lord calls “unlearned” and inexperienced people to declare His gospel to “the nations” of the earth? (verse 13).

LESSON 48: DOCTRINE AND COVENANTS 30–36

Doctrine and Covenants 30–36, Part 2**“Open Your Mouths and They Shall Be Filled”**

When the Lord called missionaries to preach His gospel shortly after the organization of His Church, He provided counsel to strengthen and guide them in their missionary labors. This lesson can help students in their efforts to share the gospel.

Possible Learning Activities**„Concerns with sharing the gospel**

Consider beginning the lesson by sharing the following scenario and questions.

As a speaker in sacrament meeting was sharing about the importance of missionary work, Conor could feel himself resisting the idea of talking to other people about the gospel. Conor is pretty quiet by nature. Additionally, he has never really had a gospel conversation with someone who was not a member of the Church. He worries about how a conversation like that would go. His quiet nature and lack of experience left him uncomfortable with the idea of initiating a gospel conversation with someone else.

- What do you think would be helpful for Conor to understand about missionary work?
- What other concerns do people often have about sharing the Savior’s gospel?

Remind students that in the previous lesson, they learned about many individuals who were called to missionary service shortly after the Church was organized. Some of these men had known about the restored gospel for only a short period of time before they were called on missions.

Invite the students to share some of the concerns these newly called missionaries may have had. You could also ask the students to think about their own concerns about sharing the gospel with others. Then share the following to help prepare students to study.”

eagerness to help you share His gospel. As you study, look for teachings that can help increase your willingness and ability to share the gospel of Jesus Christ.”

The Lord provides helpful counsel to His missionaries

Give students time to study the Lord’s counsel in the following verses. One way to do this is to divide the class into five groups. Give each group a blank piece of paper, and invite them to design a page with a title such as “Helpful missionary counsel from the Lord.”

Assign one set of verses to each group. Students could then add to their pages at least three points of counsel they find in their verses. They could add illustrations to their pages if desired. You could then invite students to share their completed pages with the class.

Read the following verses, looking for counsel the Lord gave that could help you become more willing and able to share the gospel.

Doctrine and Covenants 30:5, 8–11 (It may be helpful to know that Peter Whitmer’s “brother” referred to in verse 5 was Oliver Cowdery, who had been called to preach in an earlier revelation [see Doctrine and Covenants 28:14–16].)

Doctrine and Covenants 31:4–9, 11–13

Doctrine and Covenants 32:1–5

Doctrine and Covenants 33:8–12, 16–17

Doctrine and Covenants 35:13–15, 24”

Today you will study teachings from the Lord in „Doctrine and Covenants 30–36 that can help you recognize His

When students have finished studying, give them an opportunity to share what they learned. One way to do this could be to invite various students to share the counsel they found from their verses that was the most meaningful to them and to share a truth we can learn from this counsel. You could write these truths on the board or invite students to write them.

Examples of truths students might mention include the following: **rather than fearing others, we can rely on the Lord for help sharing His gospel** (see Doctrine and Covenants 30:11); **the Lord will open the hearts of people we teach** (see Doctrine and Covenants 31:7 **the Lord will be with us as we seek to share His gospel** (see Doctrine and Covenants 32:3); **as we open our mouths to share the gospel, the Lord will help us know what to say** (see Doctrine and Covenants 33:8–10); **the Lord gives the power of His Spirit to the weak who serve Him** (see Doctrine and Covenants 35:13–14).

- Why do you think the Lord is so eager to help us share the gospel?
- How could these truths about the Lord help us in our efforts to preach the gospel?

Ideas for opening your mouth to share the gospel

Take some time to help students learn about and discuss specific ways they can fulfill the Lord's command to "open [their] mouths" Doctrine and Covenants 33:8–10; see also 30:5[,,,11 and share the gospel. Helping students see specific and achievable ways to do this can build their confidence to share the gospel.

One way to do this could be to show one or more of the following videos. Invite the students to look for different ways people opened their mouths and invited the Lord's blessings. You could also share other resources from the pages "Sharing the Gospel" on („ChurchofJesusChrist.org",

The following videos share ideas about how you can "open your mouth" Doctrine and Covenants 30:5) and invite others naturally and meaningfully to experience the gospel of Jesus Christ.

- What experiences have you had sharing the gospel? What did you find was the most helpful preparation for those experiences?

Make a plan;

Give students time to write a simple plan about what they will do to share the gospel with others. The following questions could give them ideas of what to write.

- Who is someone you feel you could share the gospel with?
- [From what you learned today, what are natural and meaningful ways you could help this person come closer to Jesus Christ?].
- What obstacles do you think could prevent you from acting on your plan?
- What truths about the Savior have you learned from Doctrine and Covenants 30–36 that can help you overcome these obstacles?

Consider how you can encourage students to act in faith on what they felt today. You might invite them to consider setting a time frame to do what they wrote. Share your confidence in the Savior's ability to touch others' hearts through them.



Invite students to live what they learn;

For training on how to follow up with students on their plans to live what they are learning, see the training titled,

Invite learners to live what they are learning," found in *Teacher Development Skills: Invite Diligent Learning*.

LESSON 49: DOCTRINE AND COVENANTS 30–36

Doctrine and Covenants 35

The Joseph Smith Translation of the Bible

In the summer of 1830, the Prophet Joseph Smith began working on an inspired revision, or translation, of the King James Bible. He considered this project an important part of his calling as a prophet of God. This lesson can help students feel gratitude for what the Lord has revealed through the Joseph Smith Translation of the Bible.

Possible Learning Activities

The Joseph Smith Translation of the Bible

To introduce students to the Joseph Smith Translation of the Bible, consider providing them with the following statements. Invite students to guess whether each statement is true or false.”,

1. Soon after the Book of Mormon was published in 1830, the Lord directed Joseph Smith to begin a translation of the Bible.
2. Joseph Smith looked at original Hebrew and Greek writings to make a new English translation of the Bible.
3. The Lord revealed the books of Moses and Joseph Smith—Matthew in the Pearl of Great Price as part of the Joseph Smith Translation of the Bible.
4. The Lord revealed some of the doctrinal truths taught by The Church of Jesus Christ of Latter-day Saints to Joseph Smith as he translated the Bible..
5. The Lord has blessed your life through the Joseph Smith Translation.

Invite students to seek answers to these statements and to other questions they have on the subject throughout the lesson. Have them ponder specifically whether the fifth statement is true for them.

Consider inviting students to draw a book in their study journal and title it “Joseph Smith Translation.” Throughout the lesson, encourage students to write around the outside of their drawing the reasons they

are grateful for the Joseph Smith Translation of the Bible or insights they find meaningful.

Blessings of the Joseph Smith Translation

After being baptized by Oliver Cowdery in Kirtland, Ohio, a former preacher named Sidney Rigdon traveled to Fayette, New York, to meet the Prophet Joseph Smith. Doctrine and Covenants 35 is a revelation from the Lord to Joseph Smith and Sidney Rigdon.).

Read the section heading of Doctrine and Covenants 35 and verses 17–20), looking for what we can learn regarding the Joseph Smith Translation.

- What did you learn from these verses?
- What purpose did the Lord give for the inspired changes to the Bible (see verse 20)?

One truth the Lord taught in these verses is that **through the Joseph Smith Translation of the Bible, Jesus Christ revealed additional truths to help lead us to salvation.** You might want to relate the following information to students to help answer the second question.

In obedience to this revelation, Sidney Rigdon began to serve as scribe as the Lord revealed inspired corrections and additions to the Bible through the Prophet Joseph Smith. The work was not a literal translation from one language to another. Joseph used a copy of the King James Bible as a starting point as he sought revelation and dictated inspired corrections and additions.



The following activity can help students better understand the bolded principle and become familiar with the Joseph Smith Translation. Consider distributing the handout titled “The Joseph Smith Translation.” Invite students to choose one or more sections to study on their own and to prepare to teach their classmates what they learned. As students study,

remind them to write meaningful insights or reasons they are grateful for the Joseph Smith Translation around the drawing they created in their study journals.

The Joseph Smith Translation

The Lord restored additional teachings through the Joseph Smith Translation of the Bible.

Can you find the book of Moses in your scriptures? The Lord restored additional knowledge through the Joseph Smith Translation, including visions and teachings of Moses and others. These are contained in the Book of Moses in the Pearl of Great Price.,

Read ...Moses 1:3–4, 6, 8, 39.. Look for what Moses learned about himself and the Lord during his visions. (You could also search for favorite verses in the Book of Moses.)

- How can the teachings in these verses help us as we strive to follow the Savior?
- Why might someone feel grateful for what the Lord revealed in these verses?

The Lord restored “plain and precious” truths through the Joseph Smith Translation.

Have you ever heard that some important truths may be missing or unclear in the Bible? The Bible is a trusted and inspired book. However, Nephi taught that some “plain and precious things” are missing or unclear (1 Nephi 13:28–29). For example, baptism is not directly mentioned in the Bible until the New Testament, and the biblical account of Noah doesn’t explain that the Lord warned the people and gave them a chance to repent before sending the flood.

Read Moses 6:64–66 8:16–17, 20 to see how the Lord restored precious truths in the Joseph Smith Translation.

- How can it help us today to know that the baptism was a commandment since the days of Adam?
- How can it help us to know that the Lord always invites us to repent and is willing to forgive us?
- „How do these truths help lead us to salvation through Jesus Christ?

The Lord’s revelations in the Joseph Smith Translation led to further revelations in the Doctrine and Covenants.

Has scripture study ever helped you receive additional revelation? It did for Joseph. Soon after he learned in the inspired translation about Enoch and his people establishing Zion (see Moses 7:18–21), the Lord revealed instructions to Joseph to help the Saints become a Zion people (see Doctrine and Covenants 38 42 45

Another example of this happened when Joseph Smith and Sidney Rigdon were translating John 5:29 They had questions about heaven and hell that led to a remarkable vision now recorded in Doctrine and Covenants 76. This vision included truths about the three degrees of glory people can inherit after this life.

Read Doctrine and Covenants 76:22–24, 50–53, and 58–62. and mark what you learn about Jesus Christ and how we can return to live with Him and Heavenly Father.

- What words or phrases did you mark? Why?”
- Why might someone feel grateful to know these truths?

The Lord provided doctrinal clarity and additional insights into verses of the Bible through the Joseph Smith Translation.

(Other than in the Pearl of Great Price, do you know where to find Joseph Smith Translations of the Bible? Many are located in Selections from the Joseph Smith Translation of the Bible in the back of the scriptures or in the Joseph Smith Translation Appendix) found in the Study Helps section in the Gospel Library app. Learn how to use these resources by looking at the example and explanation below.

SELECTIONS FROM THE JOSEPH SMITH TRANSLATION OF THE BIBLE

Following are selected portions of the Joseph Smith Translation of the King James Version of the Bible (JST). The Lord inspired the Prophet Joseph Smith to restore truths to the Bible text that had become lost or changed since the original words were written. These restored truths clarified doctrine and improved scriptural understanding.

Because the Lord revealed to Joseph certain truths that the original authors had once recorded, the Joseph Smith Translation is unlike any other Bible translation in the world. In this sense, the word *translation* is used in a broader and different way than usual, for Joseph's translation was more revelation than literal translation from one language into another.

Joseph Smith's translation of the Bible has connections with or is mentioned in several sections of the Doctrine and Covenants (see sections 37, 45, 73, 76, 77, 86, 91, and 132). Also, the book of Moses and Joseph Smith—Matthew are excerpts from the Joseph Smith Translation.

For more information about the Joseph Smith Translation, see "Joseph Smith Translation (JST)" in the Bible Dictionary.

The following illustration shows a sample selection from the Joseph Smith Translation:

JST, Matthew 4:1, 5–6, 8–9.
Compare Matthew 4:1, 5–6, 8–9; similar changes were made in Luke 4:2, 5–11

This reference in bold type is the passage in Joseph Smith's translation of the King James Bible. Because his translation restored words to the Bible text, the verse numbers may differ from the edition you are using.

This cross-reference indicates the passage in your Bible you should compare to Joseph Smith's translation.

This statement explains what doctrine Joseph Smith clarified with his translation.

Jesus is led by the Spirit, not by Satan.

1 Then Jesus was led up of the Spirit, into the wilderness, to be with God.

5 Then Jesus was taken up into the holy city, and the Spirit setteth him on the pinnacle of the temple.

6 Then the devil came unto him and said, If thou be the Son of God, cast thyself down, for it is written, He shall give his angels charge concerning thee, and in their hands they shall bear thee up, lest at any time thou dash thy foot against a stone.

8 And again, Jesus was in the Spirit, and it taketh him up into an exceeding high mountain, and sheweth him all the kingdoms of the world and the glory of them.

9 And the devil came unto him again, and said, All these things will I give unto thee, if thou wilt fall down and worship me.

This is the text as Joseph Smith translated it. (Italics have been added to show differences from the King James Version wording.)

In some languages, passages of the Joseph Smith Translation can be found in the footnotes of the Latter-day Saint edition of the Bible or in "Related Content" on digital devices.

Read the following passages in the Bible, then use the Joseph Smith Translation to identify the inspired changes.

John 1:16–18 Joseph Smith Translation, John 1:16–19.

John 4:24 Joseph Smith Translation, John 4:26)

John 6:44 Joseph Smith Translation, John 6:44;

- What do these inspired changes teach you about Jesus Christ?
- „Why is it a blessing to better understand these things?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Invite students to share what they learned and felt as they studied. As needed, provide students with the answers to the first four statements of the opening activity (1. True, 2. False, 3. True, 4. True). Consider giving students a few more minutes to write in their study journal any insights they have gained or why they are grateful for the Joseph Smith Translation. Invite a few volunteers to share what they wrote or why the fifth statement from the beginning of class is true for them. Consider sharing your testimony of the Prophet Joseph Smith and how his work helps us come to know Heavenly Father and Jesus Christ.

The Joseph Smith Translation

The Lord restored additional teachings through the Joseph Smith Translation of the Bible.

Can you find the book of Moses in your scriptures? The Lord restored additional knowledge through the Joseph Smith Translation, including visions and teachings of Moses and others. These are contained in the Book of Moses in the Pearl of Great Price.

Read Moses 1:3–4, 6, 8, 39. Look for what Moses learned about himself and the Lord during his visions. (You could also search for favorite verses in the Book of Moses.)

- How can the teachings in these verses help us as we strive to follow the Savior?
- Why might someone feel grateful for what the Lord revealed in these verses?

The Lord restored “plain and precious” truths through the Joseph Smith Translation.

Have you ever heard that some important truths may be missing or unclear in the Bible? The Bible is a trusted and inspired book. However, Nephi taught that some “plain and precious things” are missing or unclear (1 Nephi 13:28–29). For example, baptism is not directly mentioned in the Bible until the New Testament, and the biblical account of Noah doesn’t explain that the Lord warned the people and gave them a chance to repent before sending the flood.

Read Moses 6:64–66; 8:16–17, 20 to see how the Lord restored precious truths in the Joseph Smith Translation.

- How can it help us today to know that the baptism was a commandment since the days of Adam?
- How can it help us to know that the Lord always invites us to repent and is willing to forgive us?
- How do these truths help lead us to salvation through Jesus Christ?

The Lord’s revelations in the Joseph Smith Translation led to further revelations in the Doctrine and Covenants.

Has scripture study ever helped you receive additional revelation? It did for Joseph. Soon after he learned in the inspired translation about Enoch and his people establishing Zion (see Moses 7:18–21), the Lord revealed instructions to Joseph to help the Saints become a Zion people (see Doctrine and Covenants 38, 42, 45).

Another example of this happened when Joseph Smith and Sidney Rigdon were translating John 5:29. They had questions about heaven and hell that led to a remarkable vision now recorded in Doctrine and Covenants 76. This vision included truths about the three degrees of glory people can inherit after this life.

Read Doctrine and Covenants 76:22–24, 50–53, and 58–62, and mark what you learn about Jesus Christ and how we can return to live with Him and Heavenly Father.

- What words or phrases did you mark? Why?
- Why might someone feel grateful to know these truths?

The Lord provided doctrinal clarity and additional insights into verses of the Bible through the Joseph Smith Translation.

Other than in the Pearl of Great Price, do you know where to find Joseph Smith Translations of the Bible? Many are located in Selections from the Joseph Smith Translation of the Bible in the back of the scriptures or in the

Joseph Smith Translation Appendix found in the Study Helps section in the Gospel Library app. Learn how to use these resources by looking at the example and explanation below.

SELECTIONS FROM THE JOSEPH SMITH TRANSLATION OF THE BIBLE

Following are selected portions of the Joseph Smith Translation of the King James Version of the Bible (JST). The Lord inspired the Prophet Joseph Smith to restore truths to the Bible text that had become lost or changed since the original words were written. These restored truths clarified doctrine and improved scriptural understanding.

Because the Lord revealed to Joseph certain truths that the original authors had once recorded, the Joseph Smith Translation is unlike any other Bible translation in the world. In this sense, the word *translation* is used in a broader and different way than usual, for Joseph's translation was more revelation than literal translation from one language into another.

Joseph Smith's translation of the Bible has connections with or is mentioned in several sections of the Doctrine and Covenants (see sections 37, 45, 73, 76, 77, 86, 91, and 132). Also, the book of Moses and Joseph Smith—Matthew are excerpts from the Joseph Smith Translation.

For more information about the Joseph Smith Translation, see “Joseph Smith Translation (JST)” in the Bible Dictionary.

The following illustration shows a sample selection from the Joseph Smith Translation:

This reference in bold type is the passage in Joseph Smith's translation of the King James Bible. Because his translation restored words to the Bible text, the verse numbers may differ from the edition you are using.

JST, Matthew 4:1, 5–6, 8–9.
Compare Matthew 4:1, 5–6, 8–9; similar changes were made in Luke 4:2, 5–11

This cross-reference indicates the passage in your Bible you should compare to Joseph Smith's translation.

Jesus is led by the Spirit, not by Satan.

1 Then *Jesus was* led up of the Spirit, into the wilderness, to be *with God*.

5 Then *Jesus was taken up* into the holy city, and *the Spirit* setteth him on the pinnacle of the temple.

6 Then *the devil came unto him and said*, If thou be the Son of God, cast thyself down, for it is written, He shall give his angels charge concerning thee, and in their hands they shall bear thee up, lest at any time thou dash thy foot against a stone.

8 And again, *Jesus was in the Spirit, and it* taketh him up into an exceeding high mountain, and showeth him all the kingdoms of the world and the glory of them.

9 And *the devil came unto him again, and said*, All these things will I give *unto* thee, if thou wilt fall down and worship me.

This statement explains what doctrine Joseph Smith clarified with his translation.

This is the text as Joseph Smith translated it. (Italics have been added to show differences from the King James Version wording.)

In some languages, passages of the Joseph Smith Translation can be found in the footnotes of the Latter-day Saint edition of the Bible or in “Related Content” on digital devices.

Read the following passages in the Bible, then use the Joseph Smith Translation to identify the inspired changes.

John 1:16–18 (Joseph Smith Translation, John 1:16–19)

John 4:24 (Joseph Smith Translation, John 4:26)

John 6:44 (Joseph Smith Translation, John 6:44)

- What do these inspired changes teach you about Jesus Christ?
- Why is it a blessing to better understand these things?

LESSON 50: DOCTRINE AND COVENANTS 30–36

Doctrinal Mastery Practice 3

Memorize; Acquiring Spiritual Knowledge

Doctrinal mastery can help students build the foundation for their lives upon Jesus Christ and His gospel. This lesson will give students opportunities to practice mastering the doctrinal mastery passages and the doctrine they teach. It will also help them learn and apply divine principles for acquiring spiritual knowledge.

Possible Learning Activities

Doctrinal mastery review: Memorize

If students have been introduced to several doctrinal mastery scripture references and key scripture phrases this year, it would be good to invite them to practice memorizing the references and key scripture phrases. Students can increase their confidence of knowing the scriptures well enough to access them in time of need.

Give students about 10 minutes in class and encourage them to work on memorizing outside of class as well. Display the chart listing the doctrinal mastery scripture references with the accompanying key scripture phrases, found in the *Doctrinal Mastery Core Document* (2023).

Choose a doctrinal mastery passage you want to memorize today. Come up with a creative way to help you remember the scripture reference and key scripture phrase.

Students could work alone or find others in the class who want to memorize the same passage. Once students have spent a few minutes memorizing, encourage them to share with others any tips or tricks they used to memorize.

Before moving on to the next portion of the lesson, and in future classes, you might read a few key scripture phrases to the class and ask students to say the accompanying scripture references from memory. Using the doctrinal mastery passages often

can help students commit them to their long-term memory and call upon them when needed.

Additional ideas about how to help students memorize can be found in the appendix of this manual under “Doctrinal Mastery Review Activities.”

Learn and apply principles of acquiring spiritual knowledge

Consider inviting students to review the principles of acquiring spiritual knowledge. Suggested review activities are included in the appendix “Doctrinal Mastery Review Activities.” Descriptions of the principles are found in paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document* (2023).

Use the following scenario to help students practice applying these principles to a realistic situation.

Before Sunday School starts, your friend Noelle sits down next to you. She looks at the board and seems upset by what she reads. Today’s lesson is focused on following the prophet. Noelle tells you that she has recently read about people who are frustrated with the prophet. She wonders why the prophet isn’t more aware of people’s needs or why he doesn’t seem to respond to the suggestions people are making.

- How could you use the principles of acquiring spiritual knowledge to help in this scenario?
- What is taught in the doctrinal mastery passages that could help?

One way for students to practice using the principles of acquiring knowledge is to think through how the thoughts and actions of the person in the scenario could be different when they understand these principles.

To help them do this, you could divide students into small groups and allow them to choose one principle of acquiring knowledge. Invite them to consult the associated paragraphs in the *Doctrinal Mastery Core Document* to better understand this principle. Help students look up any scriptures they might have studied in seminary about prophets (such as Doctrine and Covenants 1:37–38 21:4–6; 28:2). You could also display the following instructions and invite the students to complete them together with their groups.

Act in faith

Come up with at least two actions Noelle could take to act in faith in response to her concern.

Explain why you would recommend those actions or share what experiences you have had.

List some truths Noelle might know about prophets that could help her trust more in the Lord and His servants while seeking to learn more.

- Why do you think it would be important for Noelle to remain true to what she already knows and believes as she works through her current questions?

Examine concepts and questions with an eternal perspective

Write down the role prophets play in Heavenly Father's plan of salvation.

Make a side-by-side comparison of the Lord's purpose for prophets and what Noelle and some others seem to think their role is.

Seek further understanding through divinely appointed sources

List a few of the negative effects unreliable sources can have on someone.

Find one or more scripture passages in the Doctrine and Covenants (or other divinely appointed sources) that could be helpful to Noelle.

Write down at least two blessings Noelle could receive if she understood why God calls prophets.

Give students an opportunity to share some of what they did and learned. One way you could do this is to invite them to imagine that Noelle chose to apply the principles of acquiring spiritual knowledge to help resolve her concerns. Students could write about what might have happened to Noelle as she implemented one or more of the principles of acquiring spiritual knowledge.

Students could then share what they wrote and explain some of the reasons why they wrote the scenario the way they did. After students have shared, you might invite them to consider what they have learned or felt today that could help them in their own lives.

DOCTRINE AND COVENANTS 37–40

Doctrine and Covenants 37–40)

Overview

As the message of the Savior’s gospel was accepted by many in Ohio, members of the Church in New York experienced severe persecution. In a revelation to the Prophet Joseph Smith, the Lord commanded Church members to gather in Ohio. The Lord instructed His Saints to esteem one another as themselves and to be unified. James Covell, a Methodist minister, covenanted to obey what the Lord would command him through Joseph Smith. But after receiving the command to be baptized and gather with the Saints in Ohio, he rejected the revelation.



Use the words of prophets to emphasize doctrine and principles.

Living prophets and apostles teach, explain, and expound on the doctrine and principles taught in the holy scriptures. Using prophetic words can help students better understand and live the gospel of Jesus Christ. For more on how the Savior did this, see The Savior Taught from the Scriptures in *Teaching in the Savior’s Way*. An example of how you can practice this is included in the lesson Doctrine and Covenants 38:15–27, 34–42.”

Prepare to teach”

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 37; 38:1–9, 28–33

Lesson purpose: To help students understand why the Savior commands His people to gather.

- **Student preparation:** Invite students to come to class seeking inspiration from Heavenly Father for guidance in their personal lives.
- **Materials:** A bundle of small sticks and one large stick

Doctrine and Covenants 38:15–27, 34–42

Lesson purpose: To help students become like the Savior by valuing others and seeking unity.

- **„Student preparation:”** „ Invite students to think about groups they belong to and to ask a person in that group what they feel is necessary for unity. Students could talk with a family member, quorum or class leader, teacher, or coach.
- **Materials:** Pieces of colored paper to help students organize into groups
- **Videos:** One in Christ” (4:48); The Peace of Christ Abolishes Enmity” (12:39; watch from time code 4:49 to 6:32)

Doctrine and Covenants 39–40

Lesson purpose: To help students feel a desire to make and keep covenants with Jesus Christ to gain greater access to His power.

- **Student preparation:** Invite students to reflect on how making sacred covenants has brought power into their lives. If needed, they could invite a family member, friend, or Church leader to share blessings that come from making covenants.
- **Materials:** A light bulb and lamp
- **Video:** “Overcome the World and Find Rest” (18:31; watch from time code 4:21 to 5:39)

Assess Your Learning 3

Lesson purpose: To help students remember and evaluate how their experiences so far studying the Doctrine and Covenants have helped them grow spiritually.

- **Student preparation:** „ Invite students to look at pictures of themselves when they were younger and think about how they have grown and changed. You could ask students to bring a picture to show in class.
- **Materials:** A side-by-side comparison of images that demonstrate growth

LESSON 51: DOCTRINE AND COVENANTS 37–40

Doctrine and Covenants 37 38:1–9, 28–33

Gather “to the Ohio”

Members of The Church of Jesus Christ of Latter-day Saints gather together in many ways. The first instance for Church members to gather in one body came when the Lord commanded His people to gather “to the Ohio” (Doctrine and Covenants 37:1). Church members in New York and other areas made great sacrifices to gather in Ohio. This lesson can help students understand why the Savior commands His people to gather.

Possible Learning Activities

“Go to the Ohio”

To introduce the power of gathering, consider the following activity. Give a student a single small stick and invite him or her to break it. Next, give the student a bundle of small sticks and invite him or her to break the bundle. This task should be difficult but possible to accomplish. Finally, give the student a similar bundle of small sticks, but add one large stick. Invite the student to break this bundle. This bundle should not be breakable. Invite students to imagine who the small sticks might represent (individuals) and who the large stick might represent (Jesus Christ). Consider questions like the following to help students discover the power of gathering to the Savior.

- What can this teach us about the power of gathering? About the power of gathering to the Savior?

The following self-assessment can help students think about their personal circumstances during the lesson. Invite them to think about how they would respond to each question. Discuss the final question as a class, and write students' answers on the board for reference.

- Why do you think the Savior commands His people to gather together?

- What blessings do you need in your life that might come from gathering with other Church members?
- What are some places we gather today to feel the Savior's power?

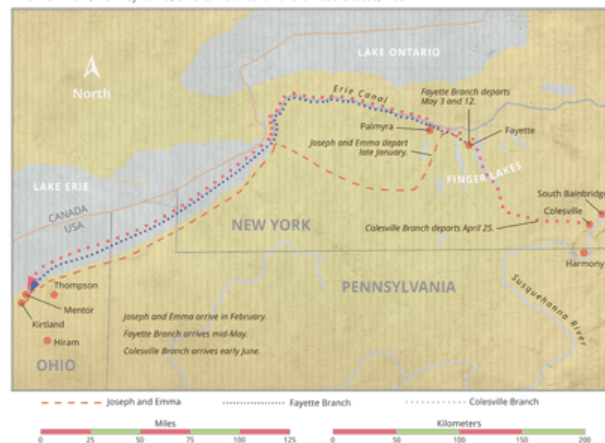
Many people in Ohio responded to the message of the Restoration and joined the Savior's Church. Among them was a minister named Sidney Rigdon. Sidney and his wife, Phebe, understood that if they accepted the Book of Mormon and joined the Church, they would lose their home and livelihood. They prayerfully considered the matter and were baptized. Many members of Rigdon's congregation also joined the Church.

In New York, many Church members were facing severe persecution. In some cases, their enemies were threatening the lives of Church leaders and meeting in secret to plot their destruction (see Doctrine and Covenants 38:13, 28–29). When Sidney Rigdon came to New York to meet Joseph Smith, he brought word of how the Savior's gospel was being accepted in Ohio. Joseph Smith received a revelation with instructions that could help the New York Saints in the difficulties they faced.

Read Doctrine and Covenants 37:1–4, looking for what the Lord commanded members of His Church to do.

The following map can help students see the distance some would need to travel to gather in Ohio.

The New York, Pennsylvania, and Ohio area of the United States, 1831



- How might Church members have reacted to this commandment? Why?
- What do you know about the Savior that can help you act in faith when His commandments seem difficult to obey?

Shortly after receiving the command to go to Ohio, Church leaders gathered for a conference and discussed the move. Obeying the command meant leaving behind property and, for some Saints, family. Joseph Smith received Doctrine and Covenants 38 at this conference. (See *Saints: The Story of the Church of Jesus Christ in the Latter Days*, vol. 1, *The Standard of Truth, 1815–1846* [2018], 109–11.)

Read Doctrine and Covenants 38:1–7, looking for what the Savior taught about Himself.

- How might understanding these things about the Savior have helped the Saints make the required sacrifices to gather?

The Lord blesses His Saints when they gather to Him

Students could practice the scripture-study skill of making lists by marking the blessings of gathering in the following passage.

Read Doctrine and Covenants 38:28–33, looking for ways the Saints would be blessed by following the Savior’s command to gather in Ohio.

- How would the Savior bless Church members for gathering in Ohio?
- What are some reasons the Savior commands His people to gather?

Students may identify a truth similar to this: **The Lord gathers His people to protect them and to strengthen them spiritually.**

- What are some ways the Savior protects us and strengthens us spiritually when we obey His command to gather?

Consider inviting two students to read the following accounts to the class, or dividing the class into pairs and inviting them to read the accounts to one another. These accounts can help students see how the Lord fulfilled His promises to be among the Saints and to lead them in 1831 (see Doctrine and Covenants 38:7, 33). You may want to mention that these accounts can give us confidence that the Lord will bless us as we obey His command to gather in our day.

The Fayette Branch

Lucy Mack Smith led the Fayette Branch. They traveled by boat along the Erie Canal and across Lake Erie. When they arrived at the lake, thick ice in the harbor prevented their progress. The discouraged Saints were cold and hungry, and they began to argue. Lucy cried out to them:

“Where is your faith? Where is your confidence in God? If you will all of you raise your desires to heaven, that the ice may be broken up and we be set at liberty, as sure as the Lord lives, it will be done.”

Immediately Lucy heard a thunderous noise. The ice in the harbor was broken up enough to enable their boat to pass through. The grateful Saints came together in prayer. They traveled safely to Kirtland, Ohio (See *Saints* 1:121–23).

The Colesville Branch

Newel Knight led the Colesville Branch. While Newel was away, his aunt Electa Peck fell and broke her shoulder. A surgeon tried to relieve her pain and said it would be a miracle if she could travel within a few weeks. Electa dreamed that Newel returned and laid his hands on her and that she was made whole. When Newel returned, he heard what had happened to his aunt and went to see her. She requested that he bless her. Newel approached the bed, rebuked the pain in the name of Jesus Christ, and commanded Electa to be made whole. The next morning Electa arose, got dressed, and continued the journey. (See Newel Knight, *The Rise of the Latter-day Saints: The Journals and Histories of Newel Knight*, ed. Michael Hubbard MacKay and William G. Hartley [2019], 32–33.)

Consider inviting students to gather in groups to discuss the following questions. For variety, they could gather based on a trait such as their height or the time of year when they were born. Remind students to refer to the list of gathering places on the board.

- What do these accounts teach you about how the Savior can protect us and strengthen us spiritually as we gather to Him?
- How have you personally been blessed by accepting the Savior's invitation to be gathered to Him?

Our own gathering

Invite students to answer the following questions in their study journal. Willing students could be invited to share their answers with the class. Consider sharing how you have been blessed by being gathered with the Saints as the Savior commanded.

- How do you think the Savior is inviting you to be gathered to Him?
- The Saints sacrificed their farms to obey the Lord's command to gather (see Doctrine and Covenants 38:37 What sacrifices does the Lord require of us to receive the blessings of gathering?)
- What have you learned about the Savior that would help you accept His invitation to be gathered to Him?

LESSON 52: DOCTRINE AND COVENANTS 37–40

Doctrine and Covenants 38:15–27, 34–42

Be One

The Lord gave His Saints instructions as they prepared to make great sacrifices to gather to Ohio. In His revelation to the Saints, the Savior revealed His character and invited His people to live like Him. This lesson can help students become more like the Savior by valuing others and seeking unity.

Possible Learning Activities**The Lord wants us to become as He is).**

You could begin the lesson by inviting each student to write down five of their interests. Then divide the class into small groups. Invite them to share their interests and list any they have in common. Afterward, ask them to discuss why it is sometimes challenging for people with different interests to be unified and why unity is important for disciples of Christ.

Invite students to reflect on the following questions:

- How do I think about and act toward those who may be different from me?
- How might my thoughts and actions cause division or bring unity?

Encourage students to seek inspiration through the Holy Ghost to help identify ways they can follow the examples of Jesus Christ in the way they treat others.

In December of 1830, Joseph Smith was working on the inspired revision of the Bible and had received what is now Moses 6–7 in the Pearl of Great Price. These chapters give an account of a prophet named Enoch and his people. Because of their righteousness and unity, the Lord called these people *Zion*.

In Doctrine and Covenants 38 the Savior instructed the Saints on gathering to Ohio. He taught them about His character and emphasized principles of building Zion. Obedience to these principles would help the Saints prepare themselves to receive the Savior's law and be endowed with His power (see . Doctrine and Covenants 38:32

Read),„Doctrine and Covenants 38:24–27 looking for attributes Jesus Christ wants us to develop.”,

As students read).Doctrine and Covenants 38:24–27, you could point out the repeated phrase in verses 24–25. You might also invite a few students to act out the parable in verses 26–27

- (What do you think it means to esteem your brother as yourself? (See Matthew 22:36–39, John 13:34–35, Jacob 2:17–19,
- What can we learn about the Savior from the parable in verses 26–27?
- What do verses 24–27 teach us about how we can become like Jesus Christ?

Help students identify a principle similar to this:
We can become like Jesus Christ as we value others and seek unity as His disciples.

- How is Jesus Christ an example of valuing others? Of encouraging unity?

President Russell M. Nelson taught about how we can value others and be one.



Ultimately, we realize that only the comprehension of the true Fatherhood of God can bring full appreciation of the true brotherhood of men and the true sisterhood of women. That understanding inspires us with passionate desire to build bridges of cooperation instead of walls of segregation.

„(Russel M. Nelson, *Remarks at Worldwide Priesthood Celebration*,” [address given at the “Be One” celebration June 1, 2018], newsroom.Churchofjesuschrist.org)

- What similarities do you find between the Lord's teachings in Doctrine and Covenants 38:24-27 and President Nelson's?

Consider showing the video *One in Christ*,¹ (4:48), available on ChurchofJesusChrist.org,² to help students understand how the Savior helps us to become unified.

Read Doctrine and Covenants 38:34–36, 39–42 looking for what the Savior invited the Saints preparing to gather in Ohio were invited to become unified.

- What did you find that would help those moving to Ohio value one another and be unified?

Abandoning attitudes and actions of prejudice



„Use the words of prophets to emphasize doctrine and principles: For practice with this, see the training titled, *Teach from the scriptures and the words of latter-day prophets* in *Teacher Development Skills: Teach the Doctrine*. Consider practicing the skill, “prepare invitations that help students connect truths found in the scriptures to what living prophets are saying” as illustrated in the following statement from President Nelson.

President Russell M. Nelson taught about the importance of the way we treat others. Read the statement or watch the video *Let God Prevail*³ (18:51; watch from time code 10:40 to 13:01) at ChurchofJesusChrist.org.



Each of us has a divine potential because each is a child of God. Each is equal in His eyes. The implications of this truth are profound. Brothers and sisters, please listen carefully to what I am about to say. God does not love one race more than another. His doctrine on this matter is clear He invites *all* to come unto Him, “black and white, bond and free, male and female [2 Nephi 26:33].”

I assure you that your standing before God is not determined by the color of your skin. Favor or disfavor with God is dependant upon your devotion to God and His commandments and not the color of your skin.

I grieve that our Black brothers and sisters the world over are enduring the pains of racism and prejudice. Today I call upon our members everywhere to lead out in abandoning attitudes and actions of prejudice. I plead with you to promote respect for all of God’s children.

The question for each of us, regardless of race, is the same. Are *you* willing to let God be the most important influence in your life? Will you allow His words, His commandments, and His covenants to influence what you do each day? Will you allow His voice to take priority over any other? Are you *willing* to let whatever He needs you to do take precedence over every other ambition? Are you *willing* to have your will swallowed up in His? (Russell M. Nelson, *Let God Prevail*,⁴ *Liahona*, Nov. 2021, 84)

- What stands out to you from President Nelson’s teachings?
- What are some ways we can lead to prevent or abandon attitudes and actions of prejudice?


As students discuss what they learned from the quote, be sensitive to any of your students that may be experiencing prejudice or racism of any kind. Ask students to share how they have been blessed by striving to value others and be united as disciples of Christ.

Invite students to prayerfully assess how well they feel they are doing at valuing others and seeking unity.

Students may want to answer the following questions in their study journal.

Prayerfully think about the following questions and answer one or more in your study journal:

- What can you do to value all of God’s children and show love to them?
- How can you lead to prevent or abandon attitudes and actions of prejudice?
- How will doing this help you become more like the Savior?



Consider sharing your feelings about the importance of how we treat others and the blessings of becoming one in Christ.

LESSON 53: DOCTRINE AND COVENANTS 37–40

Doctrine and Covenants 39–40

“A Blessing So Great as You Never Have Known”

James Covell had worked as a Methodist minister in the New York area for 40 years. When he heard the message of the Restoration, he promised to obey any commandment he was given through the Prophet Joseph Smith. The Savior commanded James to be baptized and gather with the Saints in Ohio and promised him great power if he would make and keep sacred covenants. This lesson can help students feel a desire to make and keep covenants with Jesus Christ to gain greater access to His power.

Possible Learning Activities

Making and keeping covenants with God

Consider showing students an item such as a lamp, which can achieve its full potential only when plugged into a power source. Ask students what a lamp can do on its own compared with when it is plugged in. Invite students to discuss how this could represent our covenants with God.

Read Covenant. in Guide to the Scriptures and the following statement from President Russell M. Nelson, looking for a definition of *covenants*



A covenant is ... a sacred promise with God. He fixes the terms. Each person may choose to accept those terms. If one accepts the terms of the covenant and obeys God's law, he or she receives the blessings associated with the covenant. (Russell M. Nelson, Covenants *Ensign* or *Liahona*, Nov. 2011, 86)

- How would you describe or define a covenant?
- What covenants have you made with the Lord?
- How have these covenants influenced your life?

Jesus Christ invites us to make covenants with Him

James Covell was a Methodist minister. When he learned about the Prophet Joseph Smith, Covell promised the Lord “that he would obey any command that the Lord would give to him through Joseph the Prophet” Doctrine and Covenants 39, section heading).

Read Doctrine and Covenants 39:1–9 and look for what you learn about Jesus Christ that could motivate someone to enter a covenant relationship with Him.

- What did you find about the Savior?
- What does the Savior invite us to do to receive His power?

To help students identify a principle, they could complete on the board or in their study journals the following statement: “If we we receive

Students may identify a principle similar to this: **If we make and keep sacred covenants with God, we receive His power.**

If using the object lesson, plug in the lamp to demonstrate that making covenants helps us receive the Savior's power. Consider asking students how this could demonstrate the principle they identified.

Read Doctrine and Covenants 39:10–15; and look for what the Lord invited James Covell to do to enter a covenant with Him.

- What did Jesus Christ promise James Covell if he made this covenant?
- How does the Lord's counsel to James Covell apply to us today?;
- How have you seen the Savior's power in your life or in the life of someone you know?;

Fear, persecution, and the cares of the world

James Covell had a large family, friends, and a close community in New York. The Savior commanded him to be baptized and move with the Saints to Ohio. Joining the Church would have been a sacrifice for James Covell.

Read the section heading for Doctrine and Covenants 40 as well as verses 1–3, and look for the decision James Covell made.

This could be a good opportunity to practice using the principles of acquiring spiritual knowledge. You could discuss how James Covell could have acted in faith. Also, consider discussing how he could have viewed his choices and the Lord's counsel from an eternal perspective.

To conclude the lesson, you could share how you have seen the Savior's power in your life as you have made covenants with God. Encourage students to continue to strive to make and keep their covenants and trust in the Lord's promise to bless them in their efforts.

- How might “fear of persecution” verse 2 cause someone to reject or break their covenants with God?
- What are some of the “cares of the world” verse 2) that lead people to reject covenants with God today?

Read the following statement from President Russell M. Nelson or watch the video “Overcome the World and Find Rest (18:31), available on [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org), from time code 4:21 to 5:39. As you read or watch, look for the power promised to those who make and keep covenants with God:



Making and keeping covenants actually makes life easier! Each person who makes covenants in baptismal fonts and in temples—and keeps them—has increased access to the power of Jesus Christ. Please ponder that stunning truth!

The reward for keeping covenants with God is heavenly power—power that strengthens us to withstand our trials, temptations, and heartaches better. This power eases our way. Those who live the higher laws of Jesus Christ have access to His higher power. Thus, covenant keepers are entitled to a special kind of *rest* that comes to them through their covenantal relationship with God. (Russell M. Nelson, “Overcome the World and Find Rest,” *Liahona*, Nov. 2022, 96)

- What stands out to you from President Nelson’s statement?

Give students an opportunity to reflect on their desire to make and keep covenants with the Savior to receive His power. Students could write in their journals or on pieces of paper. They could also discuss what they learned or felt in small groups or as a class.

LESSON 54: DOCTRINE AND COVENANTS 37–40

Assess Your Learning 3"

„Doctrine and Covenants 20–40

Reflecting on and assessing our spiritual learning can help us draw closer to the Savior. This lesson can help students remember and evaluate how their experiences so far studying the Doctrine and Covenants have helped them grow spiritually.

Possible Learning Activities**Physical and spiritual growth**

Consider showing a side-by-side comparison of images that demonstrate growth.

To measure growth, change, and progress, people often use pictures to do a side-by-side comparison.

- How can pictures of ourselves help us recognize ways that we may have changed or grown?
- What are some other ways to recognize our growth?

To help students ponder and discuss spiritual growth, you could display an image of Jesus and a child, like the one at the beginning of this lesson.

Think about what you might tell a child about his or her potential to grow and become more like Jesus Christ.

- What are some ways a person could recognize how they are becoming more like the Savior? (See Luke 2:52; see also Alma 5:14 „.)

Invite students to seek help from the Holy Ghost as they reflect on their growth. Ask them to write in their journals about some of the ways they feel they are becoming more like Jesus Christ. You might encourage students to think of attributes of the Savior they have learned about in their study of the Doctrine and Covenants. Encourage students to look through notes in their journal or scriptures they marked about the Savior in the last few weeks. Ask them to ponder which of Jesus Christ’s attributes they are seeing more in themselves (even if it is in small ways)."

Some students may not recognize their growth. Remind students that growth is often hard to perceive, especially in themselves, but that does not mean that they are not growing. In this lesson, students will have opportunities to explain the purpose of the sacrament, reflect on their desires to follow the prophet, and review their plans to share the gospel. Your class’s study of Doctrine and Covenants 20–40 may have emphasized truths other than those in the following activities. If so, you could adapt the activities to include those truths."

Explain the purpose of the sacrament

Provide students an opportunity to explain the purpose of the sacrament. To prepare them, you might invite them to review what they learned about the sacrament in the Doctrine and Covenants (see Doctrine and Covenants 20:75–79; 27:1–2). They could also review notes they may have recorded in their study journals.

You might introduce a scenario like the following and ask students to explain the purpose of the sacrament using one of the following methods to respond: role-playing, creating an infographic or presentation, or writing in a journal.

Isaac invited a friend to join him at church on Sunday. Since his friend has never attended a sacrament meeting before, Isaac wants to explain a few important details before that day.

- What details do you think Isaac should share about the ordinance of the sacrament?

You could display the following prompts to help students prepare their thoughts and allow them to bear testimony.

Choose two or three details about the ordinance of the sacrament you might focus on. Use one or more scriptures to help you explain and testify.

- Prayers offered to bless the bread and water
- What we promise Heavenly Father
- What Heavenly Father promises us
- The attitudes we demonstrate when partaking of the sacrament
- The central focus on Jesus Christ
- Your personal experiences

After students respond to the scenario, you could invite them to reflect on and share how the ordinance of the sacrament can help them see how they are becoming more like Jesus Christ.

„Feel an increased desire to follow the living prophet

„In recent lessons, students may have had opportunities to study the importance of following the prophet in our day. This learning activity will provide an opportunity for students to reflect on how their desire to follow the living prophet has been impacted during their study of the Doctrine and Covenants.

You may want to remind students of the following self-assessment in a previous lesson (see the lesson on Doctrine and Covenants 21

In a previous lesson, you were invited to think about counsel from prophets and apostles that could be challenging for you to follow. Try and remember what it was. You might look through your study journal to see what you recorded.

Provide students a few minutes to look at their study journal if they made notes in it.

- What are some scriptures we have studied recently that emphasize the importance of following the prophet?

Some scriptures students might bring up could include Joseph Smith—History 1:21–35; Doctrine and Covenants 1:38–39; 21:4–6. Provide students an opportunity to share what they found. Allowing students to do this in small groups can make it possible for more students to share what was significant to them.

Consider inviting students to record their answers to one or more of the following questions. Allow students to choose their own ways and methods to record these feelings. After sufficient time, invite a few willing students to share their thoughts. Although the current feelings students have about following the prophet may not be positive, you can encourage them to act on even the slightest

desires and seek the Lord's blessing through following His prophets.

- What are your current feelings about following the Lord's chosen prophet? What do you think has most impacted your feelings about following the Lord's prophets?
- How do you think following the prophet can help you become more like Jesus Christ?

Sharing the gospel of Jesus Christ with others

Help students think about what they have been learning from their study of the Doctrine and Covenants about sharing the gospel of Jesus Christ. You might invite students to look through specific sections or verses that they focused on as they studied. This could include „Doctrine and Covenants 18 and sections 30–36” „.

Students had the opportunity to make a plan to share the gospel with someone when they studied Doctrine and Covenants 30–36, Part 2.” Consider following up on this plan by asking questions such as the following (students could also discuss these questions in small groups):

- What have you done recently to share the gospel with someone? How do you feel it went?
- What obstacles have you faced as you have tried to share the gospel of Jesus Christ in natural and normal ways?
- What are you learning about sharing the gospel of Jesus Christ?

Discuss as a class your efforts to share the Savior's gospel. Students could discuss things that went well or difficulties they had. This discussion can provide an opportunity for students to help one another to share the gospel of Jesus Christ. You could also help students consider how they have grown as they have tried to talk with others about the Savior and His gospel.

DOCTRINE AND COVENANTS 41–44

Doctrine and Covenants 41–44

Overview

The Lord taught that He delights to bless those who hear Him (see Doctrine and Covenants 41:1). As the Saints responded and prayed in faith, He revealed His law and commandments, including the law of consecration.



Assist learners in recognizing the Lord's influence:

Invite students to identify truths in the scriptures that teach how the Savior can influence their lives, offering healing, and giving them strength. For more on how the Savior did this, see Help Learners Recognize the Lord's Love, Power, and Mercy in Their Lives, in *Teaching in the Savior's Way*. An example of how you can practice this is included in the lesson this week titled Doctrine and Covenants 41.

Doctrine and Covenants 42:29–39

Lesson purpose: To help students increase their desire to live the law of consecration.

- **Student preparation:** Invite students to think about how taking care of people in need, including the poor, helps us to become like Jesus Christ.
- **Videos:** “You Are My Hands” (17:22; watch from time code 0:00 to 2:27); “Fast Offerings: A Simple Commandment with a Marvelous Promise” (3:01); “Syrian Refugee—‘The Moment I Was Shot I Knew I Would Never Walk Again’” (2:39); “A Thousand Days” (4:32)
- **Items to prepare:** Bowl; small objects for each student like candy or coins

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 41

Lesson purpose: To help students feel confident that the Lord will bless them as they hear and obey Him.

- **Student preparation:** Ask students to take a moment to ponder how confident they feel that the Lord will bless them if they hear and listen to Him. They could also think about why they feel the way they do.
- **Video:** “We Walk by Faith” (16:24; watch from time code 7:30 to 12:38)
- **Materials:** Two small pieces of paper for each student,

Doctrine and Covenants 42

Lesson purpose: (To help students show their love for the Lord by obeying His commandments.

- **Student preparation:** Invite students to think about the last time they obeyed one of God's commandments and to ponder why they chose to obey.

LESSON 55: DOCTRINE AND COVENANTS 41-44

Doctrine and Covenants 41

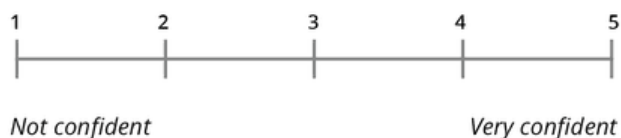
The Lord Delights to Bless Us

As the Prophet united with the struggling Saints in Ohio, the Lord testified that He delights in blessing those who hear Him. This lesson is intended to help students feel confident that the Lord will bless them as they hear and obey Him..

Possible Learning Activities

How confident are you that ... ?

Draw a graphic like the following on the board:



Point to the right side of the scale. Invite students to share something they feel confident in and why.

Write the following statement on the board: *„The Lord will bless us if we hear and obey Him.* Ask students to use the scale to rank their confidence in this statement on a scale of 1 to 5 (1 = not confident, and 5 = very confident). Invite students to think about why they ranked their confidence the way they did.

- What difference can it make to feel very confident that the Lord will bless you?

Invite students to seek help from the Lord to increase their confidence that He will bless them as they strive to hear and obey Him..

„The Lord’s attitude toward blessing us

In December 1830, the Lord commanded the Saints to move to Ohio (see Doctrine and Covenants 37:3). A short time later, in January and February 1831, the Prophet Joseph Smith and his wife, Emma, traveled hundreds of miles to Kirtland, Ohio. The Prophet then received revelation giving some instructions as the Saints from other areas began settling in Kirtland.

Read Doctrine and Covenants 41:1, looking for the Lord’s attitude about blessing those who hear Him.



Assist learners in recognizing the Lord’s influence:

For more training to help learners recognize the Lord’s influence in the scriptures and in their own lives, see the skill “Ask questions that focus on connecting the Lord’s power, mercy, and influence to the truths being taught in training titled, “Help learners recognize the Lord’s love, power, and mercy in their lives found in *Teacher Development Skills: Focus on Jesus Christ*. As students share what they found, write the following truth on the board: **The Lord delights to bless those who hear Him.** You might encourage students to mark this truth in their scriptures.

- What do you think it means to delight in something?
- What do you think are some of “the greatest of all the gifts of God”? (Doctrine and Covenants 14:7).
- What are some ways we can hear Him?

Listen to students’ answers. If it would be useful, invite students to read the following statement, looking for ways we can hear the Lord.

President Russell M. Nelson taught:



It takes conscious and consistent effort to fill our daily lives with His words, His teachings, His truths. ...

We can go to the scriptures. They teach us about Jesus Christ and His gospel, the magnitude of His Atonement, and our Father's great plan of happiness and redemption. ... As we feast on the words of Christ daily, the words of Christ will tell us how to respond to difficulties we never thought we would face.

We can also *hear Him* in the temple. The house of the Lord *is* a house of learning. There the Lord teaches in His own way. ...

... We *hear Him*“(as we heed the words of prophets, seers, and revelators. Ordained Apostles of Jesus Christ always testify of Him. They point the way as we make our way through the heart-wrenching maze of our mortal experiences. (Russell M. Nelson, “Hear Him,” *Ensign* or *Liahona*, May 2020, 89–90)

Consider asking students to review verse 1 to see what happens to those who refuse to hear the Lord. It may be helpful to point out that the word “cursings” as used in this verse refers to judgments or consequences.

- Why is it important to know that refusing to hear the Lord can lead to negative consequences?

Examples of the Lord blessing those who hear Him

Encourage several students to share their responses to the following questions. Sharing their excitement and love may help them relate to the Lord's delight. This could also be a good opportunity to get to know your students better.

- What do you love or delight in?

Explain that there are many examples of the Lord truly delighting in blessing those who hear Him.

Read the following verses looking for how the Lord blesses His Saints as they hear Him.

Consider dividing the class into groups to read the verses and answer the accompanying questions. Students can then share with each other what they learned.

Doctrine and Covenants 41:2–5

- How might receiving the Lord's law or direction be a blessing? (See verse 3.)
- How might obeying the Lord's law and becoming better disciples of Christ help us? (See verse 5.)

For a modern example, see President Gordon B. Hinckley (1910–2008) share how the Lord blessed someone who heard and obeyed Him, in the video *We Walk by Faith*,” found at ChurchofJesusChrist.org, from time code 7:30 to 12:39.

Additional examples

Invite students to search for or think of at least two additional examples that build their confidence that the Lord will bless those who hear Him. Encourage them to seek the Lord's guidance to find examples that will bless them and the class.

1. Find one example from the scriptures. This could be:

- An account of when the Lord blessed those who heard and obeyed Him. (Some examples are as follows: Noah building the ark and being saved from the Flood [see Genesis 6–8]; Deborah obeying the Lord's command to free Israel from captivity [Judges 4:1–8, 13–15]; Mary accepting the role to be the Savior's mother and feeling the Lord's blessings Luke 1:38, 46–49]; Nephi gaining the brass plates [see 1 Nephi 3–5]; Joseph Smith being able to protect the plates [see Joseph Smith—History 1:46, 60 Joseph Smith and Oliver Cowdery baptizing one another after receiving the Aaronic

Priesthood and then receiving a manifestation of the Holy Ghost [see Joseph Smith—History 1:68–74].)

- b. A verse or verses that testify that the Lord will bless us as we hear and obey Him. (Some examples are Malachi 3:10; 1 John 3:22; Jarom 1:9). Mosiah 2:41; Doctrine and Covenants 19:38; 82:10; 89:1, 18–21; 130:21
2. Think of an additional example. This could be:
- a. A personal experience when the Lord has blessed you.
 - b. An experience from a friend or loved one.
 - c. A talk from general conference.
 - d. A video at ChurchofJesusChrist.org.

Invite students to write their examples on separate pieces of paper. Tell students that what they write may be shared with the rest of the class. Gather the papers, shuffle them, and then pick some out or invite a student to do so. You may want to read one example at a time and ask if the student who wrote it would be willing to share why they chose that example. Ask how the example may increase the student's confidence that the Lord will bless them as they hear Him. As students share, thank them for their effort and try to help them feel the importance of sharing their thoughts and experiences in class.

To conclude this lesson, record your thoughts and feelings about the Lord blessing us as we hear Him. Do you feel confident He will bless you? What could you do to increase your confidence?

Consider inviting students to share what they learned and felt in class today. Share your own testimony and confidence that the Lord will bless us as we hear Him.

LESSON 56: DOCTRINE AND COVENANTS 41–44

Doctrine and Covenants 42

The Lord's Laws



In Doctrine and Covenants 42 the Lord fulfilled His promise to the Saints that He would give them His law after they moved to Ohio. He set forth general laws of conduct for members of the Church. This lesson will help students show their love for the Lord by obeying His commandments.

Possible Learning Activities

Two different perspectives,

Begin class by inviting students to ponder and then share their thoughts on the following question:

- From what you see in the world today, why do you think we need commandments from God?

Write *obey* and *disobey* at the top of two different columns on the board. Students could then list under the corresponding columns reasons why people might obey or disobey the commandments.

Invite students to take a minute to ponder their own reasons for keeping or not keeping God's commandments.

As you study today, seek the Holy Ghost's guidance to help you better understand why the Lord gives commandments and how you can continue, or even improve, your obedience.

The Lord's law

The Lord promised the Saints that He would give them His law as they gathered to Ohio (see Doctrine and Covenants 38:32). Shortly after arriving in Ohio, the Prophet Joseph Smith and 12 elders united their faith in earnest prayer (Doctrine and Covenants 41:3) and asked the Lord to reveal His law.

Read Doctrine and Covenants 42:1–3 to see the Lord's response.

- What is significant to you in these verses?

The Lord then taught about several commandments He wanted His people to live.

For the following activity, students could choose which verses they will read or you could assign them. Consider inviting students to write on the board the commandments they found and which verse(s) they found them in.

Read at least two of the following sets of verses, looking for the Lord's commandments:

- Doctrine and Covenants 42:4–7
- Doctrine and Covenants 42:18–21
- „Doctrine and Covenants 42:22–26
- Doctrine and Covenants 42:27–30
- Doctrine and Covenants 42:40–42

According to verse 29, why should we keep the Lord's commandments?

This verse teaches that **as we keep the Lord's commandments, we show our love for Him.**

Students might mark this truth in verse 29 and cross-reference or link it to John 14:15. Students could also read Doctrine and Covenants 41:5, looking for what else our obedience means to the Lord.

Consider placing students in groups to read and answer the following.

[For the Strength of Youth: A Guide for Making Choices teaches:

To help you make good choices, God gives commandments. He does this because He loves you. And the best reason to obey God's commandments is because you love Him. Love is at the heart of God's commandments. *[For the Strength of Youth: A Guide for Making Choices* [2022], 1.11[]

- How are God's commandments a manifestation of His love?
- How does our obedience to God's commandments show Him we love Him?].

His commandments

„You may have some students who would like to complete the following activity using a commandment not listed in Doctrine and Covenants 42”, Consider broadening the range of commandments to fit the needs and desires of your students.

Select one commandment from ,section 42 that you would like to learn more about or ponder.

As you study, prepare to share the following about the commandment you have chosen. You may want to write your thoughts in your study journal.

1. Other scripture verses, general conference statements, or ” *For the Strength of Youth* (booklet) passages that deepen your understanding of this commandment,
2. Reasons you think a loving and all-knowing Heavenly Father would give us this commandment
3. How you think keeping this commandment helps us follow the Savior, show our love to Him, and become more like Him
4. Experiences you have had keeping this commandment (optional; share only if they are not too sacred or personal)

Give students an opportunity to share what they have learned. You might have them share their thoughts in small groups.

If students wrote commandments on the board earlier, you might invite them to circle the commandments they just studied. Then invite

students to select one or two commandments they think would be most useful to discuss as a class. Ask them to imagine that someone is having a difficult time understanding and keeping this commandment. Invite the class to work together to help this individual. You might begin by inviting students who studied these commandments to share a few insights from their study. Also invite other students to share thoughts that might help. You might ask follow-up questions like the following: “What obstacles might this individual face?” “How can we help them overcome these obstacles?” “How can we help them understand and feel the love of the Lord through this commandment?”

My obedience to God's commandments

Remembering what you have learned and felt in this lesson, pick a commandment that you feel the Lord would want you to focus on. Respond to the following questions in your study journal:

- How can obedience to this commandment bless my life?
- How does this commandment help me show my love to Heavenly Father and Jesus Christ and follow Them?
- What is one specific thing I would like to do to show my love to the Lord and keep this commandment?

Encourage students to make a plan to better keep the commandment they chose.

LESSON 57: DOCTRINE AND COVENANTS 41–44

Doctrine and Covenants 42:29–39

Consecrated unto the Lord



A group of Church members living on Isaac and Lucy Morley's farm had a great desire to live the gospel of Jesus Christ and take care of each other. Through the Prophet Joseph Smith, the Lord revealed the law of consecration to help the Saints take care of the poor. This lesson can help students increase their desire to live the law of consecration.

Possible Learning Activities**"You are my hands"**

President Dieter F. Uchtdorf, then of the First Presidency, shared the following:



A story is told that during the bombing of a city in World War II, a large statue of Jesus Christ was severely damaged. When the townspeople found the statue among the rubble, they mourned because it had been a beloved symbol of their faith and of God's presence in their lives.

Experts were able to repair most of the statue, but its hands had been damaged so severely that they could not be restored. Some suggested that they hire a sculptor to make new hands, but others wanted to leave it as it was—a permanent reminder of the tragedy of war. Ultimately, the statue remained without hands. However, the people of the city added on the base of the statue of Jesus Christ a sign with these words: "You are my hands." (Dieter F. Uchtdorf, "You Are My Hands," *Ensign* or *Liahona*, May 2010, 68)

- What stood out to you from this story?

- In what ways can we be Jesus Christ's hands?

Invite students to write "His hands" or trace one of their hands in their journal. Invite them to ponder their own desire to be the Lord's hands. At the end of the lesson, they will have the opportunity to record their thoughts and feelings.

The law of consecration

In early 1831, members of the Church living in New York migrated to Ohio. Many of these Saints were poor and left behind many of their possessions. In Ohio, a large group of new members lived on Isaac and Lucy Morley's farm. They had formed a communal group that they called "the Family." One belief they shared was that all personal possessions belonged to everyone in the group. The Lord addressed their practices when He revealed His law to Joseph Smith. Among other laws, the Lord revealed principles of the law of consecration. Learning and living these principles was one way the Saints could be the Lord's hands.

Invite students to share what they have heard about the law of consecration or ask what questions they might have. Students could look up a definition of consecration, or you could provide this one from Elder D. Todd Christofferson of the Quorum of the Twelve Apostles.



To consecrate is to set apart or dedicate something as sacred, devoted to holy purposes. (D. Todd Christofferson, "Reflections on a Consecrated Life," *Ensign* or *Liahona*, Nov. 2010, 16)

The Lord asked the Saints in Ohio to consecrate their belongings to Him by giving them to His Church.

Read Doctrine and Covenants 42:29–38 looking for why the Lord asked them to do this.

Students might identify the following reasons: to show the Lord our love for Him (verse 29), to care for the poor (verses 30–31, 34), to buy land where the Saints could gather when the Savior returns (verses 35–36), and to build meetinghouses and temples (verse 35). It may be helpful to explain that the New Jerusalem mentioned in verse 35 refers to “the place where the Saints will gather and Christ will personally reign with them during the Millennium” (Guide to the Scriptures, New Jerusalem scriptures.ChurchofJesusChrist.org.).

- Why do you think the Lord invited the Saints to remember and care for the poor?
- What truths can we learn from these verses?

„In addition to the truths students identify, help them see that **„we serve the Savior by serving the poor and that the Lord asks us to consecrate what we have to Him to care for the poor and build His kingdom.**

To help students understand what they read, you might ask them to role-play what the early members of the Lord’s restored Church were asked to do. Organize students into groups of different sizes, like families. Distribute small objects, like candy or coins, among the groups, but do not distribute the objects equally. Give some groups more than other groups. You could even distribute the objects so that some groups get none. Invite students to demonstrate what should happen based on the Lord’s instructions in „Doctrine and Covenants 42:29–35. Help students imagine the needs of the “families” and how to meet those needs. Consider providing a few possible circumstances their family is experiencing and how that might determine their needs. If helpful, a bowl could be used as the Lord’s storehouse. Also, one or two students could play the part of the council described in verses 31 and 34 whom the Lord called to make sure everyone received what they needed.:

As students share their answers to the following questions, look for ways to help them understand that the principles of consecration are the same for all of God’s covenant children in all dispensations. However, the specific ways God instructs His people to practice the law of consecration may differ.

- „In what ways does the Lord ask us to consecrate what we have today?”
- What are some examples of using your time, your talents, and blessings from God to help others?
- What are some ways we can care for the needs of the poor?

„For modern-day examples of members of the Church consecrating their time, talents, and money, you could show one or more of the following videos: Fast Offerings: A Simple Commandment with a Marvelous Promise” (3:01); Syrian Refugee—‘The Moment I Was Shot I Knew I Would Never Walk Again’, (2:39); “A Thousand Days” (4:32).

- What do you know about Jesus Christ that could motivate you to consecrate your time, talents, and means to Him?
- Why do you think the Savior wants us to serve Him by serving people in need? (For additional insights, you could look up one or more of these scripture passages: Jacob 2:17–19 Mosiah 4:21–25; Doctrine and Covenants 38:24–27; 104:14–17.)
- How do you think helping others in need helps us become more Christlike?

It may be helpful to inform students that in the temple endowment, members covenant to keep the law of consecration by dedicating “their time, talents, and everything with which the Lord has blessed them to building up Jesus Christ’s Church on the earth” *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 27.2 ChurchofJesusChrist.org

If students drew an outline of their hand in their study journal, you could ask them to fill it during the following activity.

Take a moment to evaluate your desire to be the Lord's hands. Pondering and writing in a journal is one way you could try to hear the Savior's voice and what He is inviting you to do. You could reflect on and write about one or more of the following:

Consider displaying the following prompts for students to reflect on and write about.

- Words that describe your feelings about living the law of consecration”
- Ways you would like to share what the Lord has given you to help others.
- Any concerns you have about living the law of consecration and how you can turn to the Lord to overcome them”.

You might ask students to share their thoughts with the class and at home with their families. You might also share your own thoughts and testimony.

DOCTRINE AND COVENANTS 45

Doctrine and Covenants 45

Overview

Signs all around us testify that the Savior's Second Coming is near. Some are glorious, while others are devastating. To help calm the fear and uncertainty that many Saints felt in early 1831, the Lord invited them to hear His voice and believe on His name. He taught how we can prepare for His Second Coming.



Reflect on the titles of Jesus Christ: The scriptures contain over 100 different names and titles that describe Jesus Christ. As students identify names and titles of the Savior, invite them to reflect on how He has fulfilled those roles in their lives and the lives of those around them. For more on how the Savior did this, see the section "Teach about the Titles, Roles, and Attributes of Jesus Christ" in *Teaching in the Savior's Way*. You can also see an example of how to do this in the lesson this week titled „Doctrine and Covenants 45:1–8.”

- **Materials:** “Signs of the Savior’s Second Coming” matching activity
- **Video:** Be Not Troubled” (5:14)

Doctrine and Covenants 45:9–75, Part 2

Lesson purpose: To help students prepare for the Second Coming of Jesus Christ.

- **Student preparation:** You could invite students to read the words of a hymn about the Second Coming or to sing it as the opening hymn. Ask them to think about why it’s important they be prepared before the Savior’s return. Another option is to sing “Let the Holy Spirit Guide” *Hymns*, no. 143), looking for ways the Holy Ghost can help prepare us for the Savior’s Second Coming.
- **Handout:** “Preparing for the Second Coming(”

Prepare to teach”

The following information provides you with ideas of what you may need to prepare for each lesson.

Doctrine and Covenants 45:1–8

Lesson purpose: To help students better understand the mission and character of Jesus Christ as they come to understand some of His names and titles.

- **Student preparation:** Consider inviting students to learn about the origin or meanings of their names and to come ready to share any details they may have discovered.
- **Image to display:** Jesus Christ in Gethsemane

Doctrine and Covenants 45:9–75, Part 1

Lesson purpose: To help students better understand how we can find peace as we observe the signs that will precede the Savior’s Second Coming.

- **Student preparation:** Consider inviting students to think about evidence they see that we are living in the last days.

LESSON 58: DOCTRINE AND COVENANTS 45

Doctrine and Covenants 45:1–8

“The Advocate with the Father”

Speaking to members of the Church during a global pandemic, President Russell M. Nelson said, “Our Father knows that when we are surrounded by uncertainty and fear, what will help us the very most is to hear His Son” (“Hear Him,” *Ensign* or *Liahona*, May 2020, 89). To help calm the Saints’ fear and uncertainty in early 1831, the Lord invited them to hear His voice and believe on His name. This lesson can help students better understand the mission and character of Jesus Christ as they come to understand some of His names and titles.

Possible Learning Activities

The significance of names

Consider dividing students into small groups and inviting them to share details about the meaning or significance of their given or family names. If students are unsure about details or meanings, they could explain what they like about their name. After students have shared in groups, ask a few to share with the class something they learned about a classmate’s name.

Read the following statement by Elder Jonathan S. Schmitt of the Seventy:



One simple way we get to know someone is by learning their name. ...

Jesus knew and called people by name.

To ancient Israel, the Lord said, “Fear not: for I have redeemed thee, *I have called thee by thy name* thou art mine” [Isaiah 43:1; emphasis added]. ...

Just as Jesus knows each of us by name, one way we can come to better know Jesus is by learning His many names. ... Many of Jesus’s names are titles that help us understand His mission, purpose, character, and attributes. As we come to know Jesus’s many names, we will come to better understand His divine mission and His selfless character. Knowing His many names also inspires us to become more like Him. (Jonathan S. Schmitt, *That They Might Know Thee Liahona*, Nov. 2022, 104–5)

Invite students to share what they found meaningful from Elder Schmitt’s statement.

„Consider listing on the board students’ responses to the following question.

- What are some names or titles of Jesus Christ that teach you more about His character, mission, and attributes?
- How might understanding more about His names and titles increase your desire to follow Him?

After students have had time to discuss the previous question, display the following truth: **Knowing Jesus Christ’s names and titles can help us better understand His divine mission and selfless character.**

Invite students to assess their own desire to learn more about Jesus Christ. Consider using the following idea, or think of your own. Encourage students to silently reflect and respond in their study journals.

Use the following assessment to evaluate your desire and efforts to understand more about the Savior.

1 = rarely; 2 = sometimes; 3 = often

I desire to better understand the divine mission of Jesus Christ.

As I study the scriptures, I intentionally look for names and titles of Jesus..

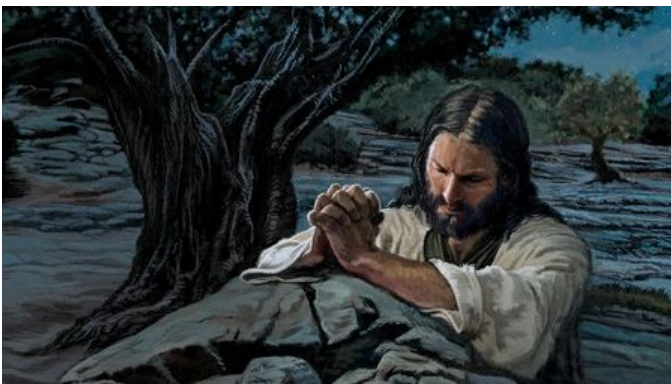
It is important to me to know the character of Jesus so I can better follow Him.

As you learn more about who the Savior is by studying His names and titles, prayerfully ask Heavenly Father to help increase your desire to follow His Son.

Our advocate and friend

Students can better understand the mission and character of Jesus by studying one of His many names. After discussing His role as our Advocate with the Father, students will have an opportunity to study different names and titles of Jesus on their own.

Consider displaying an image of Jesus in Gethsemane as students participate in the following activity:



Read Doctrine and Covenants 45:3–5 looking for a title and role of Jesus Christ.



Reflect on the titles of Jesus Christ: The following activity can help students know the Savior better through understanding His title as our Advocate with the Father.

For more training on how to help students focus on titles of Jesus Christ, see the training “Teach about the titles, roles, and attributes of Jesus Christ” found in *Teacher Development Skills: Focus on Jesus Christ*. This training can help develop the skill of “Creating search questions to help students identify roles, titles, symbols, attributes, and characteristics of Jesus Christ.”

Consider asking questions like the following to help students deepen their understanding of Jesus Christ’s role as our Advocate with the Father. You might point out that one definition of the word

advocate is someone who offers support and champions the cause of those in need.

- What is your understanding of the word *advocate*?
- According to these verses, how is Jesus Christ fulfilling His role as our Advocate with the Father?
- What can we learn about the Savior’s character from these verses?

Consider reading with students the following statement by President Russell M. Nelson. Invite students to share how these additional teachings from President Nelson increase their love and appreciation for Jesus Christ.



Jesus is our Advocate with the Father (see 1 John 2:1 D&C 29:5 32:3”, 45:3).110:4).

The word *advocate* comes from Latin roots meaning a “voice for,” or “one who pleads for another.” Other related terms are used in scripture, such as *intercessor* or *mediator* (see also 1 Timothy 2:5; 2 Nephi 2:28; D&C 76:69). ...

... Comprehending him as our advocate-intercessor-mediator with the Father gives us assurance of his unequaled understanding, justice, and mercy (see Alma 7:12 (Russell M. Nelson, Jesus the Christ—Our Master and More” [Brigham Young University devotional, Feb. 2, 1992], 4, speeches.byu.edu,

This may be a good point in the lesson to give students time to ponder their feelings about the Savior. Consider writing the following questions on the board and inviting students to write their responses in their study journals. As appropriate, ask a few students to share some of their feelings with the class.

- How do you feel as you try to picture the Savior pleading and advocating for you?
- How can knowing that Jesus Christ advocates for you strengthen your resolve to stay on the covenant path?

Learn of Jesus Christ

As students study the following verses, if they need help identifying a title of Jesus Christ in verse 1 you may need to explain that He referenced His divine role as Creator of all things.

Jesus Christ has many other names and titles. Read .
Doctrine and Covenants 45:1, 7, 59, looking for more of them.

Decide if students would benefit from working with others or on their own for the following activity.

Encourage students to think of a creative way to organize what they are learning. For example, students could create a design in their study journals by writing a name or title of Christ in the center of a page. As they discover other scriptures and phrases that help them better understand their chosen title, they could write these in different directions and sizes around the page. Then they could draw lines to connect the scriptures and phrases to the name or title.

Choose a name or title from your study that you want to learn more about. Use study resources available to you, such as the Gospel Library app and scripture study helps, to learn what the name or title teaches about Jesus Christ. You could also study the words of latter-day prophets to learn more. When you are finished studying, answer the following questions:

- What is something you learned or felt today that increased your love for and desire to follow the Savior?
- „How might continuing to study and learn more about Jesus Christ’s names bless your life?

Consider inviting students to share details and meaningful insights from their study. There may be opportunities in future lessons to further discuss what students learned today about the names and titles of Jesus Christ.

LESSON 59: DOCTRINE AND COVENANTS 45

Doctrine and Covenants 45:9–75, Part 1

Signs Preceding the Second Coming of Jesus Christ

Signs all around us testify that the Savior's Second Coming is near. Some signs are glorious, while others are devastating. This lesson is intended to help students better understand how we can find peace as we observe the signs that will precede the Savior's Second Coming.

Possible Learning Activities

As you prepare and teach this lesson, keep in mind that "Doctrine and Covenants 45:9–75, Part 2" will focus on preparing for the Second Coming. It will emphasize standing in holy places and taking the Spirit as our guide (see verses 32, 57).

Landmarks

Invite students to think of a popular spot that families in your area like to visit. Ask a volunteer to draw a representation of that spot on one side of the board. Ask another volunteer to draw a representation of your seminary location on the other side of the board. Invite students to think about how they would direct someone unfamiliar with the area to get from the seminary location to the popular spot. Ask them to come to the board and draw or list specific landmarks that the person could watch for as they approach the destination..

Point out that every landmark the person recognizes on the way would give them greater confidence that they are getting nearer to the destination.

- How are these landmarks like the signs that will precede the Savior's Second Coming?

You might replace the seminary location on the board with the words "Our day" and replace the popular spot with "The Second Coming" (or display a picture of the Second Coming).

Invite student to list on the board signs of the Savior's Second Coming that they are aware of. Remind them not to be concerned about the order of the signs since it has not been fully revealed.

- What feelings do you have when thinking about the signs of the Second Coming?
- Why do you think the Savior wants us to know about these signs?

As you study today, think about how knowing the signs of the Savior's Second Coming can bring peace and hope to your life.

Signs of the times

Much of Doctrine and Covenants 45 mirrors the Savior's prophetic sermon given in response to His disciples' questions about the signs of the Second Coming (see Matthew 24 Joseph Smith—Matthew 1

To help students understand some of the signs taught by the Savior in section 45 consider displaying the following matching activity or handing out copies of it. You could invite students to work individually, in pairs, or in small groups to match the passages to the signs they describe.

Answers: 1-E, 2-C, 3-B, 4-F, 5-D, 6-A

Signs of the Savior's Second Coming

1. Doctrine and Covenants 45:24–25	A. Jesus will reveal Himself as the Son of God to the Jews on the Mount of Olives..
2. Doctrine and Covenants 45:26–27	A. The gospel will be restored and bring light to the world.

3. „Doctrine and Covenants 45:28–29	A. War, hatred, and iniquity will abound,.
4. Doctrine and Covenants 45:31–33	A. Signs and wonders will be seen in the heavens and in the earth.
5. Doctrine and Covenants 45:40–42	A. Israel will be scattered and gathered.).
6. Doctrine and Covenants 45:48–53	A. There will be sickness and earthquakes in the land. The wicked will harden their hearts toward God, but disciples will stand in holy places.

Be cautious about spending too much time talking about the signs or speculating about their meaning or fulfillment. Much has not yet been revealed, and the Holy Ghost will not testify of false interpretations.

- Which of these do you feel like we are seeing today?
- Why do you think the Savior would want us to know both the hopeful and the disturbing signs?
- How might knowing that Jesus knew these details about our day increase your faith in Him?

(How might we respond to the signs of the Second Coming?)

„Read Doctrine and Covenants 45:35, and Joseph Smith—Matthew 1:23, 39, looking for what the Savior wants His disciples to understand and feel about the signs of His coming.

- What did you find?

If needed, help students identify the truth that **when we see the signs of the Savior’s Second Coming being fulfilled, we can know that His promises to us are being fulfilled.**

- How can understanding that truth help us not be troubled by the signs that precede the Second Coming?

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles taught;



Brothers and sisters, we are charged with studying the word of God and heeding the voice of the Spirit, that we may “know the signs of the times, and the signs of

the coming of the Son of Man”

Doctrine and Covenants 68:11.

We are, therefore, not ignorant of the challenges of the world, nor are we unaware of the difficulties of our times. But this does not mean that we should burden ourselves or others with constant fear. Rather than dwelling on the immensity of our challenges, would it not be better to focus on the infinite greatness, goodness, and absolute power of our God, trusting Him and preparing with a joyful heart for the return of Jesus the Christ?

As His covenant people, we need not be paralyzed by fear because bad things might happen. Instead, we can move forward with faith, courage, determination, and trust in God as we approach the challenges and opportunities ahead. (Dieter F. Uchtdorf, “Perfect Love Casteth Out Fear,” *Ensign* or *Liahona*, May 2017, 106)

- What stands out to you from this statement?
- With all the chaos that is happening and will happen in the world, what evidence have you seen that Jesus Christ is in control?

Read the parable taught by the Savior in

Doctrine and Covenants 45:36–38. Think about how the leaves of a tree can help us know how far away summer is.

Rather than reading the parable, you might show the video “Be Not Troubled” (5:14), available at ChurchofJesusChrist.org

- How are the leaves of the tree in this parable like the signs of the times the Savior has given us?
- How could this parable help those who live in the last days to not be troubled?

To help students demonstrate their understanding of the principle discussed in this lesson, consider displaying the following scenario and inviting them to respond. Alternatively, you might invite them to provide details for the scenario, such as the friend's name and specific events preceding the Savior's Second Coming that many young people are concerned about.

Imagine that a friend has learned about the troubling signs that will precede the Savior's Second Coming. Because of recent earthquakes nearby, she feels that some of these signs are already happening and is troubled about what is yet to come. She worries about how these events will impact her future..

Invite students to write some counsel to this friend in their journals based on what they have learned today. The following questions could be helpful writing prompts.

Alternatively, students could discuss responses to the scenario in pairs or small groups.

- „What scripture could help your friend better understand the Savior's goodness and the events preceding His coming?"

„It would be helpful to display Elder Uchtdorf's statement from earlier in the lesson while students respond to the following question.

- What insights from Elder Uchtdorf's statement could help your friend? Why?
- How could trying to see the signs from an eternal perspective help her?

You might conclude by inviting students to share the hope they feel about the Second Coming of Jesus Christ.

LESSON 60: DOCTRINE AND COVENANTS 45

„Doctrine and Covenants 45:9–75, Part 2

Preparing for the Second Coming

Jesus Christ will come again to the earth “clothed with power and great glory” to fulfill the promises that He has made Doctrine and Covenants 45:44 see also verse 16). In (Doctrine and Covenants 45 the Savior lovingly teaches how we can prepare for His Second Coming. The purpose of this lesson is to help students prepare for the Second Coming of Jesus Christ.).

Possible Learning Activities

Preparing for important events

Consider writing on the board (or displaying pictures of) several events that require preparation that your students are or will be participating in. Examples could include school exams, graduation, a full-time mission, or a sporting event. Ask students what these events have in common.

Think of events, tasks, or responsibilities in your life that require preparation. As you do, think of an experience when you were not prepared and an experience when you were prepared.

- How did your level of preparation affect how you felt as the activity approached? How did it affect the outcome?

The Second Coming of Jesus Christ will be an event unlike anything we’ve ever experienced. Our preparation for that event can determine how we feel as we anticipate His return, and it will determine the experience we will have when He returns.

„Consider inviting students to discuss the following two questions in pairs or small groups. (You might remind them of the signs they studied in Doctrine and Covenants 45:9–75, Part 1.”).

- What do you know about the events that will precede the Savior’s Second Coming?
- From what you know about His Second Coming, why would you want to be prepared for it?

While you or a volunteer reads the following verse and statement, have students close their eyes and envision what the Savior’s return will be like.

Read Doctrine and Covenants 45:44 and the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles, looking for what the Savior’s Second Coming will be like.



Nothing lifts my desire to speak of Christ more than visualizing His return. While we do not know when He will come, the events of His return will be breathtaking!

He will come in the clouds of heaven in majesty and glory with all His holy angels. Not just a few angels but *all* His holy angels. (Neil L. Andersen, “We Talk of Christ „*Ensign* or “*Liahona*. Nov. 2020, 91)

- How can understanding what the Savior’s Second Coming will be like help motivate you to prepare for it?

Consider inviting students to link Doctrine and Covenants 45:44 to the doctrinal mastery reference in Doctrine and Covenants 29:10–11

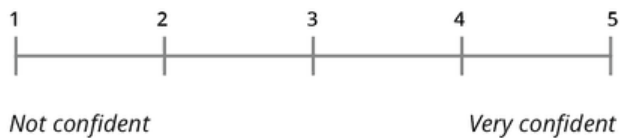
You may want to draw the following scale on the board and invite students to write in their study journals any thoughts or feelings that come to their minds as they silently ponder how they would rate themselves.

For variety, consider replacing the numbers on the scale with emojis or other pictures depicting emotions.

Using this scale, where would you rate your confidence level for the following statements?

I know how to prepare for the Savior’s Second Coming..

I feel well prepared for the Savior's Second Coming.



Preparing for the Second Coming of Jesus Christ

It may be helpful to share with students that Doctrine and Covenants 38:30 teaches “if ye are prepared ye shall not fear.” Today’s lesson can help us overcome our fears by focusing on two ways we can prepare ourselves for the Second Coming. Consider writing “We can prepare for the Second Coming of Jesus Christ by ” on the board. As students study the following verses, invite them to write phrases that finish the statement on the board.

Read Doctrine and Covenants 45:9, 32, 39, 57, 71, looking for ways the Savior invites us to prepare for His Second Coming.

It may be helpful to point out the importance of keeping our covenants with the Savior in preparing for His return (see verse 9).

While section 45 includes many ways the Savior invites us to prepare for His coming, the remainder of this lesson will focus on the truth that **we can prepare for the Second Coming of Jesus Christ by standing in holy places and taking the Holy Spirit for our guide**? Feel free to focus on other ways to prepare according to students’ interests and needs.

Standing in holy places and taking the Holy Spirit for our guide



Consider dividing students into groups and providing each group with the accompanying handout. Groups could study one or both sections of the handout. As groups are working, consider asking a few of them to prepare to share what they found with the class when everyone has finished.

Preparing for the Second Coming

Stand in holy places

Read the following scripture references and statement, looking for ways we can choose to stand in holy places.

Psalm 24:3–4 Isaiah 58:13 Helaman 5:12;
3 Nephi 18:24; „Doctrine and Covenants 27:15 ”,
115:5–6,



[Sister Ann M. Dibb of the Young Women General Presidency explained:

[President Ezra Taft Benson counseled, “Holy places include our temples, our chapels, our homes, and the stakes of Zion, which are ... ‘for a defense, and for a refuge’ Doctrine and Covenants 115:6]” Prepare Yourself for the Great Day of the Lord [*New Era* May 1982, 50]. In addition to these, I believe we can each find many more places. We might first consider the word *place*,” as a physical environment or a geographic location. However, a *place* can be “a distinct condition, position, or state of mind” [Merriam-Webster Online, *place*,” merriam-webster.com/dictionary/place This means holy places can also include *moments in time*—moments when the Holy Ghost testifies to us, moments when we feel Heavenly Father’s love, or moments when we

receive an answer to our prayers. Even more, I believe any time you have the courage to stand for what is right, especially in situations where no one else is willing to do so, you are creating a holy place. (Ann M. Dibb, *Your Holy Places*," *Ensign* or *Liahona* May 2013, 115)

Take the Holy Spirit for our guide

Read the following scripture references and statement, looking for ways we can take the Holy Spirit for our guide.

Proverbs 3:5–6; Psalm 118:8–9; 1 Nephi 4:6
2 Nephi 32:5 Moroni 10:5
Doctrine and Covenants 11:12–14



President Dallin H. Oaks of the First Presidency taught:

How do we take the Holy Spirit for our guide? We must repent of our sins each week and renew our covenants by partaking of the sacrament with clean hands and a pure heart, as we are commanded to do [see Doctrine and Covenants 59:8–9, 12]. Only in this way can we have the divine promise that we will “always have his Spirit to be with [us]” Doctrine and Covenants 20:77).
...

... We must always do the things necessary to retain that Spirit. We must keep the commandments, pray for guidance, and attend church and partake of the sacrament each Sunday. And we must never do anything to drive away that Spirit. Specifically, we should avoid pornography, alcohol, tobacco and drugs, and always, always avoid violations of the law of chastity. (Dallin H. Oaks, *Be Not Deceived*," *Ensign* or *Liahona* Nov. 2004, 46)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

- How would doing these things prepare us for the Second Coming of Jesus Christ?

Pick one of the two sections from the handout. On the back of the handout, write down two or three specific ways youth could apply the teachings in this section in their lives..

Consider asking groups to place their handouts throughout the classroom with the backs of the handouts facing out. Invite students to walk around the classroom reading the different application ideas. Alternatively, groups could exchange papers with each other.

Select one action you feel would be beneficial for you to apply in your life.

- What could you do to apply this action in your life?
- How will doing this help you prepare for the Savior’s Second Coming?.

Invite students to share what they learned and felt during the lesson. Invite them to act on their thoughts and feelings. To conclude, consider showing the assessment scale from earlier in the lesson again. Invite students to reassess their confidence in preparing for the Savior’s Second Coming.

- What thoughts or impressions stood out to you as you studied?

Preparing for the Second Coming

Stand in holy places

Read the following scripture references and statement, looking for ways we can choose to stand in holy places.

Psalm 24:3–4; Isaiah 58:13; Helaman 5:12; 3 Nephi 18:24; Doctrine and Covenants 27:15; 115:5–6

Sister Ann M. Dibb of the Young Women General Presidency explained:



President Ezra Taft Benson counseled, “Holy places include our temples, our chapels, our homes, and the stakes of Zion, which are . . . ‘for a defense, and for a refuge’ [Doctrine and Covenants 115:6]” [“Prepare Yourself for the Great Day of the Lord,” *New Era*, May 1982, 50]. In addition to these, I believe we can each find many more places. We might first consider the word *place* as a physical environment or a geographic location. However, a *place* can be “a distinct condition, position, or state of mind” [Merriam-Webster Online, “place,” [merriam-webster.com/dictionary/place](https://www.merriam-webster.com/dictionary/place)]. This means holy places can also include *moments in time*—moments when the Holy Ghost testifies to us, moments when we feel Heavenly Father’s love, or moments when we receive an answer to our prayers. Even more, I believe any time you have the courage to stand for what is right, especially in situations where no one else is willing to do so, you are creating a holy place. (Ann M. Dibb, “Your Holy Places,” *Ensign* or *Liahona*, May 2013, 115)

Take the Holy Spirit for our guide

Read the following scripture references and statement, looking for ways we can take the Holy Spirit for our guide.

Proverbs 3:5–6; Psalm 118:8–9; 1 Nephi 4:6; 2 Nephi 32:5; Moroni 10:5; Doctrine and Covenants 11:12–14

President Dallin H. Oaks of the First Presidency taught:



How do we take the Holy Spirit for our guide? We must repent of our sins each week and renew our covenants by partaking of the sacrament with clean hands and a pure heart, as we are commanded to do [see Doctrine and Covenants 59:8–9, 12]. Only in this way can we have the divine promise that we will “always have his Spirit to be with [us]” [Doctrine and Covenants 20:77]. . . .

. . . We must always do the things necessary to retain that Spirit. We must keep the commandments, pray for guidance, and attend church and partake of the sacrament each Sunday. And we must never do anything to drive away that Spirit. Specifically, we should avoid pornography, alcohol, tobacco and drugs, and always, always avoid violations of the law of chastity. (Dallin H. Oaks, “Be Not Deceived,” *Ensign* or *Liahona*, Nov. 2004, 46)

DOCTRINE AND COVENANTS 46–48

Doctrine and Covenants 46–48

Overview

Not long after the Saints gathered to Kirtland, Ohio, in 1831, questions began to arise about certain practices and behaviors of some members of the Church. People who were not members were sometimes excluded from sacrament meetings, and some members began expressing unusual forms of worship, claiming to have received spiritual gifts. The Lord revealed important truths to the Prophet Joseph Smith to correct these behaviors and instruct the Saints about spiritual gifts.



Emphasize the example of Jesus Christ:

One way to place Jesus Christ at the center of teaching and learning is to emphasize how He is the perfect example

of all gospel principles. Even when the Savior's example is not directly referred to in a scripture passage, we can help learners make connections between what we are learning in the scriptural account and the Savior's example. For more on how the Savior did this, see the section "Emphasize the Example of Jesus Christ in *Teaching in the Savior's Way*. You can also see an example of how to do this in the lesson this week titled Doctrine and Covenants 46:1–6."

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 46:1–6

Lesson purpose: To help students improve their efforts in creating a welcoming environment at Church meetings.

- **Student preparation:** Invite students to prayerfully think about someone in their branch, ward, or Church class who could use their help to feel more welcome.
- **Image:** "Visitors Welcome" sign
- **Videos:** "Welcome" (1:05); "Inviting Others to 'Come and Stay'" (1:39)

Doctrine and Covenants 46:7–33, Part 1

Lesson purpose: To help students feel Heavenly Father's love for them as they learn why He blesses us with spiritual gifts.

- **Student preparation:** Invite students to think of times when the Holy Ghost has inspired them to think, say, or do something that blessed their lives or the lives of others. Ask them to consider what this experience taught them about the love Heavenly Father has for His children.
- **Video:** My Heavenly Father Loves Me" (3:37)
- **Content to display:** Definitions of spiritual gifts
- **Handout:** These Gifts Come from God"

Doctrine and Covenants 46:7–33, Part 2

Lesson purpose: To help students become more like Jesus Christ as they seek gifts of the Spirit.

- **Student preparation:** Invite students to focus on their efforts to be like Jesus Christ throughout the day prior to this lesson. Encourage them to identify personal strengths and weaknesses they notice in their efforts. They will be given an opportunity to find ways to strengthen their weaknesses in this lesson.
- **Videos:** "The Atonement of Jesus Christ" (11:33; watch from time code 9:44 to 10:26)
- **Content to display:** List of steps for students to follow at the end of the lesson

LESSON 61: DOCTRINE AND COVENANTS 46–48

Doctrine and Covenants 46:1–6.

“Ye Shall Not Cast Any Out”



In 1831, because of persecutions and disruptions, some Saints began a practice of allowing only Church members to attend worship meetings. Concerned about this and other matters, Joseph Smith prayed for guidance and received the revelation recorded in , Doctrine and Covenants 46. In this revelation, the Savior commanded Church members to welcome all who were “earnestly seeking the kingdom” Doctrine and Covenants 46:5) to attend worship services. This lesson can help students improve their efforts in creating a welcoming environment at Church meetings.

Possible Learning Activities

Welcoming all

Consider displaying a picture of a local church building with a sign that has the words “Visitors Welcome.” You could also display these words on the board. The video *Welcome*, (1:05) might be helpful and prepare students for today’s discussion.

Consider why you think this sign is often found on meetinghouses belonging to The Church of Jesus Christ of Latter-day Saints.

- How could feeling welcome at church contribute to a person’s worship experience?”

Consider displaying the following questions and inviting students to silently rate themselves on a scale of 1 (Never) to 5 (Always). They could record their answers in their study journals.).

- How welcome do you feel in your ward, branch, or seminary class?.
- How often do you try to get to know others better in church settings?
- Do you feel that your friends and other people in your neighborhood would feel welcome at church worship services?

As you study today, look for the Savior’s teachings that you could use to help you and others feel welcome at church.”

The Lord’s instructions about welcoming others,

Share the following summary to help students understand the context for the verses they will study in Doctrine and Covenants 46.

In 1831, there was a concern that some members of the Church had been refusing to allow people who weren’t members to attend the Church’s worship meetings. This practice came as a result of enemies of the Church disrupting worship services. After Joseph Smith prayed for guidance, the Lord revealed important teachings about how the Saints should conduct their meetings.”

Read Doctrine and Covenants 46:1–6 looking for the Savior’s instruction concerning those who wanted to attend church meetings.

- What do you learn from these verses about how the Lord wants us to treat others in our church meetings?

Students may identify a truth similar to following:

The Lord has commanded us to welcome everyone to our church meetings.

To emphasize the importance of this truth, it might be helpful to have students read .3 Nephi 18:22–25 You could also have students read the paragraph under the heading *Treat everyone as a child of God* in the “Love God, love your neighbor” section of *For the Strength of Youth: A Guide for Making Choices* ([2022], 12).

- „Why do you think welcoming others is so important to the Savior in His Church?
- What are some challenges in our day that might make it difficult for someone to feel welcome in church meetings?
- What are some specific things we can do to help others feel welcome in our church meetings?

As part of the discussion of the previous question, consider showing the video *Inviting Others to ‘Come and Stay’* (1:39), available at ChurchofJesusChrist.org.

Jesus Christ was an example of welcoming all,



The Savior is the perfect example of inviting and welcoming everybody. Find one or more examples from the scriptures of Jesus being welcoming and loving to all.

If students need additional direction, you could refer them to passages of scriptures like Matthew 9:9–13; 19:13–15 Luke 19:1–10 or 3 Nephi 11:12–15. Consider inviting students to share what they discover and discuss their answers to the following questions. You could invite students to make some notes in their study journals with ideas of how they could follow the Savior’s example.



Emphasize the example of Jesus Christ:

For more help inviting students to see how the Savior exemplifies what they are learning, see the training titled

Emphasize the example of Jesus Christ,” found in , Teacher Development Skills: Focus on Jesus Christ,

The following questions could be used to help students share what they learned and felt.

- As you studied the Savior’s example, how did His love make a difference for the people He interacted with?
- What is something you learned about the Savior from what you studied that you could try to emulate in your own life?

(Consider inviting students to think about and share experiences they have had where they have seen the good that can come from helping others feel welcome in our church meetings. You could also share an experience from your own life.

(Applying the Savior’s teachings

Make a plan to apply the Savior’s command to help all feel welcome at church meetings. Record your plan in your study journal. Consider the following questions to assist you with your plan:).

- What are some specific ways you could apply the Savior’s counsel you studied today?
- „What can you do to feel more welcome in church meetings yourself?

Consider inviting students to give their best efforts to act on promptings they may have had and the plan they made today. Encourage students to strive to be sensitive to the needs of those around them. It might be appropriate to invite students to share their experience welcoming others with the class during a subsequent lesson.

LESSON 62: DOCTRINE AND COVENANTS 46–48

Doctrine and Covenants 46:7–33, Part 1

Gifts of the Spirit



Heavenly Father blesses faithful members of the Church with spiritual gifts. These gifts allow us to become more like the Savior and bless those around us. This lesson can help students feel Heavenly Father's love for them as they learn why He blesses us with spiritual gifts.

Possible Learning Activities

This is the first of two lessons about gifts of the Spirit. Part 1 will focus on Heavenly Father's purposes for blessing us with spiritual gifts. Part 2 will help students recognize how they can seek spiritual gifts. If class time is limited and only one lesson on this topic can be taught, consider how the lessons could effectively be combined.

Evidence of Heavenly Father's love

Consider starting class by singing or listening to a hymn or song about Heavenly Father's love for His children, such as *My Heavenly Father Loves Me* (2:58). If students were invited to do the preparation activity, this could be a good time to follow up. Or you could ask students to ponder and then share answers to questions such as the following:

- When has the Holy Ghost inspired you to think, say, or do something that blessed your life or the lives of others?
- What did this experience teach you about the love Heavenly Father has for His children?

„Gifts of the Spirit

The blessings and abilities God gives us through the Holy Ghost are called spiritual gifts.”

- What do you know about spiritual gifts and their purpose?.

To help students understand the desire of early Church members to receive gifts of the Spirit, you might read from “*Saints: The Story of the Church of Jesus Christ in the Latter Days*, vol. 1, *The Standard of Truth, 1815–1846* (2018), 111–13, or play the audio of chapter 10 from time code 12:36 to 15:52 (available at saints.ChurchofJesusChrist.org). Alternatively, you could share the following summary.

Early converts to the Church in Kirtland were excited about the promise that they could receive spiritual gifts. However, some misunderstood how these gifts were manifest.

Some of the Saints in Kirtland took their beliefs to wild extremes, reveling in what they took to be gifts of the Spirit. Several people claimed to have visions they could not explain. Others believed the Holy Ghost made them slide or scoot across the ground. One man bounced around rooms or swung from ceiling joists whenever he thought he felt the Spirit. Another acted like a baboon.

Seeing this behavior, some converts grew discouraged and gave up on the new church. *Saints*, 1:112)

- What are some questions or misunderstandings people might have about gifts of the Spirit in our day?

Students could be invited to share their own questions about spiritual gifts. Encourage students to look for teachings that can help them better understand spiritual gifts and how these gifts are evidence of God's love.

The Lord revealed truths about spiritual gifts

The Prophet Joseph Smith sought heavenly guidance about how to help the Saints in Kirtland. As part of the revelation the Prophet received, the Lord taught principles that would help the Saints avoid being deceived and help them understand the true gifts of the Spirit.

Read "Doctrine and Covenants 46:7–8, looking for the warning the Lord gave to the Saints.

- What did the Lord teach in these verses about how we can avoid being deceived?

Read Doctrine and Covenants 46:9–12, 26. Search for answers to the following questions:

- Who is given spiritual gifts?
- Why does Heavenly Father give spiritual gifts to His children?

Display the previous two questions for students to refer to as they study. They could study on their own or in small groups. After they have had sufficient time to study, invite them to discuss their answers to the questions.

As part of your discussion, help students identify the following truth: **Heavenly Father blesses His children with spiritual gifts so that everyone may benefit.**

- How can knowing the purpose of spiritual gifts help us to recognize them in our lives?

Understanding more about spiritual gifts



To help students learn about the spiritual gifts mentioned in Doctrine and Covenants 46, provide them with the handout titled "These Gifts Come from God." Students could complete it individually or in groups. It may also be helpful to display the following definitions:

- *Know the differences of administration* (verse 15): This gift can help leaders recognize the spiritual gifts of others and how they can be helpful in various positions of service.
- *Know the diversities of operations* (verse 16): This gift helps individuals determine whether a teaching or influence comes from God or from some other source.
- *Gift of prophecy* (verse 22): "The testimony of Jesus is the spirit of prophecy" (Revelation 19:10). Personal revelation is the source of testimony, and testimony enables a person to prophesy or testify of God's work.
- *The discerning of spirits* (verse 23): This gift allows a person to recognize or understand others' true intentions and hidden motivations. This gift helps a person to detect hidden evils and to see the good in others.

"These Gifts Come from God"

Read Doctrine and Covenants 46:13–26 and identify different spiritual gifts God gives to His children. To better understand how these gifts can benefit God's children, match each verse with the appropriate scenario.

Spiritual Gifts

1. Doctrine and Covenants 46:13	A. While serving as the president of her Young Women class, Michelle has been able to recognize the different strengths of her class members. This recognition has helped her make assignments that allow her class members to contribute and serve in meaningful ways.
2. Doctrine and Covenants 46:14	A. As Samantha listens to the testimonies of others, she is not sure she can join them in saying that she knows the Church is true. But listening to their testimonies increases her belief in the Savior. This belief inspires her to continue to live faithfully.
3. Doctrine and Covenants 46:15	A. Lucy is invited to a party. Although nobody has given her details, she has an uneasy feeling about attending. She politely declines the invitation, and though it's difficult, she feels that she's doing the right thing.
4. Doctrine and Covenants 46:16	A. The Lord helped many prophets foretell future events, including the ministry of Jesus Christ (see Isaiah 7:14; 1 Nephi 11:27–28; Mosiah 3:5–10).
5. Doctrine and Covenants 46:17–18	A. As Robert has strived to live the gospel, consistently pray, and study the scriptures, he has come to know that Jesus Christ is his Savior.
6. (Doctrine and Covenants 46:19–20)	A. Missionary work has been difficult for Elder Vasquez and Elder Cox. However, they are determined to serve with faith in Jesus Christ. Over time they begin to see hearts soften and miracles occur in the lives of the people they are teaching.
7. Doctrine and Covenants 46:21	A. (When Mark is sick, he knows he can ask his father for a priesthood blessing. On multiple occasions, these blessings have brought him added peace and strength.
8. Doctrine and Covenants 46:22	A. A post on social media has caused one of Alice's friends to question his faith. When he shared the post with Alice, she

	recognized that the information was not of God.
9. Doctrine and Covenants 46:23	A. Judie was asked to teach her Young Women class. As she sought Heavenly Father's help, she felt guided in her preparation and was able to teach an edifying lesson.
10. Doctrine and Covenants 46:24–25	A. Sister Erickson has been called to serve a mission in another country. As she seeks God's help and works to learn the language, she finds that she is able to understand others and share her testimony powerfully.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

When students have completed the activity, share the answers with them: 1e, 2b, 3a, 4h, 5i, 6g, 7f, 8d, 9c, 10j. Provide clarification as needed.

- What did you learn about how Heavenly Father blesses His children through gifts of the Spirit?

Explain that students may recognize Heavenly Father blessing them with spiritual gifts beyond those listed in the scriptures. For example, through the Holy Ghost, He might bless them with patience in a stressful situation, the ability to forgive someone who has offended them, courage in a time of need, or a greater desire to serve someone. Consider inviting students to think of additional spiritual gifts available to us and how they are a manifestation of God's love. You could list some of these on the board.

- What are some spiritual gifts Heavenly Father has blessed you with?
- How has He blessed you through the spiritual gifts of others?
- How has your experience with spiritual gifts affected your relationship with Heavenly Father?

"These Gifts Come from God"

Read Doctrine and Covenants 46:13–26 and identify different spiritual gifts God gives to His children. To better understand how these gifts can benefit God’s children, match each verse with the appropriate scenario.

Spiritual Gifts	
1. Doctrine and Covenants 46:13	A. While serving as the president of her Young Women class, Michelle has been able to recognize the different strengths of her class members. This recognition has helped her make assignments that allow her class members to contribute and serve in meaningful ways.
2. Doctrine and Covenants 46:14	B. As Samantha listens to the testimonies of others, she is not sure she can join them in saying that she knows the Church is true. But listening to their testimonies increases her belief in the Savior. This belief inspires her to continue to live faithfully.
3. Doctrine and Covenants 46:15	C. Lucy is invited to a party. Although nobody has given her details, she has an uneasy feeling about attending. She politely declines the invitation, and though it’s difficult, she feels that she’s doing the right thing.
4. Doctrine and Covenants 46:16	D. The Lord helped many prophets foretell future events, including the ministry of Jesus Christ (see Isaiah 7:14; 1 Nephi 11:27–28; Mosiah 3:5–10).
5. Doctrine and Covenants 46:17–18	E. As Robert has strived to live the gospel, consistently pray, and study the scriptures, he has come to know that Jesus Christ is his Savior.
6. Doctrine and Covenants 46:19–20	F. Missionary work has been difficult for Elder Vasquez and Elder Cox. However, they are determined to serve with faith in Jesus Christ. Over time they begin to see hearts soften and miracles occur in the lives of the people they are teaching.
7. Doctrine and Covenants 46:21	G. When Mark is sick, he knows he can ask his father for a priesthood blessing. On multiple occasions, these blessings have brought him added peace and strength.
8. Doctrine and Covenants 46:22	H. A post on social media has caused one of Alice’s friends to question his faith. When he shared the post with Alice, she recognized that the information was not of God.
9. Doctrine and Covenants 46:23	I. Judie was asked to teach her Young Women class. As she sought Heavenly Father’s help, she felt guided in her preparation and was able to teach an edifying lesson.
10. Doctrine and Covenants 46:24–25	J. Sister Erickson has been called to serve a mission in another country. As she seeks God’s help and works to learn the language, she finds that she is able to understand others and share her testimony powerfully.

LESSON 63: DOCTRINE AND COVENANTS 46–48

Doctrine and Covenants 46:7–33, Part 2)?

“Seek Ye Earnestly the Best Gifts”



As we strive to become like Jesus Christ, we may find ourselves discouraged by our weaknesses. Because of Jesus Christ, we can receive the Holy Ghost and spiritual gifts to help us become more like the Savior. This lesson can help students become more like Jesus Christ as they seek gifts of the Spirit.

(Possible Learning Activities

Seeking to become like God

You could begin class by inviting students to think of weaknesses or imperfections that can cause frustration or hinder us from becoming like Heavenly Father and Jesus Christ. Invite multiple students to write their answers on the board.

Imagine a person acknowledges he or she experiences some of the weaknesses on the board and thinks, “I cannot overcome these things. This is just the way I am.”

- What do you know about Jesus Christ that would be helpful for this person to understand?

Gifts of the Spirit

(One of the ways Heavenly Father and Jesus Christ can help us overcome our weaknesses is by granting us spiritual gifts.

- What do you know or remember about spiritual gifts?

Students might answer with truths they learned from the previous lesson Doctrine and Covenants 46:7–33, Part 1”). If you haven’t taught this lesson, you might become familiar with it so you can help students understand spiritual gifts as needed.

Read Doctrine and Covenants 46:8 and highlight the Savior’s invitation related to spiritual gifts.

What do you think it means to seek after spiritual gifts?

- How might seeking spiritual gifts help us in our efforts to become like God?

Brother Tad R. Callister, former Sunday School General President, explained how these spiritual gifts help us become more like God:



Because of Christ’s Atonement, we are eligible to receive the gift of the Holy Ghost and its accompanying spiritual gifts. These gifts are attributes of godliness; therefore, each time we acquire a gift of the Spirit, we become more like God. No doubt that is why the scriptures enjoin us on multiple occasions to seek these gifts.).

President George Q. Cannon taught: “No man ought to say, ‘Oh, I cannot help this; it is my nature.’ He is not justified in it, for the reason that God has promised to ... give gifts that will eradicate [our weaknesses]. ... If any of us are imperfect, it is our duty to pray for the gift that will make us perfect.” (Tad R. Callister, *The Atonement of Jesus Christ*, *Ensign or Liahona* May 2019, 87)

- What do you learn from this statement about spiritual gifts?

Help students understand that **Heavenly Father invites us to seek gifts of the Spirit so we can become more like Him.**

- What are some spiritual gifts a person could seek to overcome the weaknesses identified earlier in the lesson?

You could invite students to write spiritual gifts next to a corresponding weakness on the board. For example, if *anger* was written on the board, students might identify the gift of patience. If students wrote *lack confidence*, they could seek the gift of courage or faith.

To help students with this activity, you could invite them to review the spiritual gifts in Doctrine and Covenants 46:13–25. You could also use the statement by Brother Callister to remind students that Christlike attributes, such as those listed in Moroni 7:45 or Doctrine and Covenants 4:5–6, can also be considered spiritual gifts. Remind students that other spiritual gifts are not listed in the scriptures.

Reflect on your efforts to become like Heavenly Father and Jesus Christ. Answer the following questions in your study journal:

- What is a weakness or imperfection you would like to overcome?
- What spiritual gifts could you seek to overcome that weakness?

How do we seek spiritual gifts?

Encourage students to use the following study activities to look for ways Heavenly Father and Jesus Christ can help them as they seek the spiritual gifts they have listed in their journals."

Read Doctrine and Covenants 46:7–10, 30–33. Look for guidance that will help you seek spiritual gifts.

- Why do you think the actions you identified can help you in your efforts to seek spiritual gifts?

It may be helpful to remind students that seeking spiritual gifts is a lifelong process, and the Lord gives them according to His will and timing (see Moroni 10:17).

Elder Mervyn B. Arnold, formerly of the Seventy, shared another way we can seek spiritual gifts from God:



When we seek to obtain a spiritual gift, we can study the examples and teachings of the Savior that pertain to that particular gift and then try to incorporate those teachings into our life. (Mervyn B. Arnold, "Messages from the Doctrine and Covenants: Seek Ye the Best Gifts)," *Ensign*, Mar. 2005, 66)

To help students prepare to apply the counsel from the previous statement, you might invite them to think of a spiritual gift and model Elder Arnold's teachings with the class. For example, if students select the gift of courage you could ask:

- How did Jesus Christ exemplify courage throughout His life? (See Matthew 26:47–56.)
- What has the Savior taught us about courage in the scriptures? (See Joshua 1:9.)
- What could somebody do to practice using courage in their life?
- What actions could a person take to invite the Savior's help as they seek the gift of courage?

After this discussion, display the following instructions and invite students to study a spiritual gift on their own.

Look in your journal at the gift you wrote that you would like to seek. Complete the following steps:

1. Search the scriptures for an example of the Savior demonstrating that gift.
2. Find scripture passages that contain additional teachings about that gift.
3. List two or three things you can do to practice using that gift in your life.
4. Write something you will do to invite the Savior's help as you continue seeking that gift. If needed, refer to Doctrine and Covenants 46:7–10, 30–33.

You might conclude by inviting students to share the gift they are seeking and what they learned from the Savior's example. Caution them not to share weaknesses they are trying to overcome that would be too personal to talk about. Encourage students to faithfully act on impressions they have received and to continue inviting help from Heavenly Father as they seek spiritual gifts.

Supplemental Learning Activities

Doctrine and Covenants 46:7, 32. Giving thanks

Students might benefit from a discussion about gratitude as they study Doctrine and Covenants 46. One way to do this could be to invite students to read Doctrine and Covenants 46:7, 32 looking for the repeated commandment.

Discuss the importance of gratitude with students. As part of the discussion, you might watch "President Russell M. Nelson on the Healing Power of Gratitude (11:47) or invite students to search for a statement from Church leaders or sing a hymn about the power of gratitude.

Doctrine and Covenants 46:33 Practice virtue and holiness

Consider watching "No Cussing Club" (4:56). Invite students to look for how this youth practiced the gifts of virtue and holiness. Alternatively, you could invite students to identify different spiritual gifts the young man may have needed to overcome obstacles and accomplish what he did.

Doctrine and Covenants 47 Keeping a regular history

Invite students to think of a favorite event from Church history or an account from their family history. Allow them to share with the class or in small groups.

- What value is there in remembering these events?

Read Doctrine and Covenants 47:1–4 looking for the calling John Whitmer received.

- How would The Church of Jesus Christ of Latter-day Saints be different if there was no record of Church history?

Students might be interested to learn more about the history of the Church in your country by searching Global Histories in the "Church History" section of the Gospel Library. Encourage students to use the many resources available to help them become familiar with Church history such as the "Church History" section of the Gospel Library, history.ChurchofJesusChrist.org, or the *Saints* book series. You could also invite students to set a goal to keep a journal or other method of recording personal history.

Doctrine and Covenants 47 The will of the Lord be done

Invite students to read the section heading of Doctrine and Covenants 47 and look for John Whitmer's feelings about his calling as Church historian. Discuss with students the possibility that they may be asked to fulfill an assignment or Church calling that they would rather not do. You could share your testimony that as we seek to do the will of the Lord, He will help us in these assignments.

When Elder Neil L. Andersen of the Quorum of the Twelve Apostles was called as a Seventy, he taught:



I have heard President Monson say, "Whom the Lord calls, the Lord qualifies." I know this is true, and it gives me hope looking

beyond my own inadequacies. I know that when we are on the Lord's errand, he will be with us, he will strengthen us, he will build our capacities. I have experienced it. I have felt his lifting Spirit. In the months and years ahead, I will need him so very much. (Neil L. Andersen, Whom the Lord Calls, the Lord Qualifies," *Ensign* May 1993, 82),

You could also remind students that when they are given what seems like a difficult Church calling, they can seek the gifts of the Spirit that will help them fulfill their assignments.

DOCTRINE AND COVENANTS 49–50

Doctrine and Covenants 49–50

Overview

As the Church was established and grew in Ohio, the Savior revealed His word through the Prophet Joseph Smith to correct false beliefs and practices. In a revelation for a religious community called the Shakers, the Lord taught His doctrine about marriage, family, and other practices. He also pointed out that many Church members had been deceived by strange notions and false spirits. He taught them how to discern truth from error and build on His rock.



„ **Help learners take responsibility for their learning:**” One way to help them be active participants is to encourage questions and invite other students to answer those questions. For more on how the Savior did this, see the section The Savior Helped Others Take Responsibility for Their Learning.” in *Teaching in the Savior’s Way* You can also see an example of how to do this in the lesson this week titled “ Doctrine and Covenants 50, Part 1.”

- **Videos:** “Deceive Me Not” (15:04) from time code 1:56 to 3:15; Make Time for the Lord” (5:37) from time code 1:00 to 2:29

Doctrine and Covenants 50, Part 2

Lesson purpose: To give students the opportunity to practice teaching and learning by the Spirit of Truth.

- **Student preparation:** Invite students to select a doctrinal mastery passage or other scripture that is meaningful to them and prepare to teach it to others.
- **Handout:** Teaching the Savior’s Way
- **Video:** “Teaching in the Savior’s Way with Elder Uchtdorf (53:34) from time code 19:01 to 20:06

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 49

Lesson purpose: To help students understand the importance of marriage and family in Heavenly Father’s plan.

- **Student preparation:** Invite students to consider their own feelings about marriage and family. Ask them to ponder why they think marriage between a man and a woman is essential to Heavenly Father’s plan.
- **Handout:** Marriage and Family Are Ordained of God

Doctrine and Covenants 50, Part 1

Lesson purpose: To help students understand how the Lord can help them recognize truth and avoid deception.

- **Student preparation:** Consider inviting students to ask Heavenly Father to help them recognize and avoid deception.
- **Image:** An image of a skunk”

LESSON 64: DOCTRINE AND COVENANTS 49–50

Doctrine and Covenants 49

Marriage between a Man and a Woman Is Ordained of God



Many false ideas and traditions existed as the Restoration began to unfold. The Savior lovingly corrected false ideas and clarified points of doctrine essential to our salvation, such as marriage and family. This lesson is intended to help students understand the importance of marriage and family in Heavenly Father's plan.

Possible Learning Activities

The purpose of the earth



To begin class, consider showing images that communicate what you love about the earth. Ask students questions like the following:

- What do you love about the earth?
- Who created the earth? (see).Moses 1:33; Abraham 3:22–24).
- What are some reasons Jesus Christ created the earth?

Students will likely have several different answers to the last question. Acknowledge and thank them for their responses. If students don't talk about marriage or family, mention that President Russell M. Nelson provided an additional reason for the creation of the earth. Share the following statement. After reading the statement, consider asking students to share their thoughts about it. Encourage them to look for evidence that supports this statement throughout the lesson.



Simply summarized, the earth was created that families might be. (Russell M. Nelson, *The Creation Ensign*, May 2000, 85)

“Marriage is ordained of God”

Soon after the Saints began settling in Kirtland, Ohio, a recent convert named Leman Copley wanted missionaries to preach the gospel to members of his former religious group, the Shakers. The Shakers believed that the Second Coming had already happened and that Christ had appeared as a woman named Ann Lee. They rejected marriage and some Shakers forbade eating meat. The Prophet Joseph Smith asked the Lord for clarification and received Doctrine and Covenants 49. The Lord instructed Sidney Rigdon, Parley P. Pratt, and Leman Copley to take the revelation to the Shakers and preach the truth to them.

**Doctrine and Covenants 49:15–17**

is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Read Doctrine and Covenants 49:15–17, looking for Jesus Christ's teachings concerning marriage and family.

- What questions do you have about the verses?.

- How might we summarize the Savior's teachings from these verses?

Consider giving students a few moments to think of summary statements. Then invite a few to list their statements on the board. For students to have success, you may need to help clarify some of the phrases from the verses. Help them identify truths like **marriage between a man and a woman is ordained of God** and **wives and husbands are commanded to become one and to have children**

- Why were these truths important for the Shakers and others in Joseph Smith's day to understand?

You may want to point out that the Shakers believed in total celibacy, or abstaining from marriage and sexual relations. Then you could discuss common beliefs in our day that cause people to reject marriage. You could use one or both of the following questions.

- What are some worldly beliefs that cause people to reject marriage in our day?
- What evidence have you seen of Satan trying to alter or destroy the sacredness of marriage and family in Heavenly Father's plan?



„The following handout can help students better understand the Savior's teachings on marriage and family. You may want to invite students to seek a spiritual witness of the importance of marriage and family as they study. You could divide the class in half and assign each half to study one section of the handout on their own. After sufficient time, pair each student with someone from the other half of the class. Invite them to share what they learned with each other and to talk about the discussion questions.

Marriage and Family Are Ordained of God

Marriage between a man and a woman

Study:

Read Mark 10:6–9; 1 Corinthians 11:11 and the following statement by Sister Bonnie L. Oscarson, former Young Women General President. Look for teachings about marriage between a man and a woman.



We are taught in the scriptures, “Nevertheless neither is the man without the woman, neither the woman without the man, in the Lord” [1 Corinthians 11:11 For anyone to attain the fulness of priesthood blessings, there must be a husband and a wife sealed in the house of the Lord, working together in righteousness and remaining faithful to their covenants. This is the Lord's plan for His children, and no amount of public discourse or criticism will change what the Lord has declared. ... Let us be defenders of marriage as the Lord has ordained it while continuing to show love and compassion for those with differing views. (Bonnie L. Oscarson, “Defenders of the Family Proclamation,” *Ensign* or *Liahona* May 2015, 15)

Discuss:

- How does marriage between a woman and a man help fulfill “the Creator's plan for the eternal destiny of His children”? (“The Family: A Proclamation to the World,” ChurchofJesusChrist.org)
- How can we show compassion to those with differing views while still defending the Savior's doctrine of marriage between a man and a woman?

“Multiply and replenish the earth”

Study:

Read Genesis 1:27–28; Psalm 127:3 Mark 10:13–14; and the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles. Look for the Lord's teachings about children.



As we look into the eyes of a child, we see a fellow son or daughter of God who stood with us in the premortal life.

It is a crowning privilege of a husband and wife who are able to bear children to provide mortal bodies for these spirit children of God. We believe in families, and we believe in children.

When a child is born to a husband and wife, they are fulfilling part of our Heavenly Father's plan to bring children to earth. The Lord said, "This is my work and my glory—to bring to pass the immortality and eternal life of man" [Moses 1:39]. Before immortality, there must be mortality. (Neil L. Andersen, *Children," Ensign or Liahona* Nov. 2011, 28)

Discuss:

- How could viewing children and family with an eternal perspective help a married couple prioritize some of their decisions?
- What can we learn from the Savior's example concerning how we treat and interact with children?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Consider giving students time to explain the role of marriage and family in Heavenly Father's plan. They could select one of the worldly beliefs about marriage discussed earlier and use the Savior's doctrine taught in Doctrine and Covenants 49:15–17 to correct that belief.

You may want to share your testimony about how the Savior's doctrine on marriage and family has blessed your life. Students could also share experiences and testimony.

Consider inviting students to record impressions they've had about the importance of marriage and family in Heavenly Father's plan.

Marriage and Family Are Ordained of God

Marriage between a man and a woman

Study:

Read Mark 10:6–9; 1 Corinthians 11:11; and the following statement by Sister Bonnie L. Oscarson, former Young Women General President. Look for teachings about marriage between a man and a woman.



We are taught in the scriptures, “Nevertheless neither is the man without the woman, neither the woman without the man, in the Lord” [1 Corinthians 11:11]. For anyone to attain the fulness of priesthood blessings, there must be a husband and a wife sealed in the house of the Lord, working together in righteousness and remaining faithful to their covenants. This is the Lord’s plan for His children, and no amount of public discourse or criticism will change what the Lord has declared. . . . Let us be defenders of marriage as the

Lord has ordained it while continuing to show love and compassion for those with differing views. (Bonnie L. Oscarson, “Defenders of the Family Proclamation,” *Ensign* or *Liahona*, May 2015, 15)

Discuss:

- How does marriage between a woman and a man help fulfill “the Creator’s plan for the eternal destiny of His children”? (“The Family: A Proclamation to the World,” ChurchofJesusChrist.org).
- How can we show compassion to those with differing views while still defending the Savior’s doctrine of marriage between a man and a woman?

“Multiply and replenish the earth”

Study:

Read Genesis 1:27–28; Psalm 127:3; Mark 10:13–14; and the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles. Look for the Lord’s teachings about children.



As we look into the eyes of a child, we see a fellow son or daughter of God who stood with us in the premortal life.

It is a crowning privilege of a husband and wife who are able to bear children to provide mortal bodies for these spirit children of God. We believe in families, and we believe in children.

When a child is born to a husband and wife, they are fulfilling part of our Heavenly Father’s plan to bring children to earth. The Lord said, “This is my work and my glory—to bring to pass the immortality and eternal life of man” [Moses 1:39]. Before immortality, there must be mortality. (Neil L. Andersen, “Children,” *Ensign* or *Liahona*, Nov. 2011, 28)

Discuss:

- How could viewing children and family with an eternal perspective help a married couple prioritize some of their decisions?
- What can we learn from the Savior’s example concerning how we treat and interact with children?

LESSON 65: DOCTRINE AND COVENANTS 49–50)?

Doctrine and Covenants 50, Part 1).

Avoiding Deception



In their eagerness to experience spiritual gifts, some early converts in Kirtland, Ohio, had been deceived into thinking that some unusual manifestations were from the Holy Ghost even when they were not. The Lord offered guidance to help them discern what was from Him and what was not. This lesson is intended to help students understand how the Lord can help them recognize truth and avoid deception.

Possible Learning Activities**The striped kitty cat**

Consider sharing the following story. You might display a picture of a skunk as you do.



Elder Gary E. Stevenson of the Quorum of the Twelve Apostles shared the following story:



Great-Uncle Grover ... lived in a house out in the country, far from the city. Uncle Grover was getting very old. We thought our sons should meet him before he died. So, one afternoon, we took a long drive to his humble house. We sat together to visit and introduce him to our sons. Not long into the conversation, our two young boys, maybe five and six years old, wanted to go outside and play.

Uncle Grover, hearing their request, bent over with his face in theirs. ... He said to them, in his gravelly voice, “Be careful—there are a lot of skunks out there.” Hearing this, Lesa and I were more than startled; we were worried that they might get sprayed by a skunk! The boys soon went outside to play as we continued to visit.

Later, when we got in the car to go home, I inquired of the boys, “Did you see a skunk?” One of them replied, “No, we didn’t see any skunks, but we did see a black kitty cat with a white stripe on its back!” (Gary E. Stevenson, *Deceive Me Not*, *Ensign* or *Liahona* Nov. 2019, 93)

- Why do you think the children didn’t recognize the skunk?
- What is the danger of not recognizing the true nature of something?
- How does this story relate to what Satan wants us to believe about him?

Consider inviting students to work with a partner to write a definition for the word *deception*. After they have had sufficient time, you could ask a few of them to share their definitions with the class. If helpful, consider sharing the definition found in the Guide to the Scriptures: “In the scriptures, to deceive is to cause someone to believe something that is not true” (Guide to the Scriptures, “Deceit, Deceive, Deception,” scriptures.ChurchofJesusChrist.org)

Consider listing students' responses to the following questions on the board.

- What are some ways Satan tries to deceive teenagers today?
- Why do you think Satan's deceptions work so well sometimes?

Invite students to seek inspiration from the Holy Ghost to help them recognize and avoid deception.

Deception among the early Saints

When Joseph Smith arrived in Kirtland, Ohio, in early February 1831, he observed that "some strange notions and false spirits had crept in among" the Saints (in History, 1838–1856 [Manuscript History of the Church], vol. A-1, 93, josephsmithpapers.org)

John Whitmer recorded the following about this time period.



Some had visions and could not tell what they saw, some would fancy to themselves that they had the sword of Laban, and would wield it [like a soldier on horseback], some would act like an Indian in the act of scalping, some would slide or scoot ... [on] the floor, with the rapidity of a serpent. ... Thus the devil blinded the eyes of some good and honest disciples. (John Whitmer, History, 1831–circa 1847, 26, josephsmithpapers.org)

Concerns about these actions led Joseph Smith to inquire of the Lord and receive Doctrine and Covenants 50. In verses 1–9, the Lord warned the elders of the Church about false spirits and even members who were deceiving others.

Read Doctrine and Covenants 50:1–3 looking for one of the Lord's warnings.

- Why do you think Satan uses deception to lead us away from Jesus Christ?

Help students understand that even though Satan is very clever at deception, Jesus Christ lovingly offered counsel in verses 10–35 to help His followers recognize truth and avoid deception.

Consider displaying or writing on the board the following incomplete bolded statement. You could organize students into small groups and assign each group one of the following scripture blocks. Students could then prepare to share what they learn from the following activity.

Read the following verses, looking for how you would complete the following truth: **The Lord will help us avoid deception as we ...**

Doctrine and Covenants 50:17–22

Doctrine and Covenants 50:23–25

Doctrine and Covenants 50:31, 34–35

After sufficient time, invite students to list their findings under the incomplete phrase on the board. Answers could include the following: **... seek to teach and learn by the Spirit of Truth, ... seek to receive His light, ... pray to know when a spirit is or is not from God.** Before discussing the following questions as a class, it may be helpful for students to answer them in their study journals. Writing their thoughts down first can help students feel more confident and willing to share. Students may have additional questions about these truths. Take time to explore their questions. Their classmates may be able to provide valuable insights in addition to what you can share.



To help students take responsibility for their learning, see the training titled Resist the tendency to respond to every comment and question and invite the class to respond. This is found in *Teacher Development Skills: Invite Diligent Learning*.

- What does this teaching mean?
- How can this teaching help you receive the Lord's help to avoid Satan's deceptions?

As you discuss the previous question, it may help to refer students to the list on the board of ways Satan tries to deceive teenagers. Students could note how the Savior's teaching they chose could help them respond to one or more of the deceptions listed.

Consider giving students time to share something they learned or feel inspired to do to avoid deception. Invite them to continue to find ways to recognize divine truth and avoid deception. You might share your confidence in the Lord's desire and ability to help students do this.

"A clear way to avoid deception",

The Lord concluded with a loving assurance that because of Him, we do not need to fear. Read Doctrine and Covenants 50:40–44, looking for what you learn about the Savior.

- What stands out to you from these verses about the Savior?
- How can knowing this about Him help us in a world that is so full of deception?
- How have you come to know or believe these truths about Jesus Christ?

President Russell M. Nelson taught the following about how we can invite the Lord's help to avoid deception:



The voices and pressures of the world are engaging and numerous. But too many voices are deceptive, seductive, and can pull us off the covenant path. To avoid the inevitable heartbreak that follows, I plead with you today to counter the lure of the world by making time for the Lord in your life—each and every day.

If most of the information you get comes from social or other media, your ability to hear the whisperings of the Spirit will be diminished. If you are not also seeking the Lord through daily prayer and gospel study, you leave yourself vulnerable to philosophies that may be intriguing but are not true. Even Saints who are otherwise faithful can be derailed by the steady beat of Babylon's band.

My brothers and sisters, I plead with you to make time for the Lord! Make your own spiritual foundation firm and able to stand the test of time by doing those things that allow the Holy Ghost to be with you *always*. (Russell M. Nelson, "Make Time for the Lord," *Liahona*, Nov. 2021, 120)

- What additional insights did you find that can help you avoid deception?

LESSON 66: DOCTRINE AND COVENANTS 49–50]

Doctrine and Covenants 50, Part 2

[„Teach and Learn by the Spirit



In [Doctrine and Covenants 50, the Savior taught that the Saints must teach and learn the gospel by the Spirit of Truth. As the Master Teacher, Jesus Christ was the perfect example of teaching by the Spirit. All members of the Savior’s Church will have opportunities to teach and learn by the Spirit throughout their lives. This lesson can give students the opportunity to practice teaching and learning by the Spirit of Truth.

Possible Learning Activities**[Jesus is the perfect gospel teacher**

[To begin class, consider helping students think about the kind of teacher the Savior was. One way you could do this is by writing the title „*Attributes for Successful Teaching and Learning*” on the board. Underneath the title, create three columns with the first labeled „*Jesus Christ*,

Invite the students to discuss what qualities made Jesus Christ the perfect gospel teacher, and list them on the board. The video *Teaching in the Savior’s Way with Elder Uchtdorf*” (53:34) from time code 19:01 to 20:06 can help students think about the importance of teaching like the Savior.

Invite students to apply the qualities of Christlike gospel teaching and learning as they practice teaching and learning today.

Read the following statement by the First Presidency, looking for what gospel teaching opportunities you will have now and in the future.

What a glorious opportunity you have to teach the gospel of Jesus Christ! Whether or not you have a specific calling to teach, you *are* a teacher. As a disciple of the Master Teacher, Jesus Christ, you have opportunities to share His light wherever you go—in the home, at church, as you minister to others, and among your friends. To teach the gospel is a sacred trust. It is an essential part of the Lord’s work, and it works best when we do it in His way. (*Teaching in the Savior’s Way* [2022], 1)

- Why might teaching the gospel of Jesus Christ be seen as a “sacred trust”?
- How do you feel about teaching the gospel?

We teach and learn by the Spirit

If you created three columns on the board, label the next two *Teachers* and *Learners*. Invite students to add attributes of teachers or learners they discover in the following verses.

Read Doctrine and Covenants 50:13–14, 17–22, looking for how the Savior desires His gospel to be taught.

- What do you think it means to teach and learn by the Spirit?
- What are some of the blessings we receive when we teach and learn by the Spirit?

Help students identify a principle such as **when we teach and learn by the Spirit, we understand one another and are edified and rejoice together**. You might remind students that to be edified means to be lifted or built up.

To help students understand what it means to teach and learn by the Spirit, you might provide a few scripture references such as Alma 31:5 Doctrine and Covenants 42:14; (88:118, 122; and 130:18–19. Invite students to work with partners or in small groups to identify how we teach and learn by the Spirit. Add these ideas to the “Teachers” and “Learners” columns on the board.

To help students feel the importance of this principle, you could show the video *Come, Follow Me: Rejoice Together* (1:20) on ChurchofJesusChrist.org or discuss as a class the following questions. Students may appreciate hearing you share how you have been blessed by listening to and learning from them in seminary.

- When have you experienced these blessings as a gospel teacher or learner?
- What can we do in our seminary class to make sure everyone can receive these blessings?

We can teach in the Savior’s way

Invite students to prepare a brief gospel lesson to teach. Students could prepare individually or with a partner. Invite students to prayerfully consider the needs of their classmates and to identify a message or topic that could address those needs.

Some of the lesson options may include:

- A doctrinal mastery passage.
- A favorite scripture verse or story.),
- (An “Eternal Truths” section from *For the Strength of Youth: A Guide for Making Choices*).
- A section of this week’s lesson in *Come, Follow Me—For Home and Church*.



The handout below could help students prepare their lesson. As they prepare to teach, you could remind students of the characteristics of gospel teachers and learners they listed on the board. You could invite them to seek to be good gospel learners as classmates share their lessons. Once they have had adequate preparation time, invite students to teach their message to a partner or in a small group. As appropriate, you could invite a few willing students to teach their message to the class.

Teaching the Savior’s Way

Create a short gospel lesson to help others learn about Jesus Christ. Seek inspiration from the Holy Ghost as you prepare and teach your lesson. The following lesson outline can help you prepare to teach.

Lesson topic and/or scripture references:

The key truth or principle I will teach:

How I will focus this lesson on Jesus Christ:

Question(s) I will ask:

How I have felt the power of this truth in my life (testimony):

What I will invite the learners to do:

© 2024 by Intellectual Reserve, Inc. All rights reserved.

We learn gospel truths by the Spirit

After the activity, invite students to evaluate the teaching and learning experience. You might refer to the lists on the board and discuss how students tried to apply these attributes. They could answer the following questions in their study journals.

- What did you observe about teaching in the Savior's way during this activity? What did you notice about learning by the Spirit?
- After this activity, how do you feel about your ability to teach by the Spirit?

Praise the students in their efforts to teach and learn by the Spirit. You could invite students to continue to practice what they have learned as they teach and study the gospel.

Teaching the Savior's Way

Create a short gospel lesson to help others learn about Jesus Christ. Seek inspiration from the Holy Ghost as you prepare and teach your lesson. The following lesson outline can help you prepare to teach.

Lesson topic and/or scripture references:

The key truth or principle I will teach:

How I will focus this lesson on Jesus Christ:

Question(s) I will ask:

How I have felt the power of this truth in my life (testimony):

What I will invite the learners to do:

LESSON 67: DOCTRINE AND COVENANTS 49–50

Assess Your Learning 4

Doctrine and Covenants 41–50



Giving students time to assess spiritual growth can help them draw closer to the Savior and strive to become more like Him. They can also see progress they have made and where they can improve. This lesson can help students remember and evaluate how their experiences studying the Doctrine and Covenants so far have helped them grow spiritually.

Possible Learning Activities

Evaluate your spiritual landmarks

(The following can prepare students to compare physical landmarks to evidence they may find of their spiritual growth. They could complete this activity individually or as a class by drawing a map on the board.

Select a local destination and draw a map from your current location to that destination. Include landmarks that would help someone know they are on the correct route.).

- Which landmarks did you include? Why?
- „What role do landmarks play in helping you find a destination?

If you drew a map on the board, you might replace the original destination with the phrase “Becoming like Jesus Christ.” As students respond to the next question, you could replace some of the landmarks with students’ answers.

Think of a way to help students transition into thinking about their own lives. You might say something like the following in your own words.

- If our destination is to become more like Jesus Christ, what might be some of the spiritual landmarks that can help you know you are on track?

Being able to clearly see our progress requires pondering and the guidance of the Holy Ghost. Take some time to identify some of the progress you have made by looking for spiritual landmarks in your life. In other words, look for evidence that you are becoming more like Jesus Christ as you have been studying the Doctrine and Covenants in recent weeks.

You may want to give students time to ponder and reflect on their own. After sufficient time, invite them to share what they discovered.

Alternatively, you could use the following activities to help students reflect on their spiritual progress in recent weeks. The assessment activities in this lesson follow up on previous seminary lessons. If these lessons were adapted or not taught, the assessment activities will also need to be adapted to reflect the experiences that your students had.

With each activity, you may want to emphasize to students that assessing their learning in these ways can be like noting landmarks on a journey that confirm they are heading in the right direction. Be sensitive to students who may not feel they are progressing or have not yet seen a positive change in their lives, and think of ways to encourage them in their efforts.

Feel an increased desire to live a consecrated life

This activity can help students reflect on their desire to live a consecrated life like the Savior did. This activity draws upon what students may have learned about living a consecrated life in

Doctrine and Covenants 42:29–42. Some of the following questions can help students review their understanding of the law of consecration.

- What do you remember about the law of consecration?
- Which verses from Doctrine and Covenants 42 can help us understand this law better?
- What are some examples of what young people can do to live the law of consecration today?

Some of the verses students might mention include verses 29–38. If students don't mention any of these, it might be good to have them read the verses and share what they discover. During the lesson about the law of consecration, students may have written “His hands” or traced one of their hands in their journal. They may have evaluated their desire to be like the Lord's hands in their interactions with others. If students did this, you might invite them to find this entry in their study journal and see how they responded. The following questions can help students evaluate how their feelings about the law of consecration may have changed. Students could respond in their journal.

- How do you feel about consecrating your time, talents, and other things the Lord has blessed you with to build up His kingdom, including helping those who are needy?
- How do your feelings compare with when you studied the law of consecration a few weeks ago? What do you think has impacted your feelings?

„After students have had time to reflect, you could commend them for honestly evaluating their feelings. You might invite students to share what they learned or discovered from this activity. Consider helping students reflect on how living a consecrated life could impact them 1, 5, or 10 years from now. You could also share ways you have been blessed in your effort to live a consecrated life and how it has helped you become more like Christ.

(Encourage students to seek revelation on how they can be more willing to do all they can to help those who are needy and build the kingdom of God on the earth today.

Obedience to the commandments of God,

To help students assess their recent efforts to obey God's commandments, invite them to review the Doctrine and Covenants, looking for commandments they have recently learned about. You might encourage them to list some of the commandments revealed in Doctrine and Covenants 42:18–52 on the board.

- How could our obedience to commandments be compared to spiritual landmarks on our journey to become more like Jesus Christ?

If students set a goal in a previous lesson to better keep the commandments, the following journal prompt can help them reflect on their goal.

Reflect on a commandment you recently felt inspired by the Holy Ghost to focus on.

- How would you describe your efforts to keep this commandment?
- How has the Savior blessed you in your efforts?
- Is there a way you feel you could do better? What will you do?
- Is there another commandment that you feel inspired by the Holy Ghost to focus on? What will you do?

Explain the roles of the Holy Ghost

This exercise can help students explain what they have learned about the Holy Ghost in their study of the Doctrine and Covenants. You could write “Roles of the Holy Ghost” on the board. Ask students to list various roles of the Holy Ghost, with a supporting scripture if possible. Discuss why these are important roles for the Holy Ghost to perform.

Below are some of the roles of the Holy Ghost. Students could read the associated verses and then come up with a situation where understanding a specific role of the Holy Ghost could help someone. Then invite students to use the scriptures to explain the role of the Holy Ghost to help the person in the situation.

- Facilitates preaching and receiving the gospel
Doctrine and Covenants 42:5–6, 13–14; 50:13–14, 17–22)
- Bears record of Heavenly Father and Jesus Christ
Doctrine and Covenants 42:17)
- Guides us and helps us prepare for the Second Coming of Jesus Christ
Doctrine and Covenants 45:56–57)
- Gives spiritual gifts
Doctrine and Covenants 46:11)
- Purifies us from sin
Doctrine and Covenants 50:29)

DOCTRINE AND COVENANTS 51–57

Doctrine and Covenants 51–57

Overview

One group of Saints arrived in Thompson, Ohio, and strived to live the law of consecration. However, Lemam Copley broke his covenant to consecrate his land to the Church, leaving many Saints without a place to stay. These Saints followed a revelation from the Lord and moved to Missouri. Under the Lord's direction, Joseph Smith and other elders traveled to Missouri for a conference. There, the Lord revealed they should build Zion in Missouri.



„ **Help learners intentionally strive to be like Jesus Christ:** Many students have Christlike attributes and qualities. As we observe and recognize Christlike behavior, students will feel encouraged to continue that behavior. For more on how the Savior did this, see the section Help Learners Intentionally Strive to Be More like Jesus Christ” in *Teaching in the Savior's Way*. You can also see an example of how to do this in this week's lesson titled Doctrine and Covenants 57.”

- **Videos:** “Eyes to See” (9:35) from time code 4:54 to 6:54; “The Needs before Us” (11:57) from time code 6:03 to 8:10

Doctrinal Mastery Practice 4

Lesson purpose: To give students opportunities to practice mastering the doctrinal mastery passages and the doctrine these passages teach, as well as learning and applying divine principles for acquiring spiritual knowledge.

- **Student preparation:** Consider inviting students to review some of the doctrinal mastery passages they have studied this year. A list of the passages can be found in the *Doctrinal Mastery Core Document* (2023).
- **Materials for students:** *Doctrinal Mastery Core Document*

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 51

Lesson purpose: To help students understand how they can follow the Lord's counsel to be faithful, just, and wise stewards.

- **Student preparation:** Invite students to think about some of the responsibilities they have had through membership in the Savior's Church. Ask them to think about blessings they have received through these responsibilities.

Doctrine and Covenants 57,

Lesson purpose: To help students feel a greater desire to become the Lord's people by building Zion.

- **Student preparation:** Consider inviting students to read Moses 7:18 and think about the benefits of living in a society like the one described in that verse.
- **Materials to display:** A picture of the Savior and a picture of Enoch and his people

LESSON 68: DOCTRINE AND COVENANTS 51–57

Doctrine and Covenants 51.

“A Faithful, a Just, and a Wise Steward”

In the spring of 1831, Joseph Smith received a revelation. The Lord instructed the members of the Colesville, New York, branch to settle the Thompson, Ohio, area and to fulfill their stewardships by living the law of consecration. This lesson can help students understand how they can follow the Lord’s counsel to be faithful, just, and wise stewards.

Possible Learning Activities

An accounting of stewardships

To help prepare students to learn about stewardships, consider doing an activity such as the following.

Imagine that a parent asked his or her son or daughter to watch over a younger sibling for a few hours while the parent was away.

- Why might a loving parent want an older child to experience this responsibility?
- (What expectations do you think a parent would have in this situation?)

Explain that Heavenly Father and Jesus Christ also entrust us with many responsibilities throughout our lives. These responsibilities can be referred to as stewardships.

Bishop Gérald Caussé of the Presiding Bishopric shared the following definition of the word *stewardship*.



In gospel terms, the word *stewardship* designates a sacred spiritual or temporal responsibility to take care of something that belongs to God for which we are accountable. (Gérald Caussé, Our Earthly Stewardship,” *Liahona*, Nov. 2022, 57)

- What are some examples of stewardships God gives us in our lives?

Write students’ answers to the previous question on the board, or you could invite them to come to the board and write their answers.

If needed, you could use the following as examples: the portion of the planet where we live, our families, callings or assignments in the Church, our property and possessions, our bodies, our time.

After identifying these examples, invite the students to reflect on the stewardships they have in their lives by sharing the following:

In your study journal, write down some of the stewardships you have or what the Lord has entrusted to you. As you study today, look for truths that can help you become a better steward over the things you wrote on your list.

The stewardships of early Saints

To help the students understand the context of Doctrine and Covenants 51, read or summarize the following paragraph. You could also invite a student to read it to the class.

In the spring of 1831, many Saints began to arrive in Ohio after migrating from the eastern United States. One group came from Colesville, New York, at great sacrifice. This group was instructed to settle in Thompson, Ohio, and to live the law of consecration. The revelation recorded in Doctrine and Covenants 51 contains the Lord’s instructions to the Saints.

Invite the students to copy the following chart in their study journals and to fill it out as they study Doctrine and Covenants 51.

Responsibilities of Bishop Part-ridge

Responsibilities of the Saints

--	--

Read Doctrine and Covenants 51:1–4, looking for what the Lord taught Bishop Edward Partridge about his responsibilities.”,

- What responsibilities did the Lord give to Bishop Partridge?

As students answer, it may be helpful to point out that “appoint[ing] unto this people their portions” (Doctrine and Covenants 51:3) refers to the property and goods the Saints would receive as part of the law of consecration. Before continuing, it may be useful to invite students to share what they know or remember about the law of consecration.

If needed, explain that as part of the law of consecration, Saints would dedicate their property and goods to the Lord. Then through the bishop, they would receive property and goods as a stewardship to care for and use. Saints would also donate any surplus of what they grew, raised, or received to the bishop to give to the poor.

Read Doctrine and Covenants 51:9, 12–15, 19, and complete the chart based on what you find.

It may be useful for the students to know that the storehouse mentioned in verse 13 was where the bishop would keep food and supplies to care for the poor and needy.

- What counsel from these verses may have helped the Saints overcome difficulties they faced in living the law of consecration?
- What blessing did the Lord promise in verse 19 to those who were faithful, just, and wise stewards?

Invite the students to identify a truth that applies to their stewardships based on the Lord’s teachings in verse 19. They might identify something such as the following: **As we become faithful, just, and wise stewards, we can experience the joy of the Lord and receive the gift of eternal life.**

If useful, consider inviting students to take a moment to define one of the following words:

faithful, just or wise. Students can share their understanding, use the Guide to the Scriptures, or use a dictionary.

- What might be some examples of the joy we might feel or blessings we might receive as we are faithful in our stewardships?

Examples of faithful, just, and wise stewards

The following activities can help students better understand what it means to be faithful, just, and wise stewards. Consider displaying the activities and dividing students into small groups to complete them together. If this activity is done in groups, be sure to appoint a discussion leader for each group.

Activity A: The example of the Savior

The Savior is the perfect example of being a faithful, just, and wise steward.

Find an example in the scriptures of Jesus Christ fulfilling one of His responsibilities to care for and help us. Examples of scriptures you could study include Ezekiel 34:11–16; John 6:38–39; 17:1–4; 3 Nephi 17:6–9; and Doctrine and Covenants 19:16–19

Ponder how the Savior has been a faithful, just, and wise steward over you.

- How have the Savior’s efforts brought joy and blessings to you?
- How might the Savior’s example motivate you to be a faithful, wise, and just steward?

Activity B: Stewardships today

We too are invited to follow Jesus Christ by being faithful, just, and wise stewards.

Choose a few of the examples of stewardships the Lord gives us that are listed on the board (or another example you thought of).

Describe what someone could do to be a faithful, just, and wise steward of these things. You might include examples you have seen or ways you have tried to be a good steward.

- Why might the Lord want someone today to strive to be a faithful, just, and wise steward in this way?
- How might their efforts bring joy and blessings?

Invite various students to share what insights they had from the discussions. Invite a few students to share scriptures they identified in Activity A that they found especially valuable or meaningful. You could also ask students to share what they learned from a classmate they worked with.

What you have learned

To help students process what they have learned in this lesson, consider inviting them to answer the following questions in their study journals.

- What have you learned today about stewardships that you want to remember?
- What can you do to be a more faithful, just, and wise steward in one area of your life?

For both of the previous questions, invite a few willing students to share what they wrote. Testify of the joy that has come to you as you strive to fulfill your stewardships from the Lord.

LESSON 69: DOCTRINE AND COVENANTS 51–57

Doctrine and Covenants 57

How the Lord Builds Zion



As the Lord revealed more about Zion to the Prophet Joseph Smith, the Saints felt anxious and excited to be part of such a community. Once it was revealed where Zion was to be built, the Lord instructed certain individuals to begin establishing the community. This lesson is intended to help students feel a greater desire to become the Lord's people by building Zion.

Possible Learning Activities**Zion**

Consider showing a picture of the Savior.

Imagine you had the chance to live near Jesus Christ.

- What traits does He have that would make it enjoyable to live near Him?

(Now imagine what it would feel like to live in a community full of people who strive to follow the teachings and example of Jesus Christ. An example of such a community occurred during Old Testament times with the people of Enoch.)

Consider showing a picture of Enoch and his people and asking students what they know about this account in the scriptures.)



Read Moses 7:18, looking for the traits of these people.

- What problems do we face today that would be solved or minimized in such a community?
- What do you think it took for these people to get to this point?

Take a moment to think about how living in a more Christlike way like the people of Zion could bless your life. As you study today, look for teachings that can help you better understand what you can do to help establish Zion around you.

The city of Zion

To help the students understand the context for the verses they will study today, read or summarize the following information. You could also read *Saints*, 1:118–19.

Shortly after the organization of the Church, many of the Saints became excited about establishing a community of Zion like Enoch's people. The Lord had promised that there would be a city of Zion built up in the last days (see Doctrine and Covenants 45:65–71; Moses 7:62).

In June 1831, the Lord commanded Joseph Smith and a group of elders to travel about 800 miles (1,287 km) from Ohio to Missouri, where they would hold a conference and learn about the land of their inheritance (see (Doctrine and Covenants 52:1–2, 5). The revelation recorded in Doctrine and Covenants 57 was received when Joseph Smith and the elders arrived in Missouri in July 1831.)

Read Doctrine and Covenants 57:1–3 to see what the Saints learned.

- Where did the Lord indicate the city of Zion would be built?.

- What does verse 3(help you understand about the significance of the temple to the Lord?

Students may have questions about the Savior's teachings in).verses 1–3. It may be helpful to explain that the efforts of the Saints in the 1830s to establish a city of Zion in Independence, Missouri, were unsuccessful due to persecution. By 1838, the Saints were driven out of Missouri by their enemies.

Although the Lord has promised that there will be a future city of Zion built upon the American continent (see (Articles of Faith 1:10), today we are counseled to build up Zion wherever we live by striving to live righteously and establishing the Church throughout the world (see Zion). Topics and Questions, topics.ChurchofJesusChrist.org).

Explain that these men went to work and accomplished what the Lord asked them to do. Sacrificing much, they “planted” (see Doctrine and Covenants 57:8, 11, 14, 15) themselves in Missouri, a place without many conveniences on what was then the western border of the United States of America.

- How can it help us to understand that the Savior builds His kingdom in this way?

The Lord will likely not give you the same assignments to build up Zion as the individuals mentioned in these verses. However, He does ask us to build up Zion today. Through His prophets, He has encouraged us to build Zion wherever we live (see D. Todd Christofferson, “Come to Zion .*Ensign* or „*Liahona*, Nov. 2008, 38).

- (What are some ways you can establish Zion around you today?

Establishing the city of Zion

In the revelation recorded in Doctrine and Covenants 57, the Lord gave directions to some individuals to start building Zion.

One way you might help students learn from the following verses is to put them into groups of four and divide the verses up between group members (verses 6–7,,, 8–10“(, 11–12 ,13–14 Each group member could identify the individual or individuals being addressed and what they were asked to do. Students could then share their findings with their group members.

You could invite students to think of specific aspects of their lives in which they can establish Zion, such as at home, in their ward or branch, at school, or in their other interactions.

As part of this discussion, consider using one or both of the following examples. Invite the students to think about how these examples help them better understand how they can build Zion around them.

Watch “Eyes to See” from time code 4:54 to 6:54 and “The Needs before Us” from time code 6:03 to 8:10. Both of these videos are available at ChurchofJesusChrist.org.

Read ;Doctrine and Covenants 57:6–14 looking for what the Lord asked each of them to do.;

- Why do you think the Lord asked different people to do different tasks?
- What does this teach us about the way the Lord builds Zion, His kingdom, on the earth?.

Help students identify this principle: **The Savior builds up Zion by using our individual abilities.**

(Building Zion around you)

Consider inviting the students to share experiences they have had or know about in which they or others have helped to establish Zion. Invite them to share the blessings they experienced because of these efforts.



Help learners intentionally strive to be more like Jesus Christ:

As students share these experiences, they may identify ways that they or others are becoming more

like Christ. For more practice on how you can point out ways they are becoming more like Christ, see the training *Observe Christlike attributes in students and share what you've noticed in ways that inspire them to continue to be like Him,* found in *Teacher Development Skills: Focus on Jesus Christ* training.

Then invite the students to answer one or both of the following questions in their study journals.;

- What have you learned or felt about Heavenly Father and Jesus Christ through your studies today?;
- What have you felt prompted to do because of what you have studied?.

If not too personal, invite a few students to share their thoughts. Testify of the truths you have discussed, and invite students to act on any promptings they may have had through the Holy Ghost to build Zion.

LESSON 70: DOCTRINE AND COVENANTS 51-57

Doctrinal Mastery Practice 4

Apply the Principles of Acquiring Spiritual Knowledge

Doctrinal mastery can help students build the foundation for their lives upon Jesus Christ and His gospel. This lesson will give students opportunities to practice mastering the passages and the doctrine these passages teach. Students will also learn and apply divine principles for acquiring spiritual knowledge.

Possible Learning Activities

Doctrinal mastery review: Apply

The following questions could be used to help students practice learning how to apply the teachings of the doctrinal mastery passages to real-life situations. If needed, you could create questions that relate to the doctrinal mastery passages your students have learned so far.

Invite students to select one question they would like to focus on.

- If I'm a good person, does it matter what church I join?
- How can I know if I am receiving personal revelation?
- Why should I share the gospel with my friends and family?
- Why should I participate in general conference?
- How can I strengthen my connection to Jesus Christ?

Students could do the following activity in small groups or as a class.

One of the skills we can learn is how to apply scripture passages to real-life situations. For each question above, choose a doctrinal mastery passage that might help someone with their concern. For a list of the doctrinal mastery passages and key scripture phrases, look in the *Doctrinal Mastery Core Document* (2023).

Be sure students understand that more than one doctrinal mastery passage is used to answer each question.

After students have had sufficient time to identify doctrinal mastery passages that apply to their chosen scenarios, discuss their findings by asking questions like the following:

- Which doctrinal mastery passages do you feel apply to the scenario you focused on?
- How could these doctrinal mastery passages help with that scenario?

Consider asking a few students to share the passage they selected and how they feel it might help someone with that question.

Plan to spend no more than 10-15 minutes on this activity to allow enough time for the doctrinal mastery practice application later in the lesson.

Additional ideas about how to help students apply doctrinal mastery passages can be found in materials under "Doctrinal Mastery Review Activities" in the appendix.

Learn and apply principles of acquiring spiritual knowledge

For the rest of the lesson, focus on helping students apply principles of acquiring spiritual knowledge to a real-life situation. Before creating the scenario below, it may be helpful to invite students to review the principles of acquiring spiritual knowledge. Suggested review activities are included in the appendix under “Doctrinal Mastery Review Activities.” Descriptions of the principles are found in paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*.

Create a scenario

To help students apply the principles of acquiring spiritual knowledge, consider creating a scenario as a class about someone who has concerns about marriage or starting a family.

You could invite students to list beliefs they might have heard about marriage and family on the board. Invite students to choose an item from this list they feel is relevant to help create the scenario. Ask students to choose a name for the person in the scenario who has this concern and add details until it feels like a real-life, relevant situation they or someone they know might face.

The following is an example scenario:

Troy’s parents divorced when he was young. He has a good relationship with both of his parents, but it seems to him like his parents wish they never got married. He has also witnessed many disagreements and much stress. He wonders if marriage is worth it. He feels unsure if he ever wants to get married.

Discussion stations

One way for students to use the scenario to practice the principles of acquiring spiritual knowledge is to identify challenges and brainstorm solutions. The following discussion prompts could be placed around the room. You could organize students into smaller groups to address the questions at each station.

After adequate time at a station, you might rotate the groups so every student practices applying the three principles of acquiring spiritual knowledge. Based on the scenario the class created, it might be helpful to adjust the provided discussion questions.

Station 1

The challenges: What perspectives might influence this person’s feelings about marriage and family? Why do you think it could be difficult to see an eternal perspective in this situation?

Possible ways to help: What would you want this person to understand about Heavenly Father’s plan of salvation? How could an eternal perspective address the challenges you identified?

Review paragraphs 8–10 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*, and identify additional statements of truth that could be helpful.

Station 2

The challenges: Where might this person have encountered these ideas? Why might these philosophies be persuasive?

Possible ways to help: Why would it be important to rely on divinely appointed sources when seeking information about marriage and family? Find one or two scriptures or prophetic statements that could help in this scenario.

Review paragraphs 11–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*, and identify additional statements of truth that could be helpful.

„For station 2, consider providing students with a card or sticky note to write the scripture or prophetic quote they find and place it on the board. When the students have rotated through all three stations, you might ask a few students to share why the scripture or prophetic statement they selected could help the person in the scenario.

If students need help finding a scripture reference, you might list passages such as “Genesis 1:28; 2:24; . 1 Corinthians 11:11; Doctrine and Covenants 42:22–25; 49:15–17 131:1–4 on the board.

Station 3

The challenges: What might make it difficult for this person to act in faith?

„**Possible ways to help:** What would you invite this person to do to act in faith? How could these actions increase this person’s trust in Jesus Christ as they work through these challenges?”

Review ,paragraphs 5–7 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*, and identify additional statements of truth that could be helpful.

What you have learned

The following questions could be used in a discussion or journal activity:

- From what you learned today, what would you share with someone who had questions about Heavenly Father’s doctrine of marriage and family?
- What have you learned about acquiring spiritual knowledge that could help someone address a gospel-related question?

You might remind students it is normal to have questions about the gospel. You could share your feelings about the power of using the principles of acquiring spiritual knowledge to address any personal questions or concerns.

DOCTRINE AND COVENANTS 58–59”

Doctrine and Covenants 58–59

Overview,

„In August 1831, a group of Saints had recently arrived in Jackson County, Missouri. Many desired to help the Savior build Zion but were unsure what to do. The Lord explained that He expected them to use their agency to find ways to serve. He also invited them to repent of their sins and instructed them to keep the Sabbath day holy.



Extending the learning experience:

When you invite those you teach to act on true doctrine, you're inviting them to extend the learning experience into their homes and daily lives. Help your students see spiritual learning as a day-to-day experience rather than something that happens only in class. This can help students become more motivated to learn and apply gospel teachings. For more on how the Savior did this, see the section *The Savior Invited Others to Live What He Taught*” in *Teaching in the Savior's Way*. You can also see an example of how to do this in the lesson this week titled *Doctrine and Covenants 58:26–29*.”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 58:26–29

Lesson purpose: To help students understand how to follow the Savior's example of going about doing good.

- **Student preparation:** Invite students to think of someone they know who finds ways to serve in Christlike ways. Have them ponder what they can learn about the Savior's character from this person's example.
- **Content to display:** Chart to help students study Doctrine and Covenants 58:26–29
- **Videos:** “Jesus Christ Has Compassion and Heals the People” (6:32); “Widow of Nain” (2:22)

Doctrine and Covenants 58:38–60

Lesson purpose: To help students feel hope that the Savior forgives those who repent of their sins.

- **Student preparation:** Invite students to think of questions or concerns that discourage some teenagers from repenting after they make a mistake. Invite them to ponder what they know about Jesus Christ that could help resolve those questions or concerns.
- **Image to display:** Picture of a teenager
- **Materials:** *For the Strength of Youth: A Guide for Making Choices* (2022)
- **Videos:** “Jesus Christ Is the Strength of Youth” (14:12; watch from time code 0:34 to 2:12); *The Savior Wants to Forgive*” (5:50)

Doctrine and Covenants 59

Lesson purpose: To help students honor the Lord by choosing to keep the Sabbath day holy.

- **Student preparation:** Invite students to ponder how they feel about the Sabbath. Invite them to think about why the Savior would command us to set aside one day every week to focus on Him and His gospel.
- **Materials:** *For the Strength of Youth: A Guide for Making Choices*
- **Videos:** “Only upon the Principles of Righteousness (10:11; watch from time codes 4:59 to 5:24 and 5:24 to 6:26); Upon My Holy Day—Honoring the Sabbath” (1:30)

LESSON 71: DOCTRINE AND COVENANTS 58–59

Doctrine and Covenants 58:26–29

“Anxiously Engaged in a Good Cause”

Many Saints, including a group from Colesville, New York, had recently arrived in Jackson County, Missouri. They desired to help the Savior to build Zion, but they were unsure what to do. The Lord explained that they were expected to use their agency to find ways to help and serve. This lesson can help students understand how to follow the Savior’s example of going about doing good.

Possible Learning Activities

A day in the life of Christ

Before class, consider writing *They go about doing good* on the board. Invite each student to share the name of someone they know whose life fits that description. A few volunteers could share why that phrase reminds them of the person they picked.

Tell students that Acts 10 is a record of Peter’s teachings in Caesarea. Invite them to turn to Acts 10:38 to see whose name Peter would have written on the board.

Imagine what it might be like if Jesus had been born in our day, lived in your neighborhood, or attended your school.,

- What do you imagine Him doing that could be described as “[going] about doing good”?

To help students desire to follow the Savior’s example, consider giving them time to record their thoughts about the following prompt in their study journals.

Try to imagine how it might make you feel if you spent a Saturday with Jesus “[going] about doing good” all day. How might this experience influence how you would choose to spend your time even on days when you were not with Him?

Choosing to do good,

When Doctrine and Covenants 58. was received, Joseph Smith and some of the elders of the Church had recently arrived in Missouri. They desired instructions on how to establish the Church and build up Zion in the area. The Savior taught them how they could use their agency to do His work.

Read Doctrine and Covenants 58:26–29 to learn what the Savior taught the Saints about using their agency. Write words and phrases that you find in the appropriate sections of the following chart. (*Note:* “It is not meet” means it is not necessary or desirable.)

Consider displaying the following chart on the board or providing students with their own copy. It might help some students engage more in this activity if they are invited to complete it with a partner.

Using our agency to become ...

More like Jesus

Less like Jesus

When students are finished, consider asking questions that help them to think about and understand the meaning of phrases they found. For example:

- What do you think it means to be “anxiously engaged,” or actively seeking, to do good?
- Why do you think we should avoid being “compelled,” or forced, to do good?
- Why do you think our motives for doing good are important?

In your study journal or in your scriptures, in your own words, record one or two truths that you can tell are important to the Savior from these verses.

Invite students to share the truths they recorded or to write them on the board. One truth they might express is that **God rewards those who actively seek to bring righteousness to pass.**

You may want to invite students to ponder or record how often they actively seek for ways to serve God and others without waiting to be told what to do. Invite them to pay attention to ways they can strive to be more anxiously engaged in a good cause as they continue to study.

- What examples can you think of from the scriptures where someone lived the Savior's teachings in these verses?
- What are examples of the Savior noticing opportunities to do good and using His agency to act?

You might consider showing students the video "Jesus Christ Has Compassion and Heals the People" (6:32), available on ChurchofJesusChrist.org. It portrays the resurrected Savior choosing to stay extra time among the Nephites to serve and heal them.

Or you might show the video "Widow of Nain" (2:22), available on ChurchofJesusChrist.org. It portrays the Savior noticing a mourning mother and choosing to pause, comfort her, and heal her son.

The Savior's teachings in our lives

Consider helping students discover how the Savior's teachings in verses 26–29[may look in real-life situations. You could use some of the following situations or others that better relate to your students.

Divide students into small groups to discuss which verses or phrases best apply to each situation. Encourage groups to think of multiple ways each person could use their agency to engage in a good cause.

Then consider inviting each group to repeat the activity by creating their own scenario where a teenager could apply the Savior's teachings in section 58].

1. [Juliet was recently assigned to minister to a family she has never met. She's not sure how to even begin.
2. „Ann's Sunday School teacher is a great person but is not an experienced teacher. Many of her classmates seem to have lost interest and no longer try to engage in the lessons.
3. Jasmine notices that her mother has seemed more tired than usual recently.
4. Xavier came across some cruel posts about another student on social media.,
5. Jared has a free afternoon with nothing he is expected to do and nowhere he needs to be.

To conclude, consider inviting students to sing or listen to a hymn that reinforces principles learned in this lesson. One option is "Have I Done Any Good?" (*Hymns*, no. 223). Ask them to ponder how the lyrics apply to principles the Savior taught in section 58. Invite one or two students to share with the class what they feel the Savior would want them to remember from their study today. It may be helpful to allow students to write their thoughts before inviting some to share aloud.

You might invite students to look for a chance to act on what they learned before the next seminary

lesson. You could follow up by inviting willing students to share their experience with the class.



Extending the learning experience: The

previous invitation is an example of helping students extend their learning experience beyond the classroom. For

more training on how to do this, see the training titled “Invite learners to live what they are learning” found in the *Teacher Development Skills*. Consider practicing the skill, “Plan to follow up on invitations given in a previous class and invite learners to share their experiences living what they learned.”.

LESSON 72: DOCTRINE AND COVENANTS 58–59

Doctrine and Covenants 58:38–60**“He Who Has Repented ... Is Forgiven”**

Even the most faithful disciples of Jesus Christ need repentance and forgiveness. In Doctrine and Covenants 58, Jesus Christ invited several leaders of His Church to repent and promised to forgive their sins if they would obey. The purpose of this lesson is to help students feel hope that the Savior forgives those who repent of their sins.

Possible Learning Activities**Wounded**

Consider beginning class by creating a discussion about our need for Jesus Christ to forgive our sins.

One way to do this is to display the following picture or draw a stick figure of a teenager on the board. To create interest, you might invite the class to name him and make up some details about his life before sharing the following situation.



Imagine your friend told you he fell from a ledge last night. He feels a lot of pain when he breathes and thinks his arm is broken. He has decided not to see a doctor because he is worried that the doctor and others will be disappointed if they find out he chose to go near that dangerous ledge. So he plans to keep his pain a secret, hoping everything will heal properly in time.

- How do you feel about your friend’s plan? Why?

Now imagine a similar situation, but this time your friend tells you that he has committed a serious sin. Rather than follow the Savior’s teachings about repentance, he has decided to hide his sin and hope things will get better over time.

Invite students to share several different questions or concerns that might influence a teenager not to repent.

- What counsel would you give your friend?

The Savior teaches about repentance

Explain that in 1831 Joseph Smith and other elders traveled to Missouri, where the Lord commanded some to remain and build the city of Zion. As part of the Lord’s instruction, He counseled some of them to repent of their wrongdoings (see Doctrine and Covenants 58:14–15, 38–41, 60).

(Read Doctrine and Covenants 58:60), to see the Lord’s counsel to a man named Ziba Peterson.

- What misunderstandings do you think Ziba might have had about God or about repentance that would cause him to hide his sins? (You may want to read Alma’s counsel to his son about the results of trying to hide our sins. See Alma 39:7–9.)
- Which of these misunderstandings do you think people still struggle with today?

„Consider displaying the following prompt and giving students time to personally ponder or write their thoughts.

Then invite them to look for teachings during the lesson that can help them in their efforts to repent throughout their lives.”

Ponder whether there are any sins you have been hesitant to repent of. If so, think about your reasons for holding back.

„Questions and answers

As students study the following passage, you may want to remind them of specific questions or concerns about repentance that they shared earlier in the lesson.

Read Doctrine and Covenants 58:42–43, looking for the Savior’s teachings that help answer questions and concerns that some people may have about repentance.



Doctrine and Covenants 58:42–43 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Put students into small groups. Invite them to share phrases from verses 42–43 that help them answer specific questions or concerns or that were meaningful to them. Then invite groups to share what they learned with the class. As students share, be sure they understand that **if we repent of our sins, the Lord will forgive us** and that **to repent, the Lord requires us to confess and forsake our sins**.

- How could these truths help with concerns people might have about repentance?

If students have questions about repentance that these verses do not answer, determine whether it is best to help them find answers as part of this lesson, during a future lesson, or by suggesting divinely appointed sources where they could search for answers on their own.

The Lord forgives

This section is meant to help students feel hope that the Savior does forgive those who repent. Prayerfully determine which of the resources and suggestions will best help your students successfully prepare their responses to the following activity.

In your study journal, prepare a response you could share with someone who worries he or she cannot be forgiven. What could you share about the Savior’s nature and promises that could help this person overcome any concerns? Choose some of the following options to help you prepare your response:

1. **Scriptures:** Search the scriptures for passages containing the Lord’s promises to those who repent or for accounts that show His willingness to forgive. The list of doctrinal mastery passages in the *„Doctrinal Mastery Core Document (2023)“* could be helpful. You might consider cross-referencing or linking some of these scriptures with “Doctrine and Covenants 58:42–43.
2. **Personal evidence:** Think of examples where you have witnessed the Savior’s willingness to forgive and help someone change. (Don’t share names or details of sins.)
3. **The Jesus Christ will help you” section of the *For the Strength of Youth: A Guide for Making Choices* ([2022], 6–9):** Look for truths about Heavenly Father and Jesus Christ that give us hope.
4. **Modern prophets:** Search for statements from modern Church leaders that help us understand the forgiving nature of Jesus Christ.

Following is an example from Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles that you may choose to share with your students:



My dear young friends, if the Savior were here right now, what would He say to you? ...

You might remember mistakes you’ve made, times you gave in to temptation, things you wish you hadn’t done—or wish you had done better.

The Savior would sense that, and I believe He would assure you with words He has spoken in the scriptures:

“Fear not” Luke 5:10

“Doubt not” Doctrine and Covenants 6:36].

“Be of good cheer” [Matthew 14:27

“Let not your heart be troubled” John 14:1, 27].

I don’t think He would make excuses for your mistakes. He wouldn’t minimize them. No, He would ask you to repent—to leave your sins behind, to change, so He can forgive you. He would remind you that 2,000 years ago He took those sins upon Himself so that you *could* repent. That is part of the plan of happiness gifted to us from our loving Heavenly Father. (Dieter F. Uchtdorf, “Jesus Christ Is the Strength of Youth *Liahona*), Nov. 2022, 9)

After sufficient time to prepare their responses, invite students to share in small groups what they learned so that all who desire to share will have the opportunity.

You might also consider showing the video “The Savior Wants to Forgive”, (5:50), available at ChurchofJesusChrist.org, as an example of the Savior’s constant desire to forgive.

Consider concluding class with your testimony of the Savior’s forgiving nature, and encourage students to repent with faith in His promises.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is “He who has repented of his sins, the same is forgiven.” Ideas for memorization activities are in the appendix under “Doctrinal Mastery Review Activities.”

LESSON 73: DOCTRINE AND COVENANTS 58–59

Doctrine and Covenants 59

The Lord's Day

In 1831 the Lord called some Saints to move to Jackson County, Missouri, to establish Zion. While the Prophet Joseph Smith was with these Saints, he received instructions from the Lord about keeping the Sabbath day holy. This lesson can help students honor the Lord by choosing to keep the Sabbath day holy.

Possible Learning Activities

Decisions about the Sabbath day

Help students think about some of the blessings and challenges of obeying the commandment to keep the Sabbath day holy. You might use the following experience shared in general conference. Thinking about someone else's situation can help prepare students to consider their own thoughts, feelings, and actions.

Elder Larry Y. Wilson of the Seventy shared the following experience:



Our daughter Mary was a standout soccer player growing up. One year her team made it to the championships and, wouldn't you know it, that game was to be played on a Sunday. As a young teen, Mary had had years of teaching that the Sabbath was a day of rest and spiritual regeneration, not recreation. But she still felt pressure from her coaches and teammates to play, as well as a desire not to let her team down. (Larry Y. Wilson, "Only upon the Principles of Righteousness *Ensign* or *Liahona*, May 2012, 104–5)

- Why might some people view this as an important decision in Mary's life while others might not?
- „If you were Mary, what do you think would be important to consider before making this decision?

Think for a moment about decisions you make about the Sabbath day. What do you typically do to guide your choices? As you study today, seek inspiration from the Holy Ghost to help you know why to keep the Sabbath holy and how you might do that.”

The Lord's commandments and blessings.

The following paragraph can provide context for Doctrine and Covenants 59.

Although her health was failing at age 55, Polly Knight left her home in Colesville, New York, determined to obey the Lord and come to Zion. Polly made it to Zion (Jackson County, Missouri) and died a few days later. On the day of her funeral, a Sunday, the Prophet Joseph Smith received the revelation recorded in Doctrine and Covenants 59. In this revelation, the Lord taught truths that could comfort Polly's family (see verses 1–2). He also spoke of His commandments, with an emphasis on the Sabbath. The Lord promised great blessings to those who keep the Sabbath day holy.

Consider making two columns on the board with the titles *Instructions* and *Blessings*. Invite students to study the following verses in small groups and to list in the columns on the board what they find. They could also create similar lists in their study journals.

Read Doctrine and Covenants 59:9–20 and make two lists, one of instructions the Lord gives for our actions and attitudes on the Sabbath and another of blessings He offers us.

Invite students to share what they learned. Also, give them an opportunity to ask questions they might have, and discuss students' questions together. It might be helpful for students to look up definitions of difficult words as needed. Students might discuss and discover what it means to “pay thy devotions unto the Most High”(verse 10) and “offer thine oblations and thy sacraments unto the Most High” (verse 12). You may help guide the student discussion with questions such as the following:

- What truths can we identify from these verses about the purpose of the Sabbath?

Invite students to share any truths they discovered. You could ask students to discuss why they think the truths they identified are important. Along with other truths that students share, help class members identify and discuss that **the Sabbath is a day for us to show our devotion to God** (see verse 10).

- „How can having a day to focus on your love and devotion to God help you in your life?

Honoring the Lord on the Sabbath,

The following activity can help students understand how they can honor the Lord through their choices on the Sabbath day. You may want to write the temple recommend question below on the board.

During temple recommend interviews, you will be asked:

“Do you strive to keep the Sabbath day holy, both at home and at church; attend your meetings; prepare for and worthily partake of the sacrament; and live your life in harmony with the laws and commandments of the gospel?”

To help you think about how you can obey the commandment to keep the Sabbath day holy, write down ideas in your study journal about how you can honor the Lord by keeping the Sabbath day holy.

The following resources can help students identify more ways to keep the Sabbath holy at home and at church. Consider displaying them and giving students time to study and add to their list of ideas.

Read the following scriptures to discover what Jesus Christ did on the Sabbath:

- Matthew 12:9–13
- Luke 4:16

Study some of the following resources for additional ideas on keeping the Sabbath day holy:

- “Love God, love your neighbor in *For the Strength of Youth: A Guide for Making Choices* ([2022], 10–14)

- Topics and Questions, Sabbath Day. and “Sacrament,” topics.ChurchofJesusChrist.org

You might also consider showing “Upon My Holy Day—Honoring the Sabbath” (1:30) to find additional counsel from Elder Jeffrey R. Holland.

The following articles from ChurchofJesusChrist.org could also be helpful resources to share: Goal: Honor and Enjoy the Sabbath Day” and Prepare for the Sacrament All Week Long.”

After students have had sufficient time to study, consider inviting them to share what they learned. You could have them write some of their findings on the board. Consider also asking the following questions to help students share their own experiences.

- What has helped you show devotion to God on the Sabbath? What difference have these behaviors made for you?

Students might be interested to learn more from Mary’s experience introduced at the beginning of the lesson. You could give students the rest of the story by showing the video Only upon the Principles of Righteousness” from time code 5:24 to 6:26, available at ChurchofJesusChrist.org”

Make a plan

Consider displaying the following invitation. You could invite a few willing students to share their plans after they have finished making them.

Make a plan in your study journal about how you will strive to honor the Savior on the Sabbath day. You could identify ideas of what you will start doing, continue doing, or stop doing, either at home or at church.

DOCTRINE AND COVENANTS 60–63

Doctrine and Covenants 60–63

Overview

After the Prophet Joseph Smith and some of the elders of the Church ministered to the Saints in Missouri in the summer of 1831, the time came to make their return journey to Ohio. The revelations recorded in Doctrine and Covenants 60–62 contain counsel from the Lord to help the elders on their journey. In Doctrine and Covenants 63 the Lord corrects improper behaviors of the Saints in Ohio.



Focus on converting principles: Help students discover doctrine and principles that can influence their relationship with Heavenly Father and Jesus Christ.

Encourage them to analyze how these truths can deepen their conversion and help them act in faith. For more on how the Savior did this, see the section “The Savior Taught Truths That Lead to Conversion and Build Faith” in *Teaching in the Savior’s Way*. You can also see an example of how to do this in the lesson this week titled “Doctrine and Covenants 60–62.”

(2022): “Walk in God’s light” (pages 16–21) and “Your body is sacred” (pages 22–29). Invite students to look for the Lord’s standards related to the law of chastity.

- **Image to display:** Depiction of Jesus Christ
- **Item to bring:** Copies of *For the Strength of Youth: A Guide for Making Choices* (2022) for students who may not have digital access

Doctrine and Covenants 63:57–64

Lesson purpose: To help students feel the importance of using the Savior’s name with reverence.

- **Student preparation:** Invite students to study Doctrine and Covenants 63:57–64, looking for teachings about Jesus Christ that could impact the way they speak about Him.

Prepare to teach

The following information provides ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 60–62

Lesson purpose: To help students understand more about the Savior’s expectations and desires for them.

- **Student preparation:** Invite students to think about times in their lives when they may have relied on the influence of the Holy Ghost and their own judgment to make a decision. Invite them to consider how the Lord blessed them in these situations.
- **Content to display:** Situations at the beginning of the lesson; the chart for the study activity

Doctrine and Covenants 63:1–23

Lesson purpose: To help students feel the importance of personal obedience to the Lord’s law of chastity.

- **Student preparation:** Invite students to study the following sections of *For the Strength of Youth: A Guide for Making Choices*,

LESSON 74: DOCTRINE AND COVENANTS 60–62

Doctrine and Covenants 60–62

“Hearken unto the Voice of Him Who Has All Power”

In August 1831, the Savior lovingly instructed a group of elders during their difficult journey from Missouri to Ohio. His counsel helped the elders understand His expectations and desires for them as they journeyed home. This lesson is intended to help students understand more about the Savior’s expectations and desires for them.

Possible Learning Activities

Decisions

To begin class, consider displaying the following situations:

Imagine that two of your close friends are struggling in different ways with making decisions. One friend rarely seeks help or guidance from God and tries to make most decisions on her own. Another friend prays for guidance and is hesitant to move forward with any decision until she feels certain the Lord has answered her.

- What could be some reasons each friend might feel the way she does?
- What are some misunderstandings you see in both situations?

„Invite the students to think about decisions they need to make in their lives and to consider whether they can relate to either of these situations. Encourage them to look for truths in today’s lesson that can help them with their decisions.

“I will speak unto you concerning your journey”
Doctrine and Covenants 60:5)

To help students understand the context for the teachings they will study today, read or summarize the information in the following paragraph.

In August 1831, Joseph Smith and several elders began a journey of more than 800 miles (1,287 km) to their homes in Kirtland, Ohio. They had spent the previous few weeks in Missouri, where the Lord had instructed them to work toward building a city of Zion. While traveling home, the group had questions about their method and direction of travel. For some decisions, the Lord encouraged them to use their best judgment and choose for themselves. For other decisions, He provided specific instructions and commandments to guide them.

Students could use the following chart to study the verses listed. Invite students to copy the chart into their study journals. Consider also copying it on the board and inviting various students to write in the answers after they have studied the verses. You could place students in groups and assign them to study one or all of the passages together.

	What mattered to the Lord	What did not matter to the Lord
Doctrine and Covenants 60:5–8		
Doctrine and Covenants 61:21–22		
Doctrine and Covenants 62:5–7		

- What differences did you notice in these verses between what mattered to the Lord and what did not?
- What are some ways you could apply the Lord’s teachings in these verses to situations you face in your life?

Read Doctrine and Covenants 62:8, looking for the Lord’s counsel that can help us when we must make decisions without specific direction.

Invite students to share a truth they learned from the Lord's counsel in this verse. They might express a principle similar to the following: **The Lord expects us to make many decisions based on the directions of the Spirit and our own judgment.**

You may want to invite students to read Doctrine and Covenants 58:26–29 looking for teachings that can help them better understand how the Lord expects us to make decisions. Students could be invited to cross-reference or link these verses with Doctrine and Covenants 62:8.



Focus on converting principles: For more practice on how to do this, see the training titled Focus on truths that lead to conversion and build faith in Jesus Christ.

in *Teacher Development Skills: Teach the Doctrine*.

Consider practicing the skill and asking questions that help students identify and state converting principles.

- Why do you think it is important to rely on our judgment as well as the directions of the Spirit when we make decisions?
- How can this truth help us in decisions related to our standards or values?

Consider inviting the students to share experiences where they have made decisions based on their own judgment and the directions of the Spirit. Invite them to share how the Lord blessed them in these situations. You might also consider sharing your own experiences.

To help students prepare to study the following verses, consider having them write *Jesus Christ* in the middle of a page in their study journals. You could also write this on the board. As students study the following scripture passages, they could write words or phrases describing the Savior around His name.

Read Doctrine and Covenants 60:1–4,,; 61:1–2, 36–39”, 62:1–3, 9 Pay attention to what you learn about Jesus Christ from these verses. Record your findings in your study journal.,

Give students an opportunity to share what they learned and felt about Jesus Christ from this study activity. They could discuss questions like the following together as a class, in partnerships, or in small groups.

- What did you find that might have been helpful to these elders on their journey?
- What did you learn about the Savior that could help you or others in life?

Conclude the lesson by inviting students to think about any promptings they may have received from the Holy Ghost based on what they have studied and discussed today. Encourage them to record their thoughts and impressions in their study journals.

The Savior teaches about Himself

During the journey to Ohio, the elders experienced uncertainty, fatigue, and some frightening situations. They also had disagreements and quarrels. To help them, the Savior shared many important teachings about Himself. These teachings can help us better understand who He is and what He can do for us.

(LESSON 75: DOCTRINE AND COVENANTS 60–63)

Doctrine and Covenants 63:1–23

The Lord’s Law of Chastity

In the summer of 1831, the Prophet Joseph Smith returned from Missouri and learned that some of the Saints in Kirtland had committed serious sins, including violations of the law of chastity. In the revelation recorded in Doctrine and Covenants 63, the Lord warned the Saints of the seriousness of their sins. This lesson can help students feel the importance of personal obedience to the Lord’s law of chastity.

Possible Learning Activities**The importance of virtue”**

To begin class, consider displaying a picture depicting the Savior. Invite students to write on the board their answers to the first of the following questions. You might invite a few students to explain what they wrote and to share how they would answer the second question..

- What are some words or phrases that describe attributes the Savior wants us to have?

Add the word *virtuous* to the board if it is not already there. Explain that to be virtuous includes having moral integrity, being sexually pure, and having spiritual power and strength (see Guide to the Scriptures, Virtue,” scriptures.ChurchofJesusChrist.org).

- Why do you think being virtuous is an important characteristic for us to have?
- How is the Savior’s commandment to be virtuous under attack in our day?

Invite students to think about how important it is for them to be virtuous and sexually pure. They could also think about questions they have or obstacles they personally face related to this commandment. Encourage students to pay attention to spiritual promptings that can help them feel a greater desire to live pure and virtuous lives.

The Savior condemns sexual sin

The following contextual background could help students prepare to study Doctrine and Covenants 63.

In the revelation recorded in Doctrine and Covenants 63 the Savior addressed sinful behaviors of some of the Saints in Kirtland, Ohio. He warned of the seriousness of these sins (see Doctrine and Covenants 63:1–6) and shared truths about the importance of being sexually pure.

Study Doctrine and Covenants 63:13–16 looking for the Lord’s invitations and warnings.

If needed, help students understand the meaning of key words or phrases in these verses. For example, it may be helpful to explain that “adultery” refers to sexual relations between a married individual and someone other than his or her spouse. To “lust after” someone means to look at a person in a way that arouses sexual feelings. This includes viewing pornography. “The law of chastity states that God approves of sexual activity only between a man and a woman who are married” *For the Strength of Youth: A Guide for Making Choices*, [2022], 23).

- What do these verses teach you about the impact sexual sins can have on us?

- What can you learn about the Savior from His words in these verses?

One truth that would be appropriate to emphasize during this discussion is that **the Savior condemns lust and all other forms of sexual sin.**

Deepen understanding about the law of chastity

Help students understand that the Savior's commandment to be sexually pure is often referred to as the law of chastity. The following activity can help students deepen their understanding about the importance of obeying this law.

Invite the class to brainstorm a few questions teenagers might have about the Lord's law of chastity. Students might feel more comfortable asking questions anonymously by writing their questions down. Choose a few appropriate questions and list them on the board.

To help you prepare to answer questions you or others have about the Lord's law of chastity, study the following sections in *For the Strength of Youth: A Guide for Making Choices* (2022): "Walk in God's light" (pages 16–21) and "Your body is sacred" (pages 22–29).

Students could work with a partner or in small groups to find answers to the questions they choose to focus on. In addition to studying the sections from *For the Strength of Youth: A Guide for Making Choices* (2022), students could also be invited to search for other gospel resources.

After an appropriate amount of time, invite students to discuss what they discovered as they studied. Invite multiple students to share their insights. A question like the following could help guide the discussion.

- What did you find that deepened your understanding about why we are commanded to live the law of chastity?

Blessings for obedience to the law of chastity

After warning the Saints about the serious nature of violating the law of chastity, the Savior encouraged them to keep His commandments, and He promised blessings for obedience.

Read Doctrine and Covenants 63:19–20, 23 looking for what the Savior taught.

- What blessings does the Savior promise to those who keep His commandments?
- How might remembering these blessings motivate us to live virtuous lives?

„There may be some students who have committed sins related to the law of chastity. Remind the class that when we sincerely strive to repent of our sins, the Savior makes complete forgiveness and healing possible. To help anyone who is worried that they have already made mistakes, you might emphasize Doctrine and Covenants 58:42–43.

Remember what you have learned

Give students time to reflect on what they have learned and felt during their studies today. One way to do this is to invite them to write their answers to one or more of the following questions in their study journals.

- What impressions or feelings did you have as you studied today?
- What have you learned about the importance of being chaste and the impact that choice can have on your life?
- What is something you feel impressed to do or change?

Conclude the lesson by reminding students of the Savior's promise to bless all who faithfully strive to obey the Lord's law of chastity.

LESSON 76: DOCTRINE AND COVENANTS 60–63

Doctrine and Covenants 63:57–64

Reverence for the Sacred Name of Jesus Christ

In the revelation recorded in Doctrine and Covenants 63 the Savior expressed His desire for His followers to “beware how they take [His] name in their lips” Doctrine and Covenants 63:61 This lesson can help students feel the importance of using the Savior’s name with reverence.

Possible Learning Activities**Careful rather than casual**

Write the phrase *Careful rather than casual* on the board. Then invite students to discuss the following questions:

- What are some situations in which it would be important for someone to be careful rather than casual? Why?

If students need help thinking of ideas, you could mention a few examples, such as driving a car, searching the internet, cutting hair, or performing a medical procedure.

- What are some things you think the Savior wants us to be careful about in our lives?

Sister Rebecca L. Craven of the Young Women General Presidency posed the following question:



Are we careful in our language? Or do we casually embrace the crude and vulgar? (Rebecca L. Craven, “Careful versus Casual,” *Ensign* or *Liahona*

May 2019, 10)

What are some situations in which you might encounter language that is irreverent toward God or other sacred things?

Invite students to think about how they feel when they encounter such language. Encourage them as they study to look for teachings that can help them feel the importance of being careful in how they speak about sacred things, particularly how they use the names of Heavenly Father and Jesus Christ.

Reverence for the name of Jesus Christ

The following explanation could help students understand the context for the verses they will study from Doctrine and Covenants 63.

At the time of the revelation recorded in Doctrine and Covenants 63 some of the Saints in Kirtland, Ohio, had used the Lord’s name without the proper priesthood authority (see Doctrine and Covenants 63:62). The Lord condemned these actions and taught the Saints important truths about how His name should be used.

Read Doctrine and Covenants 63:58–64, looking for what the Lord wanted the Saints to understand about Him.

- What do these verses help you understand about Jesus Christ?
- What did you learn from verses 61–64 about how we should use the Savior’s name?

One truth students might mention from these verses is that **the name of Jesus Christ is sacred and must be used with care.**

- What do you think it means to use the Savior’s name with care?
- What questions do you have about what you are learning in these verses?

If students have questions about what it means to use “the name of the Lord ... in vain” (verse 62), explain that it can involve speaking irreverently of Heavenly Father and Jesus Christ (see Dallin H. Oaks, “Reverent and Clean,” *Ensign*, May 1986, 49–50). It can also involve using the Savior’s priesthood authority unworthily (see Neil L. Andersen, “Power in the Priesthood *Ensign* or *Liahona* Nov. 2013, 93). Be sure students understand that it is appropriate to speak of the Savior in gospel or everyday conversations when we speak of Him with love and respect.

Before asking the following question, it may be helpful to have students imagine that they know someone who does not understand the importance of using the Savior’s name with reverence. They could keep this person in mind as they discuss.

- What do you think can help us feel a greater desire to use the name of Jesus Christ with reverence?

Feeling greater love and reverence for Jesus Christ

Explain that understanding more about who Jesus Christ is and what He has done for us can help us feel greater love and reverence for Him.

Before introducing the following study activity, consider inviting students to share experiences they have had or truths they know from the scriptures that motivate them to think and speak reverently about Jesus Christ. You could also share an example from your own life.

Take some time to search divinely appointed sources that can help you feel greater love for Jesus Christ and desire to speak of Him with reverence. You could search for scriptures, statements from Church leaders, hymns, or other helpful resources that describe who He is or what He has done. Record your insights and feelings in your study journal.

Students could look for resources on their own or with a partner. If needed, you could provide them with a few examples of resources they could refer to, such as hymns that teach of the sacred nature of Jesus Christ or some of the following scriptures: Matthew 8:23–27; 2 Nephi 25:13; Doctrine and Covenants 18:23–25 35:1–2; 110:1–5.

After sufficient time, invite students to share what they learned and felt from their studies. If students found meaningful hymns, the class could sing one or more of them together. You could also invite students to read a scripture they found and share why it was meaningful to them.

The following questions could help students share their insights:

- What did you study that inspired gratitude or respect for the Savior?
- How could remembering what you studied impact your choices?

You could expand the discussion of the second question by dividing students into small groups and inviting them to discuss how specific aspects of their lives could be impacted when we feel greater reverence for Heavenly Father and Jesus Christ. Examples of aspects of their lives they could talk about include:

- The choices they make related to media use.
- Their interactions with others.
- Their willingness to share the gospel.
- The way they pray to Heavenly Father.

Relating it to your life

To help students reflect on their learning, invite them to respond to at least one of the following questions in their study journals:

- Based on what you learned from the Spirit or from your peers today, what changes do you notice in your feelings for or perspective of the Savior?
- (What is something you feel a desire to do better or differently as a result of what you learned today?)

„Invite a few willing students to share what they wrote. Then conclude the lesson by sharing your testimony of Heavenly Father and Jesus Christ, and explain why Their names are sacred to you.

„DOCTRINE AND COVENANTS 64–66

Doctrine and Covenants 64–66

Overview

Joseph Smith and other elders returned to Ohio from Missouri. During the journey, some elders had disagreements but most reconciled their contentious feelings. While preparing to move to Hiram, Ohio, and helping others get ready to travel to Missouri, Joseph Smith received the revelation in Doctrine and Covenants 64. The Lord in the revelation commanded Church members to forgive one another and taught them the sacrifices He requires. In Doctrine and Covenants 65, He revealed that the gospel will go to every nation in preparation for the Second Coming and that the Saints are to pray for the growth of the kingdom of God.

**Encourage preparation for learning experiences:**

There are many ways students can prepare their minds and hearts to learn the gospel. Some of these

ways include praying for revelation, developing a desire to learn, repenting, studying, responding to questions, being willing to contribute, and coming prepared to teach others. For more on how the Savior did this, see the section “The Savior Invited Others to Prepare to Learn,” in *Teaching in the Savior’s Way* You can also see an example of how to do this below under the lesson titled “Doctrine and Covenants 64:20–43”.

(Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 64:1–17

Lesson purpose: To help students follow Jesus Christ’s example and become more forgiving.

- **Student preparation:** Invite students to reflect on a person in their life who might need their forgiveness.
- **Videos:** Forgiveness: My Burden Was Made Light (8:24); “Happy and Forever” (13:09; watch from time code 9:47 to 10:39); „The Ministry of Reconciliation” (16:12; watch from time code 10:11 to 11:23)
- **Image to display:** The Savior

Doctrine and Covenants 64:20–43

Lesson purpose: To help students feel an increased desire to give the Lord their hearts and willing minds.

- **Student preparation:** Prior to this lesson, provide students with the phrase “The Lord requireth the heart and a willing mind” Doctrine and Covenants 64:34). Invite them to think about the meaning of this phrase or how we can give the Lord our hearts and willing minds.

• **Encourage preparation for learning experiences:**

The previous student preparation idea is one example of how to encourage preparation for learning experiences. For more practice with this, see the training titled Create invitations that help learners prepare for the next learning experience” found in *Teacher Development Skills: Invite Diligent Learning*).

- **Images to display:** The Isaac Morley farm; a heart and mind that could easily be drawn

Doctrine and Covenants 65

Lesson purpose: To help students understand the Church’s role in preparing the world for the Second Coming of Jesus Christ.

- **Student preparation:** Invite students to look for evidence of the Church’s growth. They could discuss with a parent or member of their ward how they have seen the Church expand throughout the world. Students could also look for evidence using Facts and Statistics, at newsroom.ChurchofJesusChrist.org.
- **Video:** Hope of Israel” (1:01:34; watch from time code 51:42 to 52:04)

LESSON 77: DOCTRINE AND COVENANTS 64–66”,

Doctrine and Covenants 64:1–17

“Required to Forgive”

During a trip from Missouri to Ohio, Joseph Smith and others experienced contention and bad feelings toward one another. In Doctrine and Covenants 64, Jesus Christ instructed them about their need to forgive. This lesson can help students follow Jesus Christ’s example and become more forgiving.

Possible Learning Activities

Reflecting on forgiveness

Invite students to share a story about forgiveness. Or you could share a story of forgiveness such as “Forgiveness: My Burden Was Made Light (8:24), found at ChurchofJesusChrist.org. Invite students to answer the following questions in their study journals.

- Do you consider yourself to be a forgiving person? Why or why not?
- Why do you think Heavenly Father and Jesus Christ want you to forgive others?
- Who is someone you need to forgive?

Invite students to seek personal revelation to know who they may need to forgive and what they can do to extend forgiveness.

Jesus Christ is forgiving

Consider inviting a student to read the following context for Doctrine and Covenants 64.

In August 1831, after dedicating Zion in Missouri, Joseph Smith, Oliver Cowdery, Isaac Morley, Ezra Booth, and others were returning home to Ohio. Extreme heat, dangerous traveling conditions, and disagreements with leadership led the group to criticize and quarrel with one another. After they arrived home, tension still lingered between them (see *Saints: The Story of the Church*

of Jesus Christ in the Latter Days vol. 1, *The Standard of Truth*, 1815–1846 [2018], 133–34, 136–37 In response to their experience, the Lord gave the revelation now known as Doctrine and Covenants 64.

Read Doctrine and Covenants 64:1–7, looking for how Jesus Christ responded to those who had sinned.

Consider displaying an image of the Savior. Ask students to ponder the following questions. Afterward, invite students to share their thoughts with the class or a partner.

- What attributes of Jesus Christ do you find in these verses?
- Which of these attributes are you most grateful for? Why?

We are required to forgive

Read [J\].Doctrine and Covenants 64:9–11](#), looking for how Jesus Christ invites us to follow His example.



Doctrine and Covenants 64:9–11 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily..

- What stands out to you about what the Savior taught Joseph and the others?

Help students identify the truth that **Jesus Christ requires us to forgive all people**. Consider writing this truth on the board. You can also invite students to write it in their scriptures.

Take sufficient time to help students understand verses 9–11. Some of the following questions can help.

- Why do you think Jesus Christ requires us to forgive everyone?

- Why do you think we have “the greater sin” (verse 9 when we choose not to forgive others)?
- How do you think saying in our hearts “let God judge between me and thee” (verse 11) can help us forgive others?
- What Christlike attributes will forgiving others help you develop?

Learning how to forgive others

Consider giving students time to ask questions or share challenges related to forgiveness. Students could respond to the following questions on the board, via an anonymous polling feature, or on pieces of paper that can be shared with the class.

- What questions might people have as they seek to forgive others?
- What challenges might people face as they try to follow the Savior’s example to forgive?

Students may ask questions like “How can the Savior help me forgive others?” or “Does forgiving others mean I need to be hurt again?”

Invite students to select a question as a class or individually. Then have them search divinely appointed sources for answers.

Students could find answers by searching words like “Jesus,” “forgive,” “Savior,” and “mercy” in the Gospel Library app or the Guide to the Scriptures. You could also provide scriptures, such as Matthew 5:7; 18:21–35 and Mosiah 26:30–31, and the prophetic statements listed below.

Elder Gerrit W. Gong of the Quorum of the Twelve Apostles taught how Jesus Christ can help us forgive others:



Sometimes our willingness to forgive someone else enables both them and us to believe we can repent and be forgiven. Sometimes a willingness to repent and an ability to forgive come at different times. Our Savior is our Mediator with God, but He also helps bring us to ourselves and each other as we come to Him. Especially when hurt and pain are deep, repairing our relationships and healing our hearts is hard, perhaps impossible for us on our own. But heaven can give us strength and wisdom beyond our own to know when to hold on and how to let go. (Gerrit W. Gong, *Happy and Forever Liahona* Nov. 2022, 85)

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught:



“Forgive, and ye shall be forgiven” [Luke 6:37 Christ taught in New Testament times. And in our day: “I, the Lord, will forgive whom I will forgive, but of you it is required to forgive all men” [Doctrine and Covenants 64:10]. It is, however, important for some of you living in real anguish to note what He did *not* say. He did *not* say, “You are not allowed to feel true pain or real sorrow from the shattering experiences you have had at the hand of another.” *Nor* did He say, “In order to forgive fully, you have to reenter a toxic relationship or return to an abusive, destructive circumstance.” But notwithstanding even the most terrible offenses that might come to us, we can rise above our pain only when we put our feet onto the path of true healing. That path is the forgiving one walked by Jesus of Nazareth, who calls out to each of us, “Come, follow me” Luke 18:22.) (Jeffrey R. Holland, “The Ministry of Reconciliation,” *Ensign* or *Liahona*, Nov. 2018, 78–79)

„Consider inviting students to share answers they find or impressions they feel about forgiveness. They can also share examples of how they have been blessed by following the Savior’s example to forgive others. Remind students not to share any experiences or details that are too personal.

- What specific actions can we take that will help us forgive others?

Potential answers students might share include the following:

- Study accounts of the Savior and others extending forgiveness
- Ponder how our lives would be different if we extended forgiveness
- Offer a sincere prayer in which we give our burden to God and ask for His help to forgive others
- (Acknowledge that through Jesus Christ, our hearts can change over time so we can eventually forgive others)

Personal application

Earlier in the lesson, students were invited to think of someone they need to forgive. Invite them to reflect on that situation and to seek inspiration as they answer the following questions.

Ponder the following questions and consider writing your thoughts or feelings in your study journal.

- What can you do to rely on the Savior to forgive?
- What efforts will you make to follow Jesus Christ's example and become more forgiving?

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is "Of you it is required to forgive all men." Ideas for memorization activities are in the appendix under "Doctrinal Mastery Review Activities."

LESSON 78: DOCTRINE AND COVENANTS 64–66

Doctrine and Covenants 64:20–43

“The Lord Requireth the Heart and a Willing Mind”



As the early Saints sought to establish Zion, Jesus Christ asked them to sacrifice and contribute in different ways. In our continued efforts to follow Jesus Christ, He asks that we give Him our hearts and willing minds. This lesson can help students feel an increased desire to give the Lord their hearts and willing minds.

Possible Learning Activities**Personal possessions**

You might begin class by asking students to think of personal possessions they consider valuable. Consider providing questions that could facilitate sharing with the class or in small groups. For example:

- What is something you possess that you worked hard to obtain?
- What is something you own that would be difficult for you to give away to someone else? Why would it be difficult?

The Isaac Morley farm

You could show the image at the beginning of this lesson and invite a student to read the following information out loud.

Isaac and Lucy Morley worked hard to build a prosperous 80-acre farm near Kirtland, Ohio. As part of their religious beliefs, they invited people to live on their property, share their possessions, and

have all things in common with one another. When Latter-day Saint missionaries stopped in Kirtland, they preached the Restoration message to those living on the Morley farm. Among those converted were Isaac and Lucy Morley. Shortly after their baptism, the Morleys welcomed Joseph and Emma Smith to live on their farm. (See Susan Easton Black, *Who's Who in the Doctrine and Covenants*, [1997], 198.)

Read “Doctrine and Covenants 64:20 and look for the Lord’s instructions to Isaac Morley.,

- How do you think you would have responded if you were in Isaac’s situation? Why?
- How might knowing the request came from the Savior help you obey?)

Explain that Isaac had previously been asked to sell his farm and refused. But upon receiving this revelation, Isaac obediently sold his farm, gave the money to the Church, and moved his family to Missouri to help build up Zion. You might also point out that other men were told in this revelation not to sell their properties (see Doctrine and Covenants 64:21, 26()). These men consecrated their properties to the Lord by using them to support the Church and Saints in Kirtland. This could be a good place to remind students of truths they learned about the Savior and the law of consecration in Doctrine and Covenants 42:29–39

The Lord requires our hearts and willing minds

Explain that though the Lord may not require us to sell our property, there are things He asks of us as we strive to follow Him.

Read (Doctrine and Covenants 64:22, 34 Look for requirements the Lord asks of us.)

- What did you find?

Help students identify that **the Lord requires us to give Him our hearts and willing minds.**

Think of ways to help your students better understand what it means to give the Lord our hearts and willing minds. One way is to invite students to imagine they were asked to help write a *Come, Follow Me* lesson for Doctrine and Covenants 64,. On their own or in small groups, students could study the following scriptures or ones they find on their own, then write an explanation of what it means to give the Lord our hearts and willing minds. Allow them to share and discuss what they wrote.

Encourage students to seek personal revelation to know how they can personally give the Lord their hearts and willing minds.”,

Read the following scripture passages and look for insights that can help you understand what it means to give the Lord our hearts and willing minds. You could write an explanation in your study journal.

Teachings in the Scriptures

Proverbs 3:5–6

Matthew 22:36–39

Mosiah 3:19

„Doctrine and Covenants 20:77, 79

Examples from the Savior’s Life

John 6:38

Luke 22:42

3 Nephi 27:13–14

Doctrine and Covenants 19:24

- How is Jesus Christ a good example of giving His heart and willing mind to Heavenly Father?
- In your efforts to follow Jesus Christ, how has giving Him your heart and willing mind made a difference in your life?

You might take time to help students understand that there is a difference between merely doing what the Lord asks of us and obeying Him with our hearts and willing minds.


Consider inviting students to list on the board multiple commandments the Lord asks us to keep or sacrifices He might ask us to make. Ask students to discuss in pairs or small groups how we might give the Lord our hearts and willing minds as we do these things. For example, they might discuss how we can give the Lord our hearts and willing minds as we strive to keep the Sabbath day holy.

Personal reflection

If you have chosen to write commandments or sacrifices on the board, invite students to look at the list and reflect on their willingness to do these things. Consider instructing students to draw a heart and a mind in their study journal. You could display the image below as a template. Invite them to reflect on how much of their hearts and minds they are giving to the Savior and then color in the quantity they feel they are giving Him. You could then invite them to ponder and write their answers to the following questions.



- What have you learned today that could increase your desire to give the Lord your heart and a willing mind?
- How do you think giving your heart and mind to the Savior can help you to become more like Him?



Consider inviting students to share what they have felt and learned. You might also bear testimony or share an experience when you have observed someone give the Lord their heart and a willing mind.

LESSON 79: DOCTRINE AND COVENANTS 64–66

Doctrine and Covenants 65

“Prepare Ye the Way of the Lord ... That the Kingdom of Heaven May Come”

„One important responsibility of The Church of Jesus Christ of Latter-day Saints and its members is to help prepare the world for the Savior’s return. In Doctrine and Covenants 65” the Lord revealed this important role to His Prophet Joseph Smith and the Saints. This lesson can help students understand the Church’s role in preparing the world for the Second Coming of Jesus Christ.

Possible Learning Activities

Activity preparation

One way to begin this lesson could be to help students think about circumstances in which preparation is vital. The following questions may help.

- „What is an activity you enjoy that requires extensive preparation?”
- If you were helping someone prepare for this activity, what would you want them to know? What help or resources would you give them?

Provide students with an opportunity to share their answers with other students.

Help students transition into thinking about what The Church of Jesus Christ of Latter-day Saints helps us prepare for.

Just as your activity requires a great deal of preparation, there are coming events that we need to prepare for. The Lord has established His Church to help us prepare.

- What does His Church prepare us for?

Explain to students that His Church prepares us for many things, and encourage them to share as many as they can think of. Ask them to look for one of these in Doctrine and Covenants 65

“Prepare ye the way of the Lord”

On September 12, 1831, Joseph Smith and his family moved 30 miles southeast of Kirtland, Ohio, to the John and Alice Johnson home in Hiram, Ohio. A Church service was held at the Johnson home on Sunday, October 30, 1831. On that same day, the Prophet received the revelation that is recorded in Doctrine and Covenants 65,

Students could practice the scripture study skill of looking for repeated words and phrases as they read the following verses. You could encourage them to highlight each instance of “prepare” in these verses. They may also make note of the phrase “make ready” in verse 3.

Read Doctrine and Covenants 65:1, 3 and look for the Savior’s invitation.

- What did you find?

Read Doctrine and Covenants 65:2, looking for what the Savior has given us to help us prepare for His Second Coming.

- What words or phrases do you have questions about?

To help students analyze and understand the phrases in verses 2–3, ask them what they think the phrases mean. You could share or display some of the following content as necessary:

1. “Keys of the kingdom,” or “keys of the priesthood,” are “the rights of presidency, or the power given to man by God to direct, control, and govern God’s priesthood on earth” (Guide to the Scriptures, Keys of the Priesthood,” scriptures.ChurchofJesusChrist.org). See also Matthew 16:18–19
2. “The stone which is cut out of the mountain without hands” is “the Lord’s Church [increasing] in magnitude until it fills the whole earth, ‘never [to] be destroyed ... [but to] stand for ever’

Daniel 2:44]” (Ronald A. Rasband, Fulfillment of Prophecy *Ensign* or *Liahona*, May 2020, 75). See also Daniel 2:31–35, 44–45.

3. “Make ready for the Bridegroom” refers to the way “Jesus Christ is symbolized in the scriptures as the Bridegroom. The Church is His symbolic bride” (Guide to the Scriptures, “Bridegroom,” scriptures.ChurchofJesusChrist.org See also Revelation 19:7–9.

- How would you summarize what we can learn from these verses as a statement of truth?

Students may share something like **Jesus Christ restored His Church to help us prepare ourselves and others for His Second Coming** Consider having them write this truth next to verses 1–3.

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles declared:



The Church of Jesus Christ of Latter-day Saints is uniquely empowered and commissioned to accomplish the necessary preparations for the Lord’s Second Coming; indeed, it was restored for that purpose. ... The Church of Jesus Christ is commissioned to prepare—and is preparing—the world for that day. (D. Todd Christofferson, “Preparing for the Lord’s Return *Ensign* or „*Liahona* May 2019, 82, 84)

- What do you think or feel about this statement?
- How is the Church uniquely able to prepare the world for the Savior’s return?
- What preparations do you feel are necessary for that day?

You may want to list on the board ways the Church helps prepare people for the Second Coming. If students struggle to come up with ideas, you could share with them the four divinely appointed responsibilities of the Church. These include assisting in God’s work by (1) living the gospel of Jesus Christ, (2) caring for those in need, (3) inviting all to receive the gospel, and (4) uniting families for eternity (see *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints* 1.2, ChurchofJesusChrist.org You could list these on the board and ask students to share more specific ways that fall under each of these headings that help prepare people for the Lord’s Second Coming.

“Call upon the Lord, that His kingdom may go forth”

Read Doctrine and Covenants 65:4–6, looking for what the Savior taught we can do individually to help prepare the world for His Second Coming.

- What did you discover?
- What are some of the Savior’s “wonderful works” that are accomplished through His Church? (See *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 1.2 1.3, ChurchofJesusChrist.org.)
- How do these works help prepare us and others for the Savior’s Second Coming?

You might want to give students an opportunity in and out of class to “make known his wonderful works” (Doctrine and Covenants 65:4). They could discuss ways to share with their families and friends or others.

President Russell M. Nelson taught that one thing we can do is “call upon the Lord, that his kingdom may go forth upon the earth” (Doctrine and Covenants 65:5).



My ... invitation is for you to pray daily that all of God's children might receive the blessings of the gospel of Jesus Christ.

You and I are living to see, and will continue to see, Israel gathered with great power. And you can be part of the power behind that gathering! (Russell M. Nelson and Wendy W. Nelson, "Hope of Israel" [worldwide youth devotional, June 3, 2018], ChurchofJesusChrist.org)

Have students ponder President Nelson's invitation. After they have had an opportunity to ponder, invite them to share experiences they have had by following his invitation.

You may want to conclude with a testimony that the Church, or "kingdom of God," is preparing the way for "the kingdom of heaven" to come when the Savior returns (see Doctrine and Covenants 65:6).

DOCTRINE AND COVENANTS 67–70

Doctrine and Covenants 67–70

Overview”

In November 1831, at a special conference in Hiram, Ohio, the elders of the Church decided to publish a collection of the revelations received by Joseph Smith. When some elders were hesitant to testify that the revelations came from the Lord, He revealed Doctrine and Covenants 67. In addition, four of the elders asked Joseph Smith to inquire of the Lord about His will for them. The Prophet received a revelation now recorded in Doctrine and Covenants 68. It includes counsel that parents teach their children the principles and ordinances of the gospel.



Know each learner’s circumstances:

Every student has different experiences and relationships that influence the way they think and feel about gospel truths.

Seek to understand each student and their situation. As you prepare lessons and as students participate in the lesson, think about the different variables that may affect how students react to the lesson. For more on how the Savior did this, see the section titled “The Savior Knows Us and Understands Our Circumstances, Needs, and Strengths” in *Teaching in the Savior’s Way*. You can also see an example of how to do this in this week’s lesson titled “Doctrine and Covenants 68:25–31.”

of *Youth* magazine, printed or displayed (If this is not possible or convenient, there is an alternative in the lesson.)

Doctrine and Covenants 68:25–31

Lesson purpose: To help students better understand the Lord’s command for parents to teach their children the gospel at home.

- **Student preparation:** Consider inviting students to think about how they have learned the gospel so far in their lives. Then invite them to consider what they would do similarly or differently when teaching the gospel to their own children.
- **Content to display:** Any of the three activities you may want to use).

Prepare to teach;

The following information provides you with ideas of what you may need to prepare in advance for each lesson.;

Doctrine and Covenants 67

Lesson purpose: To help increase students’ confidence that the Lord can speak to us through prophets and that the Doctrine and Covenants is His word.).

- **Student preparation:.** Invite students to think about how confident they feel that the Lord speaks to us through prophets and that the Doctrine and Covenants is the word of the Lord. They could ponder experiences that have impacted their testimonies of this as well as any concerns that might hinder their beliefs.
- **Content to display:** The drawn depiction “The Prophet’s Words Are True” from the June 2021 *For the Strength*

LESSON 80: DOCTRINE AND COVENANTS 67–70

„Doctrine and Covenants 67

A Testimony of the Truth

Many Church leaders supported publishing the revelations that the Prophet Joseph Smith had received and understood that they came from God. Others focused on the imperfections they perceived in the revelations and, as a result, were unsure that they came from the Lord. This lesson can help increase students' confidence that the Lord speaks to us through prophets and that the Doctrine and Covenants is His word.

Possible Learning Activities

A testimony

Determine a way to help students think about their testimony of gospel truths related to Heavenly Father's plan. They could do the following activity on the board or in their study journal.

Draw a stick figure on one side of the board. On the other, list different aspects of Heavenly Father's plan that someone might need to gain a testimony of. You could also display pictures that represent aspects of Heavenly Father's plan, like a picture of Jesus Christ, the current prophet, or the scriptures. Select a few of these aspects and invite students to discuss the following.

- Why might it be helpful to have a testimony of these aspects of Heavenly Father's plan?
- What are some obstacles that might get in the way of strengthening this testimony?

As students share, you could list the obstacles between the stick figure and the list of things we should seek a testimony of in our lives.

After the discussion, you might invite students to think about their own testimony of different parts of Heavenly Father's plan. Invite them to look for truths during the lesson that can help them obtain or strengthen their testimony.

„How to receive and strengthen a testimony

„To help students understand the context of „section 67, you might share some details from the following paragraph.

Toward the end of 1831, Joseph Smith had a collection of revelations from the Lord, but very few people had access to copies of them. The Lord revealed that they needed to publish them in a book. Like the Book of Mormon, the Book of Commandments (later published as the Doctrine and Covenants) was supposed to include testimonies from witnesses. However, some Church leaders were reluctant to testify; they had concerns with some of the language and wanted to improve it.

Consider adding “language” to the list of obstacles. Ask if there are any ways these could be relatable to youth today.

Read Doctrine and Covenants 67:1–5 looking for what the Lord shared with these men.

- Why do you think they needed to hear this?
- What gospel truth can you identify from these verses?

As students share, help them identify a truth like this: **The Lord hears our prayers, knows our hearts, and can give us a testimony of the truth we seek.**

- How do you think this can help us when we are seeking or struggling with a testimony?
- Why do you think the “fears in [our] hearts” Doctrine and Covenants 67:3) might prevent us from receiving blessings?
- In verse 5, what did the Lord acknowledge about Joseph Smith? Though the Prophet was not perfect or eloquent, why might it not

be wise to try to “express beyond his language”?
(Doctrine and Covenants 67:5).

Overcoming obstacles with the Lord’s help

The Lord knows our hearts and can help us overcome the obstacles to our testimonies. In this instance, the Lord gave a challenge for the elders of His Church to help them receive “a testimony of the truth” (verse 4 of the revelations received by Joseph Smith.

If your students would enjoy a challenge, the following activity could be presented as a quiz. Invite them to read the verses carefully and then close their scriptures and try to answer the following questions.

Read Doctrine and Covenants 67:6–9, looking for the details of the Lord’s challenge.

- What kind of revelation were they supposed to choose? (See ; verse 6.;
- What kind of person were they supposed to select? (See verse 6.)
- What was this person invited to write? (See verse 7.)
- What would happen if they succeeded? (See ;verse 7;
- What would happen if they failed? (See verses 8–9.)

To discover what happened next, you could print or display the drawn depiction
“The Prophet’s Words Are True from the June 2021 *For the Strength of Youth*. magazine and invite students to read it. Alternatively, you could explain that William McLellin, a 25-year-old schoolteacher and recent convert to the Church, was appointed as “the most wise” (verse 6 of the group and took the Lord’s challenge. When he finished, everybody recognized what he wrote was not from the Lord..

- What do you think are some of the lessons these men learned from this experience?

As students answer, you might invite them to review ,verse 9 You might also explain that many of the elders signed a document giving their formal testimony of the truthfulness of the revelations in the Book of Commandments.,

- How does this experience show that the Lord knew them and could help with their testimonies?

The Lord went on to promise even greater spiritual experiences to these men if they would “strip [them]selves from jealousies and fears, and humble [them]selves before me” Doctrine and Covenants 67:10

How this truth applies today

Imagine that someone you know is struggling to believe that the Lord speaks to us through prophets and that the Doctrine and Covenants is the word of the Lord.

If students would like, they can add details to the scenario by selecting one of the obstacles listed on the board and suggesting that the person needs to overcome it to receive a testimony. You could then share or display the following instructions.).

Think of how you could help this person by doing the following:

1. Write down what you would say to help them know that the Lord hears our prayers, knows our hearts, and can give us a testimony of prophets and the Doctrine and Covenants. If possible, you may want to include any personal experiences, or experiences of those close to you, that testify of these truths.
2. Use scriptures, scripture stories, or your own experiences to share some things we can do to increase our testimonies of prophets and the Doctrine and Covenants (some examples include Doctrine and Covenants 1:37–38; 21:4–6; Moroni 10:4–5). Share how the Lord can bless us for these actions.

Invite a variety of students to share what they prepared. Thank students for their insights and experiences.

Conclude by inviting students to ponder their own testimonies that the Lord speaks through prophets and that the Doctrine and Covenants is true. Testify

that the Lord hears their prayers, knows their hearts, and can help them gain testimonies. Invite them to write down any inspiration they received throughout this lesson.

LESSON 81: DOCTRINE AND COVENANTS 67–70

Doctrine and Covenants 68:25–31

Teaching and Learning the Gospel in the Home

Learning the gospel of Jesus Christ helps prepare children to face life's challenges and temptations with faith in the Savior. Parents have unique potential to help their children learn the gospel. This lesson can help students better understand the Lord's command for parents to teach their children the gospel at home.

Possible Learning Activities**Help in our mortal journey",**

Consider reminding students that when we came to earth, we lost our memory of the premortal existence with our Heavenly Father. Additionally, we came to a fallen world that includes the deceptive and destructive influence of Satan. These realities create challenges to living faithful to Heavenly Father's plan.

- What are some things Heavenly Father has given to help us learn about Him and navigate mortal challenges?

You could list students' responses on the board. If students do not mention it, add "parents or guardians" to the list.

- How have you been blessed by any one of these influences?
- Why do you think parents or guardians can be influential in helping children deal with the challenges of mortality?

Consider sharing with students that today they will be learning from a scripture passage that describes the responsibilities of parents in helping children learn the gospel. Be sensitive to the reality that each student comes from a different family circumstance and that some students may not have a desirable situation at home.



Know each learner's circumstances: For more training to learn how to be sensitive to each student's circumstances, see the training titled "See learners the way God sees them" in *Teacher Development Skills: Love Those You Teach*. Consider practicing the skill "Pause, reflect, and answer questions we ask ourselves."

Consider explaining the following:

There is great variety in family situations. Some people, like Nephi, were born to parents who strived to guide them to follow the Savior (see 1 Nephi 1:1). Some, like President Russell M. Nelson or Elders David A. Bednar and Quentin L. Cook of the Quorum of the Twelve Apostles, grew up with one or more parents who were not members of the Church or who were not active participants in it. Others, like President Dallin H. Oaks of the First Presidency, lost a parent early in their lives. Some youth grow up away from their parents, like Moses (see Exodus 2:10) and Samuel did (see 1 Samuel 1:24–28,,). And still others, like Abraham and Limhi, had a parent actively striving to do evil (see Abraham 1:1–17, 27" Mosiah 7:9; 11:1–5).

In your scripture journal, describe your family situation. Ponder what you are learning from your family experiences. You might include your feelings about being a parent in the future and how you might want to parent.

If students feel comfortable, they might share some of their thoughts.

Invite students to think about how what they learn today might help them support those who are striving to teach them the gospel of Jesus Christ, including parents or guardians. They might also think about how they can apply what they learn in the future themselves.

What the Lord commanded parents to teach their children

While gathered for a conference in Ohio, four men sought the Lord's direction through the Prophet Joseph Smith. After giving some counsel to these men about their duties, the Lord gave more general counsel to all families who are part of Zion.

Consider writing the incomplete sentence *The Lord has commanded that parents teach their children ...* on the board. Students could then add words or phrases to the statement on the board as they find them in the following verses. Alternatively, you could invite students to write the sentence in their journals and add their answers there.

Read Doctrine and Covenants 68:25–31 looking for what the Lord commanded parents to teach their children.

Once students have had time to complete the sentence with various principles the Lord wants parents to teach, invite them to answer the following questions:

- If people do not have the gospel in their home, what other ways has the Lord provided for them to learn these principles?
- Who has taught you one of the principles in these verses as you have grown? Do you have any memories of them teaching you? If so, what are those memories?
- How have the principles in these verses affected your life, or how could they?

Students could ponder how the teachings from that person or verses have helped or could help them feel the love of the Lord and His desire for them to learn these principles.

Applying Doctrine and Covenants 68:25–31

To consider how Doctrine and Covenants 68:25–31 might help teenagers in various situations, provide students some scenarios to explore. You could use the scenarios and questions provided below or create some of your own that would be helpful for students. Students could consider these scenarios as a class, in groups, or individually.

Activity A

A young man has parents who strive to be examples of following the Savior, but he often complains when his parents invite him to family scripture study or prayer. He tends to ignore them or play on his phone when they try to counsel him.

- How might the Lord's teachings in Doctrine and Covenants 68:25–31 help him understand how the Lord feels about what his parents are trying to do?
- What scriptures might guide him to respond better to the situation? (Some examples are Ephesians 6:1–3,; Mosiah 4:14–15 and the Savior's example at age 12 in Luke 2:51–52.)
- What are some ways he can support his parents? How might these actions make a difference in his family?

Activity B

A young woman's parents are divorced. She splits her time between them. Her mother makes fun of the Church and does not expect her daughter to follow gospel teachings when in her home. Her father encourages her to live the gospel and actively attend seminary, church, and youth activities. Compared to being with her mother, life with her dad feels rigid and restricting.

- How might Doctrine and Covenants 68:25–31 help guide this young woman?

Read Exodus 20:12.

- What are some ways this young woman can honor both of her parents while still following the Lord?
- What other ideas, teachings from Church leaders, or experiences may help her?

Activity C

A young man has had a very difficult youth and is no longer with his parents. It is painful for him to think about them.

- How might it be helpful for this young man to ponder what other people the Lord has sent to teach him the principles listed in Doctrine and Covenants 68:25–31
- How might Doctrine and Covenants 68:25–31 help this young man prepare for his future?

To finish this activity, select one principle the Lord commanded parents to teach in Doctrine and Covenants 68:25–31, and then find a verse in scripture you could use to teach that principle. Share how this principle can help youth today.

Invite students to share what they learned. It might be helpful to give students a chance to share their own experiences, questions, or concerns related to gospel learning in the home. Consider letting students respond to the questions or concerns of their peers by using divinely appointed sources and their own experiences.

Help students understand that whatever their family situation, the Lord desires for them to gain deep and lasting conversion to Him and His gospel in the best way they can. Consider inviting students to seek personal revelation on how they might apply what they have learned. This could be by supporting their parents as they strive to fulfill their responsibility to help them come unto Jesus Christ, appreciating others the Lord prepared to teach them the principles studied today, or preparing to teach their own children in the future.

DOCTRINE AND COVENANTS 71–75

Doctrine and Covenants 71–75

Overview

In the winter of 1831, letters with false information about Joseph Smith and the Church were distributed in the Kirtland, Ohio, area. The Savior instructed Joseph Smith and Sidney Rigdon to travel throughout the region to correct the falsehoods.



Emphasize the example of Jesus Christ:

One way to place Jesus Christ at the center of teaching and learning is to emphasize how He is the perfect example

of all gospel principles. Even when the Savior's example is not directly referred to in a scripture passage, we can help our learners make connections between what we are learning in the scriptural account and the Savior's example. For more on how the Savior did this, see the

Emphasize the Example of Jesus Christ section in *Teaching in the Savior's Way*. You can also see an example of how to do this in the lesson this week titled "Doctrine and Covenants 71."

activities they enjoy. Students could think about why they are grateful they memorized that information.

- **Materials for students:** Copies of chart containing doctrinal mastery references and key scripture phrases; scissors
- **Handout:** "Beauty for Ashes: The Healing Path of Forgiveness"

Assess Your Learning 5

Lesson purpose: To help students remember and evaluate how their experiences studying the Doctrine and Covenants have helped them grow spiritually.

- **„Student preparation:** Invite students to pick an activity they enjoy and to think about the following questions: How do you know if you are improving? How can you measure your growth in this activity?
- **Materials:„** An instrument, such as a measuring tape or a stopwatch, that helps you measure progress in an activity you participate in
- **Image:** A heart and mind
- **Content to display:** A list of questions for students to choose from and answer

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 71

Lesson purpose: To help students understand how the Savior would have us respond when people criticize our beliefs.

- **Student preparation:** Invite students to think of a time they heard someone criticize or mock The Church of Jesus Christ of Latter-day Saints or their beliefs, and ponder these questions: What did I say or do well? What could I have done better?

Doctrinal Mastery Practice 5

Lesson purpose: To give students opportunities to memorize doctrinal mastery references and their key scripture phrases as well as learn and apply divine principles for acquiring spiritual knowledge.

- **Student preparation:** Invite students to think about information they have memorized that helped them in school, at work, or in

LESSON 82: DOCTRINE AND COVENANTS 71–75

Doctrine and Covenants 71

Responding to Those Who Criticize the Savior’s Church

In the winter of 1831, letters containing false information about Joseph Smith and the Church were being distributed in the Kirtland area. In Doctrine and Covenants 71) the Savior instructed Joseph Smith and Sidney Rigdon to travel throughout the region, correcting the falsehoods (see verses 1–2). This lesson can help students understand how the Savior would have us respond when people criticize our beliefs.

Possible Learning Activities

Answering critics of the Savior’s Church

To help students understand the historical context of Doctrine and Covenants 71, share the following paragraph or summarize it in your own words.

Persecution increased dramatically for Joseph Smith and the Saints in Kirtland in the winter of 1831. Some Saints began leaving the Church, including Ezra Booth and Symonds Ryder. Booth began publishing letters attacking Joseph and trying to overthrow the work of the Lord (see History, 1838–1856 [Manuscript History of the Church], volume A-1, 153–54, josephsmithpapers.org). Joseph petitioned the Lord for counsel, and Doctrine and Covenants 71 was received.

- How might you have wanted to respond to attacks on the Savior’s Church and Joseph Smith?

„Invite students to share examples of when they have witnessed criticism of the Church or the gospel. Ask students to ponder how they think the Savior wants them to respond when people are unkind about their beliefs. Invite a brief discussion as students answer the following questions.

- How can we know the best way to handle situations when others criticize our beliefs or share false information about the Savior’s Church?
- When do you think it is better to ignore the criticism?

Ponder how confident you feel in knowing how Jesus would have you respond. As you study, look for the different ways the Savior teaches us to respond.

The Savior teaches us to speak up and share His gospel

Read Doctrine and Covenants 71:1–3, and look for how the Savior wanted Joseph and Sidney to respond to the falsehoods being spread about the Church at that time.

- What stood out to you?
- „According to verse 1, what had the Savior provided to help Joseph and Sidney know how to respond?
- How could the Savior’s counsel help us in our day?

Help students identify the truth that **the Savior will teach us through the scriptures and the Spirit how to respond to those who criticize His Church.**

- Why do you think using the scriptures and following promptings of the Spirit are the best ways to respond to criticism?
- In what ways could the Spirit’s influence affect how we respond to criticism?

Consider inviting a student to write “Responding in the Savior’s way” across the top of the board. You could also have the class write this heading on a page of their study journals. Students could start a list by writing “using the scriptures” and “following the Spirit” under this heading. Using the list they created, students will have an opportunity to practice responding to situations in the Savior’s way.

Elder Neil L. Andersen of the Quorum of the Twelve Apostles used the scriptural symbol of fiery darts to describe the criticism of our beliefs by others. As you study this statement, think about what you can add to the “Responding in the Savior’s way” list.



By the shield of our faith in Jesus Christ, we become peacemakers, quenching ... all the fiery darts of the adversary [see Ephesians 6:16; Doctrine and Covenants 3:8]. ...

How does a peacemaker calm and cool the fiery darts? Certainly not by shrinking before those who disparage us. Rather, we remain confident in our faith, sharing our beliefs with conviction but always void of anger or malice. ...

Peacemakers are not passive; they are persuasive in the Savior's way.

What gives us the inner strength to cool, calm, and quench the fiery darts aimed toward the truths we love? The strength comes from our faith in Jesus Christ and our faith in His words. (Neil L. Andersen, Following Jesus: Being a Peacemaker," *Liahona* May 2022, 17–18)

Invite students to discuss what they would add to the list after reviewing Elder Andersen's statement. You might ask a question like:

- How could you be a peacemaker when responding to others?

Read Doctrine and Covenants 71:4–7, and look for what the Lord taught Joseph Smith and Sidney Rigdon in this specific situation to address the false information being published.

- What did you discover?
- What connection do you see with the Savior's counsel in these verses and Elder Andersen's teachings?



Emphasize the example of Jesus Christ:

The following activity is an opportunity to emphasize the example of Jesus Christ.

For more practice with this, see the training titled "Emphasize the Example of Jesus Christ in *Teacher Development Skills: Focus on Jesus Christ*. Consider practicing the skill "Help students connect what they are learning with how Christ exemplifies the principle."

To help students identify multiple Christlike responses that could help them defend their beliefs, consider organizing the class into groups for the following activity.

Encourage students to use the scriptures to find examples or teachings that show different ways the Savior and His disciples responded to criticism. If students need additional guidance, you could display some of the following passages that describe the Savior's experiences and teachings for them to study.

Invite students to discuss what they discover with their group and then to select a discussion leader to share the information with the class.

- Matthew 4:3–11 (Jesus responds to Satan's temptations with scriptures.)
- Luke 23:8–10 (Jesus stands before Herod, remaining silent.)
- John 8:2–11 (Jesus, confronted by Jewish leaders, saves a woman's life.)
- Doctrine and Covenants 100:5–7 (The Lord promises He will give us the words to say if we speak in His name.)
- Doctrine and Covenants 121:41–45 (The Lord offers counsel on how to give correction.)

Consider inviting group leaders to share with the class what they discussed and add to the list of appropriate responses on the board. Remind students there are times the Spirit may prompt us to remain silent rather than openly correcting what is said.

Practice responding in the Savior's way

To help students demonstrate their understanding of the principle studied today, you could provide or display the following scenarios. As students discuss different ways we might respond, encourage them to search the list they created earlier for ideas. Help them understand that there may be many correct ways of responding to each situation. The Spirit can help us know what Heavenly Father wants us to do or say when situations arise.

You might design different situations that better address the needs of your class or add details to the scenarios below to increase students' interest. You could also have the class create their own scenarios from their personal experiences. It might be appropriate to invite students to share experiences they have had in the past.

Help students understand that even if they do not have the perfect response to someone, the Savior will not allow enemies of His Church to prosper forever. The Savior promises that critics will be "confounded in [His] own due time" (verse 10).

- What did you learn today that could help you handle situations when someone you know criticizes the Church or the Savior's teachings?

You might conclude class by encouraging students to follow the Savior's counsel when they face situations in which others are critical of the Church and gospel. You could share your witness of the power given to those who will defend their beliefs as the Savior would.

Share a few different ways you might respond to each of the following situations in a Christlike way:

- You post a picture of the temple on social media, and someone responds by criticizing the Church for having high standards for entering the temple.
- At a family gathering, an uncle says unkind things about the Prophet Joseph Smith.
- A friend claims it is foolish to believe in a God you cannot prove exists.
- Someone at your work tells your coworkers that Latter-day Saints are not Christians.

„In the Savior's own due time

Joseph Smith and Sidney Rigdon were obedient to the revelation they received. They traveled throughout the area, preaching the Savior's gospel and correcting the falsehoods that had been spread.

Read Doctrine and Covenants 71:8–11, and look for the reassurance the Savior gives to all who defend His Church and His gospel.

- What do these verses teach you about Jesus Christ and His work?
- What do you think it means that no voices or weapons will prosper against us (see verses 9–10)

LESSON 83: DOCTRINE AND COVENANTS 71–75

Doctrinal Mastery Practice 5).

(Memorizing and Acquiring Spiritual Knowledge)

Doctrinal mastery can help students build their foundation upon Jesus Christ and His gospel. This lesson gives students opportunities to memorize doctrinal mastery references and their key scripture phrases as well as learn and apply divine principles for acquiring spiritual knowledge.)

Possible Learning Activities**Doctrinal mastery review: memorize**

Think of times in your life when memorizing information was helpful in accomplishing a task.

- How has memorizing information blessed your life?
- In what situations might you benefit from having some scripture references memorized?

The following activity is one way to help students memorize doctrinal mastery references and key scripture phrases. Additional memorization ideas are found in the appendix under “Doctrinal Mastery Review Activities.” The memorization activity you choose should not take more than 10–15 minutes so you have time for the doctrinal mastery practice application.

Divide students into small groups and print a copy of the following chart for each group. Invite groups to cut out each reference and key phrase separately. Have students mix up the references and key phrases and then work as a group to match them back together as quickly as they can. Groups could repeat this activity multiple times to see if they can match them more quickly with each attempt.

Doctrinal mastery scripture reference	Key scripture phrase
Joseph Smith—History 1:15–20	Joseph Smith “saw two Personages, whose brightness and glory defy all description.”
Doctrine and Covenants 1:30	“The only true and living church.”

Doctrine and Covenants 1:37–38	“Whether by mine own voice or by the voice of my servants, it is the same.”
Doctrine and Covenants 6:36	“Look unto me in every thought; doubt not, fear not.”
Doctrine and Covenants 8:2–3	“I will tell you in your mind and in your heart, by the Holy Ghost.”
Doctrine and Covenants 13:1	The Aaronic Priesthood “holds the keys of the ministering of angels, and of the gospel of repentance, and of baptism.”!
Doctrine and Covenants 18:10–11”,	“The worth of souls is great in the sight of God.”
Doctrine and Covenants 18:15–16	“How great will be your joy if you should bring many souls unto me!”
Doctrine and Covenants 19:16–19	“I, [Jesus Christ], have suffered these things for all.”
Doctrine and Covenants 21:4–6	The prophet’s “word ye shall receive, as if from mine own mouth.”
Doctrine and Covenants 29:10–11	“I will reveal myself from heaven with power and great glory ... and dwell in righteousness with men on earth a thousand years.”
Doctrine and Covenants 49:15–17	“Marriage is ordained of God.”
Doctrine and Covenants 58:42–43	“He who has repented of his sins, the same is forgiven.”
Doctrine and Covenants 64:9–11	“Of you it is required to forgive all men.”

Applying principles of acquiring spiritual knowledge

The rest of the lesson is focused on helping students apply the principles of acquiring spiritual knowledge to a real-life situation. Before reading the situation below, consider inviting students to review the principles of acquiring spiritual knowledge. Suggested review activities are included in the appendix under “Doctrinal Mastery Review Activities.” You can find descriptions of the principles in paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* (2023).

This practice application scenario is based on an experience that Sister Kristin M. Yee, Second Counselor in the Relief Society General Presidency, shared in general conference. If helpful, you could use a different scenario about forgiveness to better fit the needs of your students.

Sister Kristin M. Yee, Second Counselor in the Relief Society General Presidency, shared the following personal experience.



I have personally witnessed the miracle of Christ healing my warring heart. With permission of my father, I share that I grew up in a home where I didn't always feel safe because of emotional and verbal mistreatment. In my youth and young adult years, I resented my father and had anger in my heart from that hurt. (Kristin M. Yee, “Beauty for Ashes: The Healing Path of Forgiveness,” *Liahona*, Nov. 2022, 37)

Take a moment to think about how it might have felt to experience Sister Yee's situation. Think about what you might have done if you faced a similar situation.

As we study what Sister Yee did, consider what lessons you can learn from her experience. Pay particular attention to how she applied the principles of acquiring spiritual knowledge and how the Savior helped her.



Distribute the accompanying handout to students. Consider displaying the following questions on the board for students to refer to as they study Sister Yee's talk. Encourage students to consider additional ways a person in a similar situation could apply the principles of acquiring spiritual knowledge.

- What did Sister Yee do to act in faith? How did the Savior help her?
- What did Sister Yee do to see her situation in the context of the plan of salvation and the teachings of the Savior?
- What divinely appointed sources did Sister Yee rely on? How did these sources help her gain understanding or perspective about her situation?

Consider using one of the following ideas to help students identify how Sister Yee applied the principles of acquiring spiritual knowledge:

- Determine as a class some distinctive ways to mark how Sister Yee applied each principle of acquiring spiritual knowledge. For example, you could underline one principle, box another, and circle another. You could also use different colors to mark each principle. Invite students to study the remainder of the handout, looking for and marking examples of each principle.
- Assign students or groups of students a different principle of acquiring spiritual knowledge. As they study Sister Yee's talk, invite them to write down what she did to apply that principle.
- Rather than using the handout, you could show the video of Sister Yee's talk. Invite students to listen for ways she used the principles of acquiring spiritual knowledge. Students could raise their hand when they hear examples, and you could pause the video and have them share what they found.

Beauty for Ashes: The Healing Path of Forgiveness



Over the years and in my efforts to find peace and healing on the path of forgiveness, I came to realize in a profound way that the same Son of God who atoned for my sins is the same Redeemer who will also save those who have deeply hurt me. I could not truly believe the first truth without believing the second.

As my love for the Savior has grown, so has my desire to replace hurt and anger with His healing balm. It has been a process of many years, requiring courage, vulnerability, perseverance, and learning to trust in the Savior's divine power to save and heal. I still have work to do, but my heart is no longer on a warpath. I have been given "a new heart" [Ezekiel 36:26]—one that has felt the deep and abiding love of a personal Savior, who stayed beside me, who gently and patiently led me to a better place, who wept with me, who knew my sorrow. ...

Elder Richard G. Scott said: "You cannot erase what has been done, but you can forgive. Forgiveness heals terrible, tragic wounds, for it allows the love of God to purge your heart and mind of the poison of hate. It cleanses your consciousness of the desire for revenge. It makes place for the purifying, healing, restoring love of the Lord" [Healing the Tragic Scars of Abuse," *Ensign*, May 1992, 33].

My earthly father has also had a miraculous change of heart in recent years and has turned to the Lord—something I wouldn't have anticipated in this life. Another testimony to me of the complete and transformative power of Jesus Christ.

I know He is able to heal the sinner and those sinned against. He is the Savior and the Redeemer of the world, who laid down His life that we might live again. He said, "The Spirit of the Lord is upon me, because he

hath anointed me to preach the gospel to the poor; he hath sent me to *heal the brokenhearted*, to preach deliverance to the captives, and recovering of sight to the blind, to *set at liberty them that are bruised*" [Luke 4:18 emphasis added].

To all who are brokenhearted, captive, bruised, and perhaps blinded by hurt or sin, He offers healing, recovery, and deliverance. I testify that that healing and recovery He offers is real. The timing of that healing is individual, and we cannot judge another's timing. It is important to allow ourselves the necessary time to heal and to be kind to ourselves in the process. The Savior is ever merciful and attentive and stands ready to provide the succor we need.

On the path of forgiveness and healing lies a choice not to perpetuate unhealthy patterns or relationships in our families or elsewhere. To all within our influence, we can offer kindness for cruelty, love for hate, gentleness for abrasiveness, safety for distress, and peace for contention.

To give what you have been denied is a powerful part of divine healing possible through faith in Jesus Christ. To live in such a way that you give, as Isaiah has said, beauty for the ashes of your life [see Isaiah 61:3] is an act of faith that follows the supreme example of a Savior who suffered all that He might succor all. ...

I testify that the greatest example of love and forgiveness is that of our Savior, Jesus Christ, who in bitter agony said, "Father, forgive them; for they know not what they do" [Luke 23:34 (Kristin M. Yee, "Beauty for Ashes: The Healing Path of Forgiveness," *Liahona*, Nov. 2022, 37–38)]

© 2023 by Intellectual Reserve, Inc. All rights reserved.

After students share what they found, invite them to identify relevant doctrinal mastery passages and explain how these passages could help someone in this type of situation. Some examples include Doctrine and Covenants 6:36,, and Doctrine and Covenants 64:9–11”

- How did it help you to study an example of someone using the principles of acquiring spiritual knowledge in an experience they faced?
- How can using these principles help you in situations you face?

Beauty for Ashes: The Healing Path of Forgiveness



Over the years and in my efforts to find peace and healing on the path of forgiveness, I came to realize in a profound way that the same Son of God who atoned for my sins is the same Redeemer who will also save those who have deeply hurt me. I could not truly believe the first truth without believing the second.

As my love for the Savior has grown, so has my desire to replace hurt and anger with His healing balm. It has been a process of many years, requiring courage, vulnerability, perseverance, and learning to trust in the Savior's divine power to save and heal. I still have work to do, but my heart is no longer on a warpath. I have been given "a new heart" [Ezekiel 36:26]—one that has felt the deep and abiding love of a personal Savior, who stayed beside me, who gently and patiently led me to a better place, who wept with me, who knew my sorrow. . . .

Elder Richard G. Scott said: "You cannot erase what has been done, but you can forgive. Forgiveness heals terrible, tragic wounds, for it allows the love of God to purge your heart and mind of the poison of hate. It cleanses your consciousness of the desire for revenge. It makes place for the purifying, healing, restoring love of the Lord" ["Healing the Tragic Scars of Abuse," *Ensign*, May 1992, 33].

My earthly father has also had a miraculous change of heart in recent years and has turned to the Lord—something I wouldn't have anticipated in this life. Another testimony to me of the complete and transformative power of Jesus Christ.

I know He is able to heal the sinner and those sinned against. He is the Savior and the Redeemer of the world, who laid down His life that we might live again. He said, "The Spirit of the Lord is upon me, because he hath anointed me to preach the gospel to the poor; he hath sent me to *heal the brokenhearted*, to preach deliverance to the captives, and recovering of sight to the blind, to *set at liberty them that are bruised*" [Luke 4:18; emphasis added].

To all who are brokenhearted, captive, bruised, and perhaps blinded by hurt or sin, He offers healing, recovery, and deliverance. I testify that that healing and recovery He offers is real. The timing of that healing is individual, and we cannot judge another's timing. It is important to allow ourselves the necessary time to heal and to be kind to ourselves in the process. The Savior is ever merciful and attentive and stands ready to provide the succor we need.

On the path of forgiveness and healing lies a choice not to perpetuate unhealthy patterns or relationships in our families or elsewhere. To all within our influence, we can offer kindness for cruelty, love for hate, gentleness for abrasiveness, safety for distress, and peace for contention.

To give what you have been denied is a powerful part of divine healing possible through faith in Jesus Christ. To live in such a way that you give, as Isaiah has said, beauty for the ashes of your life [see Isaiah 61:3] is an act of faith that follows the supreme example of a Savior who suffered all that He might succor all. . . .

I testify that the greatest example of love and forgiveness is that of our Savior, Jesus Christ, who in bitter agony said, "Father, forgive them; for they know not what they do" [Luke 23:34]. (Kristin M. Yee, "Beauty for Ashes: The Healing Path of Forgiveness," *Liahona*, Nov. 2022, 37–38)

LESSON 84: DOCTRINE AND COVENANTS 71–75

Assess Your Learning 5

Doctrine and Covenants 51–75

Reflecting on and assessing spiritual learning can help us draw closer to the Savior. This lesson can help students remember and evaluate how their experiences studying the Doctrine and Covenants have helped them grow spiritually.

Possible Learning Activities

Note: You may not have enough time in class to do every assessment opportunity provided in this lesson. Choose the sections that you feel would be of greatest benefit to your students in assessing their learning.

„Assess your growth

Consider providing an opportunity for students to share answers to the following questions with multiple classmates. This could be done by giving them one minute to find a classmate and each share their answers. This could be repeated multiple times.

(You may want to provide an example by sharing an activity you enjoy. Consider displaying or showing a picture of a tool that is used to measure progress in your activity. For example, if you enjoy running, you could show a stopwatch and explain how it can be used to measure your growth.)

- What is an activity you enjoy participating in?
- How do you know if you're improving? Are there specific tools that you use to measure your progress?

Just as measuring our physical progress helps us see our growth, we need to take time to assess our spiritual growth. The Holy Ghost is instrumental in helping us measure our spiritual progress. One way we can invite the Holy Ghost to help us see our progress is by prayerfully reflecting on spiritual lessons we have learned and considering how we have grown spiritually as we have applied those lessons in our lives.

Invite students to read through their notes and scriptures from the past few weeks of seminary (Doctrine and Covenants 51–75), looking at the lessons they've learned and goals they've set. Display the following questions to help students reflect on their spiritual growth. Students could choose to write their answers in a study journal or ponder their responses.

- What are some of the things you have done to apply spiritual truths you have learned in seminary? How is applying these truths helping you grow spiritually?
- How have you noticed Heavenly Father and the Savior helping you as you apply what you learn in your efforts to become more like Them?

Provide an opportunity for students to share responses that are not too personal. Encourage students to be sensitive to the Spirit as they look for ways to further apply these lessons to their lives.

Explain the purpose of commandments

Consider displaying the first sentence of the following statement by President Russell M. Nelson, replacing the word “laws” with a blank. Students could suggest possible options for the missing word. After students have attempted to identify the missing word, display the full statement.



Because the Father and the Son love us with infinite, perfect love and because They know we cannot see everything They see, They have given us laws that will guide and protect us. There is a strong connection between God's love and His laws. (Russell M. Nelson, "The Love and Laws of God" [Brigham Young University devotional, Sept. 17, 2019], 2, speeches.byu.edu)

- What is a commandment that has helped you feel protected and loved by God?

Invite students to use their scriptures and notes to find answers to the following question.

- What are some of God's laws that we have recently studied in the Doctrine and Covenants?

You could have a student write responses to the question on the board. They may mention some of the following: repentance „58:42–43), keeping the Sabbath day holy 59:9–13”, chastity (63:13–16), and forgiving others 64:9–11,

Display a scenario like the following. Invite students to practice how they would explain the purpose of commandments to their friend. The questions that follow the scenario could help guide their responses.

Imagine one of your friends shares his frustration with you about a commandment. He wonders why God would even bother to give us commandments.

Choose a commandment you have studied in the Doctrine and Covenants this year and share:

- How that commandment is a protection and guide from our Father in Heaven.
- How that commandment is evidence of God's love.

Giving your heart and willing mind to the Lord

As part of studying

Doctrine and Covenants 64:20–43, students may have been invited to draw images like the following in their study journals. Consider displaying this image and asking students to share what they remember about that lesson. They were invited to color in the amount of their minds and hearts they felt they were giving to the Lord.



Invite students to find their drawing or to try to remember what it looked like. Help students remember that how they colored their heart and mind was just a snapshot of a moment in time. It's changeable, not permanent. They can seek the Savior's help to become willing to give more of their minds and hearts to Him. Encourage students to reflect on their experiences by responding to some of the following questions in their study journals.

- What did or could you do to increase your desire to give the Savior your heart and mind?
- What changes have you noticed in your desire to give your heart and mind to the Savior?
- How have your thoughts and actions influenced your relationship with others and with Jesus Christ?

Give a few students the opportunity to share what was meaningful to them about this experience and how it impacted them.

Students could then draw a second heart and mind in their study journal next to their original drawing. Invite them to color in the quantity of their heart and mind they are now giving to the Savior as a result of their efforts to improve. Students can compare the two images and determine if their willingness to give the Savior their heart and mind has improved.

Keeping the Sabbath day holy

Consider displaying the following part of a temple recommend question and inviting students to share what they have learned about keeping the Sabbath day holy this year. (If needed, you might give students time to briefly review Doctrine and Covenants 59 or their journal entries from the lesson on that section.)

Do you strive to keep the Sabbath day holy, both at home and at church...

As part of the lesson on Doctrine and Covenants 59, students may have been invited to make a plan to honor the Savior on the Sabbath day. If so, invite them to reflect on what they have done as a result. It may be helpful for volunteers to share part of their plan with the class.

Consider displaying the following questions to help students assess their efforts in keeping the Sabbath day holy. Invite students to select two or three questions from the list to answer in their study journals.

- Think of something you have done to keep the Sabbath day holy. How has your Sabbath day experience improved because of this?
- How have your efforts to keep the Sabbath day holy drawn you closer to Heavenly Father and the Savior?

- (What are some challenges you face in keeping the Sabbath day holy?)
- „What is something you would like to start doing to keep the Sabbath day holy?
- Why is it important to keep the Sabbath day holy?
- What is something on your list that you haven't done yet that you could start working on this Sunday to keep the Sabbath day holy?,
- How have you been able to better honor Father in Heaven and Jesus Christ as you have started or stopped doing certain things on the Sabbath day?

While these questions are intended for students to individually assess their efforts in keeping the Sabbath day holy, if appropriate, you could invite willing students to share some of their answers and experiences.

Encourage students in their efforts to receive the blessings of honoring the Sabbath day, especially those who may not have taken any action yet. You could invite them to set a reminder in their phone to do something to better keep the next Sabbath day holy. Testify of the Savior's desire for them to come unto Him and that keeping the Sabbath day is one way we can draw near to Him.

DOCTRINE AND COVENANTS 76

Doctrine and Covenants 76

Overview

While working on the inspired translation of the Bible and pondering the scriptures, the Prophet Joseph Smith and Sidney Rigdon experienced a remarkable vision. The Savior showed them a series of small visions that helped teach about His role as the Savior of all humanity, the fall of Satan, and descriptions of each of the kingdoms of glory.



Ask questions that invite

introspection: Personal introspection and self-evaluation can invite the Holy Ghost to help each student see things “as they really are, and ... really will be” (Jacob 4:13). Effective self-evaluations help students consider their current understanding of gospel truths, why the truths are relevant, and how to live them. For more on how the Savior did this, see the section “The Savior Provided Opportunities for People to Be Taught by the Holy Ghost in *Teaching in the Savior’s Way*.” You can also see an example of how to do this in this week’s lesson titled “Doctrine and Covenants 76:71–112.”

- **Student preparation:** Encourage students to write one sentence they want all people to know about Jesus Christ and be prepared to share what they wrote.
- **Materials to bring:** Large sheets of paper if you choose to have students record and display their insights; printed copies of “I Know That My Redeemer Lives” *Hymns* no. 136) if students do not have access to hymnbooks
- **Content to display:** Instructions for activities A and B if students will work on these by themselves or with a group

Doctrine and Covenants 76:50–70

Lesson purpose: To help students feel hope that they can receive exaltation through Jesus Christ.

- **Student preparation:** Consider inviting students to read . Doctrine and Covenants 76:50–70, looking for what the Prophet Joseph Smith and Sidney Rigdon wrote about the celestial kingdom and those who would inherit it.
- **Content to display:** Chart to help students study Doctrine and Covenants 76:50–70
- **Video:** “Am I Good Enough?” (3:28)
- **Handout:** Hope through Jesus Christ”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 76:1–19

Lesson purpose: To help students learn by the power of the Holy Ghost as they make time to ponder the Savior’s words.

- **Student preparation:** Invite students to think about circumstances or situations they are currently facing or might face in which they need or want to receive guidance from the Lord through the Holy Ghost.
- **Video:** “When Thou Art Converted (11:21; watch from time code 3:16 to 4:19)

(Doctrine and Covenants 76:19–24

Lesson purpose:). To help students feel increased love for Jesus Christ and His role in Heavenly Father’s plan.

Doctrine and Covenants 76:71–112

Lesson purpose: To help students become more valiant in their testimony of Jesus Christ.

- **Student preparation:** Consider inviting students to think about what it means to be valiant in their testimony of Jesus Christ. They could evaluate their level of valiance and consider improvements they might make.
- **Video:** “Valiant in the Testimony of Jesus” (15:28; watch from time code 13:19 to 14:03)

LESSON 85: DOCTRINE AND COVENANTS 76

Doctrine and Covenants 76:1–19**“The Eyes of Our Understanding Were Opened”**

In January 1832, the Prophet Joseph Smith and Sidney Rigdon pondered the meaning of John 5:29 while working on the inspired translation of the Bible. As they pondered, they experienced a series of visions where the Lord revealed important truths about His plan. This lesson can help students learn by the power of the Holy Ghost as they make time to ponder the Savior’s words.

Possible Learning Activities**Seeking personal revelation**

Consider displaying the following questions on the board. Students could record their responses to the questions in their study journals. Consider asking a few willing students to share answers that are not too personal.

- What are some circumstances or situations you are facing, or might face, where you would like to receive guidance from the Lord through the Holy Ghost?
- Why do you desire the Lord’s help with these things?

Today you will learn about one way you can invite the Lord to speak to you through the Holy Ghost. As you study, pay attention to promptings from the Spirit that could help you with one of the situations or questions you identified.

The vision

The following summary can help prepare students to study Doctrine and Covenants 76. Consider whether it would be best to read or summarize it yourself or to invite a student to do it. Alternatively, you could invite students to read from *Saints*, 1:147 to learn about the circumstances leading to this revelation.

On February 16, 1832, Joseph Smith, Sidney Rigdon, and about 12 other men were in the upstairs room of the John and Elsa Johnson home in Hiram, Ohio. While Joseph and Sidney worked on the inspired translation of the Bible, they were studying „John 5:29, a scripture which described heaven, and they wanted to know more. As

they pondered, they saw a vision, which is recorded in Doctrine and Covenants 76” The Savior showed Joseph and Sidney a series of distinct visions that taught them important truths about Heavenly Father’s plan of salvation.

Explain that as students study Doctrine and Covenants 76 throughout the week, they will have opportunities to learn about many different parts of this vision. Today’s lesson will focus on the Savior’s teachings and the experiences recorded at the beginning of section 76

Doctrine and Covenants 76 begins with the Lord sharing important truths about Himself.

Read Doctrine and Covenants 76:1–10, looking for words or phrases that you feel show what Jesus Christ wants us to understand about Him. Note that to fear God (verse 5) means to worship, love, and hold Him in awe.

After students have had sufficient time to study these verses, invite them to share their insights. Questions such as the following might help the students discuss the Savior’s desire to reveal truth to them through the Holy Ghost.

- What do these verses help you better understand about the Savior?
- How can knowing these things about the Savior impact you?

Pondering the scriptures leads to revelation

Read Doctrine and Covenants 76:11–19 looking for what Joseph and Sidney did prior to experiencing their vision.

- What actions do you think led Joseph and Sidney to experience what they did?

Consider explaining that although we may not experience the type of vision Joseph and Sidney had, their experience can teach us a principle about preparing ourselves to receive revelation from the Lord through the Holy Ghost.

- What is a truth you learn from these verses about one way we can prepare ourselves to receive revelation through the Holy Ghost?

Students might mention a truth similar to the following: **As we prayerfully study and ponder the scriptures, we prepare ourselves to receive understanding from the Lord through the Holy Ghost.**

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles described how we can study and ponder the scriptures in a way that leads to revelation through the Holy Ghost.



When I say “study,” I mean something more than reading. ... I see you sometimes reading a few verses, stopping to ponder them, carefully reading the verses again, and as you think about what they mean, praying for understanding, asking questions in your mind, waiting for spiritual impressions, and writing down the impressions and insights that come so you can remember and learn more. Studying in this way, you may not read a lot of chapters or verses in a half hour, but you will be giving place in your heart for the word of God, and He will be speaking to you. (D. Todd Christofferson, “When Thou Art Converted,” *Ensign* or *Liahona*, May 2004, 11)

- What are some obstacles that might sometimes prevent us from pondering? What can help us overcome these obstacles?

Consider sharing an experience where you have studied and pondered prayerfully over the scriptures and received revelation. Invite students to share any experiences they have had as well.

Practice prayerfully studying and pondering

Consider giving students time in class, perhaps 7–10 minutes, to practice prayerfully studying and pondering the scriptures. Share the following instructions:

Take some time to practice studying and pondering the scriptures. Think of the circumstance or situation you identified earlier that you want the Lord’s help with. Pray for guidance, ponder what you are reading, and pay attention to the promptings of the Spirit that can provide you with the direction or help you need. Record your thoughts and impressions in your study journal.

Give students the option to choose the scriptures they will study during this activity. For students who would like guidance about which passages to select, consider providing a few options, such as the following:

Enos 1:1–17 (Enos prays to God.)

Mosiah 3:1–20 (King Benjamin prophesies of Jesus Christ.)

Alma 36:1–30 (Alma describes the remission of his sins.)

Moses 1:1–39 (Moses speaks with God and resists Satan.)

After sufficient time, display the following questions and invite students to record their responses in their study journals.

- How did studying and pondering the scriptures help to prepare you to receive revelation through the Holy Ghost?
- What did this experience teach you about Heavenly Father, Jesus Christ, and the Holy Ghost?
- What might you do, or continue to do, to receive additional help and revelation from the Lord?

Testify of how pondering and studying the scriptures more purposefully and more frequently can bring students closer to Heavenly Father and Jesus Christ. Encourage the students to continue to prayerfully seek revelation by regularly studying and pondering the scriptures.

LESSON 86: DOCTRINE AND COVENANTS 76

Doctrine and Covenants 76:19–24

“This Is the Testimony ... Which We Give of Him”

„Among the visions recorded in Doctrine and Covenants 76, Joseph Smith and Sidney Rigdon saw Jesus Christ Himself. They learned how the Savior is central to our salvation and then bore testimony of Him. This lesson can help students feel increased love for Jesus Christ and His role in Heavenly Father’s plan.

Possible Learning Activities**„Jesus Christ is important to me**

[Provide an opportunity for students to discuss why Jesus Christ is important to them. You might consider using the following scenario, or you can invite students to create a different one.

[Abbey and Sarika have several classes together at school. One day at lunch, Sarika looks at Abbey and says, “I’ve heard people talk about Jesus all my life. I’ve even heard you say you believe in Him. I’ve never really learned about Jesus, and I’m curious. What can you tell me about Him, or why He is significant to you?”

- If you were Abbey, what would you say to Sarika?

Before asking a few students to respond, consider giving them time to reflect on what they might say. It may be helpful for students to create a list in their study journals of what they think all people should know about Jesus.

Think about how you feel about Jesus Christ and how comfortable you feel about talking to others about Him. As you study today, look for teachings that help you feel more love for Jesus Christ.

A vision of the Son of God

It may be helpful to invite students to share what they remember about the circumstances that led to Joseph Smith and Sidney Rigdon seeing the vision recorded in Doctrine and Covenants 76. If needed, remind them that as Joseph Smith and Sidney Rigdon pondered the scriptures, the Lord “touched the eyes of [their] understanding” (Doctrine and Covenants 76:19), and they experienced a great vision.

**Doctrine and Covenants 76:22–24**

is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Read Doctrine and Covenants 76:1–6, 19–24, looking for what Joseph and Sidney declared about Heavenly Father and Jesus Christ.

Encourage students to keep track of what they discover in their scriptures. For example, they could create a list of their findings in their study journals.

Alternatively, consider providing several large sheets of paper where students could record what they learn. When students finish, you could display the papers on classroom walls. Students could move around the room to read what others discovered and then draw a heart next to something they like or want to know more about. Give students time to discuss what they found..

- What truths from these verses stood out to you? Why?

You may have found many truths in these verses. Among them, you might have noticed:

- Jesus Christ is merciful and delights to bless us when we honor and serve Him verse 5
- Jesus Christ is a living, glorified being verse 22).
- Jesus Christ is the Only Begotten of the Father (verse 23
- Under the direction of Heavenly Father, Jesus Christ is the Creator of all things (verse 24).
- What do these truths help you understand about how Jesus Christ can help you and others?).

The following activities can help students deepen their understanding and feel the importance of two of the truths these verses teach. You could select one or both activities to study together as a class. Or you could display the activity instructions and assign small groups or partnerships to complete one or both of the activities together.

Activity A: Jesus Christ lives!

If needed, provide a printed copy of the lyrics of the hymn “I Know That My Redeemer Lives” *Hymns*, no. 136) for students to use. If you are doing this activity together as a class, you could sing the hymn during this portion of the lesson.

In addition to having students study the hymn in step 3, you could also invite them to find scriptures or statements from Church leaders that describe what the Savior can do for us because He lives. Examples of scriptures you could suggest include John 6:40; Philippians 4:13; Doctrine and Covenants 58:42; 84:88.

1. Consider marking the words “he lives!” in verse 22 in a way that makes them stand out in your scriptures.
2. Write the phrase *Because Jesus Christ lives ...* in your study journal.
3. Read the lyrics of the hymn “I Know That My Redeemer Lives” (*Hymns*, no. 136), looking for examples of how Jesus Christ can help you because He lives.
4. „Write down at least five ways you could complete that phrase that are most important to you.

Activity B: Jesus Christ is the Creator of all things.

1. Consider marking the phrase “by him, and through him, and of him, the worlds are and were created” (verse 24) in a way that makes this phrase stand out in your scriptures.
2. Find scriptures or statements from Church leaders that deepen your understanding of Jesus Christ’s role as the Creator. Examples of scriptures you could study include John 1:1–3; 3 Nephi 9:15; Doctrine and Covenants 93:9–10; Moses 1:33; 7:30.
3. Discuss some of the Savior’s creations that help you feel the love of Heavenly Father and Jesus Christ. Explain why.
4. Write down at least three ways you feel Jesus Christ can help you because He is the Creator of all things.

When students have completed the activity or activities, let them share what they have learned and felt. Be sure to invite them to share what they learned about how Jesus Christ can help them because He lives and because He is the Creator. Students could share their insights from their seats, or you could invite willing students to come to the front of the room to share their testimonies of Jesus Christ.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is “By [Jesus Christ] the worlds are and were created.” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

LESSON 87: DOCTRINE AND COVENANTS 76

Doctrine and Covenants 76:50–70

“Made Perfect through Jesus”

In the vision of the kingdoms of glory seen by Joseph Smith and Sidney Rigdon, we gain understanding about the critical role Jesus Christ plays in the lives of all who will inherit the celestial kingdom. This lesson is intended to help students feel hope that they can receive exaltation through Jesus Christ.

Possible Learning Activities

Is the celestial kingdom obtainable?

Consider sharing the following scenario and discussing the questions that follow. Students will be given a chance to more formally respond to the scenario later in the lesson.

Luke is a young man who has faith in God and does his best to live righteously. He wants to be worthy to live with God after this life. However, Luke recognizes he does not always keep the commandments and that he is far from perfect. Sometimes he gets discouraged because of his weaknesses and thinks it is impossible to qualify for the celestial kingdom.

- How might other teenagers be able to relate to Luke’s feelings?
- What part of his thinking feels accurate or inaccurate? Why?

Invite students to think about their own feelings or questions about being able to return to the presence of God and receive the blessings of exaltation. You may want to explain that exaltation means to dwell eternally with Heavenly Father in the celestial kingdom. The scriptures also refer to this blessing as eternal life.

Encourage students as they study to look for truths that can help them feel greater hope that they and others can receive this blessing through Jesus Christ.

Vision of the celestial kingdom

You might remember that Joseph Smith and Sidney Rigdon saw a great vision as they worked on their inspired translation of the Bible. As part of this vision, they learned that heaven contained different degrees or kingdoms of glory. In this lesson, we will focus on what Joseph and Sidney learned about the celestial kingdom and those who would inherit it.

To help students prepare to study this portion of the vision, invite them to create a two-column chart with the following headings on a page of their study journal.

How people get to the celestial kingdom	Blessings people in the celestial kingdom receive

Read Doctrine and Covenants 76:50–70 and fill out the chart based on what you learn.

You might invite students to work with a partner to read the verses and complete the chart. You could invite students to ask questions they may have about what they read.

- What did you find in these verses that was meaningful to you? Why?
- How would you describe the influence Jesus Christ has in the lives of those who inherit the celestial kingdom?

As part of the discussion of the previous question, be sure students understand the following truth:

Through Jesus Christ we can be made perfect and receive the blessings of exaltation.

- What do you think it means to be made perfect through Jesus Christ?

- How can this truth help us feel greater hope that we and others can someday inherit the celestial kingdom?

Hope through Jesus Christ



To help students better understand the hope we all have through Jesus Christ, consider inviting them to study the statements found on the accompanying handout. Invite them to mark phrases that are meaningful to them. Rather than having students read the statement by Elder J. Devn Cornish, you could also consider showing them the video “Am I Good Enough?” (3:28), available at ChurchofJesusChrist.org

Hope through Jesus Christ

Why do I need Jesus Christ’s help to become perfected?

Elder J. Devn Cornish of the Seventy shared:



Our members often ask, “Am I good enough as a person?” or “Will I really make it to the celestial kingdom?” Of course, there is no such thing as “being good enough.” None of us could ever “earn” or “deserve” our salvation, but it is normal to wonder if we are acceptable before the Lord, which is how I understand these questions. ...

Let me be direct and clear. The answers to the questions “Am I good enough?” and “Will I make it?” are “Yes! You are going to be good enough” and “Yes, you are going to make it as long as you keep repenting and do not rationalize or rebel.” The God of heaven is not a heartless referee looking for any excuse to throw us out of the game. He is our perfectly loving Father, who yearns more than anything else to have all of His children come back home and live with Him as families forever. He truly gave His Only Begotten Son that we

might not perish but have everlasting life! Please believe, and please take hope and comfort from, this eternal truth. Our Heavenly Father intends for us to make it! That is His work and His glory. (J. Devn Cornish, “Am I Good Enough? Will I Make It?,” *Ensign* or *Liahona*, Nov. 2016, 32–33)

What can I do to be “made perfect through Jesus”?

Sister Carol F. McConkie, formerly of the Young Women General Presidency, taught:



Our hope for holiness is centered in Christ, in His mercy and His grace. With faith in Jesus Christ and His Atonement, we may become clean, without spot, when we deny ourselves of ungodliness [see] Moroni 10:32–33 and sincerely repent. We are baptized by water for the remission of sins. Our souls are sanctified when we receive the Holy Ghost with open hearts. Weekly, we partake of the ordinance of the sacrament. In a spirit of repentance, with sincere desires for righteousness, we covenant that we are willing to take upon us the name of Christ, remember Him, and keep His commandments so that we may always have His Spirit to be with us. Over time, as we continually strive to become one with the Father, the Son, and the Holy Ghost, we become partakers of Their divine nature [see].2 Peter 1:4 (Carol F. McConkie, *The Beauty of Holiness Ensign* or *Liahona*, May 2017, 10)

Elder Dale G. Renlund of the Quorum of the Twelve Apostles taught:



God cares a lot more about who we are and who we are becoming than about who we once were. He cares that we keep on trying. (Dale G. Renlund, *Latter-day Saints Keep on Trying*, *Ensign* or *Liahona*, May 2015, 56)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

After students have had time to study, invite them to discuss what they learned and felt. One way to do this is to remind them of the scenario from the beginning of the lesson. You could invite them to write a response to Luke that can help him feel hope that he can make it to the celestial kingdom. Invite them to include teachings from Doctrine and Covenants 76 as well as something from one or more of the statements they studied, in their response. Students could then share or summarize their response with a partner, or willing students could share it with the class.

Reflect on what you have learned

Conclude the lesson by giving students time to reflect on what they have learned and felt today. You could display the following questions and give students time to record their responses to them in their study journals:

- What did you learn or feel today that offered you hope through Jesus Christ?
- How might what you learned or felt impact how you want to live your daily life?.

Hope through Jesus Christ

Why do I need Jesus Christ's help to become perfected?

Elder J. Devn Cornish of the Seventy shared:



Our members often ask, “Am I good enough as a person?” or “Will I really make it to the celestial kingdom?” Of course, there is no such thing as “being good enough.” None of us could ever “earn” or “deserve” our salvation, but it is normal to wonder if we are acceptable before the Lord, which is how I understand these questions. . . .

Let me be direct and clear. The answers to the questions “Am I good enough?” and “Will I make it?” are “Yes! You are going to be good enough” and “Yes, you are going to make it as long as you keep repenting and do not rationalize or rebel.” The God of heaven is not a heartless referee looking for any excuse to throw us out of the game. He is our perfectly loving Father, who yearns more than anything else to have all of His children come back home and live with Him as families forever. He truly gave His Only Begotten Son that we might not perish but have everlasting life! Please believe, and please take hope and comfort from, this eternal truth. Our Heavenly Father intends for us to make it! That is His work and His glory. (J. Devn Cornish, “Am I Good Enough? Will I Make It?” *Ensign* or *Liahona*, Nov. 2016, 32–33)

What can I do to be “made perfect through Jesus”?

Sister Carol F. McConkie, formerly of the Young Women General Presidency, taught:



Our hope for holiness is centered in Christ, in His mercy and His grace. With faith in Jesus Christ and His Atonement, we may become clean, without spot, when we deny ourselves of ungodliness [see Moroni 10:32–33] and sincerely repent. We are baptized by water for the remission of sins. Our souls are sanctified when we receive the Holy Ghost with open hearts. Weekly, we partake of the ordinance of the sacrament. In a spirit of repentance, with sincere desires for righteousness, we covenant that we are willing to take upon us the name of Christ, remember Him, and keep His commandments so that we may always have

His Spirit to be with us. Over time, as we continually strive to become one with the Father, the Son, and the Holy Ghost, we become partakers of Their divine nature [see 2 Peter 1:4]. (Carol F. McConkie, “The Beauty of Holiness,” *Ensign* or *Liahona*, May 2017, 10)

Elder Dale G. Renlund of the Quorum of the Twelve Apostles taught:



God cares a lot more about who we are and who we are becoming than about who we once were. He cares that we keep on trying. (Dale G. Renlund, “Latter-day Saints Keep on Trying,” *Ensign* or *Liahona*, May 2015, 56)

LESSON 88: DOCTRINE AND COVENANTS 76

Doctrine and Covenants 76:71–112)

“Valiant in the Testimony of Jesus”

After seeing multiple visions, including visions of the Father and Son’s glory, the fall of Lucifer, and the celestial kingdom, Joseph Smith and Sidney Rigdon saw those who would inherit the terrestrial and telestial kingdoms. A distinguishing characteristic of those in the terrestrial kingdom was that they were not valiant in their testimony of Jesus. This lesson can help students become more valiant in their testimony of Jesus Christ.

Possible Learning Activities**A testimony of Jesus Christ**

Consider writing the words *Testimony of Jesus Christ* on the board. Ask students what they think it means to have a testimony of the Savior. If needed, explain that a testimony is something we know to be true in our hearts and minds given to us by the witness of the Holy Ghost (see Doctrine and Covenants 8:2). Then discuss the following question:

**Ask questions that invite**

introspection: „For more training on how to do this, see the training titled

Create settings and opportunities for learners to be taught by the Holy Ghost” found in *Teacher Development Skills: Teach by the Spirit*.. Consider practicing the skill by creating student self-evaluations about a doctrine, truth, or principle.

- „How can a testimony of the Savior impact you in this life and throughout eternity?”

Invite students to think about their own testimonies of Jesus Christ, including how their testimonies have impacted their actions. You could also invite them to think about the desires they have for their testimonies.

Encourage students as they study to look for teachings that can help them recognize the

importance of having a testimony of Jesus Christ and living according to what they know.

Vision of the kingdoms of glory

Consider inviting students to summarize what they have studied so far about the vision recorded in Doctrine and Covenants 76. Then explain the following.

You might remember that Doctrine and Covenants 76 contains a description of a great vision the Lord gave to Joseph Smith and Sidney Rigdon. As part of their vision, Joseph and Sidney learned characteristics of people who would inhabit the different kingdoms of glory after the Resurrection.

„It may be helpful to explain that students will not study all the verses that describe the kingdoms of glory in this lesson. The celestial glory is described in verses 50–70, 92–96; the terrestrial glory in verses 71–80; and the telestial glory in verses 81–90, 98–112. Consider inviting students to mark or label these verses in their scriptures so they can study them in greater detail on their own.

Read the following scriptures, looking for differences in the testimonies of the inhabitants of each of the kingdoms of glory:

Doctrine and Covenants 76:51–52 (celestial)

Doctrine and Covenants 76:75, 79 (terrestrial)

Doctrine and Covenants 76:82, 101–103 (telestial)

When students finish studying, invite them to discuss the following questions as a class or in small groups:

- What differences did you notice between the testimonies of these groups?
- What can this teach you about the kind of testimony that is necessary to inherit the celestial kingdom?

Help students identify a truth like the following: **If we are valiant in the testimony of Jesus Christ, we can obtain the celestial kingdom of God.**

Valiant in our testimony of Jesus Christ

- What do you think it means to be valiant in our testimonies of Jesus Christ?

As part of your discussion of the previous question, consider inviting students to study 2 Nephi 31:20–21 and look for teachings that can add to their understanding. The following statement may also be helpful.

Elder Quentin L. Cook of the Quorum of the Twelve Apostles helps us understand what it means to be valiant in the testimony of Jesus:



The 76th section of the Doctrine and Covenants makes it clear that being “valiant in the testimony of Jesus”

Doctrine and Covenants 76:79] is the simple, essential test between those who will inherit the blessings of the celestial kingdom and those in the lesser terrestrial kingdom. To be valiant, we need to focus on the power of Jesus Christ and His atoning sacrifice to overcome death and, through our repentance, to cleanse us from sin, and we need to follow the doctrine of Christ [see (2 Nephi 31:17–21 We also need the light and knowledge of the Savior’s life and teachings to guide us on the covenant pathway, including the sacred ordinances of the temple. We must be steadfast in Christ, feast upon His word, and endure to the end 2 Nephi 31:20–21 (Quentin L. Cook, “Valiant in the Testimony of Jesus *Ensign* or *Liahona*, Nov. 2016, 43)

- What can make it difficult for you or others to remain valiant in your testimony of Jesus Christ?”

- What helps you strive to be valiant in your testimony of the Savior?

As part of the discussion of the previous question, consider inviting students to find and share scriptures that motivate them to be valiant in their testimony of Jesus Christ. You could suggest that they begin with (Helaman 5:12)

Make a plan

Spend a moment pondering what you can do to be more valiant in your testimony of Jesus Christ. Complete the following three statements in your study journal.

1. *I can be valiant in my testimony of Jesus today by ...*
2. *(I can be valiant in my testimony of Jesus over the next few months by ...*
3. *I can help others remain valiant in their testimonies of Jesus by ...*

Consider inviting a few students who are comfortable to share one or more of their completed statements. To conclude, invite someone to share their witness of Jesus Christ or share your own witness of Him.

DOCTRINE AND COVENANTS 77-80

Doctrine and Covenants 77–80

Overview

The Lord instructed Joseph Smith and other Church leaders to create a firm to manage the Church's business and publishing efforts. This firm was called the United Firm and oversaw the Church's efforts to generate money and to care for those in need. To fulfill the Savior's command to "preach the gospel to every creature"

Doctrine and Covenants 80:1 individuals were called on missions. Jared Carter, Stephen Burnett, and Eden Smith received mission calls.

- **Student preparation:** Consider inviting students to prayerfully consider individuals with whom they could share the gospel of Jesus Christ. Encourage students to think of how these people could be blessed by the gospel message and consider natural ways they might share it with them.
- **Materials:** Copies of the handout „Preach My Gospel”
- **Video:** “Good Things to Share” (2:21)



Help each student contribute to the learning experience:

Genuinely recognize that each student is needed and has a contribution to make. Some may be more inclined to participate than others. Make the extra effort and be creative to help each student contribute in ways that are comfortable for them. For more on how the Savior did this, see the section “The Savior Ensured That All Felt Respected and Valued” in *Teaching in the Savior's Way*. You can also see an example of how to do this in this week's lesson titled Doctrine and Covenants 78.”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 78

Lesson purpose: Help students increase their desire to become like the Savior by caring for those in need.

- **Student preparation:** Studying the scriptures is one way students can better prepare to receive personal revelation. Consider inviting students to silently pray throughout the lesson to know what Heavenly Father would have them learn, feel, or do as a result of what they study.
- **Materials:** A box labeled “The Lord's Storehouse”; slips of paper for each student

Doctrine and Covenants 79–80

Lesson purpose: Help students share the Savior's gospel throughout their lives.

LESSON 89: DOCTRINE AND COVENANTS 77–80

Doctrine and Covenants 78.

The Lord's Storehouse

The Lord instructed Joseph Smith, Sidney Rigdon, Newel K. Whitney, and other high priests to organize themselves into a group called the United Firm. The firm managed the Church's property, storehouses, and publishing efforts and provided resources to help meet the temporal needs of the Saints. This lesson can help students increase their desire to become like the Savior by caring for those in need.

„Possible Learning Activities

The United Firm,

One way to begin the lesson is by helping students create a scenario of a family with temporal needs. As part of the scenario, include financial hardships the family is facing and specific needs they have. This scenario will be referred to later in the lesson.

Explain that students will learn more about ways the Lord helps us care for those in need as they study Doctrine and Covenants 78. Invite students to seek revelation to know whom the Lord might have them help and what they can do.

On March 1, 1832, the Prophet Joseph Smith met with a group of high priests in Kirtland, Ohio. During the meeting, the Prophet dictated the revelation recorded in Doctrine and Covenants 78. Subsequently, the United Firm was created. Based on the law of consecration, the United Firm managed the Church's property, financial endeavors, and printing efforts in Ohio and Missouri. Through the firm, the Lord established a storehouse to care for those in need, and Joseph Smith, Sidney Rigdon, and Newel K. Whitney were instructed to travel to Missouri (Zion) to organize it.

Read Doctrine and Covenants 78:1–6, looking for why the Lord desired His servants to organize themselves in this way.

- What do these verses teach about the Lord's desires for His people?
- Why do you think caring for the poor is needed to “advance the cause” of Zion? How can it bring glory to Heavenly Father?

The Lord's storehouse

Consider bringing a box to class and labeling it “The Lord's Storehouse.” Ask students what they think the Lord's storehouse is. You may want to invite a bishop or branch president to discuss how the Lord's storehouse operates in your area.

Read the following definition of the Lord's storehouse, looking for how the Savior helps those in need.

All the resources available to the Church to help those with temporal needs are called the Lord's storehouse (see Doctrine and Covenants 82:18–19). These include members' offerings of time, talents, compassion, materials, and financial resources to help those in need.

The Lord's storehouse exists in each ward and stake. Leaders can often help individuals and families find solutions to their needs by drawing on the knowledge, skills, and service offered by ward and stake members. (*General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 22.2.1, ChurchofJesusChrist.org)

(Discuss specific ways youth can contribute to the Lord's storehouse (that is, time, talents, compassion, materials, financial resources). Provide students with a slip of paper. Ask students to write at least one specific thing they could personally contribute to the Lord's storehouse and then to put their paper in the box.

Invite a student to remove the items from the storehouse and lead a discussion about how specific contributions could help the family in the scenario the class created. Repeat this exercise a few times.).

The following statement is intended for students to think about on their own.

Think about how willing you are to contribute your time, talents, and resources to help those in need (very willing, somewhat willing, or not very willing).

Encourage students to seek inspiration through the Holy Ghost to help them feel more willing to help those in need as well as to know ways they can contribute to the Lord's storehouse.

Read Doctrine and Covenants 78:7–8, 14–15, looking for blessings the Lord promises.

- How could these blessings influence you and people you know?
- What has the Lord promised those who care for those in need?

Help students identify a truth like the following:].

„Caring for the poor and needy helps us prepare for a place in the celestial kingdom.

Matthew 25:31–40 could be used to help students understand the principle.

- How do you think caring for those in need helps prepare us to inherit the celestial kingdom?
- How is the Savior an example of caring for those in need?
- How could someone increase their desire to love and care for those in need like the Savior does?

What we can do”

Read Doctrine and Covenants 78:17–22, looking for key words or phrases that can help us follow the Savior.

To help students engage in the discussion, you could display the following questions and allow students to think about how they would answer. You might randomly select students to answer by asking someone to pick a month of the year. Willing students who were born in that month could choose a question to answer but should not feel forced to participate.



Help each student contribute to the learning experience:

For more practice with this, see the training titled

Create an environment where all are respected and know their contributions are valued” found in *Teacher Development Skills: Love Those You Teach*. Consider practicing the skill by communicating that you value students before they comment or as they raise their hand to comment.

- What words or phrases are most meaningful to you? Why?
- What did you find that can help us obey the Savior’s command to care for those in need?
- What did you find that reflects the Savior’s desire that we become like Him?

Give students another slip of paper. Give them time to recognize promptings they may have received about helping someone in need or specific ways they feel they can contribute to the Lord’s storehouse. Invite them to write their impressions. Students could then place their paper in the box representing the Lord’s storehouse as a way of showing their willingness to help, or they could take the paper home as a reminder.

LESSON 90: DOCTRINE AND COVENANTS 77–80

(Doctrine and Covenants 79–80)

Proclaiming Glad Tidings of Great Joy

As early Saints embraced the message of the Restoration, they had a great desire to share the gospel of Jesus Christ with others. Some shared their beliefs with family members and friends. Others responded to a call from the Savior to serve a mission. This lesson can help students share the Savior’s gospel throughout their lives..

Possible Learning Activities”**„Opportunities to share the gospel of Jesus Christ**

Help students identify opportunities to share the gospel of Jesus Christ. Consider inviting students to read this statement and discuss the following questions in pairs or small groups.

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles shared:



Wherever you are on this earth, there are plenty of opportunities to share the good news of the gospel of Jesus Christ with people you meet, study with, and live with or work and socialize with. (Dieter F. Uchtdorf, “Missionary Work: Sharing What Is in Your Heart” *Ensign* or *Liahona*, May 2019, 15)

- What experiences have you had sharing the gospel of Jesus Christ?
- What opportunities to share the gospel do you think you will have throughout your life?
- How confident are you in your ability to share the gospel of Jesus Christ? What can make it hard to share the gospel?

Invite students to prayerfully identify someone they could share the gospel of Jesus Christ with. If students were invited to complete the preparation activity, they may already have someone in mind. Invite students to write the names of these people in their study journal. Or, if no one came to mind, invite them to continue pondering opportunities they might have to share the gospel with others. Encourage students to seek inspiration from the Holy Ghost throughout this learning experience.

Glad tidings of great joy

In the revelations recorded in Doctrine and Covenants 79–80 the Savior called three individuals to serve missions: Jared Carter, Stephen Burnett, and Eden Smith.


Read Doctrine and Covenants 79:1 Look for how the Lord described the message He asked Jared Carter to share with others.

- What words impressed you from this verse? What does the Savior invite us to do?

„Help students identify that **„Jesus Christ invites us to share the joy of His gospel with everyone.** Consider writing „*Glad tidings of great joy* on the board. Invite students to list what they know about Jesus Christ and His everlasting gospel that brings them great joy.

Think of the lives of the people whose names you wrote down at the beginning of the lesson. Record next to their names how you think the “glad tidings” of the gospel could bring them joy.

Doctrine and Covenants 79–80 contains teachings from the Savior that can help students in their efforts to share the gospel. Consider ways you can help them discover these teachings. The following activity is one way you could do this. It can be modified to meet the needs of your students.



Provide each student with the handout titled “Preach My Gospel.” Or invite students to create a similar chart on a blank sheet of paper and provide them with the instructions for each box.

Preach my gospel

Preach My Gospel As you do this activity, look for teachings from Jesus Christ that can help you in your efforts to share the joy of His gospel. Read the scripture passage and complete the instructions in each square. If you need more space, you can use the reverse side of the handout.	
Doctrine and Covenants 79:2 Rewrite this verse in your own words.	Doctrine and Covenants 79:3 Draw a representation of this verse. (Sheaves are bundles of grain and are symbolic of people who accept the gospel.)
Doctrine and Covenants 79:4 Write what you believe is the most important word or phrase in this verse and a brief explanation of why you feel it is important in sharing the gospel.	Doctrine and Covenants 80:1 Find a doctrinal mastery passage or another scripture that relates to this verse. Write the reference in this square.
Doctrine and Covenants 80:2 Write one reason you think the Lord gives missionaries companions.	Doctrine and Covenants 80:3. Write how you feel this verse can relate to our own efforts to share the gospel of Jesus Christ.
Doctrine and Covenants 80:4 Write something you have heard, believe, or know to be	Doctrine and Covenants 80:5 Read this verse as though it were being spoken directly to you. Write

true about Jesus Christ or His gospel. Include why that truth can be valuable for others to hear.	how knowing the Savior has called you to share the gospel can give you confidence to do so.
© 2024 by Intellectual Reserve, Inc. All rights reserved.	

A possible way to use this handout is to determine beforehand how much time students might need to complete each activity. Inform students of their allotted time to complete the activity in each box and set a timer. Each time the timer sounds, instruct them to pass their paper to another student, read what their classmates have written, and do the activity in the next box.


After this activity, instruct students to return the papers to the original owners. Invite students to read to themselves everything written on their paper. Students could share insights from their classmates or their own study that they feel will help in their efforts to share the joy of the gospel of Jesus Christ.

Sharing what we have heard, believe, and know to be true

Consider reviewing Doctrine and Covenants 80:4 In this verse, the Lord asks us to share what we have heard, believe, and know to be true. Invite a few students to share what they or a classmate wrote in that square.

To help students visualize how they can use what they have learned to share the gospel, consider sharing an example with a story or video. One such video is “Good Things to Share” (2:21), available at [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org).

- What have you felt today that has increased your desire to share the joy of the Savior’s gospel?
- What are some ways you can apply the truths you have learned today throughout your lives?



Invite students to record the impressions they received that can help them share the joy of the Savior's gospel with the individuals they identified at the beginning of class. Encourage students to follow their impressions and share their beliefs with others in meaningful ways such as through personal conversations, text messages, or on social media.

Preach My Gospel

As you do this activity, look for teachings from Jesus Christ that can help you in your efforts to share the joy of His gospel.

Read the scripture passage and complete the instructions in each square. If you need more space, you can use the reverse side of the handout.

<p>Doctrine and Covenants 79:2</p> <p><i>Rewrite this verse in your own words.</i></p>	<p>Doctrine and Covenants 79:3</p> <p><i>Draw a representation of this verse. (Sheaves are bundles of grain and are symbolic of people who accept the gospel.)</i></p>
<p>Doctrine and Covenants 79:4</p> <p><i>Write what you believe is the most important word or phrase in this verse and a brief explanation of why you feel it is important in sharing the gospel.</i></p>	<p>Doctrine and Covenants 80:1</p> <p><i>Find a doctrinal mastery passage or another scripture that relates to this verse. Write the reference in this square.</i></p>
<p>Doctrine and Covenants 80:2</p> <p><i>Write one reason you think the Lord gives missionaries companions.</i></p>	<p>Doctrine and Covenants 80:3</p> <p><i>Write how you feel this verse can relate to our own efforts to share the gospel of Jesus Christ.</i></p>
<p>Doctrine and Covenants 80:4</p> <p><i>Write something you have heard, believe, or know to be true about Jesus Christ or His gospel. Include why that truth can be valuable for others to hear.</i></p>	<p>Doctrine and Covenants 80:5</p> <p><i>Read this verse as though it were being spoken directly to you. Write how knowing the Savior has called you to share the gospel can give you confidence to do so.</i></p>

DOCTRINE AND COVENANTS 81–83

Doctrine and Covenants 81–83

Overview

In spring 1832, the Prophet Joseph Smith and others traveled to Independence, Missouri, obeying the Lord’s command to establish an organization to build Zion and care for the poor (see Doctrine and Covenants 78). There, the Prophet received a revelation describing the Lord’s expectations of His people and invited members of the United Firm to bind themselves by covenant to govern the affairs of His Church.



Guide learners to recognize the Lord’s

influence in their lives: As you help students recognize how the Savior blessed the lives of people in the

scriptures, look for ways to help them recognize how He is similarly blessing their lives. For more on how the Savior did this, see the section “

Help Learner’s Recognize the Lord’s Love, Power, and Mercy in Their Lives in *Teaching in the Savior’s Way*.

You can also see an example of how to do this in this week’s lesson titled Doctrine and Covenants 82:1–7.”

Doctrine and Covenants 82:8–24

Lesson purpose: To help students understand how to keep the covenants we make with Heavenly Father and Jesus Christ.

- **Student preparation:** Invite students to ask a parent or youth leader how his or her relationship with Jesus Christ is strengthened by obeying His commandments.
- **Items to prepare:** Two magnets

Assess Your Learning 6

Lesson purpose: To help students evaluate their spiritual growth from their study of the Doctrine and Covenants thus far.

- **Student preparation:** Consider inviting students to ponder ways they might be growing spiritually, especially in coming closer to Jesus Christ.
- **Images to display:** People hiking, biking, and running; Joseph Smith and Sidney Rigdon; diagram about scripture reading

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 82:1–7

Lesson purpose: To help students understand ways the Lord has blessed them and how He expects them to use those blessings.

- **Student preparation:** Invite students to make a list of blessings they have received from the Lord.
- **Items to prepare:** Things for students to hold in front of the class, such as a copy of the Book of Mormon, an envelope with a large amount of money written on the outside (for example \$1,000,000), and several pieces of candy
- **Handout:** “Blessings from the Lord”
- **Video:** “Treasures in Heaven: The John Tanner Story” (20:31; watch from time code 8:21 to 12:24)

LESSON 91: DOCTRINE AND COVENANTS 81–83

Doctrine and Covenants 82:1–7

“Unto Whom Much Is Given Much Is Required”

In April 1832, the Prophet Joseph Smith and others traveled to Independence, Missouri. They were following the Lord’s command to establish an organization to build up Zion and care for the poor (see Doctrine and Covenants 78). After helping resolve some disputes between members, the Prophet received this revelation describing the Lord’s expectations of His people. This lesson can help students understand ways the Lord has blessed them and how He expects them to use those blessings.

Possible Learning Activities**What the Lord has given you**

To help prepare students for this lesson, consider singing a hymn about the blessings the Lord has given. One example is “Because I Have Been Given Much” (*Hymns*, no. 219). The hymn could be part of devotional..

Invite three students to stand in front of the class. Hand one a copy of the Book of Mormon, another an envelope with a large amount of money written on the outside (for example, \$1,000,000), and another several pieces of candy.

- Based on what they have been given, what would you hope these students would do?

Consider inviting the students in front of the class to share an idea or two of how they could bless others with what they have been given.

Point out that we would not have the same expectations for someone who has not received the same things.

As Heavenly Father’s children and as members of His Church, we have been given much. Invite students to take several minutes to list blessings they have received from the Lord. It might be helpful to create a few categories for students to think about as they make their list (for example, blessings of being in the

Church, spiritual experiences they have had, people who bless their lives, earthly possessions and opportunities they have, and so on).

Display the following questions for students to ponder.

Ponder the following questions:

- How have these blessings affected you?
- What can they teach you about the Lord?
- How might the Lord expect you to act differently from someone who has not received these blessings?

As you study this lesson, look for additional insights into these questions.

Doctrine and Covenants 82

Consider summarizing the following information:

The Saints at this time had received great blessings from the Lord. These blessings included the restored Church, the Book of Mormon, and a living prophet revealing the Lord’s words. However, they still struggled to live the way the Lord desired. The following are some examples:

- For several months, unkind feelings had developed between Sidney Rigdon in Ohio and Bishop Edward Partridge in Missouri. They had recently reconciled.
- Some members of the Church in Missouri had been critical of Joseph Smith.
- As Church members moved to Missouri, many of them failed to obey the Lord’s counsel and commands, including living the law of consecration.

The Prophet Joseph Smith and other Church leaders traveled to Missouri and held a council of high priests of the Church. The revelation in Doctrine and Covenants 82 was received during the afternoon session.

Read Doctrine and Covenants 82:1–7 looking for what the Lord expected of the Saints because they had been so greatly blessed.

- What do you learn from these verses?

Students may share various truths. Ask them why the truths they share are important to understand.

Students may or may not share the principle that **the Lord requires much of those to whom He has given much**. If students do not, invite them to share what they learned from verse 3.

If students ask about former sins returning (see verse 7), help them understand that if we continue to commit the same sin, we need to continue our repentance. We can patiently rely on the Savior and continue to strive to improve, knowing He will help us. (See Neil L. Andersen, “Repent ... That I May Heal You,” *Ensign* or *Liahona*, Nov. 2009, 40).

- „Why do you think the Lord has these expectations?
- Why is it important for us to understand them?”

For additional insights, read the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles:



Our Heavenly Father is a God of high expectations. ...

... 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. ...

If we sincerely desire and strive to measure up to the high expectations of our Heavenly Father, He will ensure that we receive all the help we need, whether it be comforting, strengthening, or chastening. (D. Todd Christofferson, “As Many as I Love, I Rebuke and Chasten,” *Ensign* or *Liahona*, May 2011, 97, 99)

- Why is it also helpful to remember the Lord’s understanding and compassionate nature? (see verses 1, 7)

(„Remembering what the Lord has given us



The following is one way to help students understand why God expects more of those “unto whom much is given” (Doctrine and Covenants 82:3). Students could do the activity in small groups or individually.

Blessings from the Lord

Select at least two of the following blessings, or choose other blessings not listed.

- Scriptures
- Living prophets
- Forgiveness of sins
- The gift of the Holy Ghost
- A knowledge of Jesus Christ and His Atonement for us
- Temples

For a few minutes, study about the blessings you chose. Use the scriptures, general conference addresses, and other Church resources such as *For the Strength of Youth: A Guide for Making Choices* (2022). Look for:

1. Ways the Lord improves our lives through these blessings.
2. What the Lord expects of those to whom these blessings are given.

Add any of your own thoughts or insights from personal experiences. You might include how people with these blessings might help or be an example to those who have not been given the same experiences and knowledge.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Invite students to share what they learned. One way of doing this is to ask a volunteer to share and then name another student they feel has been a great blessing to the class. Then ask the recommended student if they would be willing to share what they learned. Be sure they know that they are not obligated to share. Repeat this exercise a few times.

If it would be helpful to show an example of someone who lived this principle, show “Treasures in Heaven: The John Tanner Story” from time code 8:21 to 12:24. Explain that John Tanner was a man the Lord blessed with great riches before he was converted to the gospel. Invite students to look for how John used his fortune.

God's expectations and love

As students answer the following questions, evaluate how well they have understood the principle covered in this lesson. Look for ways to emphasize the Lord's love and how we can bless more of His children as we live according to what He has given us.



Guide learners to recognize the Lord's influence in their lives:

For more training on how to do this, see the training titled “Help learners recognize the Lord's

love, power, and mercy in their lives” found in *Teacher Development Skills: Focus on Jesus Christ*.

Consider practicing the skill. You could ask students questions that focus on connecting the Lord's love, power, and mercy in their lives.

- Why are you grateful for the Lord's expectations?
- How do the Lord's expectations show His love?

Invite students to look at their list of what the Lord has given them. They can add any additional blessings they thought of throughout the lesson. Ask them to record what they would like to remember or do because of what the Lord has given them.

Blessings from the Lord

Select at least two of the following blessings, or choose other blessings not listed.

- Scriptures
- Living prophets
- Forgiveness of sins
- The gift of the Holy Ghost
- A knowledge of Jesus Christ and His Atonement for us
- Temples

For a few minutes, study about the blessings you chose. Use the scriptures, general conference addresses, and other Church resources such as *For the Strength of Youth: A Guide for Making Choices* (2022). Look for:

1. Ways the Lord improves our lives through these blessings.
2. What the Lord expects of those to whom these blessings are given.

Add any of your own thoughts or insights from personal experiences. You might include how people with these blessings might help or be an example to those who have not been given the same experiences and knowledge.

Blessings from the Lord

Select at least two of the following blessings, or choose other blessings not listed.

- Scriptures
- Living prophets
- Forgiveness of sins
- The gift of the Holy Ghost
- A knowledge of Jesus Christ and His Atonement for us
- Temples

For a few minutes, study about the blessings you chose. Use the scriptures, general conference addresses, and other Church resources such as *For the Strength of Youth: A Guide for Making Choices* (2022). Look for:

1. Ways the Lord improves our lives through these blessings.
2. What the Lord expects of those to whom these blessings are given.

Add any of your own thoughts or insights from personal experiences. You might include how people with these blessings might help or be an example to those who have not been given the same experiences and knowledge.

(LESSON 92: DOCTRINE AND COVENANTS 81–83)

Doctrine and Covenants 82:8–24).

“I, the Lord, Am Bound When Ye Do What I Say”

The Savior invited members of the United Firm to bind themselves by covenant to govern the affairs of His Church. He gave them commandments and promised to bless them when they obeyed. When we covenant to obey Jesus Christ’s commandments, He promises to bless us. This lesson can help students understand how to keep the covenants we make with Heavenly Father and Jesus Christ.

Possible Learning Activities**Bound to the Lord**

The following object lesson can help students reflect on their relationship with Heavenly Father and Jesus Christ. Show students two magnets. A student could demonstrate how when the magnets get close together, they will either attract or repel one another. Ask students to imagine that one of the magnets represents Jesus Christ and the other represents them.

- What can we learn about our relationship with Heavenly Father and Jesus Christ from these magnets?

Invite students to think about their relationship with Heavenly Father and Jesus Christ. As students study Doctrine and Covenants 82 encourage them to seek personal revelation about how they can strengthen their relationship with Heavenly Father and Jesus Christ.

“I, the Lord, am bound when ye do what I say”

In Doctrine and Covenants 82, the Lord repeated instructions given in an earlier revelation (see Doctrine and Covenants 78). The instructions were to establish the United Firm to manage the temporal affairs of the Church and build Zion.



Doctrine and Covenants 82:10 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

„Read Doctrine and Covenants 82:8–10, looking for what the Lord taught about His commandments.”

- What is the Savior’s reason for giving us commandments?
- What does the Savior promise if we keep His commandments?

„Invite students to restate a truth from these verses in their own words. They could also write it in their journal or on the board. Students may identify truths similar to this: **When we obey the Lord’s commandments, He promises to bless us.**

What do these verses teach you about the character of Heavenly Father and Jesus Christ?

To help students recognize when they have seen the fulfillment of this truth, you may want to do an activity like the following:

Divide the class into small groups. Ask each group to find examples of the Savior blessing people for obeying His commandments. Students can list examples from the scriptures, their own lives, or the lives of people they know. After sufficient time, you could invite the groups to take turns sharing examples. You might discuss what we can learn from these examples about the Savior’s willingness to keep His promises.

Bound by covenant

You may want to help students see how verse 1 can teach about our covenant relationship with Heavenly Father and Jesus Christ. Through covenants, we make promises with Heavenly Father and Jesus Christ, and They makes promises with us.

- What do you think verse 10 teaches about the covenants we make with Heavenly Father and Jesus Christ?

Read the following statement by President Russell M. Nelson, looking for what he taught about covenants.



Once we make a covenant with God, we leave neutral ground forever. God will not abandon His relationship with those who have forged such a bond with Him. In fact, all those who have made a covenant with God have access to a special kind of love and mercy. ...

Once you and I have made a covenant with God, our relationship with Him becomes much closer than before our covenant. Now we are bound together. Because of our covenant with God, He will never tire in His efforts to help us, and we will never exhaust His merciful patience with us. Each of us has a special place in God's heart. He has high hopes for us. (Russell M. Nelson, "The Everlasting Covenant," *Liahona*, Oct. 2022, 5, 6).

- What do you think is important to remember from this statement?

Keeping covenants brings blessings

As part of the Lord's instruction to leaders of the United Firm, He counseled Joseph Smith, Oliver Cowdery, Edward Partridge, and others to be "bound together by a bond and covenant" (Doctrine and Covenants 82:11 to manage the Church's temporal affairs. As covenant children of God, we also covenant to do certain things as we follow Jesus Christ.

Consider dividing the class into two groups and inviting each group to compile one of the following lists. Students could write their lists on the board.

Read Doctrine and Covenants 82:12–19 and make a list of what the Lord asked members of the United Firm to covenant to do.

Read Mosiah 18:8–10 and Doctrine and Covenants 20:77 and make a list of what the Lord asks us to covenant to do today.

- What stands out to you from these lists?
- How are these covenant responsibilities similar?
- How do you think keeping our covenants can help us become like the Savior?

Read Doctrine and Covenants 82:24, looking for what the Lord promises to those who keep their covenants with Him.

Consider showing the connected magnets. Invite students to share what they learned from this lesson about their relationship with Jesus Christ. You could also share your feelings about the blessings you have received from making and keeping covenants with Heavenly Father and Jesus Christ.

Memorize doctrinal mastery

During this lesson, you may want to help students memorize Doctrine and Covenants 82:10 and the key scripture phrase "I, the Lord, am bound when ye do what I say." You can then review it in future lessons. Ideas for memorization activities are in the appendix materials under Doctrinal Mastery Review Activities."

LESSON 93: DOCTRINE AND COVENANTS 81–83

Assess Your Learning 6

Doctrine and Covenants 76–83

Taking time to recognize growth and spiritual development can strengthen our relationship with Heavenly Father and Jesus Christ and motivate us to stay on the covenant path. This lesson can help students evaluate their spiritual growth from their study of the Doctrine and Covenants thus far.

Possible Learning Activities

This lesson is intended to help students assess their ability to explain teachings in the Doctrine and Covenants, evaluate goals they have set, and measure how their attitudes, desires, and ability to live the gospel are changing. Your class's study of (Doctrine and Covenants 76–83 may have focused on truths different than those highlighted in the lesson. If so, consider adapting the activities to include truths more familiar to your students.

Appreciating growth and progress



If possible, begin class by displaying images of people hiking, biking, and running. Ask students to raise their hands if they have done one or more of these activities. Next, ask students to keep their hands raised if they have ever participated in an exceptionally long or challenging run, hike, or bike ride. Invite a few students with their hands raised to describe their experience. Consider discussing some questions like the following:

- What can you do to enjoy the journey?
- How might we compare that kind of journey to the process of becoming more like Jesus Christ?
- What are ways we can enjoy and appreciate the process of spiritual growth more?

Invite students to reflect on what they have been learning in the Doctrine and Covenants, how they have acted on it, and their spiritual journeys. They might ponder how the Savior has helped with any recent progress.

- How do you feel you are progressing and growing closer to the Lord?
- How is the Lord helping you?

The following activities are designed to help students recognize, appreciate, and evaluate more specific progress and growth.

Explaining the three degrees of glory

Consider using a scenario like the following to help students review and assess their understanding of the three degrees of glory in Heavenly Father's plan. If needed, students could adjust details in the scenario to ensure that it feels authentic to them.

Imagine you have a close friend named Olivia who is not a member of the Church but firmly believes in Jesus Christ. One day she approaches you and asks: "What do members of your Church believe about life after death? I've been taught that everyone will go to heaven or hell, but I heard that members of The Church of Jesus Christ of Latter-day Saints believe in multiple heavens. What's that all about?"

Spend a few minutes writing a response to Olivia that explains your understanding and knowledge of the three degrees of glory. If you would like, you can include drawings to help Olivia picture what you are explaining.

After students have completed their explanations, consider inviting a few to share what they wrote or to role-play the scenario in front of the class.

If students do not mention it, ask them how the three degrees of glory show Heavenly Father and Jesus Christ's love and mercy (see Doctrine and Covenants 76:40–43). Make it clear that inheriting a kingdom of glory, including celestial glory, is only possible through Jesus Christ (see Doctrine and Covenants 76:69–70).

Ask students what they learned from this experience. If students have questions concerning the three degrees of glory, ask the class if they can find verses in Doctrine and Covenants 76 to help answer their questions. You may also review some of the material from previous lessons.

Reverencing Heavenly Father and Jesus Christ

„Consider inviting students to make a list of anything they've recently learned in the Doctrine and Covenants that has increased their love, appreciation, and reverence for Heavenly Father and Jesus Christ. Students might also include experiences at home, in Church settings, or elsewhere that strengthened their relationship with Heavenly Father and Jesus Christ.

It may be helpful to invite students to review Doctrine and Covenants 63:58–64 76:19–24 and any notes they might have taken while previously studying these verses.

You could display the following question and invite students to respond to help them assess their current effort, desire, and progress:

- What are you learning about Heavenly Father and Jesus Christ that increases your love, appreciation, and reverence for Them?

Encourage several students to share. Consider sharing your thoughts as well.

Studying and pondering the scriptures



Consider showing the picture above and asking the following questions:

- What were Joseph Smith and Sidney Rigdon doing before they received the vision of the three degrees of glory?
- What did you learn from their experience?

To conclude, invite a few students to testify how pondering and scripture study are blessing their lives and helping them feel closer to Jesus Christ.

If students do not remember, invite them to review Doctrine and Covenants 76:15–19. Be sure they understand that before the visions opened to Joseph and Sidney, the two men were studying and pondering the scriptures. One of the truths students may have learned is this: **As we prayerfully study and ponder the scriptures, we prepare ourselves to receive understanding from the Lord through the Holy Ghost.**

Give students time to reflect on the effectiveness of their scripture study. They might ponder how well they are prayerfully studying and pondering the scriptures. If useful, you could show the following graphic and invite students to share how each item could help them in their scripture study. Students could share what they are doing that they feel is helping them.



Students may also benefit from discussing challenges and possible solutions with other class members. You could divide students into small groups and invite them to discuss challenges they face while trying to study and ponder the scriptures. Encourage each group to choose a challenge and think of a few simple steps they could take to overcome that challenge and increase the impact of their scripture study. Invite each group to share with the rest of the class.

DOCTRINE AND COVENANTS 84

(Doctrine and Covenants 84

Overview

After returning home from their missions, a group of Elders met with the Prophet Joseph Smith. While praying together, the Prophet received a revelation that offered insights about the power of godliness available to women and men through priesthood ordinances. The Savior also explained the oath and covenant that apply to His priesthood power and commanded His disciples to testify of His gospel to all the world.

**Ask questions that invite**

introspection: Personal introspection and self-evaluation can invite the Holy Ghost to help each student see things “as they really are, and ... really will be” (Jacob 4:13). Effective self-evaluations help students consider their current understanding and the relevance of gospel truths, as well as how to live them. For more on how the Savior did this, see the section The Savior Provided Opportunities for People to Be Taught by the Holy Ghost). in *Teaching in the Savior’s Way* You can also see an example of how to do this in this week’s lesson titled “ Doctrine and Covenants 84:1–32.”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 84:1–32

Lesson purpose: To help students feel the importance of receiving the power of godliness that Jesus Christ offers through His priesthood ordinances.

Student preparation: Invite students to ponder what they know about priesthood ordinances and why they are important in their individual lives as members of The Church of Jesus Christ of Latter-day Saints.

Doctrine and Covenants 84:33–44

Lesson purpose: To help students deepen their understanding of the oath and covenant of the priesthood.

- **Student preparation:** Invite students to think about how they have been blessed by making and keeping covenants with God. Ask them to prepare to share how striving to keep their covenants has increased the power of God in their lives.
- **Handout:** “Deepen Your Understanding of the Oath and Covenant of the Priesthood (Part 1 and Part 2)”

Doctrine and Covenants 84:49–102

Lesson purpose: To help students feel the Christlike desire to share the gospel with everyone in the world.

- **„Student preparation:** Invite students to ask someone about the blessings of accepting the Lord Jesus Christ and His restored gospel. If possible, invite them to ask someone who was baptized after being taught by missionaries.
- **Image to display:** A world map
- **Videos:** A Change of Heart” (4:39)

Doctrinal Mastery Practice 6

Lesson purpose: To help students understand truths taught in doctrinal mastery passages and learn and apply divine principles for acquiring spiritual knowledge.

Student preparation: Invite students to ask an older family member or Church leader why they choose to remain active in the Church and be faithful to the gospel of Jesus Christ.

LESSON 94: DOCTRINE AND COVENANTS 84

Doctrine and Covenants 84:1–32

“The Power of Godliness”

Upon returning home from their missions, a group of elders met with the Prophet Joseph Smith. While praying together, the Prophet received a revelation that offered insights about the “power of godliness” (Doctrine and Covenants 84:20) available to women and men through priesthood ordinances. This lesson can help students feel the importance of receiving the power of godliness that Jesus Christ offers through His priesthood ordinances.

Possible Learning Activities**Priesthood ordinances**

„Consider displaying the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles. Invite students to share how they feel about his questions and how they might answer them.



In my travels as a member of the Quorum of the Twelve Apostles, I meet youth all over the world. Many of them struggle with real concerns: “Will God help me?

Will He guide my life? How can I receive the help, direction, and peace I need?” (Neil L. Andersen, “The Power of Godliness through Priesthood Ordinances and Blessings,” *For the Strength of Youth* Aug. 2021, 10)

**Ask questions that invite**

introspection: The following question is an example of a question that invites introspection. For more practice with this,

see the training titled,

“Create settings and opportunities for learners to be taught by the Holy Ghost” found in the *Teacher Development Skills* Consider practicing the skill, Create student self-evaluations about a doctrine, truth, or principle.”

- Think back to times in your life when you needed help, direction, and peace. What did you do or could you have done to seek God’s help and guidance?

Read the rest of Elder Neil L. Andersen’s statement, looking for one thing God has given to help us.



My dear young friends, God *will* help you, and He stands ready to bless you. As our loving Father, He has given us ordinances that help us feel His power in our lives—the power of godliness. (Neil L. Andersen, “The Power of Godliness through Priesthood Ordinances and Blessings,” *For the Strength of Youth* Aug. 2021, 10)

Students may not have considered how ordinances can help them in their lives. You might invite students to reflect on their thoughts and feelings about ordinances. You could display the following self-assessment to do this:

Using a scale of 1–5 (1 = low; 5 = high), how would you assess your confidence in the following statements:

- „I know what priesthood ordinances are.
- I recognize how God has already blessed my life through priesthood ordinances.
- I am consciously preparing to receive the next ordinance in my life.

Invite students to be receptive to impressions from the Holy Ghost as they study section 84 and learn more about God’s power that can come into their lives through priesthood ordinances.

The temple and priesthood

Consider how you might share the following information with students:

In September 1832, missionaries returned to Kirtland, Ohio, after preaching the gospel in the eastern United States. During their reunion, the Prophet Joseph Smith received the revelation recorded in Doctrine and Covenants 84. In this revelation, the Lord expanded the Saints' understanding of the priesthood. Read Doctrine and Covenants 84:1–5, looking for what the Lord instructed the Saints to prioritize as they built the city of New Jerusalem.

- Why do you think it is significant that the Lord would begin a revelation on the priesthood by teaching about the importance of temples?

If students do not mention it, you might point out that in the temple, priesthood ordinances are performed that are necessary for our salvation and exaltation.

You may want to share with students that in verses 6–18 the Lord declared that His priesthood was conferred upon Adam and continued to the time of Moses. Jesus Christ also conferred priesthood upon Aaron and his descendants. You may want to point out that His priesthood continues in the restored Church of Jesus Christ today. All priesthood authority, including that required to perform temple ordinances, comes from Jesus Christ.

The power of godliness is manifest through ordinances

This may be a good time to ask your students what an ordinance is. If they struggle to explain it, you could invite them to use scripture study helps to find out. Help them understand that an ordinance is a sacred, formal act or ceremony performed by the authority of the priesthood. Some ordinances are essential to our exaltation.

You may want to list priesthood ordinances on the board, such as baptism, sacrament, blessing of comfort and counsel, patriarchal blessing, confirmation and gift of the Holy Ghost, temple endowment, and temple sealing.

Read Doctrine and Covenants 84:19–22, looking for what the Lord teaches about ordinances.



Doctrine and Covenants 84:20–22

is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- What did you learn about priesthood ordinances?
- What questions do you have about what you read?

Depending on students' understanding and the questions they ask, you may want to share some or all of the following:

- “The greater priesthood administereth the gospel” refers to the authority of the Melchizedek Priesthood to administer the ordinances necessary for our salvation and exaltation.
- “Mysteries” are “spiritual truths known only by revelation” (Guide to the Scriptures, Mysteries of God,” scriptures.ChurchofJesusChrist.org).
- “Power of godliness” refers to the power that comes from God to help us in this life and prepare us for eternal life.,

Help students identify that **through the ordinances of the priesthood, we can receive the power of godliness in our lives.**

To help students deepen their understanding of this truth, invite them to pick one of the ordinances listed on the board that they would like to learn more about. Give them time to write down two to three questions they have about that ordinance. Or you could display the three questions listed below for them to consider.

- How could someone prepare to receive this ordinance?
- How do you think this priesthood ordinance helps us receive the power of godliness to help us in this life?
- How can receiving this ordinance help us become more like Heavenly Father and Jesus Christ?

Invite students to search divinely appointed sources to learn more about the ordinance they picked and for answers to their questions. They could do this on their own or with others who selected the same ordinance. The *(General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, found at ChurchofJesusChrist.org, provides helpful information for those who choose to study the temple endowment 27.2) and sealing 27.3 They could also ponder personal experiences when ordinances they have experienced have helped them to feel the power of godliness in their lives.

After sufficient time, invite individuals or groups to share what they learned with the class.

- What have you learned about the power of godliness and priesthood ordinances?
- How can working toward and receiving these ordinances help you come closer to Jesus Christ?
- When have you felt God's power through the priesthood ordinances you have received?

Consider sharing your thoughts and feelings about the power of God you have received in your life through priesthood ordinances.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is "In the ordinances thereof, the power of godliness is manifest." Ideas for memorization activities are in the appendix materials under "Doctrinal Mastery Review Activities."

The importance of ordinances

To help students reflect on what they have learned about the importance of priesthood ordinances, you could have students respond to some or all of the following questions. Students could pick a question and share their answers with a classmate.

LESSON 95: DOCTRINE AND COVENANTS 84

Doctrine and Covenants 84:33–44

The Oath and Covenant of the Priesthood

In Doctrine and Covenants 84:20 the Savior revealed that “in the ordinances [of the priesthood], the power of godliness is manifest.” This priesthood power is available to all members of the Church who make and keep baptismal and temple covenants. In Doctrine and Covenants 84:33–44 the Savior taught an oath and covenant that govern the use of His priesthood power. This lesson can help students deepen their understanding of the oath and covenant of the priesthood..

Possible Learning Activities**Heavenly Father blesses covenant-keepers with His power**

You might begin class by drawing a path on the board that represents the covenant path. You could label the start of the path “birth” and the end “eternal life with Heavenly Father.” Invite students to come to the board and label covenants we make along the path through ordinances such as baptism, confirmation, priesthood ordination for men, endowment, and sealing.

If students need help understanding that covenants are two-way promises with God, consider discussing questions such as the following before sharing the statement below from President Russell M. Nelson:

- What are some of the promises we make to Heavenly Father when we accept the ordinance of baptism? (See Mosiah 18:8–10 and „Doctrine and Covenants 20:77–79.)
- What does Heavenly Father promise us when we strive to obey this covenant?

Study the following statement from President Russell M. Nelson, looking for a blessing Heavenly Father gives to those who make and keep covenants with Him.



Each person who makes covenants in baptismal fonts and in temples—and keeps them—has increased access to the power of Jesus Christ. Please ponder that stunning truth!

The reward for keeping covenants with God is heavenly power—power that strengthens us to withstand our trials, temptations, and heartaches better. This power eases our way. Those who live the higher laws of Jesus Christ have access to His higher power. (Russell M. Nelson, “Overcome the World and Find Rest,” *Liahona*, Nov. 2022, 96)

- Why are the covenant blessings that President Nelson described needed along our path back to Heavenly Father?

The oath and covenant of the priesthood

In Doctrine and Covenants 84 Jesus Christ gave “a revelation on the priesthood” to Joseph Smith (see section heading). As part of this revelation, He described the “oath and covenant” (verses 39–40 of the priesthood. (An oath is a solemn promise.)

In your study journal, write “Oath and Covenant of the Priesthood” at the top of a page. Make two columns under this heading. Label one column “Heavenly Father’s promises” and the other “Our promises.”

Students could complete the study activity below individually. They could then share in small groups what they found.

Alternatively, you could place students in pairs, with one partner looking for Heavenly Father’s promises and the other looking for our promises. They could then share with each other and record what they discuss in their study journal.

Read Doctrine and Covenants 84:33–44. Consider marking in one way the promises Heavenly Father invites us to make and marking differently the blessing He offers to those who keep their covenants. Write what you find in the corresponding columns in your study journal.

This would be a great time to have students practice identifying principles. They could identify a variety of principles. You could have them identify principles using statements that begin with what we promise to do and end with what God promises to do. For example, students might find the following principles:

- If we magnify our callings and responsibilities in the Church, God will sanctify us by His Spirit and renew our bodies.
- If we faithfully obtain the Aaronic and Melchizedek Priesthoods and receive God's chosen servants, Heavenly Father will bless us with all He has.

Give students time to prayerfully learn about the promises they are the most interested in understanding better. Students could work in small groups with other students who chose to study the same promises, or they could study individually.



The handout provides study resources that could help students better understand some of the promises in the oath and covenant of the priesthood. You could provide students with this handout if desired.

If students are interested in studying a phrase not included on the handout, invite them to learn all they can by researching their chosen topic or topics with resources such as these:

- Topical Guide
- Topics and Questions
- Guide to the Scriptures
- ChurchofJesusChrist.org). or the Gospel Library app
- *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*

Deepen Your Understanding of the Oath and Covenant of the Priesthood

Sanctified by the Spirit unto the renewing of the body (see verse 33)

In speaking of Heavenly Father's promise, President Henry B. Eyring of the First Presidency explained:



I have seen that promise fulfilled in my own life and in the lives of others. A friend of mine served as a mission president. He told me that at the end of every day while he was serving, he could barely make it upstairs to bed at night wondering if he would have the strength to face another day. Then in the morning, he would find his strength and his courage restored. You have seen it in the lives of aged prophets who seemed to be renewed each time they stood to testify of the Lord Jesus Christ and the restored gospel. That is a promise for those who go forward in faith in their priesthood service. (Henry B. Eyring, "Faith and the Oath and Covenant of the Priesthood *Ensign* or *Liahona*, May 2008, 62)

Be faithful in obtaining the Aaronic and Melchizedek Priesthoods (see verse 33)

To be faithful in "obtaining these two priesthoods" „Doctrine and Covenants 84:33) involves obtaining the power and blessings that come from receiving the ordinances of the Aaronic and Melchizedek Priesthoods and faithfully keeping the associated covenants. The Prophet Joseph Smith taught that a person obtains the fulness of the priesthood "by keeping all the commandments and obeying all the ordinances of the house of the Lord" *Teachings of Presidents of the Church: Joseph Smith* [2007], 419).

For men, this also includes having the priesthood conferred upon them and being ordained to priesthood offices.

Magnify our callings „verse 33"

Doctrine and Covenants 58:27–28; 107:99–100

Opportunities to receive callings and participate in the Lord's work of salvation

President M. Russell Ballard of the Quorum of Twelve Apostles taught:



As we work to magnify our callings, we should seek the inspiration of the Spirit to solve problems in ways that will best help the people we serve. We have handbooks of instruction, and their guidelines should be followed. But within that framework are substantial opportunities to think, to be creative, and to make use of individual talents. The instruction to magnify our callings is not a command to embellish and complicate them. To innovate does not necessarily mean to expand; very often it means to simplify. (M. Russell Ballard, “O Be Wise,” *Ensign* or *Liahona*, Nov. 2006, 19)

All that Heavenly Father has (see verse 38)

Doctrine and Covenants 76:55–60 81:6

Elder Ronald A. Rasband of the Quorum of Twelve Apostles shared:



To know that we have a Father in Heaven and that Jesus Christ is His Only Begotten Son means we are looking farther down the covenant path than just where we are standing today. It means we appreciate we are heirs to all that the Father has; kingdoms without number are His realm and can be ours. The Savior has promised, “If thou art faithful unto the end thou shalt have a crown of immortality, and eternal life in the mansions which I have prepared in the house of my Father.” (Ronald A. Rasband, *The Divine Destiny of His Daughters* [BYU Women's Conference, Apr. 30, 2021], broadcasts.ChurchofJesusChrist.org)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

After adequate time to study, invite students to share with a partner or small group what they learned. You might use prompts such as the following to help guide the discussion:

- Why would this blessing be important to you today?
- What does this blessing teach you about Heavenly Father?

Share an example (from the scriptures or your life) of someone you have seen demonstrate keeping the promise you selected.

To conclude class, you could share how you have been blessed by priesthood power as you have tried to faithfully keep the covenants you have made with Heavenly Father. Invite class members to look for opportunities to draw upon the priesthood power God has promised His covenant children.).

Deepen Your Understanding of the Oath and Covenant of the Priesthood

Sanctified by the Spirit unto the renewing of the body (see verse 33)

In speaking of Heavenly Father's promise, President Henry B. Eyring of the First Presidency explained:



I have seen that promise fulfilled in my own life and in the lives of others. A friend of mine served as a mission president. He told me that at the end of every day while he was serving, he could barely make it upstairs to bed at night wondering if he would have the strength to face another day. Then in the morning, he would find his strength and his courage restored. You have seen it in the lives of aged prophets who seemed to be renewed each time they stood to testify of the Lord Jesus Christ and the restored gospel. That is a promise for those who go forward in faith in their priesthood service. (Henry B. Eyring, "Faith and the Oath and Covenant of the Priesthood," *Ensign* or *Liahona*, May 2008, 62)

Be faithful in obtaining the Aaronic and Melchizedek Priesthoods (see verse 33)

To be faithful in "obtaining these two priesthoods" (Doctrine and Covenants 84:33) involves obtaining the power and blessings that come from receiving the ordinances of the Aaronic and Melchizedek Priesthoods and faithfully keeping the associated covenants. The Prophet Joseph Smith taught that a person obtains the fulness of the priesthood "by keeping all the commandments and obeying all the ordinances of the house of the Lord" (Teachings of Presidents of the Church: Joseph Smith [2007], 419).

For men, this also includes having the priesthood conferred upon them and being ordained to priesthood offices.

Magnify our callings (verse 33)

Doctrine and Covenants 58:27–28; 107:99–100

Opportunities to receive callings and participate in the Lord's work of salvation

President M. Russell Ballard of the Quorum of Twelve Apostles taught:



As we work to magnify our callings, we should seek the inspiration of the Spirit to solve problems in ways that will best help the people we serve. We have handbooks of instruction, and their guidelines should be followed. But within that framework are substantial opportunities to think, to be creative, and to make use of individual talents. The instruction to magnify our callings is not a command to embellish and complicate them. To innovate does not necessarily mean to expand; very often it means to simplify. (M. Russell Ballard, "O Be Wise," *Ensign* or *Liahona*, Nov. 2006, 19)

All that Heavenly Father has (see verse 38)

Doctrine and Covenants 76:55–60; 81:6

Elder Ronald A. Rasband of the Quorum of Twelve Apostles shared:



To know that we have a Father in Heaven and that Jesus Christ is His Only Begotten Son means we are looking farther down the covenant path than just where we are standing today. It means we appreciate we are heirs to all that the Father has; kingdoms without number are His realm and can be ours. The Savior has promised, "If thou art faithful unto the end thou shalt have a crown of immortality, and eternal life in the mansions which I have prepared in the house of my Father." (Ronald A. Rasband, "The Divine Destiny of His Daughters" [BYU Women's Conference, Apr. 30, 2021], broadcasts.ChurchofJesusChrist.org)

LESSON 96: DOCTRINE AND COVENANTS 84

Doctrine and Covenants 84:49–102

“Into All the World Unto Every Creature”

In the fall of 1832, missionaries including Jared Carter and Stephen Burnett began returning to Kirtland, Ohio, from preaching the gospel of Jesus Christ. It was a joyful time as the elders brought reports of serving the Lord in the eastern United States. Many would soon accept additional calls to continue serving. In our day, we too can serve the Lord by sharing His gospel. This lesson can help students feel the Christlike desire to share the gospel with everyone in the world.

Possible Learning Activities**The whole world**

To help students realize how many children of God are on earth and in need of His gospel, you could begin class by displaying a map of the world.

Consider asking students to name as many countries as they can think of in one minute, or you could invite them to point out several countries on the map. Students could also look up the population of your country or of the world.

Transition into talking about the restored gospel of Jesus Christ around the world. You could ask questions such as these:

- Where are missionaries serving around the world? Where are they not?
- How does the worldwide membership of The Church of Jesus Christ of Latter-day Saints compare to the total population of the

world? How does the membership of the Church in your area compare to the total population in your area?

For help answering statistical questions about the Church, consult the Facts and Statistics” page on newsroom.ChurchofJesusChrist.org.

You could ask students to ponder the good they could do by choosing to serve a mission. Read the following statement and invite students to share their thoughts or feelings.

President Russell M. Nelson taught the following:



Everyone deserves the chance to know about the restored gospel of Jesus Christ. Every person deserves to know where they can find the hope and peace that “[pass] all understanding” Philippians 4:7]. (Russell M. Nelson, Preaching the Gospel of Peace,” *Liahona* May 2022, 7)

Ask students to write some thoughts in response to the following prompt:

Take a moment to ponder how God feels about all His children around the world. What are many people missing out on by not knowing about Jesus Christ and His restored Church? What do you know and what blessings have you experienced that could make a difference in other people’s lives?

The conditions of the world

(September 1832 was a time of joy in Kirtland as missionaries returned from serving missions and reported on their experiences in the eastern states of America. During this time, Joseph Smith received instructions from the Lord. Some of these instructions addressed the condition and needs of the world.)

Read Doctrine and Covenants 84:49–53 looking for words and phrases the Lord used to describe what people in the world were experiencing.

Invite students to share the words and phrases they found and what they think they mean. They will likely point out a theme of sin and bondage. Students might also notice that people were in darkness and groaning because of these conditions. This means they felt helpless, sad, and in pain. Students could share how they have seen that sin causes pain and grief and leads to bondage. Caution students to not share details that could disrespect someone's privacy.

The Lord pointed out that even members of His Church were experiencing a degree of darkness and condemnation at that time.

Read Doctrine and Covenants 84:54–57 to see what was causing darkness and condemnation for members of the Church.

- [What did you find?
- „What can we learn from these verses about the importance of the Book of Mormon and the revelations in the Doctrine and Covenants?

Help students understand how Jesus Christ and His disciples feel when they see people suffer in sin and darkness. They could study one or two of the following passages individually or in small groups.

Moses 7:26, 28, 41 (Enoch's vision)

Mosiah 28:3 (the sons of Mosiah)

Alma 31:2 (Alma the Younger)

3 Nephi 17:14 (Jesus Christ)

- What words help you understand the Savior's feelings for those in sin and darkness? Think about what it can be like to struggle in sin and darkness.
- How could understanding the Lord's feelings be helpful?
- How do you think the Book of Mormon could help someone overcome spiritual darkness?

The Savior's voice

Read Doctrine and Covenants 84:60–62 looking for what Jesus Christ directed these men to do. It can be helpful to know that “these things” in verse 60 and “those things” in verse 61 refer to what the Lord revealed in section 84 which includes remembering the Book of Mormon.

- What did Jesus direct them to do?
- What blessings would they receive by obeying His direction?

Allow students to share what they learned. One truth they could identify is that **Jesus Christ wants us to share the Book of Mormon and our testimonies with all of God's children around the world.**

Help students understand why Jesus Christ wants us to share His gospel with all people. You could begin by helping students discover the blessings the Lord wants everyone to have. The following activity can be an enjoyable way for students to work with a partner as they study more of Doctrine and Covenants 84

Display the following instructions, and help students follow them. For step 2, you could preselect specific missions for students to choose from.

1. Choose someone to work with as your “mission companion” for the remainder of the lesson.
2. Choose a mission in the world where you would love to serve. (If people speak a different language in the mission you chose, see if you can quickly learn how to greet your companion in that language.)
3. Read Doctrine and Covenants 84:64–73. and make a list of blessings that Jesus Christ desires to give all who accept Him and His gospel.
4. Discuss how each of the blessings you listed can help someone overcome darkness and the bondage of sin.

Give students an opportunity to share the great blessings that come from following Jesus Christ. In addition to asking a question like the following, you could show the video “A Change of Heart” (4:39).

- If you could share something about Jesus Christ with someone who does not know or follow Him, what would it be?

The Savior's friends

Take a moment to ponder why so many young women and young men have willingly accepted a call from the Lord to be a service or proselyting missionary.

While students ponder, you might ask them to share who they know who has recently received a call to serve from the Lord. If available, you could share a social media post of someone announcing their mission call to family and friends. Help students see the joy that can come to those who want to serve the Lord.

- What are some things that might be difficult or scary about serving the Lord as a missionary?

Consider inviting students to read the following verses with their “mission companion.” You could invite them to choose two or three of the Savior’s teachings that give confidence to those who want to share the gospel with others. Partnerships could then share what they learned with other pairs of students in class.

Read Doctrine and Covenants 84:77–88, looking for the Lord’s encouraging words to those who might be nervous about accepting a call to serve Him.

- Which of the Lord’s words stood out to you?
- From what you learned today, why do you think Jesus Christ would consider those who preach His gospel as His friends? (see verse 77).
- What have you learned today that helps you better understand how the Lord feels about everyone in the world? What actions might the Holy Ghost be encouraging you to take because of what you learned?

LESSON 97: DOCTRINE AND COVENANTS 84

Doctrinal Mastery Practice 6

Understanding Doctrine and Acquiring Spiritual Knowledge

Doctrinal mastery can help students build the foundation for their lives upon Jesus Christ and His gospel. This lesson can help students understand truths taught in doctrinal mastery passages and help them learn and apply divine principles for acquiring spiritual knowledge.

Possible Learning Activities

Doctrinal mastery review: Understand

To help students become familiar with the doctrinal mastery passages in the remaining sections of the Doctrine and Covenants, consider giving them a few minutes to mark these passages in their scriptures in a distinctive way. Students can find the list of doctrinal mastery references and key scripture phrases in the *Doctrinal Mastery Core Document* (2023).

You could then invite students to do the following activity in small groups to increase their understanding of the doctrine taught in these passages. Ensure that marking scriptures and completing this activity lasts for only 10 to 15 minutes. This will allow enough time for students to practice applying principles of acquiring spiritual knowledge later in the lesson.

Make a list of common difficulties that teenagers deal with in their daily lives.

Look for Doctrine and Covenants doctrinal mastery passages that could help with those situations. Read the passages you chose, and prepare to share with the class your answers to the following questions:

- How would you explain in your own words what these passages teach?
- How could Jesus Christ's teachings in these passages help teenagers with the common difficulties you listed?

Learn and apply principles of acquiring spiritual knowledge

Before introducing the following situation, it may be helpful for students to briefly review the principles of acquiring spiritual knowledge. (Suggested review activities are included in "Doctrinal Mastery Review Activities" in the appendix of this manual.)

One way to review is to write each principle on the board as a separate heading with room to write under each. Invite roughly equal numbers of students to review different principles of acquiring spiritual knowledge from paragraphs 5–12 in the *Doctrinal Mastery Core Document* (2023). Then invite three volunteers, one for each principle, to the board. Ask them to write under the corresponding heading an important phrase or concept from the paragraphs they reviewed. These phrases or concepts will be used later in the lesson.

Read the following scenario, and think about how principles of acquiring spiritual knowledge could help:

Chris is feeling confused. His older sister, who is married, recently told him that she has left the Church and no longer desires to be a member. Chris has other family members and friends who were once strong in the gospel but have stopped attending church regularly. They are great people and seem happy and successful in their lives. Chris has always planned on remaining active in the Church, but he starts to wonder if remaining active in the Church throughout his life will really matter.

Invite students to form groups of three, if possible, with students who reviewed different principles of acquiring spiritual knowledge. Ask groups to discuss how each of the phrases or concepts on the board could be helpful to Chris.

Based on time, you could repeat the previous activity multiple times by inviting other volunteers to write

different phrases or concepts on the board under each principle. For added variety, during each round students could form different groups of three to discuss the new phrases or concepts on the board.

To conclude this activity, students could form new groups one more time to discuss the following:

- Which Doctrine and Covenants doctrinal mastery passages could best help Chris understand what Jesus Christ offers to those who remain faithful to His Church?
- Which doctrinal mastery passages from other books of scripture could also help him?

After students have had time to search and discuss in their groups, invite them to share with the class which passages they felt would be most helpful and why. Encourage multiple groups to share. (Some passages students might choose include Doctrine and Covenants 1:30 84:20–22; Helaman 5:12 Joshua 24:15; Isaiah 58:13–14; Luke 22:19–20; Ephesians 2:19–20,.)

You could conclude the lesson by asking students to respond to some or all of the following prompts in their study journals:

From an eternal perspective, Heavenly Father wants me to remain faithful to Jesus Christ and active in His Church because „.

A scripture passage that helps me want to remain faithful to Jesus Christ and active in His Church is ”..

One thing I can do to remain faithful to Jesus Christ and active in His Church throughout my life is

DOCTRINE AND COVENANTS 85–87

Doctrine and Covenants 85–87

Overview

„As the Prophet worked on the inspired translation of the Bible in December 1832, the Lord revealed an interpretation of the parable of the wheat and tares (see Doctrine and Covenants 86”). A few weeks later, on Christmas, the Prophet was contemplating political and civil unrest related to slavery in the United States. The Lord revealed to the Prophet that these events would lead to a deadly war.

- **Student preparation:** Come prepared to share a scripture example in which a prophet of God foretold a future event.



„Help learners discover gospel doctrine and principles:

One way to help students discover doctrine and principles is to ask open-ended questions instead of

questions that require specific answers. Effective questions will help students consider what they find personally meaningful and relevant. For more on how the Savior did this, see the section

The Savior Learned the Doctrine” in *Teaching in the Savior’s Way* You can also see an example of how to do this in this week’s lesson titled

“Doctrine and Covenants 87

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 86

„**Lesson purpose:** To help students in their efforts to participate with the Savior in gathering Israel.”

- **Student preparation:** Invite students to read the parable of the wheat and tares from Matthew 13:24–30 and prepare to share what this parable means to them.
- **Videos:** Jesus Declares the Parables of the Wheat and Tares, Mustard Seed, and Leaven” (2:15; watch from time code 00:00 to 01:30); “Let God Prevail (18:42; watch from time code 4:14 to 5:48); LightTheWorld—Follow the Example of Jesus Christ. Share His Light—Serve as He Served (2:35; watch from time code 0:29 to 2:17).).

Doctrine and Covenants 87

„**Lesson purpose:** To help students understand that all the Lord’s words to His prophets will be fulfilled.”

LESSON 98: DOCTRINE AND COVENANTS 85–87

Doctrine and Covenants 86

The Savior Is Gathering Israel

In the revelation recorded in Doctrine and Covenants 86 the Savior revealed additional meaning to His original interpretation of the parable of the wheat and tares (Matthew 13:36–43). He taught about His efforts to gather the righteous in preparation for His Second Coming. This lesson can help students in their efforts to participate with the Savior in gathering Israel.

Possible Learning Activities

The Savior gathers His people



Consider inviting students to think of examples of people they like to be around and why.

Then you could invite students to think of people who wanted to be around Jesus Christ during His earthly ministry. If needed, you could share a few examples, such as Matthew 9:10; 19:1–2, 13–15; John 6:1–14 3 Nephi 17:1–5.

- Why do you think people wanted to be around the Savior?
- Why do you think the Savior wants people to be gathered to Him?

Consider inviting students to study some scriptures that teach us why the Savior wants us to be gathered to Him. Examples could include Matthew 11:28–30; 3 Nephi 9:13–14; 10:4–6.

Think about your own desires to follow or be gathered to the Savior. Also think about your desires to help gather others to Him. As you

study, look for truths that can help you recognize the importance of gathering yourself and others to Jesus Christ.

The parable of the wheat and tares

Read or summarize the following paragraph to help students understand the historical context for the revelation recorded in Doctrine and Covenants 86.

As Joseph Smith and Frederick G. Williams worked on the inspired translation of the Bible, the Savior revealed an interpretation of the parable of the wheat and tares. This interpretation is recorded in Doctrine and Covenants 86.

Before students study Doctrine and Covenants 86 help them understand the parable of the wheat and tares. They could read Matthew 13:24–30, a student could share a summary of the parable, or you could show the video *Jesus Declares the Parables of the Wheat and Tares, Mustard Seed, and Leaven* from time code 0:00 to 1:30. This video is available at ChurchofJesusChrist.org.

It may be helpful to explain that tares are a type of poisonous weed. Wheat and tares are almost identical when they sprout, but they can be distinguished once they mature. If a person tried to pull out the tares before the wheat and tares matured, he or she would likely destroy much of the wheat as well.

- What stands out to you from this parable?
- „What do the wheat and tares symbolize? (See Matthew 13:38”

The Savior provides an interpretation of the parable

Read Doctrine and Covenants 86:1–7, looking for which symbols from the parable the Savior helped us understand.

- What did you learn from this parable about preparations the Lord is making for His Second Coming?

After a few students have shared what they discovered, point out the following truth: **„The Lord is gathering Israel prior to His Second Coming.**

- How can knowing this truth help you feel hope and peace when you think about the Second Coming of Jesus Christ?
- How can this truth guide the decisions you make today?

President Russell M. Nelson shared how we can participate with the Lord in gathering Israel today.



The Lord is gathering those who will choose to let God be the most important influence in their lives.

For centuries, prophets have foretold this gathering [see Isaiah 11:11–12 „2 Nephi 21:11–12; Mosiah 15:11], and it is happening right now! As an essential prelude to the Second Coming of the Lord, it is *the most* important work in the world! ...

When we speak of gathering Israel on both sides of the veil, we are referring, of course, to missionary, temple, and family history work. We are also referring to building faith and testimony in the hearts of those with whom we live, work, and serve. Anytime we do anything that helps anyone—on either side of the veil—to make and keep their covenants with God, we are helping to gather Israel. (Russell M. Nelson, *Let God Prevail*, “*Ensign*” or *Liahona*, Nov. 2020, 92–93)

- What did you learn from this statement about how you can help the Lord gather Israel?

“A light unto the Gentiles”

Read Doctrine and Covenants 86:11, looking for what the Savior taught about how we can help gather people to Him.

It may be helpful to explain that the word *Gentiles*(in verse 11(can refer to those who are not members of the Church.

As part of your discussion of the next question, consider inviting students to read)(Matthew 5:14–16 and).3 Nephi 18:24. They could share what these verses add to their understanding.

- What do you think it means to be a “light unto the Gentiles”?
- What are some ways you can help gather Israel by sharing the Savior’s light with others?

Consider listing students’ ideas on the board. As part of this discussion, you could invite students to share experiences they have had. To see more examples, show the video *LightTheWorld—Follow the Example of Jesus Christ. Share His Light—Serve as He Served* (2:17) from time code 0:29 to 2:17, available at ChurchofJesusChrist.org.

„Make a plan to gather Israel with the Savior”

[Help students apply the truths they have studied by inviting them to answer one or both of the following questions in their study journals.

- What is something you will strive to do to be gathered to the Savior?.
- What is something specific you will do to assist the Savior in the gathering of Israel?

Include details about how and when you will accomplish your goal.

A few students could share what they have written. Testify of the truths you have discussed, and encourage students to act on the goals they have set for themselves.

LESSON 99: DOCTRINE AND COVENANTS 85–87

Doctrine and Covenants 87

Joseph Smith Prophesied of War

Because of political unrest in the United States of America in the 1830s, Joseph Smith prayed to God to know His mind on the situation. The revelation that followed contained prophecy on war with specific details only God could know at that time. This lesson can help students understand that all the Lord’s words to His prophets will be fulfilled.

Possible Learning Activities

Orson Pratt’s experience

To help students prepare to study Doctrine and Covenants 87, consider summarizing or reading the following missionary experiences of Orson Pratt.

Orson Pratt was an early member of the Church who served as one of the original members of the Quorum of the Twelve Apostles. He was called to serve many missions during his life to preach the restored gospel of Jesus Christ throughout the United States and Canada. On his journeys, he carried with him a copy of a specific revelation that Joseph Smith received from the Lord in 1832. Although the prophecy contained in the revelation had not yet been fulfilled, Elder Pratt frequently shared it with others. He was often mocked, recalling that people said the prophecy was “the height of nonsense” and that he was “the victim of an imposter” (Orson Pratt, *Journal of Discourses* 18:224–25).

- If you were Orson Pratt, how do you think the people’s reaction would have impacted you?

A prophecy from the Lord

The prophecy Orson Pratt shared with others is recorded in Doctrine and Covenants 87. It might be good for students to understand the historical details contained in the section heading before reading the prophecy.



Help learners discover gospel doctrine and principles:

For more practice with this, see the training titled

Learn the doctrine of Jesus Christ for yourself found in *Teacher Development Skills: Teach the Doctrine*. Consider practicing the skill by creating open-ended search questions that help learners discover gospel doctrine and principles for themselves and do not lead students to a specific response.

Read Doctrine and Covenants 87:1–4, and look for what Jesus Christ revealed through His prophet.

- What did the Lord say would “shortly come to pass”?
- What can we learn about the Lord from these verses?

Give students an opportunity to share different truths they learn about Jesus Christ. In addition to what they mention, help them recognize that **the Lord can reveal future events to us through His prophets.**

Read some or all of the following scriptures to help you better understand the Lord’s knowledge.

Abraham 2:8

1 Nephi 9:6

Doctrine and Covenants 38:1–2

- What did you learn? Why do you think it is helpful to understand these things about Jesus Christ?

- How does this knowledge impact your trust in Him?

Faith in the Lord and His prophecies

Read or summarize the following paragraph to help students understand what happened after the Lord revealed these future events to Joseph Smith.

In early 1833, not long after Joseph Smith's prophecy was given, the disagreements that had made it appear that war could break out soon in America were peacefully resolved..

- What questions do you think you might have had if you had been familiar with Joseph Smith's prophecy at the time?

Orson Pratt recalled thoughts he had when it became unclear how or when the prophecy would be fulfilled.



I knew the prophecy was true, for the Lord had spoken to me and had given me revelation. I knew also concerning the divinity of this work. Year after year passed away, while every little while some of the acquaintances I had formerly made would say, "Well, what is going to become of that prediction? It's never going to be fulfilled." Said I, "Wait, the Lord has his set time." (Orson Pratt, *Journal of Discourses*, 18:224–25)

- What stands out to you from Orson Pratt's response?
- How did he choose to act in faith and keep an eternal perspective?

Choosing to stand with the Lord

Consider inviting students to discuss the following question with a partner or small group before they share their answers with the class..

- What are some situations that could require someone to act in faith in response to a prophet's message today?

Encourage students to ponder how willing they are to stand with the Lord's prophets when they teach things others disagree with.

Read Doctrine and Covenants 1:37–38 and „21:4–6 Look for teachings that can help you stay faithful to the Lord and His prophets, even when others disagree with their words.”,

- What did you find?

To help students recognize that faith and patience are often required to see the fulfillment of the Lord's prophecies, consider sharing the following historical details.

Although Joseph Smith was not alive to see the fulfillment of the prophecy, a portion of it was fulfilled nearly 30 years after it had been given. The conflict did begin in South Carolina, and Southern and Northern states fought against each other from 1861 to 1865. As prophesied, the South called on Great Britain for help and many who had been slaves fought against their former masters (see Doctrine and Covenants 87:1–4). Many people died in this war. As described in the prophecy, subsequent wars have been waged in nations around the world (see Doctrine and Covenants 87:6–7).

Stand in holy places

Some students may feel uncertainty or fear when they think about the war and destruction described in this prophecy. Explain that the Lord's final words in this revelation provide counsel that can help us during the troubles of the last days.

Read Doctrine and Covenants 87:8 looking for the Lord's counsel.

- What are some holy places the Lord has given us that can help you find peace and safety in our world?

Consider explaining that remaining faithful to the Lord and His prophets is one way we can “stand ... in holy places, and be not moved.” Testify of the truths you have discussed today and encourage students to act on any impressions they have received.

DOCTRINE AND COVENANTS 88

Doctrine and Covenants 88

Overview

In late December of 1832 and early January of 1833, the Lord revealed a message that Joseph Smith designated as the “olive leaf.” This message of peace from the Lord revealed many truths of eternal significance, including the power through which He governs His creations and truth about His eternal law. The Savior taught about the Resurrection and that the law we obey determines the glory we receive when resurrected. He invited His followers to draw near to Him. He commanded His people to build a temple and gave instructions to organize the School of the Prophets.



Assessing students' knowledge:

Students' knowledge of gospel topics may vary. It can be helpful to determine how much they know about something to help them progress. Inviting them to share what they have learned or asking if they have questions can help you determine the parts of the lesson they need to focus on. For more on how the Savior did this, see the section “The Savior Was Always Ready to Respond to the Needs of Others” in *Teaching in the Savior's Way*. You can also see an example of how to do this in this week's lesson titled “Doctrine and Covenants 88:14–41.”

- **Student preparation:** Invite students to create a short list of how laws benefit our lives. Encourage them to be prepared to share their thoughts.

Doctrine and Covenants 88:51–95

Lesson purpose: To help students receive the blessings of drawing near to Heavenly Father and Jesus Christ.],

- **Student preparation:** Invite students to ask Heavenly Father in prayer what they can do to feel closer to Him and Jesus Christ.
- **Video:** How I #HearHim: Elder Dale G. Renlund” (3:00)

Doctrine and Covenants 88:76–80,117–141

Lesson purpose: To help students learn by faith in Jesus Christ in various settings.

- **Student preparation:** Encourage students to reflect on anything they are doing to learn about Jesus Christ and increase faith in Him. Invite them to come prepared to share ideas and progress with the class.
- **Video:** Embrace the Future with Faith” (16:24; watch from time code 10:28 to 11:20)
- **Items:** A school bag and several pieces of paper

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

„Doctrine and Covenants 88:1–13, 41–50

Lesson purpose: To help students feel a greater appreciation for the influence of the Light of Christ in their lives.

- **Student preparation:** Consider inviting students to take time to look into the night sky or search for images of space online and to ponder God's majesty as seen in the visible universe.
- **Handout:** “The Light of Christ Part 1), and Part 2),

Doctrine and Covenants 88:14–41

Lesson purpose: To help students increase their confidence that they can receive celestial glory.

LESSON 100: DOCTRINE AND COVENANTS 88

Doctrine and Covenants 88:1–13, 41–50

The Light of Christ

While in Kirtland, Ohio, Joseph Smith and several high priests prayed to Heavenly Father for a revelation regarding the building of Zion. The revelation taught truths about the power and magnitude of the Light of Jesus Christ. This lesson is intended to help students feel a greater appreciation for the influence of the Light of Christ in their lives.

Possible Learning Activities**Things we feel**

Consider asking students the following question and listing their answers. You could also have them discuss the question in small groups and then write their answers on the board.

- What are examples of things you can feel but not see?

Students may list things like heat, wind, love, gratitude, faith, and so on.

- Why might it be important to know that there are things you can feel but not see?

You could invite students to seek inspiration to recognize God's influence in their lives.

Functions of the Light of Christ

Joseph Smith and nine elders of the Church met together in the upstairs of the Newel K. Whitney Store in Kirtland, Ohio. They desired further understanding about their duties to build Zion. Joseph invited each person to take a turn praying to know the Lord's will. After praying, the Prophet received what is now . Doctrine and Covenants 88.

As students start the following reading, make sure they understand that verse 6 is referring to Jesus Christ.

Read Doctrine and Covenants 88:6–13, looking for what these verses can teach you about Jesus Christ and His light.

- What do you learn about the Light of Christ from these verses?

Among different insights students might share, help them identify the truth that **the Light of Christ gives light and life to all His creations.**

Help students see how it could impact their daily lives to understand God's influence through the Light of Christ. The following question is one way to do this.

- What are some situations youth face in which they would benefit from recognizing God's influence? Why?



The following activity is intended to help students gain a better appreciation for the Light of Christ and how it can influence their lives.

You might create four stations around the room that each student can visit and complete. Students could be invited to take their journal, something to write with, and their scriptures to each station. Alternatively, you could divide students into groups of four and assign each student a section of the handout to complete. Students could then share what they learned with group members.

The Light of Christ

Define the Light of Christ

Read Doctrine and Covenants 88:12–13 looking for descriptions of the Light of Christ.

Read the following definition of the Light of Christ:

“[The Light of Christ is] divine energy, power, or influence that proceeds from God through Christ and gives life and light to all things. It is the law by which all things are governed in heaven and on earth (D&C 88:6–13). It also helps people understand gospel truths and helps to put them on the gospel path that leads to salvation.” (Guide to the Scriptures, Light, Light of Christ scriptures.ChurchofJesusChrist.org)

- How would you summarize what you understand the Light of Christ to be?
- How do you think you are personally influenced by the Light of Christ?

The Light of Christ as our conscience

One manifestation of the Light of Christ is our conscience. Write a definition that a Primary child would understand of what you understand conscience to be.

Read the following definition and see what you might add to your definition:

“[Conscience is] the inner sense of right and wrong, coming from the Light of Christ in all men (Moro. 7:16 We are born with a natural capacity to distinguish between right and wrong because of the Light of Christ that is given to every person (D&C 84:46 This faculty is called conscience. The possession of it makes us responsible beings. Like other faculties, our consciences may be deadened through sin or misuse.” (Guide to the Scriptures, “Conscience scriptures.ChurchofJesusChrist.org)

Read Doctrine and Covenants 84:45–46 and Moroni 7:16, looking for words or phrases that describe how the Light of Christ acts as our conscience. Consider creating a cross-reference for the two verses.

- What is a phrase from these verses that helps you understand what a conscience is?
- Why do you think Heavenly Father and Jesus Christ gave you a conscience?

How could listening to or ignoring your conscience influence the choices you make and your eternal destination?

The Light of Christ is in everyone

Imagine you are asked to share a brief thought in Sunday School about how to view and treat all people better, particularly those who are different than you. You can use the following resources and any others you find helpful.

Doctrine and Covenants 88:11

Doctrine and Covenants 93:2

President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles taught:



The more we know about the Light of Christ, the more we will understand about life and the more we will have a deep love for all mankind. We will be better teachers and missionaries and parents, and better men and women and children. We will have deeper regard for our brothers and sisters in the Church and for those who do not believe. ...

The Light of Christ is as universal as sunlight itself. Wherever there is human life, there is the Spirit of Christ. Every living soul is possessed of it. ...

If we understand the reality of the Light of Christ in everyone we see ... and within ourselves, ... we will have courage and inspiration beyond that which we have known heretofore. And it *must* be so! And it *will* be so! All of this is a dimension of gospel truth that too few understand. (Boyd K. Packer, “The Light of Christ,” *Ensign*, Apr. 2005, 8, 13–14)

Write a two to three sentence thought about how understanding the Light of Christ can influence how you see others.

The Light of Christ in the universe

Have you ever been touched by the beauty or majesty of this earth and the universe? What feelings do these things bring out in you?

Read Doctrine and Covenants 88:7–10, 45–47 and look for what you learn about the Light of Christ, the earth, and the universe.

- What can we learn about the Lord from His creations?
- How might seeing God's influence in the universe help us recognize His influence in our lives?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

After students have had time to work through the stations, consider giving them an opportunity to share what they learned and felt. The following questions might help.

- What did you learn about the Light of Christ that was impactful?
- How have you seen the influence of the Light of Christ in your life?
- How do you think recognizing the Light of Christ in your life can influence your relationship with Heavenly Father and Jesus Christ?

You might share how you have been influenced by better understanding the Light of Christ.

The Light of Christ

Define the Light of Christ

Read Doctrine and Covenants 88:12–13, looking for descriptions of the Light of Christ.

Read the following definition of the Light of Christ:

[The Light of Christ is] divine energy, power, or influence that proceeds from God through Christ and gives life and light to all things. It is the law by which all things are governed in heaven and on earth (Doctrine and Covenants 88:6–13). It also helps people understand gospel truths and helps to put them on the gospel path that leads to salvation. (Guide to the Scriptures; Light of Christ)

- How would you summarize what you understand the Light of Christ to be?
- How do you think you are personally influenced by the Light of Christ?

The Light of Christ as our conscience

One manifestation of the Light of Christ is our conscience. Write a definition that a primary child would understand of what you understand conscience to be.

Read the following definition and see what you might add to your definition.

The inner sense of right and wrong, coming from the Light of Christ in all men (Moroni 7:16). We are born with a natural capacity to distinguish between right and wrong because of the Light of Christ that is given to every person (Doctrine and Covenants 84:46). This faculty is called conscience. The possession of it makes us responsible beings. Like other faculties, our consciences may be deadened through sin or misuse. (Guide to the Scriptures; Conscience)

Read Doctrine and Covenants 84:45–46 and Moroni 7:16, looking for words or phrases that describe how the Light of Christ acts as our conscience. Consider creating a cross-reference for the two verses.

- What is a phrase from these verses that helps you understand what a conscience is?
- Why do you think Heavenly Father and Jesus Christ gave you a conscience?
- How could listening to or ignoring your conscience influence the choices you make and your eternal destination?

The Light of Christ is in everyone

Imagine you are asked to share a brief thought in Sunday School about how to view and treat all people better, particularly those who are different than you. You can use the following resources and any others you find helpful.

D&C 88:11

D&C 93:2

President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles taught:



The more we know about the Light of Christ, the more we will understand about life and the more we will have a deep love for all mankind. We will be better teachers and missionaries and parents, and better men and women and children. We will have deeper regard for our brothers and sisters in the Church and for those who do not believe.

The Light of Christ is as universal as sunlight itself. Wherever there is human life, there is the Spirit of Christ. Every living soul is possessed of it.

If we understand the reality of the Light of Christ in everyone we see . . . and within ourselves . . . we will have courage and inspiration beyond that which we have known heretofore. And it must be so! And it will be so! All of this is a dimension of gospel truth that too few understand. (Boyd K. Packer, "The Light of Christ," April 2005, 8, 13–14)

Write a 2–3 sentence thought about how understanding the Light of Christ can influence how you see others.

The Light of Christ in the universe

Have you ever been touched by the beauty or majesty of this earth and the universe? What feelings do these things bring out in you?

Read Doctrine and Covenants 88:7–10, 45–47 and look for what you learn about the Light of Christ, the earth, and the universe.

- What can we learn about the Lord from his creations?
- How might seeing God's influence in the universe help us recognize His influence in our lives?

LESSON 101: DOCTRINE AND COVENANTS 88”

Doctrine and Covenants 88:14–41

Striving to Obey the Celestial Law

In Doctrine and Covenants 88 the Lord revealed truths about the Resurrection and kingdoms of glory including the celestial glory. These truths can unify and bless Church members as they faithfully follow Jesus Christ. This lesson can help students increase their confidence that they can receive celestial glory.

Possible Learning Activities

A goal of celestial glory

Invite students to draw a staircase in their study journals and label the top of the stairs “The Celestial Kingdom.” Ask students to draw where they see themselves on the stairway. Encourage them to record their responses to the following questions:

- Do you feel your current choices are helping you progress toward the celestial kingdom? Why or why not?
- How confident are you that you can ultimately attain celestial glory with the help of Jesus Christ?

„Remind students that because Jesus Christ is our Savior, we can rely on Him to help us change, repent, and provide strength as we strive to attain celestial glory.

The Lord’s revelation recorded in Doctrine and Covenants 88 provides divine light to help us understand eternal truths. In section 88 we learn details about our Heavenly Father’s plan, truths about Jesus Christ, and how we can return to Their presence.

You may want to share how you feel about the beauty and grandeur of Heavenly Father’s plan. Encourage students as they study today to seek inspiration to know ways they can act in faith and receive the Savior’s help as they progress toward the celestial kingdom.

Our mortal bodies

Explain that an important part of God’s plan is for us to become like Him, both spiritually and physically. At birth we receive a physical body. This body will one day die and be resurrected.

Consider recording students’ responses to the following question on the board:

- What do you already know about the Resurrection?

If needed, students could use Topics and Questions, Resurrection,” topics.ChurchofJesusChrist.org to support their responses.

Students could complete the following study activity with a partner. You might display the questions for students to reference, with each partner responsible for answering one of the questions. It may help students to know that the word *quicken* can mean to make alive or revive.

Read Doctrine and Covenants 88:14–17, 27–31. Ponder the following as you read:

- What do you learn about the Resurrection?
- What do you learn about the three degrees of glory?

Invite students to report what they learned. Listen carefully and ask follow-up questions to help clarify their understanding if needed. If students have additional questions, you could discuss them as a class.



Assessing students’ knowledge: For more practice with this, see the training titled Always be ready to respond to spiritual promptings about the needs of

the learners” found in *Teacher Development Skills: Teach by the Spirit*. Consider practicing the skill “Ask a question to assess learning before moving on in the lesson.”

Obeying God’s laws leads to glory

Consider inviting students to share what they imagine having a celestial body might be like or why they want to receive a celestial body in the Resurrection.

If students were previously working with a partner, they could work with a different partner for the following study activity.

Read Doctrine and Covenants 88:21–24, 34–36, 38–39 looking for how we can be resurrected with a celestial body. Consider marking words and phrases that stand out to you.

- What do you feel is important to understand in these verses?
- What determines the glory we can receive after the Final Judgment? Why?

Give students time to discuss what they have learned. Students could express a variety of truths, including something like **if we obey celestial laws, we will receive celestial glory** or **in the Resurrection, we will receive glory according to the law we obey**. You may want to write these truths on the board.

To help students understand and feel the importance of divine laws, you might share the following statement:

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles taught:



The law of the celestial kingdom is, of course, the gospel law and covenants, which include our constant remembrance of the Savior and our pledge of obedience, sacrifice, consecration, and fidelity. (D. Todd Christofferson, “Come to Zion *Ensign* or *Liahona*,” Nov. 2008, 38)

- What are you learning about Heavenly Father’s love, justice, and mercy?
- What are your feelings about how He works individually with His children?

Help along the way

Invite students to ponder how they would respond to a friend who is discouraged and feels he or she is not good enough to receive celestial glory. You could invite students to read the following verses, then write a short answer to their friend’s concern.

Read 3 Nephi 27:19–20, looking for how Heavenly Father has made it possible for His children to receive celestial glory. You may want to link these verses with Doctrine and Covenants 88:21, 34.

Consider inviting students to mark the words *save it be* in 3 Nephi 27:19. Point out that these words can mean “except” or “unless.” You might ask students how this helps them understand Jesus’s words to the Nephites.

To help students recognize the hope and change available to them through Jesus Christ, you could share the following statement:

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles taught:



Perhaps as much as praying for mercy, we should pray for time and opportunity to work and strive and overcome. Surely the Lord smiles upon one who desires to come to judgment worthily, who resolutely labors day by day to replace weakness with strength. Real repentance, real change may require repeated attempts, but there is something refining and holy in such striving. Divine forgiveness and healing flow quite naturally to such a soul, for indeed “virtue loveth virtue; light cleaveth unto light; [and] mercy hath compassion on mercy and claimeth her own” (D&C 88:40)

With repentance we can steadily improve in our capacity to live the celestial law, for we recognize that “he who is not able to abide the law of a celestial kingdom cannot abide a celestial glory” (D&C 88:22 (D. Todd Christofferson, “The Divine Gift of Repentance,” *Ensign or Liahona*, Nov. 2011, 39)

- How could understanding the Savior’s Atonement influence your belief in attaining celestial glory?
- From what you have studied today, what might you say to someone who fears he or she cannot attain celestial glory?

Invite students to reexamine the staircase they drew at the beginning of class. Encourage them to write on or around the stairway what they have learned that could help them move closer to the celestial kingdom. Students could record their thoughts or feelings about Heavenly Father and Jesus. They might also include how their determination and hope to attain celestial glory has been strengthened or how the truths they learned could influence their choices now and in the future.

As time permits, you might invite one or two students to share their thoughts with the class.

LESSON 102: DOCTRINE AND COVENANTS 88

Doctrine and Covenants 88:51–95

“Draw Near unto Me and I Will Draw Near unto You”

In this portion of “Doctrine and Covenants 88, Jesus Christ revealed how He governs His creations and invites us to draw near to Him. This lesson can help students receive the blessings of drawing near to Heavenly Father and Jesus Christ.

Possible Learning Activities”**Close Relationships**

Consider beginning class by creating a discussion about developing close relationships. You could invite each student to write on the board the name of someone they feel close to. Ask a few students to share why they chose that person.

You might ask follow-up questions like the following:

- What makes a relationship between two people close? What creates distance?
- What could you do to recreate a close relationship with someone you have become distanced from?

In Doctrine and Covenants 88, the Savior described His power that governs His creations (see verses 41–45). He taught that when we see the stars and the planets in the heavens, we have “seen God moving in his majesty and power” Doctrine and Covenants 88:47). Jesus Christ then gave a parable to teach about God’s relationship with His creations. It teaches that God has created many worlds inhabited by His children and that He visits each of them. The Lord commanded His friends to call on Him while He was near them (see verses 51–62).

“Draw near unto me”

Read Doctrine and Covenants 88:63 looking for what Jesus Christ invites us to do.

- What invitations do you find personally meaningful?
- What principles can you identify from these invitations?

Students may identify a variety of principles—for example, **as I draw near to Jesus Christ, He will draw near to me**. You may want to point out that as we draw near to Jesus Christ, we also draw near to Heavenly Father.

To help students understand this principle, you could discuss how it is illustrated in the parable. Some of the following questions could help too:

- How would you describe what it means to draw near to Heavenly Father and Jesus Christ?
- In what ways do you think They draw near to us?
- What are some reasons someone may want to feel close to Heavenly Father and Jesus Christ?

Give students an opportunity to reflect on how close to Heavenly Father and Jesus Christ they feel. You could invite them to write “Heavenly Father and Jesus Christ” on a page in their study journals. Then ask students to draw an image that represents themselves. Students could reflect on times they have felt close to God and His Son and what helped them feel this way. Students could also reflect on how close they currently feel to Heavenly Father and Jesus Christ.

Remind students that if we feel distanced from the Lord, we can take action to change our situation. Invite students to reflect on the needs they have and how they would be blessed if they were closer to Heavenly Father and Jesus Christ. Encourage students to seek personal revelation to know what they can do to draw closer to Them.

Invitations and blessings

Students could complete the following chart on the board or in their study journals. As needed, help students understand various phrases in Doctrine and Covenants 88:63–69. For example, you could clarify verse 65, by explaining that we should not have improper motives nor seek to satisfy worldly desires when we pray. You could help students understand the word *expedient*, in verses 64–65, means suitable or proper.

Read Doctrine and Covenants 88:63–69 and complete the following chart:

Ways to Draw Near to Heavenly Father and Jesus Christ	Blessings from Drawing Near to Heavenly Father and Jesus Christ

One way to help students engage with these verses is to invite one student to hold an image of the Savior at the front of the class. Ask another student to stand in the back of the classroom.

As students share what they found, the student in the back of the class can step closer to the student holding the image of the Savior. The student holding the image of the Savior can step closer too.

The following questions can help you discuss what students found in the verses they read:

- How do you think taking these actions can help you draw near to Heavenly Father and Jesus Christ?
- How might these blessings influence your relationship with Them?

My plan

Consider showing the video “How I #HearHim: Elder Dale G. Renlund” (3:00). Ask students to look for what Elder Renlund teaches about drawing near to Jesus Christ. Discuss what students learned from his experience.

Inviting students to answer the following questions in their study journals can prepare them to share with the class. You could also share a personal experience about what you have done to draw near to Jesus Christ and how you have felt Him drawing near to you.

- How are you striving to draw near to Heavenly Father and Jesus Christ?
- How have you or someone you know been blessed for striving to draw near to Them?

Invite students to seek the Holy Ghost to lead them to know what they can do to draw near to Heavenly Father and Jesus Christ. Remind students that they may have already received promptings during the lesson.

Students could write down how they will strive to draw near to Heavenly Father and Jesus Christ, how this could help them with challenges they are facing, and any obstacles they may need to overcome. Students could write on their drawings or make a note they will take home.

Encourage students to share with Heavenly Father in their prayers what they plan to do and to ask for His help.

LESSON 103: DOCTRINE AND COVENANTS 88

Doctrine and Covenants 88:76–80, 117–141

Seek Learning by Study and Faith

In this portion of Doctrine and Covenants 88, the Lord revealed principles of learning and commanded Joseph Smith and others to organize the School of the Prophets. Those participating in the school were to seek wisdom “out of the best books” and learn together “by study and also by faith” (Doctrine and Covenants 88:118). This lesson can help students learn by faith in Jesus Christ in various settings.

Possible Learning Activities**Heavenly Father wants me to learn**

To begin the lesson, consider inviting students to share their favorite school subjects or briefly describe a topic they enjoy learning about. If needed, explain that secular education refers to learning that is not connected to religion.

- Why might it be important to gain both secular and spiritual knowledge throughout our lives?
- How might learning school subjects like math or science be different from studying the gospel of Jesus Christ? How might it be the same?

In January 1833, Joseph Smith and other priesthood holders living in Kirtland, Ohio, followed the Lord’s instructions to organize a school called the School of the Prophets. During the winter of 1833, members of the school met in an upper room in the Newel K. Whitney Store. Later, they met in the Church printing office and the Kirtland Temple. Read Doctrine and Covenants 88:77–80, looking for what the Lord commanded these priesthood holders to study.,

You might write subjects on the board such as geology, history, astronomy, politics, and geography and have students identify words or phrases that refer to these subjects.

- What did you discover?
- According to verse 80, why did the Lord instruct these men to study such a broad range of subjects?

- In what ways could learning these things help us prepare to serve the Lord?

Share with students that the remainder of the lesson will focus on principles of learning that can strengthen their faith in Jesus Christ and prepare them to better serve Him. You may want to invite students to seek personal revelation concerning what they can do to grow in their own faith and learning.

Seek learning by study and faith

Doctrine and Covenants 88:118 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Read Doctrine and Covenants 88:118, looking for how the Lord invites us to seek learning.

After students search the scripture passage, invite them to share what the Lord revealed about learning. Responses might include seeking diligently, teaching one another, seeking wisdom out of the best books, and seeking learning by study and faith.

- What does this verse teach about learning?
- What can we learn about how to increase our faith in Jesus Christ?

As needed, you might mention that at the beginning of verse 118 the Lord indicated that there were some who lacked faith. You could also invite students to share clear instructions the Lord gave to help those who lacked faith.

The following is one way to word a principle we can learn from these verses: **If we diligently seek to learn through study and faith, our faith in Jesus Christ will increase.**

- In addition to diligently learning through our study, what do you think it means to learn by faith?

Consider displaying the following statement by President Russell M. Nelson to help students better understand what it means to learn by faith. You could also watch the video Embrace the Future with Faith). from time code 10:28 to 11:20.

President Russell M. Nelson explained:



„The Lord taught us how to increase our faith by seeking *learning*, even by study and also by faith”

Doctrine and Covenants 88:118 emphasis added]. We strengthen our faith in Jesus Christ as we strive to keep His commandments and “always remember him” Moroni 4:3]. Further, our faith increases every time we *exercise* our faith in Him. That is what learning by faith means.

For example, each time we have the faith to be obedient to God’s laws—even when popular opinions belittle us—or each time we resist entertainment or ideologies that celebrate covenant-breaking, we are *exercising* our faith, which in turn *increases* our faith. (Russell M. Nelson, “Embrace the Future with Faith,” *Ensign* or *Liahona* Nov. 2020, 75).

- What did you learn from President Nelson’s statement?
- How do you think learning by faith could be applied in a variety of learning opportunities (such as home, school, seminary, and church)?

To help students evaluate their current efforts to seek learning by faith, consider inviting them to list the following categories in their study journals while you write them on the board: *home* ?*school seminary*, and *church* Encourage students to rate their efforts to diligently learn by faith in each category using a scale from 1 to 5, with 5 being the best.

If needed, remind them that part of what it means to learn by study and faith is to actively engage in learning opportunities and then act on things they learn and feel. Invite students to select one area they would like to improve in and study the rest of the lesson with that area in mind.

“Organize yourselves”

Read ;Doctrine and Covenants 88:119–126; looking for counsel from the Lord that can increase our ability to learn by study and faith.

You could bring a school bag and prepare several pieces of paper for students to use in small groups. As students study Doctrine and Covenants 88:119–126 invite them to write down on separate pieces of paper teachings from the Lord that can help them learn by faith. Students could list attitudes and behaviors the Lord encourages and those we should avoid. When they finish, students could put the pieces of paper into the school bag.

- Which of these attitudes or behaviors has affected your ability to learn?
- Which of these attitudes or behaviors do you feel impressed by the Spirit to try?

Ask students to think of various obstacles to learning by faith teenagers might encounter in various settings (home, school, seminary, and church). List their ideas under each category. Invite students to select pieces of paper out of the school bag. Students could then read what is written and lead a discussion concerning how the Lord's counsel could help someone overcome one of the challenges to learning. You could also invite students to think of ways the Savior exemplified this counsel.

For example, students might identify a challenge such as studying for school exams or receiving answers to specific prayers. If a paper were chosen out of the bag with *establish a house of fasting* written on it, students could discuss ideas and experiences of how fasting and prayer can increase their capacity to learn and better recognize answers from the Lord. If you asked students to think of an example of how the Savior exemplified learning through fasting, they might recall how He fasted to prepare for His work and ministry (see Matthew 4:1–10). Repeat the activity multiple times to help students recognize the relevance of Jesus Christ's teachings in their lives.

Personal application"

To conclude, provide time for students to ponder ways they will better seek learning by faith. You might encourage them to record their thoughts in their study journals using the following prompts.

- „Select an area of your life where you could improve your efforts to learn by faith (such as home, school, seminary, and church).
- How do you think learning by faith could help you in this area?.
- What will you strive to do to learn by faith in Jesus Christ?

Invite willing students to share some of their ideas. This may also be a good time to invite student testimony from those who have experienced past successes.

DOCTRINE AND COVENANTS 89–92

Doctrine and Covenants 89–92

Overview

As was common with many people in the 1830s, some members of the Church used tobacco and drank alcohol. In answer to the Prophet Joseph Smith's prayers about the matter, the Lord revealed the Word of Wisdom, recorded in Doctrine and Covenants 89. Later that year, Sidney Rigdon and Frederick G. Williams were ordained as counselors to the Prophet. The Lord revealed instructions about the responsibilities of this presidency.



Use the words of prophets to emphasize doctrine and principles....

Living prophets and apostles teach, explain, and expound the doctrine and principles taught in the scriptures. Using prophetic words can help students better understand and live the gospel of Jesus Christ. For more on how the Savior did this, see the section "The Savior Taught from the Scriptures" in *Teaching in the Savior's Way*. You can also see an example of how to do this in this week's lesson titled "Doctrine and Covenants 90"

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson:

Doctrine and Covenants 89:1–17

Lesson purpose: To help students feel gratitude for the Lord's loving instruction known as the Word of Wisdom.

- **Student preparation:** Invite students to think of ways the world would be a better place if drugs, alcohol, tobacco, or other potentially harmful substances did not exist. They might also think of how their personal life would be different if no one ever abused these substances.
- **Content to display:** Fishing lures (or an image of fishing lures), owner's manual for a product students are familiar with
- **Images to display:** Room in which the School of the Prophets was held
- **Video:** "You Will Be Freed," (2:55)
- **Materials for students:** Full sheet of paper for each student

Doctrine and Covenants 89:18–21

Lesson purpose: To help students receive the Savior's promised blessings by choosing to live the Word of Wisdom.

- **Student preparation:** Invite students to read the doctrinal mastery passage Doctrine and Covenants 89:18–21, looking for what the Lord promises when they keep the Word of Wisdom. Encourage students to come to class prepared to share examples of how they have seen the Lord fulfill those promises.
- **Content to display:** Drawing of a bay with a man-made barrier that separates it from the open ocean
- **Images to display:** Daniel refusing to eat the king's meat, Passover showing blood on the doorpost

Doctrine and Covenants 90

Lesson purpose: To help students feel the importance of the direction Jesus Christ gives to The Church of Jesus Christ of Latter-day Saints through His First Presidency.

- **Student preparation:** Invite students to find a teaching or statement from a member of the First Presidency that has impacted their lives.
- **Material to display:** A key, a container that could be locked with a key
- **Materials for students:** Small piece of paper for each student, copies of recent talks by members of the First Presidency for students who can't access talks in class on their devices
- **Image to display:** The First Presidency in 1833 consisting of Joseph Smith, Sidney Rigdon, and Frederick G. Williams
- **Video:** Where Are the Keys? (2:51)

LESSON 104: DOCTRINE AND COVENANTS 89–92

Doctrine and Covenants 89:1–17,

„A Word of Wisdom from the Lord

As was common in 1833, many members of the Church used tobacco and drank alcohol, tea, and coffee. In answer to Joseph Smith’s prayers about the matter, the Lord mercifully revealed the Word of Wisdom. This lesson can help students feel gratitude for the Lord’s loving instruction known as the Word of Wisdom.

Possible Learning Activities

Note: The promised spiritual blessings in Doctrine and Covenants 89:18–21 for keeping the Word of Wisdom will be the focus of the next lesson. It may be best to teach both of these lessons to help students see that the blessings of the Word of Wisdom are far more spiritual in nature than physical.

Satan’s tactics

Consider inviting students to discuss lures that Satan uses to entrap God’s children. You could bring in or show a picture of fishing lures. You could also ask students with fishing experience to describe the best lures to use in your area. Another option is to show the first part of the video *You Will Be Freed* available at ChurchofJesusChrist.org from time code 0:00 to 1:29.



- How could fishing lures be compared to Satan’s tactics?

- What counsel has the Savior given to help us detect and avoid Satan’s lures?

„There are many correct answers to the second question, including prayer (see Doctrine and Covenants 10:5), daily scripture study (see Helaman 3:29–30), seeking the spirit of revelation (see Doctrine and Covenants 8:2–4), and following counsel from prophets and Church leaders (see „Doctrine and Covenants 21:5”,

To help students see why we can trust the Savior’s counsel, you could invite them to read , 2 Nephi 26:24 and Jacob 4:10 and to share what they learn about Him.

You might also ask students to ponder or share with the class their answers to the following question:

- How have specific counsels or warnings from the Savior and His authorized servants blessed and protected your life?

The Word of Wisdom

Consider displaying the following picture of a small room above Newel K. Whitney’s store in Kirtland, Ohio. Invite your students to imagine the room filled with men, many of whom were smoking and chewing tobacco, as you explain the information in the following paragraph.



In the winter of 1833, about 20 priesthood holders met frequently in this room to attend the School of the Prophets (see Doctrine and Covenants 88:127). As was common in those days, many of them smoked and chewed tobacco during the meetings. Brigham Young recalled that “often when the Prophet entered the room to give the school instructions he would find himself in a cloud of tobacco smoke” *Teachings of Presidents of the Church: Joseph Smith* [2007], 263) These circumstances, along with the feelings of Emma Smith, who cleaned the chewing tobacco spit from the floor, prompted Joseph Smith to pray about the use of such substances. In answer, the Lord revealed Doctrine and Covenants 89 (see *Saints: The Story of the Church of Jesus Christ in the Latter Days* vol. 1, *The Standard of Truth, 1815–1846* [2018], 167–68).

„Read Doctrine and Covenants 89:1–4, looking for reasons why the Savior gave this revelation.

- What do you learn about Jesus Christ’s motives for revealing this section?

As students share answers to the previous question, be sure they understand that **„the Lord gave us the Word of Wisdom to protect us from the evils of our day”**.

- How could understanding why the Savior revealed the Word of Wisdom affect how we feel about it?
- What are some of the evil designs of our day from which we need His protection?

As students answer the previous question, you might help them recognize how some of the evils they share are designed or calculated to deceive us.

It may be helpful for students to think about or share questions they have about the Word of Wisdom. The following section may help them find answers.

A user manual from the Creator

To introduce the following activity, you may want to bring in or talk about an owner’s manual for a product that students are familiar with. Briefly point out the value of knowing how to maintain the product and some warnings about improper use. Help students understand that God, as the Creator (see Genesis 1:27 perfectly understands our bodies and has given instructions and warnings about their use and care.

If students have questions about details of the Word of Wisdom that have not been clearly taught by the Church, encourage them to counsel with their parents, bishop, or branch president.

Create a manual for the proper use of our bodies. Be creative and personalize it however you choose. The following steps are only one of many ways this could be done:

1. Fold a paper in half so that it resembles a short pamphlet. Create a cover page with a title such as “The Word of Wisdom: An Owner’s Manual from the Creator.” You could add drawings or pictures to the cover page.
2. Inside the pamphlet, title the left page something like “The Creator’s Counsel on What We Should Do.” Title the right page something like “The Creator’s Counsel on What We Should Avoid.” Feel free to add pictures or designs to the inside pages as well.
3. Study Doctrine and Covenants 89:5–17 and fill out your pamphlet by writing or adding pictures of what you learn.
4. Search additional divinely appointed sources such as *For the Strength of Youth* (booklet, 2022), Guide to the Scriptures, and statements by Church leaders. Add what you learn to your pamphlet.

Give students an opportunity to share or display what they created.

Our merciful and patient Savior

To help students see how the Savior was patient with His Saints after revealing this commandment, you may want to share some of the following content in your own words with students;

Jesus revealed the Word of Wisdom in 1833, but it was not given as a commandment at that time (see verse 2). After it was received, many Saints began striving to overcome culturally accepted traditions and for some, addictions they had developed. Over time, the Lord led Church leaders, including Brigham Young and John Taylor, to expect more from the Saints as to their observance of the principles taught in Doctrine and Covenants 89. After the turn of the twentieth century, President Heber J. Grant “challenged them to keep the Word of Wisdom with exactness, abstaining from alcohol, coffee, tea, tobacco, and other harmful substances earlier generations of Saints had sometimes used,” making “the Word of Wisdom mandatory for temple attendance and missionary service” *Saints*? 3:291–92). “In 1921, the Lord inspired President Heber J. Grant to require all Saints to abstain from alcohol, tobacco, coffee, and tea in order to obtain a temple recommend” (Church History Topics, “Word of Wisdom [D&C 89],” Gospel Library).

- What helps has the Savior provided in our day for those who struggle with addiction?

The conclusion of the video suggested at the beginning of the lesson could give hope through Christ for those struggling with addiction. You might consider showing *You Will Be Freed* from time code 1:29 to 2:55.

Students who would like more resources for help with addiction could be directed to their ward

leaders and to the Life Help. page on ChurchofJesusChrist.org.

Before asking the following question, consider helping students recognize the goodness of Jesus Christ in giving us the Word of Wisdom. It may be helpful to invite them to imagine how the world would be different if there were no substance abuse. You could also give them time to write how the Word of Wisdom has blessed and protected them and their loved ones.

- How does revealing the Word of Wisdom show the mercy and love of Jesus Christ?

Consider concluding the lesson by sharing how the Word of Wisdom has blessed your life and expressing gratitude for the Savior giving us this revelation.

LESSON 105: DOCTRINE AND COVENANTS 89–92

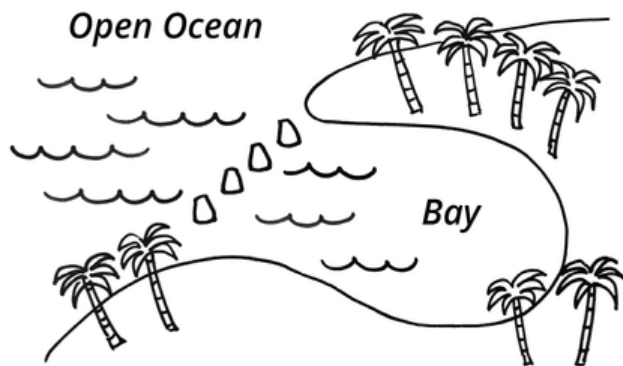
Doctrine and Covenants 89:18–21

“I, the Lord, Give unto Them a Promise”

After revealing the Word of Wisdom to Joseph Smith (see the lesson “Doctrine and Covenants 89:1–17”), Jesus Christ explained some of the blessings He offers those who faithfully keep the principles taught in this revelation. This lesson is intended to help students choose to live the Word of Wisdom and receive the Savior’s promised blessings.

Possible Learning Activities**The barrier**

Begin class by helping students understand that the Savior gave us the Word of Wisdom as a protection because He loves us. One way to do this is to draw on the board a bay with a man-made barrier separating it from the open ocean, like the following example.



Explain that Elder Von G. Keetch (1960–2018) of the Seventy learned an important lesson on a beach similar to this one. Share his experience using the following paragraph and his statement below.

Elder Von G. Keetch was enjoying a day at the beach when a group of visiting surfers became upset that a man-made barrier had been placed between the bay and the open ocean. The surfers angrily complained that the barrier spoiled their trip by preventing them from surfing the larger waves that were breaking outside the bay.



Finally [an older local surfer] rose and walked over to the group. Without saying anything, he pulled a pair of binoculars from his backpack and handed them to one of the surfers, pointing out toward the barrier. Each of the surfers looked through the binoculars. When my turn came, with the help of magnification, I could see something that I had not been able to see before: dorsal fins—large sharks feeding near the reef on the other side of the barrier. ...

As we stood on that beautiful beach, our perspective had suddenly changed. A barrier that had seemed rigid and restrictive—that seemed to curtail the fun and excitement of riding the really big waves—had become something very different. With our new understanding of the danger that lurked just below the surface, the barrier now offered protection, safety, and peace. (Von G. Keetch, “Blessed and Happy Are Those Who Keep the Commandments of God *Ensign* or *Liahona* Nov. 2015, 116)

- What can Elder Keetch’s experience teach us about God and His commandments?
- Which commandments best demonstrate to you God’s desire to protect us? Why?

You may want to label the barrier between the bay and the open ocean on the board as “Word of Wisdom.” Ask for volunteers to share what they remember about the Word of Wisdom. (If students created pamphlets outlining the Word of Wisdom in the previous lesson, they could refer to them for help.)),

As a reminder, students could also read and share phrases from Doctrine and Covenants 89:1–4 that describe the Lord’s motives for revealing the Word of Wisdom.

Then consider displaying the following questions and inviting students to record their answers in their study journals.

- Do you see the Word of Wisdom as a blessing from Heavenly Father or as a restriction in your life?
- What do you know about the blessings Heavenly Father offers to those who keep the Word of Wisdom?;
- How important is it to you to keep the Word of Wisdom? Why?

Blessings the Savior wants to give us

After revealing the Word of Wisdom to Joseph Smith, Jesus Christ explained the blessings that He and Heavenly Father offer those who faithfully obey this revelation.

Read Doctrine and Covenants 89:18–21 and mark each of the promises They make to the obedient.



Doctrine and Covenants 89:18–21

is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

In the bay of the drawing on the board, students could write the blessings they find. Be sure students recognize that **the Lord will bless us with increased health, wisdom, endurance, and protection if we follow His Word of Wisdom.**

- What questions do you think some people might have as they read these promises from the Lord?

Based on the questions students share and available time, determine which of the following three sections of the lesson would be most helpful for students. You might allow the class to choose which sections they would like to study.

Blessings of health and endurance (verses 18, 20)

This section could help students understand that the Lord doesn't promise perfect health to those who keep the Word of Wisdom, but He will bless the obedient with better health than they would have if they did not follow His counsel.

Read paragraphs 7–8 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* (2023). Also read the following teachings from President Dieter F. Uchtdorf, then of the First Presidency. He refers to an experience he had as a young man in the military in which he noticed that some soldiers who did not keep the Word of Wisdom surpassed him in their physical training. Look for truths that could help someone answer questions they have about the promises the Lord made in Doctrine and Covenants 89:18, 20.



Eventually I learned that God's promises are not always fulfilled as quickly as or in the way we might hope; they come according to His timing and in His ways.

Years later I could see clear evidence of the temporal blessings that come to those who obey the Word of Wisdom—in addition to the spiritual blessings that come immediately from obedience to any of God's laws. Looking back, I know for sure that the promises of the Lord, if perhaps not always swift, are always certain. (Dieter F. Uchtdorf, *Continue in Patience Ensign or Liahona*, May 2010, 58)

- What did you learn about the Lord and His promises that could help someone who faithfully keeps the Word of Wisdom but still struggles with health challenges?

Blessings of wisdom and knowledge(verse 19)

Read Doctrine and Covenants 29:34, and think about how the doctrine the Savior taught in this verse could apply to the Word of Wisdom.

- How is the Word of Wisdom primarily a spiritual blessing in addition to a physical blessing?
- In what ways does our obedience to the Word of Wisdom allow the Savior to bless us with more secular wisdom and knowledge? with more spiritual wisdom and knowledge?
- How does obedience to the Word of Wisdom help us to more fully receive revelation from God through Holy Ghost?

As evidence of God blessing those who keep His laws of health, consider showing this depiction of Daniel refusing to eat the “king’s meat”(Daniel 1:8 Ask students to share what they remember about the account. If needed, you could share some of the following paragraph to remind them.



Daniel and other youth who were living in Babylon were educated and trained to become wise men for the king. When they were offered the king’s meat, Daniel refused to eat it because of the Lord’s health laws at that time. The king’s servant allowed Daniel and others a 10-day trial of eating different food to see if they would be as healthy and smart as the rest of the youth in the program.

Read Daniel 1:17–20, looking for evidence of secular and spiritual blessings of wisdom that God gave Daniel and his companions.

- What evidence of God’s blessings did you find?

Blessings of protection (verse 21)



- „What examples of the Savior’s protection have you seen in your life as you have kept the Word of Wisdom?

Obeying the Word of Wisdom

Consider testifying of how the Lord has blessed you for keeping the Word of Wisdom. Encourage students to record their responses to the following question in their study journals:

- Based on what you have learned about the Word of Wisdom, why is it worth it to you to obey this revelation from Christ?

Make a plan that will help you keep the Word of Wisdom. Think through situations or temptations you may face, and decide the best way for you to overcome them. Consider sharing your desires and your plan with Heavenly Father through prayer and asking for His strength to succeed.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and then review them in future lessons. The key scripture phrase is “The blessings of the Word of Wisdom.” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

LESSON 106: DOCTRINE AND COVENANTS 89–92

Doctrine and Covenants 90

The First Presidency



In March 1833, the Lord directed Joseph Smith to set apart Sidney Rigdon and Frederick G. Williams to be his counselors in the First Presidency. As a presidency, these three men held priesthood keys that allowed them to preside over the Lord's kingdom on the earth. This lesson can help students feel the importance of the direction Jesus Christ gives The Church of Jesus Christ of Latter-day Saints through His First Presidency.

Possible Learning Activities**Keys can provide access**

One way to start class is to demonstrate that keys allow us to access special items when needed. You could invite students to write down on small slips of paper things they feel are important to keep safe. Invite volunteers to share what they wrote and why. Collect the papers and lock them in a place that can only be accessed with a key. If you cannot secure the papers in something that can be locked with a key, you could place them in a box and invite students to imagine their papers are locked up. Show students a key and invite them to think about the value of that key. You might ask:

- What are some important things in your life that require keys for you to be able to access them?
- Who would you trust to use and protect the key? Why?

Consider explaining that the Savior holds the priesthood keys that are used in The Church of Jesus Christ of Latter-day Saints. Invite students as they study today to think about who He entrusts with those keys on earth and what they help us access.

Jesus Christ organized the First Presidency

To prepare students to study the passage below, you may want to display the image of the First Presidency in 1833 (see primary image of this lesson) and provide some of the following context:

What is known today as the First Presidency was first referred to as the Presidency of the High Priesthood. Sidney Rigdon and Frederick G. Williams were called and set apart as counselors to the Prophet Joseph Smith in March 1833 to form this presidency. In Doctrine and Covenants 90, the Lord revealed instructions to Joseph Smith about the responsibilities of the First Presidency.

Read Doctrine and Covenants 90:1–3, 6, looking for what God entrusted to Joseph Smith, Sidney Rigdon, and Frederick G. Williams.

- What responsibility did the Lord give these men to bear?

Allow students to share what they understand about priesthood keys. Also provide time for students to ask questions they might have about priesthood keys and the organization of the Lord's Church. As needed, you could invite students to look up "Keys of the Priesthood in Guide to the Scriptures (scriptures.ChurchofJesusChrist.org) to learn more and share what they find.

- What can we learn from these verses about how the Lord governs His Church?

Students may mention multiple truths we can learn. One truth you might emphasize is that **Jesus Christ leads His Church on earth through the priesthood keys He has given to His First Presidency.**

To help students understand and feel the importance of this truth, you could show the video “Where Are the Keys?” (2:51), available at ChurchofJesusChrist.org

You could also display and discuss the following statement.

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles explained ways the Savior uses keys in His Church to bless our lives:



In the authority of these keys, the Church’s priesthood officers preserve the purity of the Savior’s doctrine and the integrity of His saving ordinances. They help prepare those who wish to receive them, judge the qualification and worthiness of those who apply, and then perform them.

With the keys of the kingdom, the Lord’s servants can identify both truth and falsehood and once again authoritatively state, “Thus saith the Lord.” (D. Todd Christofferson, “Why the Church *Ensign* or *Liahona*,” Nov. 2015, 110)

- What can we learn about Jesus Christ from the way He uses priesthood keys in His Church?

To help students better understand the duties of the First Presidency, you could invite them to create and complete a table like the following in their study journals. Allow students to learn with a partner or small group through reading, discussing, and sharing insights.

Scriptures

How the Lord blesses us through the First Presidency

Doctrine and Covenants 90:9

Doctrine and Covenants 90:14–16	
Doctrine and Covenants 107:8–9	
„Doctrine and Covenants 107:33	
Doctrine and Covenants 120, section heading and verse 1	
Doctrine and Covenants 124:125–126	

The First Presidency and the oracles of God”

This section can help students understand that the Lord leads His Church through revelation to the First Presidency. Explain that in these passages, the Lord refers to revelations to His chosen leaders as “the oracles of God” Doctrine and Covenants 90:4–5,

Read Doctrine and Covenants 90:4–5 looking for how the Lord feels about the oracles (or revelations) He gives us through His First Presidency.

- „What do you learn from these verses?
- When have you felt that the revelations of God protected you from the storms of life?”

Elder Neil L. Andersen of the Quorum of the Twelve Apostles explained the greatest responsibility of the Lord’s prophet:



A prophet does not stand between you and the Savior. Rather, he stands beside you and points the way to the Savior. A prophet’s greatest responsibility and most precious gift to us is his sure witness, his certain knowledge, that Jesus is the Christ. Like Peter of old, our prophet declares, “[He is] the Christ, the Son of the living God” Matthew 16:16) (Neil L. Andersen, “The Prophet of God,” *Ensign* or *Liahona*, May 2018, 27)

- What are some ways the prophet and his counselors point us to Jesus Christ?



Use the words of prophets to emphasize doctrine and principles. The

following activity gives students an opportunity to study the words of prophets. For more practice on how to use the words of prophets, see the training titled “Teach from the scriptures and the words of latter-day prophets in *Teacher Development Skills: Teach the Doctrine*. Consider practicing the skill “Prepare invitations that help students connect truths found in the scriptures to what living prophets are saying.”

Give students an opportunity to study some recent messages from the prophet or his counselors. Students could choose one member of the First Presidency and look up one of his most recent general conference addresses on ChurchofJesusChrist.org. Maybe you could divide the class into three groups, where each group studies the words from one member of the First Presidency, looking for teachings they feel are important for youth to understand. Students could then report what they learn. With each teaching shared, encourage students to ponder and express how it points us to the Savior Jesus Christ.

You might conclude the lesson by inviting a few students to share what they learned and felt today that was most relevant to them. Consider asking questions such as the following:

- What did you learn today that you want to remember?
- If someone asked why you listen to the directions from the First Presidency, what is one thing you would want to explain to them?

DOCTRINE AND COVENANTS 93

Doctrine and Covenants 93

Overview

In Doctrine and Covenants 93, the Savior revealed important truths about Himself with the intent of helping us “know how to worship, and know [who we] worship” (verse 19). We learn that we can receive a fulness of light and truth that come from Heavenly Father and Jesus Christ as we keep the commandments.



„Help learners deepen their appreciation and love for Jesus Christ.

As students learn about Jesus Christ, help them go beyond what He said and did and learn who He is. One way to do this is to focus on His attributes and characteristics. For more on how to do this, see the section Teach about the Titles, Roles, and Attributes of Jesus Christ” in *Teaching in the Savior’s Way* You can also see an example of how to do this in this week’s lesson titled „Doctrine and Covenants 93:1–22.”

- **Videos:** “Light Cleaveth unto Light” (11:02; watch from time codes 0:32 to 2:15 and 2:15 to 2:52); Bearers of Heavenly Light” (22:09; watch from time code 18:26 to 19:36); “Finding Christ During Difficult Times” (4:35)
- **Content to display:** Chart for study activity
- **„Image:** Increased light and decreased light on truth

„Assess Your Learning 7

Lesson purpose: To help students remember and evaluate their spiritual growth through their study of the Doctrine and Covenants.

- **Student preparation:** Invite students to think of ways they have changed or grown spiritually as a result of their recent study of the Doctrine and Covenants.
- **Content to display:** Options listed under the “Explain roles, titles, and characteristics of Christ” activity”

Prepare to teach

The following information provides ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 93:1–22

Lesson purpose: To help students deepen their understanding of some of the roles and characteristics of Jesus Christ.

- **Student preparation:** Invite students to think about how their life is impacted by what they know about Jesus Christ.
- **Images:** A well-known person, and a depiction of Jesus Christ
- **Content to display:** Chart for study activity

Doctrine and Covenants 93:19–53

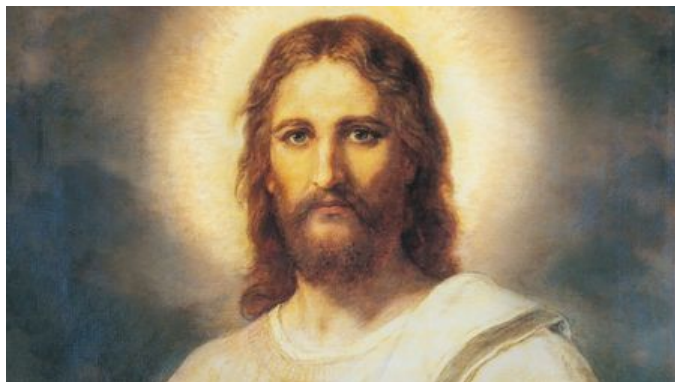
Lesson purpose: To help students plan to receive more of God’s light and truth in their lives.

- **Student preparation:** Invite students to make a list of things they are doing to invite the influence of Jesus Christ into their lives. Students could also make a list of things they feel like they could do to further enjoy His influence each day.

LESSON 107: DOCTRINE AND COVENANTS 93,

Doctrine and Covenants 93:1–22

Grow in Your Knowledge of Jesus Christ



On May 6, 1833, the Prophet Joseph Smith received the revelation recorded in Doctrine and Covenants 93. In it, the Savior revealed important truths about Himself to help us better understand who He is. This lesson can help students deepen their understanding of some of the roles and characteristics of Jesus Christ.

Possible Learning Activities**Someone people know**

Consider beginning the lesson by displaying a picture of a well-known person your students will recognize, and ask them if they know the person's name. Invite the students to discuss why that person is so well known and why it might be important for someone to know who the person is.

Then display a picture of Jesus Christ and invite students to discuss the following questions:

- Why do you think it is important to know who Jesus Christ is and what He has done?
- „What are some examples of how our knowledge of Jesus Christ can impact our lives?

Consider inviting students to silently think about how they have been impacted personally because of what they know about Jesus Christ. As they study, encourage them to look for truths that can help them better understand who Jesus Christ is and what He can do for them.

“See my face and know that I am”

The Savior shared many important truths about Himself in Doctrine and Covenants 93. He explained that one of His purposes for revealing these truths was to help us know who we worship (see Doctrine and Covenants 93:19).

Read Doctrine and Covenants 93:1 looking for how the Savior began this revelation.

To help students keep track of the Savior's invitations in this verse, consider inviting them to number each one in their scriptures. Students could also be invited to list these invitations in their study journals or write them on the board.

- What did this verse help you learn or feel about the Savior's desires for us?
- How can each of the actions in this verse help us know the Savior better?

Students may have questions about the Savior's promise that those who follow His invitations in verse 1 shall see His face. You may want to emphasize that this blessing will come in the Lord's "own time, and in his own way, and according to his own will" (Doctrine and Covenants 88:68).

Characteristics of the Savior

As the Savior continued His teachings in this revelation, He shared many different characteristics and attributes about Himself. Learning about these characteristics and attributes can help you understand some of the ways the Savior can help you in your life.

Consider displaying the following chart and inviting students to copy it in their study journals. They could work in pairs or small groups to study each of the passages on the chart. Alternatively, you could write the verses on small pieces of paper and put the papers in a container. Students could choose one or more pieces of paper from the container and study the verses they selected.



Help learners deepen their appreciation and love for Jesus Christ.

For more practice with this, see the training titled “Teach about the titles, roles, and attributes of Jesus Christ” found in *Teacher Development Skills: Focus on Jesus Christ*. Consider practicing the skill by creating search questions to help students identify roles, titles, symbols, attributes, and characteristics of Jesus Christ.

Invite the students as they study to think about how what they are learning about the Savior could help them in their lives.

Mosiah 3:5–8	
Doctrine and Covenants 93:12–14 Luke 2:40, 52	
Doctrine and Covenants 93:16–17 Matthew 28:18–20	
Doctrine and Covenants 93:21 Colossians 1:15, 18	


Invite the students to share what they learned about Jesus Christ from the verses they studied. If you displayed the chart on the board, various students could complete it by writing truths they learned next to the verses they studied.

Some truths that students may discuss or share are **Jesus Christ is the Light of the world** (see verses 2, 9); **Jesus Christ is the messenger of salvation** (see verse 8); **Jesus Christ grew from grace to grace until He received a fulness of the Father** (see verses 12–14 and **Jesus Christ is the firstborn of all the spirit children of Heavenly Father** (see verse 21)

To help students discuss their findings and insights about the Savior, consider asking questions such as the following:

Verses to study	What I learn about Jesus Christ
Doctrine and Covenants 93:2, 9 John 8:12	
Doctrine and Covenants 93:3 Doctrine and Covenants 130:22	
Doctrine and Covenants 93:6–7 Ether 3:14	
Doctrine and Covenants 93:8 Alma 38:9	
Doctrine and Covenants 93:10 Moses 1:33	
Doctrine and Covenants 93:11	

- Which of the truths you studied about Jesus Christ stood out to you the most? Why?
- What did the cross-references you studied add to your understanding about the truths taught in Doctrine and Covenants 93
- How can knowing these truths about the Savior impact your relationship with Him?



Encourage students to seek to know Jesus Christ more fully as they strive to continue their personal scripture study. If time permits, consider using the statement by Elder David A. Bednar in “Additional Resources” to help students understand additional ways they can come to know the Savior better. This may be a good time to invite them to share feelings about the Savior and to testify of the blessings that come from growing in our knowledge of Him.

You may want to conclude by reading John 17:3 and inviting class members to look for the most significant blessing we can receive by growing closer to Heavenly Father and Jesus Christ.

LESSON 108: DOCTRINE AND COVENANTS 93

Doctrine and Covenants 93:19–53

Receiving the Savior's Light and Truth

In the revelation recorded in Doctrine and Covenants 93, the Savior described how we can receive more of the light and truth that come from Him. This lesson can help students plan to receive more of God's light and truth in their lives.

Possible Learning Activities

Light versus darkness

Elder Timothy J. Dyches of the Seventy described an experience he and his sons had while rappelling into a deep cave.



Without warning, the lights [in the cave] suddenly went completely out. Suspended above the abyss, we were engulfed in a darkness so profound that we could not even see our hands on the ropes in front of us. A voice instantly called out, "Dad, Dad, are you there?"

"I'm here, Son; I'm right here," I responded.

The unexpected loss of light was designed to show that without electricity, the darkness of the cavern was impenetrable. It succeeded; we "felt" the darkness. (Timothy J. Dyches, "Light Cleaveth unto Light," *Liahona*, May 2021, 113)

- (What are some feelings people associate with darkness?)
- (What are some words or phrases that describe how light feels?)

Elder Dyches described what it was like for him and his sons when the lights in the cave were turned back on.



When the lights did return, the darkness instantly surrendered, as darkness must always surrender, to even the faintest light. My sons and I have been left with a memory of a darkness we had never known, a greater appreciation for light we will never forget, and the assurance that we are never all alone in the dark.

Our descent into that cavern in some ways parallels our journey through mortality. (Light Cleaveth unto Light," 113)

- What similarities did you notice between this story and our journey through mortality?

Read Doctrine and Covenants 93:36(, looking for words that describe the glory of God.

- How can the light and truth that come from Heavenly Father and Jesus Christ help you in your journey through mortality?

Invite the students to think about how much of God's light or influence they currently feel in their lives. You could also invite them to think about how their life might be different if Heavenly Father and Jesus Christ had more influence in it.

(Explain that in Doctrine and Covenants 93 the Savior taught about behaviors that can either increase or decrease our access to the light and truth that come from Him. As students study, encourage them to look for teachings that can help them receive more of the Savior's light and truth into their lives.).

Jesus Christ teaches us how to receive His light

Consider displaying the following chart and inviting students to copy it in their study journals. They could complete the study activity with a partner or a small group.

Increase light and truth
Doctrine and Coven-
ants 93:19–20, 24–28

Decrease light and truth
Doctrine and Coven-
ants 93:37–40

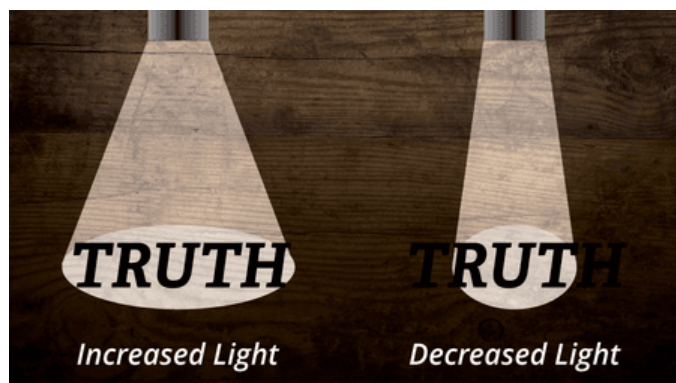
(„Read the verses listed in the chart, and look for the Savior's teachings that describe how we can increase or decrease His light and truth in our lives. Record your findings in each column.

- What blessings are available to those who seek the Savior's light and truth?
- How would you summarize your findings for each column in your chart as statements of truth?

Students may identify truths similar to the following: **We increase the Savior's light and truth in our lives as we keep His commandments (verses 20, 28 Disobedience can cause us to lose the Savior's light and truth from our lives (verse 39).**

- „How do you think keeping the Savior's commandments can impact your ability to discern truth?

„As part of your discussion of the previous question, consider displaying or drawing the following image. Invite the students to share how they see teachings from Doctrine and Covenants 93 represented in it. If needed, explain that as we obey the commandments of God, we are blessed with more of the Savior's light in our lives, which increases our ability to understand or discern the truth. When we disobey the commandments, we lose the Savior's light and have a decreased ability to understand or discern the truth.”



- (How can understanding the Savior's teachings from these verses impact the choices we make?

Increasing the Savior's light and truth in our lives,

- What are some specific things that have helped or could help you to receive more of the Savior's light in your life?

Students could discuss the previous question with a partner or in small groups before sharing their responses with the class. You might also consider using the following statement by Elder Dieter F. Uchtdorf to help students think of ideas.

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles shared examples of how we can experience the Savior's light.



Every time you turn your hearts to God in humble prayer, you experience His light. Every time you seek His word and will in the scriptures, the light grows in brightness. Every time you notice someone in need and sacrifice your own comfort to reach out in love, the light expands and swells. Every time you reject temptation and choose purity, every time you seek or extend forgiveness, every time you courageously testify of truth, the light chases away darkness and attracts others who are also seeking light and truth. (Dieter F. Uchtdorf, *Bearers of Heavenly Light*, "Ensign, or *Liahona*, Nov. 2017, 79)

Consider inviting a few willing students to share how the ideas they discussed have made a difference in their own lives. As part of this discussion, consider showing "Finding Christ during Difficult Times" (4:35), available at ChurchOfJesusChrist.org You could invite students to notice how both the absence and the addition of the Savior's light impacted the young man in the video.

Apply the Savior's teachings

Invite students to prayerfully consider how they can increase the Savior's light and truth in their lives as they answer the following questions in their study journals.

- What have you felt prompted to start doing to invite more of the Savior's truth and light into your life? What is something you feel prompted to stop doing?

- What obstacles might you encounter as you start or stop these actions? How could you address the obstacles you identify?

To conclude the lesson, consider sharing your feelings about the power Christ's light and truth have brought into your life. Invite students to strive to increase the Savior's light in their lives by what they have felt prompted to do today.

LESSON 109: DOCTRINE AND COVENANTS 93

Assess Your Learning 7

Doctrine and Covenants 84–93

Reflecting on and assessing our spiritual learning can help us draw closer to Jesus Christ. This lesson can help students remember and evaluate the spiritual growth they have experienced through their study of the Doctrine and Covenants.

Possible Learning Activities

Progress

Consider writing the word (*progress*) on the board.

You could also display an image of a progress bar, such as the following:



- What are some examples of things that we might track progress for?

A few examples could include our education, the goals we have set for ourselves, destinations we are traveling to, or things we might purchase or download from the internet.

- Why is it helpful to be aware of the progress of these things?

In this lesson, you will evaluate some of the spiritual progress you are making through your study of the Doctrine and Covenants. This can give you an opportunity to celebrate your successes and make any needed adjustments.

- What are some ways you have progressed spiritually as you have been studying the Doctrine and Covenants?

You may have emphasized different truths while teaching lessons on "Doctrine and Covenants 84–93" than those assessed in the following activities. If needed, adapt the following activities to help students assess themselves on truths that the class more heavily emphasized.

Explain roles, titles, and characteristics of Jesus Christ

Consider displaying an image of Jesus Christ before sharing the following.

One of the Savior's invitations in the Doctrine and Covenants is to "learn of [Him], and listen to [His] words" Doctrine and Covenants 19:23).

- What are you learning about Jesus Christ in your recent study of the Doctrine and Covenants?

This portion of the lesson is intended to help students explain some specific roles, titles, or characteristics of Jesus Christ. Consider displaying one or more of the following options and giving students time to complete one. Students could work on these activities individually or in pairs.

It may be helpful to display a few scripture references students have recently studied that describe roles or titles of Jesus Christ. Students could review these as part of the activity. Examples could include Doctrine and Covenants 76:1–7, 22–24; 88:1–13, 41; 93:1–10

- Compile a list of some of the names or titles of Jesus Christ that you have recently studied. Then choose one or more of them and

answer the following questions: (1) What does this name or title teach you about Jesus Christ? (2) What does this name or title help you understand about how He can help you?).

- Create a visual representation of some of your favorite roles or titles of Jesus Christ. This could be a word cloud or a drawing that represents one or more of the roles or titles you chose. Include applicable scripture references as part of your creation.
- Write a poem or song lyrics that include some of your favorite roles or titles of Jesus Christ.
- Imagine you had the opportunity to teach someone about who Jesus Christ is and what He can do for us. Write a description at least one paragraph long that includes at least three of Christ's roles or titles.

After students have had sufficient time to complete their chosen activity, give them an opportunity to share what they did. If they worked individually, they could share with a partner or a small group. If they worked with other students, they could share with a different group. You could also invite a few willing students to share what they did with the whole class.,

Feel a greater desire to draw closer to Jesus Christ

The following assessment activity relates to the Savior's invitation in Doctrine and Covenants 88:63 to draw near to Him. If applicable, consider reminding students of some of the learning activities from the Doctrine and Covenants 88:51–95 lesson to help them remember what they learned and felt.

For example, if you used magnets as an object lesson, you might consider holding up two magnets and inviting students to share what they remember about that lesson. If students created drawings in their study journals that represented how close they felt at that time to Heavenly Father and Jesus Christ, you could invite them to find those drawings to help them compare how they feel now with how they felt at that time.).

You might remember studying an important invitation from the Savior in Doctrine and Covenants 88:63. Read this verse to review the Savior's invitation.

(„Give students an opportunity to evaluate their desires to come closer to Jesus Christ by answering the following questions in their study journals.

- How does your desire to come closer to Jesus Christ today compare with where it was a few weeks or months ago (lower, about the same, or higher)?
- What have you learned or experienced that has influenced your desires?
- What actions have you taken to come closer to Christ? What actions do you want to take to come closer to Him?

When students have had sufficient time to record their responses, invite a few volunteers to share some of their answers with the class.?

Invitations to apply

As part of your study in seminary, you may have been invited to apply certain invitations from the scriptures to your life.)?

Take a moment to remember some of the goals you have set for yourself or spiritual impressions you have had as you have studied. You could do this by looking through your study journal or finding scriptures you have recently marked.

If possible, consider sharing some of the specific invitations you have given to students in recent lessons. For example, you might have invited students to set goals similar to the following:

- Follow Jesus Christ's invitation to "seek learning, even by study and also by faith" Doctrine and Covenants 88:118).
- Obey the Savior's teachings in the Word of Wisdom (see Doctrine and Covenants 89,,).
- Receive more of Christ's light and truth into their lives (see Doctrine and Covenants 93:19–20, 27–28.

After students have had sufficient time to review the goal they have set for themselves, give them time to evaluate their progress by asking them questions such as the following:

- What efforts have you made to apply these teachings from Jesus Christ to your life?
- What difference have these efforts made in your life and in your relationship with God?
- What do you feel your next steps should be in these areas?

DOCTRINE AND COVENANTS 94–97

(Doctrine and Covenants 94–97)

Overview

In late December 1832, the Lord commanded the Saints to build a temple in Kirtland, Ohio. By June 1833, they had not started construction. The Lord chastened His people and reaffirmed His command to build His house. When leaders of the Church in Missouri asked Joseph Smith for instructions, the Lord also commanded them to build a temple.

**Ask questions that encourage**

discussion: Meaningful class discussions occur when students interact with the teacher and with each other. Ask relevant questions that provide opportunities for multiple students to respond. You can also ask questions that invite students to respond to classmates' comments. To learn more about how the Savior invited others to be active learners, see the section „The Savior Helped Others Take Responsibility for Their Learning” in *Teaching in the Savior's Way*. You can see an example of using questions to help learners actively participate in this week's lesson titled Doctrine and Covenants 95.

- **Student preparation:** Invite students to ponder their answers to one or more of the temple recommend questions in the appendix of *For the Strength of Youth: A Guide for Making Choices* ([booklet, 2022], 36–37). This can help them prepare to learn about purity.
- **Items:** A glass or bottle of pure water and copies of or access to *For the Strength of Youth: A Guide for Making Choices*
- **Video:** I Love to See the Temple (16:13; watch from time code 7:34 to 8:46)

(Doctrinal Mastery Practice 7)

Lesson purpose: To give students opportunities to master doctrinal mastery passages and the doctrine they teach and help them learn and apply divine principles for acquiring spiritual knowledge.

- **Student preparation:** Invite students to select a doctrinal mastery passage they would like to memorize. Encourage them to dedicate some time to memorize the passage using the doctrinal mastery app or other resources.
- **Items:** Small pieces of paper or cards to create flash cards

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 95

Lesson purpose: To help students feel an increased desire to worship the Lord in His temple.

- **Student preparation:** Invite students to write in their journals about how the Lord has blessed them through their knowledge of temples. This will prepare them to share experiences with the class.
- **[Handout:** „Sacrifices Made to Build the Kirtland Temple”,
- **Video:** “Temples Are a Beacon (2:50)

Doctrine and Covenants 97

Lesson purpose: To help students become pure in heart.

LESSON 110: DOCTRINE AND COVENANTS 94–97

Doctrine and Covenants 95

“The Building of Mine House”

„As part of the Restoration of His gospel, Jesus Christ commanded the Saints to build a temple in Kirtland, Ohio. Months later, when the Saints still had not started construction, the Savior lovingly chastened them and restated His commandment to build His house. Obediently, the Saints labored diligently to construct the Kirtland Temple. This lesson can help students feel an increased desire to worship the Lord in His temple.

Possible Learning Activities

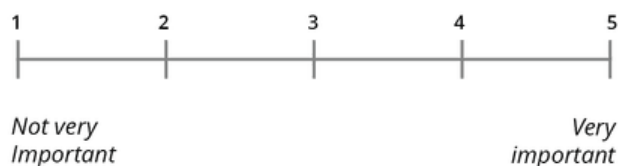
Making temple worship a priority

To help students think about the importance of worshipping the Lord in His temples, you could help students create a scenario of a fictitious young person who had plans to attend the temple but chose not to. One way to do this is to display the following prompt and ask students to fill in the blank with reasons someone might give for not attending the temple. Discuss why we sometimes fail to prioritize temple attendance.

If you and your students live too far away from a temple to be able to prioritize temple attendance, you could just begin the lesson with the self-assessment that follows the fill-in-the-blank activity.

I wanted to attend the temple. However, because of I didn’t go.

Use the following scale to reflect on how important you feel it is to worship the Lord in the temple.



Encourage students to seek personal revelation during the lesson to know ways they can prioritize temple worship.

If your students do not have access to a temple nearby, adapt the lesson accordingly to help students feel the importance of preparing to attend the temple someday.

The Lord chastens those He loves

In late December 1832, the Savior commanded His people to build the temple, or “a house of God” (Doctrine and Covenants 88:119). When the Lord revealed Doctrine and Covenants 95 in June 1833, the Saints had purchased land, but construction had not yet begun.

- Read Doctrine and Covenants 95:1–3, looking for what the Lord told His people.
- What do these verses teach about the Lord’s feelings for the temple?
- (How did the Lord show His love for His people?)

It may be good to ask students if they know what “chasten” means. If needed, explain that “chasten” means to correct with the intent of improving behavior.

The Lord commanded His people to build a temple

Read Doctrine and Covenants 95:4, 8–9), looking for reasons the Lord commanded the Saints to build His house.

- How would the Saints be blessed for obeying the Lord’s commandment to build a temple?
- What specifically did Heavenly Father promise them?

As students share the reasons the Lord commanded the Saints to build His house, help them identify a principle such as **Jesus Christ commands His people to build temples to fulfill Heavenly Father's promise to endow them with power.**

- What do you think it means to be endowed with God's power?

(As needed, explain that "endow" means to provide someone with a gift. To be endowed in the temple means to receive a gift of spiritual knowledge and power.



Ask questions that encourage

discussion: The following questions could be used to create a meaningful class discussion. For more practice on how to do this see the training titled "Help Learners Take Responsibility for Their Learning," found in the *Teacher Development Skills*. Consider practicing the skill, Resist the tendency to respond to every comment and question and invite class to respond,

- What are some different ways God might choose to bless us with His power through His temples?
- How do you think receiving God's power through His temple would impact you at home, school, or in other aspects of your life?

"You shall have power to build it"

Read Doctrine and Covenants 95:11–14, looking for words or phrases that may have motivated the Saints to obey the Lord's commandment to build a temple.

- What did you find? How might this have been motivating?



Consider dividing the class into small groups. You could give each group a copy of the handout "Sacrifices Made to Build

the Kirtland Temple." Invite students to read about building the Kirtland Temple on the handout or in *Saints*, vol. 1, „*The Standard of Truth*“, 210–11, 221.

Students could list on the handout or on the board some sacrifices the Saints made for the Kirtland Temple. Then they could discuss and list sacrifices we can make to attend the temple or prepare to worship the Lord in His temples in our day.

Sacrifices Made to Build the Kirtland Temple

Immediately after section 95 was received, Hyrum Smith began clearing the field where the temple would be built. Building the temple was a difficult challenge. There were only about 150 Church members in the area. They did not have the experience or skills to oversee such a large building. Constructing the temple would also put a financial strain on the Church and the members. Nevertheless, they went to work, and the Lord fulfilled His promise to give them "power to build it" (Doctrine and Covenants 95:11). Artemus Millet, a convert from Canada and an experienced masonry builder, moved to Kirtland and supervised the construction. Another convert, John Tanner, provided financial assistance at a critical moment. Men, women, and children in the area donated, time, labor, and resources to build the temple. (See Lisa Olsen Tait and Brent Rogers, "A House for Our God in *Revelations in Context* [2016], 167; *Saints*, vol. 1, *The Standard of Truth*", 210–11.)

- What are some sacrifices the Saints made to build the Kirtland Temple? What impresses you about these sacrifices?
- What are some sacrifices we can make to attend the Lord's house?

After sufficient time, invite students to share what they learned. Prayerfully consider when you might share with students the following statement from President Nelson that reiterates the importance of making sacrifices to worship the Lord in the temple.

President Russell M. Nelson blessed us to make a sacrifice to worship in the temple:



My dear brothers and sisters, construction of these temples may not change your life, but your time in the temple surely will. In that spirit, I bless you to identify those things you can set aside so you can spend more time in the temple. (Russell M. Nelson, "Let Us All Press On," *Ensign* or *Liahona*, May 2018, 119)

- How have you or others you know been blessed by making sacrifices to worship the Lord in His temple?

If you have had experiences worshipping the Lord in His temple, consider sharing ways the Lord has blessed you as a result. If you or any students have not had the opportunity to attend the temple, the video "Temples Are A Beacon" (2:50) can help students feel a desire to worship the Lord in the temple, no matter the sacrifice.

(Students may benefit from recording their answers to the following questions in their study journals. You could then invite willing students to share their thoughts.)

- How do you think the teachings in Doctrine and Covenants 95 can apply to you today?
- What have you learned about the importance of worshipping the Lord in His temples?

Sacrifices Made to Build the Kirtland Temple

Immediately after section 95 was received, Hyrum Smith began clearing the field where the temple would be built. Building the temple was a difficult challenge. There were only about 150 Church members in the area. They did not have the experience or skills to oversee such a large building. Constructing the temple would also put a financial strain on the Church and the members. Nevertheless, they went to work, and the Lord fulfilled His promise to give them “power to build it” (Doctrine and Covenants 95:11). Artemus Millet, a convert from Canada and an experienced masonry builder, moved to Kirtland and supervised the construction. Another convert, John Tanner, provided financial assistance at a critical moment. Men, women, and children in the area donated, time, labor, and resources to build the temple. (See Lisa Olsen Tait and Brent Rogers, “A House for Our God,” in *Revelations in Context* [2016], 167; *Saints*, vol. 1, *The Standard of Truth*, 210–11.)

- What are some sacrifices the Saints made to build the Kirtland Temple? What impresses you about these sacrifices?
 - What are some sacrifices we can make to attend the Lord’s house?
-

Sacrifices Made to Build the Kirtland Temple

Immediately after section 95 was received, Hyrum Smith began clearing the field where the temple would be built. Building the temple was a difficult challenge. There were only about 150 Church members in the area. They did not have the experience or skills to oversee such a large building. Constructing the temple would also put a financial strain on the Church and the members. Nevertheless, they went to work, and the Lord fulfilled His promise to give them “power to build it” (Doctrine and Covenants 95:11). Artemus Millet, a convert from Canada and an experienced masonry builder, moved to Kirtland and supervised the construction. Another convert, John Tanner, provided financial assistance at a critical moment. Men, women, and children in the area donated, time, labor, and resources to build the temple. (See Lisa Olsen Tait and Brent Rogers, “A House for Our God,” in *Revelations in Context* [2016], 167; *Saints*, vol. 1, *The Standard of Truth*, 210–11.)

- What are some sacrifices the Saints made to build the Kirtland Temple? What impresses you about these sacrifices?
- What are some sacrifices we can make to attend the Lord’s house?

LESSON 111: DOCTRINE AND COVENANTS 94–97

Doctrine and Covenants 97

Zion—The Pure in Heart

While experiencing severe persecution, the Saints in the land of Zion (Jackson County, Missouri) wanted to know the Lord's will for them. The Lord taught them about the blessings of being pure in heart. This lesson can help students become pure in heart.

Possible Learning Activities

Pure water

Consider starting class with an object lesson using water. Show the class pure water, and discuss the blessings of pure water and the consequences of using impure water. You could help students compare the blessings of pure water to the blessings of having a pure heart.



- What are some benefits to having clean and pure water?
- „When water is impure, what are some ways to purify it?
- How might pure water be compared to a pure heart?

In Doctrine and Covenants 97, the Lord expressed His desires that His people have pure hearts. As you study today, think about the state of your heart. Seek inspiration to understand the blessings of allowing the Lord to purify your heart.

Zion is the pure in heart

A group of elders in “Zion,” a name that at that time was used when referring to Jackson County, Missouri, wanted to know the Lord's will for them, so they wrote a letter to Joseph Smith to seek answers. In response, the Lord described great plans for the school, the Church, and even the temple in the land of Zion. To motivate the Saints to be pure and accepting of Him, the Lord compared them to two trees: one that would be cut down and another that was fruitful (see Doctrine and Covenants 97:1–10 Just as the Lord called the people of Enoch *Zion* (see Moses 7:18), the Lord wanted to call His Saints in the latter days *Zion* He wanted them to become like Him, not just live in a place called Zion.

Read Doctrine and Covenants 97:21 looking for how the Lord described Zion.

You may want to write **Zion is the pure in heart** on the board. You could invite students to mark words in their scriptures that teach this truth.

If students need help answering the following question, you could direct them to Mosiah 5:2,, or Alma 13:12”

- What do you think it means to be pure in heart?

President Russell M. Nelson taught about what we can do to be pure:



The Lord does not expect perfection from us at this point in our eternal progression. But He does expect us to become increasingly pure. Daily repentance is the pathway to purity, and purity brings power. (Russell M. Nelson, “We Can Do Better and Be Better” *Ensign* or *Liahona* May 2019, 68)

- What does this statement help you understand about purity?

The Lord's blessings available in temples

In Doctrine and Covenants 97:10–21, the Lord gave His people instructions that would help them be pure in heart. Read Doctrine and Covenants 97:10–12 looking for what instructions the Lord gave His people.

- What do you know about the Lord's temples that helps you understand why they could help His people be pure in heart?

This might be a good place to help students practice the scripture-study skill of finding lists in the scriptures. Students could list the blessings that would come from building the temple.

You could also draw an outline of a temple on the board. Invite students to fill it with words and phrases that describe the Lord's blessings.

Read Doctrine and Covenants 97:13–21, looking for blessings the Lord described that are connected to worshipping in His temples.

- How can these blessings motivate us to be pure in heart?

Students may have noticed that one of the blessings the Lord promised was that the pure in heart “shall see God” (verse 16). You may want to invite students to link this verse to Psalm 24:3–5 and Matthew 5:8 and ask students what connections they notice in these verses between being pure in heart and seeing God.

President Henry B. Eyring of the First Presidency quoted Doctrine and Covenants 97:15–17 and taught what it can mean to see God in the temple:



President Russell M. Nelson made clear for us that we can “see” the Savior in the temple in the sense that He becomes no longer unknown to us. President Nelson said this: “We understand Him. We comprehend His work and His glory. And we begin to feel the infinite impact of His matchless life” *Teachings of Russell M. Nelson* (2018), 369].

If you or I should go to the temple insufficiently pure, we would not be able to see, by the power of the Holy Ghost, the spiritual teaching about the Savior that we can receive in the temple. (Henry B. Eyring, “„I Love to See the Temple,” *Liahona* May 2021, 30)).

- How might this promise motivate someone to become pure in heart?

- Why do you think the Lord requires a pure heart to enter the temple?

Becoming pure in heart,

You could help students discuss how the temple recommend interview can help us evaluate if we are pure in heart. Maybe a few students who recently were interviewed to receive a temple recommend can share what answering those questions was like for them. You could also give the following invitation:

The temple recommend interview questions can be found in *For the Strength of Youth: A Guide for Making Choices*. Take time to ponder each of the temple recommend questions. Think about how your answers reflect the state of your heart.

Give students time to reflect on these questions in class. Once students have pondered each question, you might encourage them to choose one or two things they can do that could help purify their hearts. You might ask students to answer the following questions in their journals:

- What will you do to allow the Lord to purify your heart?
- Why do you think it is so important to both Heavenly Father and Jesus Christ that your heart is pure?

LESSON 112: DOCTRINE AND COVENANTS 94–97

Doctrinal Mastery Practice 7

Memorize; Acquiring Spiritual Knowledge

Doctrinal mastery can help students build the foundation for their lives upon Jesus Christ and His gospel. This lesson will give students opportunities to practice mastering doctrinal mastery passages and the doctrine they teach. It will also help them learn and apply divine principles for acquiring spiritual knowledge.

Possible Learning Activities

Doctrinal mastery review: memorize

Consider starting class with a brief activity that can help students understand the importance of memorizing doctrinal mastery references and key scripture phrases. For example, you could display money, food, a journal, or other items people might store. Invite students to discuss the following questions with a partner.

- Why might people collect or store these items?
- What are some other things people might gather and save for future use?
- How can this relate to memorizing doctrinal mastery references and key scripture phrases?

You might want to invite students to share what they discussed with their partners. Complete the following as a class.

Read Doctrine and Covenants 84:85. Look for the promise the Lord gives if we will store or treasure His word in our minds.

- What is meant by the “words of life”?
- What are some different ways you have tried to treasure up God’s word in your minds?
- How have these efforts helped you feel God’s love or power in your life?

Invite students to think of times in their lives when a doctrinal mastery passage or another scripture has come to their minds in a time of need, like when they were faced with a difficult decision or seeking answers to a question. Consider sharing examples of how memorizing scriptures has blessed your life..

- How has the Lord blessed you by helping you recall a scripture in the very hour you needed it?.

Give students time to treasure God’s word in their minds by memorizing doctrinal mastery references and key scripture phrases. The following is one way to do this. (Additional memorization ideas are found in the appendix at the end of this manual, under Doctrinal Mastery Review Activities The activity you choose to use should not take more than 10 or 15 minutes so that students will have time to practice applying the principles of acquiring spiritual knowledge later in the lesson.)

Consider preparing multiple small papers or cards for students and providing them with the following instructions.

- Select three to five doctrinal mastery passages you feel would be valuable to “treasure up” or memorize.
- Reflect on how treasuring up these references might help you follow Jesus Christ and His teachings.
- (Create a flash card for each passage you have chosen by writing the reference on the front of a paper and the key scripture phrase on the back.
- Practice memorizing the content on both sides of each flash card.

After some time, students could trade flash cards with a classmate and practice memorizing additional doctrinal mastery references. They could also quiz each other using the flash cards they created.

Learn and apply principles of acquiring spiritual knowledge

The rest of the lesson focuses on helping students review the principles of acquiring spiritual knowledge and practice using them with a scenario about the Word of Wisdom.

Consider providing students with the following scenario. You could invite students to help adapt the scenario to make it more relevant to situations they might be facing regarding the Word of Wisdom.

A few of your friends who are not members of the Church have asked you why you do not drink coffee, tea, or alcohol. After you briefly explain what you know about the Word of Wisdom, your friends mention how restrictive they think it is and ask, “Why would anyone want to live that way?”

- Which principle of acquiring spiritual knowledge do you feel would be most helpful to consider as you respond to your friends? Why?

As students respond to the previous question, you may be able to assess how well they understand the principles of acquiring spiritual knowledge. You could then use the following activity or adapt it as needed.

Consider placing students in small groups. Invite each group to select a principle of acquiring spiritual knowledge to study. Invite students to study their chosen principle from paragraphs 5–12 in the *Doctrinal Mastery Core Document*. As they study, invite each group to write one or two questions related to their principle. These should be questions that could help them respond to their friends in the previous

scenario. You could use the following questions as examples or if students need help.

Act in faith”

- How is your commitment to obey the Word of Wisdom (see , Doctrine and Covenants 89) an act of faith in Jesus Christ?
- What do you know about Jesus Christ and His gospel that could help you obey the Word of Wisdom even if you didn’t completely understand it?

Examine concepts and questions with an eternal perspective

- How does understanding God’s plan of salvation influence your perspective on the Word of Wisdom?
- What are some short-term benefits people might believe they could obtain by not obeying the Word of Wisdom? How do these benefits compare to the long-term blessings promised by the Savior as we obey the Word of Wisdom? (see Doctrine and Covenants 89:18–21).

Seek further understanding through divinely appointed sources

- What are some things you learned as you studied Doctrine and Covenants 89 that could be helpful as you respond to your friends?
- What are some additional doctrinal mastery passages that could help?
- How have divinely appointed sources such as the Holy Ghost, your parents, or Church leaders influenced your desire to obey the Word of Wisdom?

When students are finished, invite them to exchange questions with another group. Give them time to discuss with their group how they would answer each other’s questions. Students could then practice role-playing how they would respond in the scenario by using their answers.

After the activity, invite students to share insights they gained from the questions or responses of their group members. If there is time, you could also invite students to share experiences they have had

teaching or testifying of the Word of Wisdom to others.

DOCTRINE AND COVENANTS 98–101

Doctrine and Covenants 98–101

Overview

In July of 1833, vigilante groups in Missouri demanded the Saints leave Jackson County. Bishop Edward Partridge and Charles Allen were tarred and feathered and W. W. Phelps's printshop was destroyed. The Prophet Joseph Smith was unaware of these events when he received Doctrine and Covenants 98. In this revelation, the Saints were comforted and given instructions on responding to the persecution. By the time Doctrine and Covenants 101 was received in December of 1833, the main body of the Saints had been driven from their homes in Jackson County, Missouri. The Lord told them why He allowed them to be driven from their homes, reminded them of His compassion, and spoke about the eventual redemption of Zion.



Give students opportunities to discuss gospel truths. Make time for students to practice talking about what they are learning about the Savior and His gospel.

This can help students internalize, remember, and clearly express these truths. This practice can also increase students' confidence to share truths in other settings. For more on how the Savior did this, see the section *The Savior Encouraged Others to Share the Truths They Were Learning in Teaching in the Savior's Way*. You can also see an example of how to do this in this week's lesson titled *Doctrine and Covenants 101:1–42*.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 98

- **Lesson purpose:** To help students wait patiently on the Lord in times of affliction..).
- **Student preparation:** Invite students to ask a parent or trusted leader to share an experience when they were able to trust God during a difficult trial. This can help them think about the value of trials in their lives and prepare to share their thoughts in class.
- **Videos:** *Hope in Christ* (15:37) from time code 9:13 to 10:06; *“Face the Future with Faith,”* (14:25) from time code 8:05 to 9:14; *God Will Lift Us Up*, (4:59); *Mountains to Climb* (05:02)

Doctrine and Covenants 101:1–42

Lesson purpose: To help students feel the Savior's compassion and mercy for them.

- **Student preparation:** Invite students to think about how participation in seminary could impact their experiences. They could think about how they participate in class and group discussions and decide how they might participate more.
- **Video:** *The Savior's Abiding Compassion* (13:00) from time code 9:40 to 10:01).
- **Image:** A youth in anguish).

„Doctrine and Covenants 101:43–101

Lesson purpose: To give students opportunities to study a parable and discover its spiritual meaning.,

- **Student preparation:** Explain to students that things around us can symbolize or teach us truths about Jesus Christ (see *Moses 6:63* For example, the sun is at the center of our solar system and gives light and life to the earth. Similarly, Jesus Christ is at the center of Heavenly Father's plan for His children and provides each of us light and life. Invite students to find something in their daily life that can teach them something about Jesus Christ. Students will have an opportunity to share at the beginning of the lesson.
- **Video:** *“Put on Thy Strength* (13:44) from time code 0:47 to 1:20
- **Handout:** *How to Study the Savior's Parables*

LESSON 113: DOCTRINE AND COVENANTS 98–101

Doctrine and Covenants 98

All Things Shall Work Together for Our Good

In the summer of 1833, tensions between the Missourians and the Saints in Jackson County resulted in violent mobs attacking homes, destroying businesses, and demanding the removal of all Church members from the area. In Doctrine and Covenants 98 the Savior gave comfort and counsel to the suffering Saints and instructed Church leaders how to handle their unfair treatment. This lesson can help students wait patiently on the Lord in times of affliction.

Possible Learning Activities

Patience

Consider starting the lesson by helping students think about patience. This can prepare them to learn about waiting patiently on the Lord in times of affliction. You could write the word “patient” on the board and ask some of the following questions.

- (When is it hard to be patient?)
- What are some situations where you have had to be patient?
- On a scale of 1–10, with 10 being very patient, how patient do you think you are?
- In what situations might the Lord want you to be patient? Why?

The Saints’ expulsion from Jackson County, Missouri

The following paragraph can be read or summarized in your own words to help students understand the historical context of section 98.

When the Saints arrived in Missouri to build Zion, tensions arose with the residents of Jackson County. Political conflicts, religious disagreements, and unwise decisions (including failing to build the temple as the Savior commanded) increased the problems. During the summer of 1833, vigilante groups gathered to drive the Saints from Jackson County by force. Bishop Edward Partridge and Charles Allen were beaten, tarred, and feathered. The printing press of W. W. Phelps was destroyed, and pages of the Book of Commandments scattered. Vienna Jaques, along with sisters Mary

and Caroline Rollins, bravely grabbed as many pages of the revelations as they could before they were ruined. They ran and hid themselves and the revelations from the mob. In the attack, many Saints were forced to leave their homes at gunpoint (see *Saints: The Story of the Church of Jesus Christ in the Latter Days* vol. 1, *The Standard of Truth, 1815–1846* [2018], 172–181).

Invite students to think about trials or afflictions they may be experiencing. Encourage them to seek personal revelation as they study Doctrine and Covenants 98 and to listen for what the Lord would have them do.

Read Doctrine and Covenants 98:1–3, looking for how the Savior responded to the prayers of the Saints in Jackson County.

- How might this counsel have helped the Saints in Missouri?
- How could it help you or someone you know deal with something difficult?
- What are some principles you can identify from these verses?

Students may share a variety of principles. One way to help students identify principles could be to write the following incomplete statement on the board and invite students to complete it.

As we wait patiently on the Lord, He covenants that .

The students may finish the statement with principles such as the following:

- our prayers will be answered.
- good will come from our afflictions..

Waiting patiently on the Lord.

Seek inspiration to know which principles to focus on. Consider the needs of your students, and select material you feel would be most helpful. Decide which of the following materials to share with your students. You do not need to discuss all of it.

Another option is to divide students into groups and assign each group to study one of the statements or the Book of Mormon passage. Then, invite students to share what they learned with the class.

President M. Russell Ballard of the Quorum of the Twelve Apostles taught about waiting on the Lord. Read the statement, or watch the video “Hope in Christ” from time code 9:13 to 10:06, on ChurchofJesusChrist.org.



Waiting upon the Lord implies continued obedience and spiritual progress toward Him. Waiting upon the Lord does not imply biding one's time. You should never feel like you are in a waiting room.

Waiting upon the Lord implies action. I have learned over the years that our hope in Christ increases when we serve others. Serving as Jesus served, we naturally increase our hope in Him.

The personal growth one can achieve now while waiting upon the Lord and His promises is an invaluable, sacred element of His plan for each one of us. (M. Russell Ballard, “Hope in Christ” *Liahona* May 2021, 55)

- What are some ways we can wait patiently on the Lord in times of affliction?

President Russell M. Nelson used Doctrine and Covenants 98:1–3 to teach about answers to our prayers.



If we pray with an eternal perspective, we need not wonder if our most tearful and heartfelt pleadings are heard. ...

The Lord chose His strongest words to reassure us! *Seal! Testament! Sworn! Decreed! Immutable covenant!* Brothers and sisters, believe Him! God will heed your sincere and heartfelt prayers, and your faith will be strengthened. (Russell

M. Nelson, “Face the Future with Faith,” *Ensign* or *Liahona* May 2011, 35)

- What does this statement teach you about the Lord?
- How could understanding these teachings help someone wait patiently on Him?

Read 2 Nephi 2:1–2). looking for what the prophet Lehi taught his son Jacob about his afflictions.

- What are some ways the Lord can “consecrate [our] afflictions for [our] gain”?

The Savior's counsel

To study Doctrine and Covenants 98:11–22 students could work with a partner or smaller group. Students could choose a principle to focus on and then look for the Savior's counsel that would help someone apply that principle.

For example, “he will give unto the faithful line upon line” (verse 12) could help someone wait patiently on the Lord as He answers their prayers a little at a time. The phrase “forsake all evil and cleave unto all good” (verse 11) could help someone live in a way so that God can cause their afflictions to “work together for [their] good” (verse 3).

Read Doctrine and Covenants 98:11–22 looking for the Savior's counsel that could help you or someone else wait patiently on the Lord.

- What did you find in these verses that could help someone wait patiently on the Lord?
- What words or phrases would you share with someone going through a trial? Why?

You might invite students to ponder a time the Savior helped them see the good that can come in times of trial. You could show the video “God Will Lift Us Up” (4:59) or the video “Mountains to Climb (5:05), available at ChurchofJesusChrist.org.

Provide an opportunity for willing students to share how the Savior has helped them wait patiently on Him during a trial. As appropriate, students could

share an experience where they saw the good that came because of a trial.

Apply the Savior's teachings

In your study journal, prayerfully answer the following questions from what you have learned today:

- What have you learned that could increase your ability to wait patiently on the Lord?"
- „What have you felt prompted to do that could help you wait patiently on the Savior when you face difficult challenges?"

To conclude class, you might share an experience when you have waited patiently on the Lord or when He has caused a trial to work together for your good and His glory. You might bear your witness of Heavenly Father's willingness to bless us in adversity as we wait upon Him.

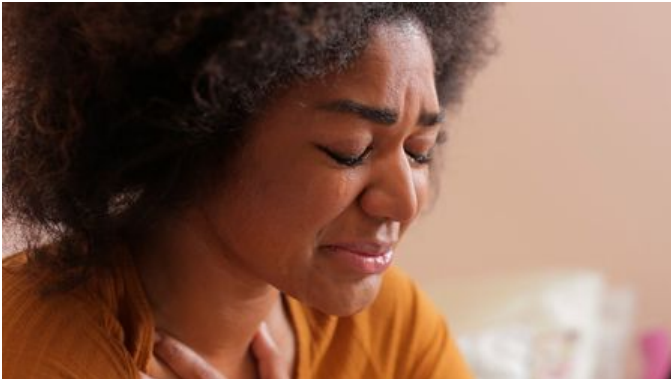
LESSON 114: DOCTRINE AND COVENANTS 98–101

Doctrine and Covenants 101:1–42**“Notwithstanding Their Sins, My Bowels Are Filled with Compassion”**

The Saints in Missouri struggled to live righteously as the Lord commanded. Consequently, they forfeited much of the Lord’s power and protection and were driven from their homes by their enemies. Despite this, the Lord assured them of His love and compassion toward them. This lesson is intended to help students feel the Savior’s compassion and mercy for them.

Possible Learning Activities**„Reasons for suffering**

(Consider displaying the following picture and asking students different reasons why the young woman could be feeling upset. You might list students’ responses on the board.)



After sufficient time, share with students that the trials we experience can come for a variety of reasons. Some of those include our own choices, a natural part of life, or the poor choices of others. Consider listing these three categories on another part of the board and allowing students to sort the reasons they listed into each category.

„The Lord’s response to the Saints’ suffering

You could read or summarize in your own words the following contextual information.

In 1833, the opposition in Missouri became violent as mobs began to use force to remove the Saints from Independence. Saints were unsure whether to stand their ground or to flee as the weather grew colder and tensions increased. The Prophet Joseph Smith was in Kirtland, Ohio, at this time but was being updated on the condition of the Saints. Knowing of their pain and distress, the Prophet prayed to ask Heavenly Father if they could be restored to their homes in Missouri. He received a revelation now known as Doctrine and Covenants 101. (For more information about the Saints’ trials, see *Saints*, vol. 1, *The Standard of Truth*, chapter 17.)

Read Doctrine and Covenants 101:1–2,, looking for why the Lord allowed the Saints to suffer the way they did.

- What did you find?
- What may have been other causes of their suffering?

Help students understand that in addition to suffering because of their transgressions, the Saints suffered from the poor choices of others (mobs) and as a natural part of life (the cold of winter)."

For the following activity, you might divide students into pairs. You could invite them to read the verses, one partner looking for things that might have been difficult to hear and the other looking for things that might have been comforting to hear.

Read Doctrine and Covenants 101:3–9, looking for what would have been comforting to hear and what would have been difficult to hear.

- What did you find?
- According to verses 3 and 9, how does the Lord see those who have sinned?

Students could identify truths, including **even when we have sinned, the Lord extends compassion and mercy to us**

Help students discuss how this principle can help us look to the Lord in our day. Questions like the following could help.

- What do you learn about the Lord as He extends compassion and mercy toward us when we sin instead of ignoring our sins?
- Why do you think Jesus Christ is capable of compassion and mercy in response to our sins?"

Motivated by Christ's character

„Invite students to ponder why they personally need the Savior's compassion and mercy. Ask them to reflect on how receiving His compassion and mercy could bless their lives.



Give students opportunities to discuss gospel truths. The following activity encourages students to study and then discuss gospel truths they are learning.

For more training on how to do this, see the training titled *Encourage learners to share the truths they are learning*," found in *Teacher Development Skills*.

Consider practicing the skill by inviting students to share with each other what they are learning.

You could divide students into pairs and invite them to read the statement and scripture passage below. They could then discuss the questions together.

Read the following statement and scripture passage, looking for what you learn about the character of Jesus Christ that could help someone who has sinned.

Elder Ulisses Soares of the Quorum of the Twelve Apostles taught:



Unlike you and me, Christ is capable of clearly seeing all facets of a given situation. Even knowing all our weaknesses as He does, the Savior does not rashly condemn us but continues to work with us compassionately over time. (Ulisses Soares, "The Savior's Abiding Compassion *Liahona*, Nov. 2021, 15)

Hebrews 4:14–16

- What did you find? How would it help someone who has sinned?

Consider sharing a personal experience of how you have been blessed by the Savior's compassion and mercy. Invite willing students to share experiences too. Remember that you or students should not share experiences that are too personal or confess past sins.

What about Zion?

Consider sharing with students that the Saints in Missouri were hoping to build Zion in Independence but were forced to leave. Though students may not relate to losing Zion, they may feel they have lost something else precious or sacred to them, like friends or opportunities to grow spiritually. Invite them to read the following verses and think about what they teach about the Savior.

Read Doctrine and Covenants 101:16–19 looking for comfort and perspective the Lord offers.

- What do these verses help you understand about the Savior's perspective?
- What did the Lord teach about Zion that could relate to our lives now?

You might invite students to reflect on their own challenges and choices. They could respond to the following questions in their study journals.

- What verse from .Doctrine and Covenants 101:1–19 do you want to remember?
- What have you felt about the Savior’s compassion or mercy that could be a blessing to your life?
- What is a step you could take to act on what you have felt?

LESSON 115: DOCTRINE AND COVENANTS 98–101

Doctrine and Covenants 101:43–101

Parables about Zion

(When the Prophet Joseph Smith heard of the severe persecution suffered by the Missouri Saints, he pled to the Lord on their behalf. As part of His response, the Savior used parables to provide the Saints counsel and comfort. This lesson will give students the opportunity to study a parable and discover its spiritual meaning.)

Possible Learning Activities**Jesus Christ often taught using parables**

Consider displaying common items such as school supplies, articles of clothing, or electronics. Or invite students to look at items around the classroom or items they have with them. Invite students to select an item and think of a creative way to compare it to an aspect of Heavenly Father's plan or Jesus Christ and His gospel. For example, they might compare a cell phone to prayer, because prayer is the tool we use to communicate with Heavenly Father. Invite students to share their item and spiritual comparison with a partner or with the class.

Jesus Christ often taught by using simple stories known as parables. In these parables, Jesus compared familiar objects or situations to spiritual truths (see Guide to the Scriptures, "Parable," scriptures.ChurchofJesusChrist.org).

- What are some examples of parables the Savior taught?
- What are some spiritual truths we can learn from the Savior's teachings in those parables?

For example, students might share the parable of the good Samaritan (see Luke 10:25–37), which teaches about loving and serving others as the Savior does. Or they might share the parable of the ten virgins (see Matthew 25:1–13), which teaches us to prepare for the Savior's Second Coming.

To prepare students to study a parable about the redemption of Zion, consider asking students to share what they remember from recent lessons

about the trials the Saints in Missouri were enduring. As needed, you could share the following summary:

During a time of severe persecution, the Savior used parables to teach Joseph Smith and the Saints about the redemption of Zion (see Doctrine and Covenants 101:43). In late 1833, mob violence led to more than 1,000 Saints being driven from Jackson County, Missouri, and more than 200 of their homes were burned. The Prophet Joseph Smith asked the Lord why the Saints had been driven out of Zion and what should be done so they could return. The Lord responded with a parable.

Studying parables

Elder David A. Bednar taught the following about learning from the Savior's parables:



The intended meaning or message of a parable typically is not expressed explicitly. Rather, the story only conveys divine truth to a receiver in proportion to his or her faith in God, personal spiritual preparation, and willingness to learn. Thus, an individual must exercise moral agency and actively "ask, seek, and knock" [see, Matthew 7:7–8; Luke 11:9–10] to discover the truths embedded in a parable. (David A. Bednar, Put On Thy Strength, O Zion," *Liahona* Nov. 2022, 92)

- How does our faith in Jesus Christ influence our ability to understand His teachings?
- What does our effort in studying the Savior's words communicate to Him about our feelings for Him?



Consider providing students with the handout titled "How to Study the Savior's Parables" to help guide them throughout this lesson.

How to Study the Savior's Parables

1. **Find important details.** These details could include people, places, objects, actions, or events.
2. **Make comparisons.** Determine what each of the details in the parable could represent or symbolize. Contextual clues, scripture-study aids, and pondering can be helpful.
3. **Discover valuable lessons.** After making comparisons, seek help from the Holy Ghost to discover valuable lessons the Savior was teaching in the parable.
4. **„Determine personal application.** Seek help from Heavenly Father and the Holy Ghost to know what you can do to personally apply the lessons you discover.”

© 2024 by Intellectual Reserve, Inc. All rights reserved..

When students have finished, invite them to share what they discovered. Ensure they understand the details of the parable.

Consider completing as a class the final three steps of studying parables.

Make comparisons;

- (What clues can help us see that the nobleman represents Jesus Christ?
- What might the vineyard or the tower represent?
- How might our actions sometimes be like those of the servants?

Consider inviting students to review the doctrinal mastery passage Ezekiel 3:16–17 to look for a possible comparison for the watchmen. The following context could help students make additional comparisons:

The parable of the nobleman

The following activity can help students practice the four steps for studying parables. Consider displaying the following chart or copying it on the board. Create six groups, and assign each to complete a different square on the chart. Or invite students to copy the chart in their study journals and fill it out individually.

Like the servants in the parable refusing to build a tower, the Saints in Missouri had neglected to build a temple as the Lord had instructed them (see Doctrine and Covenants 57:3 84:3–4; 97:10–12).

For the Saints in Jackson County, the servant mentioned in verse 55 represented Joseph Smith (see Doctrine and Covenants 103:21 Joseph Smith followed the Lord’s command and organized a group called Zion’s Camp to redeem the land of Zion. Zion’s Camp will be discussed in the Doctrine and Covenants 103 and 105” lessons.

Find important details

Read Doctrine and Covenants 101:43–62 For each grouping of verses, create a simple drawing or write a summary to illustrate the verses.

Doctrine and Covenants 101:43–45. The nobleman's instructions	Doctrine and Covenants 101:46–50. The servants' actions
Doctrine and Covenants 101:51 The consequence of the servants' actions	Doctrine and Covenants 101:52–54. The nobleman's response
Doctrine and Covenants 101:55–58 The nobleman's next instructions	Doctrine and Covenants 101:59–62 The response of the servant).

Discover valuable lessons

- What are some valuable lessons the Lord could be teaching through this parable?
- What does this parable teach you about the attributes of Jesus Christ?

If students struggle to identify valuable lessons, consider providing one or more of the following principles. Invite students to share how the parable illustrates these truths. **When we obey the Lord's commandments, He strengthens us to withstand spiritual and physical enemies. Prophets serve as watchmen on the tower, giving us warnings from the Lord of coming dangers. Through temple work, the Savior prepares us to withstand the adversary.**

- Why might these lessons have been helpful for the Saints in 1833?
- How have you seen evidence of one or more of these truths in your life?

Determine personal application

- What are some ways you could apply this parable in our day?

Seek help from the Holy Ghost to identify one or two ways you could apply a truth that feels important to you from this parable. Write your impressions in your study journal.

„Invite students to share what they learned about studying parables that they could use to enhance their personal study of the scriptures. Encourage students in their efforts to exercise faith in Jesus Christ as they personally study, ponder, and apply His teachings.”

How to Study the Savior's Parables

1. Find important details. These details could include people, places, objects, actions, or events.
 2. Make comparisons. Determine what each of the details in the parable could represent or symbolize. Contextual clues, scripture-study aids, and pondering can be helpful.
 3. Discover valuable lessons. After making comparisons, seek help from the Holy Ghost to discover valuable lessons the Savior was teaching in the parable.
 4. Determine personal application. Seek help from Heavenly Father and the Holy Ghost to know what you can do to personally apply the lessons you discover.
-

How to Study the Savior's Parables

1. Find important details. These details could include people, places, objects, actions, or events.
 2. Make comparisons. Determine what each of the details in the parable could represent or symbolize. Contextual clues, scripture-study aids, and pondering can be helpful.
 3. Discover valuable lessons. After making comparisons, seek help from the Holy Ghost to discover valuable lessons the Savior was teaching in the parable.
 4. Determine personal application. Seek help from Heavenly Father and the Holy Ghost to know what you can do to personally apply the lessons you discover.
-

How to Study the Savior's Parables

1. Find important details. These details could include people, places, objects, actions, or events.
2. Make comparisons. Determine what each of the details in the parable could represent or symbolize. Contextual clues, scripture-study aids, and pondering can be helpful.
3. Discover valuable lessons. After making comparisons, seek help from the Holy Ghost to discover valuable lessons the Savior was teaching in the parable.
4. Determine personal application. Seek help from Heavenly Father and the Holy Ghost to know what you can do to personally apply the lessons you discover.

DOCTRINE AND COVENANTS 102–105

Doctrine and Covenants 102–105

Overview

On February 24, 1834, the Prophet Joseph Smith received a revelation from the Lord, commanding him to organize volunteers to assist the suffering Saints in Missouri. The more-than-200 volunteers were known as the Camp of Israel (later Zion's Camp) and marched over 800 miles to help the Missouri Saints reclaim their lands. After the camp arrived in Missouri, the Lord revealed to Joseph that the time for Zion's redemption had not come, and the camp disbanded. About six months after returning to Kirtland, Ohio, Joseph organized the Quorum of the Twelve Apostles and the Quorum of the Seventy. The majority of the Twelve and each member of the Seventy had marched with the Camp of Israel.



Encourage preparation for learning experiences:

„There are many ways students can prepare their minds and hearts to learn the gospel. Some include praying for revelation, developing a desire to learn, repenting, studying, responding to questions, and coming prepared to teach others. To learn more about this, see the section The Savior Invited Others to Prepare to Learn" in *Teaching in the Savior's Way*. You can also see an example of how to do this in this week's lesson titled "Doctrine and Covenants 105."

The Camp of Israel

Lesson purpose: To help students understand that God will be with and help them when they choose to follow Him.

- **Student preparation:** Consider inviting students to think about what may make it hard to follow Jesus Christ, and why following Him is worth the effort.
- **Video:** „Waiting on the Lord (14:09; watch from time code 9:25 to 9:56); Zion's Camp (21:29; watch from time codes 1:49 to 2:38; 2:39 to 6:25; 6:26 to 9:40; and 9:40 to 14:47),
- **Map:** "Zion's Camp Route, 1834
- **Handout:** Experiences from the Camp of Israel"

„Doctrine and Covenants 105

Lesson purpose: To help students feel a greater desire to remain faithful to God when their faith is tested.

- **Student preparation:** To help students engage in lessons, consider inviting them to pray sincerely before arriving to class. They might pray for the blessings to feel God's love, receive help with a specific challenge, or strength to remain faithful to the Lord and His covenants.
- **Video:** "Zion's Camp (21:29; watch from time code 19:16 to 21:29)

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 103

Lesson purpose: To help students obey commandments the Lord has given them.

- **Student preparation:** Invite students to ask a parent or trusted adult about a time when they had to exercise faith to keep a challenging commandment of the Lord and what they learned from the experience.
- **Image:** Drawing of a stick figure, an obstacle, and the words *eternal life*
- **Content to display:** Options for study activities and prompts for application near the end of the lesson

LESSON 116: DOCTRINE AND COVENANTS 102–105

Doctrine and Covenants 103).

Organizing the Camp of Israel,

On February 24, 1834, the Prophet Joseph Smith received a revelation from the Lord commanding him to organize a group of volunteers to assist the suffering Saints in Missouri. The Lord required great faith of those who responded to the call to join the group, which became known as the Camp of Israel. This lesson can help students obey commandments the Lord has given them.

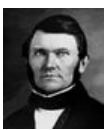
Possible Learning Activities

This is the first of three lessons about the experiences of the Camp of Israel, taught in the Doctrine and Covenants 102–105, week. If you are unable to teach the three lessons separately because you do not have enough available class time, consider how you might combine ideas from these lessons.

Obstacles to eternal life

Consider drawing a stick figure of a person on one side of the board. Write the words *eternal life* on the other side of the board, and draw some form of barrier in between. Then share the following statement by President Wilford Woodruff.

President Wilford Woodruff (1807–98) stated:



I am after salvation and eternal life, and I do not want anything to stand between me and that which I am in pursuit of.

(Wilford Woodruff, in *Journal of Discourses*, 17:246)

- What are some obstacles or barriers that people might allow to get in the way of their pursuit of eternal life?

Point out that Wilford Woodruff's statement was in response to a difficult commandment he had received from the Lord. Before discussing that commandment, consider inviting students to silently think about their answer to the following question.

- On a scale of one (not willing) to ten (very willing), how willing are you to obey the Lord when His commandments seem difficult?

Think about reasons why you responded the way you did. As you study today, pay attention to teachings and spiritual promptings from Heavenly Father through the Holy Ghost that can help you follow the Savior, even when a commandment seems difficult.

The Lord calls individuals to redeem Zion

It may be helpful to invite students to share what they remember about the circumstances the Saints in Missouri faced in late 1833. If needed, remind them that the Saints had been persecuted and driven from their homes.

The Prophet Joseph Smith prayed to Heavenly Father to know His will regarding the situation. The revelation recorded in Doctrine and Covenants 103 was received on the day Joseph Smith and other Church leaders counseled together about how to help the Saints in Missouri.

Read Doctrine and Covenants 103:15–18, 22, 27–28, looking for what Jesus Christ commanded the Saints to do.

- „How would you summarize the Lord's instructions in these verses?

(The Lord commanded individuals to organize in companies of tens, twenties, fifties, and hundreds. He called for five hundred but required no less than one hundred men to participate (see Doctrine and Covenants 103:29–34. In total, a little over two hundred men ended up participating in the group known as the Camp of Israel, later referred to as Zion's Camp.

- What thoughts or feelings do you think you might have had if you were called to join the Camp of Israel? Why?

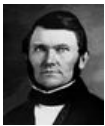
Consider inviting students to read the following verses with a partner and to discuss the question below.

Read Doctrine and Covenants 103:20, 36, looking for what the Lord promised those who would participate in the Camp of Israel.

- What did you find in these verses that may have been comforting to members of the Camp of Israel?

Explain that in the statement from the beginning of the lesson, Wilford Woodruff was speaking of his call to join the Camp of Israel. Consider showing students the following expanded version of the statement.

Wilford Woodruff described his decision to join the Camp of Israel:



I was called to take my life in my hands and go up to Missouri, and a little handful of us went up to redeem our brethren. We certainly had to go by faith. My neighbors called upon and pled with me not to go; said they—"Do not go, if you do you will lose your life." I said to them—"If I knew that I should have a ball [shot] through my heart the first step I took in the State of Missouri I would go." ... That is the way I felt in those days with regard to the work of God, and that is the way I feel today. I am after salvation and eternal life, and I do not want anything to stand between me and that which I am in pursuit of. (Wilford Woodruff, in *Journal of Discourses* 17:246; spelling modernized)

- What stood out to you from this statement?
- What did you learn from this statement that can help you when you face commandments that are difficult to obey?"

As students share what they learned, they might identify a truth like the following: **When we exercise faith in Jesus Christ, we can feel an increased willingness and ability to obey His commandments.**

Faith to obey the Lord's commandments

Consider displaying the following questions on the board. Before discussing them as a class, students could first discuss them with a partner or a small group. You might also consider having students write on the board their answers to the first question.

- What are some examples of the Lord's commandments that can be difficult for teenagers to obey today?
- Why can it be difficult to obey these commandments?

The following study activity can help students learn more about exercising faith in Jesus Christ to obey His commandments. Consider displaying the following study options and giving students time to study. You might divide the class into three groups, assigning each group one of the following options. Alternatively, you could allow students to choose an option to study in small groups.

Imagine you have a friend who is facing a commandment that is difficult to obey. Choose one of the following study options, and look for teachings and truths you would want to share with your friend.

Option 1: Accounts from the scriptures

- Moses 6:26–34 (Enoch)
- Luke 1:26–38 (Mary, the mother of Jesus)
- 1 Nephi 3:1–8 (Nephi)

Option 2: Accounts about Jesus Christ

- Luke 22:39–44
- John 18:1–12, 33–37
- 1 Nephi 19:8–9

Option 3: Teachings in *For the Strength of Youth: A Guide for Making Choices* (booklet, 2022)

- “Make inspired choices”
- Jesus Christ will help you
- “Walk in God’s light”

After students have had time to complete the study activity, give them opportunities to share what they discovered. You could ask questions like the following:

- What did you learn from the resources you studied that can help us obey commandments that are difficult to keep?
- „How has the Lord blessed you as you have exercised faith in Him when His commandments have felt difficult to obey?

Make a plan

Give students time to seek guidance from Heavenly Father as they think about applying what they have learned to their own lives. Consider displaying the following prompts and inviting students to record their responses to them in their study journals or digital notes.

1. Think of a commandment that may be difficult for you to obey.
2. Identify what makes this commandment difficult.
3. Identify something you have learned today that can help you better obey this commandment.
4. Make a plan that will help you exercise faith in Jesus Christ to obey this commandment.

LESSON 117: DOCTRINE AND COVENANTS 102–105

The Camp of Israel

“Mine Angels Shall Go Up before You”

The Camp of Israel left Kirtland, Ohio, in May 1834 to begin a journey of over 800 miles (1,280 kilometers) on foot. Although members of the camp faced many difficulties and hardships along the way, they also experienced many blessings. This lesson can help students understand that God will be with and help them when they choose to follow Him.

Possible Learning Activities

This is the second of three lessons about the experiences of the Camp of Israel, taught in the Doctrine and Covenants 102–105 week. If you did not teach the previous lesson, consider how you might incorporate portions from it into this one.

Following Jesus Christ

Consider beginning the lesson by studying the statement by Elder Jeffrey R. Holland and discussing the questions that follow.

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles described the path that can be required of followers of Jesus Christ:



My beloved brothers and sisters, Christianity is comforting, but it is often not comfortable. The path to holiness and happiness here and hereafter is a long and sometimes rocky one. It takes time and tenacity to walk it. But, of course, the reward for doing so is monumental. (Jeffrey R. Holland, *Waiting on the Lord*, *Ensign* or *Liahona* Nov. 2020, 116–117)

- What thoughts or feelings do you have about this statement?

Invite the students to think about what can make it hard for them personally to follow the Savior, as well as what makes it or could make it worth the effort it takes. After students have thought about their own situations, consider discussing the following questions together.

- What can make it hard to be a follower of Jesus Christ today?

Students might share ideas like these: following the Savior can take a lot of time and effort, followers of Jesus Christ are often required to be different from the world, or the Savior's followers are sometimes persecuted by others.

- Why do you think it is ultimately worth the effort it takes to follow the Savior?

In this lesson, you will study the journey the Camp of Israel made from Ohio to Missouri. Their journey was long, difficult, and required a lot of effort. But the members of the camp also received great blessings along the way. As you study, look for truths that can help you when you find it hard to be a follower of Jesus Christ.

The Camp of Israel begins its journey

Consider inviting students to share what they remember about the purpose of the Camp of Israel. If needed, display the following map and share or summarize the paragraph below. You could also show „Zion's Camp" (21:29), available at ChurchofJesusChrist.org, from time code 1:49 to 2:38.



In May 1834, members of the Camp of Israel began their journey of over 800 miles (1,280 kilometers) toward Missouri. Two contingents of the camp left at the same time from Kirtland, Ohio, and from Pontiac, Michigan Territory. The two groups eventually joined in Missouri. The Camp of Israel, later known as Zion's Camp, consisted of approximately 200 men, 12 women, and 10 children. Their purpose was to help restore the Saints in Missouri to their lands that had been unfairly taken from them.

This portion of the lesson is intended to help students learn about some of the experiences members of the Camp of Israel had during their journey.



Consider distributing the handout titled "Experiences from the Camp of Israel." Give students time to study the contents and to discuss the questions from the handout.

To add variety, you could assign three willing students to each teach one segment of the handout. They could teach in front of the class or in different areas of the room while small groups of students rotate around the room.

Another option could be to show portions of the video Zion's Camp." Consider pausing the video after each of the following time codes and having a student read the corresponding experience from the handout.

Experience #1: 2:39 to 6:25

Experience #2: 6:26 to 9:40

Experience #3: 9:40 to 14:47

Experiences from the Camp of Israel

Experience #1

Elder George A. Smith (1817–75) of the Quorum of the Twelve Apostles recalled some of the conditions the Camp of Israel faced during their journey:



The Prophet Joseph took a full share of the fatigues of the entire journey. In addition to the care of providing for the Camp and presiding over it, he walked most of the time and had a full proportion of blistered, bloody, and sore feet, which was the natural result of walking from 25 to 40 miles a day in a hot season of the year. But during the entire trip he never uttered a murmur or complaint, while most of the men in the Camp complained to him of sore toes, blistered feet, long drives, scanty supply of provisions, poor quality of bread, bad [corn bread], [spoiled] butter, strong honey, maggoty bacon and cheese, etc. ... Yet we were the Camp of Zion, and many of us were prayerless, thoughtless, careless, heedless, foolish, or devilish, and yet we did not know it. Joseph had to bear with us and tutor us like children. There were many, however, in the Camp who never murmured and who were always ready and willing to do as our leader desired. (George A. Smith, in *Teachings of Presidents of the Church: Joseph Smith* [2007], 287–88)

- (Why do you think members of the camp responded so differently to the same circumstances?)
- What can help us keep a positive attitude when we experience difficulties in our attempts to follow the Savior?

Experience #2

Read Doctrine and Covenants 103:20 and the following statement by President Heber C. Kimball (1801–68) of the First Presidency:



„Notwithstanding our enemies were continually breathing threats of violence, we did not fear, neither did we hesitate to prosecute our journey, for God was with us, and His angels went before us, and the faith of our little band was unwavering. We know that angels were our companions, for we saw them. (Heber C. Kimball, in *Teachings of Presidents of the Church: Joseph Smith* [2007], 288–89)

- How do you think this blessing would have impacted you if you had been part of the Camp of Israel?
- What are some ways the Lord helps His followers do difficult things today?

Experience #3

When the Camp of Israel was only a day's journey from Jackson County, five men with weapons approached them. The men boasted that more than three hundred others were on their way to attack the camp. As camp members discussed what to do, the Prophet Joseph Smith said, “Stand still and see the salvation of God.”

Twenty minutes later, a heavy rainstorm ripped through the camp. The storm caused the waters of a nearby river to rise significantly, preventing their enemies from crossing and attacking. Many members of the Camp of Israel found shelter in a small church nearby. After a moment, a rain-soaked Joseph Smith entered the church and exclaimed, “God is in this storm!”

The morning after the storm, members of the camp found their tents and supplies soaked and scattered, but no men had attacked (quoted and summarized from *Saints: The Story of the Church of Jesus Christ in*

the Latter Days vol. 1, *The Standard of Truth*, 1815–1846 [2018], 203–04)

- If you had been part of the Camp of Israel, how might this experience have impacted your feelings about the Prophet Joseph Smith?
- What can this experience teach you about God during the difficult moments in your life?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

„Invite students to discuss what they learned from this study activity by asking questions like the following.

- What stood out to you as you studied some of the experiences of the Camp of Israel?
- What truths can you learn about the Lord from these experiences?

As students share, they could identify a truth similar to the following: **God will be with us and help us as we make efforts to follow Him.**

Deepen understanding

Take some time to find and study one or more scriptures that teach about God's desires to be with us and help us in our lives. You could select your own scriptures or choose some from the following list:

Deuteronomy 1:30

Deuteronomy 31:6


Proverbs 3:5–6

Isaiah 41:10

Doctrine and Covenants 24:8

Doctrine and Covenants 108:8

- What stood out to you from the scriptures you studied? Why?
- What did you discover that could help someone who finds it difficult to follow Jesus Christ?

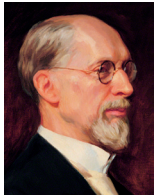


Consider testifying of the truths you have discussed and encouraging the students to act on spiritual promptings they may have received.

Experiences from the Camp of Israel

Experience No. 1

Elder George A. Smith (1817–75) of the Quorum of the Twelve Apostles recalled some of the conditions the Camp of Israel faced during its journey:



The Prophet Joseph took a full share of the fatigues of the entire journey. In addition to the care of providing for the Camp and presiding over it, he walked most of the time and had a full proportion of blistered, bloody, and sore feet, which was the natural result of walking from 25 to 40 miles a day in a hot season of the year. But during the entire trip he never uttered a murmur or complaint, while most of the men in the Camp complained to him of sore toes, blistered feet, long drives, scanty supply of provisions, poor quality of bread, bad [corn bread], [spoiled] butter, strong honey, maggoty bacon and cheese, etc. . . . Yet we were the Camp of Zion, and many of us were prayerless, thoughtless, careless, heedless, foolish, or devilish, and yet we did not know it. Joseph had to bear with us and tutor us like children. There were many, however, in the Camp who never murmured and who were always ready and willing to do as our leader desired. (George A. Smith, in *Teachings of Presidents of the Church: Joseph Smith* [2007], 287–88)

- Why do you think members of the camp responded so differently to the same circumstances?
- What can help us keep a positive attitude when we experienced difficulties in our attempts to follow the Savior?

Experience No. 2

Read Doctrine and Covenants 103:20 and the following statement by President Heber C. Kimball (1801–68) of the First Presidency:

Notwithstanding our enemies were continually breathing threats of violence, we did not fear, neither did we hesitate to prosecute our journey,



for God was with us, and His angels went before us, and the faith of our little band was unwavering. We know that angels were our companions, for we saw them. (Heber C. Kimball, in *Teachings of Presidents of the Church: Joseph Smith* [2007], 288–89)

- How do you think this blessing would have impacted you if you had been part of the Camp of Israel?
- What are some ways the Lord helps His followers do difficult things today?

Experience No. 3

When the Camp of Israel was only a day's journey from Jackson County, five men with weapons approached them. The men boasted that more than three hundred others were on their way to attack the camp. As camp members discussed what to do, the Prophet Joseph Smith said, "Stand still and see the salvation of God."

Twenty minutes later, a heavy rainstorm ripped through the camp. The storm caused the waters of a nearby river to rise significantly, preventing their enemies from crossing and attacking. Many members of the Camp of Israel found shelter in a small church nearby. After a moment, a rain-soaked Joseph Smith entered the church and exclaimed, "God is in this storm!"

The morning after the storm, members of the camp found their tents and supplies soaked and scattered, but no men had attacked (quoted and summarized from *Saints: The Story of the Church of Jesus Christ in the Latter Days*, vol. 1, *The Standard of Truth, 1815–1846* [2018], 203–04).

- If you had been part of the Camp of Israel, how might this experience have impacted your feelings about the Prophet Joseph Smith?
- What can this experience teach you about God during the difficult moments in your life?

„LESSON 118:DOCTRINE AND COVENANTS 102–105

Doctrine and Covenants 105

“They Should Be Brought Thus Far for a Trial of Their Faith”

Shortly after the Camp of Israel arrived in Missouri, the Lord revealed that the redemption of Zion “should wait for a little season” (Doctrine and Covenants 105:9, 13). Having just marched over 800 miles (1,280 kilometers) and expecting to help the Missouri Saints reclaim their lands, the company felt their faith tested by the Lord’s instruction to return home. This lesson can help students feel a greater desire to remain faithful to God when their faith is tested.

Possible Learning Activities



Encourage preparation for learning experiences. To learn more about helping students prepare for the learning experience, see the training titled

Invite Learners to Prepare to Learn,” found in *Teacher Development Skills: Invite Diligent Learning*. Consider practicing the skill “Create invitations that help learners prepare for the next learning experience.”

This is the third of three lessons about the experiences of the Camp of Israel in the Doctrine and Covenants 102–105 week. If you did not teach one or both of the previous lessons, consider how you might incorporate portions of those lessons into this one.

Trials of our faith

Consider sharing a scenario like the following and then discussing the questions.

For as long as she could remember, Sister Gonzalez had been excited to serve the Lord as a full-time missionary. Throughout her missionary service, she worked diligently and relied upon the Lord. Despite these efforts, Sister Gonzalez and her companions found very few people to teach, and even fewer accepted their invitations to come unto Christ and be baptized. Most of Sister Gonzalez’s friends who served missions seemed to have helped a lot more people accept the Savior’s gospel than she did.

- What are some negative conclusions Sister Gonzalez might be tempted to make about her mission?
- How might her conclusions be different if she viewed her missionary service with an eternal perspective?

Explain that there can be times when our efforts to serve and follow the Lord can have different results than we expected. Invite the students to share some examples of these types of situations. Examples could include the following: trying to keep the commandments but noticing that others who do not follow God seem better off, studying the scriptures regularly but not feeling like you are gaining much, or striving to live the gospel but experiencing challenges like anxiety or depression.

Invite the students to think about how they have reacted or would react in situations like these. Encourage them to look for teachings as they study that can help them when their efforts to serve and obey the Lord produce unexpected outcomes.

The Lord’s instructions to the Camp of Israel

Before sharing the following summary, give students an opportunity to share any details they remember from the previous lesson about the Camp of Israel and their march from Ohio to Missouri.

After marching for almost seven weeks and experiencing both hardships and miracles, the Camp of Israel approached Jackson County, Missouri. Members of the camp were eager to know the Lord’s will and learn how Zion was to be redeemed. For many, redeeming Zion meant restoring the Missouri Saints to their homes. On June 22, 1834, while they were about a day’s journey from Jackson County, Joseph Smith received the revelation recorded in Doctrine and Covenants 105.

Read Doctrine and Covenants 105:9 looking for what the Lord said about the redemption of Zion.

- „If you had been a member of the Camp of Israel, how might you have felt about this instruction? Why?

Read „Doctrine and Covenants 105:10–14, 17–19, looking for reasons the Lord gave for why Zion would not be redeemed at that time.

- How would you summarize the Lord’s teachings from verse 19 in your own words?

Before discussing the next question, remind students of the Sister Gonzalez scenario and their own examples of when following the Lord turns out different than we expect.

- What do you learn from these verses that can help when we experience trials of our faith?

Students may share a variety of truths in their own words, including something like the following: **God has prepared great blessings for those who remain humble and faithful to Him during trials of their faith.**

If needed, explain that a trial of faith can be a test of whether we will choose to trust and obey the Lord no matter the circumstances.

Blessings come after trials of faith.

Explain that there are many truths in the scriptures that can help us during trials of our faith. Remembering these truths during trying times can help us remain faithful to God.

Take a moment to find teachings from the scriptures or Church leaders that can help you remain faithful to God when your faith is being tested. Examples could include Isaiah 55:8–9 Romans 8:28; Ether 12:6,,; Doctrine and Covenants 76:2–3”,

Before asking the next question, consider inviting students to write on the board a phrase they found particularly meaningful. After multiple phrases are written, point to a few phrases, and invite the students who wrote them to explain why their selected phrase was meaningful to them.

- What did you find that could help you remain faithful to God when your faith is tested or tried?
- What are some blessings you or others have received for remaining faithful to God during trials of faith?

As students think of experiences, consider sharing one of your own. You could also invite them to find examples of people in the scriptures. Examples could include Abraham (see Genesis 22:1–18), Gideon (see Judges 6:11–16; 7:2–9, 15–21), or Jesus Christ (see 3 Nephi 11:10–11).

Explain that many members of the Camp of Israel also recognized great blessings after their participation.

President Brigham Young (1801–77), who marched with the Camp of Israel, recalled conversations he had after returning home:



On my return many friends asked me what profit there was in calling men from their labor to go up to Missouri and then return, without apparently accomplishing anything. “Who has it benefited?” asked they. “If the Lord did command it to be done, what object had he in view in doing so?” ... I told those brethren that I was well paid—paid with heavy interest—yea that my measure was filled to overflowing with the knowledge that I had received by traveling with the Prophet. (Brigham Young, “Discourse Deseret News. Dec. 3, 1862, 177)

- What blessings did Brigham Young recognize he had received as a result of his experience with the Camp of Israel?

To help students see another example of God's purposes and blessings for those who faithfully marched with the Camp of Israel, share the following summary. Alternatively, you could show the video "Zion's Camp" (21:29) from time code 19:16 to 21:29. This video is available at ChurchofJesusChrist.org.

In the Lord's perfect wisdom, the testing during Zion's Camp helped prepare many future leaders of the Church. In February 1835, the Savior organized the Quorum of the Twelve Apostles and the First Quorum of the Seventy through the Prophet Joseph Smith. The majority of those original Apostles, all seven Presidents of the Seventy, and all sixty-three other members of the First Quorum of the Seventy had marched with the Camp of Israel in 1834.

Think about your life

Give students time to process what they have learned and felt during the lesson. One way to do this is to invite them to respond to the following question in their study journals.

- What have you learned or felt today that can help when you experience trials of your faith?

Consider inviting a few willing students to share what they wrote. To conclude, consider testifying of the truths you have discussed today.

DOCTRINE AND COVENANTS 106–108

Doctrine and Covenants 106–108

Overview

„Just as He did in New Testament times, Jesus Christ has called prophets, apostles, and others to lead His Church today and bear witness of Him throughout the world. In

Doctrine and Covenants 107, Jesus explains the role of these chosen leaders and provides details to help them and others fulfill their priesthood responsibilities.



Use the words of prophets to emphasize doctrine and principles:

Living prophets and apostles teach, explain, and expound the doctrine and principles taught in the holy scriptures. Using prophetic words can help students better understand and live the gospel of Jesus Christ. For more on how the Savior did this, see the section “The Savior Taught from the Scriptures” in *Teaching in the Savior’s Way*. You can also see an example of how to do this in this week’s lesson titled Doctrine and Covenants 107:1–20.”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 107:1–20

Lesson purpose: To help students understand the importance of drawing upon the power of the Savior and His priesthood authority as they serve in His Church.

- **Student preparation:** Invite students to reflect on moments they have felt the Savior’s power helping them serve in His Church. This could include callings in their quorums and classes or ministering assignments.
- **Video:** The Tender Mercies of the Lord” (17:15; watch from time code 6:55 to 8:53)

(Doctrine and Covenants 107:21–100

Lesson purpose: To help students feel increased confidence that the Apostles are special witnesses of Jesus Christ.

- **Student preparation:** Share with students that prophets and apostles have been called to be special witnesses of Jesus Christ (see Doctrine and Covenants 107:23). Invite them to prepare for class by reviewing a recent general conference address from a member of the First Presidency or Quorum of the Twelve Apostles. Instruct them to look for what they teach about Jesus Christ.
- **Materials:** Six cups that could be stacked into a pyramid
- **Content to display:** Pieces of paper posted around the room with the callings found in Doctrine and Covenants 107 and the verses that mention these callings written on them
- **Video:** Neil L. Andersen: Special Witness of Christ (5:24; watch from time code 4:15 to 5:24)
- **Materials for students:** Printed copies of recent conference addresses or other recent statements from Apostles for students who can’t access them electronically

(Doctrinal Mastery Practice 8

Lesson purpose: To help students apply truths found in doctrinal mastery passages and learn and apply divine principles for acquiring spiritual knowledge.

- **„Student preparation:** Invite students to explain from memory to a friend or family member each of the three principles of acquiring spiritual knowledge. If any principles are difficult to remember, invite students to use the *Doctrinal Mastery Core Document* (2023) to review them before class.
- **Materials:** Small pieces of paper for each student; a container for the teacher to place the papers in
- **Image to display:** Picture of a young woman

LESSON 119: DOCTRINE AND COVENANTS 106–108

Doctrine and Covenants 107:1–20

„The Holy Priesthood”

In the spring of 1835, members of the newly formed Quorum of the Twelve Apostles were about to leave on their first missions. This revelation from the Lord provided details to help them and others fulfill their priesthood responsibilities. This lesson can help students understand the importance of drawing upon the power of the Savior and His priesthood authority as they serve in His Church.

Possible Learning Activities**Appendages**

Begin class by inviting a student to draw a tree with multiple branches on the board. Invite the class to identify which parts of the tree are appendages (the branches and leaves). Invite the student who drew the tree to disconnect one of the appendages by erasing where the branch connects to the trunk. Ask the class to discuss the following questions to prepare them to understand why we need to stay connected to the Savior and His priesthood:

- What happens to an appendage when it is disconnected from the tree? Why?

Read John 15:5, looking for what the Savior taught that relates to this object lesson.

- What did you learn?
- Why is staying connected to the Savior necessary in our efforts to serve in His Church?

Provide time for students to reflect on their connection to Jesus Christ. Invite them to seek inspiration as they consider how this connection will not only bless them personally but also empower them to bless others through Church callings and ministering assignments.

Appendages to the priesthood

To help students understand the context of section 107, share the following information in your own words:

On March 28, 1835, members of the newly formed Quorum of the Twelve Apostles were preparing to serve missions to the eastern United States. Some Apostles were unsure about how to serve in their new callings. The Lord revealed Doctrine and Covenants 107 to instruct them about the priesthood and encourage them in their assignments.

Read Doctrine and Covenants 107:1–4, looking for what the Lord taught about the priesthood.

- What did you learn about the Melchizedek Priesthood?

Compare the name of the priesthood found in verse 3 with what President Dieter F. Uchtdorf, then of the First Presidency, taught:



Christ is the source of all true priesthood authority and power on earth. It is His work, in which we are privileged to assist. (Dieter F. Uchtdorf, “The Joy of the Priesthood,” *Ensign* or *Liahona* Nov. 2012, 59)

- Why do you feel it is important to understand that all priesthood power comes directly from Jesus Christ?

Before reading the following verses, invite students to recall their discussion about appendages. Draw another tree on the board, and label it *The Church of Jesus Christ*. Then list the following on the board: *Melchizedek Priesthood, Aaronic Priesthood Relief Society, Young Women, Sunday School, „Primary*.

Read with a partner „Doctrine and Covenants 107:5, 13–14, looking for which of the words on the board you could compare to the trunk of the tree and which you could compare to the appendages.

- Based on what you read, what could you compare to the trunk? What are the appendages?

As students answer the previous questions, consider labeling the trunk as *The Melchizedek Priesthood* and the appendages (or branches) as *The Aaronic Priesthood* and the Church organizations listed on the board.

Invite students to mark the truth in verse 5 that **all authorities and offices in the Savior's Church are appendages to the Melchizedek Priesthood.**

- What can we learn from the Lord's comparison of the Aaronic Priesthood and Church organizations to "appendages" of His Melchizedek Priesthood?



Use the words of prophets to emphasize doctrine and principles: The following is an example of using prophetic words to deepen students' understanding of doctrine. For more practice with this, see the training titled, „Teach from the scriptures and words of latter-day prophets found in the *Teacher Development Skills*. Consider practicing the skill, "Prepare invitations that help students connect truths found in the scriptures to what living prophets are saying

President Dallin H. Oaks of the First Presidency shared the following about priesthood authority in Church callings:



Ultimately, all keys of the priesthood are held by the Lord Jesus Christ, whose priesthood it is. He is the one who determines what keys are delegated to mortals and how those keys will be used. ...

Since the scriptures state that "all other authorities [and] offices in the church are appendages to this [Melchizedek] priesthood" (D&C 107:5 all that is done under the direction of those priesthood keys is done with priesthood authority. (Dallin H. Oaks, "The Keys and Authority of the Priesthood," *Ensign* or *Liahona* May 2014, 50)

Remind students that Jesus Christ is the source of all priesthood power (see Doctrine and Covenants 107:3 Consider writing *The Savior's power* next to „*The Melchizedek Priesthood* on the trunk of the tree.

- How might understanding that every calling in the Church is attached to the Savior's power help you better serve those around you?
- When have you felt the Savior's power helping you in your Church service?

Experiencing priesthood power

Invite students to read the following passages and discuss the three questions below with a partner. You may want to display the questions for student reference.

Read Doctrine and Covenants 107:8, 18–20, looking for ways the Savior provides power through His priesthood to those who serve in the Church.



Doctrine and Covenants 107:8 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- What are some "spiritual things" (verse 8) the Lord blesses us with through His Melchizedek Priesthood?

Help students understand that administering in "spiritual things" includes administering blessings, ordinances, and covenants.

- How do the "outward ordinances" of the Aaronic priesthood (such as baptism and the sacrament) referred to in verse 20 help connect you to Jesus Christ?

- When has someone else's connection to the Savior as they served been a blessing in your life?

Consider sharing an example of someone who was blessed when others served in a way that connected them with the Savior's power. One example is shown in the video "The Tender Mercies of the Lord from time code 6:55 to 8:53, found at ChurchOfJesusChrist.org. In this address, Elder David A. Bednar of the Quorum of the Twelve Apostles shared a story of a priesthood leader who was guided by God in ministering to the youth in his stake.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is "The Melchizedek Priesthood ... has power and authority ... to administer in spiritual things." Ideas for memorization activities are in the appendix materials under "Doctrinal Mastery Review Activities."

Personal application

Sister Bonnie L. Oscarson, former Young Women General President, taught how priesthood authority can empower young women in their callings. Look for how her statement can apply to all youth as they serve.



Young women of the Church need to see themselves as essential participants in the priesthood-directed work of salvation and not just as onlookers and supporters.

You hold callings and are set apart by those holding priesthood keys to function as leaders with power and authority in this work. As you magnify your callings in class presidencies and prepare spiritually, counsel together, reach out to minister to your class members, and teach one another the gospel, you are taking your place in this work and both you and your peers will be blessed. (Bonnie L. Oscarson, Rise Up in Strength, Sisters of Zion," *Ensign* or *Liahona*, Nov. 2016, 14)

- What impressed you from this statement? Why?

Invite students to answer the following question in their study journals. You might ask volunteers to share their answers.

- What did you learn today about the importance of drawing on the power of the Savior and His priesthood authority as you serve in the Church?

LESSON 120: DOCTRINE AND COVENANTS 106–108

„Doctrine and Covenants 107:21–100

Special Witnesses of Jesus Christ

Just as He did in New Testament times, Jesus Christ has called prophets, apostles, and others to lead His Church today and bear witness of Him throughout the world. In

Doctrine and Covenants 107 Jesus explained the role of these chosen leaders. This lesson can help students feel increased confidence that the Apostles are special witnesses of Jesus Christ.

(Possible Learning Activities**The Church of Jesus Christ**

Consider bringing six cups to class and building a small pyramid with them. Place three cups at the bottom, two in the middle, and one on the top. Label the top cup *Saints* and tell students it represents the members of the Savior’s Church. Explain that in the New Testament, Jesus organized His Church in a way that would bless its members.

Read the following verses. Look for callings the Savior used to administer His Church and support the Saints in His day.;

Luke 10:1

Ephesians 2:19–20;

1 Timothy 3:1–2

- What did you find?

As students share, you might label the two cups in the middle *Seventies*, and *Bishops* and the bottom three cups *Jesus Christ Prophets*, and *Apostles*. Explain that although all Apostles are considered prophets, seers, and revelators, we commonly refer to the senior Apostle as the prophet.

- Why is it important for us to understand that Jesus Christ, prophets, and apostles are at the foundation of the Church? (see Ephesians 2:20).

Help students understand that anciently, a “chief cornerstone” (Ephesians 2:20) was a large stone laid at the corner of a foundation. The angle and placement of all other stones was measured out from the chief cornerstone.

- What do you know about Jesus Christ that is comparable to a chief cornerstone?

(Invite students to think about the blessings of having these leaders in the Savior’s Church. Students might ask themselves what they are doing to receive the blessings that can come through those the Savior has placed in these positions.

Encourage students to invite the influence of the Holy Ghost as they seek to understand the role Church leaders play in strengthening their testimony of Jesus Christ.

You might summarize or read the following context for Doctrine and Covenants 107.

Under the direction of His Father, Jesus Christ has organized His restored Church in our day upon the same foundation He did during His mortal ministry (see Articles of Faith 1:6 The Lord began revealing the organizational structure to the Prophet Joseph Smith and continues to reveal it today. By 1835, the Savior had called a First Presidency, Quorum of the Twelve Apostles, Seventies, bishops, and other priesthood officers to serve the Saints and administer His Church on the earth. Doctrine and Covenants 107 outlines some of the responsibilities the Savior has given to those who are called to these positions.

Responsibilities of the Lord's chosen leaders

Consider writing each of the following callings on separate pieces of paper and posting them around the room. You could assign students to gather in groups to study specific callings, or you could allow them to move to the calling they would like to study.

(Be sure to leave sufficient time for the final section of the lesson.)

Study the following passages, looking for how Jesus Christ uses those He places in these callings to support the Saints in His Church;

Prophet or President of the Church:)

Doctrine and Covenants 107:65–67, 91–92

First Presidency: Doctrine and Covenants 107:9, 22

Twelve Apostles: Doctrine and Covenants 107:23–24, 33, 35, 58

Seventies: Doctrine and Covenants 107:25, 34, 38

Bishops: Doctrine and Covenants 107:13–15, 71–74

When groups have finished studying, invite them to share what they learned with the class.

- How has the Savior blessed you through those who hold these callings?
- What are some things we can do to support those who hold these sacred callings? (see Doctrine and Covenants 107:22).

Special witnesses of Jesus Christ

When groups have finished sharing, encourage students to highlight words or phrases in verse 23 that teach that **Jesus Christ calls Apostles to bear special witness of Him throughout the world**

- In what ways do Apostles bear testimony of Christ throughout the world in our day?

Elder David A. Bednar of the Quorum of the Twelve Apostles explained what it means for Apostles to be “special witnesses of the name of Christ” (verse 23)



The role of an Apostle today is the same as it was anciently (see Acts 1:22 4:33 Our commission is to go into all the world and proclaim “Jesus Christ, and him crucified” (see ,Mark 16:15 ,1 Corinthians 2:2 An Apostle is a missionary and a special witness of the name of Christ. The “name of Christ” refers to the totality of the Savior’s mission, death, and resurrection—His authority, His doctrine, and His unique qualifications as the Son of God to be our Redeemer and our Savior. As special witnesses of the name of Christ, we bear testimony of the reality, divinity, and resurrection of Jesus Christ, His infinite and eternal Atonement, and His gospel. (David A. Bednar, “Special Witnesses of the Name of Christ,” *Religious Educator: Perspectives on the Restored Gospel*, vol. 12, no. 2 [2011], 1)


- Why do you think Jesus Christ has provided living Apostles as His special witnesses in addition to His witnesses in the scriptures?

Consider watching a video of an Apostle bearing special witness of Jesus Christ, such as Neil L. Andersen: Special Witness of Christ” (5:24; watch from time code 4:15 to 5:24). Invite students to pay attention to how they feel as they listen to his testimony.

If needed for the following activity, consider providing students with recent general conference addresses or other recent statements from Apostles.

Search in recent conference addresses or other recent statements for examples of Apostles bearing their special witness of Jesus Christ. As you do, consider answering one or more of the following questions in your study journal:

- How do the special witnesses of these Apostles influence your feelings toward Jesus Christ?
- What is something an Apostle shared about Jesus Christ that you also believe to be true? How have you learned that truth for yourself?
- What are some things we can do throughout our lives to continue learning from the Apostles’ special witnesses of Jesus Christ?



Invite a few students to share what they studied along with insights they may have written.),

Encourage students to continue using the Apostles' special witnesses of Jesus Christ to strengthen their faith in Him. For example, you could suggest that students study one general conference talk each week, follow the Apostles on social media, or focus specifically on Apostles' testimonies and teachings about Jesus Christ in the upcoming general conference.

LESSON 121: DOCTRINE AND COVENANTS 106–108;

Doctrinal Mastery Practice 8",

„Apply the Principles of Acquiring Spiritual Knowledge

Doctrinal mastery can help students build the foundation for their lives upon Jesus Christ and His gospel. This lesson will help students apply truths found in doctrinal mastery passages and learn and apply divine principles for acquiring spiritual knowledge.).

Possible Learning Activities**Doctrinal mastery review: Apply**

Consider providing each student with a small piece of paper. Invite students to write on their papers a difficult situation that someone they know is facing and to place their paper in a container. Ask students not to include names or details that are too personal.”,

Place students in pairs and have each pair choose two papers from the container. Invite the pairs to review the Doctrine and Covenants doctrinal mastery passages using the list in the *Doctrinal Mastery Core Document* and to discuss how various passages could apply to at least one of the situations on their papers. If desired, students could also use passages from other books of scripture. After sufficient time, invite pairs to share with the class how the passages they discussed apply to a situation on one of their papers.

If students need help with a situation that isn't clearly addressed by a doctrinal mastery passage, you might direct them to a passage that could apply to any situation, such as Doctrine and Covenants 8:2–3 or 2 Nephi 32:3.

Take care that this activity only lasts for 10–15 minutes to allow enough time for the doctrinal mastery practice application later in the lesson.

Learn and apply principles of acquiring spiritual knowledge

The remainder of the lesson is meant to help students apply principles of acquiring spiritual knowledge to a realistic situation. If needed, you may first want to invite students to review the principles in (paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Suggested review activities are included in (Doctrinal Mastery Review Activities” in the appendix of this seminary manual.

Consider displaying a picture of a young woman like the following. Invite the class to briefly create details for her life based on members of the Church in your area. For example, students could share what they imagine her family, interests, and feelings about the Church are like.



Display the following scenario. Ask students to share principles of acquiring spiritual knowledge that could help a young woman in this situation and why.)

(Alternatively, you could leave the underlined concerns in the scenario blank and invite students to complete the scenario by writing questions or concerns on the board that the young woman could have about women and the priesthood. Inviting

students to add details to scenarios can allow them to safely express personal concerns that are relevant in their lives.)

(While preparing to teach her Young Women class on Sunday, Andrea began to study Doctrine and Covenants 107). After reading verse 8 she paused and started to wonder how the priesthood applies to young women. She became concerned and wondered if God trusts His sons more than His daughters. She also remembered recently seeing a video online with opinions about the treatment of women in the Church of Jesus Christ. One person criticized the Church by implying that women are held back by not holding priesthood offices

Allow students plenty of time to discuss the principles that they feel could help Andrea. Based on their discussion, you could choose sections from the remaining lesson material that could help them better understand principles they didn't discuss in as much depth.

„Act in faith

Consider organizing students into small groups, displaying the following questions, and inviting students to discuss their answers with their groups. Move around the room and listen to their discussions, adding insights or direction as needed.

- How could Andrea's questions and concerns be an opportunity for her to strengthen her faith in Jesus Christ and commitment to His Church?
- What might Satan tempt her to do with her questions and concerns that could lead her away from Jesus?
- How would you suggest she approach her questions and concerns in faith?

Examine concepts and questions with an eternal perspective

Invite students to read paragraph 8). of the "Acquiring Spiritual Knowledge" section in the *Doctrinal Mastery Core Document*, looking for truths that could be helpful to Andrea.

The following activity is one way students could share what they found. Ask students to complete the first step below. Wait until they have completed each step before asking them to complete the next step.

1. Record in your study journal one truth from paragraph 8 that you think could help Andrea and why.
2. Move around the room, and try to find another student who chose the same truth that you did. Discuss with one another how it could help Andrea.
3. Add meaningful insights that the other student shared with you to your journal page.
4. Move around the room again, and find another student who chose a different truth than you did. Share with one another the insights from your journals.

After the previous sharing activity, some of the following questions may help create a class discussion that could lead to further insights.

- Suppose that Andrea is not able to find a clear answer as to why women do not hold priesthood offices. What do you know about Heavenly Father's plan and how He feels about His daughters that you would want her to remember?
- Which doctrinal mastery passages from the Doctrine and Covenants (or other books of scripture) could help remind Andrea of God's plan and feelings for her?

Seek further understanding through divinely appointed sources”,

Consider inviting students to discuss the following prompts with a partner. Then invite volunteers to share what they discussed with the class.

- „The sources Andrea uses to find information are important because ...
- I would counsel Andrea to look for answers by going to ... and not to look for answers by going to ...

Partners could look for and share examples from the scriptures, Church history, or the lives of women in our day that demonstrate Heavenly Father’s love for and confidence in His faithful daughters.

Partners could also search for and share statements from modern Church leaders that could help Andrea. If needed, you could suggest sources such as the following:

- General conference talks such as “Spiritual Treasures” (Russell M. Nelson, „*Ensign* or *Liahona*, Nov. 2019, 76–79)
- Teachings of the Relief Society General Presidency such as Relief Society General Presidency Addresses Four Key Questions about Women and the Priesthood (Aubrey Eyre, *Church News*, May 2, 2019, thechurchnews.com)
- Church *General Handbook* selections such as Priesthood Principles (chapter 3 in *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, ChurchofJesusChrist.org)

- What do you feel Heavenly Father would have you do with your questions or concerns?
- „How can choosing to follow the principles of acquiring spiritual knowledge affect your relationship with Heavenly Father and Jesus Christ when questions or concerns arise?

Conclusion

You might conclude class by inviting students to prayerfully answer one of the following questions in their study journals:

DOCTRINE AND COVENANTS 109–110

Doctrine and Covenants 109–110

Overview

After nearly three years of work and sacrifice, the Kirtland Temple was ready. The Lord revealed the dedicatory prayer to the Prophet Joseph Smith (see Doctrine and Covenants 109). After its dedication, the Savior fulfilled His promise to “manifest [Himself] to [His] people” in His house (see Doctrine and Covenants 110:7). Three heavenly messengers also appeared and restored essential priesthood keys.



Focus on converting principles: Help students discover doctrine and principles that can influence their relationships with Heavenly Father and Jesus Christ. For more on how the Savior did this, see the section “The Savior Taught Truths That Lead to Conversion and Build Faith” in *Teaching in the Savior’s Way*. You can also see an example of how to do this in this week’s lesson titled “Doctrine and Covenants 110, Part 1”

Prepare to teach.

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 109

„**Lesson purpose:** To help students feel an increased desire to attend the temple and receive the promised blessings of the Lord.

- „**Student preparation:** Invite students to ponder how they feel about the temple. They might want to read ”. Doctrine and Covenants 109:10–13 and look for blessings of attending the temple that are meaningful to them.
- **Images to display:** Various temples and the Kirtland Temple
- **Information to prepare:** You might want to find a few temple facts, such as the number of temples in operation, how many were announced at the last general conference, the nearest temple to your class location, and so on. For temple statistics, you can visit ChurchofJesusChristTemples.org/statistics/
- **Videos:** “The Blessings of the Temple” (3:37) or Strength beyond My Own(” (3:47)

- **Materials for students:)** A hymn book or copy of the hymn “The Spirit of God” (*Hymns* no. 2)

Doctrine and Covenants 110, Part 1

Lesson purpose: To help students understand how our worthiness prepares us to come closer to the Lord in His temple.

- **Student preparation:** Invite students to ponder what it means to be worthy to enter the temple and why it is worth it. You could also invite them to ask a family member or Church leader to share their thoughts. Invite students to come to class prepared to share their insights and questions.
- **Image to display:** A picture of the Savior
- **Video:** Jesus Christ Appears in the Ancient Americas (16:43; from time code 11:52 to 14:05)
- **Content to display:** Drawing of a temple with a path leading to it
- **Material for students:** Copies of, or access to, the temple recommend questions

Doctrine and Covenants 110, Part 2

Lesson purpose: To help students understand how the priesthood keys restored to the Prophet Joseph Smith can bless their lives.

- **Student preparation:** Invite students to pick one of the following subjects and ponder how it has been a blessing in their life: missionary work, the gospel of Jesus Christ, or temple and family history.
- **Image to display:** The Savior’s appearance in the Kirtland Temple
- **Handout:** “Priesthood Keys Restored in the Kirtland Temple (Part 1 and Part 2

LESSON 122: DOCTRINE AND COVENANTS 109–110

Doctrine and Covenants 109

The Lord's Temple: A House of Glory and Power



The Saints worked for nearly three years to build the Kirtland Temple, the first temple built in this dispensation.

Doctrine and Covenants 109 is the dedicatory prayer revealed by the Lord to the Prophet Joseph Smith. This prayer contains blessings we can receive today. This lesson can help students feel an increased desire to attend the temple and receive the promised blessings of the Lord.

Possible Learning Activities

Feelings about the temple

Consider displaying images of different temples. You might briefly ask students a few temple facts, such as how many temples are currently in operation, how many were announced at the last general conference, which temple is nearest to your class location, and so on.

- Why might some people feel excited about attending the temple? Why might some not feel excited?

Display the following statements and encourage students to ponder how strongly they agree with each statement. Alternatively, you could invite students to record their own feelings about attending the temple in their study journals.

- The temple is the house of God.

- Preparing for or attending the temple is important to me.
- I believe there are meaningful blessings the Lord will give me for striving to be worthy to attend His house.

Ponder any questions or concerns you have about preparing for and attending the temple. As you study today, you may want to pray to Heavenly Father to help you feel a greater desire to attend His holy temple.

The Kirtland Temple

(Display a picture of the Kirtland Temple, such as the one included at the beginning of the lesson. Briefly share some historical information about this temple in your own words or invite two students to read the following paragraphs.)

Between June 1833 and March 1836, Church members sacrificed time, money, and possessions to help build the first temple in this dispensation. Men provided skilled labor for the building's construction, and women made clothing and provided lodging for the workers. Some Latter-day Saints donated much of their wealth to the building of the temple. The temple cost approximately 60,000 United States dollars—an incredible sum for that time, especially considering the poverty of the Saints.

The Kirtland Temple was dedicated on March 27, 1836. Many Latter-day Saints who attended the ceremonies and events associated with the dedication experienced great spiritual manifestations. These included hearing the sound of a rushing mighty wind, speaking in tongues, seeing visions, and witnessing the visitation of angels.)

Doctrine and Covenants 109 is the dedicatory prayer that the Lord revealed to the Prophet Joseph Smith. This prayer was read aloud during the dedicatory services. This pattern continues today, with an inspired dedicatory prayer read during each temple dedication session.

You might consider asking if any students have attended a temple dedication. If they have, a student could share what he or she remembers about the dedicatory prayer.

Read Doctrine and Covenants 109:1–4 looking for how this inspired dedicatory prayer began.

- What was meaningful to you in these verses?

As students share, you might ask some follow-up questions like “What do these verses reveal about the Lord?” or “What stands out to you about the attitude of the Saints?” (for examples, see verses 1 and 4)

Purposes and blessings of the temple

Ensure that students have sufficient time for the following study activity. You could write the words *Purposes* and *Blessings* on the board.

Students could work with a partner to do the following and mark what they find.

Read Doctrine and Covenants 109:5, 11–16, 20–24, looking for some of the Lord’s purposes for building His temple and the promised blessings for doing so.

After sufficient time, invite students to discuss with their partners which purposes and blessings are most significant to them and why.

Invite each partnership to create a statement of truth based on one of the meaningful insights they found. (Or, depending on class size, you could invite each student to share.) Consider providing a small sheet of paper for students to write their statement and display it on the board. Students could then share their statement, the verse or verses it is based on, and why it feels important to them.

Students could share truths similar to the following:

- In the temple, the Lord can manifest Himself to us. (verses 5, 12–13) (*Note:* Help students understand that there are many ways the Lord can manifest Himself. This will be discussed in the next lesson.),

- In the temple, the Lord can arm us with His power, protection, and help. (verses 13, 22)
- The temple is a place of learning. (verses 14–15)
- Worshipping in the temple can prepare us to serve the Lord and preach His word. verses 22–23

- What can these truths help us learn about Heavenly Father and Jesus Christ? Why is that valuable to you?

Consider inviting several students to read the following statements from youth about their temple experiences. Invite students to look for examples of the blessings listed above as well as additional blessings.

Only uplifting thoughts fill my mind in the temple. It is an amazing feeling to think of things you can do to help others. [Chloé D.] ...

Regularly visiting the temple has helped me feel the Spirit more often. It’s definitely brought my friends closer to one another. Also, a lot of our classmates ask about our temple trips. ...

A friend ... was able to get her first limited-use recommend, and it has been neat to see the positive effect this has had on her life. [Annalise K.] ...

... Just being able to walk in [the temple], I felt that all of the troubles I was having at school and elsewhere were just gone. I felt at peace being in the temple. I was overcome with feelings of happiness. Being in the temple helped me focus on what I needed to do at church and in other duties. It was just so incredible to be able to go and get away from all the troubles I had. [Kole E.] Youth Voices: Attending the Temple,” *New Era*, Apr. 2013, 5–7)

Attending the Lord's holy temple

Consider showing the video “The Blessings of the Temple” (3:37) or “Strength beyond My Own” (3:47). Invite students to ponder blessings they have felt preparing for or entering the temple. Another option could be to sing (The Spirit of God *Hymns* no. 2), which was written for the Kirtland Temple dedication, or another hymn about the temple.)

President Russell M. Nelson testified:



[The temple] is His house. It is filled with His power. Let us never lose sight of what the Lord is doing for us now. ... I promise that increased time in the temple will bless your life in ways nothing else can. (Russell M. Nelson, “Focus on the Temple *Liahona*, Nov. 2022, 121)

- When have you or someone close to you experienced temple blessings?

Invite students to recall their answers from the beginning of the lesson about why some people might not feel excited to attend the temple.

- What have you learned or felt that could help someone face their concerns or inspire them to feel differently about the temple?
- How have your own feelings about the Lord and His holy temple been influenced today?

Consider inviting students to display an image of the temple in a place they will see it often. Encourage students to continue praying to Heavenly Father for increased love for and desire to attend His holy temples.

LESSON 123: DOCTRINE AND COVENANTS 109–110

Doctrine and Covenants 110, Part 1

The Savior Will Manifest Himself to His Saints in the Temple

On April 3, 1836, the Lord Jesus Christ appeared to Joseph Smith and Oliver Cowdery in the Kirtland Temple, fulfilling His promise to “manifest [Himself] to [His] people ... in this house” (Doctrine and Covenants 110:7). This promise can apply to us today. This lesson can help students understand how our worthiness prepares us to come closer to the Lord in His temple.

Possible Learning Activities

If you could be with the Savior

To begin class, invite students to imagine they had the opportunity to see the Savior Jesus Christ in person.

Alternatively, you could display a picture of the Savior’s ministry among the people of ancient America or show the video “Jesus Christ Appears in the Ancient Americas from time code 11:52 to 14:05. Invite students to imagine they were there. After the video, you could ask questions like the following:

- What are some blessings you might receive from being with the Savior?
- How might these blessings affect your life?

As you study today, look for ways you can come closer to the Lord spiritually and enjoy the blessings He desires to give you.

The Savior appears in the Kirtland Temple

To prepare students to study the Savior’s appearance in the Kirtland Temple, recorded in Doctrine and Covenants 110 consider reminding them of the blessings the Lord promised the Saints if they would build a temple (see Doctrine and Covenants 97:15–16, Students could also review some of the blessings Joseph Smith prayed for at the temple’s dedication (see Doctrine and Covenants 109:12).

The following paragraph could be read aloud or summarized to provide historical context for Doctrine and Covenants 110. Invite students to visualize these events and how it might have felt to be there.

On the afternoon of Easter Sunday, April 3, 1836, a sacrament meeting was held in the newly dedicated Kirtland Temple. After the sacrament was administered to the congregation, Joseph Smith and Oliver Cowdery went behind the curtain that covered the altar to pray silently. There they beheld the series of divine visitations recorded in Doctrine and Covenants 110 (See *Saints: The Story of the Church of Jesus Christ in the Latter Days*, vol. 1, *The Standard of Truth, 1815–1846* [2018], 239–40.)

Note: The next lesson Doctrine and Covenants 110, Part 2”) covers the heavenly visitations that followed the Savior’s appearance in the temple.

As you read Doctrine and Covenants 110:1–4), ponder what you might have thought or felt if you had been with Joseph and Oliver during this vision.

- What stood out to you about the way the Savior introduced Himself in verse 4?
- What does it mean to you that the Savior is our Advocate with the Father? (see Doctrine and Covenants 45:3–5).

The Savior promises to manifest Himself to us in the temple

Read Doctrine and Covenants 110:5–10 looking for the reasons the Savior said all His Saints should rejoice.



Focus on converting principles: This exercise may help students identify a converting principle. For more practice with focusing on converting principles, see the training titled Focus on truths that lead to

conversion and build faith in Jesus Christ” in *Teacher Development Skills: Teach the Doctrine*. Consider practicing the skill “Ask questions that help students identify and state converting principles.”

- What words or phrases in these verses were meaningful or interesting to you?
- How might).verses 5 and 8 help us prepare to come closer to the Lord in the temple?).

Among the truths students may discover from these verses, help them understand that **if we keep the commandments and strive to be clean before the Lord, He will manifest Himself to us in His temple.**

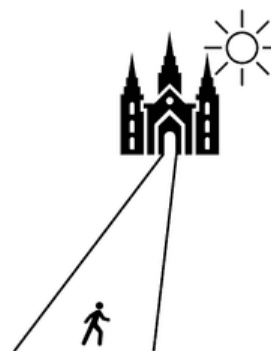
- Other than appearing physically, what are some other ways the Savior might manifest Himself to us in the temple? (Some examples appear in).verses 8–9.)

Other ways the Savior might manifest Himself to us could include speaking to us with His voice (verse 8) and giving us blessings and an endowment, or gift of spiritual power from on high (verse 9). In the temple, we can receive some of the same blessings students may have thought of at the beginning of the lesson. These blessings can include coming to know the Savior better and receiving guidance, peace, and healing.

Keeping the Lord’s commandments and being clean

To help students understand more about keeping the commandments and striving to be clean, you could have them review the temple recommend questions, looking for what the Lord expects of us before we can enter His house (see *For the Strength of Youth: A Guide for Making Choices* ([2022], 36–37). Students may have already done something similar when they studied the lesson Doctrine and Covenants 97.”

You might draw or invite a student to draw the following diagram on the board. Students could copy the image in their study journals. They could list what they learn from reviewing the temple recommend questions along the path.



- „Why do you think the Lord wants us to strive to keep the commandments in order to come closer to Him in the temple?
- What does it mean to you to be clean or worthy before the Lord?

Brother Bradley R. Wilcox of the Young Men General Presidency taught:



God’s message is that worthiness is not flawlessness. Worthiness is being honest and trying. We must be honest with God, priesthood leaders, and others who love us, and we must strive to keep God’s commandments and never give up just because we slip up. ...

... Remember change is possible, repentance is a process, and worthiness is not flawlessness. Most

important, remember that God and Christ are willing to help us right here and now. ...

... Elder Dieter F. Uchtdorf has said: “God does not need people who are flawless. He seeks those who will offer their ‘heart and a willing mind’

Doctrine and Covenants 64:34 and He will make them ‘perfect in Christ’ Moroni 10:32–33 (Bradley R. Wilcox, “Worthiness Is Not Flawlessness,” *Liahona*, Nov 2021, 62, 67)

- How could this message help someone who wonders if they are worthy to be in the temple and in the Savior’s presence?

Demonstrate your understanding

To help students demonstrate their understanding, you might provide scenarios like the following:

Imagine that a friend is wondering whether it is worth it to strive to be worthy to worship in the temple. Another friend wonders if it is possible for them to ever be worthy enough to be in the temple. Select one of these situations, and answer the following questions:

- From what you have learned today, how would you respond to your friend’s concerns?
- What do you hope your friend would understand about Heavenly Father, Jesus Christ, and the temple?

Invite students to share their thoughts. Consider sharing your feelings about the Savior’s promise to manifest Himself to us in His temples as we strive to keep the commandments and be clean.

LESSON 124: DOCTRINE AND COVENANTS 109–110

Doctrine and Covenants 110). Part 2

The Restoration of Priesthood Keys

After the vision of Jesus Christ in the Kirtland Temple on April 3, 1836, “the heavens were again opened”

Doctrine and Covenants 110:11) to Joseph Smith and Oliver Cowdery. Three ancient prophets appeared and committed essential priesthood keys to them. This lesson can help students understand how the priesthood keys restored to the Prophet Joseph Smith can bless their lives.

Possible Learning Activities

How would life be different?

To begin class, consider writing the following incomplete question on the board:

What would your life be like without

Invite students to complete the question in their study journals with something they feel would be difficult to live without. Invite a few students to share how they completed the question and to briefly explain why their lives would be challenging without it.

After students have shared, complete the question on the board with phrases such as “missionary work,” “the fulness of the gospel,” “temple and family history work,” and “the opportunity to be sealed to your family.” Invite class members to silently contemplate how life would be different without these blessings from Heavenly Father and to record any feelings they might have. Encourage students to continue pondering the significance of these blessings in their lives as they learn about sacred events that helped make them possible.

Priesthood keys restored



You may want to display an image of the Savior’s appearance in the Kirtland Temple on April 3, 1836 (see Doctrine and Covenants 110:1–10). If students have had the lesson “Doctrine and Covenants 110, Part 1 you could ask them the following question:)?

- What do you remember about this sacred vision?

Consider writing the following bolded truth on the board: **The Lord sent heavenly messengers to restore priesthood keys to the Prophet Joseph Smith.** To help students better understand the significance of this truth, copy the following chart onto the board and invite students to re-create it in their study journals. (Explain that students should leave enough room to add an additional question to the bottom of each column later in this lesson.) Invite students to use their scriptures to fill in the chart.

Kirtland Temple—April 3, 1836

Doctrine and Covenants 110:11	Doctrine and Covenants 110:12	Doctrine and Covenants 110:13–16
Who appeared?	Who appeared?	Who appeared?

What did he re-store?	What did he re-store?	What did he restore?
-----------------------	-----------------------	----------------------

After you have given students enough time to study, invite volunteers to come to the board and write in each column what they learned. If needed, remind students of the following:

Remember that “priesthood keys are the authority to direct the use of the priesthood on behalf of God’s children. The use of all priesthood authority in the Church is directed by those who hold priesthood keys” (*General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 3.4.1, ChurchofJesusChrist.org; see also Doctrine and Covenants 65:2).

To help students better understand the keys that were restored, invite them to study these keys by using other scripture passages, general conference talks, or other divine sources. They might study footnotes or look up “priesthood keys,” unfamiliar words, or any of the heavenly visitors’ names in the Guide to the Scriptures, Bible Dictionary, or Topical Guide. They might search “keys restored in the Kirtland Temple” in the Gospel Library app.



Or divide students into small groups and provide each group with one of the study activities from the handout titled “Priesthood Keys Restored in the Kirtland Temple.” Invite each group to discuss the handout together and add insights to their chart.

Priesthood Keys Restored in the Kirtland Temple

STUDY ACTIVITY A

Doctrine and Covenants 110:11

Moses restored the keys to the “gathering of Israel” Doctrine and Covenants 110:11 The keys of gathering authorize those servants holding this authority to preach the restored gospel of Jesus Christ to the nations of the earth.

President Russell M. Nelson declared:



When we speak of gathering Israel on both sides of the veil, we are referring, of course, to missionary, temple, and family history work.

We are also referring to building faith and testimony in the hearts of those with whom we live, work, and serve. (Russell M. Nelson, “Let God Prevail,” *Ensign* or *Liahona*, Nov. 2020, 92)

- How might you help to build faith and testimony in the hearts of those you associate with each day?
- How has your life or the life of someone you know been influenced by the Lord reaching out to us through missionary work?

STUDY ACTIVITY B

[Doctrine and Covenants 110:12]

Elias committed the dispensation of the gospel of Abraham (see „Doctrine and Covenants 110:12). This includes the restoration of the Abrahamic covenant.

President Russell M. Nelson explained:”,



The covenant God made with Abraham ... contained several promises, including ... all nations of the earth would be blessed by his seed. ...,

... We have received, as did they of old, the holy priesthood and the everlasting gospel. We have the right to receive the fulness of the gospel, enjoy the blessings of the priesthood, and qualify for God’s greatest blessing—that of eternal life. (Russell M. Nelson, “Covenants,” *Ensign* or *Liahona*, Nov. 2011, 87–88)

- What are some ways the Lord is blessing individuals, families, and nations through His gospel and His priesthood?
- „What blessings from the Lord are you experiencing through His gospel and His priesthood?

STUDY ACTIVITY C**Doctrine and Covenants 110:13–16**

Elijah restored the sealing keys, which include the authority to seal families together in the temple.

Elder Gary E. Stevenson of the Quorum of the Twelve Apostles explained:



Sealing keys, restored by the Old Testament prophet Elijah, enable ordinances to take place in holy temples. Ordinances performed in these temples enable individuals and families to return to the presence of our heavenly parents. (Gary E. Stevenson, *Where Are the Keys and Authority of the Priesthood?*, *Ensign* or *Liahona*, May 2016, 31)

- What are some ways the Lord blesses us through temple work and sealings?
- How has the Lord blessed, or how can He bless, you and your family through ordinances of the temple?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

- How is the Savior preparing us for His Second Coming through the priesthood keys that Moses, Elias, and Elijah restored?
- Why do you think the earth would “be smitten with a curse” (Doctrine and Covenants 110:15 at the Lord’s coming without the restoration of these priesthood keys)?

To conclude, invite students to complete the following in their journals. You might ask a few to share what they wrote.

Imagine a friend tells you she learned about the priesthood keys restored in the Kirtland Temple. Your friend then says, “I’m not sure what any of it has to do with me.” Using what you learned today, explain what keys were restored and how they have blessed or can bless your friend.

Consider reminding students of what they reflected on at the beginning of the lesson. Invite them to write in their study journals “Why are these keys important to me?” Give them time to reflect and answer this question based on their study or what they learned in the activity.

“Before the great and dreadful day of the Lord”

Review Doctrine and Covenants 110:14–16 looking for any words or phrases that relate to the Second Coming of Jesus Christ.

- What did you discover?

Encourage students to mark in their scriptures any important words or phrases they discovered.

Priesthood Keys Restored in the Kirtland Temple

Study Activity A

DOCTRINE AND COVENANTS 110:11

Moses restored the keys to the “gathering of Israel” (Doctrine and Covenants 110:11). The keys of gathering authorize those servants holding this authority to preach the restored gospel of Jesus Christ to the nations of the earth.

President Russell M. Nelson declared:



When we speak of gathering Israel on both sides of the veil, we are referring, of course, to missionary, temple, and family history work. We are also referring to building faith and testimony in the hearts of those with whom we live, work, and serve. (Russell M. Nelson, “Let God Prevail,” *Ensign* or *Liahona*, Nov. 2020, 92)

- How might you help to build faith and testimony in the hearts of those you associate with each day?
- How has your life or the life of someone you know been influenced by the Lord reaching out to us through missionary work?

Study Activity B

DOCTRINE AND COVENANTS 110:12

Elias committed the dispensation of the gospel of Abraham (see Doctrine and Covenants 110:12). This includes the restoration of the Abrahamic covenant.

President Russell M. Nelson explained:



The covenant God made with Abraham . . . contained several promises, including . . . all nations of the earth would be blessed by his seed. . . .

. . . We have received, as did they of old, the holy priesthood and the everlasting gospel. We have the right to receive the fulness of the gospel, enjoy the blessings of the priesthood, and qualify for God’s greatest blessing—that of eternal life. (Russell M. Nelson, “Covenants,” *Ensign* or *Liahona*, Nov. 2011, 87–88)

- What are some ways the Lord is blessing individuals, families, and nations through His gospel and His priesthood?
- What blessings from the Lord are you experiencing through His gospel and His priesthood?

Study Activity C

DOCTRINE AND COVENANTS 110:13–16

Elijah restored the sealing keys, which include the authority to seal families together in the temple.

Elder Gary E. Stevenson of the Quorum of the Twelve Apostles explained:



Sealing keys, restored by the Old Testament prophet Elijah, enable ordinances to take place in holy temples. Ordinances performed in these temples enable individuals and families to return to the presence of our heavenly parents. (Gary E. Stevenson, “Where Are the Keys and Authority of the Priesthood?,” *Ensign* or *Liahona*, May 2016, 31)

- What are some ways the Lord blesses us through temple work and sealings?
- How has the Lord blessed, or how can He bless, you and your family through ordinances of the temple?

DOCTRINE AND COVENANTS 111–114

Doctrine and Covenants 111–114

Overview

In 1836, the Church was deeply in debt. The Prophet Joseph Smith and other Church leaders traveled to Salem, Massachusetts, where they hoped to obtain money to pay the debt. While in Salem, Joseph received the revelation recorded in Doctrine and Covenants 111. In 1837, Thomas B. Marsh, President of the Quorum of the Twelve Apostles, sought direction about his calling from Joseph Smith.



„ Focus on Heavenly Father and Jesus

Christ: The greatest blessing teachers can give students is to help them come to know and love Heavenly Father and Jesus

Christ. As you prepare and teach lessons, seek inspiration on how to do this. To learn more about this, see the section Teach about the Titles, Roles, and Attributes of Jesus Christ”, in *Teaching in the Savior’s Way* You can also see an example of how to do this in this week’s lesson titled Doctrine and Covenants 111.”

Assess Your Learning 8

Lesson purpose: To help students remember and evaluate how their experiences studying the Doctrine and Covenants have helped them grow spiritually.

- **Items:** Several rocks of different sizes that can be used to create a trail marker
- **Image:** The current First Presidency and Quorum of the Twelve Apostles

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 111

Lesson purpose: To help students feel greater confidence in Heavenly Father and Jesus Christ.

Student preparation: Invite students to think about problems or challenges they face and how confident they are that they can get through them and that things will work out.

Doctrine and Covenants 112

Lesson purpose: To help students humbly seek guidance from Heavenly Father.

- **Student preparation:** During the lesson, students will be invited to think about directions they need from Heavenly Father. You could invite them ahead of time to think about their lives and guidance they may need from Him.
- **Video:** “How I #HearHim: Elder Neil L. Andersen” (2:51)

LESSON 125: DOCTRINE AND COVENANTS 111–114

Doctrine and Covenants 111

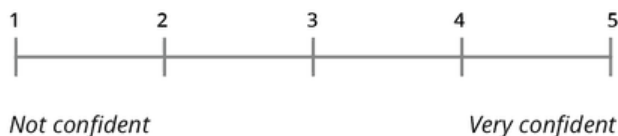
“I Will Order All Things for Your Good”

In 1836, the Church was deeply in debt. The Prophet Joseph Smith and other Church leaders traveled to Salem, Massachusetts, where they hoped to obtain money to pay the Church’s debts. On August 6, 1836, Joseph Smith received the revelation recorded in „Doctrine and Covenants 111. In this revelation the Lord reassured him regarding the Church’s debt and the welfare of Zion. This lesson can help students feel greater confidence in Heavenly Father and Jesus Christ.

Possible Learning Activities

How will things turn out?

Begin class by inviting students to think about challenges teenagers commonly face that could lead them to feel discouraged or fear that things won’t get better. Then you might draw a scale like the following on the board and invite students to use it to answer the question below.



- How confident do you think most teenagers are that things will work out for their good?

Ponder how you would rate yourself on this scale regarding the problems or challenges you are currently facing or may face in the future.

A troubling time for Joseph and others

Consider inviting a student to read the following contextual background, or you could summarize it in your own words. Alternatively, you could invite students to read from chapter 22 of *Saints: The Story of the Church of Jesus Christ in the Latter Days* vol. 1, *The Standard of Truth, 1815–1846* ([2018], 258–59), or you could play the audio of that chapter (available at saints.ChurchofJesusChrist.org from time code 16:14 to 17:00. You might point out that just as we face challenges in our lives that may be discouraging, Joseph Smith and other Church leaders faced challenges in 1836 that caused them great concern about the future of Zion.

By 1836, the Church was deep in debt due to the costs of building the Kirtland Temple and of purchasing lands in Ohio and Missouri. At the same time, the Saints in Clay County, Missouri, were being forced to relocate. In late July 1836, with these concerns weighing heavily on their minds, Joseph and Hyrum Smith, Oliver Cowdery, and Sidney Rigdon traveled more than 600 miles (965 kilometers) from Kirtland, Ohio, to Salem, Massachusetts. While the reason for their trip is not certain, they may have been acting on information they thought could help them relieve the debt of the Church. One account states that a Church member had told Joseph Smith about a house in Salem in which was hidden a large amount of money. (See historical introduction to “Revelation, 6 August 1836 [D&C 111],” 35, josephsmithpapers.org)

- How confident do you think Joseph Smith was that the problems the Church was facing would work out for good?

As students study Doctrine and Covenants 111, invite them to seek revelation about ways the Lord can help us increase our confidence that our problems and challenges can work out for our good.

“Notwithstanding your follies”

Consider writing the following verse groupings on the board. One way to study these is to read the first grouping, and then invite students to write their answers to the two questions on a piece of paper and then pass it to a classmate. Discuss what students wrote. Repeat this activity with the remaining two verse groupings. This can help students share what they are learning and be taught by their classmates.

As needed, explain that a folly is a mistake or error in judgment.



Focus on Heavenly Father and Jesus Christ:

For more practice with this, see the training titled “Teach about the titles, roles, and attributes of Jesus Christ” in

Teacher Development Skills: Focus on Jesus Christ.

Consider practicing the skill “Create search questions to help students identify roles, titles, symbols, attributes, and characteristics of Jesus Christ.” After reviewing the training, you may want adjust or add to the questions you ask students about the following scripture passages.

Read the following verse groupings, and for each grouping, answer the two questions that follow:

Doctrine and Covenants 111:1–4

Doctrine and Covenants 111:5–8

Doctrine and Covenants 111:9–11

- What questions do you have about these verses?
- What truths do you learn about God from these verses?

(In their responses to the second question, students might mention a number of truths or attributes of God. These could include truths such as the following: **God is merciful with our follies** (see verse 1); **God communicates with us through the peace and power of His Spirit** (see verse 8); **God can order all things for our good** (see verse 11).

- How might the truths you identified have helped Joseph Smith with the challenges and concerns he had?
- „How might they be able to help you?

God can order all things for our good

Follow the promptings of the Spirit regarding which truths would be helpful for students to study more deeply. The remainder of this lesson will focus on the truth that **God can order all things for our good**. Consider writing this truth on the board and inviting students to mark the words in verse 11 that teach it.

As needed, help students understand that the word *order* in this verse means “arrange.” You might refer to the scale on the board and invite students to ponder how confident they are that God can arrange “all things” for their good.

Consider discussing with students that if they would like to believe this truth more strongly, they can pray for help to deepen their understanding and belief in this attribute of God.

- According to verse 11, what is required of us in order for God to arrange all things for our good?

As needed, explain that being “wise as serpents and yet without sin” (verse 11 refers to the idea that the Savior’s disciples should combine wisdom with innocence and purity.

For the following activity, you could organize students into groups of three. Ask each student in the group to read a different passage below. After students have read and discussed the passages, consider inviting them to come to the board and write something they found. They can write it around the truth on the board, with an arrow pointing toward the truth.

„Study the following passages, looking for what we need to do for God to order all things for our good. Consider linking the following verses with Doctrine and Covenants 111:11”

Romans 8:28

Doctrine and Covenants 90:24

Doctrine and Covenants 100:15

What I learned today can help me with a problem I'm dealing with by ...
When I face a difficulty in the future, I want to remember ...

Invite students to read the following statement by President Gordon B. Hinckley and then add what they learned to the list on the board:

President Gordon B. Hinckley (1910–2008) testified:



It all works out. Don't worry. I say that to myself every morning. It will all work out. If you do your best, it will all work out. Put your trust in God, and move forward with faith and confidence in the future. The Lord will not forsake us. He will not forsake us. Latter-day Counsel: Excerpts from Addresses of President Gordon B. Hinckley," *Ensign* Oct. 2000, 73)

Invite students to teach one another about what they wrote on the board. They could explain why it is meaningful to them. Some of the following questions could enhance the discussion:

- What did you find that can strengthen your confidence that God can order all things for your good?
- How does having an eternal perspective help you trust that God can order all things for your good?
- When or how has God arranged things for good in your life or the life of someone you know?

The following activity gives students time to consider how what they have learned and felt today could influence their lives and their relationship with Heavenly Father. After students finish writing in their journals, you could invite a few to share with the class.

Complete one or more of the following sentences in your journal:

My confidence that God can order all things for my good was strengthened today by ...

LESSON 126: DOCTRINE AND COVENANTS 111–114

Doctrine and Covenants 112

“The Lord Thy God Shall Lead Thee by the Hand”

The humility of Jesus Christ helped Him understand and fulfill His Father’s will throughout His mortal ministry (see John 5:30). In (Doctrine and Covenants 112 the Savior taught Thomas B. Marsh that humility can help us receive direction from our Heavenly Father. The purpose of this lesson is to help students humbly seek guidance from Heavenly Father.

Possible Learning Activities

Seeking divine guidance

To prepare students to learn about receiving guidance from Heavenly Father, you could display the following questions and invite students to ponder their responses. You could also have students choose one or two of the questions to respond to in their study journals.

- What guidance do you need from Heavenly Father in your life?
- What helps you receive guidance from Heavenly Father?
- What sometimes gets in the way of receiving guidance from Heavenly Father?

As we discuss one of the Savior’s teachings about receiving divine guidance, pay attention to what the Spirit teaches you about how you can improve your ability to be led by Him.

Humility leads to divine guidance

To help students understand more about the context of Doctrine and Covenants 112 and why Thomas B. Marsh was seeking guidance from the Lord, you could display the following information and invite a student to read it:

In 1837, Thomas B. Marsh was serving as President of the Quorum of the Twelve Apostles. A spirit of apostasy and fault-finding had developed among some of the Kirtland Saints, including some members of the Quorum of the Twelve Apostles. In January of 1837, Church leaders organized a bank called the Kirtland Safety Society. Facing a variety of challenges, including a nationwide financial crisis,

the bank ultimately failed, intensifying the outcry against the Prophet Joseph Smith. Concerned about these dissensions, Thomas B. Marsh left his home in Missouri and traveled to Kirtland, determined to meet with the Twelve and show support for Joseph. However, upon his arrival, President Marsh learned that Joseph had sent two members of the Twelve to England on missions. As quorum president, President Marsh was upset that Joseph had not first sought his counsel. Nevertheless, Thomas B. Marsh visited Joseph Smith to seek direction from the Lord.

Decide which reading method would best help your students study the following verses. You could divide the verses among individual students or groups of students. Or multiple students could volunteer to read groups of verses aloud as class members follow along.

Read Doctrine and Covenants 112:2–3, 10, 12–15, 20–22, 28, 33–34, looking for counsel the Lord gave to Thomas B. Marsh that would help him receive guidance from the Lord.

- What meaningful words or phrases did you find?
- What are some principles we can identify from these verses?

Students may identify many principles from their study. Follow promptings from the Holy Ghost to ask follow-up questions and deepen students’ understanding of the principles they identify. The remainder of this lesson will focus on the truth that **if we are humble, Heavenly Father will lead us and answer our prayers** (see verse 10).

To help students deepen their understanding of this principle, consider placing students in groups to discuss the following questions. They could then read Elder Soares’s statement and discuss the question that follows:

- How would you define humility?
- How do think humility helps us receive answers to our prayers?

Elder Ulisses Soares of the Quorum of the Twelve Apostles taught:



I believe, brothers and sisters, that only those who are humble are able to acknowledge and understand the Lord's answers to their prayers. The humble are teachable, recognizing how dependent they are on God and desiring to be subject to His will. The humble are meek and have the ability to influence others to be the same. God's promise to the humble is that He will lead them by the hand. I truly believe that we will avoid detours and sadness in our lives as long as we walk hand in hand with the Lord. (Ulisses Soares, "Be Meek and Lowly of Heart," *Ensign* or *Liahona*. Nov. 2013, 10)

- What else did you find that helps deepen your understanding of verse 10

You may want to provide a brief opportunity for a few groups to share what they learned from their discussion.

Ways we can be humble in our prayers

Think of ways to help students understand how we can demonstrate humility in our prayers. Students could list ideas on the board. They could also study and discuss some of the following ideas. Give students an opportunity to share what the Spirit is teaching them.

The following are some ways we can show humility when we pray;

- We can express gratitude (see the Savior's example in 3 Nephi 19:19–20, 27–28).
- We can acknowledge our weakness and Heavenly Father's power (see the example of the brother of Jared in Ether 3:1–6,).
- We can seek correction (watch the video "How I #HearHim: Elder Neil L. Andersen [2:51], available at ChurchofJesusChrist.org; see also Hebrews 12:5–9).

You could also invite students to reflect on times Heavenly Father has answered their prayers to give them the guidance and direction they needed. A few willing students could share their experiences;

The following is intended to give students an opportunity to make a plan to humbly seek guidance from Heavenly Father:

Listen for promptings from the Holy Ghost as you respond to the following questions in your study journal:

- What guidance or direction are you seeking from Heavenly Father?
- What can you do to humbly seek His guidance?

Invite students to act on impressions they received. You could share a personal experience about receiving Heavenly Father's guidance in your life.

LESSON 127: DOCTRINE AND COVENANTS 111–115",

Assess Your Learning 8

Doctrine and Covenants 95–115



Reflecting on and assessing our spiritual learning can help us draw closer to the Savior. This lesson can help students remember and evaluate how their experiences studying the Doctrine and Covenants have helped them grow spiritually.

Possible Learning Activities

Assess your spiritual progress

Bring several rocks of different sizes to class, and have students create a trail marker. Invite students to stack a few rocks and to look for what creates a stable foundation. (Alternatively, show an image of a trail marker.) You might mention that anciently and today, these trail markers provide safety and direction to travelers. You could ask the following questions about the activity.

- What are some different trail markers Heavenly Father and Jesus Christ have provided to guide us along the covenant path back to Their presence?
- How can a trail marker be a symbol of the Savior?

Help students recognize that the scripture passages they have studied, lessons they have learned, and teachings they have applied in their study of the Doctrine and Covenants can be like the stones stacked together, providing safety and direction as they travel along the covenant path. Invite students to review their notes taken and scriptures studied over the last few weeks (Doctrine and Covenants 95–115), pondering the truths they have learned.

As you reflect on your experience studying the Doctrine and Covenants, prayerfully invite the Spirit to help you recognize the progress you are making toward your Heavenly Father and your Savior, Jesus Christ.

Display the following questions to help students reflect on their spiritual progress. Invite students to answer two or more of the questions in their study journals.

- What are some of the spiritual truths you have learned or applied that have helped you feel closer to the Heavenly Father and Jesus Christ?
- How have these truths given you direction and safety along the covenant path?
- „What scripture passages from the Doctrine and Covenants have been meaningful to you? Why?

When students have had sufficient time to record their responses, invite a few volunteers to share reflections that are not too personal. They could share the scripture passages that were meaningful to them and why. As students share, they could add stones to the trail marker.

Consider the promptings of the Spirit and needs of your students as you select which of the following activities to use.

Explain how the Savior's priesthood and priesthood keys bless His Church

Help students assess what they have learned recently about the Savior's priesthood and priesthood keys. In their study of Lesson 119: Doctrine and Covenants 107:1–20, students may have learned that those who serve in the Church can draw upon the Savior's power through His priesthood. In their study of Doctrine and Covenants 110, Part 2, students may have learned about the restoration of priesthood keys to Joseph Smith and Oliver Cowdery in the Kirtland Temple.

You could share the following scenario. In writing their responses, students could review notes they have taken in their journals or scriptures they have marked.

Becky and Michael are siblings who recently joined the Church. They are the only members in their family. They both have strong testimonies of the Book of Mormon, the Prophet Joseph Smith, and the restored Church of Jesus Christ, but recognize they still have more to learn. In church one Sunday, they heard someone talking about how the Savior's priesthood and priesthood keys bless every member of the Church. They didn't really know what that meant.

- What could you use from your recent study in the Doctrine and Covenants to help Becky and Michael better understand how the Savior's priesthood power and priesthood keys bless us as members of the Church?

If students need help, you may want to redraw on the board the tree from Lesson 119: Doctrine and Covenants 107:1–20 and label the branches with various organizations in the Church. Students could share that men and women who receive callings in the Church draw power from the Savior to serve others in His Church. As part of their explanations, students might use verses from section 107 to illustrate that **all authorities and offices in the Savior's Church are appendages to the Melchizedek Priesthood**. Some verses they might use could include verses 5, 8, 14, 18–20 or other verses of their choosing to teach this.

Alternatively, you could display images of the visits of Moses, Elias, and Elijah in the Kirtland Temple, described in Doctrine and Covenants 110. Invite students to share who these visitors were and what keys they restored. Encourage them to use verses from section 110 in their explanations.

„Feel greater confidence that the Apostles are special witnesses of Jesus Christ

In a recent lesson, students may have learned how the First Presidency and Quorum of the Twelve Apostles are special witnesses of the name of Christ in all the world (see Doctrine and Covenants 107:23). Provide students with an opportunity to reflect on their testimony that the prophets and apostles are special witnesses of Christ in our day and are charged by Jesus Christ to help us draw closer to Him.,

One way to do this could be to display a recent picture of the First Presidency and Quorum of the Twelve Apostles and ask the following question. You could give students time to ponder and record their thoughts in their study journals. After some time, allow a few willing students to share.

- What have you done recently that has impacted your testimony that the prophets and apostles really are special witnesses of Christ?

If you feel that students could use an additional activity to increase their confidence that the prophets and apostles are special witnesses of Christ, you could invite them to do one of the following activities:

- Select a recent message from the First Presidency or the Quorum of the Twelve Apostles that was meaningful to you. Reflect on how that message influenced your feelings about Jesus Christ.
- Respond to a social media invitation of one of the members of the First Presidency or the Quorum of the Twelve Apostles. Share the invitation on your social media page.
- On social media, reply to a post or send a direct message to a member of the First Presidency or the Quorum of the Twelve Apostles expressing your gratitude for a recent message that helped you feel closer to the Savior, Jesus Christ.

After adequate time, a few students could share what they wrote or posted with the class.

Prepare to worship the Lord in the temple

In previous lessons, students had opportunities to prepare to worship the Lord in His temple. Here are some summaries of recent lessons that helped with this::

- In section 95,,, students might have discussed making sacrifices to worship in the temple.
- In section 97, they might have reviewed how the temple recommend questions help us become pure in heart.
- In section 109 students discovered blessings associated with temple worship and considered how these blessings might motivate them in their lives.
- In section 110, students may have discussed how their worthiness can help them feel close to the Lord in His temple (see Doctrine and Covenants 110:5–10)

Invite students to review specific goals or plans they have made to help them prepare to worship Him in His temple.

- What recent efforts have you made to be better prepared to worship the Lord in the temple?

If students would benefit from more specific questions that follow up on plans or goals they may have been working on, you might display the following text for students and have them respond in their study journals.

Seek personal revelation to guide you as you answer one or more of the following questions in your study journal:

- What sacrifices have you made or are willing to make to demonstrate that worshipping the Lord in the temple is a priority in your life?
- What blessings have you seen in your life as you have reflected on your answers to the temple recommend questions in preparation to enter the house of the Lord?

- What have you done to strive to be worthy to worship the Lord in the temple?

„Think about how you have been blessed for your efforts. What will you continue doing or start doing to be better prepared to worship in His temple?

Encourage students to act on any changes they have felt prompted to make as they have reviewed their progress. You could praise students' efforts to make Heavenly Father, our Savior, and the gospel a priority in their lives. You might conclude by sharing an example of blessings you have received from your preparations to worship the Savior in His temple.

DOCTRINE AND COVENANTS 115–120

Doctrine and Covenants 115–120

Overview

In January 1838, the Prophet Joseph Smith and his family relocated from Kirtland, Ohio, to Far West, Missouri, after increased persecution from enemies of the Church. In the months that followed, the Prophet received revelations in which the Lord declared important truths, including the name of His Church and the law of tithing. Later that year, the Saints in Missouri faced intense persecution, including an order from the Missouri governor to drive the Saints from the state.



Ask questions that invite discovery:

Asking relevant and open-ended questions can provide meaningful and powerful opportunities for students to

discover and share doctrine and principles. For more on how the Savior did this, see the section “

The Savior Provided Opportunities for People to Be Taught by the Holy Ghost in *Teaching in the Savior’s Way*. You can also see an example of how to do this in this week’s lesson titled Doctrine and Covenants 115.”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 115

Lesson purpose: To help students feel the importance of using the correct name of the Savior’s Church.

- **Student preparation:** Invite students to spend time thinking about the name of the Savior’s Church: The Church of Jesus Christ of Latter-day Saints. Ask them to ponder what this name may help people understand about the Church.
- **Materials for students:** Copies of the talk “The Correct Name of the Church *Ensign* or *Liahona*, Nov. 2018, 87-90) for students who do not have digital access.
- **Video:** The Name of the Church Is Not Negotiable” (13:36; watch from time code 10:45 to 12:10)

Doctrine and Covenants 119-120

Lesson purpose: To help students feel an increased desire to live the Savior’s law of tithing.

- **Student preparation:** Invite students who have paid tithing to reflect on the experience and consider how they feel about living this law. Invite those who have not yet earned income to ask a parent or trusted adult to share the blessings they have seen from paying tithing.
- **Handout:** “Teachings about the Savior’s Law of Tithing,
- **Videos:** “Tithing: I Will Make a Leap of Faith (4:47); The Language of the Gospel), (12:27; watch from time code 5:27 to 7:40)

Expulsion from Missouri

Lesson purpose: To help students feel a greater desire to turn to God when they face difficult situations.

- **Student preparation:** Invite students to ask a loved one to share experiences they or others have had with turning to or relying on God when facing difficult circumstances.
- **Content to display:** Summaries of the circumstances leading to the expulsion of the Saints from Missouri.
- **Video:** 1838: The Year the Saints Were Driven Out of Missouri (5:15)
- **Handout:** “The Account of Amanda Smith at Hawn’s Mill”

LESSON 128: DOCTRINE AND COVENANTS 115–120

Doctrine and Covenants 115

“Thus Shall My Church Be Called”

To escape persecution in Jackson County, Missouri, thousands of Saints gathered about 50 miles (80 km) north and created a new settlement called Far West. In a revelation given to the Prophet Joseph Smith in Far West, the Lord revealed that His Church should be called The Church of Jesus Christ of Latter-day Saints. This lesson can help students feel the importance of using the correct name of the Savior’s Church.

Possible Learning Activities

Called by the wrong name,

Consider speaking with a few students before class begins. Ask them to call you by the wrong name in front of other class members before you begin teaching the lesson. This could be a fun way to help students think about the importance of using correct names.

- What experiences have you had with being called by the wrong name? How do these kinds of experiences make you feel?
- What are some examples of incorrect names people sometimes use when referring to the Church?

Invite students to think about reasons why it is important to use the correct name of the Church. You could invite a few students to share their thoughts. Then encourage them as they study to look for truths that can help them better understand the importance of using the correct name of the Savior’s Church.

(Jesus Christ declares the name of His Church

Explain that after experiencing increased persecution from enemies of the Church, the Prophet Joseph Smith left Kirtland, Ohio, in January 1838. He and his family relocated to Missouri, where the Saints had established a new settlement called Far West. Shortly after relocating, the Prophet received a revelation in which the Lord provided guidance about building up the Church in Far West.

Read Doctrine and Covenants 115:1–4, looking for what the Savior taught the leaders of the Church in Far West.

- What did Jesus Christ teach about the name of His Church?

If needed, help students identify that **Jesus Christ declared that the name of His Church is The Church of Jesus Christ of Latter-day Saints.** Invite students to mark the name of Christ’s Church in Doctrine and Covenants 115:4

- What does this name teach you about the Church?
- Why do you think Jesus Christ wants us to refer to His Church by its correct name?

As part of your discussion of the previous questions, it may be helpful to invite students to read 3 Nephi 27:7–8. You may want to invite students to link or cross-reference these verses with Doctrine and Covenants 115:4.

The importance of using the correct name of the Church

If possible, give students time to study President Russell M. Nelson's talk *The Correct Name of the Church* (*Ensign* or *Liahona*, Nov. 2018, 87–90). Print copies for students who do not have digital access.

As students study, invite them to look for teachings that help them understand the importance of using the correct name of the Savior's Church. Students could study the entire talk individually, or you could assign small groups to study portions of it and then to share what they learned with the rest of the class.

„To help students discuss their findings, consider asking questions like “What did you learn about why using the correct name of the Church is important to Heavenly Father and Jesus Christ?” or “What stood out to you the most from President Nelson's message? Why?”

If it is not possible for students to study directly from the talk, consider using the following statement.

President Russell M. Nelson discussed the importance of using the correct name of the Lord's Church:



The name of the Church is not negotiable. When the Savior clearly states what the name of His Church should be and even precedes His declaration with, “Thus shall my church be called,” He is serious. ...

My dear brothers and sisters, I promise you that if we will do our best to restore the correct name of the Lord's Church, He whose Church this is will pour down His power and blessings upon the heads of the Latter-day Saints, the likes of which we have never seen. We will have the knowledge and power of God to help us take the blessings of the restored gospel of Jesus Christ to every nation, kindred, tongue, and people and to prepare the world for the Second Coming of the Lord. (Russell M. Nelson, *The Correct Name of the Church*, “*Ensign* or *Liahona*, Nov. 2018, 87, 89)

- What blessings did President Nelson promise us as we use the correct name of Jesus Christ's Church?

„Arise and shine forth“,

Read Doctrine and Covenants 115:5–6, looking for how the Lord desires to bless people around the world through His Church.

To help students understand the Lord's invitations, consider spending time analyzing important words or phrases. For instance, you could ask students to draw or act out the phrase “arise and shine forth” (verse 5). It may be helpful for students to understand that the word *standard* used in verse 5 refers to an *ensign*, which is “a flag ... around which people gather in a unity of purpose or identity” (Guide to the Scriptures, “Ensign,” scriptures.ChurchofJesusChrist.org)

- How might using the correct name of the Lord's Church help us honor the Lord's invitations in verses 5–6?
- How have you or a family member been able to be a light to others by using the correct name of the Savior's Church?

As part of your discussion of the previous question, consider sharing the following experience, summarized by Elder Neil L. Andersen.

Elder Neil L. Andersen of the Quorum of the Twelve Apostles shared one of many experiences people are having around the world:



There are thousands and thousands of Latter-day Saints who have courageously proclaimed the name of the Church. As we do our part, others will follow. I love this story from Tahiti.

Ten-year-old Iriura Jean resolved to follow the counsel of President Nelson.

“In her school class they discussed their weekend ... and Iriura talked about ... church.

“Her teacher, Vaite Pifao, said, ‘Oh, so you are a Mormon?’

“Iriura stated boldly, ‘No, ... I am a member of The Church of Jesus Christ of Latter-day Saints!’

“Her teacher replied, ‘Yes, ... you are a Mormon.’

"Iriura insisted, 'No teacher, I am a member of The Church of Jesus Christ of Latter-day Saints!'

"Ms. Pifao was amazed at Iriura's conviction and wondered why she was so insistent on using [the] long name of her church. [She decided to learn more about the Church.]

"[Later, as Sister] Vaite Pifao was baptized [she expressed gratitude] that Iriura heeded the counsel of President Nelson." (Neil L. Andersen, "The Name of the Church Is Not Negotiable," *„Liahona*, Nov. 2021, 118–19)



Ask questions that invite discovery: To

help you practice asking questions that help students discover truths, see the training titled Create open-

ended search questions that help learners discover gospel doctrine and principles for themselves and do not lead students to a specific response" in *Teacher Development Skills: Teach the Doctrine*

- What stands out to you from this experience?
- What have you learned or felt today that helps you better understand Heavenly Father and Jesus Christ?

Testify of the truths you have discussed. Encourage the students to follow the Lord's commandment to use the correct name of the Church in their interactions with others.

LESSON 129: DOCTRINE AND COVENANTS 115–120

Doctrine and Covenants 119–120

The Lord’s Law of Tithing”.

In the summer of 1838, the Saints were experiencing financial burdens as they worked to pay off debt and build up the Church in northern Missouri. The Prophet Joseph Smith sought the Lord’s counsel and received the revelation recorded in

Doctrine and Covenants 119 In His counsel to the Saints, the Savior reveals truths related to His law of tithing. This lesson can help students feel an increased desire to live the Savior’s law of tithing.

Possible Learning Activities

An invitation

Invite students to consider the following scenario or something similar that best fits the needs of your class.

Imagine that the missionaries in your area are teaching one of your friends and you are invited to participate. In the lesson that day, the missionaries introduce your friend to the law of tithing. After the lesson, your friend mentions to you that she has concerns about paying tithing.

- What are examples of concerns someone might have about obeying the law of tithing?

Consider writing on the board students’ answers to the previous question. Then invite the students to think about their own feelings about the Lord’s law of tithing, including how important it currently is for them to live this law. Ask them to think about any questions or concerns they may have related to the law of tithing.

Encourage the students as they study to look for teachings that can help them feel a greater desire to obey the Lord’s law of tithing.

The Savior revealed His law of tithing to the Saints

The following paragraph may be read or summarized to give historical context for Doctrine and Covenants 119. Alternatively, you could ask a student to read the introduction to section 119.

By July 1838, the Church was under enormous financial strain. Still, Church members had been instructed to relocate to northern Missouri and build a temple in Far West (see Doctrine and Covenants 115:8–12). The Prophet Joseph Smith met with other Church leaders to consider how to be obedient to the Lord’s commands. In response to their prayerful petition, the Savior provided counsel about the law of tithing.

Read Doctrine and Covenants 119:1–4, looking for what the Savior taught.

- What did the Lord teach the Saints about His expectations for living the law of tithing?;

Help students understand that the Lord’s expectation for paying tithing has been clarified in our day: “Tithing is the donation of one-tenth of one’s income to God’s Church (see ; Doctrine and Covenants 119:3–4)? *interest* is understood to mean income). All members who have income should pay tithing” *General Handbook*, 34.3.1).

After providing this explanation, consider writing the following truth on the board: **The Savior commands us to pay one-tenth of our increase as tithing to The Church of Jesus Christ of Latter-day Saints.**

- What do you think are some of the reasons the Lord asks us to pay tithing?

Deepen understanding

Remind students of the questions or concerns about tithing you discussed at the beginning of the lesson.



Give students time to study the resources in the handout “Teachings about the Savior’s Law of Tithing.” Students could study these resources individually or with a partner. Invite them to look for teachings that could help someone who has concerns about paying tithing.

Or rather than using the resources in the handout, students could find their own. They could use study helps or Gospel Library to find scriptures or statements from Church leaders about tithing.

Teachings about the Savior’s Law of Tithing

Study the following resources, looking for what could motivate you or others to obey the law of tithing.

Scriptures:

Malachi 3:8–10; John 7:17

Doctrine and Covenants 119:5–7

Statements and other resources:

President Steven J. Lund, Young Men General President, taught:



When youth pay a full tithe, they form a link with Heavenly Father that remains. Every time they obey that commandment and make that payment, a new bond of sacrifice and connection is created. (Steven J. Lund, “„Seminary, Institute, and Other Things that Work [address given at the Seminary & Institute annual training broadcast, Jan. 27, 2023],” [broadcasts.ChurchofJesusChrist.org](https://www.broadcasts.ChurchofJesusChrist.org)).

For the Strength of Youth: A Guide for Making Choices advises:

Show love for God by keeping His commandments. ...

As you fast and pay tithes and offerings, you show God that His work is more important to you than material things. (*For the Strength of Youth: A Guide for Making Choices* [2022], 11–12)

While serving as a member of the Seventy, Elder Stanley G. Ellis asked:



Do we have the *faith* to trust [the Lord’s] promises regarding tithing that with 90 percent of our increase *plus the Lord’s help*, we are better off than with 100 percent *on our own* (Stanley G. Ellis, Do We Trust Him? Hard Is Good,” *Ensign* or „*Liahona*” Nov. 2017, 114)

Elder David A. Bednar of the Quorum of the Twelve Apostles taught:



Often as we teach and testify about the law of tithing, we emphasize the immediate, dramatic, and readily recognizable temporal blessings that we receive. And surely such blessings do occur. Yet some of the diverse blessings we obtain as we are obedient to this commandment are significant but subtle. ...

For example, a subtle but significant blessing we receive is the spiritual gift of gratitude that enables our appreciation for what we have to constrain desires for what we want. ...

Sometimes we may ask God for success, and He gives us physical and mental stamina. We might plead for prosperity, and we receive enlarged perspective and increased patience. (David A. Bednar, “The Windows of Heaven” *Ensign* or *Liahona* Nov. 2013, 17–18)

Mary Fielding Smith was the widow of Hyrum Smith and mother of President Joseph F. Smith. When someone suggested that she was too poor to observe the law of tithing, she responded:

Would you deny me a blessing? ... I pay my tithing, not only because it is a law of God, but because I expect a blessing by doing it. (Mary Fielding Smith, quoted by Joseph F. Smith, in Conference Report, Apr. 1900, 48)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Consider inviting a few willing students to share their thoughts. Testify of the truths you have discussed, and encourage the students to strive to live the law of tithing throughout their lives.

Invite students to share what they discovered that might be helpful to someone with questions or concerns about tithing. The following questions could guide the discussion.

- What have you learned about Heavenly Father and Jesus Christ as you have studied the law of tithing?
- What advice would you give to someone who has concerns about paying tithing?
- In what ways have you seen the Lord bless you or others for obeying His law of tithing?

„As you discuss the last question above, consider sharing an example from your life. You could also use one of the following videos: Tithing: I Will Make a Leap of Faith” (4:47) or “The Language of the Gospel” (12:27) from time code 5:27 to 7:40. These videos are available at ChurchofJesusChrist.org„

„Think about your life

To conclude the lesson, consider inviting students to record their answers to one or both of the following questions in their study journals.

- What have you learned or felt today that you want to remember?
- What have you felt prompted to do as you have studied today?

Teachings about the Savior's Law of Tithing

Study the following resources, looking for what could motivate you or others to obey the law of tithing.

Scriptures:

Malachi 3:8–10; John 7:17; Doctrine and Covenants 119:5–7

Statements and other resources:

President Steven J. Lund, Young Men General President, taught:



When youth pay a full tithe, they form a link with Heavenly Father that remains. Every time they obey that commandment and make that payment, a new bond of sacrifice and connection is created. (Steven J. Lund, “Seminary, Institute, and Other Things that Work” [address given at the Seminary & Institute annual training broadcast, Jan. 27, 2023], broadcasts.ChurchofJesusChrist.org)

For the Strength of Youth: A Guide for Making Choices advises:

Show love for God by keeping His commandments. . . .

. . . As you fast and pay tithes and offerings, you show God that His work is more important to you than material things. (*For the Strength of Youth: A Guide for Making Choices* [2022], 11–12)

While serving as a member of the Seventy, Elder Stanley G. Ellis asked:



Do we have the *faith* to trust [the Lord's] promises regarding tithing that with 90 percent of our increase *plus the Lord's help*, we are better off than with 100 percent *on our own*? (Stanley G. Ellis, “Do We Trust Him? Hard Is Good,” *Ensign* or *Liahona*, Nov. 2017, 114)

Elder David A. Bednar of the Quorum of the Twelve Apostles taught:



Often as we teach and testify about the law of tithing, we emphasize the immediate, dramatic, and readily recognizable temporal blessings that we receive. And surely such blessings do occur. Yet some of the diverse blessings we obtain as we are obedient to this commandment are significant but subtle. . . .

For example, a subtle but significant blessing we receive is the spiritual gift of gratitude that enables our appreciation for what we have to constrain desires for what we want. . . .

Sometimes we may ask God for success, and He gives us physical and mental stamina. We might plead for prosperity, and we receive enlarged perspective and increased patience. (David A. Bednar, “The Windows of Heaven,” *Ensign* or *Liahona*, Nov. 2013, 17–18)

Mary Fielding Smith was the widow of Hyrum Smith and mother of President Joseph F. Smith. When someone suggested that she was too poor to observe the law of tithing, she responded:

Would you deny me a blessing? . . . I pay my tithing, not only because it is a law of God, but because I expect a blessing by doing it. (Mary Fielding Smith, quoted by Joseph F. Smith, in Conference Report, Apr. 1900, 48)

LESSON 130: DOCTRINE AND COVENANTS 115–120

Expulsion from Missouri

Turning to God in Our Afflictions

The fall and winter of 1838–39 was a time of extreme hardship for the Saints in Missouri. As tensions escalated between Church members and other Missouri residents, Governor Lilburn W. Boggs ordered that the Saints be driven from the state. During these difficulties, many turned to God and received His help. This lesson can help students feel a greater desire to turn to God when they face difficult situations.

Possible Learning Activities

Where do you turn?

Consider displaying the following statement and inviting a student to read it aloud.

Elder Joseph B. Wirthlin (1917–2008) of the Quorum of the Twelve Apostles taught:



The way we react to adversity can be a major factor in how happy and successful we can be in life. (Joseph B. Wirthlin, “Come What May, and Love It *Ensign* or *Liahona* Nov. 2008, 26)

- What are some examples you can think of that illustrate what is taught in this statement?

Invite students to think about difficult situations they are facing or have experienced in the past. Then invite them to think about how they typically react or have reacted to their difficult situations. You could ask a few willing students to share with the class answers that are not too personal.

Encourage students as they study to pay attention to the promptings of the Spirit. Spiritual promptings can help them know how God would have them respond in their difficult situations.

Difficulties in Missouri

Explain that in 1839, approximately 8,000 to 10,000 Saints were living in northern Missouri. Between January and March, most were forced to leave their lands and homes. The following summaries can help students understand the context that led to these circumstances. You could display the summaries, or print them and assign a few students to share them with the class.

Rather than using the summaries, you could watch “1838: The Year the Saints Were Driven Out of Missouri” (5:15), available at ChurchofJesusChrist.org.

1. Five years after the Saints had been driven from Jackson County, Missouri, they had established new communities in other areas of the state. Many Missouri residents were angered by the increasing numbers of Saints, as well as by declarations Church leaders had made that the Saints would defend themselves against future mobs. To complicate matters, a small group of Church members began making threats toward enemies of the Church (see *Saints*, 1:313–15).
2. The rising tensions between the Saints and the Missouri residents eventually led to physical confrontations. Saints in a few small settlements were forced to flee as their homes and property were destroyed by mobs. On October 25, 1838, three Latter-day Saint men and one Missouri militia member were killed in what became known as the Battle of Crooked River (see *Saints*, 323–28 1:330–34 335–45).
3. Missouri Governor Lilburn W. Boggs received highly exaggerated reports claiming that 50 to 60 Missourians had been killed in the battle. The governor also received sworn statements from angry former Church leaders who falsely testified against Joseph Smith. On October 27, 1838, Governor Boggs issued an executive order, declaring, “The Mormons must be treated as enemies and must be exterminated or driven from the state” (see *Saints* 1:345–46).
4. After Governor Boggs issued his order, the Prophet Joseph Smith and other Church leaders were arrested by members of the Missouri militia. Mobs attacked the town of Far West and other Latter-day Saint settlements (see “*Saints*” 1:347–58 359–67,

- If you had been a member of the Church during this time, how would you describe the feelings or questions you might have had?
- What actions might you have wanted to take?

During these difficult times, many Saints demonstrated their faith by turning to God.



The following account can help students see an example of how one member of the Church chose to turn to God during her afflictions. Consider distributing the handout titled “The Account of Amanda Smith at Hawn’s Mill.”

You could study this account together as a class, with a few students taking turns reading aloud different portions of the account. Students could also study the account with a small group.

The Account of Amanda Smith at Hawn’s Mill...



On October 30, 1838, Missouri mobs attacked a Latter-day Saint settlement known as Hawn’s Mill. The mob shot at men and boys who had entered a blacksmith shop to seek shelter and defend their people. Seventeen Latter-day Saints were killed in the attack, and more than a dozen were injured.

Among the injured was six-year-old Alma Smith, whose entire hip joint was gone after he had been shot. Alma’s mother, Amanda Barnes Smith, was distraught when she found him. She also mourned for her husband and her 10-year-old son, who were both killed in the attack.

With nobody available to help her, Amanda gathered her remaining children together and prayed for guidance. “Oh, my Heavenly Father,” she prayed, “Thou seest my poor wounded boy and knowest my inexperience. Oh, Heavenly Father, direct me what to do.”

As Amanda finished her prayer, she heard a voice direct her to mix ashes with water. She used the solution to wash Alma’s wound until it was clean. Next, Amanda felt prompted to take roots from an elm tree and grind them to a pulp. She put the pulp on Alma’s wound and wrapped it with linen.

“Now you lie like that, and don’t move,” she told her son, “and the Lord will make you another hip.”...

Alma’s wound prevented Amanda and her family from evacuating after the attack. As weeks passed, the mob set a deadline for her and other remaining Saints to leave. Amanda’s fear increased as the deadline came. She hid in a bundle of cornstalks so she could pray aloud without being heard. She then heard a voice that repeated these words:

*The soul that on Jesus hath leaned for repose,
„I will not, I cannot desert to his foes;
That soul, though all hell should endeavor to shake,
I’ll never, no never, no never forsake!...*

These words from the hymn *How Firm a Foundation*” *Hymns*, no. 85) helped Amanda feel a new sense of strength and courage.

Not long after, Amanda was outside when she heard her children screaming inside her house. She rushed to the house and saw Alma running around the room. “I’m well, Ma, I’m well!” he cried. Amanda and her children left Hawn’s Mill soon after.

(Quoted and summarized from *Saints*, 1:347–50, „353–55, 378–79)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

- What stood out to you from this account?
- What did you learn or feel about Heavenly Father and Jesus Christ as you read this account?

As students share their answers to the previous question, consider inviting them to share truths they are learning that can help them in their trials. One truth students could identify is this: “**As we turn to God in our afflictions, we can experience His guidance, comfort, and strength,**

Consider singing or listening to the hymn “How Firm a Foundation” *Hymns*, no. 85) together as a class. The words that strengthened Amanda Smith are found in verse 7.

Consider inviting a few willing students to share what they wrote. Testify of the truths you have discussed, and encourage the students to act on any promptings they may have received.

Scriptures that help us turn to God

Take some time to find scriptures that can increase your desire to turn to God when you face difficulties. You could study some or all of the following passages or find different ones.

Proverbs 3:5–6,

Jacob 3:1

Mosiah 24:14–15

Alma 36:3

Doctrine and Covenants 68:6

- What did you find meaningful in the verses you studied? Why?
- When has God blessed you or others you know as you turned to Him in a difficult situation?

As part of your discussion of the previous question, consider sharing an example from your own life.

Think about your life

To help students reflect on what they have learned and felt, invite them to answer at least one of the following questions in their study journals.

- What have you learned or felt today that could strengthen you the next time you are faced with a difficult situation?
- What have you felt prompted to do as you have studied today?

The Account of Amanda Smith at Hawn's Mill



On October 30, 1838, Missouri mobs attacked a Latter-day Saint settlement known as Hawn's Mill. The mob shot at men and boys who had entered a blacksmith shop to seek shelter and defend their people. Seventeen Latter-day Saints were killed in the attack, and more than a dozen were injured.

Among the injured was six-year-old Alma Smith, whose entire hip joint was gone after he had been shot. Alma's mother, Amanda Barnes Smith, was distraught when she found him. She also mourned for her husband and her 10-year-old son, who were both killed in the attack.

With nobody available to help her, Amanda gathered her remaining children together and prayed for guidance. "Oh, my Heavenly Father," she prayed, "Thou seest my poor wounded boy and knowest my inexperience. Oh, Heavenly Father, direct me what to do."

As Amanda finished her prayer, she heard a voice direct her to mix ashes with water. She used the solution to wash Alma's wound until it was clean. Next, Amanda felt prompted to take roots from an elm tree and grind them to a pulp. She put the pulp on Alma's wound and wrapped it with linen.

"Now you lie like that, and don't move," she told her son, "and the Lord will make you another hip."

Alma's wound prevented Amanda and her family from evacuating after the attack. As weeks passed, the mob set a deadline for her and other remaining Saints to leave. Amanda's fear increased as the deadline came. She hid in a bundle of cornstalks so she could pray aloud without being heard. She then heard a voice that repeated these words:

The soul that on Jesus hath leaned for repose,

I will not, I cannot desert to his foes;

That soul, though all hell should endeavor to shake,

I'll never, no never, no never forsake!

These words from the hymn "How Firm a Foundation" (*Hymns*, no. 85) helped Amanda feel a new sense of strength and courage.

Not long after, Amanda was outside when she heard her children screaming inside her house. She rushed to the house and saw Alma running around the room. "I'm well, Ma, I'm well!" he cried. Amanda and her children left Hawn's Mill soon after.

(Quoted and summarized from *Saints*, vol. 1, *The Standard of Truth*, 1:347–50, 353–55, 378–79)

DOCTRINE AND COVENANTS 121–123

Doctrine and Covenants 121–123

Overview

After being betrayed and arrested on false charges, the Prophet Joseph Smith and other Church leaders were imprisoned in Liberty, Missouri. During the winter of 1838–1839, the Saints in Missouri suffered greatly. Amidst this suffering, the Lord comforted them with compassionate counsel and taught them to access the powers of heaven through principles of righteousness.



Help learners connect the scriptures to their lives:

When students associate what they are studying in the scriptures with their own circumstances, they can better

see how the scriptures provide answers and direction to guide them in real-life situations. This can increase their motivation to learn and apply gospel teachings. To learn how the Savior did this, see the section The Savior Helped People Find Personal Relevance in His Doctrine in *Teaching in the Savior's Way*. You can also see an example of how to do this in this week's lesson titled "Doctrine and Covenants 121–123."

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 121–123

Lesson purpose: To help students understand how God can help us through our trials.

- **Student preparation:** Invite students to ask a loved one who has faithfully endured a difficult trial what they learned about Heavenly Father and Jesus Christ through their experience.
- **„Images to display:”,** Pictures of Liberty Jail
- **Video:** “Lessons from Liberty Jail,” (44:25; watch from time code 3:00 to 8:49 and from time code 14:30 to 15:22)
- **Materials:** Copies of historical summaries and a blank piece of paper for each student...

Doctrine and Covenants 121:34–46...

Lesson purpose: To help students more fully access the powers of heaven in their lives by becoming more Christlike..).

- **Student preparation:** Invite students to think about devices they use that require electricity or power. Encourage them to select a device, ponder how its effectiveness depends on the power, and share with someone a gospel lesson they learn about power.).
- **Images to display:** Images of Jesus Christ and Liberty Jail).
- **Videos:** Drawing the Power of Jesus Christ into Our Lives,” (14:50; watch from time code 12:25 to 13:55) Go and Sin No More (3:18)).

Doctrine and Covenants 122

Lesson purpose: To help students understand that because of Jesus Christ, even difficult experiences can help us progress and become more like Him.

- **Student preparation:** Invite students to think of an example they could share with the class of God turning a trial that they or a loved one suffered into a blessing.
- **Materials:** Rough and polished rocks (or images if rocks are not available)
- **Video:** “Faith Murray’s Story: Overcoming Adversity Through Service (4:52)
- **Handout:** “Remembering Jesus Christ in our Afflictions

LESSON 131: DOCTRINE AND COVENANTS 121–123

Doctrine and Covenants 121–123

“Peace Be unto Thy Soul”



After being betrayed and arrested on false charges, the Prophet Joseph Smith and other Church leaders were imprisoned in a small jail in Liberty, Missouri. During the winter of 1838–39, the Saints in Missouri were subjected to terrible conditions and suffered greatly. Amidst this suffering, the Lord comforted them with compassionate counsel and knowledge from heaven. This lesson can help students understand how God can help us through our trials.

Possible Learning Activities

“O God, where art thou?”

Before class, consider displaying the following questions for students to see as they arrive. Once class starts, invite students to share realistic situations that might lead a person to ask questions like these.

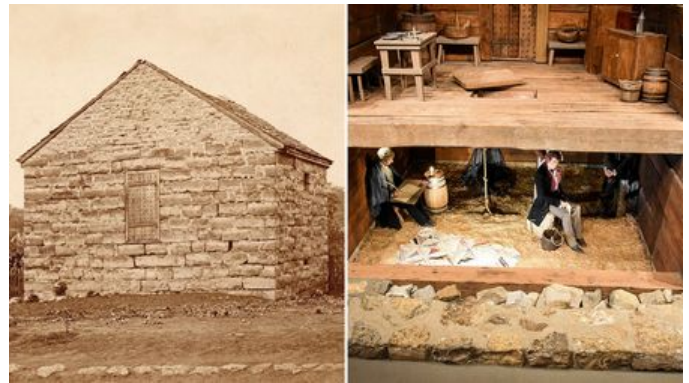
“O God, where art thou?” Doctrine and Covenants 121:1)

“O Lord, how long shall [we] suffer these wrongs ... ?”
Doctrine and Covenants 121:3

After students have shared, invite them to reflect on challenges they or their loved ones are currently facing. Encourage students to record any thoughts or feelings they might have about their challenges, including if they have had questions like those expressed on the board.

As students continue their study, encourage them to invite the Holy Ghost to help them identify divine principles that can provide personal peace and comfort during their trials.

Historical context



„To help students understand the historical context of the sections they will study, consider showing the video Lessons from Liberty Jail by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles, available at ChurchofJesusChrist.org, from time code 3:00 to 8:49. Displaying pictures of Liberty Jail can help students understand what Joseph Smith and the other prisoners were going through.

Alternatively, you could organize students into groups of three and provide one of the following summaries to each student in the group. Invite them to take turns reading their summaries and to share what they might be thinking or feeling if they were placed in similar circumstances.

Summary 1: On October 31, 1838, George Hinkle, a member of the Church and a colonel in Missouri’s state militia, betrayed the Prophet Joseph Smith. Hinkle told Joseph that members of the Missouri militia, who had laid siege to the Saints in Far West, Missouri, wanted to meet and discuss terms of peace. Arriving to the meeting under a flag of truce, Joseph and other Church leaders were forcefully arrested as prisoners of war.

Summary 2: (, For the next month, Joseph and his associates were mistreated and moved from jail to jail as they awaited a trial based on false accusations. On December 1, 1838, the men were imprisoned in a small jail in Liberty, Missouri. During the next four months, Joseph Smith, his brother Hyrum, Alexander McRae, Lyman Wight, and Caleb Baldwin were held in the lower dungeon of Liberty Jail during a bitterly cold winter. Sidney Rigdon was also with them for a time, but a judge authorized his release in late January of 1839.

Summary 3: The dimensions of the dungeon room were approximately 14 feet by 14 feet (4.3 meters by 4.3 meters), and the ceiling was between 6 and 6.5 feet high (between 1.8 and 2 meters). The only natural light or fresh air came from two small, barred windows near the ceiling. From outside these windows, people often mocked and insulted the prisoners. The men were forced to sleep on the floor with only a little dirty straw for padding and were given very little protection from the cold. The dungeon had a single bucket for human waste, and the meager food provided was so disgusting that the men could only eat it out of desperate hunger. Occasionally, the food was poisoned. The prisoners intensely missed their friends and families and felt deep sorrow when they heard about the suffering Saints being driven from Missouri during the cold of winter.

You might point out that Doctrine and Covenants 121–123 contains selections of a letter from the Prophet Joseph to the Saints. He wrote it near the end of his imprisonment in Liberty Jail after months of suffering. The letter included some of Joseph’s prayerful requests and the Savior’s loving counsel.

Lessons from Liberty Jail

Read Doctrine and Covenants 121:1–6 looking for questions and pleas Joseph Smith expressed to the Lord..



Help learners connect the scriptures to their lives: The following questions are an example of helping students connect what they are learning to their own lives.

For more practice on how to do this, see the training titled *Prepare Invitations and Prompts That Help Students Find Personal Relevance to a Scripture Block*, found in *Teacher Development Skills: Teach the Doctrine*.

- Which questions or petitions from Joseph Smith can you relate to?
- How did Joseph Smith’s words show his faith in and reverence for God?

Consider inviting students to title a blank page in their journals, “Lessons from Liberty Jail.” As they study God’s reply to Joseph’s prayers, encourage them to make a list of truths they discover.

Read Doctrine and Covenants 121:7–9, 26, 33 123:17, looking for counsel from God that can help someone during a difficult trial.

After class members finish compiling their lists of truths, suggest they choose two they really like and write them on a separate sheet of paper. Have students trade their papers with someone sitting close to them. Invite students to circle a favorite word or phrase on the papers they received and write a brief description of why they like it. This process could be repeated multiple times with different students. When students receive their own papers back, encourage them to add insights they learned from others to their study journal pages.

Invite a few students to write a truth from their list on the board. The following are examples of principles they could share: **In God’s eternal plan, the trials of the righteous will be but a small moment; If we endure our trials well, God will exalt us on high; God can give us peace in the midst of our trials.** Consider asking some discussion questions like the following.

- If you had been in Liberty Jail, which principle would have been most comforting to you? Why?
- What are some ways God has blessed you with peace and comfort during a trial?
- What do you think is the difference between enduring a trial and enduring a trial *well*?
- (What can we learn from how Jesus Christ endured His own trials and hardships?)

To help students further understand how the Lord can help them through difficult trials, consider sharing the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles.

„Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught:



The lessons of the winter of 1838–39 teach us that every experience can become a redemptive experience if we remain bonded to our Father in Heaven through it. These difficult lessons teach us that man’s extremity is God’s opportunity, and if we will be humble and faithful, if we will be believing and not curse God for our problems, He can turn the unfair and inhumane and debilitating prisons of our lives into ... a circumstance that can bring comfort and revelation, divine companionship and peace. (Jeffrey R. Holland, “Lessons from Liberty Jail” *Ensign* Sept. 2009, 28)

- How have you seen the truth of Elder Holland’s statement in your life or in the life of someone you know?

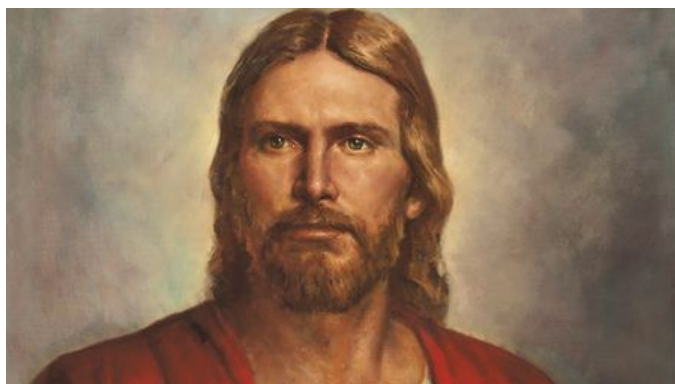
To conclude, invite students to complete the following in their journals. You might ask volunteers to share what they wrote.

Think about the challenges you reflected on at the beginning of the lesson. Select at least one truth from your “Lessons from Liberty Jail” list that could help you or others with a current trial. Briefly explain how the Lord might bless and strengthen you for acting in faith on this truth.

LESSON 132: DOCTRINE AND COVENANTS 121–123

Doctrine and Covenants 121:36, 41–42

“The Powers of Heaven”



Amid the trying circumstances of Liberty Jail, the Lord taught the Prophet Joseph Smith how to access the powers of heaven through principles of righteousness. This lesson can help students more fully access the powers of heaven in their lives by becoming more Christlike.

Possible Learning Activities**Our desires to serve others**

Consider beginning the lesson by helping students realize that our personal connection to God will better enable us to serve others around us. You might use a short scenario like the following to create a discussion.

Molly was recently called to serve in her class presidency. She wants to help the young women in her class but is unsure how to do so.

- What advice would you give Molly if she asked you for counsel?

After asking the young women’s president for advice, the president texted the following statement to Molly and counseled her to ponder how it applies to helping those she has been called to serve.



You cannot lift another soul until you are standing on higher ground than he is.
(Harold B. Lee, “Stand Ye in Holy Places,”
Ensign July 1973, 123)

- How do you think this statement applies to Molly’s desire to help the young women in her class?

Invite students to ponder if there is anyone whom they desire to help draw nearer to Heavenly Father and Jesus Christ. They may think of friends, family, those they have been called to minister to, or those they may have been called to preside over in their quorums and classes. They might even write some names that come to mind in their study journals.

Encourage students throughout the lesson to pay attention to thoughts and feelings that may come from the Holy Ghost about how they could become the best influence on those they desire to help.

Liberty Jail

If you taught the lesson titled “Doctrine and Covenants 121–123,” consider displaying the following image and inviting students to share what they remember about the context for these sections.



While Joseph Smith was imprisoned in Liberty Jail, the Lord taught him the importance of our personal connection to heavenly power.

Read Doctrine and Covenants 121:34–36, looking for truths about our connection to the powers of heaven in our lives.



Doctrine and Covenants 121:34–36

is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- What did you find?

Help students identify that **the powers of heaven cannot be controlled nor handled only upon the principles of righteousness**. You may want to encourage them to mark this phrase in their scriptures.

Consider writing “The Powers of Heaven” at the top of the board and making two columns under it, one labeled “Greater access” and the other “Hinder access.”

Invite students to read the following statement and to begin making lists of actions and attitudes that apply to each column.

President Russell M. Nelson,



We know what will give us greater access to the powers of heaven. We also know what will hinder our progress—what we need to stop doing to increase our access to the powers of heaven. (Russell M. Nelson, “We Can Do Better and Be Better,” *Ensign* or *Liahona* May 2019, 68)

Students could study the following verses in small groups. It may be helpful for students to look up definitions of words they don’t understand. When groups are done studying, invite representatives from each group to add what they found to appropriate columns on the board.

Read Doctrine and Covenants 121:35–45 looking for actions or attitudes that increase or decrease our access to the powers of heaven.

- How might some of these actions and attitudes manifest themselves in the life of a teenager today?

Consider helping students see that Joseph Smith and the Saints had suffered because government leaders and mobs in Missouri had used “unrighteous dominion” (verse 39 to “exercise control” verse 37 over them. By contrast, Jesus Christ desires us to follow His example of influencing others’ lives through principles of righteousness like “gentleness” and “love” (see verse 41

- Why are these actions and attitudes that connect us to the powers of heaven important when we are given a responsibility to serve others?
- How can applying these actions and attitudes help us become more Christlike and influence others the way He did?

Allow time for students to explore how Jesus Christ demonstrated principles of righteousness in His ministry. Students could choose an example from Christ’s life that they’re familiar with and explain what principle or principles from section 121 they see Him demonstrating.,

To help students, you could distribute pictures of events from Jesus’s life or watch a Bible Video from ChurchofJesusChrist.org, such as “Go and Sin No More” (3:18).

You could invite students to share examples of people they know who exemplify one of the actions or attitudes in verses 35–45 that helps connect them to the power of God.

Promised blessings

Read Doctrine and Covenants 121:45–46, looking for blessings the Savior offers those who strive to connect to the powers of heaven by developing the Christlike attributes you studied today.

- Which phrases or words are meaningful to you?
- How can these blessings help you become more like Christ as you serve those around you?

Invite students to reflect on what they have learned and felt in this lesson. Encourage them to seek guidance from the Holy Ghost as they complete the following prompt in their study journals using words or phrases from Doctrine and Covenants 121:35–45.

I will seek to increase my access to heavenly powers by:

Striving to overcome

Striving to develop

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is “The rights of the priesthood ... cannot be controlled nor handled only upon the principles of righteousness.” Ideas for memorization activities are in the appendix materials under Doctrinal Mastery Review Activities

LESSON 133: DOCTRINE AND COVENANTS 121–123

Doctrine and Covenants 122

“All These Things ... Shall Be for Thy Good”

While the Prophet Joseph Smith was suffering in Liberty Jail, God taught him that though his suffering was deep and painful, it would help him become more Christlike. This lesson can help students understand that because of Jesus Christ, even difficult experiences can help us progress and become more like Him.)

Possible Learning Activities

Polished through affliction

Consider showing the following pictures of unpolished and polished rocks. Alternatively, you might bring in rough rocks and polished or smooth rocks for students to see and handle.



- What is required for rough rocks to become smooth or polished?

You might explain that rocks can become polished by rubbing against and colliding with other rocks or sand over an extended period. This process smooths their edges and reveals their deeper, natural colors.

The Prophet Joseph Smith shared the following about himself:



I am like a huge rough stone rolling down from a high mountain, and the only polishing I get, is when some corner gets rubbed off by coming in contact with something else striking with accelerated force ... ; ... knocking off a corner here and a corner there; thus, I will become a smooth and polished shaft in the quiver of the Almighty. *Joseph Smith, in History, 1838–1856* [Manuscript History of the Church], volume D-1, 1556, „josephsmithpapers.org)

- What afflictions can you think of from Joseph Smith’s life that could have helped him become a better instrument in the Lord’s hands?

As you study today, think about why our loving Father in Heaven would allow you to pass through painful trials. Ponder how the Savior can help you become more like Him through the afflictions and suffering you may experience in your life.

Afflictions can be for our good

During the winter of 1838–39, Joseph Smith and other Church leaders were unjustly imprisoned in Liberty Jail and suffered intense afflictions. As part of an inspired letter to the suffering Saints, Joseph included truths God revealed to him about the suffering he was experiencing.

„Consider inviting students to read and discuss in small groups what they learn from the verses below. If needed, you might prompt the group discussions with questions such as these:

- What truths do you see God teaching Joseph in these verses?
- Why might such truths be difficult to hear when going through a trial?
- Why might such truths be a blessing to hear during an affliction?

Read Doctrine and Covenants 122:5–7, looking for what God wanted Joseph to understand about the trials he had to endure in his life.

After groups have had a chance to discuss, you could invite a representative from each group to share a truth they learned. If needed, help students identify a truth similar to the following: **God allows us to go through afflictions because He knows they can give us experience and be for our good.**

- What do you think it means that afflictions can give us “experience” and be “for [our] good”? verse 7,,).
- How might this truth relate to the rough and polished rocks from the beginning of the lesson?

Consider writing the phrase *If you have to endure ...* on the board. Then list students’ answers to the following questions:

- What afflictions do many teenagers face today?
- Why is it important in these situations to understand what God taught the Prophet Joseph Smith?

The next question could be a unique opportunity for students to think, share, and hear the experiences of others. Consider taking time for multiple volunteers to respond.

- When have you or a loved one experienced affliction that eventually became a blessing?
- What might a person need to do to allow their affliction to give them experience and be for their good?

To see an example of a teenager who learned that God allows us to go through afflictions for our experience and good, consider showing the video Faith Murray’s Story: Overcoming Adversity through Service” (4:52), available at ChurchofJesusChrist.org

Remembering Jesus Christ in our afflictions



To help students think about the Savior’s unique ability to understand and help them as they go through afflictions, consider inviting them to individually complete the handout “Remembering Jesus Christ in Our Afflictions.” This could be a good opportunity for students to invite the Holy Ghost as they quietly study, reflect, and write.

Remembering Jesus Christ in Our Afflictions

Read Doctrine and Covenants 122:8–9 and try to imagine that God is speaking directly to you about situations you and your family are facing. Mark the phrases He taught that are important for you to hear. You might want to record thoughts and feelings you have in your study journal or scriptures.

Read Alma 7:11–12, and the following statement by President Henry B. Eyring of the First Presidency. Record what they teach about the Savior that helps you better understand Doctrine and Covenants 122:8–9).



When you wonder how much pain you can endure well, remember Him. He suffered what you suffer so that He would know how to lift you up. He may not remove the burden, but He will give you strength, comfort, and hope. He knows the way. He drank the bitter cup. He endured the suffering of all.

You are being nourished and comforted by a loving Savior, who knows how to succor you in whatever tests you face. (Henry B. Eyring, Tested, Proved, and Polished”,,,” *Liahona*, Nov. 2020, 97)

- How could it be helpful to you during your trials to know that Jesus Christ has “descended below them all”? (Doctrine and Covenants 122:8 Why do you think He would do that?

- What other scriptures have been meaningful to you as you have passed through afflictions?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Give students time to share part of what they learned with a partner or with the class. Encourage them to share any scriptures that have been meaningful to them as they have passed through afflictions.

Consider inviting students to reflect again on how their challenges are shaping them. Invite them to ponder the following question:

- What have you learned or felt today about Jesus Christ that can help you as you go through your afflictions?

Consider concluding with your testimony that through Jesus Christ, all of our afflictions can give us experience and be for our good.

Remembering Jesus Christ in Our Afflictions

Read Doctrine and Covenants 122:8–9 and try to imagine that God is speaking directly to you about situations you and your family are facing. Mark the phrases He taught that are important for you to hear. You might want to record thoughts and feelings you have in your study journal or scriptures.

Read Alma 7:11–12 and the following statement by President Henry B. Eyring of the First Presidency. Record what they teach about the Savior that helps you better understand Doctrine and Covenants 122:8–9.



When you wonder how much pain you can endure well, remember Him. He suffered what you suffer so that He would know how to lift you up. He may not remove the burden, but He will give you strength, comfort, and hope. He knows the way. He drank the bitter cup. He endured the suffering of all.

You are being nourished and comforted by a loving Savior, who knows how to succor you in whatever tests you face. (Henry B. Eyring, “Tested, Proved, and Polished,” *Liahona*, Nov. 2020, 97)

- How could it be helpful to you during your trials to know that Jesus Christ has “descended below them all”? (Doctrine and Covenants 122:8). Why do you think He would do that?
 - What other scriptures have been meaningful to you as you have passed through afflictions?
-

Remembering Jesus Christ in Our Afflictions

Read Doctrine and Covenants 122:8–9 and try to imagine that God is speaking directly to you about situations you and your family are facing. Mark the phrases He taught that are important for you to hear. You might want to record thoughts and feelings you have in your study journal or scriptures.

Read Alma 7:11–12 and the following statement by President Henry B. Eyring of the First Presidency. Record what they teach about the Savior that helps you better understand Doctrine and Covenants 122:8–9.



When you wonder how much pain you can endure well, remember Him. He suffered what you suffer so that He would know how to lift you up. He may not remove the burden, but He will give you strength, comfort, and hope. He knows the way. He drank the bitter cup. He endured the suffering of all.

You are being nourished and comforted by a loving Savior, who knows how to succor you in whatever tests you face. (Henry B. Eyring, “Tested, Proved, and Polished,” *Liahona*, Nov. 2020, 97)

- How could it be helpful to you during your trials to know that Jesus Christ has “descended below them all”? (Doctrine and Covenants 122:8). Why do you think He would do that?
- What other scriptures have been meaningful to you as you have passed through afflictions?

DOCTRINE AND COVENANTS 124

Doctrine and Covenants 124

(Overview)

(After the Saints were driven out of Missouri, the Lord guided them to establish the city of Nauvoo, Illinois. They worked hard to improve the swampland, overcome sickness, and build a new temple. It was during this time that the Lord revealed several temple ordinances we practice today, such as the endowment.



Help learners discuss gospel beliefs

with others;) Understanding is increased when students explain the gospel to each other. Create an environment where students feel comfortable sharing their understanding of gospel truths with others. For more on how the Savior did this, see the section *The Savior Encouraged Others to Share the Truths They Were Learning,* in *(Teaching in the Savior's Way* You can also see an example of how to do this in the lesson this week titled Doctrine and Covenants 124).

- **Student preparation:** Invite students to visit temples.ChurchofJesusChrist.org and look for something interesting or meaningful to them.
- **Item to display:** An image of a traffic light
- **Handout:** The Endowment”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Establishing Nauvoo,

Lesson purpose: To help students liken scriptures and Church history accounts to themselves.

- **Student preparation:** Invite students to ponder how they liken the scriptures to their own lives during their daily scripture study.
- **Items to display:** A copy of the Doctrine and Covenants or a picture of Joseph Smith
- **Video:** Joseph Smith: Prophet of the Restoration (2002 version) (1:09:35; watch from time code 47:39 to 50:54)
- **Handout:** Likening Church History to Ourselves”

Doctrine and Covenants 124

Lesson purpose: To help students understand the importance of the Lord’s temple and the ordinances performed there, including the endowment.

LESSON 134: DOCTRINE AND COVENANTS 124

Establishing Nauvoo

The Beautiful City

After the Saints' expulsion from Missouri, they turned swampland along the Mississippi River into a thriving city. Nauvoo, Illinois, became a place of beauty and served as the headquarters of the Church from 1839 to 1846. This lesson can help students liken scriptures and Church history accounts to themselves.

Possible Learning Activities

Liken to us,

Invite students to ponder how often they learn truths in the Doctrine and Covenants and in Church history that are relevant to them.

On one side of the room, consider displaying a copy of the Doctrine and Covenants or a picture of the Prophet Joseph Smith to represent the time of the early Saints. Invite a student to stand on the other side of the room to represent our time. Point out the space between the time of Joseph Smith and now, and ask the following questions.

- In what ways might it be difficult for us to relate to Joseph Smith and the early Saints?
- As you study the Doctrine and Covenants and Church history, what are some things you do to relate to Joseph Smith and the early Saints or to liken what you study to yourself?

Write students' answers to the last question on the board. If students do not mention these four principles, consider writing them on the board as well. Students will use them throughout the lesson.

1. Find important details.
2. Make comparisons to your life..
3. Discover valuable lessons.
4. Determine personal application.

Invite students to ponder what they most need the Lord's help with right now in their lives.

Encourage them to seek for direction and help from God on the matter as they study about the Saints in Nauvoo. Testify that God can answer them through the Holy Ghost.

The following material is intended to guide students in the skill of likening and prepare them to do this on their own.

Step 1: Find important details

To practice this step, invite students to listen for important details as you read or a student reads the following information out loud:

While the Prophet Joseph Smith was in Liberty Jail, thousands of Saints were driven out of their homes in Missouri. After his release, Joseph reunited with his family and almost 5,000 other refugees from Missouri who had been taken in by the kind people of Quincy, Illinois.

The Lord directed the Saints to buy and gather on inexpensive swampland near the edge of the Missouri River. They lived in tents and wagons while they began to build a city they would later call Nauvoo. Mosquitos infected many Saints with malaria, which caused severe fevers, chills, and many deaths.

- What details of this account seem important to you?

Step 2: Make comparisons to your life

Invite students to practice the second step by answering the following question, keeping the important details in mind from step 1.

- Though our circumstances may be different, what are some ways we might relate what was happening to the Saints then to our lives today?

Some answers might include feeling like we have completed one trial only to enter another, moving to a new place or starting over, living in difficult conditions, or becoming seriously ill.

- What do you do to show faith in the Lord during these kinds of situations?

Step 3: Discover valuable lessons

Invite students to look for valuable lessons as they do the following: Watch Joseph Smith: Prophet of the Restoration (2002 version)", from time code 47:39 to 50:54, or explain that on July 22, 1839, Joseph Smith and others moved from house to house and tent to tent, healing the sick. Then explain that one person they visited was Elijah Fordham. He was so sick that his wife, Anna, was weeping and preparing his burial clothes. Invite a student to read the following:

Joseph approached Elijah and took his hand. "Brother Fordham," he asked, "have you not faith to be healed?"

"I am afraid it is too late," he said.

"Do you not believe that Jesus is the Christ?"

"I do, Brother Joseph."

"Elijah," the prophet declared, "I command you, in the name of Jesus of Nazareth, to arise and be made whole."

The words seemed to shake the house. Elijah rose from his bed, his face flush with color. He dressed, asked for something to eat, and followed Joseph outside to help minister to many others. *Saints: The Story of the Church of Jesus Christ in the Latter Days* vol. 1, *The Standard of Truth, 1815–1846* [2018], 402–3)

Read at least two of the following passages, looking for similarities between what the Savior did or revealed and the story above: Matthew 4:23 1 Nephi 11:31(; Doctrine and Covenants 42:44; 66:9. 84:68

- What lessons did you learn from these scriptures and from the Saints in Nauvoo?

List students' answers on the board. One example is that **through our faith in Jesus Christ and the power of His priesthood, God can bless and strengthen us.**

To help students understand this principle, consider asking follow-up questions like "What does this truth teach us about the Lord?" "What experiences have you had that confirm this principle in your life?" and "Other than healing us, what are some other ways the Lord can strengthen and bless us?" Consider asking if students have questions about this principle. If so, discuss them as a class.

Explain the following:

Despite the day of healing, sickness continued among the Saints for the next several months. However, they continued to care for one another and exercise faith in the Lord. They dug ditches to drain water from the swamps to the river, which made the land more usable and reduced the mosquito problem. They built a thriving community and eventually the Nauvoo Temple.

(Step 4: Determine personal application

For this step, invite students to share some ways they could apply the truths they learned. Their answers could include ways they could exercise faith in the Lord, including asking for priesthood blessings.

Additional lessons



To continue practicing likening scriptures and Church history to themselves, students could do the activities on the handout "Likening Church History to Ourselves." Students could complete the activities individually or in small groups. Invite students to write down what they did for each of the four steps.

Likening Church History to Ourselves

ACTIVITY A

Preaching the gospel

The Prophet Joseph Smith wrote, “Persecution has not stopped the progress of truth” *History of the Church*, 4:540). The Lord had previously called many members of the Quorum of the Twelve Apostles to serve missions overseas. Despite illness and difficulty, these determined brethren obediently left Nauvoo to serve. As a result, thousands of people—primarily from England—received a witness from God, joined the Church, and traveled to Nauvoo. They became a great strength to the Church.

Read 1 Nephi 3:7 and Doctrine and Covenants 3:1, and consider how these verses might relate to this example of missionary work.

ACTIVITY B

Establishing the Relief Society

While the Saints were building the Nauvoo Temple, a few sisters noticed that many of the men working on the temple lacked adequate shoes, pants, and shirts. Inspired by the Lord, they organized a group of women and began working together to provide these clothes. Like similar groups of the time, they drafted a constitution. They presented the document to Joseph Smith for his approval.

[When] Joseph [saw it, he] said it was the best constitution of its kind. “But this is not what you want,” he said. “Tell the sisters their offering is accepted of the Lord and He has something better for them. ... I will organize the women under the priesthood, after the pattern of the priesthood.” *Saints* 1:448

On March 17, 1842, God directed Joseph Smith to organize the Relief Society. God continues to inspire Relief Society leaders today to serve and strengthen members of the Church and countless others.

Read Doctrine and Covenants 58:26–28 looking for how these verses might relate to the inspired women whose actions led to the establishment of the Relief Society.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

After students have completed their study, invite them to share how they likened what they learned to their lives.

Some examples of truths they might identify include the following: **The Lord prepares a way for us to accomplish what He commands. The work of God cannot be frustrated. God rewards those who actively seek to bring righteousness to pass.**

- What did you learn from this experience?
- How might likening the scriptures and Church history accounts to your life help you in the future?

Likening Church History to Ourselves

Activity A

PREACHING THE GOSPEL

The Prophet Joseph Smith wrote, “Persecution has not stopped the progress of truth” (*History of the Church*, 4:540). The Lord had previously called many members of the Quorum of the Twelve Apostles to serve missions overseas. Despite illness and difficulty, these determined brethren obediently left Nauvoo to serve. As a result, thousands of people—primarily from England—received a witness from God, joined the Church, and traveled to Nauvoo. They became a great strength to the Church.

Read 1 Nephi 3:7 and Doctrine and Covenants 3:1 and consider how these verses might relate to this example of missionary work.

Activity B

ESTABLISHING THE RELIEF SOCIETY

While the Saints were building the Nauvoo Temple, a few sisters noticed that many of the men working on the temple lacked adequate shoes, pants, and shirts. Inspired by the Lord, they organized a group of women and began working together to provide these clothes. Like similar groups of the time, they drafted a constitution. They presented the document to Joseph Smith for his approval.

[When] Joseph [saw it, he] said it was the best constitution of its kind. “But this is not what you want,” he said. “Tell the sisters their offering is accepted of the Lord and He has something better for them. . . . I will organize the women under the priesthood, after the pattern of the priesthood.” (*Saints*, 1:448)

On March 17, 1842, God directed Joseph Smith to organize the Relief Society. God continues to inspire Relief Society leaders today to serve and strengthen members of the Church and countless others.

Read Doctrine and Covenants 58:26–28, looking for how these verses might relate to the inspired women whose actions led to the establishment of the Relief Society.

LESSON 135: DOCTRINE AND COVENANTS 124

„Doctrine and Covenants 124

“Let This House Be Built ... That I May Reveal Mine Ordinances”

As the Saints built the city of Nauvoo, the Lord commanded them to build a temple (see Doctrine and Covenants 124:26–27). In Doctrine and Covenants 124 the Lord revealed more about the purpose of temples as a place to receive sacred ordinances. This lesson can help students understand the importance of the Lord’s temple and the ordinances performed there, including the endowment.

Possible Learning Activities**The purpose of temples**

Note:: This lesson focuses on temple covenants and ordinances. They are sacred and should be discussed with reverence (see *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints* .27.0 ChurchofJesusChrist.org).

To help students consider what they currently know about temples, invite them to ponder or write down what they would say to their friend in the situation below.

Imagine that a friend saw a picture of a temple on social media or drove past a temple and asked you sincerely, “What is a temple? What do people do in there?”

Consider displaying the following image:



Using the colors of the traffic light (red = not confident; yellow = somewhat confident; green = very confident), select a color that best reflects your answer to the following questions:

- How confident are you that you could explain the temple and its ordinances clearly to your friend?
- How confident are you that you could explain them in a way that may help your friend recognize how the Lord shows His love through the temple?

To help you see how students responded, consider inviting them to answer questions like “How many of you were greens? yellows? reds?” and “Why did you choose the color you did?”

„Encourage students to pray for understanding through the Holy Ghost, which can help them answer questions like those above, as well as their own questions about the temple and temple ordinances.

The Nauvoo Temple

As the Saints settled in Nauvoo, Illinois, the Lord commanded them to build a temple (see Doctrine and Covenants 124:31) as He had previously done in Kirtland, Ohio; Jackson County, Missouri; and Far West, Missouri (see 88:119 97:10,,; 115:7–8 At the time of the Lord’s command to build the Nauvoo Temple, He had already revealed the doctrine of baptisms for the dead to the Prophet Joseph Smith (see Topics and Questions, Baptisms for the Dead,” topics.ChurchofJesusChrist.org).

Consider writing “My people are always commanded to build [temples] unto my holy name”

Doctrine and Covenants 124:39 on the board.

Students could mark this phrase in their scriptures.

Invite students to study the following verses and consider marking the answers they find. Then they could discuss what they learned in small groups.



Help learners discuss gospel beliefs

with others: For more practice with this, see the training titled

Invitations for students to share with each other what they are learning,” found in *Teacher Development Skills: Invite Diligent Learning*.

Read Doctrine and Covenants 124:25–30, 36–41, 55 looking for why the Lord commands His people to build temples.

- What did you find?
- Which of the Lord’s purposes or promises for building temples is most meaningful to you? Why?

Students may find various truths, such as that **the Lord commands us to build temples “for the Most High to dwell therein”** (verse 27 to **“restore again that which was lost”** verse 28); **as a place “for refuge”** verse 36 and **“that I may bless you, and crown you with honor, immortality, and eternal life”** verse 55 If students do not mention it, invite them to review verse 40 and add the truth that **the Lord commands us to build temples so we can receive sacred ordinances**. This last truth will be the focus of this lesson.

If students need help identifying truths in these verses, consider writing the verse numbers mentioned above on the board in one column and the phrases quoted in them in a different order in another column. Students could then match the phrase with the corresponding verse.

Elder David A. Bednar of the Quorum of the Twelve Apostles helps us understand the Lord’s purpose in giving us temple ordinances.



We do not build or enter holy temples solely to have a memorable individual or family experience. Rather, the covenants received and the ordinances performed in temples are essential to the sanctifying of our hearts and for the ultimate exaltation of God’s sons and daughters. (David A. Bednar, *Let This House Be Built unto My Name*, “*Ensign or Liahona*” May 2020, 85)

- What did you learn from Elder Bednar?
- What have you learned so far that could help you explain temples to a friend?

„In the Kirtland Temple, the Savior and other heavenly messengers appeared (see Doctrine and Covenants 110 The Kirtland Temple was also a place of inspiration and learning. In Nauvoo, the Lord revealed additional ordinances that take place in temples today. Today in temples, faithful members of the Church perform baptisms for the dead, receive endowments (including washings and anointings), and participate in temple sealings..

- Which of these ordinances were mentioned by the Lord in the verses you studied? (See Doctrine and Covenants 124:29–30, 37, 39.)

Future lessons will focus on baptisms for the dead and temple sealings. The remainder of this lesson will focus on the endowment.

The endowment

One of the ordinances the Lord revealed to the Saints in Nauvoo was the endowment.

Before studying the endowment, you could give students a few minutes to consider what questions they might have about the endowment and why it is important for them to receive it. Explain that as they study the endowment, the Holy Ghost can help them find answers to questions they have.



To help students understand more about the endowment and why the Lord desires to bless them through this ordinance in

the temple, consider using one of the following ideas:"

1. Give students time to study resources of their choosing from the following list.
2. Provide students with the accompanying handout to study.
3. Allow students to study on their own, with a partner, or in small groups.

Study some of the following resources, looking for how the Lord blesses us as we receive our endowment in the temple.

Guide to the Scriptures, Endowment,"
scriptures.ChurchofJesusChrist.org

"About the Endowment" and other resources available at
temples.ChurchofJesusChrist.org

Topics and Questions, "Endowment topics.ChurchofJesusChrist.org

What Is a Temple Endowment?" (1:59), available at
ChurchofJesusChrist.org

The Endowment

Read the following information found at "temples.ChurchofJesusChrist.org, looking for answers to the following question:

- „How am I blessed by the Lord as I receive my endowment?

When you join the Church, you receive two ordinances: baptism and confirmation. Likewise, the temple endowment is received in two parts.

„In the first part, you will privately and individually receive what are called the "initiatory" ordinances. These ordinances include special blessings regarding your divine heritage and potential. As part of these ordinances, you will also be authorized to wear the sacred temple garment.

In the second part, you will receive the rest of your endowment in a group setting. This takes place in an instruction room with others who are attending the temple. Events that are part of the plan of salvation are presented. They include the Creation, the Fall of Adam and Eve, the Atonement of Jesus Christ, the

Apostasy, and the Restoration. You will also learn more about the way all people can return to the presence of the Lord. Some of the endowment is presented through video and some by temple officiators.

„During the endowment ordinance, you will be invited to make certain covenants with God. These covenants include the following:

- Law of obedience, which includes striving to keep God's commandments
- Law of sacrifice, which involves doing all we can to support the Lord's work and repenting with a broken heart and contrite spirit
- Law of the gospel, which is the higher law that Jesus taught while He was on the earth
- Law of chastity, which involves having sexual relations only with the person to whom we are legally and lawfully wedded according to God's law
- Law of consecration, which involves dedicating our time, talents, and everything with which the Lord has blessed us to building up Jesus Christ's Church on the earth

When you keep your covenants, you come closer to the Savior and your relationship with Him grows more powerful. God promises that those who keep their covenants will receive blessings in this life and the opportunity to return to live with Him forever.

At the end of the endowment, participants symbolically return to the Lord's presence as they enter the celestial room. There you can take time to ponder, pray, read the scriptures, or quietly share your thoughts with family and friends. It is a place of peace, where you can also find comfort and divine guidance. (See "About the Temple Endowment," temples.ChurchofJesusChrist.org

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Provide an opportunity for students to explain what the endowment is and how they can be blessed by the Lord as they receive it. To do this, you could write “What is the temple endowment?” and “Why is the temple endowment important?” on the board. Invite various students to answer. Students could also share what questions they have about the endowment, and other students could share what they studied that may help.

The temple and me

Consider displaying again the friend scenario from the beginning of the lesson. Invite students to reflect on what the Holy Ghost has taught them today or add their insights to what they wrote down at the start of class. Invite students to share how they would answer their friend in a way that would help them feel the Lord’s love.

The Endowment

Read the following information found at temples.ChurchofJesusChrist.org, looking for answers to the following question:

- How am I blessed by the Lord as I receive my endowment?

When you join the Church, you receive two ordinances: baptism and confirmation. Likewise, the temple endowment is received in two parts.

In the first part, you will privately and individually receive what are called the “initiatory” ordinances. These ordinances include special blessings regarding your divine heritage and potential. As part of these ordinances, you will also be authorized to wear the sacred temple garment.

In the second part, you will receive the rest of your endowment in a group setting. This takes place in an instruction room with others who are attending the temple. Events that are part of the plan of salvation are presented. They include the Creation, the Fall of Adam and Eve, the Atonement of Jesus Christ, the Apostasy, and the Restoration. You will also learn more about the way all people can return to the presence of the Lord. Some of the endowment is presented through video and some by temple officiators.

During the endowment ordinance, you will be invited to make certain covenants with God. These covenants include the following:

- Law of obedience, which includes striving to keep God’s commandments
- Law of sacrifice, which involves doing all we can to support the Lord’s work and repenting with a broken heart and contrite spirit
- Law of the gospel, which is the higher law that Jesus taught while He was on the earth
- Law of chastity, which involves having sexual relations only with the person to whom we are legally and lawfully wedded according to God’s law
- Law of consecration, which involves dedicating our time, talents, and everything with which the Lord has blessed us to building up Jesus Christ’s Church on the earth

When you keep your covenants, you come closer to the Savior and your relationship with Him grows more powerful. God promises that those who keep their covenants will receive blessings in this life and the opportunity to return to live with Him forever.

At the end of the endowment, participants symbolically return to the Lord’s presence as they enter the celestial room. There you can take time to ponder, pray, read the scriptures, or quietly share your thoughts with family and friends. It is a place of peace, where you can also find comfort and divine guidance. (See “About the Temple Endowment,” temples.ChurchofJesusChrist.org.)

DOCTRINE AND COVENANTS 125–128

Doctrine and Covenants 125–128

Overview

Since his baptism, Brigham Young had served many missions preaching the gospel. In July of 1841, he returned from a mission to England. Shortly after his return, the Prophet Joseph Smith received the revelation now in Doctrine and Covenants 126. In 1842, Missouri officials falsely accused Joseph of planning an attack on former governor Lilburn W. Boggs. Joseph was forced to go into hiding to avoid being arrested. While in hiding, he had many thoughts and feelings about the doctrine of baptisms for the dead. He wrote letters to the Saints to instruct them on the importance of keeping a record of baptisms performed for their deceased ancestors. He also declared other important doctrine about baptisms for the dead.



Help students feel respected and valued:

Each student is a child of God with unique qualities, talents, and gifts. Be observant and recognize when students strive to contribute in positive ways. Encourage an attitude of acceptance and love among all class members. For more on how the Savior did this, see the section “The Savior Expressed His Love for Those He Taught” in *Teaching in the Savior’s Way*. You can also see an example of how to do this in this week’s lesson titled Doctrine and Covenants 127–128, Part 2.”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.,

Doctrine and Covenants 126

Lesson purpose: To help students increase their desire to labor diligently for the Lord as Brigham Young did.

- **Student preparation:** Invite students to look for opportunities to serve the Lord before the next class and to ponder what may make it difficult.
- **Handout:** “The Example of Brigham Young (Part 1 and Part 2)”

Doctrine and Covenants 127–128, Part 1

Lesson purpose: To help students feel Heavenly Father’s love for them, manifested through temple ordinances.

- **Student preparation:** Invite students to locate their login information for FamilySearch or create an account. This will help them use FamilySearch in the next lesson.
- **Image:** A temple baptistry

Doctrine and Covenants 127–128, Part 2

Lesson purpose: To help students find information about their deceased ancestors and prepare to perform ordinances for them in the temple.

Note: Many of the activities in this lesson require access to FamilySearch.org or the FamilySearch app. If you do not have internet access in your regular class location, you may want to hold this class in a Church building or another location with internet access.

If you are not familiar with FamilySearch.org, consider taking time to familiarize yourself with the activities in the lesson. You may also want to invite a temple and family history consultant from your ward or branch to help.

- **Student preparation:** Invite students to use their Church account username and password to log in to FamilySearch.org. If any students do not have a Church account, invite them to ask a parent or Church leader to help them create one.
- **Items:** Copies of the *My Family: Stories That Bring Us Together* booklet
- **Video:** “Hearts Bound Together” (16:08; watch from time code 14:30 to 15:02)

LESSON 136: DOCTRINE AND COVENANTS 125–128

Doctrine and Covenants 126

The Lord Accepted Brigham Young's Service)

On July 9, 1841, the Lord gave a revelation to Brigham Young through the Prophet Joseph Smith. After Brigham served multiple missions in the United States, Canada, and England, the Lord said his missionary journeys were acceptable to Him. He said it was time for Brigham to take special care of his family. This lesson can help students increase their desire to labor diligently for the Lord as Brigham Young did.

Possible Learning Activities

Serving the Lord

Write the phrase *Serving the Lord* on the board, and invite students to do the following:

Imagine that a stake or district leader surveyed teenage Church members in your area and asked the following questions. What might some of their answers be?

- In what ways do you try to serve Heavenly Father and Jesus Christ? Why do you serve Them?
- What gets in the way of serving the Lord? Why might we not always want to serve Him?

After students share, ask them to ponder how they personally might answer the questions above.

„As they study about the example of Brigham Young during this lesson, invite students to seek the Holy Ghost to help them overcome any obstacles to serving the Lord diligently.

How the Lord felt about Brigham Young

Consider giving the following information to a few students at the beginning of class. Invite them to summarize what was meaningful or interesting to them about Brigham Young.

- Brigham Young grew up poor, the ninth of eleven children.
- At age 14, his mother passed away.
- At 16, he set off to make his own way in the world, becoming an apprentice carpenter, glass worker, and painter.
- At 23, he married Miriam Works, and they later had two daughters.
- Brigham studied the Book of Mormon for two years, comparing it to the Bible, before he joined the Church. He later reported, “I knew it was true, as well as I knew that I could see with my eyes, or feel by the touch of my fingers” *Teachings of Presidents of the Church: Brigham Young* [1997], 2).
- Brigham served 10 missions in the United States, Canada, and England.
- He became a member of the Quorum of the Twelve Apostles at age 33.
- On July 9, 1841, the Lord gave a revelation to Brigham Young through the Prophet Joseph Smith.

Read Doctrine and Covenants 126:1–3 looking for what the Lord told Brigham about his service..

- What did you like or learn from these verses?

Listen carefully as students share. If you find it useful, ask follow-up questions like these: “What words are used in the revelation to refer to Brigham?” “How do you think these words would make Brigham feel?” “What do these verses teach you about the Lord?”

If students do not naturally identify a principle, consider asking, “How could the Lord’s instructions to Brigham Young apply to us?” Students may use different words but should identify a principle similar to the following: **If we labor diligently for the Lord, then He will accept our righteous offering.** You may suggest that students record this principle in their scriptures.

- What do you think people like Brigham Young know that motivates them to serve the Lord so diligently? How might that help us?

The example of Brigham Young



The following handout has three possible discussions to help students learn about laboring diligently for the Lord from the example of Brigham Young. Before class, invite three students to serve the class by leading one of the following discussions. Or divide the class into groups of three and invite each of the group members to lead one of the discussions. Tell students that they can adapt any of the questions to make the discussion more meaningful or effective for their classmates.

The Example of Brigham Young

DISCUSSION 1

The Challenge of Public Speaking

Begin by asking questions like the following:

- „How do you feel about public speaking? Why?

Read or summarize the following:”,

One of Brigham Young’s greatest challenges was public speaking. He said, “I was about as destitute of language as a man could well be” in *Journal of Discourses*, 5:97). He recalled a time one week after his baptism when he expected four experienced speakers who were members of the Church to preach, but they did not. He said;



I was but a child, so far as public speaking and a knowledge of the world was concerned; but the Spirit of the Lord was upon me, and I felt as though my bones would consume within me unless I spoke to the people and told them what I had seen, heard and learned—what I had experienced and rejoiced in; and the first discourse I ever delivered I occupied over an hour. I opened my mouth and the Lord filled it. (Brigham Young, in *Journal of Discourses*, 13:211)

- What was difficult about what Brigham Young did?

Invite students to read

Doctrine and Covenants 100:5–6 (see also Exodus 4:12 Proverbs 16:1). Then ask:

- How was Brigham Young’s experience related to these verses?
- What do you learn about the Lord that could help you?

Share how you feel about trusting in the Lord and being willing to share what you know.

DISCUSSION 2

Brigham’s Sacrifice to Serve

Begin by asking a question like the following:

- What sacrifices does it take to serve a mission?”.

Read or summarize the following:

The same year Brigham Young was baptized, his wife passed away. At great sacrifice, he arranged for the care of his two children and served missions to New York and upper Canada, where he baptized several people.

After serving a mission for about a year, Brigham described his arrival in Kirtland, Ohio:



If any man that ever did gather with the Saints was any poorer than I was—it was because he had nothing. ... I had two children to take care of. ... I was a widower. ... [I had] not a shoe to my foot, except a pair of borrowed boots. I had no winter clothing, except a homemade coat that I had had three or four years. ... I had travelled and preached and given away every dollar of my property. *Teachings of Presidents of the Church: Brigham Young* [1997], 243

Invite a student to read Luke 18:18–23,; looking for how Brigham Young’s response to invitations to serve was different from the man who interacted with the Savior in this account.

- What do you know about the Lord that may help us be willing to make sacrifices like Brigham Young did?;
- In addition to serving missions, what are some other ways the Lord may want us to sacrifice to serve Him?

Share how you feel about being willing to sacrifice to serve the Lord.

DISCUSSION 3

Brigham's Mission to England

Begin by asking a question like the following:

- What are some reasons a missionary needs the Lord's help?

Read or summarize the following:

After remarrying and serving five other missions, Brigham was called, with other Apostles, to serve a mission to England.

Brigham described his mission:



We landed ... as strangers in a strange land and penniless, but through the mercy of God we have gained many friends, established Churches in almost every noted town and city in the kingdom of Great Britain, baptized between seven and eight thousand, printed 5,000 Books of Mormon, ... and have left sown in the hearts of many thousands the seeds of eternal truth ... : in all these things I acknowledge the hand of God. (*Teachings of Presidents of the Church: Brigham Young* [1997], 6)

Invite a student to read Ammon's words in Alma 26:12–13. Then ask:

- How does Brigham Young's statement compare to Ammon's?
- Why do you think relying on the Lord is essential when striving to serve Him?
- How have you tried to rely on the Lord as you serve Him?

Share your thoughts or feelings about relying on the Lord as you serve Him.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

What you have learned

After the discussions, you might encourage students to seek the guidance of the Holy Ghost and write down what they are learning and feeling about serving the Lord. They might answer these questions:

- What have you learned from the example of Brigham Young and how the Lord helped him?
- What has increased your desire to serve the Lord?

Conclude by inviting students to share some of the thoughts and feelings they wrote. You could share as well.

The Example of Brigham Young

Discussion 1

THE CHALLENGE OF PUBLIC SPEAKING

Begin by asking questions like the following:

- How do you feel about public speaking? Why?

Read or summarize the following:

One of Brigham Young's greatest challenges was public speaking. He said, "I was about as destitute of language as a man could well be" (*in Journal of Discourses*, 5:97). He recalled a time one week after his baptism when he expected four experienced speakers who were members of the Church to preach, but they did not. He said:



I was but a child, so far as public speaking and a knowledge of the world was concerned; but the Spirit of the Lord was upon me, and I felt as though my bones would consume within me unless I spoke to the people and told them what I had seen, heard and learned—what I had experienced and rejoiced in; and the first discourse I ever delivered I occupied over an hour. I opened my mouth and the Lord filled it. (Brigham Young, in *Journal of Discourses*, 13:211)

- What was difficult about what Brigham Young did?

Invite students to read Doctrine and Covenants 100:5–6 (see also Exodus 4:12; Proverbs 16:1). Then ask:

- How was Brigham Young's experience related to these verses?
- What do you learn about the Lord that could help you?

Share how you feel about trusting in the Lord and being willing to share what you know.

Discussion 2

BRIGHAM'S SACRIFICE TO SERVE

Begin by asking a question like the following:

- What sacrifices does it take to serve a mission?

Read or summarize the following:

The same year Brigham Young was baptized, his wife passed away. At great sacrifice, he arranged for the care of his two children and served missions to New York and upper Canada, where he baptized several people.

After serving a mission for about a year, Brigham described his arrival in Kirtland, Ohio:



If any man that ever did gather with the Saints was any poorer than I was—it was because he had nothing. . . . I had two children to take care of. . . . I was a widower. . . . [I had] not a shoe to my foot, except a pair of borrowed boots. I had no winter clothing, except a homemade coat that I had had three or four years. . . . I had travelled and preached and given away every dollar of my property. (*Teachings of Presidents of the Church: Brigham Young* [1997], 243)

Invite a student to read Luke 18:18–23, looking for how Brigham Young's response to invitations to serve was different from the man who interacted with the Savior in this account.

- What do you know about the Lord that may help us be willing to make sacrifices like Brigham Young did?
- In addition to serving missions, what are some other ways the Lord may want us to sacrifice to serve Him?

Share how you feel about being willing to sacrifice to serve the Lord.

Discussion 3

BRIGHAM'S MISSION TO ENGLAND

Begin by asking a question like the following:

- What are some reasons a missionary needs the Lord's help?

Read or summarize the following:

After remarrying and serving five other missions, Brigham was called, with other Apostles, to serve a mission to England.

Brigham described his mission:



We landed . . . as strangers in a strange land and penniless, but through the mercy of God we have gained many friends, established Churches in almost every noted town and city in the kingdom of Great Britain, baptized between seven and eight thousand, printed 5,000 Books of Mormon, . . . and have left sown in the hearts of many thousands the seeds of eternal truth . . . : in all these things I acknowledge the hand of God. (*Teachings of Presidents of the Church: Brigham Young* [1997], 6)

Invite a student to read Ammon's words in Alma 26:12–13. Then ask:

- How does Brigham Young's statement compare to Ammon's?
- Why do you think relying on the Lord is essential when striving to serve Him?
- How have you tried to rely on the Lord as you serve Him?

Share your thoughts or feelings about relying on the Lord as you serve Him.

LESSON 137: DOCTRINE AND COVENANTS 125–128

Doctrine and Covenants 127–128. Part 1

The Salvation of the Dead,

In August 1840, Joseph Smith first taught the doctrine of baptism for the dead. Church members rejoiced in the opportunity to provide saving ordinances for their deceased relatives. Joseph Smith wrote letters to the Saints to instruct them regarding the ordinance of baptism for the dead. This lesson can help students feel Heavenly Father’s love for them, manifested through temple ordinances.

Possible Learning Activities**A scenario**

The following scenario can help students reflect on how they feel about the Savior’s doctrine of baptism for the dead. Students could role-play how they might respond to Anna.

During a discussion with the missionaries, Anna learned about the need to follow the Savior’s example and be baptized (see Matthew 3:13–17; John 3:5; 2 Nephi 31:4–11). She sincerely desired to receive baptism, but she also became concerned about her deceased sister. Anna asked the missionaries, “What about my sister who died before she could be baptized?”

- As you consider elements of the Savior’s doctrine, what feelings do you have that you would share?

Remind students that people throughout the ages, including early members of the Church, have asked questions like Anna’s. Through the Prophet Joseph Smith, Heavenly Father revealed how His plan can save all who want to be saved.

Heavenly Father’s plan.

The Lord gradually revealed to Joseph Smith the doctrine of baptism for the dead. In August 1840, Joseph Smith preached at the funeral of Seymour Brunson. During the sermon, he looked at Jane Neyman, a widow whose son had died before he was baptized. Joseph referenced 1 Corinthians 15:29 and taught that God’s plan allowed a living person to be baptized vicariously for someone who had died. Later, Jane was baptized for her son Cyrus. This was the first baptism for the dead performed in this dispensation (see *Saints: The Story of the Church of Jesus Christ in the Latter Days*, vol. 1, *The Standard of Truth, 1815–1846* [2018], „421–22).

The Lord later revealed that baptisms for the dead were to be performed in the temple (see Doctrine and Covenants 124:29–32). In November 1841, the Saints began to be baptized for their ancestors in the unfinished Nauvoo Temple. In September 1842, Joseph Smith instructed the Saints to keep a record of those ordinances and other important details. Those instructions are now Doctrine and Covenants 127 and 128 (see *Saints*, 1:476–77). Joseph Smith explained that a recorder should be a witness of the ordinance and keep accurate records that would be recorded in a general church book. He also taught that others should be witnesses of the ordinance (see Doctrine and Covenants 128:2–4). He then explained why this order of things needed to be very particular.

Prior to reading Doctrine and Covenants 128:5 it may be helpful to explain that “before the foundation of the world” refers to the time before the earth was created, when there was a council in heaven (see , Abraham 3:22–27,

Read Doctrine and Covenants 128:5, looking for what you learn about baptisms for the dead in Heavenly Father’s plan.

- What does this verse teach you about Heavenly Father and His plan?

Help students identify this truth: **Heavenly Father prepared a way for the salvation of those who die without a knowledge of the gospel.**

Consider writing the truth on the board to help students discuss it. Asking some of the following questions could help students understand this truth. You could enhance the discussion by asking students to share their thoughts about classmates' comments.

- What does this truth teach you about Heavenly Father's attributes, character, or purpose?
- How could this truth impact you and your family?

To help students feel the importance of this truth, consider sharing your witness of it. Or you could share the following statement and invite students to share their reactions to it.

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles testified of Jesus Christ and the redemption of the dead.



Our charge extends as far and as deep as the love of God to encompass His children of every time and place. Our efforts on behalf of the dead bear eloquent witness that Jesus Christ is the divine Redeemer of all mankind. His grace and promises reach even those who in life do not find Him. Because of Him, the prisoners shall indeed go free. (D. Todd Christofferson, *The Redemption of the Dead and the Testimony of Jesus*, *Ensign*, Nov. 2000, 11)

Recorded on earth and in heaven



Consider showing an image of the temple baptistry. Invite students to point out the recorder and the witnesses. Then invite students to find and mark these assignments in „Doctrine and Covenants 128:3. If students have served as a witness, they could share their experiences.

One way to help students find relevance in these sections is to return to the scenario about Anna.

After being baptized, Anna attended the temple and was baptized for her sister who died. She wonders how she can know the ordinance is valid in heaven..

Before students read the following scriptures, you may want to explain that in „ Doctrine and Covenants 128:8 the phrase “propria persona” refers to people who are baptized for themselves and the phrase “their own agents” refers to those who are baptized for others.

Read Doctrine and Covenants 127:5–7 128:6–8, looking for what you would share with Anna to answer her question.

- What words or phrases would you share with Anna?
- Why do you think keeping a record of ordinances is important in Heavenly Father's plan?
- How could understanding these verses influence your temple experience?

Explain that the ordinances performed in temples are binding on earth and in heaven because of the priesthood keys restored through the Prophet Joseph Smith (see Doctrine and Covenants 128:9–11

“Let your hearts rejoice, and be exceedingly glad”

The purpose of this section is to help students feel the greatness of Heavenly Father’s plan of salvation. Consider writing *Heavenly Father’s plan* on the board and inviting students to add words or phrases that express their feelings about it. Ask a few students to share why they feel that way.

Students could also add to the board some of the feelings they have experienced when participating in baptisms and confirmations in the temple.

As students read the following scripture passage and discuss the accompanying questions, they could add words or phrases to the board.

In his letter, Joseph Smith poetically expressed his views about the glorious doctrine of redemption for the dead. Read Doctrine and Covenants 128:22–23 looking for the emotions expressed about Heavenly Father’s plan.

- What words or phrases from these verses reflect your feelings about Heavenly Father’s plan for the salvation of His children?
- When have you experienced any of these feelings while participating in temple and family history work?
- What do you think it means that “the prisoners shall go free”? verse 22 Why might this be a reason for great rejoicing?

Consider inviting students to express their own feelings about the doctrine of redemption for the dead. Invite them to pay attention to any promptings of the Spirit as they do. They could write, draw, or record a message. Students could use some of the phrases listed on the board to describe how Heavenly Father’s plan provides hope for those who die without a knowledge of the gospel. They could also write about the impact the plan of salvation has on their own family. Students may want to describe meaningful experiences participating in temple and family history work.

After sufficient time, invite willing students to share their message. You might also share your feelings about the redemption of the dead in Heavenly Father’s plan.

LESSON 138: DOCTRINE AND COVENANTS 125–128

Doctrine and Covenants 127–128 Part 2

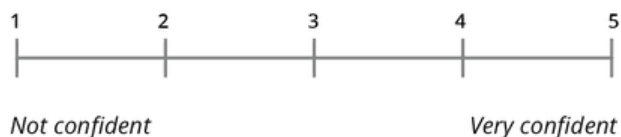
“Baptism for Your Dead”

Joseph Smith wrote letters to the Saints about the doctrine of baptism for the dead. He expounded upon biblical prophecies to help the Saints understand the importance of being baptized on behalf of their relatives who had died. This lesson can help students find information about their deceased ancestors and prepare to perform ordinances for them in the temple.

Possible Learning Activities

Your ancestors

Consider starting class by helping students think about their ancestors. You could invite students to list as many of their ancestors as they can think of. Students could indicate which ancestors have received the ordinance of baptism in The Church of Jesus Christ of Latter-day Saints and which have not.



- How confident are you in your ability to do family history and temple work for your ancestors?

Invite students to share what they remember about the context of Doctrine and Covenants 127–128. You could also share the following additional context.

Missouri authorities accused Joseph Smith of helping plan an attack on former governor Lilburn W. Boggs. Joseph suspected if he returned to Missouri, he would be killed. While hiding in Edward Hunter’s home, Joseph had many thoughts and feelings about baptisms for the dead (see Doctrine and Covenants 128:1 Joseph

Smith wrote letters to the Saints to teach them important doctrine about the ordinance of baptism for the dead (see *Saints: The Story of the Church of Jesus Christ in the Latter Days*, vol. 1, *The Standard of Truth, 1815–1846* [2018], 466–77).

Baptisms for your dead

Elder Quentin L. Cook of the Quorum of the Twelve Apostles taught that we have the responsibility to perform temple ordinances for specific people:



The doctrine of the family in relation to family history and temple work is clear. The Lord in initial revelatory instructions referred to “baptism for *your* dead”

[Doctrine and Covenants 127:5 emphasis added].

Our doctrinal obligation is to our own ancestors. This is because the celestial organization of heaven is based on families. (Quentin L. Cook, *Roots and Branches. Ensign or Liahona* May 2014, 45)

Read Doctrine and Covenants 127:5–6 and consider marking the words “baptism for your dead” that Elder Cook pointed out.

- What do you imagine it will be like to meet your deceased ancestors? How might they react to the temple and family history work you have done?

Consider showing the video “Hearts Bound Together” on ChurchofJesusChrist.org from time code 14:30 to 15:02. In this video, President Henry B. Eyring of the First Presidency shares what meeting our deceased ancestors may be like.

Their salvation is essential to our salvation

Read Doctrine and Covenants 128:15–18!,,, looking for what the prophets taught about the doctrine of eternal families and baptism for the dead.

To study Doctrine and Covenants 128:15–18) students could be divided into three groups to discover what the following prophets taught. Invite a student in each group to be the group leader. This person can divide up the responsibilities. One responsibility will be summarizing for the class what the group studied in the scriptures.

- Joseph Smith—verses 15, 18
- The Apostle Paul—verses 15–16
- „The prophet Malachi—verse 17”

After students read these verses, invite each group to summarize the verses. You could also discuss questions they might have or phrases they think are important.

- What did each prophet teach about the salvation of our ancestors?

As students share, they may identify multiple truths, including the following:

The salvation of our deceased ancestors is essential to our salvation.

Our ancestors who die without the gospel cannot progress toward perfection until temple ordinances are performed for them.

Help students understand why these truths are important today. Some of the following questions could help.

- In what ways does Jesus Christ make the salvation of our deceased ancestors possible?
- How do you think participating in temple and family history work can help you follow the Savior’s example?

President Henry B. Eyring of the First Presidency testified about our important responsibility:



Many of your ancestors did not receive those ordinances. But in the providence of God, you did. And God knew that you would feel drawn to your ancestors in love and that you would have the technology necessary to identify them. He also knew that you would live in a time when access to holy temples, where the ordinances can be performed, would be greater than ever in history. And He knew that He could trust you to accomplish this work in behalf of your ancestors. ...

Many youth have discovered that giving of their time to do family history research and temple work has deepened their testimony of the plan of salvation. It has increased the influence of the Spirit in their lives and decreased the influence of the adversary. It has helped them feel closer to their families and closer to the Lord Jesus Christ. They have learned that this work saves not just the dead; it saves all of us [see , Doctrine and Covenants 128:18]. (Henry B. Eyring, *Gathering the Family of God*, *Ensign or Liahona* May 2017, 21, 22)

- „What have you done to participate in temple and family history work? How has the Lord blessed you for doing so?
- How has participating in this work helped you feel closer to Jesus Christ?

Participating in temple and family history work

This portion of the lesson is intended to help students participate in family history work and perhaps prepare to perform ordinances in the temple. There are many ways you could invite students to participate. Here are some examples:

- Show the following list of activities, and ask students if they can teach the class about them. Then students could demonstrate how to accomplish the tasks.
- Divide the class into small groups and invite students to work on the activities together. Experienced students could help inexperienced students.
- „Create learning stations for some of the activities. Invite a student familiar with the activity to lead the station. Students can rotate through the stations they select.

Consider inviting a temple and family history consultant from your ward to help. If access to technology is limited, you may consider focusing on the first activity listed below.

- „Complete various activities in the *My Family: Stories That Bring Us Together* booklet.
- Become familiar with your family tree in FamilySearch.
- Use the “Ordinances Ready” feature in FamilySearch to find names to take to the temple.
- Make an appointment to attend the temple on temples.ChurchofJesusChrist.org.
- Become familiar with how to add people or attach historical records to your family tree in FamilySearch.
- Add memories to people in your family tree in FamilySearch.
- Explore the “Activities” section on FamilySearch.org
- Explore the Temple and Family History section in the Gospel Library.

After sufficient time, invite students to share with the class what they did or what they discovered. Students could also discuss how their confidence to participate in temple and family history work may have increased.



Help students feel respected and

valued: To learn more about showing students that you respect and value them, see the training titled *Send a message to a student’s parent about something positive you have noticed about their child.* This training is found in *Teacher Development Skills: Love Those You Teach*

Read (Doctrine and Covenants 128:24, looking for what offering we can give to the Lord.

- How do you think the temple and family history work we do is a righteous offering to the Lord?
- What offering of temple and family history work do you feel inspired to give the Lord?

„Invite students to act on the impressions they have received. Encourage students to participate in temple and family history work at home with their families.

DOCTRINE AND COVENANTS 129–132”.

Doctrine and Covenants 129–132

Overview

While the Saints were in Illinois, the Prophet Joseph Smith shared important teachings about a variety of topics, including the importance of obtaining knowledge and intelligence, the blessings we receive through obedience to God’s commandments, and the nature of God. He introduced the doctrine of eternal marriage and taught that we must enter into the new and everlasting covenant of marriage to obtain the blessings of exaltation. The Prophet also recorded a revelation related to the practice of plural marriage, a revelation that the Lord asked some early members of the Church to live.



Convey to learners that their contributions are valued: Throughout the lesson, think of ways to help students feel that their contributions are valued and important. For example, when they raise their hands to make a comment, you could call them by name and express your desire to hear what they have to say. For more on how the Savior helped His learners feel valued, see the section *The Savior Ensured That All Felt Respected and Valued*,” in *Teaching in the Savior’s Way*,”. You can also see an example of how to do this in the lesson this week titled *Doctrine and Covenants 130*”

Prepare to teach

„The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 130

Lesson purpose: To help students practice teaching elements of Jesus Christ’s doctrine.

- **Student preparation:** Invite students to reflect on any recent teaching opportunities they’ve had at home or at church. Consider inviting them to come prepared to discuss their successes and challenges with teaching the Savior’s gospel.
- **Handout:** “Teaching Truths from Doctrine and Covenants 130 Part 1 and Part 2)”

Doctrine and Covenants 131”

Lesson purpose: To help students understand the importance of eternal marriage in Heavenly Father’s plan.

- **Student preparation:** Invite students to ask a loved one or Church leader to share some of the blessings they have received through their temple marriage. Students could be invited to share what they learned with the class.
- **Video:** *Eternal Marriage, an Apostolic Perspective* (5:26)
- **Content to display:** „Instructions for the study activity under the heading “The Importance of Marriage in God’s Plan”

Doctrine and Covenants 132:1-2, 34-66

Lesson purpose: To help students understand more about the Lord’s commandment for some Saints to practice plural marriage in the early days of the Church.

- **Student preparation:** Invite students to come prepared to share an example of someone in the scriptures who obeyed a difficult commandment from God.
- **Images:** Abraham, Mary, Jesus Christ.
- **Videos:** “Is It Hard to Be the Prophet? (1:54); „Faith Is Not by Chance, but by Choice (15:01; watch from time code 6:25 to 8:27)”
- **Handout:** “Excerpts from ‘Plural Marriage in Kirtland and Nauvoo’”

Doctrinal Mastery Practice 9

Lesson purposes: To give students opportunities to practice memorizing the references of doctrinal mastery passages and their associated key scripture phrases. The lesson will also help them learn and apply divine principles for acquiring spiritual knowledge.

- **Student preparation:** Invite students to practice memorizing the scripture reference and key scripture phrases for a few doctrinal mastery passages they have studied during the year.
- **Items to bring:** Water pitcher and several cups

LESSON 139: DOCTRINE AND COVENANTS 129–132

Doctrine and Covenants 130

Teaching the Savior's Gospel



The gospel can be effectively taught in large meetings or in small, intimate gatherings. The Savior used both methods during His ministry, as did the Prophet Joseph Smith. The text of Doctrine and Covenants 130 contains some of the Prophet's teachings to a small gathering of Saints living in Ramus, Illinois. This lesson is intended to help students practice teaching elements of Jesus Christ's doctrine.

Possible Learning Activities

Jesus Christ, the Master Teacher

„To begin class, consider displaying an image of Jesus Christ teaching people and invite students to visualize what it might have been like to be there. Consider asking the following questions:

- What might you have been thinking or feeling if you were present while Jesus taught?.
- What do you think makes the Savior such an effective teacher?

Explain that as members of the Savior's Church, we have many opportunities to teach His gospel. You might also display the following message from the First Presidency about teaching:



Beloved brothers and sisters,

„What a glorious opportunity you have to teach the gospel of Jesus Christ! Whether or not you have a specific calling to teach, you *are* a teacher. As a disciple of the Master Teacher, Jesus Christ, you have opportunities to share His light wherever you go—in the home, at church, as you minister to others, and among your friends. To teach the gospel is a sacred trust. It is an essential part of the Lord's work, and it works best when we do it in His way. *Teaching in the Savior's Way: For All Who Teach in the Home and in the Church*, [2022], 1)

- What are some opportunities teenagers have to teach and testify of Jesus Christ and His gospel?

Explain to students that they will have the opportunity to prepare a brief lesson from some of the teachings in Doctrine and Covenants 130 and to practice teaching their lesson to others. If you plan on having a few students teach the whole class, this would be a good time to assure them that you will not ask anyone unwilling to do so.

Before students begin preparing lessons, consider sharing the following background information.

On April 2, 1843, the Prophet Joseph Smith met with Saints in Ramus, Illinois, about 20 miles outside of Nauvoo. Joseph taught various gospel truths, including details about the Godhead, the importance of gaining knowledge in this life, and how we can receive God's blessings. The Prophet's teachings are recorded in Doctrine and Covenants 130.

Prepare to teach



To help students prepare to teach, distribute the handout titled “Teaching Truths from Doctrine and Covenants 130.”

Invite class members to follow the lesson

preparation steps for guidance. Since Doctrine and Covenants 130:22–23 is a doctrinal mastery passage, it may be necessary to ask a few students to work on that topic to ensure that those verses will be taught during the lesson.

As students prepare, move throughout the room and provide help as needed. You might offer some suggestions of what they could use to help others actively participate. These may include discussion questions, visuals, objects, sharing of personal experiences, or writing exercises.

Teaching Truths from Doctrine and Covenants 130.

Lesson preparation:

Step 1: Choose one of the study topics below and study the resources provided. Pay attention to thoughts, ideas, and impressions from the Holy Ghost about what you are reading. You could also find other resources to deepen your understanding of your chosen topic.

Step 2: Create a five- to seven-minute lesson outline for your chosen topic. Consider using some of the following questions to help you prepare:

- How can or should these truths impact our relationship with Heavenly Father and Jesus Christ?
- How can I use the scriptures and words of the prophets to help others better understand this topic?
- What can I do to help others engage in the lesson and be active participants?

- What experiences can I share or what can I testify of?
- What can I do to help others apply this topic to their lives?

Study topics and resources:

Option 1: Knowledge and intelligence rise with us in the Resurrection.

Resources to study:

Doctrine and Covenants 130:18–19; see also Doctrine and Covenants 88:118; 93:36

Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles taught:



If we ponder just what it is that will rise with us in the resurrection, it seems clear that our intelligence will rise with us, meaning not

simply our IQ, but also our capacity to receive and apply truth. Our talents, attributes, and skills will rise with us; certainly also our capacity to learn, our degree of self-discipline, and our capacity to work. (Neal A. Maxwell, *We Will Prove Them Herewith* [1982], 12)

Option 2: We obtain blessings from God by obeying His laws.

Resources to study:

Doctrine and Covenants 130:20–21; see also „John 7:17”, Doctrine and Covenants 82:10

President Russell M. Nelson taught:



If you really want a certain blessing, you’d better find out what the laws are that govern that blessing and then work on

becoming obedient to those laws. (Russell M. Nelson, “The Mission and Ministry of the Savior: A Discussion with Elder Russell M. Nelson,” *Ensign* June 2005, 19)

Option 3: Heavenly Father and Jesus Christ have bodies of flesh and bones. The Holy Ghost is a personage of spirit.

Resources to study:

Doctrine and Covenants 130:22–23 see also
Matthew 3:13–17; Acts 7:55–56

Elder Jeffrey R. Holland of the Quorum of the Twelve
Apostles taught:



We believe these three divine
persons constituting a single
Godhead are united in purpose, in
manner, in testimony, in mission.

We believe Them to be filled with the same
godly sense of mercy and love, justice and
grace, patience, forgiveness, and redemption.
I think it is accurate to say we believe They
are one in every significant and eternal aspect
imaginable *except* believing Them to be three
persons combined in one substance. ... We
declare it is self-evident from the scriptures
that the Father, the Son, and the Holy Ghost
are separate persons, three divine beings.
(Jeffrey R. Holland, “The Only True God and
Jesus Christ Whom He Hath Sent *Ensign* or
Liahona Nov. 2007, 40–41)

© 2024 by Intellectual Reserve, Inc. All rights
reserved.

Teaching experience



**Convey to learners that their
contributions are valued:**

As students
share the lessons they prepared, help
them know that their contributions to the

lesson are valued and appreciated. For more
practice with this, see the training titled “
Communicate that you value students before they
comment or as they raise their hand found in
Teacher Development Skills: Love Those You Teach.

After you have given students time to prepare a
lesson outline, consider inviting a few to teach their
lessons in front of the class. You could also organize
students into small groups, and they could alternate
teaching each other. During student presentations,
encourage class members to show respect and fully
engage in the learning process. If any students are
uncomfortable teaching in seminary or if time runs
out before all get an opportunity, encourage them to
try teaching their lesson at home, in a church setting,
or to a friend. To conclude, consider asking
questions such as the following:

- What did you learn about Heavenly Father and Jesus Christ that can help you in your current circumstances?
- What did you learn today about teaching the Savior’s gospel?
- How can taking opportunities to teach the gospel of Jesus Christ benefit you now and in the future?



Doctrine and Covenants 130:22–23

is a doctrinal mastery passage.
Consider inviting students to mark
doctrinal mastery passages in a
distinctive way so they can locate them easily.

Memorize

You may want to help students memorize the reference and key scripture phrase of Doctrine and Covenants 130:22–23 and review them in future lessons. The key scripture phrase for this passage is “The Father has a body of flesh and bones ... ; the Son also; but the Holy Ghost ... is a personage of Spirit.” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities

Teaching Truths from Doctrine and Covenants 130

Lesson preparation:

Step 1: Choose one of the study topics below and study the resources provided. Pay attention to thoughts, ideas, and impressions from the Holy Ghost about what you are reading. You could also find other resources to deepen your understanding of your chosen topic.

Step 2: Create a five- to seven-minute lesson outline for your chosen topic. Consider using some of the following questions to help you prepare:

- How can or should these truths impact our relationship with Heavenly Father and Jesus Christ?
- How can I use the scriptures and words of the prophets to help others better understand this topic?
- What can I do to help others engage in the lesson and be active participants?
- What experiences can I share or what can I testify of?
- What can I do to help others apply this topic to their lives?

Study topics and resources:

OPTION 1: KNOWLEDGE AND INTELLIGENCE RISE WITH US IN THE RESURRECTION.

Resources to study:

Doctrine and Covenants 130:18–19; see also Doctrine and Covenants 88:118; 93:36

Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles taught:



If we ponder just what it is that will rise with us in the resurrection, it seems clear that our intelligence will rise with us, meaning not simply our IQ, but also our capacity to receive and apply truth. Our talents, attributes, and skills will rise with us; certainly also our capacity to learn, our degree of self-discipline, and our capacity to work" (Neal A. Maxwell, *We Will Prove Them Herewith* [1982], 12)

OPTION 2: WE OBTAIN BLESSINGS FROM GOD BY OBEYING HIS LAWS.

Resources to study:

Doctrine and Covenants 130:20–21; see also John 7:17; Doctrine and Covenants 82:10

President Russell M. Nelson taught:



If you really want a certain blessing, you'd better find out what the laws are that govern that blessing and then work on becoming obedient to those laws. (Russell M. Nelson, "The Mission and Ministry of the Savior: A Discussion with Elder Russell M. Nelson," *Ensign*, June 2005, 19)

OPTION 3: HEAVENLY FATHER AND JESUS CHRIST HAVE BODIES OF FLESH AND BONES. THE HOLY GHOST IS A PERSONAGE OF SPIRIT.

Resources to study:

Doctrine and Covenants 130:22–23; see also Matthew 3:13–17; Acts 7:55–56

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught:



We believe these three divine persons constituting a single Godhead are united in purpose, in manner, in testimony, in mission. We believe Them to be filled with the same godly sense of mercy and love, justice and grace, patience, forgiveness, and redemption. I think it is accurate to say we believe They are one in every significant and eternal aspect imaginable *except* believing Them to be three persons combined in one substance. . . . We declare it is self-evident from the scriptures that the Father, the Son, and the Holy Ghost are separate persons, three divine beings. (Jeffrey R. Holland, “The Only True God and Jesus Christ Whom He Hath Sent,” *Ensign* or *Liahona*, Nov. 2007, 40–41)

LESSON 140: DOCTRINE AND COVENANTS 129–132

Doctrine and Covenants 131

The New and Everlasting Covenant of Marriage

Marriage between a man and a woman is an essential part of Heavenly Father’s plan for His children. Through the Prophet Joseph Smith, the Lord revealed that when husbands and wives are sealed by the power of the priesthood and are faithful to their covenants, their marriage will last beyond death. This lesson can help students understand the importance of eternal marriage in Heavenly Father’s plan.

Possible Learning Activities

Understanding marriage

Consider writing the following statement on the board and inviting students to discuss their thoughts about what it teaches. For example, you could place students in small groups and discuss the questions that follow.

Elder David A. Bednar of the Quorum of the Twelve Apostles declared:



One of the great tasks of our time ... is to help people understand the true meaning and purpose of marriage. (David A. Bednar, *The Divine Pattern of Eternal Marriage*, *Ensign*, Sept. 2020, 41)

- How would you define “the true meaning and purpose of marriage?”
- „What are some examples of misunderstandings people have about marriage today?”

Students might share misunderstandings such as some people feeling they are better off being single or that marriage does not need to be between a man and a woman.

Invite students to create a heading in their study journals titled *Why is marriage important to God?* Invite them to write how they would answer that question. They could also be invited to ponder their

personal feelings or questions they have about marriage.

Encourage them to add answers to their study journals throughout the lesson. Testify that as they humbly seek to understand why marriage is important to God, the Holy Ghost can strengthen their testimony of marriage and help resolve their questions or concerns.

Eternal marriage

Consider sharing or summarizing the following paragraph to help students understand the context for the teachings in Doctrine and Covenants 131

In May 1843, while in Ramus, Illinois, Joseph Smith told Benjamin and Melissa Johnson he intended to marry them according to the law of the Lord. Because they were already married, Benjamin joked he would marry Melissa again only if she courted him. But Joseph was serious. The Prophet taught them the doctrine of eternal marriage, then sealed the couple for eternity. William Clayton was serving as Joseph’s scribe at the time and recorded his teachings, which are now found in Doctrine and Covenants 131 (see *Our Hearts Rejoiced to Hear Him Speak*,” in *Revelations in Context* [2016], 279–280).

Before you invite students to read the following verses, it may be helpful for them to know that the highest degree of the celestial kingdom is often referred to as eternal life or exaltation. Those who are exalted will live eternally with Heavenly Father and Jesus Christ and become like Them. “The new and everlasting covenant of marriage” refers to the covenant couples make in the temple that enables them to be sealed for time and all eternity.

Read Doctrine and Covenants 131:1–4, looking for what the Prophet taught about marriage.



Doctrine and Covenants 131:1–4 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- What do these verses teach you about the importance of marriage in Heavenly Father’s plan?

Write a truth similar to the following on the board using students’ words, if possible: **To become like God and live with Him again in the celestial kingdom, we must enter the new and everlasting covenant of marriage.** Invite students to add this truth to the list of answers in their study journals.

- „How do you think marriage can prepare us to become more like God?

The importance of marriage in God’s plan

Invite students to continue learning about the importance of marriage in God’s plan. They could work through the following activity individually or in small groups. If needed, consider printing talks or articles from Church leaders that students could study. Invite students to record what they learn in their study journals.

As part of this activity, you could also show the video *Eternal Marriage, an Apostolic Perspective* (5:26), available on the *Inspiration* blog at ChurchofJesusChrist.org.

Choose one or more of the following suggestions to discover additional answers to the question “Why is marriage important to God?” Add truths you learn to the list of answers in your study journal.

1. Search the scriptures. Study Doctrine and Covenants 49:15–17; 132:19. Find additional passages to study by looking up “marriage” in the Topical Guide or Guide to the Scriptures.

2. Study the teachings of Church leaders. Search “marriage” in the Gospel Library app or in the topics section of the general conference address archive.
3. Send a text message to a family member or trusted adult asking how they would answer the question “Why is marriage important to God?”

(When students have finished studying, invite them each to write on the board one truth they learned about why marriage is important to God. They could also include the source they used to find that truth. Invite the class to look at what their classmates have written and identify truths they could add to their study journals. Consider discussing what students have learned by asking questions such as the following:

- What is something you learned that you did not know before?
- How can these teachings help you when you notice ideas in the world that are contrary to God’s laws about marriage?
- How can looking at marriage from God’s perspective influence your feelings about marriage?

Explain the doctrine of marriage

If you feel students would benefit from summarizing what they have learned, consider placing them in pairs. Invite them to respond to the following scenario and questions with their partner:

Imagine you are discussing your future goals with a friend. When you mention that you hope to get married, your friend asks, “Why does marriage even matter?”

- How would you respond to your friend using the teachings you have studied today?

Encourage students to prepare to receive the blessings of eternal marriage. Testify that as they exercise faith in Jesus Christ, they will experience the blessings He desires to give them.

Memorize

You may want to help students memorize the doctrinal mastery reference and key scripture phrase during this lesson and review them in future lessons. The key scripture phrase is “The new and everlasting covenant of marriage.” Ideas for memorization activities are in the appendix materials under “Doctrinal Mastery Review Activities.”

LESSON 141: DOCTRINE AND COVENANTS 129–132

Doctrine and Covenants 132:1–2, 34–66

Plural Marriage

Although God’s standing law of marriage is between one man and one woman (see (Jacob 2:27, 30)), there have been times when He has commanded some of His children to practice plural marriage. The early years of the restored Church were one of those periods of exception. The Lord commanded the Prophet Joseph Smith to practice plural marriage and to teach the principle to others. This lesson can help students understand more about the Lord’s commandment for some Saints to practice plural marriage in the early days of the Church.

(Possible Learning Activities)**Difficult commandments**

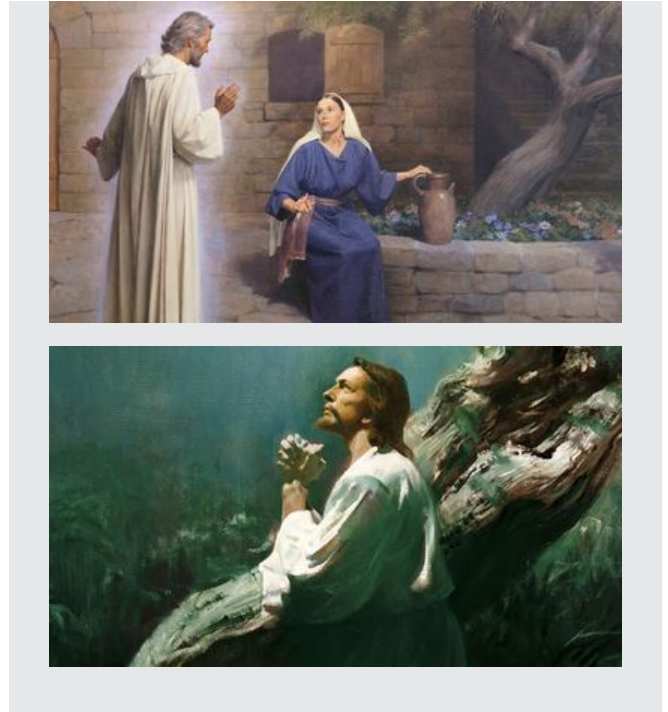
President Russell M. Nelson taught:



God has always asked His covenant children to do difficult things. (Russell M. Nelson, *Stand as True Millennials*, *Ensign* Oct. 2016, 27)

- What are some examples of difficult things God has asked His children to do?

If needed, refer to a few scriptural accounts for students to think about. Examples could include Abraham being asked to sacrifice Isaac (see Genesis 22:1–2, 10), Mary accepting the call to be the mother of Jesus Christ (see Luke 1:26–38 and Jesus Christ suffering and atoning for all humankind (see Matthew 26:39). Consider displaying images that depict these events.



- Why do you think God sometimes commands His children to do difficult things?

As part of this discussion, you might read Abraham 3:23–25. You could also show the video *Is It Hard to Be the Prophet?* (1:54), available at ChurchofJesusChrist.org,

In our dispensation, the Lord asked the Prophet Joseph Smith to do many difficult things. One difficult commandment God gave to Joseph Smith was to institute the practice of plural marriage, also known as polygamy, in the early days of the Church.

Explain that plural marriage refers to the marriage of one man and more than one woman. Help students understand that it is normal to wrestle with feelings of confusion or have questions about this practice. Consider giving students time to write questions they may have in their study journals.

It is good for students to seek their own answers. Invite them to pay attention to guidance they receive through the Holy Ghost as they study. Your role as teacher is not to answer all students' questions. It is okay to say that you do not have the answers. You can demonstrate that even without having all the answers, we can move forward with faith in Jesus Christ.

The Lord's instructions on plural marriage

While translating the Bible, the Prophet Joseph Smith read about some of God's servants who married more than one wife. To find out what Joseph asked God, read Doctrine and Covenants 132:1. Then, read verses 2 and 34–37,, looking for how the Lord responded to the Prophet's question.

- What is a truth you learn from these verses about when plural marriage is acceptable to the Lord?

Invite students to express what they are learning and help them identify the truth that **the Lord accepts the practice of plural marriage only when He commands it.**

In the Book of Mormon, we learn that some Nephites began plural marriages against God's will. They justified their actions based on the scriptural accounts from the Old Testament (see Jacob 2:23–24 see also Doctrine and Covenants 132:38–39; The Lord condemned these actions and taught the Nephites His standard for marriage.

Read Jacob 2:26–27, 30 looking for the Lord's teachings to the Nephites..

- What did these verses add to your understanding about plural marriage?

If needed, help students understand that marriage between one man and one woman is God's standing law of marriage. However, God has at times commanded the practice of plural marriage as an exception to this standing law. One reason God has given for the practice of plural marriage is to "raise up seed unto [Him]" (Jacob 2:30

- How might this knowledge help with questions you might have about the practice of plural marriage in the early days of the Church?

Plural marriage among the early Saints

Students may benefit from the opportunity to use divinely appointed sources to better understand the practice of plural marriage in the early days of the Church.



Consider distributing the handout titled "Excerpts from 'Plural Marriage in Kirtland and Nauvoo.'" You could ask students to study these materials individually or in small groups. Invite them to look for information that can help answer questions they may have.

Excerpts from " Plural Marriage in Kirtland and Nauvoo"

Gospel Topics Essay topics.ChurchofJesusChrist.org

Latter-day Saints believe that monogamy—the marriage of one man and one woman—is the Lord's standing law of marriage. In biblical times, the Lord commanded some of His people to practice plural marriage—the marriage of one man and more than one woman. Some early members of The Church of Jesus Christ of Latter-day Saints also received and obeyed this commandment given through God's prophets.

After receiving a revelation commanding him to practice plural marriage, the Prophet Joseph Smith married multiple wives and introduced the practice to close associates. This principle was among the most challenging aspects of the Restoration—for Joseph personally and for other Church members.

The Beginnings of Plural Marriage in the Church

Joseph told associates that an angel appeared to him three times between 1834 and 1842 and commanded him to proceed with plural marriage when he hesitated to move forward. During the third

and final appearance, the angel came with a drawn sword, threatening Joseph with destruction unless he went forward and obeyed the commandment fully.

Joseph and Emma

Plural marriage was difficult for all involved. For Joseph Smith's wife Emma, it was an excruciating ordeal. Records of Emma's reactions to plural marriage are sparse; she left no firsthand accounts, making it impossible to reconstruct her thoughts. Joseph and Emma loved and respected each other deeply. After he had entered into plural marriage, he poured out his feelings in his journal for his "beloved Emma," whom he described as "undaunted, firm and unwavering, unchangeable, affectionate Emma." After Joseph's death, Emma kept a lock of his hair in a locket she wore around her neck.

Trial and Spiritual Witness

According to Helen Mar Kimball, Joseph Smith stated that "the practice of this principle would be the hardest trial the Saints would ever have to test their faith."

The decision to accept such a wrenching trial usually came only after earnest prayer and intense soul-searching. Brigham Young said that, upon learning of plural marriage, "it was the first time in my life that I had desired the grave [Journal of Discourses, 3:266]." "I had to pray unceasingly," he said, "and I had to exercise faith and the Lord revealed to me the truth of it and that satisfied me."

Lucy Walker recalled her inner turmoil when Joseph Smith invited her to become his wife. "Every feeling of my soul revolted against it," she wrote. Yet, after several restless nights on her knees in prayer, she found relief as her room "filled with a holy influence" akin to "brilliant sunshine." She said, "My soul was filled with a calm sweet peace that I never knew," and "supreme happiness took possession of my whole being."

Conclusion

The challenge of introducing a principle as controversial as plural marriage is almost impossible to overstate. A spiritual witness of its truthfulness allowed Joseph Smith and other Latter-day Saints to

accept this principle. Difficult as it was, the introduction of plural marriage in Nauvoo did indeed "raise up seed" unto God. A substantial number of today's members descend through faithful Latter-day Saints who practiced plural marriage.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

After students finish studying, give them an opportunity to share what they learned by asking questions like the following:

- What did you learn from your study that you found helpful?
- „What was it like for Joseph Smith and other early members of the Church to be asked to practice plural marriage?
- How did God help the Saints with this difficult commandment?

Help students understand that it is okay if they still have questions about this subject. It was a difficult commandment for the early Saints to live and it can be difficult to understand now. However, focusing on the important truths we do know about Heavenly Father, Jesus Christ, and the restored gospel can help us move forward in faith. You may want to bear a personal testimony and share a statement like the following:

Elder Neil L. Andersen of the Quorum of the Twelve Apostles taught:



Faith never demands an answer to every question but seeks the assurance and courage to move forward, sometimes acknowledging, "I don't know everything, but I do know enough to continue on the path of discipleship." (Neil L. Andersen, Faith Is Not by Chance, but by Choice *Ensign* or *Liahona*, Nov. 2015, 66)

„Summarize what you learned

To help students verbalize what they learned today, consider introducing a scenario like the following:

Imagine having a conversation with a friend who wonders if Joseph Smith was going against God's will when he instituted the practice of plural marriage in the Church. Take a moment to outline some points in your journal that you could share with your friend in kindness and patience.

After students have had a chance to write in their journal, you might ask if any students feel comfortable sharing what they wrote. This could also be a good time for students to express any answers they may have found to some of their own questions or concerns.

Consider testifying to students that as they exercise faith in Jesus Christ and turn to their Father in Heaven for help, He will help them with the challenges or questions they face in their own lives.

Excerpts from “Plural Marriage in Kirtland and Nauvoo”

Gospel Topics Essay (topics.ChurchofJesusChrist.org)

Latter-day Saints believe that monogamy—the marriage of one man and one woman—is the Lord’s standing law of marriage. In biblical times, the Lord commanded some of His people to practice plural marriage—the marriage of one man and more than one woman. Some early members of The Church of Jesus Christ of Latter-day Saints also received and obeyed this commandment given through God’s prophets.

After receiving a revelation commanding him to practice plural marriage, the Prophet Joseph Smith married multiple wives and introduced the practice to close associates. This principle was among the most challenging aspects of the Restoration—for Joseph personally and for other Church members.

The Beginnings of Plural Marriage in the Church

Joseph told associates that an angel appeared to him three times between 1834 and 1842 and commanded him to proceed with plural marriage when he hesitated to move forward. During the third and final appearance, the angel came with a drawn sword, threatening Joseph with destruction unless he went forward and obeyed the commandment fully.

Joseph and Emma

Plural marriage was difficult for all involved. For Joseph Smith’s wife Emma, it was an excruciating ordeal. Records of Emma’s reactions to plural marriage are sparse; she left no firsthand accounts, making it impossible to reconstruct her thoughts. Joseph and Emma loved and respected each other deeply. After he had entered into plural marriage, he poured out his feelings in his journal for his “beloved Emma,” whom he described as “undaunted, firm and unwavering, unchangeable, affectionate Emma.” After Joseph’s death, Emma kept a lock of his hair in a locket she wore around her neck.

Trial and Spiritual Witness

According to Helen Mar Kimball, Joseph Smith stated that “the practice of this principle would be the hardest trial the Saints would ever have to test their faith.” . . .

The decision to accept such a wrenching trial usually came only after earnest prayer and intense soul-searching. Brigham Young said that, upon learning of plural marriage, “it was the first time in my life that I had desired the grave [Journal of Discourses, 3:266].” “I had to pray unceasingly,” he said, “and I had to exercise faith and the Lord revealed to me the truth of it and that satisfied me.” . . .

Lucy Walker recalled her inner turmoil when Joseph Smith invited her to become his wife. “Every feeling of my soul revolted against it,” she wrote. Yet, after several restless nights on her knees in prayer, she found relief as her room “filled with a holy influence” akin to “brilliant sunshine.” She said, “My soul was filled with a calm sweet peace that I never knew,” and “supreme happiness took possession of my whole being.”

Conclusion

The challenge of introducing a principle as controversial as plural marriage is almost impossible to overstate. A spiritual witness of its truthfulness allowed Joseph Smith and other Latter-day Saints to accept this principle. Difficult as it was, the introduction of plural marriage in Nauvoo did indeed “raise up seed” unto God. A substantial number of today’s members descend through faithful Latter-day Saints who practiced plural marriage.

LESSON 142: DOCTRINE AND COVENANTS 129–132”

Doctrinal Mastery Practice 9

Memorize; Acquiring Spiritual Knowledge

Doctrinal mastery can help students build the foundation for their lives upon Jesus Christ and His gospel. This lesson will give students opportunities to practice memorizing the references of doctrinal mastery passages and their associated key scripture phrases. It will also help them learn and apply divine principles for acquiring spiritual knowledge.

„Possible Learning Activities

(Doctrinal mastery review: Memorize

Consider displaying an empty water pitcher and several cups that are full of water. Invite a student to recite any doctrinal mastery scripture references and key scripture phrases he or she has memorized. For every passage recited, the student can pour one of the cups of water into the pitcher.

- „How do you think memorizing scriptures can be like a reserve of water for times of need?
- „What are situations when you would want to have memorized scriptures available to refer to?

Consider asking students to search their memories for a time when a scripture has come to their mind. Maybe specific words to a verse or a general teaching came to mind. Invite students to share their experiences.

Point out that as we become familiar with passages in the scriptures, the Holy Ghost can bring them to our mind in times of need (see „John 14:26 Let students know that today you will spend some time becoming more familiar with some doctrinal mastery passages. The following is one way to do this. Additional memorization ideas are found in the appendix under “Doctrinal Mastery Review Activities

Memorizing activity

Decide which doctrinal mastery passages you would like the class to review. This activity would work best using two to four passages.

Distribute a blank paper to each student. Invite them to write each of the doctrinal mastery passages and key phrases on the paper. Then invite them to cut out each word for one reference and key phrase. Students could then mix up the pieces and put them back together in order. Once they can accomplish that task comfortably, invite them to repeat the process with the next passage and key phrase. If they learn the passages and key phrases well enough, they could mix up all of the pieces from the different passages and key phrases and try to put them back in order.

Alternatively, you might invite students to use the Doctrinal Mastery app to work on memorization.

If you have sufficient time, you could invite some students to come up and share a memorized passage and key phrase and pour a cup of water into the pitcher.

Take care that the memorizing activity lasts for only 10–15 minutes to allow enough time for the doctrinal mastery practice application later in the lesson.

Learn and apply principles of acquiring spiritual knowledge

If you feel your students need to review the principle of acquiring spiritual knowledge, take some time to review paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* (2023). Suggested review activities are included in the appendix *Doctrinal Mastery Review Activities*.”

Invite students to choose either of the following scenarios or another scenario you create that meets the needs of your students. After students select a scenario, discuss why a person might feel this way. Doing so can help the scenarios feel more real to students.

„Scenario 1: Imagine that you have a friend who is not sure about getting married in the temple. He thinks that temple marriage requires a lot and is a big commitment. He worries about all the expectations it places on him.

Scenario 2: A friend asks you, “Is temple marriage really necessary? Isn’t it enough for a couple to be married civilly if they really love each other?””

To help students take responsibility for their own learning, give them some time to think through and respond to the following questions in their study journals.

- Which principle of acquiring spiritual knowledge do you think would be most helpful? Why?
- Which doctrinal mastery passages could be helpful?

Once students have had time to prepare answers, consider dividing them into small groups. It might be helpful to assign a group leader to facilitate the discussion. The leader could decide who goes first or the order in which the principles of acquiring spiritual knowledge will be discussed. Invite groups to share and discuss their responses to the previous questions. Give groups enough time for each member to share.

You could then invite groups to identify any of the principles of acquiring spiritual knowledge that were not chosen and discuss how those principles could also apply to the scenarios.

Interact with the groups to gauge their ability to discuss the principles of acquiring spiritual knowledge. As needed, use the following questions to help students have a meaningful discussion.

Act in faith

- How could a person seek help from Heavenly Father and Jesus Christ if they have doubts, concerns, or questions about temple marriage?
- How else could a person who has concerns about temple marriage act with faith in Jesus Christ?

Examine concepts and questions with an eternal perspective

- What do you know about Heavenly Father and His plan of salvation that may help with the scenario?
- How might a temple marriage influence a person’s life now and in eternity?

Seek further understanding through divinely appointed sources

- How might the doctrine taught in Doctrine and Covenants 131:1–4 help with the scenario you chose?
- What other scriptures or statements from prophets may help? (for example, Doctrine and Covenants 132:19; 1 Corinthians 11:11; „Genesis 2:24). (You could also search “Eternal Marriage” in the Gospel Library.)
- What sources of information might be influencing this person’s assumptions?

Help students assess their experience using the principles of acquiring spiritual knowledge. The following questions could be helpful:

- How did the principles of acquiring spiritual knowledge help you respond to the scenario?
- What challenges did you encounter as you tried to apply the principles of acquiring spiritual knowledge to the scenarios?
- What have you learned or felt about eternal marriage that you think is important to remember?

DOCTRINE AND COVENANTS 133–134

Doctrine and Covenants 133–134

Overview

In Doctrine and Covenants 133 the Lord revealed events that will precede His Second Coming and how His Saints can prepare for those events; He also revealed more about His character and attributes. In Doctrine and Covenants 134, Church leaders outlined the Church's beliefs on government and religion.



Focus on Jesus Christ as you teach the scriptures:

Take time to help students recognize truths about the Savior and His redeeming power. Point out scripture passages that may increase their faith in Him.

Consider asking questions that will invite students to ponder how Jesus Christ can bless, strengthen, and guide them. For more on how to do this, see the section “Teach about the Titles, Roles, and Attributes of Jesus Christ in *Teaching in the Savior's Way*. You can also see an example of how to do this in this week's lesson titled Doctrine and Covenants 133:41–56.”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Doctrine and Covenants 133:1–40

Lesson purpose: To help students prepare for the Second Coming of Jesus Christ.

- **Student preparation:** Invite students to read and ponder Doctrine and Covenants 29:10–11, and to reflect on how ready they feel to meet the Savior when He comes again to the earth.
- **Materials:** Poster board or other paper for each student; colored markers or colored pencils
- **Handout:** “Jesus Christ Invites Us to Prepare for His Second Coming by ...”

Doctrine and Covenants 133:41–56

Lesson purpose: To help students better understand the attributes and character of Jesus Christ.

- **„Student preparation:** Invite students to find a picture depicting the Savior's Second Coming. Encourage them to discuss with their family or friends the Savior's attributes depicted in the artwork.
- **Image to display:** The Second Coming of Jesus Christ
- **Materials:** Pieces of paper for small groups of students to share

Doctrine and Covenants 134

Lesson purpose: To help students understand the importance of religious freedom and of obeying government laws where they live.

- **Student preparation:** Invite students to try to learn what their government's policy is on the exercise of religion. Students may ask a parent or trusted adult for help in learning about this.
- **Video:** “The Book of Mormon: What Would Your Life Be Like without It?” (15:01; watch from time code 0:00 to 3:16)
- **Handouts:** “We Believe in Obeying the Laws of the Government Where We Live”; We Believe in Freedom of Religion and Conscience.

Assess Your Learning 9

Lesson purpose: To help students evaluate how studying the Doctrine and Covenants has helped them grow spiritually.

- **Student preparation:** Invite students to reflect on how their gospel knowledge and testimony have grown and deepened in the past year or two. They also could reflect on what they feel has made the biggest difference in their spiritual progress.
- **Images to display:** Different stages of construction of the Salt Lake Temple; temple baptismal font
- **Content to display:** Rough and smooth stones or an image of rough and smooth stones

LESSON 143: DOCTRINE AND COVENANTS 133–134

Doctrine and Covenants 133:1–40,

Preparing to Meet the Savior

In November 1831, Church leaders desired to know more about the preaching of the gospel and the gathering of Israel. The revelation in Doctrine and Covenants 133 describes events that will precede the Savior's Second Coming and how His Saints can prepare for those events. This lesson can help students prepare for the Second Coming of Jesus Christ.

Possible Learning Activities

Time to prepare

Ask students to recite the key phrase from the doctrinal mastery passage Doctrine and Covenants 29:10–11 from memory (without using their scriptures or having time to prepare). You could call the activity a surprise quiz. Then ask students the following question.

- How would results have been different if you had known about this quiz days or even weeks in advance?

„You might give students 2 to 3 minutes to prepare to retake the quiz. Then see how their ability to recite the phrase improves.

Invite students to compare this activity to how our experience will change if we strive to prepare for the Savior's Second Coming. Invite them to ponder or record their answers to the following questions.”

- How do you feel about meeting the Savior when He comes again?
- „How prepared do you feel for His return? (What are you most excited about? What concerns you about that day?)

„As students study today, encourage them to seek spiritual promptings about how to prepare for the Savior's return.

The following can help students better understand the context of “Doctrine and Covenants 133. You or a

student volunteer could read or summarize the paragraph.

In November 1831, many Church leaders wanted to know more about the preaching of the gospel and the gathering of Israel. Jesus Christ gave this revelation in response to these sincere desires. Now Doctrine and Covenants 133 this revelation was originally published as the appendix to the Book of Commandments. It was received two days after section 1, which was originally known as “the Lord's preface.”

Read Doctrine and Covenants 133:1–4, 10–11, looking for what the Savior revealed about His return to the earth.

- What did you discover?
- What do you learn from verse 4 about the Savior's desires for us?

As students share, you could write the following truth on the board: **Jesus Christ invites us to prepare for His Second Coming.**

- What do you think are some of the most important ways to prepare for the Savior's Second Coming?

Preparation for the Second Coming

To help students identify ways they can prepare for the Second Coming, you could add *by ...* to the end of the bolded truth on the board. Invite students to study the following verses in smaller groups. Then ask them to list on the board ways the Savior invites us to prepare for His Second Coming..

Read Doctrine and Covenants 133:5–16, 36–40, 62 looking for words and phrases that will help us prepare for the Savior's return.

The following activity can help students share ideas of how we can prepare for the Savior's Second Coming. Invite groups to select one of the preparation ideas on the board, or assign each group a topic. Students could prepare a presentation to teach others how to be ready for the Second Coming. Consider providing poster board or several pieces of paper and colored markers to help students create their presentations. Encourage them to use the Gospel Library app, the Guide to the Scriptures, and other resources to help them prepare. Each presentation could include these elements:

- The statement of truth the group selected or was assigned
- Specific ideas of how teenagers could apply what they learned to be better prepared to meet the Savior
- Related scriptures, a statement by a Church leader, or a passage from *For the Strength of Youth: A Guide for Making Choices* on the topic
- A drawing, poster, meme, or other visual representation that could help someone understand how to prepare for the Second Coming,



If students need additional guidance, you could provide groups with a section of the following handout that corresponds to their subject.

Jesus Christ Invites Us to Prepare for His Second Coming by ...

leaving Babylon (wickedness) (see Doctrine and Covenants 133:4–5, 7, 12–14).

President Dieter F. Uchtdorf, then of the First Presidency, taught:



The ancient city of Babylon is in ruins. Its splendor is long gone. But Babylon's worldliness and wickedness live on. Now it falls to us to live as believers in a world of disbelief. ... We will have to stay calm under peer pressure, not be impressed by popular trends or false prophets, disregard the ridicule of the ungodly, resist the temptations of the evil one, and overcome our own laziness. (Dieter F. Uchtdorf, "Be Not Afraid, Only Believe," *Ensign* or *Liahona*, Nov. 2015, 77–78)

.... gathering Israel (see

Doctrine and Covenants 133:4, 7–9, 37–38).

President Russell M. Nelson reminded us:



Anytime you do *anything* that helps *anyone*—on either side of the veil—take a step toward making covenants with God and receiving their essential baptismal and temple ordinances, you are helping to gather Israel. It is as simple as that. (Russell M. Nelson, in "Hope of Israel" [worldwide youth devotional, June 3, 2018], broadcasts.ChurchofJesusChrist.org)

... repenting and being sanctified through Jesus Christ (see

Doctrine and Covenants 133:5, 16, 34–35, 62

Sister Carol F. McConkie, former First Counselor in the Young Women General Presidency, explained:



With faith in Jesus Christ and His Atonement, we may become clean, without spot, when we deny ourselves of ungodliness and sincerely repent. We are baptized by water for the remission of sins. Our souls are sanctified when we receive the Holy Ghost with open hearts. Weekly, we partake of the ordinance of the sacrament. In a spirit of repentance, with sincere desires for righteousness, we covenant that we are willing to take upon us the name of Christ, remember Him, and keep His commandments so that we may always have His Spirit to be with us. (Carol F. McConkie, “The Beauty of Holiness,” *Ensign* or *Liahona*, May 2017, 10)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

From President Oaks’s invitation and what you studied today, write in your study journal something you feel prompted to do to better prepare to meet the Savior. Then answer the following questions:

- What obstacles might get in the way of what the Spirit has prompted you to do?
- What actions might help you deal with the obstacles you face? How might you rely on the Savior?
- What have you felt today about the benefits of preparing now for the Savior’s Second Coming?

If appropriate, students could share what the Spirit has prompted them to do to prepare for the Savior’s return. You might conclude the lesson by reminding students that Heavenly Father and Jesus Christ desire us to be prepared for the Second Coming and to see it as a joyful day.

Invite each group to share their presentation with others. Be sure that, as part of their presentations, students share their ideas of how teenagers could apply what they learned.

Applying what you have learned

President Dallin H. Oaks of the First Presidency invited us to consider what we would do today if we knew the exact timing of the Second Coming.



What if the day of His coming were tomorrow? If we knew that we would meet the Lord tomorrow—through our premature death or through His unexpected coming—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?

If we would do those things then, why not now? Why not seek peace while peace can be obtained? (Dallin H. Oaks, “Preparation for the Second Coming,” *Ensign* or *Liahona* May 2004, 9)

Jesus Christ Invites Us to Prepare for His Second Coming by . . .

. . . leaving Babylon (wickedness) (see Doctrine and Covenants 133:4–5, 7, 12–14).

President Dieter F. Uchtdorf, then of the First Presidency, taught:



The ancient city of Babylon is in ruins. Its splendor is long gone. But Babylon's worldliness and wickedness live on. Now it falls to us to live as believers in a world of disbelief. . . . We will have to stay calm under peer pressure, not be impressed by popular trends or false prophets, disregard the ridicule of the ungodly, resist the temptations of the evil one, and overcome our own laziness. (Dieter F. Uchtdorf, "Be Not Afraid, Only Believe," *Ensign* or *Liahona*, Nov. 2015, 77–78)

. . . gathering Israel (see Doctrine and Covenants 133:4, 7–9, 37–38).

President Russell M. Nelson reminded us:



Anytime you do anything that helps anyone—on either side of the veil—take a step toward making covenants with God and receiving their essential baptismal and temple ordinances, you are helping to gather Israel. It is as simple as that. (Russell M. Nelson, in "Hope of Israel" [worldwide youth devotional, June 3, 2018], broadcasts.ChurchofJesusChrist.org)

. . . repenting and being sanctified through Jesus Christ (see Doctrine and Covenants 133:5, 16, 34–35, 62).

Sister Carol F. McConkie, former First Counselor in the Young Women General Presidency, explained:



With faith in Jesus Christ and His Atonement, we may become clean, without spot, when we deny ourselves of ungodliness and sincerely repent. We are baptized by water for the remission of sins. Our souls are sanctified when we receive the Holy Ghost with open hearts. Weekly, we partake of the ordinance of the sacrament. In a spirit of repentance, with sincere desires for righteousness, we covenant that we are willing to take upon us the name of Christ, remember Him, and keep His commandments so that we may always have His Spirit to be with us. (Carol F. McConkie, "The Beauty of Holiness," *Ensign* or *Liahona*, May 2017, 10)

LESSON 144: DOCTRINE AND COVENANTS 133–134,

Doctrine and Covenants 133:41–56

“Who Is This That Cometh Down from God?”



When Jesus Christ returns, the faithful will be prepared for Him (see Doctrine and Covenants 133:56). The Savior’s teachings in Doctrine and Covenants 133 can help us learn more about Him and prepare for His Second Coming. This lesson can help students better understand the attributes and character of Jesus Christ.

Possible Learning Activities**The Savior’s Second Coming**

Consider displaying a picture depicting the Second Coming of Jesus Christ. Students could also describe or, if possible, display favorite images of His Second Coming.

Ponder the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles while imagining what the Savior’s Second Coming will be like.



Our faith grows as we anticipate the glorious day of the Savior’s return to the earth. The thought of His coming stirs my soul. It will be breathtaking! The scope and grandeur, the vastness and magnificence, will exceed anything mortal eyes have ever seen or experienced. (Neil L. Andersen, “Thy Kingdom Come *Ensign* or *Liahona*, May 2015, 122)

- What words or phrases stand out to you? What additional words might you use to describe the Second Coming?

Explain to students that after Jesus Christ invited us to prepare for His Second Coming (see Doctrine and Covenants 133:10) He revealed more about His character and attributes. He shared things that will be manifested at the time of His coming and during the events leading up to it.

You could then display the following questions one at a time and invite students to silently ponder their responses.

- As I think about the Savior’s Second Coming, do I usually focus more on *events* that will take place or on *who* is returning to earth?
- What difference could it make if I focus more on Jesus Christ than on events surrounding His return?

Invite students to seek guidance from the Holy Ghost to learn more about Jesus Christ and His Second Coming as they study today.

To help students learn more about “*what* will take place at the Second Coming and about *who* will return, consider inviting them to copy the following chart into their study journals. Students could work in partnerships, with each partner completing a different column. After sufficient time, partners could share with each other what they found and complete the other column.

Read Doctrine and Covenants 133:42–53, and record in the appropriate column what you find.

What will take place at the Second Coming	What I learn about Jesus Christ

If students have questions about the phrase “terrible things” in verse 43 explain that *terrible* can mean frightful or severe. If students have questions about the Savior’s clothing in verses 46–48, consider sharing what President Russell M. Nelson taught: At the Second Coming, Jesus will wear “royal robes of red to symbolize His blood, which oozed from every pore” (“The Future of the Church: Preparing the World for the Savior’s Second Coming *Ensign*, Apr. 2020, 10).

The Savior’s attributes

After students share with their partner what they included in their charts, consider writing *Jesus Christ ...* on the board. Ask the following question, and invite students to come to the board and finish the phrase with their answers.



Focus on Jesus Christ as you teach the scriptures: To learn more about focusing on Jesus Christ, see the training titled “Teach about the titles, roles, and attributes of Jesus Christ,” found in *Teacher Development Skills: Focus on Jesus Christ* Consider practicing the skill “Create search questions to help students identify roles, titles, symbols, attributes, and characteristics of Jesus Christ.”

- What did you learn about Jesus Christ that is meaningful to you? Why is it meaningful to you?

Students might identify truths such as the following:

Jesus Christ ...

is just and powerful (see verses 44–45, 50–51).

rewards those who wait for Him (see verse 45).

is mighty to save (see verse 47).

... demonstrates loving-kindness and goodness (see verse 52).

... understands our afflictions (see verse 53)

... bears our burdens, carries us, and redeems us because of His love for us (see verse 53)

You could invite students to mark in their scriptures the phrases that teach these truths.

- How can understanding these attributes and characteristics of Jesus Christ benefit your life?
- How do these descriptions of Christ affect your feelings about His Second Coming?

Deepening our understanding of the Savior’s characteristics

The following activity can help students understand more about the Savior. Display the following three steps to help students understand the activity.

Before students begin the activity, you may want to give them an example like the one described below the three steps.

1. Select an attribute or characteristic of Jesus Christ from Doctrine and Covenants 133 that you would like to learn more about. Write it at the top of a blank piece of paper.
2. On your paper, write a scenario describing someone who could benefit from understanding this characteristic of Jesus Christ.
3. Include a scripture or a statement by a Church leader that deepens your understanding of the characteristic on your paper. (For help, you could look up the attribute in the Guide to the Scriptures or search it on the Gospel Library app.)

Using ideas like the following, consider modeling each step of this activity with the whole class:

Step 1: Write the words *just* and *powerful* on the board, or circle them if they were written during the previous activity.

Step 2: Display the following scenario. Ask students to share why some youth may feel like Sam. Ask how knowing that Jesus is just and powerful could give hope to someone who feels that way.

Sam tries his best to do what's right, but it's hard with so much wickedness in the world. He almost feels like evil is winning. He's tired of the persecution and temptation that surround him.

Step 3: Write *1 Nephi 22:15–17* on the board. Invite students to read it, looking for what Nephi taught about the power and justice of Jesus Christ. After students share what they found, ask them to discuss the following question:

- What did Nephi teach about Jesus Christ that could help someone who feels like Sam?

Invite students to select a different characteristic of Jesus Christ from „Doctrine and Covenants 133 and to complete steps 1–3 of the activity in small groups (or individually if they prefer).

After adequate time to complete the first three steps, instruct groups to exchange papers with another group. Then display steps 4–6 below.

4. Read the characteristic of Christ, the scenario, and any scriptures or statements on the paper.
5. After discussing with your group, write on the paper why you think understanding this characteristic of Jesus Christ could help the person in the scenario.
6. Find and include an additional scripture or statement by a Church leader that you feel would help this individual.

Invite groups to return the papers to the original groups and to read what was added to their papers. Invite one member of each group to share with the class insights about Jesus Christ they gained from this activity.

The Savior's attributes in your life

Consider sharing a characteristic of Jesus Christ that is meaningful to you.

Invite students to prayerfully ponder the characteristics they studied today and to answer the following questions in their study journals.

- How could understanding Christ's characteristics that you studied today strengthen you in your life right now?
- What can you do to learn more about those characteristics?

To conclude, a few willing students could share what they wrote along with other feelings they have about Jesus Christ.

LESSON 145: DOCTRINE AND COVENANTS 133–134

Doctrine and Covenants 134

A Declaration regarding Governments

In response to persecutions and accusations about the Church's beliefs, Church leaders wrote a document to clarify the Church's stance on government and religion. This lesson is intended to help students understand the importance of religious freedom and of obeying government laws where they live.

Possible Learning Activities

President Nelson's experience with a king

To begin class, consider summarizing the following paragraph and reading President Russell M. Nelson's statement below. Or you might show the video "The Book of Mormon: What Would Your Life Be Like without It?" from time code 0:00 to 3:16. This video is available at ChurchofJesusChrist.org

In 1986, President Russell M. Nelson was a guest speaker at a university in Accra, Ghana. After President Nelson's remarks, a tribal king approached him and asked questions about Jesus Christ. President Nelson shared insights from 3 Nephi that greatly impressed the king.



After experiencing the power of the Savior's words in 3 Nephi, the king proclaimed, "If I am converted and join the Church, I will bring my whole tribe with me." (Russell M. Nelson, *The Book of Mormon: What Would Your Life Be Like without It?* *Ensign* or *Liahona*, Nov. 2017, 61)

Before sharing the following response from President Nelson, pause to ask students how they might react if they were serving as a missionary among this king's people and heard him say this.

President Nelson responded, "Oh, King, ... it doesn't work that way" ("The Book of Mormon: What Would Your Life Be Like without It?" *Ensign* or *Liahona*, Nov. 2017, 61).

- What do you know about Heavenly Father's plan that could help explain President Nelson's response?
- Although the king may have had good intentions, why is it essential that people's conversion to the Savior's gospel be an individual choice?

If students are curious about what else President Nelson told the king, share what he taught: "Conversion is an individual matter. ... Each individual receives a witness and testimony of the gospel of Jesus Christ" *The Book of Mormon: What Would Your Life Be Like Without It?*, 61).

Invite students to seek Heavenly Father's guidance during today's lesson about why it is important for them to have the freedom to choose to follow Jesus Christ according to their own desires. Also invite them to consider the importance of obeying the laws of the land and respecting those who have different beliefs than them. You might want to give students time to write their thoughts about one or more of these ideas before continuing.

„The importance of government and religion

In the 1830s, Church members were facing persecution, in part for the false perception that they would disregard government laws in the name of religion. To help clarify the Saints' commitment to follow the laws of the land along with exercising freedom of religion, Church leaders wrote a declaration of belief now known as *Doctrine and Covenants 134*

To help students understand the content of this section, consider dividing students into pairs. Each partner could be assigned to focus on one of the following two truths:

1. **We believe in obeying the laws of the government where we live** (see *Doctrine and Covenants 134:1, 3, 5–6*)

2. We believe in freedom of religion and conscience (see Doctrine and Covenants 134:2, 4–5, 7,,).

Each partner could read the verses associated with their truth, looking for words and phrases that support or clarify that truth. Partners could then teach each other what they learned.

When students are done sharing with their partners, invite a few volunteers to answer the following questions:

- What impressed you from what you read?,
- What questions might someone have after reading these verses?



To help students find answers to their questions and better understand the truths in this lesson, consider doing the following:

Divide students into small groups. Each group could study and discuss the first handout. Then students could be rearranged into new groups to study and discuss the second handout.

Alternatively, half of the groups could study one handout and the other half could study the other handout. Groups could then share what they learned with a group that studied a different handout.

We Believe in Obeying the Laws of the Government Where We Live,

Read the following scenario.

Dalia is serving a mission in a place where the government will not allow sharing the gospel outside a church building. She feels frustrated because she knows there are people in the city who would accept the gospel of Jesus Christ if she could talk more openly about it. She is considering discreetly talking to people in the streets to teach them about the Savior.

- How would you respond to this situation?

Read the following materials, thinking about how they might help Dalia understand what Heavenly Father would have her do.

Doctrine and Covenants 58:21–22

Articles of Faith 1:12

1 Timothy 2:1–3

To see how the Savior responded to potential conflict between government and religion, read Matthew 22:15–22 and the following statement by President Dallin H. Oaks of the First Presidency:



While all believers revere divine law, most also acknowledge that civil law is also ordained of God.

The Lord Jesus Christ directed, “Render therefore unto Caesar the things which are Caesar’s; and unto God the things that are God’s” (Matthew 22:21). So taught, we must, to the extent possible, obey *both* systems of law. When there are apparent conflicts, we must seek to harmonize them. When they are truly irreconcilable, we should join with others of like mind in striving to change the civil law to accommodate the divine. In all events, we must be very measured before ever deciding—in the rarest of circumstances—to disregard one in favor of the other. (Dallin H. Oaks, *The Boundary between Church and State* [address given at the Second Annual Sacramento Court/Clergy Conference, Oct. 20, 2015], newsroom.ChurchofJesusChrist.org)

Answer the following questions.

- „What did you learn that could help Dalia understand that she should honor the laws where she is serving?
- Why do you think obeying the law where you live is a principle of Jesus Christ’s gospel?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

We Believe in Freedom of Religion and Conscience

Answer the following questions.

- When have you discussed religion or spiritual beliefs with someone whose beliefs are different than yours?
- How did they respond to your beliefs? How did you respond to theirs?

Consider the following scenario.

Liam is part of his school's soccer team. One of the members of his team, Zain, has a personal religious ritual that he does before each game. Zain is the only person of his religion on the team. Other members of the team have noticed what Zain does and have started to give him a hard time about it. Liam knows that Zain's religion is sometimes seen negatively by people in their community.

Study the following materials, thinking about how they might apply to Liam's situation and to your interactions with those who believe differently than you.

Alma 30:7–9

Articles of Faith 1:11

The Prophet Joseph Smith (1805–44) taught:



If it has been demonstrated that I have been willing to die for a "Mormon," I am bold to declare before Heaven that I am just as ready to die in defending the rights of a Presbyterian, a Baptist, or a good man of any other denomination; for the same principle which would trample upon the rights of the Latter-day Saints would trample upon the rights ... of any other denomination who may be unpopular and too weak to defend themselves.

It is a love of liberty which inspires my soul—civil and religious liberty to the whole of the human race. (*Teachings of Presidents of the Church: Joseph Smith* [2007], 345)

- What could you share with Liam that might help him respond to the situation he is in?
- What did you learn about how Heavenly Father and Jesus Christ would have you treat those who believe differently than you?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

After groups have had the chance to learn from both handouts, consider giving them the opportunity to discuss what they learned or to ask questions about what they studied.

If it feels like it would be helpful to further discuss what students learned about the two truths, consider using the following questions.

- How can a person stand up for his or her beliefs while also respecting others' differing beliefs?
- How can obedience to laws increase our ability to follow Heavenly Father's plan of salvation?
- What do you feel are appropriate ways to encourage religious freedom within the laws where you live?

You could conclude the lesson by inviting students to answer the following question in their study journals. A few students could share what they wrote.

- What do you feel Heavenly Father would have you do with what you learned today?

We Believe in Obeying the Laws of the Government Where We Live

Read the following scenario.

Dalia is serving a mission in a place where the government will not allow sharing the gospel outside a church building. She feels frustrated because she knows there are people in the city who would accept the gospel of Jesus Christ if she could talk more openly about it. She is considering discreetly talking to people in the streets to teach them about the Savior.

- How would you respond to this situation?

Read the following materials, thinking about how they might help Dalia understand what Heavenly Father would have her do.

Doctrine and Covenants 58:21–22

Articles of Faith 1:12

1 Timothy 2:1–3

To see how the Savior responded to potential conflict between government and religion, read Matthew 22:15–22 and the following statement by President Dallin H. Oaks of the First Presidency:



While all believers revere divine law, most also acknowledge that civil law is also ordained of God. The Lord Jesus Christ directed, “Render therefore unto Caesar the things which are Caesar’s; and unto God the things that are God’s” (Matthew 22:21). So taught, we must, to the extent possible, obey *both* systems of law. When there are apparent conflicts, we must seek to harmonize them. When they are truly irreconcilable, we should join with others of like mind in striving to change the civil law to accommodate the divine. In all events, we must be very measured before ever deciding—in the rarest of circumstances—to disregard one in favor of the other. (Dallin H. Oaks, “The Boundary between Church and State” [address given at the Second Annual Sacramento Court/Clergy Conference, Oct. 20, 2015], newsroom.ChurchofJesusChrist.org)

Answer the following questions.

- What did you learn that could help Dalia understand that she should honor the laws where she is serving?
- Why do you think obeying the law where you live is a principle of Jesus Christ’s gospel?

We Believe in Freedom of Religion and Conscience

Answer the following questions.

- When have you discussed religion or spiritual beliefs with someone whose beliefs are different than yours?
- How did they respond to your beliefs? How did you respond to theirs?

Consider the following scenario.

Liam is part of his school's soccer team. One of the members of his team, Zain, has a personal religious ritual that he does before each game. Zain is the only person of his religion on the team. Other members of the team have noticed what Zain does and have started to give him a hard time about it. Liam knows that Zain's religion is sometimes seen negatively by people in their community.

Study the following materials, thinking about how they might apply to Liam's situation and to your interactions with those who believe differently than you.

Alma 30:7–9

Articles of Faith 1:11

The Prophet Joseph Smith (1805–44) taught:



If it has been demonstrated that I have been willing to die for a “Mormon,” I am bold to declare before Heaven that I am just as ready to die in defending the rights of a Presbyterian, a Baptist, or a good man of any other denomination; for the same principle which would trample upon the rights of the Latter-day Saints would trample upon the rights . . . of any other denomination who may be unpopular and too weak to defend themselves.

It is a love of liberty which inspires my soul—civil and religious liberty to the whole of the human race. (*Teachings of Presidents of the Church: Joseph Smith* [2007], 345)

- What could you share with Liam that might help him respond to the situation he is in?
- What did you learn about how Heavenly Father and Jesus Christ would have you treat those who believe differently than you?

LESSON 146: DOCTRINE AND COVENANTS 133-134

Assess Your Learning 9

Doctrine and Covenants 115–134



Becoming more Christlike takes continual effort and is a lifelong process. Periodically assessing our spiritual growth can help us see the progress we are making and draw closer to the Savior. This lesson can help students evaluate how studying the Doctrine and Covenants has helped them grow spiritually.

Possible Learning Activities**Slow and steady progress**

Consider showing students images of different stages of construction of the Salt Lake Temple. Ask students if they know how long it took to complete this temple (40 years). You might ask students to share if they feel the time and effort it took to complete the temple was worth it and why.



Used by permission, Utah State Historical Society



Help students compare their spiritual growth with the building of the temple. One way to do this is to invite them to think about what it might have been like for the builders as they worked on this long project. You could ask the following questions:

- How might you have felt after working for 10 or 20 years on the temple while seeing all the work that still needed to be done?
- If you were one of the workers, what could have motivated you to keep working?
- How do you think the workers' experience could apply to our efforts to grow spiritually and become more like the Savior?

Take a moment to ponder your life and what you have done to try to be more like Jesus Christ. Think about how you are progressing, even in small ways, to become more Christlike.

- Although the process is long, what are you learning about the value of striving to become more like Jesus Christ each day?

Ask students to share what they have learned and how they feel they have progressed over the past few weeks. To help students share, you could invite them to review what they have recently learned from their study of the Doctrine and Covenants. You could encourage them to look through their journals or see what they have marked in their scriptures recently.

The following activities can provide students the opportunity to explain what they are learning, evaluate and share their feelings, and report on their progress in living gospel principles. If your class's study of Doctrine and Covenants 115–134 focused on different truths than those in the following activities, you could adapt the activities to include those truths.

Explain the importance of baptisms for the dead

To give students a chance to explain the doctrine of baptisms for the dead, consider displaying the following image of a temple baptismal font and introducing a scenario like the one below.



„Aubrie and her friends are excited about going to the temple. A friend who is not familiar with temples notices their excitement and later asks Aubrie what they do in temples. Aubrie looks up a picture of a temple baptismal font on her phone and begins to explain about baptisms for the dead.

Give students an opportunity to share what they would say if they were asked to explain baptisms for the dead to a friend. You might invite students to role-play in pairs or small groups.

After students have had a chance to role-play, invite them to review what they learned in Doctrine and Covenants 124, 127, and 128 to see if there is anything they would add to their explanation. You could ask students to review together in groups with the following questions in mind.

- „What are some things Aubrie could share to help her friend understand this sacred ordinance as part of God's plan?
- What could Aubrie help her friend understand about Heavenly Father or Jesus Christ?

Once students have reviewed and discussed the doctrine of baptisms for the dead, you might give them another chance to role-play the scenario and include what they learned..

Participate in temple and family history work”.

This activity is meant to help students share how they have participated in temple and family history work. You might first help students remember some of the great blessings associated with doing the Lord’s work by sharing the following statement.

President Henry B. Eyring of the First Presidency taught:



Many youth have discovered that giving of their time to do family history research and temple work has deepened their testimony of the plan of salvation. It has increased the influence of the Spirit in their lives and decreased the influence of the adversary. It has helped them feel closer to their families and closer to the Lord Jesus Christ. They have learned that this work saves not just the dead; it saves all of us (see D&C 128:18). (Henry B. Eyring, “Gathering the Family of God *Ensign* or *Liahona*, May 2017, 22)

- What blessings have you discovered as you’ve been involved in temple and family history work?

In lessons on „Doctrine and Covenants 127–128, students may have been invited to make a plan to participate in this work in some way. Give students time to reflect on their plan and encourage them to share what they have done.

If needed, you could remind students of some of the ways they could choose to participate. These could include different activities on FamilySearch.org or the Family Tree app. Consider inviting students to describe or, if possible, to demonstrate to the class what they have done or learned. Students may have attended the temple to participate in sacred ordinances for deceased family members. Consider inviting them to share their feelings about this experience.

Feel increased trust in God during trials

You might have used rough and smooth stones as an object lesson when teaching Doctrine and Covenants 122; if so, consider displaying them again. These rocks can remind students of what they’ve learned and allow students to discuss their feelings about the purpose of trials and trusting God as we experience them. If you think it would be helpful, consider reminding students of some of the lessons about this topic. Students might have learned about trials in „Doctrine and Covenants 98, 101, “.105, 111, 121–123, and other sections. Students may also remember valuable lessons about trusting God from the lesson about the Saints’ expulsion from Missouri.

You could invite students to review any helpful scripture verses and discuss what they learned.

- „How have the things you learned helped you feel differently about your trials?
- What have you learned about Heavenly Father and Jesus Christ as you have experienced difficult times?

Invite students to write in their journals their feelings about how Heavenly Father and Jesus Christ have supported them in their trials. Ask them to consider how their faith in Jesus Christ has been impacted because of what they have learned and experienced. You may ask students who feel comfortable to share what they wrote. Provide opportunities for them to bear testimony of the divine help they have received.

DOCTRINE AND COVENANTS 135–136

Doctrine and Covenants 135–136

Overview

Doctrine and Covenants 135” announced the martyrdom of the Prophet Joseph Smith and testified how the Lord blessed us through him. After Joseph’s death, Church members were unsure who would lead them but learned that the keys of the kingdom were held by the Quorum of the Twelve Apostles under Brigham Young. The Saints gradually traveled west to Salt Lake City. Countless other pioneers worldwide have continued to show similar faith in the Lord.



Invite learners to share: Inviting students to share is easily done by prompting students and giving them an opportunity to share. Find moments in the lesson when you can prompt students to ponder their feelings about something, and then ask them to share what they feel or to write their feelings and then share. Verbalizing thoughts and feelings can help them have confidence in expressing testimony. For more on how the Savior did this, see the section “The Savior Provided Opportunities for People to Be Taught by the Holy Ghost” in *Teaching in the Savior’s Way*. You can also see an example of how to do this in the lesson this week titled “Doctrine and Covenants 135.”

Prepare to teach

The following information provides ideas of what you may need to prepare in advance for each lesson.

„Doctrine and Covenants 135

Lesson purpose: To help students strengthen their testimony of Joseph Smith as God’s Prophet of the Restoration.

- **Student preparation:** Invite students to reflect on their testimonies of Joseph Smith as the Prophet of the Restoration and how what he did has helped them come unto Jesus Christ (see Doctrine and Covenants 135:3,
- **Image to display:** The Prophet Joseph Smith
- **Videos:** Joseph Smith—Prophet of the Restoration (13:09; watch from time code 0:00 to 3:04) or “Joseph Smith: The Prophet of the Restoration,” (1:02:04; watch from time code 55:50 to 59:51);

Shall We Not Go On in So Great a Cause?”. (18:46; watch from time code 15:52 to 16:28)

- **Music:** A recording of “Praise to the Man” *Hymns*, no. 27)

Succession in the Presidency

Lesson purpose: To help students increase their confidence that the Lord continues to direct His work even when a prophet dies.

- **Student preparation:** Consider inviting students to search for scriptures, statements from Church leaders, and other divinely appointed resources that help them know that the prophet of the Church is the Lord’s chosen servant.
- **„Handout:** Who to Follow after Joseph Smith”

Doctrine and Covenants 136

Lesson purpose: To help students understand that Heavenly Father will bless them as they strive to keep their covenant to obey His commands.

- **Student preparation:** Students may have had many opportunities to learn about covenants from their study of the Doctrine and Covenants. Invite them to reflect on the blessings they have received as they have tried to make and keep their covenant to obey the Lord’s commands.
- **Items to display:** Picture of a covered wagon; map of the pioneer trail
- **Videos:** „The Trek Continues!” „” (13:30; watch from time code 5:14 to 11:02); Watched Over by God: Elizabeth Panting’s Journey to Zion” „” (16:20; watch from time code 07:50 to 11:16)
- **Items to prepare:** Story selections from *Saints: The Story of the Church of Jesus Christ in the Latter Days* vol. 2, *No Unhallowed Hand, 1846–1893* (2020), 58–96, and from “Pioneers” or “The Trek West” at ChurchofJesusChrist.org

Pioneers in Every Land

„Lesson purposes: To help students feel a desire to be pioneers by preparing the way for others to follow Jesus Christ.

- **Student preparation:** Invite students to learn about an ancestor who joined The Church of Jesus Christ of Latter-day Saints and ponder how their ancestor’s decision has blessed them. If students are among the first in their families to join the Church, they could

reflect on why they chose to follow Jesus Christ by being baptized and how it will influence future generations. You could invite students to share their stories with the class.

- **Image to display:** A handcart
- **Video:** LDS Women Are Incredible! (16:18; watch from time code 2:12 to 3:05).
- **Handout:** “Pioneer around the World

LESSON 147: DOCTRINE AND COVENANTS 135–136

Doctrine and Covenants 135

The Martyrdom of Joseph Smith the Prophet

After years of leading the Saints, the Prophet Joseph Smith and his brother Hyrum were imprisoned in Carthage Jail. On June 27, 1844, a mob attacked and both men were martyred. This lesson is intended to help students strengthen their testimony of Joseph Smith as God's Prophet of the Restoration.

Possible Learning Activities",

"The Prophet and Seer of the Lord"



Consider displaying an image of Joseph Smith and inviting students to imagine they were about to speak with someone who did not know anything about him. Ask them to make a list of what they think are the four or five most important things the Lord did for us through the Prophet Joseph Smith. The following questions may help:

- How would your life be different without the blessings the Lord gave us through the Prophet Joseph Smith?
- How has your knowledge of and relationship with Heavenly Father and Jesus Christ been influenced by Joseph Smith and his prophetic work?

Explain that in this lesson, students will learn about the martyrdom of Joseph Smith and what the Lord did through him. As they study, invite them to seek to better understand how the Lord has blessed them through the Prophet.

The road to Carthage Jail

To help students prepare to study Doctrine and Covenants 135, consider summarizing these paragraphs in your own words.

„Joseph Smith and the Saints lived peacefully in Illinois for about three years. In 1842, they began experiencing opposition again. Dissenters within the Church and opponents outside the Church combined their efforts against the Prophet and the Saints. Some citizens of Illinois began to fear and resent the political influence of the Saints. Others grew envious of Nauvoo's economic growth. Persecution against the Saints also resulted from misunderstandings about practices, like plural marriage, which had been falsified by some apostate members of the Church. By the summer of 1844, hostility against the Church greatly intensified.

On June 7, 1844, William Law, who had served as Second Counselor in the First Presidency, and other apostates printed the first issue of a newspaper called the *Nauvoo Expositor* to anger the public against the Prophet and the Church. Joseph Smith and most of the Nauvoo city council considered the newspaper a public nuisance and ordered that the *Nauvoo Expositor*, press be destroyed. This order was consistent with the law in Joseph Smith's day.

Some residents of the surrounding area protested the Saints and the destruction of the press. Governor Thomas Ford of Illinois counseled Joseph Smith and other Church leaders to travel to the town of Carthage and resolve the situation legally. He promised them complete protection and a fair trial if they came voluntarily. Despite these promises, the Prophet was convinced that he would be killed if he went (see „Doctrine and Covenants 135:4 However, on June 24, 1844, Joseph and Hyrum Smith and a few others left Nauvoo for Carthage to try and keep the Saints safe from mob violence.”,

After Joseph and Hyrum spent a few days in prison, a mob attacked.

The martyrdom

Before students read the following scripture passage, consider asking them to share anything they might already know about the martyrdom of Joseph and Hyrum Smith.

Doctrine and Covenants 135, originally published less than three months after the martyrdom, described what happened. Read Doctrine and Covenants 135:1–2, looking for details about the martyrdom and who witnessed it. (If you would like more details, read Doctrine and Covenants 135:4–7)

- What did you discover?
- What might you be thinking or feeling if you had been a witness to this horrible event?

To help students imagine what happened, consider showing the video *Joseph Smith—Prophet of the Restoration* (from time code 0:00 to 3:06) or *“Joseph Smith: The Prophet of the Restoration”* (from time code 55:50 to 59:51).

If needed, explain that Elder John Taylor (1808–87) was one of the eyewitnesses to the martyrdom. He eventually recovered from his injuries sustained that day and went on to serve as the third President of The Church of Jesus Christ of Latter-day Saints.

„Read Doctrine and Covenants 135:3, looking for some of the ways the Lord blessed us through the Prophet Joseph Smith.



Doctrine and Covenants 135:3 is a doctrinal mastery passage. Consider inviting students to mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- What truths are meaningful to you? Why?

Invite students to list meaningful truths from verse 3 on the board and share their thoughts about them.

They may use different words, but one truth students will likely identify is **Joseph Smith has done more, save Jesus Christ only, for the salvation of the world than any other person.**

Consider writing a truth like this on the board. It may be important to clarify that salvation is possible only through Jesus Christ, who is the Savior of all mankind. However, Jesus Christ worked through the Prophet Joseph Smith to extend the blessings of His Atonement to Heavenly Father’s children in this dispensation.

Consider inviting students to take a few moments and ponder the significance of this truth in their own lives.

Although Joseph Smith’s mortal life ended on June 27, 1844, his work, testimony, and influence have helped millions of Heavenly Father’s children come unto Jesus Christ and receive the blessings of salvation.

“His mission and his works”

To help students better recognize how Heavenly Father and Jesus Christ used Joseph Smith to help us draw closer to Them, consider inviting students to do the following three steps. Some examples are included in italics.



Invite learners to share: To learn more about inviting others to share, see the training titled *Bear testimony often* and invite learners to share their feelings, experiences, and testimonies,” found in *Teacher Development Skills: Teach by the Spirit* Consider practicing the skill “Create prompts that help students verbalize their feelings, experiences, and testimony.”

1. „Write “The Lord’s work through Joseph Smith” in the middle of a page in your study journal.
2. Around this phrase, write or draw 4-5 things that Heavenly Father and Jesus Christ taught or did through Joseph Smith. If possible,

include a scripture reference for each way. „**Example:**,” *“The First Vision” Joseph Smith—History 1:17–19.*

3. Include your thoughts and feelings about how each thing you listed helps you draw closer to Heavenly Father and Jesus Christ.
Example: “Through Joseph Smith I understand more about Heavenly Father and Jesus Christ. I know Heavenly Father will answer my prayers and that Heavenly Father and Jesus Christ are two separate beings.

If students need help thinking of additional examples of what to write or draw, they could review the following topics and verses: priesthood (Doctrine and Covenants 13:1); the Book of Mormon (Doctrine and Covenants 17:5–6,,; 135:3); missionary work (Doctrine and Covenants 4; 110:11); sealing power (Doctrine and Covenants 110:13–16).

While students ponder and write, you could play “Praise to the Man” *Hymns*, no. 27). Explain that this hymn was written by William W. Phelps after the death of the Prophet as a tribute to him.

Invite as many students as possible to share their thoughts on how the Lord has blessed them through the Prophet Joseph Smith and consider making a list on the board. As students share their thoughts and feelings on a subject, consider asking questions like “Did anyone else think about that same blessing? Would you like to add any thoughts to our discussion?” or “How would your lives be different without this blessing?” Invite students to share about multiple blessings. Consider sharing your thoughts and feelings as well.

To conclude, you might also share the following statement by President M. Russell Ballard, Acting President of the Quorum of the Twelve Apostles. President Ballard is the great-great-grandson of Hyrum Smith.



We should always remember the price Joseph and Hyrum Smith paid, along with so many other faithful men, women, and children, to establish the Church so you and I could enjoy the many blessings and all of these revealed truths we have today. Their faithfulness should never be forgotten! (M. Russell Ballard, *Shall We Not Go On in So Great a Cause? Ensign or Liahona* May 2020, 11)

- If someone wanted to better understand how the Lord blessed them through the Prophet Joseph Smith, what would you recommend they do?

Memorize

You may want to help students memorize the reference and key scripture phrase of Doctrine and Covenants 135:3 and review them in future lessons. The key scripture phrase for this passage is “Joseph Smith brought forth the Book of Mormon, which he translated by the gift and power of God.” Ideas for memorization activities are in the appendix materials under Doctrinal Mastery Review Activities.”

„LESSON 148: DOCTRINE AND COVENANTS 135–136

Succession in the Presidency

Chosen by the Lord to Lead the Church

Members of the Church in Joseph Smith’s time had never experienced the death of a prophet. Not only was the martyrdom of Joseph and Hyrum an emotionally challenging time but one of potential confusion and uncertainty of who would lead the Church. The Lord, however, had prepared a way for His Church to continue under prophetic leadership. This lesson is intended to help students increase their confidence that the Lord continues to direct His work even when a prophet dies.

Possible Learning Activities

A new Church leader

To begin class, consider sharing the following scenario.

Imagine you have a friend named Gabriel who recently joined the Church with his family. After leaving seminary one day, he asks you some questions about Church leadership. He is wondering what happens when the President of the Church dies and how a new prophet is chosen. He even wonders how we can be sure the right person is the prophet.

- On a scale of 1 to 5, 1 being low and 5 being high, how confident do you feel about your ability to respond to Gabriel’s question?
- Why do you think it would be important to understand how leadership changes work in the Church?

You may want to encourage students to seek the help of the Holy Ghost in their learning as we study more about the pattern the Lord has established for selecting those who lead His Church. Invite them to seek revelation for why this is important for them to know right now in their lives.

Who would take Joseph Smith’s place?

It could be helpful for students to understand some of the context leading up to the first change of leadership in the Church. To do this, you could summarize or read the following:

At the time of Joseph Smith’s martyrdom, members of the Church had never experienced the death of a prophet. In addition to the immense grief at Joseph’s death, some were unsure how the Church would move forward. Most of the Apostles were in the eastern United States serving missions when they heard about the death of Joseph and Hyrum. Upon learning the sad news, they and other missionaries began traveling back to Nauvoo.

In the absence of the President of the Church, a few people put forth differing claims about what should happen with Church leadership.

Consider inviting three students to come to the front of the class. You could have each student read one of the following three paragraphs aloud. For your information, the first account below refers to Sidney Rigdon. The second account is Brigham Young. The third account is James Strang. Do not yet reveal the names to students.

The First Counselor in the First Presidency said he was told in a vision that no one could succeed Joseph. He proposed that he should be the “guardian” of the Church.

The President of the Quorum of the Twelve Apostles said that Joseph Smith conferred the Savior’s authority to lead the Church on the Quorum of the Twelve.

A member who had been baptized four months before Joseph’s death presented a letter with Joseph Smith’s signature that designated him as Joseph’s successor.

- „How do you think you would have reacted to these events if you had been a member of the Church during this time?”
- What concerns might you have had about any of the claims?

A pattern established by the Lord



Consider inviting students to look for scriptures, statements from Church leaders, and other divinely appointed sources for how we can come to know

that the prophet is the Lord's chosen servant. As part of their study, invite students to use the following handout to learn how the Saints after Joseph Smith came to know who to follow:

Who to Follow after Joseph Smith

„Before his death, the Prophet Joseph Smith taught the following to the Quorum of the Twelve Apostles:



Brethren, ... [s]ome important scene is near to take place. It may be that my enemies will kill me. And in case they should, and the

keys and power which rest on me not be imparted to you, they will be lost from the earth. But if I can only succeed in placing them upon your heads, then let me fall a victim to murderous hands if God will suffer it, and I can go with all pleasure and satisfaction, knowing that my work is done, and the foundation laid on which the kingdom of God is to be reared in this dispensation of the fulness of times.

Upon the shoulders of the Twelve must the responsibility of leading this church henceforth rest until you shall appoint others to succeed you. *Teachings of Presidents of the Church: Joseph Smith* [2007], 533–34)

Joseph Smith also taught that the First Presidency is the only group over the Quorum of the Twelve Apostles, but when the prophet dies, the First Presidency is dissolved (see History, 1838–1856 [Manuscript History of the Church], volume B-1, 691, josephsmithpapers.org

- From what you learned, what would help you respond to the three claims made earlier?

- What pattern did the Lord establish for the continuation of leadership of His Church when the prophet dies?

When Brigham Young addressed the Saints in a large meeting, many recorded a miraculous experience and felt a confirmation of the Holy Ghost.

„President George Q. Cannon (1827–1901), who later served in the First Presidency, shared:



Brigham Young ... arose and addressed the people. ... Who that was present on that occasion can ever forget the impression it made

upon them! If Joseph had risen from the dead and again spoken in their hearing, the effect could not have been more startling than it was to many present at that meeting. It was the voice of Joseph himself; and not only was it the voice of Joseph which was heard; but it seemed in the eyes of the people as though it was the very person of Joseph which stood before them. A more wonderful and miraculous event than was wrought that day in the presence of that congregation we never heard of. The Lord gave His people a testimony that left no room for doubt as to who was the man He had chosen to lead them. They both saw and heard with their natural eyes and ears, and then the words which were uttered came, accompanied by the convincing power of God, to their hearts, and they were filled with the Spirit and with great joy. There had been gloom, and, in some hearts probably, doubt and uncertainty; but now it was plain to all that here was the man upon whom the Lord had bestowed the necessary authority to act in their midst in Joseph's stead (George Q. Cannon, "Joseph Smith, the Prophet," *Juvenile Instructor*, Oct. 1870, 174–75).

Emily Smith Hoyt, a member present when Brigham Young addressed the Saints, recorded this:

The manner of reasoning, the expression of the countenance, the sound of the voice thrilled my whole soul. My own eyes had beheld Joseph's murdered body. My own hands, had felt death's icy coldness on his once noble forehead. I knew that Joseph was dead. And yet I often startled and involuntarily looked at the stand to see if it was not Joseph. It was not, it was Brigham Young and if any one doubts the right of Brigham to manage affairs for the Saints, all I have to say to them is this. Get the spirit of God and know for yourselves. The Lord will provide for his own (Emily Smith Hoyt, in Lynne W. Jorgensen, *The Mantle of the Prophet Joseph Passes to Brother Brigham: A Collective Spiritual Witness*, *BYU Studies*, vol. 36, no. 4 [1996–97], 164).

- If you were there, how might this experience have impacted you?
- How might Moroni 10:5 relate to what you studied?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

- What might we do, or what have you done, to gain a spiritual witness that our prophet was chosen by the Lord to lead His Church?

To conclude, consider allowing students to use what they have learned to respond to the scenario from the beginning of the lesson. One way to do this would be to have students role-play with partners. As part of their response, you could encourage students to include their own witness that the prophet is the Lord's chosen leader.

Invite students to share what they learned from their study. Be sure that students understand that **when the President of the Church dies, the First Presidency is dissolved and the Quorum of the Twelve Apostles leads the Church**.. Help students understand that Apostles serving in the First Presidency return to their place of seniority in the Quorum of the Twelve. Ensure that students also understand that the Apostle who has been serving the longest is the President of the Quorum of the Twelve Apostles and, consequently, becomes the next President of the Church.

Students could also identify that through the Holy Ghost, we can receive a witness that those who lead the Church have been called of God.

Who to Follow after Joseph Smith

Before his death, the Prophet Joseph Smith taught the following to the Quorum of the Twelve Apostles:



Brethren, . . . [s]ome important scene is near to take place. It may be that my enemies will kill me. And in case they should, and the keys and power which rest on me not be imparted to you, they will be lost from the earth. But if I can only succeed

in placing them upon your heads, then let me fall a victim to murderous hands if God will suffer it, and I can go with all pleasure and satisfaction, knowing that my work is done, and the foundation laid on which the kingdom of God is to be reared in this dispensation of the fulness of times.

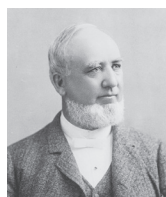
Upon the shoulders of the Twelve must the responsibility of leading this church henceforth rest until you shall appoint others to succeed you. (*Teachings of Presidents of the Church: Joseph Smith* [2007], 533–34)

Joseph Smith also taught that the First Presidency is the only group over the Quorum of the Twelve Apostles, but when the prophet dies, the First Presidency is dissolved (see History, 1838–1856 [Manuscript History of the Church], volume B-1, 691, josephsmithpapers.org).

- From what you learned, what would help you respond to the three claims made earlier?
- What pattern did the Lord establish for the continuation of leadership of His Church when the prophet dies?

When Brigham Young addressed the Saints in a large meeting, many recorded a miraculous experience and felt a confirmation of the Holy Ghost.

President George Q. Cannon (1827–1901), who later served in the First Presidency, shared:



Brigham Young . . . arose and addressed the people. . . . Who that was present on that occasion can ever forget the impression it made upon them! If Joseph had risen from the dead and

again spoken in their hearing, the effect could not have been more startling than it was to many present at that meeting. It was the voice of Joseph himself; and not only was it the voice of Joseph which was heard; but it seemed in the eyes of the people as though it was the very person of Joseph which stood before them. A more wonderful and miraculous event than was wrought that day in the presence of that congregation we never heard of. The Lord gave His people a testimony that left no room for doubt as to who was the man He had chosen to lead them. They both saw and heard with their natural eyes and ears, and then the words which were uttered came, accompanied by the convincing power of God, to their hearts, and they were filled with the Spirit and with great joy. There had been gloom, and, in some hearts probably, doubt and uncertainty; but now it was plain to all that here was the man upon whom the Lord had bestowed the necessary authority to act in their midst in Joseph's stead (George Q. Cannon, "Joseph Smith, the Prophet," *Juvenile Instructor*, Oct. 1870, 174–75).

Emily Smith Hoyt, a member present when Brigham Young addressed the Saints, recorded this:

The manner of reasoning, the expression of the countenance, the sound of the voice thrilled my whole soul. My own eyes had beheld Joseph's murdered body. My own hands, had felt death's icy coldness on his once noble forehead. I knew that Joseph was dead. And yet I often startled and involuntarily looked at the stand to see if it was not Joseph. It was not, it was Brigham Young and if any one doubts the right of Brigham to manage affairs for the Saints, all I have to say to them is this. Get the spirit of God and know for yourselves. The Lord will provide for his own (Emily Smith Hoyt, in Lynne W. Jorgensen, "The Mantle of the Prophet Joseph Passes to Brother Brigham: A Collective Spiritual Witness," *BYU Studies*, vol. 36, no. 4 [1996–97], 164).

- If you were there, how might this experience have impacted you?
- How might Moroni 10:5 relate to what you studied?

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

LESSON 149: DOCTRINE AND COVENANTS 135–136

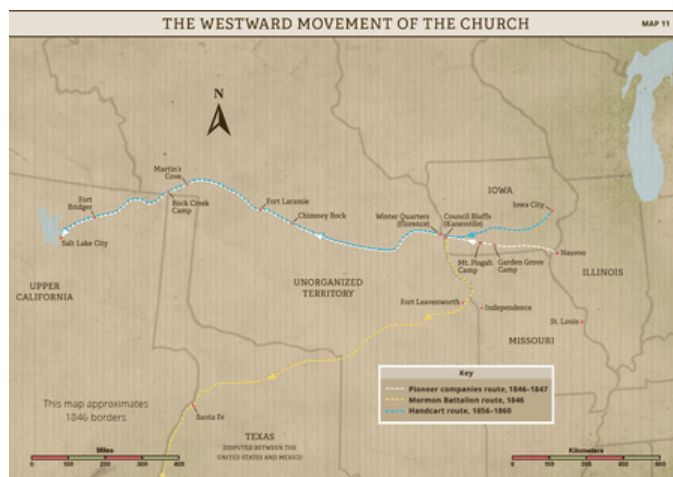
Doctrine Covenants 136,,: The Trek West

A Covenant Journey to the Salt Lake Valley

In February of 1846, the first group of Latter-day Saints left Nauvoo and headed to the unknown lands of the West. At Winter Quarters, Nebraska, President Brigham Young received what is now Doctrine and Covenants 136. In this revelation, the Savior promised to bless the Saints as they faithfully kept their covenants on their journey west. This lesson can help students understand that Heavenly Father will bless them as they strive to keep their covenant to obey His commands.

Possible Learning Activities**A long and difficult journey**

To begin class, show a picture of a covered wagon and a map of the pioneer trail. Invite students to imagine how they would feel if they had to go through a journey like the early Saints made. You could read or summarize the following paragraph to help students understand what the early Saints sacrificed to obey the Lord's command to make their journey west.



More than 60,000 Latter-day Saints traveled by covered wagon or handcart from Nauvoo to the Salt Lake Valley between 1846 and 1868. Families packed only what could fit into a covered wagon or handcart. Everything else was left behind. The wagons would not have had room for passengers unless they were sick or injured. Most of the family had to walk the 1,200 miles (1,900 km) from Nauvoo to the Salt Lake Valley.

For reference, consider showing a map of your area and mark a location 1,200 miles (1,900 km) away.

- What concerns might you have about this journey?
- How could the Savior help you endure this type of journey? How could you act in faith in Him as you travel?

You could ask students how our individual journey through life might be similar to the Saints' pioneer trek west. To add to students' responses, provide the following statement from President M. Russell Ballard:).

President M. Russell Ballard of the Quorum of Twelve Apostles taught:



Although it is appropriate and important to remember the historic 19th-century Mormon pioneer trek, we need to remember that “the trek through life continues!” for each of us as we prove our own “faith in every footstep.” ...

A trek back to our Heavenly Father is the most important trek of our lives, and it continues each day, each week, each month, and each year as we increase our faith in Him and in His Beloved Son, Jesus Christ. ...

Stay on the gospel path by having “faith in every footstep” so you can return safely back to the presence of Heavenly Father and the Lord Jesus Christ. (M. Russell Ballard, *The Trek Continues!*, “*Ensign*” or *Liahona*, Nov. 2017, 105–6).

- What stands out to you from President Ballard’s teaching?

As you study today, reflect on how your life journey is going. How are you coming closer to Heavenly Father and Jesus Christ? How have you seen Their help throughout this journey? Prayerfully ponder how you feel you are progressing and how you may be struggling.,

Encourage students to seek the Spirit’s guidance to help them recognize how Heavenly Father and Jesus Christ are blessing them today and can continue to bless them personally throughout their journeys.

The word and will of the Lord

You can read or summarize the following paragraph to provide historical context to Doctrine and Covenants 136. You might also ask students to find Winter Quarters on the map.

After a long and difficult journey across Iowa, the Saints sought temporary shelter in a place they named Winter Quarters in Nebraska. Unprepared to spend the winter there, the Saints suffered hunger, disease, and death, testing their strength and endurance. It was at Winter Quarters in January 1847 that President Brigham Young received what is now Doctrine and Covenants 136. In this revelation, the Savior instructed the Saints how to prepare and proceed in their journey farther west.

Read Doctrine and Covenants 136:1–11, looking for what the Savior asked the Saints to do as they journeyed west.

- What stands out to you from these verses?

Listen carefully to students’ answers. If helpful, ask some of the following questions: “In verses 2 and 4, what did the Savior teach the Saints about making and keeping their covenants?” “How were the Saints to care for each other and those who followed behind them?” “According to verse 11 what blessings did the Savior promise if the Saints would make and keep their covenants throughout the journey?”

Help students identify the truth that **as we honor our covenants to keep the Lord’s commandments, He will bless us in all things**

Read Mosiah 18:8–10 and Doctrine and Covenants 20:77 looking for any similarities with the covenants we make at baptism and in the sacrament.

Faith in every footstep

For the next part of the lesson, consider organizing students into “pioneer companies.” You could arrange desks or chairs in circles for the companies to discuss the verses and questions together. Each company could select a “captain” to report to the class what they felt was meaningful from their discussion.

Read ;Doctrine and Covenants 136:19–29 and mark the commandments the Savior gave the Saints as they traveled west. Select a few commandments that stand out to you.

- Why would the commandments you selected be important for the pioneer companies to follow?
- How could keeping the same commandments help us?
- What blessings might the Lord give us for keeping those commandments today?

Students can study the following pioneer stories and discuss the following questions in companies or as a class. If done in companies, be sure that students have all of the directions and questions they will need and that company leaders know they will report the highlights of the discussion or can delegate to another member of the company to report.

Saints obediently traveled thousands of miles “to the place where the Lord shall locate a stake of Zion” Doctrine and Covenants 136:10). To help students understand some of the ways the Lord blessed the pioneers as they tried to keep their covenants to obey the Lord, you could do one of the following:

- Invite students to select a favorite story of the pioneers’ trek to the Salt Lake Valley to share with their company.
- Provide story selections from *Saints: The Story of the Church of Jesus Christ in the Latter Days* vol. 2, *No Unhallowed Hand, 1846–1893* (2020), 58–96 and from *Pioneers („ or The Trek West”, at ChurchofJesusChrist.org that students could read in their companies.*
- Show the video “Watched Over by God: Elizabeth Panting’s Journey to Zion” from time code 7:47 to 11:16, the story of a miracle on the pioneer trail.

- How does this pioneer story demonstrate the Lord’s blessings as we strive to keep His commandments?
- How might this story help teenagers today as they covenant to keep the commandments of God?

Lessons of the pioneer journey

Invite students to ponder how Heavenly Father has blessed them along their life journey as they have kept His commandments. Ask if any students want to share their experiences. Consider sharing your experiences as well.

Invite all class members to write down what they learned today that they might share with a family member or friend. Students could include how the stories of the pioneers can help us be faithful to our covenants to keep the Lord’s commandments today and how the Lord will bless us in our efforts. Invite them to share what they learned with a family or friend outside of class.

LESSON 150: DOCTRINE AND COVENANTS 135–136

Pioneers in Every Land

Preparing the Way for Others

From 1847 to 1868, thousands of pioneers demonstrated great faith in Jesus Christ as they traveled by wagon or handcart to gather with the Saints in the Salt Lake Valley. Today, pioneers from all around the world continue to demonstrate great faith as they gather with the Saints wherever they live. This lesson can help students feel a desire to be pioneers by preparing the way for others to follow Jesus Christ.

Possible Learning Activities

Pioneers

Note: It may be effective to find examples of pioneers in your stake, ward, or country and prepare to share their stories as part of the lesson. If possible, you may even invite them to come to class and present their experience.

Consider displaying the following activity to help students understand the definition of a pioneer. Students could share their guesses with the class or in small groups. You could adapt this activity to include pioneers whose lives affected people in your area.

Match the people with their accomplishments.

People	Accomplishments
„1. Johnnes Guten-berg	A. First Relief Society president in Taiwan).
2. Elizabeth Jackson	B. First woman to win a Nobel Prize, awarded for her research on radiation
3. Chen Lin Shu-liang	„C. Invented the printing press
4. Edmund Hillary and Tenzing Norgay,	D. First to climb to the summit of Mount Everest
5. Marie Curie	E. Traveled by handcart to the Salt Lake Valley

When students have finished guessing, provide the correct answers (1-C, 2-E, 3-A, 4-D, 5-B).

- What do these people have in common?

Help students understand that one of the things these people had in common was that they were pioneers. A pioneer can be defined as a person who goes before and prepares the way for others to follow. You could also watch “I Am a Pioneer (1:16), available at ChurchofJesusChrist.org.

- How have the accomplishments of these pioneers prepared a way for others to follow?

The example of Jesus Christ

President M. Russell Ballard of the Quorum of the Twelve Apostles shared the following about Jesus Christ:



Our Savior, Jesus Christ, is the ultimate pioneer in preparing the way. Indeed, He is “the way” for the plan of salvation to be accomplished so that we can repent and, through faith in Him, return to our Heavenly Father. (M. Russell Ballard, *Follow Jesus Christ with Footsteps of Faith*, *Liahona*, Nov. 2022, 35)

To help students analyze this statement, consider inviting them to identify scriptures that illustrate ways Jesus Christ was a pioneer. If they need help, you could provide the following passages or others of your choosing.

Read some of the following verses: John 13:15. 14:2–6; 2 Nephi 31:5–12. and Mosiah 16:7. Look for ways Jesus Christ could be considered a pioneer.

- What did you find?
- How have the Savior’s actions to prepare a way for you been a blessing in your life?

Explain to students that there are many ways the Savior is a pioneer that can be done only by Him. However, there are some ways we can follow His “example ... [and] do as [He has] done” John 13:15) to be pioneers for others. Invite students to write the following as a heading in their study journal: “Like the Savior, I can be a pioneer by faithfully showing others the way to follow.”

Consider displaying the following questions, and invite students to respond to them under the heading above in their study journals:

- Do you feel like you are leaving an example you want others to follow?
- What excites you about being a pioneer? What makes you nervous?
- How do you feel Jesus Christ can help you be a pioneer for others?

Throughout the remainder of this lesson, invite the influence of the Holy Ghost to increase your desire to be a Christlike pioneer for others to follow.

Handcart pioneers

„Invite students to share what they remember learning about the trek west and Doctrine and Covenants 136. Consider reviewing Doctrine and Covenants 136:6–7 to illustrate one way the first Saints to travel west were asked to be pioneers.

Consider displaying an image of a handcart and summarizing the following information.



After many companies had traveled to Salt Lake City in wagons, typically pulled by oxen, Brigham Young encouraged Saints to use handcarts. Pioneers pulled handcarts themselves enabling cheaper and faster travel. Only 10 of the more than 350 emigrating companies traveled by handcart. Though most of the handcart companies made the journey without major problems, winter storms in 1856 caused the Willie and Martin handcart companies to be stranded along the trail. Many lost their lives due to starvation and extreme temperatures. Rescue efforts made by Church members in Utah provided needed supplies and helped the travelers complete their journey, saving over 1,200 lives (see Church History Topics, “Handcart Companies” ChurchofJesusChrist.org/study/history/topics)

Consider sharing a story or testimony from a handcart pioneer such as the following. Invite students to look for ways they could apply the example of the pioneer to their lives.

Elder Quentin L. Cook of the Quorum of the Twelve Apostles shared the following account of a handcart pioneer.



I am moved by the account of Elizabeth Jackson, whose husband Aaron died after the last crossing of the Platte River with the Martin handcart company. She wrote:

“I will not attempt to describe my feelings at finding myself thus left a widow with three children, under such excruciating circumstances. ... I believe ... that my sufferings for the Gospel’s sake will be sanctified unto me for my good. ...

“I [appealed] to the Lord, ... He who had promised to be a husband to the widow, and a father to the fatherless. I appealed to him and he came to my aid.”

Elizabeth said she was writing the history on behalf of those who passed through like scenes with the hope that posterity would be willing to suffer and sacrifice all things for the kingdom of God. (Quentin L. Cook, “LDS Women Are Incredible!,” *Ensign* or *Liahona* May 2011, 18)

- What did Elizabeth testify about the Lord?
- What did she hope others would learn from her example?

Consider inviting students to identify doctrinal mastery passages or other scriptures that illustrate how Elizabeth was able to receive strength from the Savior. Some examples could be Matthew 11:28–30; Alma 7:11–13; or Doctrine and Covenants 6:36.

Ask how these scriptures can help our desire to be a pioneer for others.

Examples of pioneers

Explain that Saints are no longer asked to gather in the Salt Lake Valley. They are invited to become pioneers by gathering in stakes of Zion wherever they live and preparing the way for others to follow Jesus Christ. The examples of pioneers throughout the world can help us follow Jesus Christ and be pioneers wherever we are.



For the following activity, provide students with the handout “Pioneers around the World,” which contains stories adapted from *Global Histories* available at ChurchofJesusChrist.org.

Alternatively, you could invite students to read stories of their ancestors at FamilySearch.org or reflect on those they identified if they completed the student preparation activity. They could also read about pioneers in their country found in , *Global Histories* in the Church History section of the Gospel Library.

Complete the following activity, looking for how the examples of pioneers throughout the world can help you in your efforts to be a pioneer.

1. Read the story of one or more pioneers.
2. Identify how they were a pioneer.
3. Look for ways Heavenly Father and Jesus Christ helped them.
4. Write in your study journal how their Christlike examples can inspire you to be a pioneer for others.

Pioneers around the World

American Samoa

“God Said Yes”

Leva ‘aia Levao lived with severe health problems. In 2015 she developed boils on her eyes. The boils were healed after missionaries gave her a priesthood blessing. They began reading the Book of Mormon with her.

Some people in the island’s small community were unhappy to see Levao considering a new religion. They mocked her efforts and belittled her. Still, she remained firm and was soon baptized. Her husband, Tui, and her three children soon followed her into the faith, and Levao later served in her branch as Relief Society president. Others, influenced by her example of dedication, called her the heart of the Church on Olosega.

South Korea

“I Shall Never Again Be Truly Cold”

Choi Dong Sull was a Presbyterian minister who felt it was his responsibility to protect members of his congregation from The Church of Jesus Christ of Latter-day Saints. However, he began meeting with missionaries and finding clarity to doctrinal issues that had troubled him. He knew his new convictions would require a career change and jeopardize his relationship with his father, who was chairman of the Presbyterian Church of Korea at the time.

Dong Sull chose to be baptized in the Han River. “I wanted my baptism to be an experience as much like Jesus Christ’s as possible,” he explained. On the foggy morning of September 5, 1981, the water of the Han River was cold, but when he came up out of the water, Dong Sull described an inner warmth. “Now I belong to God’s true Church,” he said. “I shall never again be truly cold.” Two weeks later, his wife and two sons were also baptized—this time in a warm meetinghouse. Joining the Church didn’t make life easy for Dong Sull and his family, but it made new blessings possible. “The persecutions and sufferings ... after my baptism are beyond my ability to tell,” said Dong Sull. “We lost much in the process

[of joining the Church], yet we have gained more than we ever dreamed of.”

Côte d’Ivoire

“Doors of Life and Happiness”

Lydie Zebo Bahie was the last child of her family living at home when both her parents died. This loss led to severe depression. Her nephew, Faet Nadege, introduced her to The Church of Jesus Christ of Latter-day Saints.:

When she went to church for the first time, Lydie felt great love from the sisters of the Relief Society and Young Women organizations. Though she had stopped reading during her period of depression, she found herself able to focus once again as she studied the Book of Mormon. She was baptized on November 18, 1995.

Not long after her baptism, she received an opportunity to return the love that had been shown to her by serving in the Relief Society and Young Women organizations. She also served as a branch missionary, inviting others to discover the same fellowship and peace she had recently found. “All of these callings strengthened me and helped me progress, both spiritually and mentally,” Lydie said.

Lydie became one of the first sister missionaries to serve in the Democratic Republic of the Congo Kinshasa Mission.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

„When students have finished studying, consider placing them in small groups to share what they learned.

Invite students to write what they learned or studied today that helps increase their desire to be a pioneer. They could also write ways they may want to follow the Savior’s example and be a pioneer for others and why.

Pioneers around the World

American Samoa

“God Said Yes”

Leva ‘aia Levao lived with severe health problems. In 2015, she developed boils on her eyes. The boils were healed after missionaries gave her a priesthood blessing. They began reading the Book of Mormon with her.

Some people in the island’s small community were unhappy to see Levao considering a new religion. They mocked her efforts and belittled her. Still, she remained firm and was soon baptized. Her husband, Tui, and her three children soon followed her into the faith, and Levao later served in her branch as Relief Society president. Others, influenced by her example of dedication, called her the heart of the Church on Olosega.

South Korea

“I Shall Never Again Be Truly Cold”

Choi Dong Sull was a Presbyterian minister who felt it was his responsibility to protect members of his congregation from The Church of Jesus Christ of Latter-day Saints. However, he began meeting with missionaries and finding clarity to doctrinal issues that had troubled him. He knew his new convictions would require a career change and jeopardize his relationship with his father, who was chairman of the Presbyterian Church of Korea at the time.

Dong Sull chose to be baptized in the Han River. “I wanted my baptism to be an experience as much like Jesus Christ’s as possible,” he explained. On the foggy morning of September 5, 1981, the water of the Han River was cold, but when he came up out of the water, Dong Sull described an inner warmth. “Now I belong to God’s true Church,” he said. “I shall never again be truly cold.” Two weeks later, his wife and two sons were also baptized—this time in a warm meetinghouse. Joining the Church didn’t make life easy for Dong Sull and his family, but it made new blessings possible. “The persecutions and sufferings . . . after my baptism are beyond my ability to tell,” said Dong Sull. “We lost much in the process [of joining the Church], yet we have gained more than we ever dreamed of.”

Côte d’Ivoire

“Doors of Life and Happiness”

Lydie Zebo Bahie was the last child of her family living at home when both her parents died. This loss led to severe depression. Her nephew, Faet Nadege, introduced her to The Church of Jesus Christ of Latter-day Saints.

When she went to church for the first time, Lydie felt great love from the sisters of the Relief Society and Young Women organizations. Though she had stopped reading during her period of depression, she found herself able to focus once again as she studied the Book of Mormon. She was baptized on November 18, 1995.

Not long after her baptism, she received an opportunity to return the love that had been shown to her by serving in the Relief Society and Young Women organizations. She also served as a branch missionary, inviting others to discover the same fellowship and peace she had recently found. “All of these callings strengthened me and helped me progress, both spiritually and mentally,” Lydie said.

Lydie became one of the first sister missionaries to serve in the Democratic Republic of the Congo Kinshasa Mission.

DOCTRINE AND COVENANTS 137–138

Doctrine and Covenants 137–138

Overview

Heavenly Father's plan of happiness offers salvation to all His children. In 1836, the Lord showed Joseph Smith a vision of the celestial kingdom. In 1918, President Joseph F. Smith saw a vision of the Savior's ministry in the spirit world.



Encourage learners to share the truths they are learning.

This will help them internalize and express truths they are taught and help them gain confidence in

their abilities to share truths in other settings. For more on how the Savior did this, see the section "The Savior Encouraged Others to Share the Truths They Were Learning" in *Teaching in the Savior's Way*. You can also see an example of how to do this in this week's lesson titled "Doctrine and Covenants 138, Part 1."

- **Video:** "The Vision of the Redemption of the Dead" (15:20; watch from time code 8:39 to 10:33)

Doctrine and Covenants 138, Part 2

Lesson purpose: To help students feel motivated to participate in temple and family history work.

- **Student preparation:** Invite students to review what they may have recently done to participate in temple and family history work and how it has blessed their lives.
- **Materials:** Paper and writing utensils to create a flyer
- **Handout:** "Reserved to Help Gather Israel through Temple and Family History Work"
- **Videos:** "Hearts Bound Together," (16:12; watch from time code 10:21 to 11:30), "The Promised Blessings of Temple and Family History Work" (3:26), "The Promised Blessings of Temple and Family History Work 2" (4:04)

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

„Doctrine and Covenants 137

Lesson purpose: To help students increase their appreciation for Heavenly Father's plan of salvation.

- **Student preparation:** Invite students to reflect on how the plan of happiness offers salvation to Heavenly Father's children, including those who do not receive it in mortality.
- **Videos:** ("Joseph Smith: The Prophet of the Restoration," (1:02:04; watch from time code 2:05 to 4:21 or 11:57 to 15:22, or both); "And a Little Child Shall Lead Them" (16:55; watch from time code 4:40 to 6:00))

Doctrine and Covenants 138, Part 1

Lesson purpose: To help students understand how the Savior offers salvation to Heavenly Father's children in the spirit world.

- **Student preparation:** Invite students to ponder what they currently know and don't know about what happens to Heavenly Father's children after they die.

LESSON 151: DOCTRINE AND COVENANTS 137–138

Doctrine and Covenants 137

Those Who Will Inherit the Celestial Kingdom

In January 1836, while in the unfinished Kirtland Temple, the Prophet Joseph Smith saw a vision of the celestial kingdom. In this vision, which is now Doctrine and Covenants 137, the Savior revealed truths about Heavenly Father's plan. This lesson can help students increase their appreciation for Heavenly Father's plan of salvation.

Possible Learning Activities

Heavenly Father's plan for all His children

Stories are one way to engage students in the learning experience. Consider reading or summarizing the following paragraph. You could also watch the video "Joseph Smith: The Prophet of the Restoration," available at ChurchofJesusChrist.org, from time code 2:05 to 4:21 or 11:57 to 15:22, or both.

In 1823, the sudden death of Alvin, the oldest son, devastated the Smith family. The family asked a local minister to officiate at Alvin's funeral. As Alvin had not been a baptized member of the minister's congregation, the clergyman claimed that Alvin could not be saved. Joseph's brother William later said, "[The minister] ... intimated very strongly that [Alvin] had gone to hell, for Alvin was not a church member" (in *Teachings of Presidents of the Church: Joseph Smith* [2007], 401–3. Throughout his life, Joseph experienced even more loss with his wife Emma, as they buried four of their six infant children.

- What questions might Joseph Smith and his family have had about the death of their loved ones?

A vision of the celestial kingdom

In January 1836, Joseph held a meeting with other Church leaders in a room of the unfinished Kirtland Temple. There Joseph received a vision of the future celestial kingdom. In this vision, now Doctrine and Covenants 137 Joseph was taught eternal truths about the salvation of Heavenly Father's children, including infant children and his brother Alvin.

As students read this section, you could pause after studying verses 1–6. Invite them to share what stands out to them from Joseph's description of the celestial kingdom.

Read Doctrine and Covenants 137:1–10, looking for the truths the Savior taught about Heavenly Father's plan of happiness.

- What does the Savior teach in these verses that might have been comforting to Joseph Smith and his family? Why might it have been comforting?

Verses 7–10 provide a good opportunity for students to practice identifying gospel truths, stating them in their own words. Help students identify and share statements of truth found in these verses, including the following:

- **All who would have received the gospel if they had had the opportunity will enter the celestial kingdom** (see verses 7–8).
- **The Lord will judge each of us by our works and the desires of our hearts** (see verse 9).
- **All children who die before they become accountable will be saved in the celestial kingdom** (see verse 10).

Consider listing these principles on the board.

- How might the Smith family have felt about the truths the Savior taught in these verses?
- How do you feel about these truths? How do these truths impact your appreciation for Heavenly Father and Jesus Christ?

After an appropriate amount of time for reflection, invite students to select the truths they would like to study more deeply. They could study as a class, individually, or in small groups. Students could role-play the scenarios.

All who accept the Savior's gospel qualify for the celestial kingdom (see ,verses 7–8)

Invite students to consider the following scenario or something similar that reflects questions they have about those who die without receiving Heavenly Father's saving ordinances.

Scenario: Imagine you are talking with a family in a situation like the Smith family's at the time of Alvin's death.

Study resources: Read Doctrine and Covenants 137:7–8; 1 Peter 4:6 Mosiah 15:24; and the following statement by President Russell M. Nelson:



Mercifully, God's great plan of happiness and its eternal blessings can be extended to those who did not have the opportunity to hear the gospel in mortality. Temple ordinances can be done vicariously for them. (Russell M. Nelson, "Celestial Marriage *Ensign* or *Liahona*, Nov. 2008, 94)

Discussion questions:

- How might these scriptures and President Nelson's teachings help the family understand Heavenly Father's plan for His children?
- In what ways does this truth impact your feelings about Heavenly Father, Jesus Christ, and the plan of salvation?

Judged by our works and the desires of our hearts (see verse 9

Two scenarios are provided to help students feel the importance of this truth. Students may select a scenario to discuss or create their own scenario that reflects the questions they have. The focus of this activity is on unmet righteous desires. If you think students would benefit from studying how the Lord will judge us, invite them to read).Alma 41:3–7.

Scenarios:

- Lorenzo is worried that he many never have a chance to find an eternal companion and marry in the temple.).
- Amy is the only member of the Church in her family. She is worried about not being sealed to her parents.

Study resources: Review Doctrine and Covenants 137:9 and this statement by President Russell M. Nelson:



What about those who are not able to marry in this life or those who cannot be sealed to their parents in this life? We know that the Lord will judge each of us according to the desires of our hearts, as well as our works, and that the blessings of exaltation will be given to all who are worthy. (Russell M. Nelson, "Salvation and Exaltation).*Ensign* or *Liahona*, May 2008, 10)

Discussion questions:

- What does it mean to you that the Lord will judge us by our works and the desires of our hearts?
- How might the truth taught in verse 9 help Lorenzo or Amy better understand Heavenly Father's plan for each of His children?
- In what ways does this truth impact your feelings about Heavenly Father's love and His plan of salvation?

Little children are saved in the celestial kingdom see verse 10)

Share the following scenario, or show the story told by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles in “And a Little Child Shall Lead Them.” The video is available on ChurchofJesusChrist.org, and the story is from time code 4:40 to 6:00. Invite students to imagine they were the missionaries who came across the scene described.

Scenario: As a missionary, you meet the grieving parents of a two-year-old boy who had drowned. The parents worry that the little boy cannot go to heaven because he had never been baptized.

Study resources: Read Moroni 8:8, 11–12; Doctrine and Covenants 29:46; 137:10.

Discussion questions:

- What aspects of Heavenly Father’s plan of salvation would you share with these parents?
- What additional comfort might you offer the parents in the scenario?
- How does this truth impact your appreciation for Heavenly Father, Jesus Christ, and the plan of salvation?

Share your feelings

Consider giving students an opportunity to share their feelings about and testimony of Heavenly Father, Jesus Christ, and the truths they have studied today. To help students express their personal witness, you could invite them to share their answers to the following questions.

- How could the truths you learned today apply to your current circumstances or concerns?
- How has what you have learned or felt impacted your appreciation for Heavenly Father, Jesus Christ, and the plan of happiness?

LESSON 152: DOCTRINE AND COVENANTS 137–138

Doctrine and Covenants 138, Part 1

The Vision of the Savior's Visit to the Spirit World



Grieving the deaths of beloved family members and mourning the devastation caused by World War I and the global flu pandemic, President Joseph F. Smith sought comfort in the scriptures. As he reflected on passages from 1 Peter 3–4, he received a glorious vision of the Savior's ministering efforts in the spirit world between His death and Resurrection. President Smith's vision is now Doctrine and Covenants 138. This lesson can help students understand how the Savior offers salvation to Heavenly Father's children in the spirit world.

Possible Learning Activities

Where do we go when we die?

Invite students to ponder the following scenario or to create a scenario that fits their needs. The purpose of the scenario is to help students assess what they know about the spirit world. Students can share what they understand happens to both those who have and those who have not accepted the gospel of Jesus Christ.

After the funeral of her Grandma Roberts, Julie tells you that her Grandma and Grandpa Roberts both passed away without being baptized into The Church of Jesus Christ of Latter-day Saints. Her other grandparents (Grandma and Grandpa Jones) died faithful, lifelong members of the Church. Julie asks you, "What's going to happen to my unbaptized grandparents?"

Reflect on what you know about the spirit world.

- How confident would you feel sharing truths about the spirit world with Julie?

Remind students that one role of the Holy Ghost is to testify of truth. Invite them to be sensitive to the Spirit's witness of truths about Heavenly Father's plan of salvation they will study today.

The vision of the redemption of the dead

To provide historical context to Doctrine and Covenants 138, consider sharing the following statement by President Ballard or summarizing „*Saints: The Story of the Church of Jesus Christ in the Latter Days*, Vol. 3, *Boldly, Nobly and Independent, 1893–1955*” [2018], 196–207.

President M. Russell Ballard of the Quorum of Twelve Apostles, a great-grandson of President Joseph F. Smith, shared the following about the vision that is now Doctrine and Covenants 138



On October 3, 1918, having experienced intense sorrow over the millions who had died in the world through war and disease as well as the deaths of his own family members, President Smith received the heavenly revelation known as “the vision of the redemption of the dead.” ...

The revelation he received on October 3 comforted his heart and provided answers to many of his questions. We too can be comforted and learn more about our own future when we and our loved ones die and go to the spirit world by studying this revelation and pondering its significance in the way we live our lives each day. (M. Russell Ballard, “The Vision of the Redemption of the Dead,” *Ensign or Liahona*, Nov. 2018, 72–73)

Read Doctrine and Covenants 138:1–4, looking for the truths President Smith was pondering when he received this vision.

- What stands out to you about what President Smith was reflecting on as he studied?”

- What did President Smith know about Jesus Christ and His atoning sacrifice?

Help students identify a truth like the following:

Through the Atonement of Jesus Christ and by obedience to the principles of His gospel, each of Heavenly Father's children may be saved.

You could summarize

Doctrine and Covenants 138:5–10 by sharing that President Smith turned to 1 Peter 3–4 as he reflected on the redemption of the dead promised by the Savior's atoning sacrifice. You might point out that 1 Peter 4:6 is a doctrinal mastery passage.

- What do you know about how Jesus Christ makes salvation available to all Heavenly Father's children?

The Savior's appearance in the spirit world

As students study the vision, it might be helpful to point out that President Smith saw the Savior visit the spirit world between the time of His death and His Resurrection.

Remind students that the spirit world is divided into paradise and prison. If needed, you could explain that *prison* in this context refers to a temporary place in the spirit world for those who died without a knowledge of the truth (rather than a jail or cell). Spirits in this prison are also those who were disobedient in mortality (see Topics and Questions, Hell topics.ChurchofJesusChrist.org).

Read the following statement by President Dallin H. Oaks of the First Presidency about the work of salvation for all Heavenly Father's children in the spirit world.



The work of salvation in the spirit world consists of freeing spirits from what the scriptures frequently describe as "bondage." All in the spirit world are under some form of bondage. (Dallin H. Oaks, "Trust in the Lord," *Ensign* or *Liahona*, Nov. 2019, 26)

As you study the vision recorded in Doctrine and Covenants 138 look for how Heavenly Father's spirit children are in bondage and how they are freed by the Savior and His atoning sacrifice.

„One way to organize the class is to arrange students into groups of three. Invite students to study one of the following three sections. After time to discuss the questions provided, students could share what they learned with others in their group who studied a different section.



„Encourage learners to share the truths they are learning. For training on how to do this, see the training titled Encourage learners to share the truths they are learning" found in *Teacher Development Skills: Invite Diligent Learning*. Consider practicing the skill "Invite students to share with each other what they are learning

- What did you discover?
- How did the spirits respond to the Savior's gospel in mortality?
- How were these spirits in bondage? How did the Savior deliver them?
- What opportunities does the Savior give to spirits in paradise? In prison?
- What can we do to assist the Savior in His work?

A. The Savior frees the spirits in paradise.

Read Doctrine and Covenants 138:11–19, 23–24, 50–52, looking for how the Savior delivered those in spirit paradise.

A. The Savior frees the spirits in prison.

Read Doctrine and Covenants 138:20–22, 29–37, 57–59, looking for how the Savior delivered those in spirit prison.

A. The Savior organizes the preaching of the gospel in the spirit world.

Read Doctrine and Covenants 138:30–37, 57–59, looking for how the Savior organized the preaching of the gospel to those in spirit prison.

Demonstrate understanding

To help students demonstrate their understanding of Doctrine and Covenants 138, students could role-play the scenario from the beginning of class. Students could rotate the role of Julie and practice how to answer her question for each set of her grandparents. After students have had time to practice, they could share with the class what they have felt and how these teachings apply to them.

You might share your witness of Heavenly Father, Jesus Christ, and the salvation They offer to the living and the dead.

LESSON 153: DOCTRINE AND COVENANTS 137–138

Doctrine and Covenants 138, Part 2

“Prepared to Come Forth in the Due Time of the Lord”



As part of his vision of the spirit world, President Joseph F. Smith saw many of Heavenly Father’s noble and great spirits. He saw ancient prophets who had faithfully performed the Lord’s work. He also saw others the Lord reserved to be born in the latter days to build temples and perform ordinances for the dead. Such ordinances are made possible through temple and family history work. This lesson can help students feel motivated to participate in temple and family history work.

Possible Learning Activities

My important work

The following prompts can help students think about the important work Heavenly Father has for them to do. After time to reflect and write, willing students could share their responses.

- *Some of the most important things I have done in my life are ...*
- *Some of the most important things I might do in my life include ...*
- *Heavenly Father sent me to earth at this time to ...*

Invite students to seek personal revelation to know some of the important things Heavenly Father and Jesus Christ would have them accomplish. Students could also study their patriarchal blessings at home to learn more about this.

Choice spirits reserved to come forth in the fulness of times

Invite students to share what they remember about Heavenly Father’s plan from President Joseph F. Smith’s vision of the spirit world (see Doctrine and Covenants 138:11–60).

Help students understand that in Doctrine and Covenants 138:38–49, 53, President Joseph F. Smith saw many noble and great spirits. You might invite students to point out some of the people President Smith saw in his vision.

Read Doctrine and Covenants 138:53–56, looking for the work Heavenly Father prepared noble spirits to accomplish in the latter days.

- What phrases in these verses might refer to you?
- What are you learning about Heavenly Father’s work for you?
- How would you summarize these verses into a statement of truth?

As students summarize these verses, help them identify a truth like the following: **Heavenly Father reserved choice spirits to labor in the Lord’s vineyard for the salvation of His children.**

- What are some ways we can labor in the Lord’s vineyard to help save His children?

If students do not bring it up, you could draw their attention to verse 54. Help them recognize that we can labor in the Lord’s vineyard by participating in temple ordinances for the dead. You might remind students that performing temple ordinances for people on the other side of the veil is one way we help gather Israel.

The following statement can help students recognize that Doctrine and Covenants 138:53–56 applies to them. To practice linking in Gospel Library, students could create a link between the scripture verses and statement.

President Russell M. Nelson testified:



Of all the people who have ever lived on planet earth, *we* are the ones who get to participate in this final, great gathering event. How exciting is that!

Our Heavenly Father has reserved many of His most noble spirits—perhaps, I might say, His finest team—for this final phase. Those noble spirits—those finest players, those heroes—are *you!* (Russell M. Nelson and Wendy W. Nelson, “Hope of Israel” [worldwide youth devotional, June 3, 2018], ChurchofJesusChrist.org)

The following questions can help students assess their current feelings about participating in family history and temple work. After they have had sufficient time to reflect, willing students could share their thoughts and feelings.

- How do you feel knowing that the Lord prepared you to help gather Israel through family history and temple work?
- How motivated do you feel to participate in family history and temple work? Why do you feel this way?

„In the lesson Doctrine and Covenants 127–128, Part 2,” students were encouraged to participate in temple and family history work. You could invite students to share what they have done and how the Lord has blessed them.”,

Reserved to help gather Israel through temple and family history work).

„The following is one way to help students take responsibility for their learning.

Invite them to create a message they could share to motivate people to participate in temple and family history work. It could be a flyer, a social media post, a video message, or another type of invitation. Allow students to choose the kind of message to create.”,



The material on the handout “Reserved to Help Gather Israel through Temple and Family History Work” can give students ideas of what to include in their message.

Invite students to study this material before creating their message. Students could choose to study individually or in small groups.

Reserved to Help Gather Israel through Temple and Family History Work

1. Read Doctrine and Covenants 138:57–59 looking for how those in the spirit world are redeemed.
2. Read the following statement by President Henry B. Eyring of the First Presidency. Look for how the Savior feels about those who participate in temple and family history work.



Think of the Savior when you meet Him. You will have that interview. He paid the price of the sins of you and all of Heavenly Father's spirit children. He is Jehovah. He sent Elijah. He conferred the powers of the priesthood to seal and to bless out of perfect love. And He has trusted you by letting you hear the gospel in your lifetime, giving you the chance to accept the obligation to offer it to those of your ancestors who did not have your priceless opportunity. Think of the gratitude He has for those who pay the price in work and faith to find the names of their ancestors and who love them and Him enough to offer them eternal life in families, the greatest of all the gifts of God. He offered them an infinite sacrifice. He will love and appreciate those who paid whatever price they could to allow their ancestors to choose His offer of eternal life. (Henry B. Eyring, *Hearts Bound Together*, „*Ensign* or *Liahona*, May 2005, 78–79")

3. How do you think participating in family history and temple work can help you follow the example of Jesus Christ?
4. Is there a personal experience, scripture, or statement by a Church leader you might want to share?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

You might also discuss how the Lord is increasing our access to temples and technology to help with family history work. There are statements in “Additional Resources” that teach this.

“Hearts Bound Together”

“The Promised Blessings of Temple and Family History Work”

“The Promised Blessings of Temple and Family History Work 2”

Motivated to participate in temple and family history work

Give students time to create and share a message to help motivate people to participate in temple and family history work. Encourage students to share their messages at home.

The following questions could help students reflect on their own motivation to participate in temple and family history work. Answering the questions in their journals is one way for students to invite the Holy Ghost to teach them. Invite willing students to share their answers with the class.

- How has what you learned or felt in your study of Doctrine and Covenants 138 influenced your motivation to participate in temple and family history work?
- Why might participating in temple and family history work be some of the most important work you ever do?

If students would benefit from seeing the video of President Eyring's statement, you could show the video “Hearts Bound Together from time code 10:21 to 11:29 on ChurchofJesusChrist.org

If you feel your students would be motivated by the blessings promised for participating in family history and temple work, you could show them one or both of these videos: *The Promised Blessings of Temple and Family History Work* (3:26) and “*The Promised Blessings of Temple and Family History Work 2* (4:04)..

Reserved to Help Gather Israel through Temple and Family History Work

1. Read Doctrine and Covenants 138:57–59, looking for how those in the spirit world are redeemed.
2. Read the following statement by President Henry B. Eyring of the First Presidency. Look for how the Savior feels about those who participate in temple and family history work.



Think of the Savior when you meet Him. You will have that interview. He paid the price of the sins of you and all of Heavenly Father's spirit children. He is Jehovah. He sent Elijah. He conferred the powers of the priesthood to seal and to bless out of perfect love. And He has trusted you by letting you hear the gospel in your lifetime, giving you the chance to accept the obligation to offer it to those of your ancestors who did not have your priceless opportunity. Think of the gratitude He has for those who pay the price in work and faith to find the names of their ancestors and who love them and Him enough to offer them eternal life in families, the greatest of all the gifts of God. He offered them an infinite sacrifice. He will love and appreciate those who paid whatever price they could to allow their ancestors to choose His offer of eternal life. (Henry B. Eyring, "Hearts Bound Together," *Ensign* or *Liahona*, May 2005, 78–79)

3. How do you think participating in family history and temple work can help you follow the example of Jesus Christ?
 4. Is there a personal experience, scripture, or statement by a Church leader you might want to share?
-

Reserved to Help Gather Israel through Temple and Family History Work

1. Read Doctrine and Covenants 138:57–59, looking for how those in the spirit world are redeemed.
2. Read the following statement by President Henry B. Eyring of the First Presidency. Look for how the Savior feels about those who participate in temple and family history work.



Think of the Savior when you meet Him. You will have that interview. He paid the price of the sins of you and all of Heavenly Father's spirit children. He is Jehovah. He sent Elijah. He conferred the powers of the priesthood to seal and to bless out of perfect love. And He has trusted you by letting you hear the gospel in your lifetime, giving you the chance to accept the obligation to offer it to those of your ancestors who did not have your priceless opportunity. Think of the gratitude He has for those who pay the price in work and faith to find the names of their ancestors and who love them and Him enough to offer them eternal life in families, the greatest of all the gifts of God. He offered them an infinite sacrifice. He will love and appreciate those who paid whatever price they could to allow their ancestors to choose His offer of eternal life. (Henry B. Eyring, "Hearts Bound Together," *Ensign* or *Liahona*, May 2005, 78–79)

3. How do you think participating in family history and temple work can help you follow the example of Jesus Christ?
4. Is there a personal experience, scripture, or statement by a Church leader you might want to share?

THE ARTICLES OF FAITH AND OFFICIAL DECLARATIONS 1 AND 2

The Articles of Faith and Official Declarations 1 and 2

Overview

In years following the death of the Prophet Joseph Smith, the Church expanded Latter-day Saint scriptures by adding the Articles of Faith to the Pearl of Great Price, and Official Declarations 1 and 2 to the Doctrine and Covenants. The Articles of Faith are 13 brief declarations of belief written by the Prophet Joseph Smith. Official Declaration 1 contains writings from President Wilford Woodruff revealed by the Lord for the Saints to stop contracting plural marriages in the late 1800s. Official Declaration 2 is the announcement of a 1978 revelation to President Spencer W. Kimball that provided further evidence that Heavenly Father loves all His children and that “all are alike unto God” (2 Nephi 26:33). That announcement made it possible for all worthy men to receive the priesthood of God and all worthy Church members to be endowed in the temple.



Encourage introspection and assessment.

Ask inspired questions so students can recognize what they already know and believe. Encourage students to invite the Holy Ghost to help them identify what they need to know, and bear witness of the truths they seek. For more on how the Savior did this, see the section “The Savior Provided Opportunities for People to Be Taught by the Holy Ghost” in *Teaching in the Savior’s Way*. You can also see an example of how to do this in this week’s lesson titled “Official Declaration 1.”

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Articles of Faith

Lesson purpose: To help students deepen their understanding of the Savior’s doctrine by studying the truths contained in the Articles of Faith.

- **Student preparation:** Invite students to read the 13 Articles of Faith and try memorizing one that is meaningful to them. Encourage them to come prepared to share which article of faith they chose and to recite it to other class members.

- **Videos:** “The Articles of Faith” (4:43); “The Doctrines and Principles Contained in the Articles of Faith” (14:28; watch from time code 13:09 to 14:07)
- **Handout:** “Articles of Faith Study Activity”

Official Declaration 1

Lesson purpose: To help students understand that the Lord directs His Church through continuing revelation to His prophets.

- **Student preparation:** Invite students to ponder and then to ask family or friends how they have been blessed because Jesus Christ continues to reveal His will through His prophets.
- **Content to display:** Self-evaluation activity at beginning of lesson
- **Video:** “Welcome Message” (4:27; watch from time code 0:42 to 1:14)

Official Declaration 2

Lesson purpose: To help students act in faith when they face uncertain situations or spiritual questions.

- **Student preparation:** Invite students to read the introduction to Official Declaration 2 to learn about the circumstances that led to this declaration.
- **Video:** “Struggling with the History of Race and the Priesthood” (4:03)

Assess Your Learning 10

Lesson purpose: To help students remember and evaluate how studying the Doctrine and Covenants helped them grow spiritually.

- **Student preparation:** Invite students to bring to class a personal photograph of a person or experience they hope to always remember.
- **Items to bring:** Personal photograph; balloons or picture of balloons inflated to various sizes
- **Video:** “Spiritually Defining Memories” (16:43; watch from time code 15:31 to 16:09)
- **Images:** Different aspects or occurrences depicting the Restoration of the gospel

LESSON 154: THE ARTICLES OF FAITH AND OFFICIAL DECLARATIONS 1 AND 2

The Articles of Faith

Learning Foundational Truths of the Savior's Gospel



On March 1, 1842, the Prophet Joseph Smith responded to a request from newspaper editor John Wentworth to provide information about the history and beliefs of the Church. As part of his response, Joseph declared 13 fundamental principles of the gospel known today as the Articles of Faith. This lesson can help students deepen their understanding of the Savior's doctrine by studying the truths contained in the Articles of Faith.

Possible Learning Activities

Explaining our beliefs

Consider beginning class with the following scenario.

Imagine you have a friend who wants to know more about what members of The Church of Jesus Christ of Latter-day Saints believe. Your friend is very interested but only has a few minutes to listen before going to class.

- What would you want your friend to understand about Jesus Christ and His gospel?

You could give students three minutes to write their responses in their study journals. Alternatively, they could discuss what they would share as a class or role-play the scenario with a partner.

- What resources could you share with your friend to help them learn more about the Savior and His gospel?

If needed, point out that one helpful resource is the Articles of Faith. Ensure that students can locate the Articles of Faith in their scriptures. You might give them a few moments to assess their level of familiarity with the Articles of Faith. For example, you could ask students if they have ever memorized one or used some while teaching a lesson, writing a talk, or sharing the Savior's gospel with others.

The Articles of Faith

To help students learn about how we got the Articles of Faith, consider sharing with students the video "The Articles of Faith" (4:43), available at ChurchofJesusChrist.org. You could also summarize the following background information:

In 1842, Joseph Smith responded to a letter he had received from John Wentworth, who lived in Chicago, Illinois. Wentworth was the editor of a newspaper called the *Chicago Democrat* and desired to know more about the beliefs and history of the Saints living in Nauvoo, Illinois. In parts of the letter, Joseph shared details about the establishment and destiny of the Savior's Church. The Prophet ended the letter with 13 brief statements containing foundational truths and doctrine of the Church. These statements were later titled the Articles of Faith and were published in 1851 in the first edition of the Pearl of Great Price.

Elder L. Tom Perry (1922–2015) of the Quorum of the Twelve Apostles shared the following about how learning the Articles of Faith can help us.



I encourage you to use your bright minds to study and learn the Articles of Faith and the doctrines they teach. They are among the most important and certainly the most concise statements of doctrine in the Church. If you will use them as a guide to direct your studies of the gospel of Jesus Christ, you will find yourself prepared to declare your witness of the restored truth to the world. You will be able to declare in simple, straightforward, and profound ways the core beliefs you hold dear as a member of The Church of Jesus Christ of Latter-day Saints. (L. Tom Perry, “The Doctrines and Principles Contained in the Articles of Faith,” *Ensign* or *Liahona* Nov. 2013, 48)

- What did you learn from this statement about the importance of studying and knowing the Articles of Faith?

Consider bearing your witness of any blessings you’ve noticed from studying the Articles of Faith and using them to declare the Savior’s gospel.

Learning the gospel of Jesus Christ with the Articles of Faith



The following idea is one way to help students have a meaningful experience with the Articles of Faith. Consider distributing the handout titled “Articles of Faith Study Activity.” Give students time to complete the activities on the handout. Encourage them to pay attention to spiritual promptings or insights they receive from the Holy Ghost as they study. You may want to ensure that some students will focus on the first four articles of faith, which teach important foundational truths about Heavenly Father, Jesus Christ, and Their doctrine.

Make yourself available to assist students, but invite them to use the study skills they have learned at home, church, and seminary to complete the activities. If students finish the activity quickly, invite them to choose a different article of faith and repeat the process.

Articles of Faith Study Activity.

Step 1: Select one of the Articles of Faith you would like to study today and answer the following questions:

- What eternal truth or truths do you learn from this article of faith?
- How can the teachings from this article of faith impact your relationship with Heavenly Father and Jesus Christ?

Step 2: Choose at least two of the following options to help you learn more about your chosen article of faith:

- Memorize.* Think of an idea to help you memorize your article of faith and spend time memorizing it.
- Find related resources.* Find related scriptures or statements from Church leaders that relate to the article of faith you chose. You could use tools such as the footnotes in your scriptures, the Topical

Guide, the Guide to the Scriptures, or the search function on the Gospel Library app to help you.

- c. *Create a visual representation.* Use art to help you communicate or represent teachings from your chosen article of faith. Examples could include a drawing, collage, word cloud, or meme. (Due to the sacred nature of Deity, avoid drawing members of the Godhead.).
- d. *Create a scenario* Think of situations you or other teenagers face, or gospel questions that your article of faith could help with. Write the scenario or questions and explain how or why the truths taught in the article of faith would help.
- e. *Testify* Write your testimony of the truths taught in your article of faith. Describe how these teachings have blessed your life and brought you closer to God.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Share what you learned

Consider ways to help students share and present what they've learned. You could write numbers 1–13 on 13 small pieces of paper and place them in a hat. Draw one out at random and ask if any students who studied that article of faith would be willing to share. For a larger class, consider organizing students into pairs or small groups and inviting them to share with each other.

After the sharing, willing students could display their papers throughout the room for others to view.

Articles of Faith Study Activity

Step 1: Select one of the Articles of Faith you would like to study today and answer the following questions:

- What eternal truth or truths do you learn from this article of faith?
- How can the teachings from this article of faith impact your relationship with Heavenly Father and Jesus Christ?

Step 2: Choose at least two of the following options to help you learn more about your chosen article of faith:

- Memorize.* Think of an idea to help you memorize your article of faith and spend time memorizing it.
- Find related resources.* Find related scriptures or statements from Church leaders that relate to the article of faith you chose. You could use tools such as the footnotes in your scriptures, the Topical Guide, the Guide to the Scriptures, or the search function on the Gospel Library app to help you.
- Create a visual representation.* Use art to help you communicate or represent teachings from your chosen article of faith. Examples could include a drawing, collage, word cloud, or meme. (Due to the sacred nature of Deity, avoid drawing members of the Godhead.)
- Create a scenario.* Think of situations you or other teenagers face, or gospel questions that your article of faith could help with. Write the scenario or questions and explain how or why the truths taught in the article of faith would help.
- Testify.* Write your testimony of the truths taught in your article of faith. Describe how these teachings have blessed your life and brought you closer to God.

LESSON 155: THE ARTICLES OF FAITH AND OFFICIAL DECLARATIONS 1 AND 2

Official Declaration 1

“The Lord Showed Me by Vision and Revelation”

For approximately 50 years, plural marriage was practiced by some members of the Church in response to a commandment from the Lord. In 1890, the Lord commanded President Wilford Woodruff (1807–98) to announce the end of plural marriage in the Church. This lesson can help students understand that the Lord directs His Church through continuing revelation to His prophets.

Possible Learning Activities

This lesson focuses on the Lord’s commandment for the Saints to discontinue the practice of plural marriage. Before teaching this lesson, it may be helpful to review the resources from the lesson “Doctrine and Covenants 132:1–2, 34–66” to help students who may still have questions about plural marriage.

God reveals His will to His children



Encourage introspection and assessment. For more training on how to do this, see the training titled “Create settings and opportunities for learners to be taught by the Holy Ghost,” found in *Teacher Development Skills: Teach by the Spirit*. Consider practicing creating student self-evaluations about a doctrine, truth, or principle.

Consider beginning the lesson by inviting a student to read or recite Articles of Faith 1:9. Then help students evaluate their beliefs about God revealing His will to His children through prophets. You could display the following and give students time to silently think of their responses.

For the statements below, choose the option (know; believe; sort of believe; don’t know if) that best reflects how you would fill in the blank: “I this is true.”

God *has* revealed His will to His children through His prophets.

God *iscurrently* revealing His will to His children through His prophets.

God *will yet* reveal His will to His children through His prophets.

Invite the students to think about why they responded the way they did. You could invite some to share.

Explain that today’s lesson will focus on an example from Church history that illustrates the Lord guiding His Church through continuing revelation to His prophets. Encourage them to pay attention to promptings from the Spirit that can help them recognize the blessing of having continuing revelation from the Lord.

Official Declaration 1

Help students understand that Official Declaration 1 relates to the Lord’s commandment for the Saints to discontinue the practice of plural marriage. Invite the students to locate the introduction paragraph at the beginning of Official Declaration 1 in their scriptures. If needed, provide copies of the introduction for students who have older editions.

Read the introduction to Official Declaration 1, looking for what it teaches about the Saints’ practice of plural marriage.

- What made it difficult for the Saints to continue practicing plural marriage?

To help the students understand more about these difficulties, consider reading or summarizing the following paragraphs. You could also invite a student to read them to the class.

After the Saints settled in Utah in the mid-1800s, many Church members openly practiced plural marriage. Government leaders

eventually passed laws that made plural marriage illegal in the United States. These laws led to the arrest and imprisonment of many Latter-day Saint men. Others went into hiding to avoid being arrested (see *Saints: The Story of the Church of Jesus Christ in the Latter Days*, vol. 2, *No Unhallowed Hand, 1846–1893* [2020], 142, 408–9 : 518–20”).

In these difficult circumstances, President Wilford Woodruff prayerfully sought and received guidance from the Lord. He felt inspired to instruct Church leaders to discontinue teaching the principle of plural marriage. In September 1890, President Woodruff issued a manifesto (known today as Official Declaration 1: In the manifesto, President Woodruff addressed false reports that Church leaders were still publicly encouraging new plural marriages (see *Saints* 2:584–85”. 597–601).

This manifesto is now known as Official Declaration 1 in the Doctrine and Covenants.

Give the students an opportunity to study some of President Woodruff’s counsel and instructions to the Saints. If needed, show students where in the scriptures they can find the paragraphs they will study.

Study the following materials, looking for some of President Woodruff’s counsel to the Saints::

Paragraphs 4–5 of Official Declaration 1 (beginning with “Inasmuch as laws ...”)

Paragraphs 1–2 of the excerpts that follow Official Declaration 1

If time permits, it may be helpful to invite students to study more paragraphs from the excerpts. You could assign small groups of students to study certain paragraphs, looking for what President Woodruff learned from the Lord. Students could then summarize their findings with the class.

- What do these paragraphs help you understand about how the Savior leads His Church?

Give multiple students an opportunity to respond to the previous question. They might identify truths similar to the following: **The Lord will never permit the President of the Church to lead the Church astray. The Lord directs His Church through continuing revelation to His prophets.**

- How can knowing these truths bless or impact your life?
- What can these truths teach you about the Savior and His desires for us?

Continuing revelation today

President Russell M. Nelson shared the following testimony:



I know for sure that the Lord directs the affairs of His Church. He said, “I will show [you] that I am able to do mine own work” 2 Nephi 27:21].

Often, my counselors and I have watched through tear-brimmed eyes as He has interceded in extremely challenging circumstances after we had done our best and could do no more. We do indeed stand all amazed. (Russell M. Nelson, “Welcome Message,” *Liahona* May 2021, 6)

After sharing the previous statements, consider inviting students to discuss the following question with a partner or small group. Members of each group could come to the board and write some of their answers.

- What evidence have you seen that the Lord continues to lead His Church through revelation to His prophets in our day?

Some examples students might mention could include the messages prophets and apostles share in general conference, and proclaiming and defending important truths through “The Family: A Proclamation to the World,” “The Living Christ: The Testimony of the Apostles,” and The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World.”

- How has the continuing revelation the Lord has provided through His prophets blessed your life?

Demonstrate understanding

To help students demonstrate their understanding about what they have learned today, consider sharing the following scenario:

(Sofia is bothered by some of the changes she has seen in the Church. She wonders why some of the things the prophet asks us to do now are different than when she was younger.

- What are some things you have learned today that could be helpful to share with Sofia?;

Students could respond as part of a class discussion, or you could invite them to role-play this scenario with a partner.).

Testify of the truths you have discussed today. Encourage students to recognize the Lord's continued guidance through His prophets can be a blessing in their lives.

LESSON 156: THE ARTICLES OF FAITH AND OFFICIAL DECLARATIONS 1 AND 2).

Official Declaration 2

Revelation on the Priesthood



As the gospel spread throughout the world during the twentieth century, Church leaders prayed for guidance concerning a policy that restricted Church members of African descent from receiving the priesthood. Many Saints chose to exercise faith in Jesus Christ as they faced questions about the policy. On June 8, 1978, the First Presidency announced a revelation that lifted these restrictions. This lesson can help students act in faith when they face uncertain situations or spiritual questions.

Possible Learning Activities

Examples of faith

Consider beginning the lesson by inviting students to think about people they know who exercised great faith in Jesus Christ in a difficult situation. Then explain that Elder Helvécio Martins (1930–2005) of the Seventy and his wife, Rudá, were once faced with a situation that required great faith. You or a student could read the following paragraph to the class.”



„In April 1972, missionaries from The Church of Jesus Christ of Latter-day Saints visited the apartment of Helvécio and Rudá Martins of Rio de Janeiro, Brazil. The Martins quickly gained a testimony of the truthfulness of the missionaries’ message. They also learned about a Church policy that restricted Black males of African descent from being ordained to the priesthood. Helvécio and Rudá, who were of African descent, had questions for the missionaries (see Elder Helvécio Martins of the Seventy” *Ensign*, May 1990, 106; Mark Grover, *The Autobiography of Elder Helvécio Martins* [1994], 43).

- What questions might you have asked the missionaries if you had been in this situation?
- What are some of the possible ways someone could react to a situation like this?

Invite the students to think about uncertain situations they are facing or have faced in their lives. This could include unanswered spiritual questions they currently have. They could write about their situations or questions in their study journals. Encourage the students to pay attention to teachings or promptings of the Spirit that can help them in their circumstances.

Acting in faith

To help students see how the Martins family responded to this situation, consider inviting a student to read the following paragraphs aloud to the class:

After learning about the priesthood restriction, the Martins family chose to act in faith. They were soon baptized and served faithfully in the Church for many years. Elder Martins later recalled, “We had found the truth, and nothing would stop us from living it.”

In 1975, the Church announced that a temple would be built in São Paulo, Brazil. “Although we didn’t expect to enter it, we worked for the construction of the temple just like other members,’ remembers Elder Martins. ‘It was the house of the Lord, after all.’ Sister Martins sold her jewelry to help with fund-raising, and Brother Martins

served on the publicity committee” (in “Elder Helvécio Martins of the Seventy *Ensign*, May 1990, 106).

- What stands out to you about the response of the Martins family?
- Why do you think they chose to act in faith in this situation?

If needed, point out that rather than focusing on what they did not know, the Martins family focused on the truth God had revealed to them through the Holy Ghost.

Consider inviting students to make a list of truths they know about Heavenly Father, Jesus Christ, and the gospel that can help them move forward with faith when they face questions or uncertain situations. Then invite them to share what they wrote and explain how those truths can help them move forward with faith.

Official Declaration 2

To help students understand the circumstances related to the priesthood restriction and the revelation that lifted it, invite them to locate the introduction to Official Declaration 2 in their scriptures. If needed, provide copies of the introduction for students who have older editions of the scriptures.

Read the introduction to Official Declaration 2, looking for background related to this declaration.

- What from this paragraph do you think is important to understand?

Explain that the line which states, “Church records offer no clear insights into the origins of this practice” represents the official position of the Church on the priesthood restriction. It is important that we do not speculate about why the restriction was in place.

You might also consider pointing out the reference to 2 Nephi 26:33 in the first sentence of the

introduction. Consider inviting students to read this verse and share truths that would be important to remember when thinking about this policy.

Official Declaration 2 (contains the official announcement of the revelation received by the First Presidency and the Quorum of the Twelve Apostles on June 1, 1978.

Rather than studying Official Declaration 2 as a class, consider inviting students to study it with a small group. If available, they could use the resources from *The Long-Promised Day* *Ensign* or *Liahona* June 2018, 34–37) to help them better understand some of the statements made in ;Official Declaration 2;

Read the four paragraphs under the phrase “Dear Brethren” in Official Declaration 2. Consider marking words or phrases that you feel are important.

- What stood out to you from what you read?
- What does this experience help you understand or feel about Heavenly Father and Jesus Christ?

Impact of the revelation;

This revelation had a profound impact on men and women throughout the world. Soon after it was received, missionaries were sent to Africa. Temples have since been built on that continent, and hundreds of thousands of people of African descent around the world have received the ordinances of the gospel for themselves and their deceased ancestors.

Explain that among those impacted by the revelation were Helvécio and Rudá Martins. Consider inviting a student to read the following paragraphs aloud to the class;

After learning about the revelation which extended the priesthood to all worthy males, Helvécio recalled:

“I could not contain my emotions. Rudá and I went into our bedroom, knelt down, and prayed. We wept as we thanked our Father in Heaven for an event we had only dreamed about. The day had actually arrived, and in *our* mortal lives” *The Autobiography of Elder Helvécio Martins* [1994], 69–70).

Soon after the 1978 revelation, the Martins family was sealed in the temple. Helvécio became a local priesthood leader and eventually was called to serve as a member of the Seventy (see Elder Helvécio Martins of the Seventy,” 106).

- How might things have been different for the Martins family if they had not chosen to exercise faith in Jesus Christ?
- („What did you learn from the example of the Martins family that could help you with your uncertain situations or unanswered questions?

As part of your discussion, consider writing the following truth on the board: **When we act in faith during uncertain situations, we prepare ourselves to receive the Lord’s blessings.**

- What are some ways you can act in faith when you face uncertain situations or spiritual questions?

If needed, students could find ideas in paragraphs 5–7 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* (2023).

- How has the Lord blessed you or people you know because of acting in faith?

Consider sharing an example from your life. You could also show the video *Struggling with the History of Race and the Priesthood* (4:04), available at [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org).

In addition, you could invite students to search for examples from the scriptures that demonstrate the Lord blessing people who acted in faith. Examples include the widow of Zarephath 1 Kings 17:8–24 Lehi’s family 1 Nephi 2:2–5; 17:1–3); and the Prophet Joseph Smith Joseph Smith—History 1:8–17

Make a plan

Remind students of the situation or question from their lives they thought of at the beginning of the lesson. Then invite them to respond to the following questions in their study journals:

- What have you learned or felt today that can help you with your uncertain situations or spiritual questions?
- What is something specific you will do to exercise faith in Jesus Christ in these situations?

LESSON 157: THE ARTICLES OF FAITH AND OFFICIAL DECLARATIONS 1 AND 2

Assess Your Learning 10

Reflecting on Your Study of the Doctrine and Covenants



Reflecting on and assessing our spiritual learning can help us draw closer to the Savior. This lesson can help students remember and evaluate how studying the Doctrine and Covenants has helped them grow spiritually.

Possible Learning Activities

Spiritual memories

Consider bringing a personal photograph to class. Display the photo and briefly describe your memories associated with the people or events in the picture. If students were asked to do the student preparation activity, invite them to briefly share their photos and memories in small groups or with the class. They could also share photos they have on their phones.

- Why do you think people enjoy looking at pictures of people or events from their past?
- What are some examples of memories we might have that cannot be captured in a photograph?

Elder Neil L. Andersen of the Quorum of the Twelve Apostles spoke of our spiritual memories.



Embrace your sacred memories. Believe them. Write them down. Share them with your family. Trust that they come to you from your Heavenly Father and His

Beloved Son. Let them bring patience to your doubts and understanding to your difficulties. I promise you that as you willingly acknowledge and carefully treasure the spiritually defining events in your life, more and more will come to you. Heavenly Father knows you and loves you! (Neil L. Andersen, Spiritually Defining Memories *Ensign* or *Liahona*, May 2020, 22)

- Why do you think it is important to reflect on our spiritual memories?

Explain that this lesson will give students an opportunity to reflect on some spiritual memories or experiences they have had while studying the Doctrine and Covenants and Church history over the past year.

Before giving the students time to answer the following questions, consider referring to the statement in the introduction to the Doctrine and Covenants that says, “In the revelations, one hears the tender but firm voice of the Lord Jesus Christ.” Students could be invited to review insights they have recorded in their study journals throughout the year or markings or notes they have made in their scriptures to help them answer these questions.

- What have you learned about Jesus Christ as you studied His words this year in Doctrine and Covenants?
- How has your relationship with Heavenly Father and Jesus Christ changed over the past year?
- What are some scripture passages you have studied that have impacted you? How were you impacted by these passages?
- What are some gospel truths you have tried to apply? What have you seen or hope to see because of your efforts?

After sufficient time, invite students to share some of their spiritual memories with the class, as appropriate to share. As students share, encourage others to contribute to the discussion by asking questions such as “Who has experienced something similar?” or “What can you add to what your classmate has shared?”

Receiving revelation

Remind students that they have been invited throughout the year to practice and learn how to receive personal revelation.



„I urge you to stretch beyond your current spiritual ability to receive personal revelation. ...

I plead with you to increase your spiritual capacity to receive revelation. ... Choose to do the spiritual work required to enjoy the gift of the Holy Ghost and hear the voice of the Spirit more frequently and more clearly. (Russell M. Nelson, “Revelation for the Church, Revelation for Our Lives,” *Ensign* or *Liahona* May 2018, 95–96)

To help illustrate President Nelson’s invitation for us to stretch beyond our ability to receive revelation, consider showing various balloons inflated to different sizes. Invite students to consider which balloon best represents their capacity to receive personal revelation at the beginning of the year and which represents their capacity now. As part of their reflection, students could ponder the following questions. Invite a few students to share.

- What has helped you to “stretch” and “increase your spiritual capacity to receive revelation” this year?
- What are some scripture passages from Doctrine and Covenants that have added to your understanding about receiving revelation?

If students need help, you could provide some examples such as Joseph Smith—History 1:5–20 and Doctrine and Covenants 8:2–3; 9:7–9; 11:12–13 88:118

- What experiences have you recently had with personal revelation?

Explaining the Restoration

Display multiple images around the room that depict important events of the Restoration, such as the following. Alternatively, you could ask the class to list important events of the Restoration on the board. As a class, choose four or five to discuss. Write these on different pieces of paper and place the papers around the room.



The First Vision



Restoration of the Melchizedek Priesthood



Coming Forth of the Book of Mormon



Establishment of Temples

Place students in groups and invite each group to gather at a different image or paper. Assign a group leader to facilitate a discussion about that event of the Restoration. Encourage the leader to invite everyone in the group to share something. After sufficient time, invite the groups to rotate to a new image and select a new group leader. The following prompts could help the group leader direct the discussion at each station.

1. Share what you remember about this event.
2. Explain why it would be beneficial for people around the world to know about this part of the Restoration of the gospel of Jesus Christ.
3. Discuss how this part of the Restoration has helped to increase your faith in Heavenly Father and Jesus Christ.

The Prophet Joseph Smith

The following activity could be used in addition to the reflection activity students did at the beginning of the lesson.

Display a picture of the Prophet Joseph Smith. Ask students if they recall which doctrinal mastery passage describes the great work Joseph accomplished in his life. Then read or recite Doctrine and Covenants 135:3 together. Remind students that this testimony of Joseph Smith was written shortly after the martyrdom. Help them prepare to share with one another their testimonies of Joseph Smith as the Lord's prophet.

Think about how your own feelings and testimony of Joseph Smith have changed over the year. You may want to write down your thoughts as you reflect on the following:

- How have you come to learn for yourself that Heavenly Father and Jesus Christ appeared to Joseph Smith in the Sacred Grove?
- How can the work the Lord inspired Joseph Smith to do help you come closer to Heavenly Father and Jesus Christ?
- If you are unsure about Joseph Smith's calling as a prophet of God, what can you do to learn for yourself?

Consider concluding by inviting a few students to share their testimony of Joseph Smith.

"THE FAMILY: A PROCLAMATION TO THE WORLD"

Overview

"The Family: A Proclamation to the World is a prophetic statement to help us understand Heavenly Father and Jesus Christ's teachings on marriage and family. God revealed in this proclamation how to achieve peace and happiness as individuals and families.



(Focus on truths that lead to conversion and build faith in Jesus Christ:

Help students discover doctrine and principles that can influence their relationships with Heavenly Father and Jesus Christ. Encourage them to analyze how these truths can deepen their conversion and help them act in faith. For more on how the Savior did this, see the section "„The Savior Taught Truths That Lead to Conversion and Build Faith in "Teaching in the Savior's Way You can also see an example of how to do this in this week's lesson titled "The Family Proclamation, Part 1."

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

The Family Proclamation, Part 1

Lesson purpose: To help students better understand the central role of families in Heavenly Father's plan.

- **Student preparation:** Invite students to read the family proclamation and mark their insights or note questions they may have.
- **Materials for students:** Digital or printed copies of "The Family: A Proclamation to the World printed copies of lesson 7 of the institute manual *The Eternal Family Class Preparation Material* for students who do not have access to Gospel Library
- **Videos:** "Stand Strong against the Wiles of the World (27:49; watch from time code 19:31 to 20:20); Plan of Salvation—We're Still a Family (4:47)

The Family Proclamation, Part 2,

Lesson purpose: To help students understand the importance of having and caring for children in Heavenly Father's plan.

- **Student preparation:** Invite students to listen to or read the words of the hymn "I Am a Child of God (*Hymns*, no. 301). Encourage them to think about the importance of children in Heavenly Father's plan.
- **Materials for students:** Digital or printed copies of "The Family: A Proclamation to the World"; a few printed copies of the following talks to share for students who do not have access to Gospel Library: Dallin H. Oaks, Parents and Children," *Ensign* or *Liahona*, Nov. 2018, 61–67; David A. Bednar, We Believe in Being Chaste," *Ensign* or *Liahona*, May 2013, 41–44; Neil L. Andersen, Children," *Ensign* or *Liahona*, Nov. 2011, 28–31
- **Video:** "Divine Love in the Father's Plan" (14:46; watch from time code 8:13 to 8:47)

The Family Proclamation, Part 3

Lesson purpose: To help students apply the teachings of Jesus Christ in their family relationships.

- **Student preparation:** Invite students to come prepared to share moments when they experienced happiness with their families.
- **Materials for students:** Digital or printed copies of "The Family: A Proclamation to the World

Doctrinal Mastery Practice 10

Lesson purpose: To give students the opportunity to share doctrinal mastery passages that are meaningful in their lives and help them learn and apply divine principles for acquiring spiritual knowledge.

- **Student preparation:** Invite students to prepare to share with the class a doctrinal mastery passage that has been meaningful in their lives and why.
- **Materials for students:** Enough copies of a statement by Elder Jeffrey R. Holland for partnerships to share (Jeffrey R. Holland, Behold Thy Mother," *Ensign* or *Liahona* Nov. 2015, 49).

LESSON 158: THE FAMILY: A PROCLAMATION TO THE WORLD

The Family Proclamation, Part 1

“Family Is Central to the Creator’s Plan”

“The Family: A Proclamation to the World” is a prophetic statement written to help us understand Heavenly Father and Jesus Christ’s teachings on marriage and family. This lesson is intended to help students better understand the central role of families in Heavenly Father’s plan.

Possible Learning Activities

Before class, ensure that students will each have access to “The Family: A Proclamation to the World” either in digital format or as a hard copy. There may be a copy included in students’ study journals.

“The family is central to the Creator’s plan for the eternal destiny of His children”

Consider displaying the words from the preceding heading on the board in random order. Give students one minute to try to unscramble them in their minds. Then invite them to find and mark these words at the end of the first paragraph of “The Family: A Proclamation to the World.”

Then invite a discussion using questions such as the following:

- Why is the family central to God’s plan for the eternal destiny of His children?
- Knowing that every family faces trials and that we are all imperfect, what would you share about Heavenly Father, Jesus Christ’s Atonement, and the plan of salvation that could help teenagers worried about their family situations?”

Consider listing the following words and phrases on the board before class. Invite students to read through the list.

The importance of marriage

Divorce

Abuse

„Gender identity

Same-sex marriage

Having children

Sexual relations outside of marriage

Abortion

Happiness in families”

Note: As you teach today’s lesson, be aware of the sensitive nature of the topics that will be addressed. You may want to remind students to strive to have Christlike love, sensitivity, and understanding as they discuss these topics.

- Which of these topics do people have questions or concerns about today?
- Where do you think people often go to find answers about these issues?

Consider giving students time to ponder their understanding of these issues and what questions they might have.

- „Why is it important to know what God has taught about these topics?

„This lesson can help students find answers to some of their questions and concerns. Invite them to seek revelation from the Holy Ghost to guide them as they study The Family: A Proclamation to the World” today and throughout the week.

The family proclamation”

To help students understand some reasons for the Lord inspiring the writing of the family proclamation, consider sharing the following statement made when the proclamation was introduced.

Note: The word *sophistry*,”,” refers to deceitful teachings.

President Gordon B. Hinckley (1910–2008) stated:



With so much of sophistry that is passed off as truth, with so much of deception concerning standards and values, with so much of allurements and enticement to take on the slow stain of the world, we have felt to warn and forewarn. In furtherance of this we of the First Presidency and the Council of the Twelve Apostles now issue a proclamation to the Church and to the world as a declaration and reaffirmation of standards, doctrines, and practices relative to the family which the prophets, seers, and revelators of this church have repeatedly stated throughout its history. (Gordon B. Hinckley, Stand Strong against the Wiles of the World,” *Ensign*,” Nov. 1995, 100)

- What stands out to you about why the family proclamation was issued?

Read (paragraphs 1–3 of the family proclamation, looking for what God taught about some of the topics on the board.



Focus on truths that lead to conversion and build faith in Jesus Christ:

The activity below suggests one way for students to state principles of conversion

that they identify. For help in teaching this, see the training titled Focus on truths that lead to conversion and build faith in Jesus Christ” in *Teacher Development Skills: Teach the Doctrine*. Consider practicing the skill “Ask questions that help students identify and state converting principles.”

Consider inviting students to write truths they find next to the related topic on the board. They could also share how the truth they wrote could help address the related topic.

The following are some truths students might mention:

„Family is central to Heavenly Father’s plan for His children.

Gender is an essential characteristic of individual identity and purpose.

God’s plan enables family relationships to continue after death.”

This could be a good opportunity for students to share insights or bring up questions they might have.

The following three sections of the lesson explore each of the above truths. Depending on available time and the needs of your students, choose one or more of these truths to focus on. Or you could study other truths that better address students’ questions and needs.

1. Family is central to Heavenly Father’s plan for His children.

Consider dividing students into pairs. Invite partners to take turns sharing everything they can about Heavenly Father’s plan of salvation in one minute. Encourage students to consider premortal, mortal, and postmortal parts of the plan.

- How is family central to Heavenly Father’s plan in premortal existence? In mortality? In our postmortal lives?
- If Satan knows this about the family, how do you think he might respond to truths about the family?

To help students further understand why family is central to God's plan, consider inviting them to search for scriptures under "Family" in the Guide to the Scriptures. Additionally, you could distribute the following statement for students to read individually. Consider encouraging students to mark parts of the statement that stand out to them.

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles taught:



Knowing why we left the presence of our Heavenly Father and what it takes to return and be exalted with Him, it becomes very clear that nothing relative to our time on earth can be more important than physical birth and spiritual rebirth, the two prerequisites of eternal life. ...

A family built on the marriage of a man and woman supplies the best setting for God's plan to thrive—the setting for the birth of children, who come in purity and innocence from God, and the environment for the learning and preparation they will need for a successful mortal life and eternal life in the world to come. (D. Todd Christofferson, "Why Marriage, Why Family," *Ensign* or *Liahona* May 2015, 51–52)

After they have had time to search the scriptures and the statement, students could discuss the following questions in pairs or small groups.

- What did you learn about why family is central to Heavenly Father's plan?
- How have you seen families help individuals prepare "for a successful mortal life and eternal life in the world to come"?"
- How might these teachings help you answer questions and concerns about marriage and family?

2. Gender is an essential characteristic of individual identity and purpose.

Consider giving students time to individually study some of the sources below. The following questions can guide them as they study:

- Why is gender an essential characteristic of individual identity and purpose?
- How can we teach truths about gender with conviction while avoiding being insensitive or disrespectful to others?"

"The Eternal Nature and Purpose of Gender *The Eternal Family Class Preparation Material* [2022], 29–33) (Note the three sections of this resource that begin with questions.)

"Transgender: Understanding Yourself in the "Life Help section" of Gospel Library

Transgender: Supporting Others" in the "Life Help" section of Gospel Library

If students don't have access to these resources, consider making copies of lesson 7 of the institute manual *The Eternal Family Class Preparation Material* for students to study in class.

Once students have had sufficient study time, volunteers could share insights they gained.

„Consider sharing how your life has been blessed by having an eternal perspective about your identity and purpose.

3. God's plan enables family relationships to continue after death.

Before students read the following passages, you might tell them about someone you know who has struggled through the death of a family member. Or you could invite students to think of someone they know who has endured the death of a family member.

Read 1 Corinthians 15:22 and Doctrine and Covenants 130:2, looking for what hope can be found in Jesus Christ when a loved one dies.

- „How might the truths of God’s plan in these verses give strength to someone suffering such a loss?
- How could the teachings in the third paragraph of the family proclamation impact a person suffering the loss of a loved one?

To help students better understand the eternal nature of families in God’s plan, you might show the video Plan of Salvation—We’re Still a Family” (4:47), available at ChurchofJesusChrist.org Consider inviting students to think about how the Savior’s teachings about family impacted this young man.

Conclusion

To conclude the lesson, you could invite students to quietly reflect on and record their responses to the following questions. Volunteers could share what they wrote.

- „What have you learned today that has helped you feel closer to Heavenly Father and Jesus Christ?
- What have you learned about the importance of the family in Heavenly Father’s plan?,

LESSON 159: “THE FAMILY: A PROCLAMATION TO THE WORLD”

The Family Proclamation Part 2

“Children Are an Heritage of the Lord”

The Lord’s prophets proclaimed the importance of children in Heavenly Father’s plan. Wives and husbands can participate in God’s plan by bringing children into the world and raising them in love and righteousness. This lesson can help students understand the importance of having and caring for children in Heavenly Father’s plan.

Possible Learning Activities

Divine direction from the family proclamation

Consider beginning class by sharing the following scenario or something similar that best meets the needs of your students. You could arrange them into pairs to discuss the question after the scenario.

Kristen and her two friends are discussing their futures and what they want out of life. As the topic turns to families, Kristen says she’s excited to get married and have children when she’s older. One of her friends says, “I want to get married, but there’s no way I’m going to try raising children in this crazy world.” The other friend says, “I wouldn’t mind having a baby someday, but I don’t think I want to get married.” After listening to her friends’ opinions, Kristen wonders why her feelings about having children seem so different.

- Why might Kristen’s friends feel the way they do?

Ask several pairs of students to share some of their responses. You might also invite them to share additional concerns or questions they have about children and parenting. Provide copies of The Family: A Proclamation to the World” for students to use. Invite each partnership to study paragraphs 4–6 looking for words or phrases that declare the Lord’s doctrine concerning children and parenting. Encourage students to mark meaningful words or phrases as they study. If needed, point out that the phrase “multiply and replenish the earth” refers to having children and the phrase “the sacred powers of procreation” refers to sexual relations. Consider asking questions like the following.

- What truths about children and parenting did you discover?
- Why do you think the Lord desires husbands and wives to have children if they are able?
- What are some reasons a married couple might not want to have children?

Before moving on, you could invite students to record some of their own thoughts and feelings about the Lord’s doctrine concerning children and parenting. Encourage students to seek the influence of the Holy Ghost to help them understand the importance of having and caring for children as a part of Heavenly Father’s plan.

Searching other divine sources for understanding

[Consider displaying the following three statements of truth from the family proclamation. Explain that students will use these statements to practice searching divinely appointed sources for additional understanding. You could organize students into groups of three, with each student studying a different truth. Perhaps students could choose their statements in a creative way; for example, the youngest or the tallest student in each group could have first choice of which one to study.]

- **“God’s commandment for His children to multiply and replenish the earth remains in force.”**
- **“The sacred powers of procreation are to be employed only between man and woman, lawfully wedded as husband and wife.”**
- **“Parents have a sacred duty to rear their children in love and righteousness.”**

Encourage students to use resources like the Guide to the Scriptures or the Gospel Library app to find additional information about their statements of truth. If they need guidance, suggest search terms like “multiply and replenish,” “powers of procreation,” or “righteous parents.” Invite them to look for statements by Church leaders, scripture passages, or Church magazine articles that deepen their understanding.

When students are finished preparing, encourage them to share with their group what they learned. Consider asking some of the following questions.

- What did you learn about these statements of truth that you feel is significant?
- Why does it take faith in Jesus Christ to live these truths in today’s world?
- What examples have you seen of how living these truths can lead to more love, while disregarding these truths can lead to pain or regret?

- What can you do now to prepare to live these truths faithfully in the future?

Eternal doctrine about children

Consider testifying of the importance of children in God’s eternal plan and sharing the following statement.

President Dallin H. Oaks of the First Presidency explained the importance of children in God’s plan.



Eternal doctrine ... provides a distinctive perspective on children. Through this perspective we see the bearing and nurturing of children as part of the divine plan. It is a joyful and sacred duty of those given the power to participate in it. Therefore, we are commanded to teach and contend for principles and practices that provide the best conditions for the development and happiness of children under God’s plan. (Dallin H. Oaks, “Divine Love in the Father’s Plan,” *Liahona*, May 2022, 102)

- How have you seen children bless your family or others you know?
- (How can bringing children into the world and raising them in love help you become more like our heavenly parents?)

Consider displaying the following prompts and inviting students to quietly assess their understanding about what they learned today.

Evaluate your understanding of the following statements by responding in your study journal with *strongly agree*, *agree*, *somewhat agree*, or *not sure*. Briefly write why you selected each response.

I understand why God’s commandment to multiply and replenish the earth remains in force today.

I understand why the sacred powers of procreation are only to be used between a woman and man who are lawfully married.

I understand why parents are to raise their children in love and righteousness.

(If students have additional questions or concerns about the Lord's doctrine concerning children or about the law of chastity, encourage them to follow up with parents or Church leaders.

To conclude, invite a few students to summarize what they learned about the importance of having and caring for children as part of Heavenly Father's plan.

LESSON 160: "THE FAMILY: A PROCLAMATION TO THE WORLD"

The Family Proclamation Part 3

Happiness in Family Life

One reason Heavenly Father sent us to earth in families is to help us experience happiness. In the family proclamation, the Lord revealed how we can achieve peace and happiness as individuals and families. This lesson can help students apply the teachings of Jesus Christ in their family relationships.

Possible Learning Activities

Cause and effect

Consider writing the following incomplete cause-and-effect sentence on the board. Complete the first blank with a phrase like "Getting good grades." Then invite students to fill in the second blank with a phrase that completes the statement, such as "we do homework." You could repeat this process a few times using different phrases.

is most likely to be achieved when „"

Invite students to read paragraph 7 of the family proclamation, looking for an inspired way to complete the phrase on the board. Help students recognize the following truth: **Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ.** To help students think about how living Christ's teachings can lead to happiness in family life, ask them to ponder questions like the following:

- In what ways do you think Heavenly Father and Jesus Christ could increase your family's happiness?
- How have your efforts to live Their teachings contributed to that happiness?

Inform students that at the end of this lesson, they will be invited to act on one of the Savior's teachings that could increase the happiness of their family. Invite students to seek Heavenly Father's help during the rest of the lesson to know which principle they should focus on. Encourage students to pay attention to any thoughts or feelings they receive from the Holy Ghost.

The teachings of Jesus Christ

Consider putting a picture of Jesus Christ on the board. Ask students to read paragraph 7 again, this time marking each teaching that can increase family happiness. Invite students to write what they found on the board around the picture of Jesus Christ. Then have students form small groups or pairs to complete the following activity:

1. Choose a teaching of Jesus Christ you found in paragraph 7
2. Find a scripture or a statement by a Church leader that helps us better understand that teaching.
3. Describe how following that teaching can increase happiness in families.

If students need help, you can invite them to use the Guide to the Scriptures or to search in the Gospel Library app. The following are some scriptures students might find related to teachings from paragraph 7 3 Nephi 18:15–16, 21 (prayer); „Moroni 7:45–48 (love); " Doctrine and Covenants 58:42–43 (repentance); Doctrine and Covenants 64:9–11 (forgiveness).

If available, invite students to search Happiness in Family Life," available at ChurchofJesusChrist.org,

to find teachings from Church leaders about the principles in paragraph 7

After sufficient time, invite groups to share with the class what they found. As groups share, ask them to write on the board the scripture reference or part of the Church leader's statement that helped them understand the teaching of Jesus Christ.

Then you could use questions like the following to help students ponder and discuss how the teachings of Jesus Christ can affect families.

- Which of Christ's teachings on the board have had an impact on the happiness you feel in your family?
- Which of these teachings would you like to focus on more in your family? Why? How can you accomplish this in your family?
- Which of them would you like to focus on in your future family? Why?
- Which of the Savior's teachings can help a family that is struggling with disagreement, contention, or strained relationships?

As students discuss the previous question, you might point them to the principles of "faith, prayer, repentance, forgiveness, respect, love, [and] compassion" in the paragraph they studied. Testify of the Savior's desire to forgive, heal, and improve individuals and family relationships. Our efforts and desires to repent and forgive others can invite His healing influence into our lives and relationships.

Increasing happiness

Before inviting students to apply one of the Savior's teachings to their own family, help them consider ways His teachings could be applied in various family situations. Consider writing a few different family situations on the board that students in your class might relate to. Examples could include the following:

1. Entire family active in the Church.
2. Part-member family."
3. Divorced parents.
4. Single-parent family.

Consider asking students to share answers to the following questions for each family situation on the board:

- Which specific principles from paragraph 7 of the family proclamation would you recommend to a teenager in this situation?
- „How could a teenager in this family situation apply the principles you chose?

Then consider displaying the following statement:


Elder David A. Bednar of the Quorum of the Twelve Apostles taught:



Whatever bad things may have occurred in your family, I testify and promise that the Lord Jesus Christ is the source of the healing, renewing, and restoring that you need. ...

With the help of the Lord, you can create an eternal family, even if you did not come from the kind of Latter-day Saint home that sometimes is featured on the covers of the *Liahona* or *Ensign* magazines. Please always remember: it begins with you! (David A. Bednar, "A Welding Link" [worldwide devotional for young adults, Sept. 10, 2017], broadcasts.ChurchofJesusChrist.org)

- What stood out to you from Elder Bednar's statement? Why?



Invite students to choose one of Jesus's teachings from the family proclamation that they feel prompted to apply to improve happiness in their own families. Give them time to ponder and write in their study journals a plan to start, continue, or improve living that teaching. If time permits, invite some students to share what they felt inspired to do.

Consider sharing your witness of Jesus Christ's power to increase happiness in families of those striving to live His teachings.

LESSON 161: “THE FAMILY: A PROCLAMATION TO THE WORLD”

Doctrinal Mastery Practice 10

Apply Principles of Acquiring Spiritual Knowledge

Doctrinal mastery can help students build the foundation for their lives upon Jesus Christ and His gospel. This lesson will give students the opportunity to share doctrinal mastery passages that are meaningful in their lives and help them learn and apply divine principles for acquiring spiritual knowledge..

Possible Learning Activities**Doctrinal mastery review: Share**

To help students briefly review what they have learned this year and prepare them to share doctrinal mastery passages that have impacted their lives, consider writing the incomplete phrase *One of my favorite ...* on the board.

You could finish the phrase in a few different ways, such as *people in Church history stories that we learned this year* or *things I learned from a classmate*. For each way you finish the phrase, allow students to briefly share with a partner their answers and why they chose them.

Finally, complete the phrase with *doctrinal mastery passages*. Give students time to review the list of doctrinal mastery passages in the *Doctrinal Mastery Core Document* (2023). Invite them to share with a partner the passage they selected and what it means to them. Be sure to leave enough time for the following practice application activity.

Learn and apply principles of acquiring spiritual knowledge;

Before introducing the following account, it may be helpful to allow students to briefly review the principles in paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* (Suggested review activities are included in Doctrinal Mastery Review Activities” in the appendix of this manual.)

Note: The suggested topic in this lesson can be very sensitive and personal to many students. As the class discusses the following account, remind them of God’s love for all of His children and His desire for us to treat all people with respect and love.

See the “Alternate scenario” section at the end of the lesson if you feel that it would be better for students to practice applying the principles of acquiring spiritual knowledge to a different situation.

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles described a young man who faced a very difficult challenge. As you read about this young man’s situation, ponder why applying principles of acquiring spiritual knowledge would be important for him.



I speak of a young man who entered the mission field worthily but by his own choice returned home early due to same-sex attraction and some trauma he experienced in that regard. He was still worthy, but his faith was at crisis level, his emotional burden grew ever heavier, and his spiritual pain was more and more profound. He was by turns hurt, confused, angry, and desolate. (Jeffrey R. Holland, Behold Thy Mother *Ensign* or *Liahona*, Nov. 2015, 49)

You can help prepare students to see relevance in this lesson by allowing them to process their understandings and feelings associated with situations like this. You might encourage students to write their thoughts in their study journals by displaying prompts such as the following:

- What questions or concerns about Heavenly Father's plan or about the Church do you think this young man might have?
- How might his relationship with Heavenly Father be affected by these questions or concerns?
- Why is it important for people in similar situations to understand and apply principles of acquiring spiritual knowledge? Why is it important for their friends and family to also apply those principles?

Keep in mind that this lesson cannot answer every question students might have. God has not yet revealed every answer. This lesson is meant to help students become more faithful disciples of Jesus Christ through applying principles of acquiring spiritual knowledge as they face questions and concerns in their lives.

Invite students to share with the class what they have learned about principles of acquiring spiritual knowledge that they feel would be most helpful to this young man, his friends, or his family. Allow plenty of time for this discussion.

Depending on the available time after the discussion, you can choose from the remaining lesson material to help students better understand these principles.

„What did the young man do?“

Consider asking class members to find a partner and providing each partnership with a copy of the rest of the story told by Elder Holland. Invite them to underline evidence of how this young man and others applied principles of acquiring spiritual knowledge.

Then consider displaying the questions below for partners to discuss.



His mission president, his stake president, his bishop spent countless hours searching and weeping and blessing him. ... [His mother] bore to her son her testimony of God's power, of His Church, but especially of His love for this child. In the same breath she testified of her own uncompromised, undying love for him as well. ...

This [young man's] sexual orientation did not somehow miraculously change—no one assumed it would. But little by little, his heart changed.

He started back to church. He chose to partake of the sacrament willingly and worthily. He again obtained a temple recommend and accepted a call to serve as an early-morning seminary teacher, where he was wonderfully successful. And now, after *"five years*, he has, at his own request and with the Church's considerable assistance, reentered the mission field to complete his service to the Lord. I have wept over the courage, integrity, and determination of this young man. (Jeffrey R. Holland, *Behold Thy Mother," Ensign or Liahona* Nov. 2015, 49)

- How do the choices the young man made show his faith in Jesus Christ? How do you think his choices affected his relationship with Heavenly Father?
- Why do you think it's important that his mother chose to testify to him of God's love for him?
- What evidence do you see that he turned to divinely appointed sources? How do you think his choice of sources may have influenced his faith in Jesus Christ?

- Suppose this young man is not able to find answers to some of his questions or concerns. What do you know about Heavenly Father and His plan that could be helpful for him to remember?

Fill in the blank

For this activity, consider writing on the board the three incomplete statements below.

Choose one of the following statements from the *Doctrinal Mastery Core Document* and try to complete it from memory. Then check your answer using paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section.

1. “During times when we may not immediately find answers to our questions ...”
2. „We seek the help of the Holy Ghost in order to ...”
3. “Learning to recognize and avoid unreliable sources can ...”

Think about why the principles in the statement you chose are important for the young man and his friends and family to understand.

Invite students to move around the room and share insights with each other. You might encourage them to keep finding new partners until they have shared their thoughts with at least one person who chose option 1, one who chose option 2, and one who chose option 3.

Divinely appointed sources

Consider displaying the following questions. Then give students sufficient time to search for scriptures and statements before inviting them to answer aloud.

- Which doctrinal mastery passages from the Doctrine and Covenants (or other books of scripture) do you think could help this young man?
- What statements from Church leaders would be helpful for him or his loved ones to study?

Alternate scenario

Rather than using the scenario and accompanying activities that are suggested above in the lesson, students may enjoy creating their own scenarios to demonstrate their understanding of the principles of acquiring spiritual knowledge.

One way to do this is to invite small groups of students to create a realistic scenario in which applying principles of acquiring spiritual knowledge would be important. For example, they might create a scenario about a teenager who is struggling with mental or emotional health or who is worried about the choices that a sibling is making. After taking time to prepare and discuss, groups could present their scenarios to the class and share how each principle of acquiring spiritual knowledge could bless the lives of those in their scenarios.

If helpful, you could display the following steps to give the students some structure as they create scenarios.

1. Create a name, age, and personality for the person in your scenario.
2. Describe a situation this person faces that could lead him or her to have spiritual questions or concerns.
3. List one or two questions or concerns that he or she is wrestling with.
4. Discuss how the person in your scenario could apply each principle of acquiring spiritual knowledge and how doing so could bless his or her life.

THE LIVING CHRIST

The Living Christ

Overview

In 2000, the First Presidency and the Quorum of the Twelve Apostles issued the declaration *The Living Christ: The Testimony of the Apostles* to commemorate the 2,000th anniversary of the Savior's birth. It declares important truths about the Savior that can help and bless us.



Help students come to know Jesus

Christ: As students come to know the Savior for themselves, they will learn from Him and intentionally strive to be like Him. They will be more likely to turn to Him for help, hope, and healing throughout their lives. They will be able to feel God's love. For more on how to help students deepen their understanding of Christ, see "Teach about the Titles, Roles, and Attributes of Jesus Christ in *Teaching in the Savior's Way* You can also see an example of how to do this in this week's lesson titled "The Living Christ, Part 1."

The Living Christ, Part 2",

Lesson purpose: To help students share their thoughts and feelings about Jesus Christ with others.

- **Student preparation:** Invite students to review *The Living Christ: The Testimony of the Apostles* and identify phrases they would like to share with others. Encourage them to follow any promptings they receive about what to share and who to share it with.
- **Item to display:** Something you love and want to share with your class, such as a picture, an experience, or a favorite food
- **Materials:** Paper and writing utensils; old Church magazines, if available, for students to cut out images or words to create a collage
- **Video:** "„Memorize ‘The Living Christ’: Goal Setting Ideas (2:05)"

Prepare to Teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

The Living Christ, Part 1

Lesson purpose: To help students deepen their understanding of Jesus Christ.

- **Student preparation:** Invite students to read *The Living Christ: The Testimony of the Apostles* as part of their personal scripture study, looking for important truths about the Savior.
- **„Images:** Jesus Christ; the world"
- **Materials:**"(Copies of *The Living Christ: The Testimony of the Apostles* (Alternatively, invite students to locate it in their study journals.)
- **Videos:** „General Conference: Strengthening Faith and Testimony (15:49; watch from time code 6:13 to 6:56); Excerpts from "The Living Christ: The Testimony of the Apostles" (2:45)

LESSON 162: THE LIVING CHRIST

The Living Christ, Part 1

“We Bear Testimony, as His Duly Ordained Apostles—That Jesus Is the Living Christ”

On January 1, 2000, the First Presidency and the Quorum of the Twelve Apostles issued a declaration known as The Living Christ: The Testimony of the Apostles.” Their testimony commemorated the 2,000th anniversary of the Savior’s birth. This lesson can help students deepen their understanding of Jesus Christ.

Possible Learning Activities

Jesus is the living Christ

Display the picture of Jesus Christ from the beginning of this lesson or another picture of the Savior. Consider giving a student in the middle of the room a picture of the world. Invite the class to direct that student to move closer to or away from the picture of Jesus Christ based on how they feel about the state of the world. Invite them to explain why they feel that way.

- Why does it matter if the world is getting closer to or farther away from the Lord?

Take a moment to ponder the following questions:

- Why does it matter to you if you are moving closer to or farther away from the Lord?
- What are some ways the Savior can help you in your life right now?

Invite students to ponder these questions as they study today and to seek guidance from the Lord to help answer them.

The Living Christ”

Hand out copies of The Living Christ: The Testimony of the Apostles ChurchofJesusChrist.org or invite students to locate it in their study journals.

To help students learn more about this declaration, encourage them to answer questions like the following: What do you notice? When was it issued? Who signed it? Do you recognize the names of any of the individuals who signed it?

Alternatively, you could have a student read the following contextual paragraph.

As special witnesses of Christ (see Doctrine and Covenants 107:23,,), the First Presidency and the Quorum of the Twelve Apostles issued a declaration on January 1, 2000. This declaration, known as The Living Christ: The Testimony of the Apostles commemorated the 2,000th anniversary of Jesus Christ’s birth.

Read or watch the following statement by Elder Robert D. Hales (1932–2017) of the Quorum of the Twelve Apostles, looking for why this declaration is important:



The world is moving away from the Lord faster and farther than ever before. The adversary has been loosed upon the earth. We watch, hear, read, study, and share the words of prophets to be forewarned and protected. For example, The Family: A Proclamation to the World” was given long before we experienced the challenges now facing the family. The Living Christ: The Testimony of the Apostles” was prepared in advance of when we will need it most. (Robert D. Hales, General Conference: Strengthening Faith and Testimony,” *Ensign* or *Liahona*, Nov. 2013, 7)

Invite students to share what stood out to them from the statement. Ask them why they think the Apostles' testimonies of the Savior may be needed more now and in the future than when the declaration was given.

Explain that students will have an opportunity in today's lesson to come closer to the Savior by deepening their understanding of Him through this prophetic declaration.

Study The Living Christ



Help Students Come to Know Jesus Christ:

The following activity is designed to help students come to know Christ better. To learn more about how to do

this, see the training titled Teach about the titles, roles, and attributes of Jesus Christ," found in *Teacher Development Skills: Focus on Jesus Christ*. Consider practicing the skill "Create search questions to help students identify roles, titles, attributes, and characteristics of Jesus Christ."

„Study The Living Christ: The Testimony of the Apostles,” looking for truths about Jesus Christ. Highlighting one or more of the following could help:

- The different names of Jesus Christ used in the document
- What you feel are key phrases in the document
- „Statements that show what Jesus Christ has done for you
- Roles and attributes of Jesus Christ

Consider visiting with individual students to offer help and encouragement while they study.

If useful, students could follow along and mark their copy of The Living Christ while watching the following video of the First Presidency and the Quorum of the Twelve Apostles reciting excerpts from it. Or students could watch the video after their study to reinforce what they learned or to gain new

insights. The video, Excerpts from 'The Living Christ: The Testimony of the Apostles'(2:45), is available at ChurchofJesusChrist.org.

Allow students a few minutes to share what they learned as they studied „The Living Christ Encourage students to listen to and learn from each other. They could explain why they value a classmate's comment or even ask a question to help deepen understanding.”,

There are many truths students could identify. The following are some examples;

Under the direction of the Father, Jesus Christ created the earth.

Jesus Christ gave His life to atone for the sins of all mankind.

Jesus Christ was resurrected and lives today.

Jesus Christ is the light, the life, and the hope of the world.

Jesus Christ's way is the path that leads to happiness in this life and eternal life in the world to come.

Select one of the truths you or others identified about Jesus Christ that you would like to learn more about.

Expand our understanding of truths

You could read the following statement to suggest one way to deepen understanding of these truths.

President M. Russell Ballard of the Quorum of the Twelve Apostles invited us to “consider searching the scriptures to expand [our] understanding of the specific truths found in ‘The Living Christ’” (M. Russell Ballard, Return and Receive,” (*Ensign* or *Liahona*, May 2017, 65).

Invite students to use their scriptures to expand their understanding of one of the truths about Jesus Christ. They could look up key words or phrases in the Guide to the Scriptures or the Topical Guide. Or they could select a story of the Savior that illustrates the truth they chose.

Students can also do the following to expand their understanding:

- Search the hymnbook by topic, looking for what the hymns teach about Jesus Christ and His various roles.
- Use a dictionary to define difficult words.
- Look for statements by Church leaders.

You may want to display the following instructions to guide students as they study.

1. Write down scriptures you studied and additional insights that expand your understanding of the truth you selected about Jesus Christ.
2. Ponder why it is important to understand that truth about Jesus Christ.
3. Because Jesus is resurrected and living today, He still fulfills the truth you studied. Write how He is doing this in your life or how it can make a difference to you.

Students could write what they find on their copy of The Living Christ.”

Invite students to share with others what they have learned today. One way would be for them to move around the room to find someone they have not worked with recently. They could share what they learned and their thoughts about it. Then they might move to another student and share again. This might help them get to know more students and hear a variety of thoughts.

Consider listening to students as they share what they found. As you listen, you may want to ask a few of them to share with the whole class. They will have an opportunity to share more in the following lesson.

- „How do you think the truths taught in The Living Christ” can help us understand and come closer to Jesus Christ?
- How does better understanding the Savior help you in your life?

LESSON 163: THE LIVING CHRIST

The Living Christ, Part 2

“We Offer Our Testimony of the Reality of His Matchless Life”

„Just like the First Presidency and the Quorum of the Twelve Apostles bear testimony of the living Christ, we too can declare that Jesus Christ lives! This lesson can help students share their thoughts and feelings about Jesus Christ with others.

Possible Learning Activities

Reasons to share

„To help students prepare to learn, you could bring something you love and want to share with your class. This could be a picture, an experience, or a favorite food. Invite students to think of things they recently shared or wanted to share with someone else.

- What did you want to share?
- Why did you want to share it?

On the board make a list of reasons students wanted to share something.

- Which reasons on the list can apply to sharing an experience or testimony of Jesus Christ with others?
- „What could you add to your list as specific reasons to testify of Jesus Christ?

Invite students to think about how they feel about talking more about Jesus Christ with others and why they feel that way.”

Preparing to testify of Jesus Christ

Invite a student to read the following statement.

Elder Neil L. Andersen of the Quorum of the Twelve Apostles taught:



(There are many on the earth who know very little of Jesus Christ, and in some parts of the world where His name has been proclaimed for centuries, faith in Jesus Christ is diminishing. ... [A] worldwide ... study predicts that in the decades ahead, more than twice as many will leave Christianity as will embrace it. ...).

... If the world is going to speak less of Him, who is going to speak more of Him? We are! (Neil L. Andersen, “We Talk of Christ,” *Ensign* or *Liahona*, Nov. 2020, 88–89)

- What thoughts or feelings do you have about this declaration by Elder Andersen?

The First Presidency and the Quorum of the Twelve Apostles are examples of sharing about Jesus Christ. One example is the proclamation „The Living Christ Take a few minutes to review this document, pondering the benefits we may experience because they shared their testimony of Jesus Christ.

Invite students to share any benefits they think of.

[Students’ thoughts and feelings about speaking more of the Savior might vary significantly. Identifying a principle from the scriptures could help them understand how important it is to do this. You could use the following scripture.

Read 2 Nephi 25:26 looking for an additional reason to bear testimony of Jesus Christ.

- What truths can we learn from Nephi’s reason?

One of the truths students could identify is that **as we talk and rejoice about Jesus Christ, others can know that He can save them from their sins.**

- How can knowing what Jesus Christ can do for others influence your desire to bear testimony or share your thoughts and feelings about Him?

Recall the truths you found about the Savior in The Living Christ during the previous lesson. You can select the one you focused on in that lesson or select another that you would like to share with others.,

These are examples of the many truths students could have identified:

- **Under the direction of the Father, Jesus Christ created the earth.**
- **Jesus Christ gave His life to atone for the sins of all mankind.**
- **Jesus Christ was resurrected and lives today.**
- **Jesus Christ is the light, the life, and the hope of the world.**
- **Jesus Christ's way is the path that leads to happiness in this life and eternal life in the world to come.**

The following activities can take the remainder of class time and can help prepare students to share. Choose one activity you feel would be helpful for your students, or provide each activity as options for students to select. To help students select the most applicable activity, they could think about who they want to share their testimony with.

„Activity A: Memorize”

One way to prepare to share about Jesus Christ is to memorize a portion of The Living Christ

Take several minutes to memorize a portion that teaches the truth you selected. You might write it down, repeat it several times, or record yourself reading it and listen to it several times. (You could also memorize scripture excerpts you found in the previous lesson that testify of the same truth.)

To help inspire students to memorize part of “The Living Christ,” you could show “Memorize the Living Christ: Goal Setting Ideas (2:05).”

Then write down when and how you might share with someone else what you memorized. Include why the phrases you chose are meaningful to you and how you hope they would help others turn to Jesus Christ.

Activity B: Make a poster, meme, or digital image

One way to help you share your thoughts and feelings about Jesus Christ is to make a poster, meme, or digital image.

Consider choosing different images that capture the meaning of the truth you chose. For example, you might choose to share the truth and importance of Jesus Christ’s baptism. This is illustrated in the following phrase from The Living Christ” “Though sinless, He was baptized to fulfill all righteousness.” You might want to include this line in your project along with a favorite image portraying the Savior’s baptism. You could also include lines from scripture that deepen your understanding.

Then add your explanation of why this knowledge is important to you.

If students would like to make this on their phones, those who know how to use the Church’s „media library”, could teach others how to find images. If students would like to make their projects on paper, you could bring Church magazines and allow students to cut out images or words.

Activity C: Prepare a talk

One way to tell others about Jesus Christ is to give a talk.

Imagine that you have agreed to speak on Sunday in your ward or branch. You could share what you are learning about Jesus Christ and why it matters to you. Write at least a few paragraphs you could use in your talk. Be sure to include statements from The Living Christ,” scripture passages, and why these are meaningful to you.

Time to share

Give students time to share what they prepared. Encourage various students to participate. Consider pausing occasionally to ask what students like or think is meaningful about what their classmates share. Emphasize that these insights are blessings of speaking and testifying of the Savior.

Encourage students to look for ways to share these things outside of class. If applicable, you might share blessings you have received from talking to others about Jesus Christ. Or you could share what others have testified to you. Consider ending class by asking students the following question:

- How might your relationship with Jesus Christ improve as you share your thoughts and feelings about Him with others?

DOCTRINAL MASTERY: FINDING ANSWERS TO MY QUESTIONS

Doctrinal Mastery: Finding Answers to My Questions

Overview

Participating in doctrinal mastery helps students build their spiritual foundations on Jesus Christ. Part of doctrinal mastery includes learning and applying the principles of acquiring spiritual knowledge: act in faith; examine concepts and questions with an eternal perspective; and seek further knowledge through divinely appointed sources. These principles can help students address questions or concerns in their lives.

Pacing suggestion: It may be best to teach these lessons toward the beginning of the school year. In some areas of the world, the beginning of the school year occurs later in the calendar year, such as in the fall. If this is the case in your area, consider teaching the lesson titled “Strengthening Your Spiritual Foundation” at the beginning of the calendar year. This could help students review important concepts associated with doctrinal mastery midway through their academic school year.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Strengthening Your Spiritual Foundation

Lesson purpose: To help students understand how doctrinal mastery can bless their lives and help build their spiritual foundations on Jesus Christ.

- **Student preparation:** Invite students to come prepared to share examples of how doctrinal mastery has blessed their lives. If students are new to doctrinal mastery, consider having them read “Introduction to Doctrinal Mastery” in the *Doctrinal Mastery Core Document* (2023).
- **Images:** Salt Lake Temple renovation
- **Videos:** President Nelson—Temple Foundation (2:03); “What Is Doctrinal Mastery?” (3:56)
- **Content to display:** Five statements for self-evaluation

Seeking Personal Revelation for My Questions

Lesson purpose: To help students understand how they can receive guidance and revelation from God through the Holy Ghost.

- **Student preparation:** Invite students to think about their knowledge of spiritual revelation and what more they might like to know. You could also invite them to ask a family member or youth leader to share a scripture or experience about receiving personal revelation from God.
- **Video:** Revelation for the Church, Revelation for Our Lives: (20:27; watch from time code 17:44 to 18:53)

Acting in Faith to Find Answers

Lesson purpose: To help students understand how to act with faith in Jesus Christ as they seek answers to their questions.

- **Student preparation:** Invite students to read Doctrine and Covenants 6:36, and to ponder its meaning. They could also memorize this verse and think about how it can help them when facing difficult questions.
- **Video:** Acquiring Spiritual Knowledge: Madison’s Story” (8:35; watch from time codes 0:00 to 1:44 and 1:44 to 8:35)

Examining Gospel Topics and Questions with an Eternal Perspective

Lesson purpose: To help students examine concepts and questions with an eternal perspective to view them like Jesus Christ does.

- **Student preparation:** Invite students to read paragraphs 8–10 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document* (2023).
- **Images:** Side and front views of human eye artwork by Michael Murphy
- **Videos:** Human Eye Artwork” (0:37); The Eye of Faith (15:15; watch from time code 4:22 to 4:47); “The Family: A Proclamation to the World’ Artwork” (0:22)

Turning to Divinely Appointed Sources to Help Find Answers

Lesson purpose: To help students understand the importance of seeking truth from sources provided by Heavenly Father and Jesus Christ.

- **Student preparation:** Invite students to think about sources they have turned to for answers to spiritual questions. Encourage them to come to class ready to share at least one example of a source and how it helped them.
- **Handout:** Determining Truth from Error”

LESSON 164: DOCTRINAL MASTERY: FINDING ANSWERS TO MY QUESTIONS

Strengthening Your Spiritual Foundation

Introduction to Doctrinal Mastery



As disciples of Jesus Christ in the latter days, we face many spiritual dangers and difficulties. To stand strong against the influences of the adversary, we must build our lives on the only sure foundation, Jesus Christ. This lesson will help students understand how doctrinal mastery can bless their lives and help them build their spiritual foundation on Jesus Christ.

Possible Learning Activities

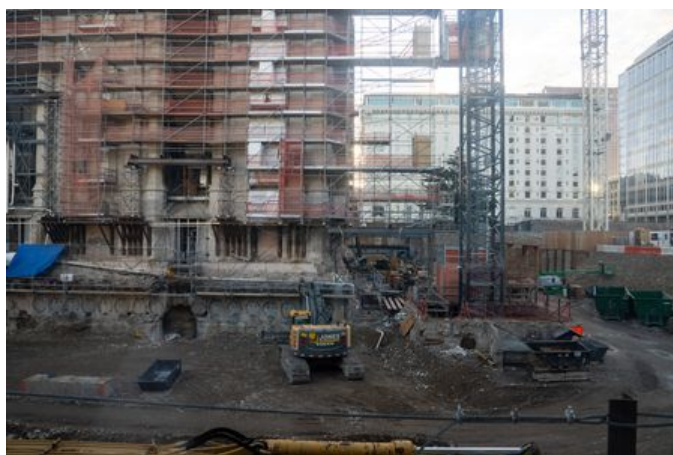
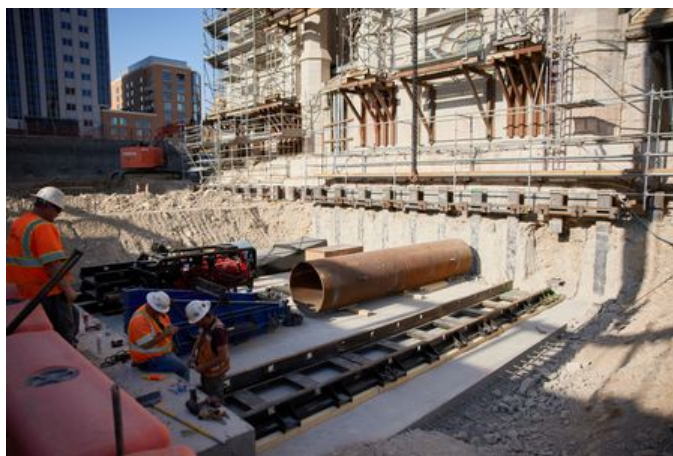
This lesson can be used to introduce students to the purposes of doctrinal mastery. It can also be used to remind students who are familiar with doctrinal mastery about the value of this important part of their seminary experience. You could teach this lesson at the beginning of a new calendar year, but you might also revisit it if you are teaching a new group of students..



The Doctrinal Mastery Training[™] for teachers can be a helpful resource to understand how to implement doctrinal mastery into your teaching. This training can be found at ChurchofJesusChrist.org.

Our spiritual foundation

Help students understand the importance of building their spiritual foundation upon Jesus Christ. You might do this by discussing the Salt Lake Temple renovation, emphasizing the work that was done to strengthen the foundation against earthquakes and other potential dangers. You may want to display images. You could also show President Nelson—“Temple Foundation” (2:03).





- Why do you think so much time and resources were devoted to renovating the Salt Lake Temple and improving its foundation?
- How might we compare what was done to the temple to our personal lives?

Read Helaman 5:12, looking for truths and principles that can help you better understand the need for a spiritual foundation built on Jesus Christ.

- What did this verse help you understand about why we need the strength that comes from Jesus Christ?
- What is a truth you learned from this verse about what can happen when we center our lives on the Savior?

You could ask students to write what they learned in one statement on the board. You could then give them a chance to explain their answers. They may say something like **if we build our spiritual foundation on Jesus Christ, we cannot fall**

- What do you think it means to build our spiritual foundation on Jesus Christ?

Students could share ideas such as centering our lives on Jesus Christ and His teachings, following His example, and repenting regularly.

President Russell M. Nelson described reasons why we need to build our foundation on Jesus Christ:



It is now time that we each implement extraordinary measures—perhaps measures we have never taken before—to strengthen our *personal spiritual* foundations. Unprecedented times call for unprecedented measures.

My dear brothers and sisters, these *are* the latter days. If you and I are to withstand the forthcoming perils and pressures, it is imperative that we each have a *firm* spiritual foundation built upon the rock of our Redeemer, Jesus Christ. ...

The Lord has declared that despite today's unprecedented challenges, those who build their foundations upon Jesus Christ, and have learned how to draw upon His power, need not succumb to the unique anxieties of this era. (Russell M. Nelson, *The Temple and Your Spiritual Foundation*, *Liahona* Nov. 2021, 93)

- What does this statement help you understand about your need for a strong spiritual foundation?

„Consider inviting students to think about what they are experiencing in life that helps them recognize the need for building their foundation on the Savior. Then invite them to evaluate the strength of their spiritual foundation. One way to do this is to display the following self-assessment, which relates to different outcomes of doctrinal mastery that students will learn about in this lesson. Students could assess themselves silently or write their answers in their study journals.

For each of the following statements, rate yourself on a scale of 1 (strongly disagree) to 5 (strongly agree).

1. I rely on Jesus Christ and His teachings when I am tempted or influenced by the adversary.
2. I know how to receive answers to my doctrinal, personal, social, or historical questions.
3. I can explain Jesus Christ's doctrine to others.
4. I can locate important scripture passages that contain Christ's doctrine.
5. I rely on Jesus Christ's example and teachings to help me make daily choices.).

Doctrinal mastery

Explain that one of the ways students can build their foundation on Jesus Christ through their experience in seminary is through doctrinal mastery. If you have students who have previously participated in seminary, consider asking them to explain what they know about doctrinal mastery. You could also introduce students to doctrinal mastery by showing the video "What Is Doctrinal Mastery? (3:56), available at [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org).

Read the section Introduction to Doctrinal Mastery in the *Doctrinal Mastery Core Document* (2023). Think about how participating in doctrinal mastery can help you build a strong foundation on Jesus Christ.

You might ask students to read together in small groups. One student could be in charge of assigning students in the group to read various paragraphs, another could be assigned to list important findings, and another could report the group's findings to the class.

- What are the two main outcomes of doctrinal mastery?

Be sure students understand that these outcomes are (1) learning and applying the principles for acquiring spiritual knowledge, and (2) mastering the doctrinal mastery scripture passages and the doctrine of the gospel of Jesus Christ that they teach.

It may be helpful to explain that students will participate in lessons throughout the year that focus on these outcomes. They will have opportunities to explain doctrine in their own words, memorize key scripture phrases of doctrinal mastery passages, and use the principles of acquiring spiritual knowledge to apply the doctrine to real-life situations.

- How do you think doctrinal mastery can help you build your foundation on Jesus Christ?
- How might participating in doctrinal mastery protect you from future challenges and the attacks of the adversary?

Help students understand that an effort to actively participate in doctrinal mastery can help them turn to Jesus Christ with more confidence. Consider asking students who have previously participated in doctrinal mastery to share how it has blessed their lives. Testify that as they rely on Jesus Christ, they will be able to withstand the challenges they face today and prepare for those that will come in the future."

LESSON 165: DOCTRINAL MASTERY: FINDING ANSWERS TO MY QUESTIONS)

Seeking Personal Revelation for My Questions

Acquiring Spiritual Knowledge, Part 1



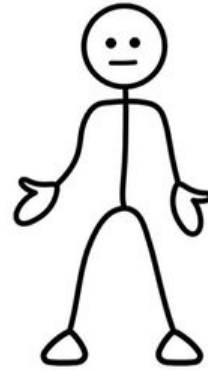
Heavenly Father loves His children and wants us to become like Him. As we seek to learn about Him, Heavenly Father has promised to reveal truth to our minds and hearts through the Holy Ghost (see Doctrine and Covenants 8:2; Moroni 10:5). This lesson can help students understand how they can receive guidance and revelation from God through the Holy Ghost.

Possible Learning Activities

Surviving spiritually

Consider beginning the lesson by drawing a stick figure on the board that represents a teenager. Students could also copy this stick figure in their study journals. Students might enjoy coming up with a name for the stick figure, as well as some basic characteristics such as age, hobbies, and favorite foods.

As students answer the first of the following questions, write their answers around the stick figure on the board.



- What can make it difficult for teenagers to survive spiritually in today's world?
- What can help us overcome these challenges or influences?

President Russell M. Nelson shared one way we can spiritually survive the challenges and influences we face:



The constant availability of social media and a 24-hour news cycle bombard us with relentless messages. If we are to have any hope of sifting through the myriad of voices and the philosophies of men that attack truth, we must learn to receive revelation. ...

In coming days, it will not be possible to survive spiritually without the guiding, directing, comforting, and constant influence of the Holy Ghost.

My beloved brothers and sisters, I plead with you to increase your spiritual capacity to receive revelation. (Russell M. Nelson, *Revelation for the Church, Revelation for Our Lives*, *Ensign* or *„Liahona*, May 2018, 96)

- What words or phrases from this statement were especially meaningful to you? Why?
- „Why do you think receiving revelation from the Holy Ghost is essential for us to survive spiritually in our world?

Invite students to ponder their own need for revelation. You might invite them to record in their journal questions they have or reasons they need revelation right now in their lives. Or you could even have students share some of their questions or challenges they have faced as they have sought revelation in the past.

Encourage them as they study today to look for teachings and invitations that can help them prepare to receive revelation from God for their lives.

Receiving guidance and revelation from God

Read Mosiah 4:9 and Doctrine and Covenants 38:1–3 looking for characteristics about God that can help us desire His guidance.

- What do these scriptures teach you about God?

Give multiple students an opportunity to answer the previous question. Among the many responses students could give, they might mention a truth similar to the following: **God has all wisdom and knows all things.**

- How can knowing these characteristics of God impact your desire for Him to guide and teach you?

Write the following heading on the board: *How can I receive answers from God?*

Study paragraphs 1–3 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document* (2023). Underline words or phrases that describe what you can do to receive answers from God to our spiritual questions.

In addition to studying from the *Doctrinal Mastery Core Document*, you could also invite students to search the scriptures for teachings that describe what we can do to receive answers from God. Examples of scriptures you might invite students to study include 2 Nephi 32:3–5; Moroni 10:4–5; Doctrine and Covenants 9:7–9; 42:61

- What did you learn about what we can do to increase our ability to receive answers to our questions from God?

You could invite students to list on the board what they found.

Rather than asking the following question, you could ask various students to choose one of the words or phrases on the board that seems especially significant to them. They could then explain why they feel that word or phrase is an important way for us to prepare to receive answers to our questions.

- Why do you think these actions are important ways to prepare us to receive revelation through the Holy Ghost?
- What experiences have you had with receiving personal revelation? What actions helped prepare you to receive it?

Help students understand that they should not share anything that is too personal or sacred. You could also consider sharing an experience from your own life.

Applying it to your life

Invite the students to think about what they have learned today that could help them with the questions they have. Then share the following to help students apply the teachings they have learned today.

Recall the counsel from President Nelson that you studied at the beginning of the lesson: “I plead with you to increase your spiritual capacity to receive revelation” Revelation for the Church, Revelation for Our Lives 96).

Consider what you have learned and felt today that can help you follow this counsel. Write in your study journal about what you will do to increase your ability to receive personal revelation through the Holy Ghost.

When the students have finished writing in their study journals, consider asking a few volunteers to share their plans with the class.

If there is sufficient time, you may want to let students know that in future lessons they will learn about three principles of acquiring spiritual knowledge that will also help them receive answers to their questions. You may already have some students that know the three principles of acquiring spiritual knowledge. Consider asking them to share if they know or having students find them in the *Doctrinal Mastery Core Document*. Assure them that they will have opportunities in seminary to increase their ability to receive revelation.

LESSON 166: DOCTRINAL MASTERY: FINDING ANSWERS TO MY QUESTIONS

Acting in Faith to Find Answers

Acquiring Spiritual Knowledge, Part 2



Jesus Christ invites us to look to Him and act in faith throughout our lives. It is critical that we focus on the Savior, especially when we cannot easily resolve questions or situations. This lesson can help students understand how to act with faith in Jesus Christ as they seek answers to their questions.

„Possible Learning Activities

The importance of asking questions

Before class, you may want to write the following question from President Dieter F. Uchtdorf on the board. As students enter, invite them to ponder how they might answer his question and why they would answer that way. After students have had time to ponder, invite them to share their responses.

President Dieter F. Uchtdorf, then of the First Presidency, posed the following question:



Is it all right to have questions about the Church or its doctrine? (Dieter F. Uchtdorf, „The Reflection in the Water” [Church Educational System devotional, Nov. 1, 2009], thechurchnews.com)

- „How would you answer this question? Why would you answer that way?”

As you read the remainder of President Uchtdorf’s statement, look for how your answers compare to his.



My dear young friends, we are a question-asking people because we know that inquiry leads to truth. That is the way [that] 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. ...

Inquiry is the birthplace of testimony. ... Asking questions isn’t a sign of weakness; it’s a precursor of growth. (Dieter F. Uchtdorf, *The Reflection in the Water*” [Church Educational System devotional, Nov. 1, 2009], thechurchnews.com)

- What examples have you seen in the scriptures, Church history, or your own life that illustrate that Heavenly Father and Jesus Christ want us to ask questions?

Sometimes we may discover new information about the doctrine, practices, or history of the Church that seems difficult to understand. We also may have questions that are difficult to answer. Having questions is not the same as doubting. Faithfully asking questions can increase our understanding and testimony of Jesus Christ. Fostering doubt can negatively affect our faith in Him (see *Topics and Questions, Answering Gospel Questions*,” topics.ChurchofJesusChrist.org).

Ask students to think about questions they may have about the Church or its doctrine they cannot easily answer. You could invite students to write these questions in their study journals. Invite them to look for truths in this lesson that can help them when difficult questions arise.

Responding to difficult questions

To illustrate the importance of asking questions and to model how to act in faith, present a scenario to the class. Use the description below or show the video *Acquiring Spiritual Knowledge: Madison's Story* available at ChurchofJesusChrist.org, from time code 0:00 to 1:44.

In seminary, Madison learned that Joseph Smith practiced plural marriage. After she heard this, some questions came to her mind.

To help students discuss the following questions, you could divide the class into partnerships or small groups. After discussing the questions, students could report their answers to the class.

- What are some negative and positive approaches Madison could take to dealing with her questions?
- Why do you feel these approaches would be negative or positive?

When we encounter difficult questions, it can be helpful to use the principles of acquiring spiritual knowledge.

Some students may have previous experience studying the principles of acquiring spiritual knowledge in seminary. If so, ask class members if they can recite the three principles of acquiring spiritual knowledge. If needed, invite them to read paragraph 4 of the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* (2023). Consider writing these principles on the board:

Act in faith.

Examine concepts and questions with an eternal perspective.

Seek further understanding through divinely appointed sources..

Act in faith

„Today’s learning experience will focus on the principle of acting in faith.

Read Doctrine and Covenants 6:36. Identify how this invitation from the Savior can help us act in faith.

- „What words or phrases in this verse could help Madison or others who have questions about the gospel or the Church?
- Why would those words or phrases be helpful?,

As students share their responses, help them identify the following truth: **When we have unanswered questions, we can look unto Jesus Christ and doubt not.**

Explain to the students that many examples of how we can look to Jesus Christ are found in the *Doctrinal Mastery Core Document*.

Read paragraphs 5–7). in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*, looking for ways you could act in faith when you have spiritual questions.

- Which of the statements from these paragraphs do you feel could be most helpful to someone with a challenging question? Why?

Consider inviting students to find scriptures that support their responses. For example, if students mention prayer, they could refer to 2 Nephi 32:8–9 or James 1:5–6. If they mention scripture study, they could refer to 2 Nephi 32:3 or 2 Timothy 3:15–17.

Find natural opportunities to remind students of the importance of doing these actions with a focus on Jesus Christ. You might invite students to consider how the actions they identify could be examples of looking unto Jesus Christ.

Examples of acting in faith

Share the conclusion to the scenario about Madison. Invite students to identify how Madison chose to act in faith as she dealt with her questions. You could show the video *Acquiring Spiritual Knowledge: Madison's Story* from time code 1:44 to 8:35; if the video is not available, read the following paragraph.

After class, Madison approached her teacher and asked why Joseph Smith practiced plural marriage. Her teacher encouraged her to continue living the gospel and offering sincere prayer as she searched for answers. As Madison prayed and searched her scriptures, she received a prompting that she would receive an answer in time. Madison continued to act in faith and rely on the testimony she had of Heavenly Father and His plan, and she gradually began to find answers that helped her feel at peace. Throughout the process, Madison felt her relationship with Heavenly Father and Jesus Christ grow. She came to know that as we act in faith, God will provide the answers or peace we are seeking.

As part of the discussion of the following question, ask students to point out which of Madison's actions relate to what they studied in the *Doctrinal Mastery Core Document*.

- How did Madison's actions demonstrate her faith in Jesus Christ?
- What can we learn about Heavenly Father and Jesus Christ from Madison's experience?

Consider inviting students to think about and share times they have been blessed for acting in faith when facing difficult questions. Then invite the students to think about what they learned and felt today that could help with their personal circumstances and questions. Consider giving them time to record their thoughts and impressions in their study journals.

Conclude with your testimony of the importance of acting in faith with a focus on Jesus Christ as we seek answers to our questions.

LESSON 167: DOCTRINAL MASTERY: FINDING ANSWERS TO MY QUESTIONS

Examining Gospel Topics and Questions with an Eternal Perspective

Acquiring Spiritual Knowledge, Part 3



One purpose of doctrinal mastery is to help students be familiar with the principles of acquiring spiritual knowledge so they can use them throughout their lives. This lesson can help students examine concepts and questions with an eternal perspective and see them more like Jesus Christ does.

Possible Learning Activities

The Eye of Faith

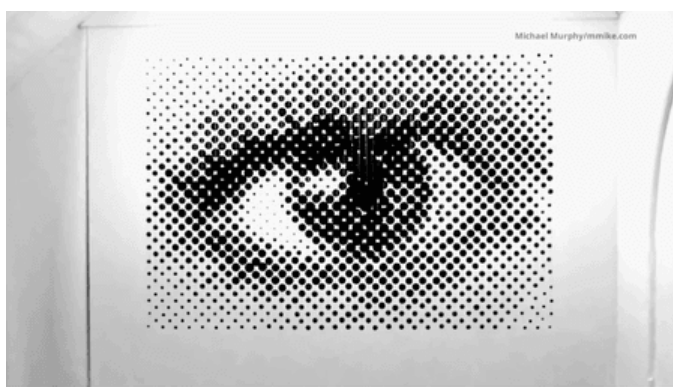
Display the image below and invite students to imagine the situation.

Imagine walking into a museum and seeing an exhibit like this. How would you describe what you are seeing?



- What might you think if someone looking at the same exhibit told you they saw the shape of a human eye?

Explain that from a different angle the dots line up to reveal an image of a human eye. Display the following image. You may also want to play the video, which shows the perspective change until the eye becomes visible.



- What can we learn about perspective from this artwork?
- What spiritual lessons might this help us understand?

After students have shared their insights, help them learn from Elder Neil L. Andersen of the Quorum of the Twelve Apostles.



Look at this art by Michael Murphy. From this perspective, you would hardly believe that it is an artistic rendition of a human eye. However, as you look at the dots from a different perspective, you see the beauty of the artist's creation.

Likewise, we see the spiritual truths of God through the perspective of an eye of faith. (Neil L. Andersen, "The Eye of Faith," *Ensign* or *Liahona*, May 2019, 35)

- What do you think it means to see spiritual truths with "an eye of faith"?

- What can sometimes make it hard for us to see spiritual truths this way?

Seeing as the Lord sees

When we need help seeing doctrine, questions, or social issues from a perspective of faith, we can use the principles of acquiring spiritual knowledge:

1. Act in faith.
2. Examine concepts and questions with an eternal perspective.
3. Seek further understanding through divinely appointed sources.

In this lesson, we will focus on examining concepts and questions with an eternal perspective.

„Invite students to explain their understanding about what it means to examine concepts and questions with an eternal perspective.

Read paragraphs 8–10 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* (2023) to see what we can do to have an eternal perspective.

- What did you learn from these paragraphs about the importance of keeping an eternal perspective?
- What can help you have an eternal perspective?

Consider marking this phrase in paragraph 8 **We seek the help of the Holy Ghost in order to see things as the Lord sees them.**

- What do you think would be some benefits of trying to see our spiritual questions or concerns the way the Lord sees them?

Find two or three scriptures that can help you understand the value of the Lord’s perspective.

Students could start by looking for scriptures about God’s knowledge under God, Omniscience of” in the Topical Guide.

Here are some verses to consider:

Isaiah 55:8–9

2 Nephi 9:20

Doctrine and Covenants 38:1–2

Doctrine and Covenants 88:6, 41

To help students think about what they read, ask them to write a summary of what they learned about God. You could invite a few students to share what they wrote or ask students to share with a partner.

- What do these verses teach about God that might motivate us to see things from His perspective?

Different perspectives

The following activity can help students practice comparing a worldly perspective with an eternal perspective. Consider introducing a scenario such as the following and helping students consider both points of view.

Ryan recently graduated from high school. He has started dating a girl who is not a member of The Church of Jesus Christ of Latter-day Saints. As their relationship has become more serious, she has recently brought up the idea that they could live together instead of getting married.

Invite the class to discuss the following question and list answers on the board under a heading entitled “Worldly perspective.” Consider reminding students of the artwork shown at the beginning of the lesson. You could display the side view of the eye artwork during this discussion.

- If Ryan had a limited or worldly perspective, why might this sound like a good idea to him?

If students need help coming up with reasons, you could share the following paragraph.

If Ryan was looking at this decision with a worldly perspective, he might see some benefits to living with his girlfriend instead of getting married. He might think about saving money by not spending it on an expensive ring and wedding. He might think it would reduce the stress of being in a marriage that would require his full commitment. If everything worked out, they could always get married later.

Now that students have looked at this situation with a worldly perspective, help them take an eternal perspective. If you displayed the side view of the eye during the last discussion, now display the image where the eye is visible.

On the board, write the heading “Eternal perspective,” and invite students to list answers to the following question under this heading. Consider pointing students to resources like *The Family: A Proclamation to the World* or *For the Strength of Youth: A Guide for Making Choices* (2022).

- If Ryan has an eternal perspective, why would he choose not to move in with his girlfriend?

If students need help answering the question, you could share the following paragraph. Ideally, students would come up with their own answers as they engage in discussion.

If Ryan were looking at this decision with an eternal perspective, he might consider some of the following things: Happiness comes from following Jesus Christ and living His teachings. Ryan would not want to “sin against God” (Genesis 39:9) by breaking the Lord’s law of chastity, which includes avoiding sexual relations before marriage. The gospel of Jesus Christ also teaches that children have the right to be born into a family where a father and mother are married and committed to them and each other. Ryan understands that he can make covenants with God in the temple to allow his relationships to be eternal.

The following short video can demonstrate the clarity we can have in making decisions when we look at questions and social issues from an eternal perspective.

Now that students have worked through a scenario, you might invite them to discuss other situations on their own or in small groups. They could view a different question or social issue from both the worldly and eternal perspectives.

To help students discuss the value of comparing the worldly and eternal perspectives, you might ask questions such as the following:

- What did you learn by comparing a worldly perspective and an eternal perspective?
- What benefits can come from seeing our choices or questions from an eternal perspective?
- When have you observed the blessings of seeing things with an eternal perspective?

Testify of the truths you have discussed today. Encourage the students to continue applying the principles of acquiring spiritual knowledge as they seek answers to their questions.”

LESSON 168: DOCTRINAL MASTERY: FINDING ANSWERS TO MY QUESTIONS,

Turning to Divinely Appointed Sources to Help Find Answers

Acquiring Spiritual Knowledge, Part 4



One of the purposes of doctrinal mastery is to help students learn and apply principles of acquiring spiritual knowledge. This lesson can help students understand the importance of seeking truth from sources that Heavenly Father and Jesus Christ have lovingly provided.

Possible Learning Activities

Abundance of information

Consider bringing a cup of water to display. Invite students to imagine they are offered a drink. Ask them what they might want to know about the water before they decided whether to drink it.

Just as we want to know the source of things we put in our bodies, when we have gospel questions or topics we are curious about, we must evaluate the sources we look to for information.

Elder Dieter F. Uchtdorf, formerly of the First Presidency, explained:



Never in the history of the world have we had easier access to more information—some of it true, some of it false, and much of it partially true.

Consequently, never in the history of the world has it been more important to learn how to correctly discern between truth and error. (Dieter F. Uchtdorf, What Is Truth?" [Church Educational System devotional address, Jan. 13, 2013], broadcasts.ChurchofJesusChrist.org)

- What sources do you typically look to if you have a gospel question?
- How can you know if a source is reliable?

God is the source of all truth

To help students recognize the need to look to Heavenly Father and Jesus Christ in their search for truth, consider displaying the following scripture references on the board.

You could invite students to study some or all of the verses on their own or with a group. Consider inviting them to write on the board words or phrases they find that describe characteristics of Heavenly Father and Jesus Christ.

Read the following scriptures, looking for words or phrases that help you understand why we should look to Heavenly Father and Jesus Christ for truth:

John 14:6

Mosiah 4:9

Doctrine and Covenants 88:6–7

Doctrine and Covenants 93:26

- What do these verses help you understand about why we should rely on Heavenly Father and Jesus Christ while searching for truth?

As part of your discussion, point out that **God is the source of all truth**. Consider writing this principle on the board.

- Where can we find the truth that comes from Heavenly Father and Jesus Christ?

Seeking reliable sources

The following study activity can help students understand why they would want to use the divinely appointed sources God has blessed them with.

Read paragraphs 11–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document* (2023). Look for teachings that can guide us in our efforts to find answers to our questions.

- What words or phrases did you find that describe why it is important to use divinely appointed sources?
- What are some sources from Heavenly Father and Jesus Christ that we can turn to in our search for truth? How do these sources demonstrate Heavenly Father and Jesus Christ’s love for us?

The following activities can help students understand how to find divinely appointed sources and to evaluate the reliability of other sources they may come across. Consider using one or both activities, depending on your available time and your students’ needs.

Activity A: Find divinely appointed sources

(Before inviting students to complete the following activity, consider demonstrating how to use Church-produced study helps to find divinely appointed sources. You could choose a gospel topic and show students where to find more information using the resources listed in step 2.

After showing students how to find divinely appointed sources, let them practice on their own or with a partner. You could share and display the following instructions to help students begin.

Practice using Church-produced study helps to find divinely appointed sources by following these two steps:

1. **Choose a gospel topic to find information about.** Examples of topics include the Book of Mormon translation, accounts of the

First Vision, and the Word of Wisdom. You could choose any gospel topic you are interested in.

2. **Find divinely appointed sources by using Church-produced study helps.** Examples of study helps include Topics and Questions, Guide to the Scriptures, the Gospel Library search function, Church History Topics, and general conference talks.

As students work to find divinely appointed sources, consider walking around so you are available to help students who may have questions or needs. After students have had time to study, the following questions might help them discuss their experiences.

3. What insights did you gain through the process of finding divinely appointed sources?
4. What helpful information did you find?

Activity B: Evaluate sources of information

There are times in our search for truth when we come across sources of information not published by the Church. In these instances, it is important that we evaluate the reliability of the information we are accessing.

- What can we do to distinguish between reliable and unreliable sources of information?

Display the following questions or provide them to students as a handout. In addition to inviting students to read through the questions on their own or as a class, you could ask them to read the scriptures associated with the questions.

Determining Truth from Error

Doctrine and Covenants Seminary Teacher Manual
—Acquiring Spiritual Knowledge, Part 4

Read through the following questions. Think about how questions such as these can help you determine the reliability and usefulness of different sources of information.

- What did I feel from the Holy Ghost when I read or heard this information? (See Doctrine and Covenants 50:23–24)
- Does this information bring me closer to Jesus Christ and His Church? (See Moroni 7:15–17.)
- Does it encourage me to keep God’s commandments?
- Does it agree with what the scriptures and modern prophets teach? (See 2 Timothy 3:15–17; Doctrine and Covenants 1:38.)
- Does it confirm what I have already felt the Holy Ghost tell me is true, or does it encourage me to doubt those truths? (See Moroni 10:5 .)
- Does it come from a source that the Savior or His Church leaders would consider trustworthy?
- What would my parents or Church leaders say about this information? (If I feel tempted to keep it from them, what does that tell me about its source?)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

- How do you think what you learned today will influence your future actions?

Testify of the truths you have studied today, and encourage students to seek the truth Heavenly Father and Jesus Christ have revealed through divinely appointed sources.

After students have read through the questions, ask them to share why they think questions like these would be helpful for them to ponder. You might also invite them to share examples of how they have used these or similar questions to evaluate the reliability of information.

Applying what you have learned

To help students internalize their learning, consider inviting them to write their response to one or both of the following questions in their study journal. You could then invite them to share their thoughts with a partner or the class.

- What have you learned today that could help you better find answers to your gospel questions?

Determining Truth from Error

Read through the following questions. Think about how questions such as these can help you determine the reliability and usefulness of different sources of information.

- What did I feel from the Holy Ghost when I read or heard this information? (See Doctrine and Covenants 50:23–24.)
 - Does this information bring me closer to Jesus Christ and His Church? (See Moroni 7:15–17.)
 - Does it encourage me to keep God’s commandments?
 - Does it agree with what the scriptures and modern prophets teach? (See 2 Timothy 3:15–17; Doctrine and Covenants 1:38.)
 - Does it confirm what I have already felt the Holy Ghost tell me is true, or does it encourage me to doubt those truths? (See Moroni 10:5 .)
 - Does it come from a source that the Savior or His Church leaders would consider trustworthy?
 - What would my parents or Church leaders say about this information? (If I feel tempted to keep it from them, what does that tell me about its source?)
-

Determining Truth from Error

Read through the following questions. Think about how questions such as these can help you determine the reliability and usefulness of different sources of information.

- What did I feel from the Holy Ghost when I read or heard this information? (See Doctrine and Covenants 50:23–24.)
- Does this information bring me closer to Jesus Christ and His Church? (See Moroni 7:15–17.)
- Does it encourage me to keep God’s commandments?
- Does it agree with what the scriptures and modern prophets teach? (See 2 Timothy 3:15–17; Doctrine and Covenants 1:38.)
- Does it confirm what I have already felt the Holy Ghost tell me is true, or does it encourage me to doubt those truths? (See Moroni 10:5 .)
- Does it come from a source that the Savior or His Church leaders would consider trustworthy?
- What would my parents or Church leaders say about this information? (If I feel tempted to keep it from them, what does that tell me about its source?)

SCRIPTURE-STUDY SKILLS

Scripture-Study Skills

Overview

Scripture-study skills can help us have a better experience studying the scriptures and help us come closer to the Savior Jesus Christ. Focusing on Jesus Christ, annotating, finding truths, using scripture-study tools, and understanding the context can all help to make scripture study more meaningful.

Pacing suggestion: These lessons can be taught at any time. However, it may be effective to teach one or more scripture-study skills lessons toward the beginning of the school year, then introduce another skill every few weeks. This would allow students to learn and practice these skills throughout the year.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Focusing on Jesus Christ in the Scriptures

Lesson purpose:: To help students focus on the Savior while studying the scriptures, particularly Doctrine and Covenants.

- **Student preparation::** Invite students to find a name or title of Jesus Christ in Doctrine and Covenants that is meaningful to them and come prepared to share what they discovered.
- **Items to display:** Blurry picture of the Savior and one in focus
- **Video:** ‘Nombre’ – What Should We Name Him?. (1:47)

Finding Gospel Truths in the Scriptures

Lesson purpose: To help increase students’ ability to find gospel truths in the scriptures and come closer to the Lord.

- **Student preparation:** As part of their daily scripture study, invite students to strive to find gospel truths that will help them in their lives and ponder what they did to find them.
- **Video:** (Parable of the Gems” (6:47; watch from time code 2:13 to 4:20)
- **Items to display::** A picture of a young woman searching for and finding gems in the sand on a beach
- **Handout:**) Learning to Identify Doctrine and Principles).

- **Materials:** Sheets of paper for each student

Annotating Scriptures

Lesson purpose: To help students mark and add notes to their scriptures in a way that makes their study more meaningful and brings them closer to Heavenly Father and Jesus Christ.

- **Student preparation:]** As part of their daily scripture study, invite students to mark what is meaningful to them, especially words or phrases that help them understand or feel the love of Heavenly Father and Jesus Christ. They could come prepared to share what they marked and why.
- **Items to display:** A few examples of how people might mark their scriptures (Also, if useful, prepare a way to show how to mark scriptures in the Gospel Library app.)
- **Videos:** “A Marking System That Works for You (1:56); “Marking Scriptures” (1:45)

Scripture-Study Tools

Lesson purpose: To help students enhance their personal scripture study and strengthen their relationship with Heavenly Father and Jesus Christ through using scripture-study tools.

- **Student preparation:** Invite students to come prepared to share tools that are available to help us in today’s world that were not available 50 years ago. Ask them to be prepared to explain what difference these tools make in our lives.
- **Items to display:** Pictures of a man with a plow, a modern harvesting machine, a person riding a horse, and an airplane

Understanding the Context of Scriptures

Lesson purpose: To help students understand how the context of the scriptures can make scripture study more meaningful.

- **Student preparation:** Invite students to prepare for this lesson by reading the section heading before studying a section of the Doctrine and Covenants. Ask them to look for the difference it makes in understanding the content of the section.
- **Items to display:** Picture of a man pushing another man and a picture of a man pushing another man away from a car (Also, if useful, prepare a way to show additional resources for context in the Gospel Library app.)

LESSON 169: SCRIPTURE STUDY SKILLS

Focusing on Jesus Christ in the Scriptures

Studying the Savior's Names, Titles, and Attributes



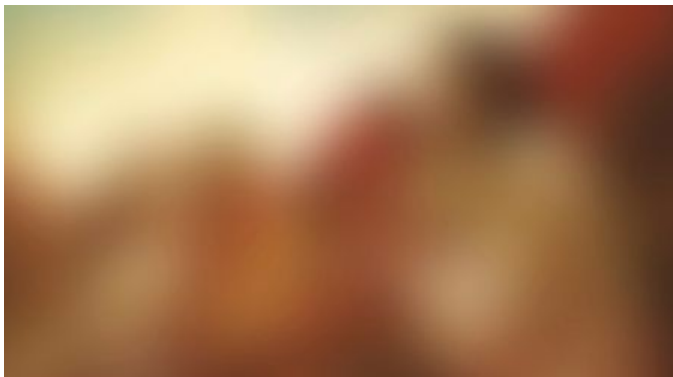
One of the central purposes of the scriptures is to help us learn of Heavenly Father and Jesus Christ. The more we learn of Them, the more our faith in Them can grow. This lesson is intended to help you focus on the Savior while studying the scriptures, particularly the Doctrine and Covenants.

Possible Learning Activities

What do you see?

Consider doing the following activity or one of your own to introduce the scripture study skill of focusing on the Savior. To promote learner readiness, you could display the blurred version of the image for students to see as they arrive.

Look at the following blurry image and try to describe what you think is happening.



Next, look at the same image brought into focus.



As students examine the image of the Savior ministering to the people of ancient America, consider asking questions like the following. As students respond to your questions, let them know you value their insights and participation.

- What details do you notice now that the image is in focus?
- As you look at this image, what thoughts or feelings do you have about the Savior?

Consider sharing information like the following to help students better understand the objective for today.

The word *focus* can mean to make something clearer, to make it the center of interest, or to pay particular attention to it.

- What are some ways we can strive to focus on the Savior as we study the scriptures?
- Why might we want to focus on Him?

As you study this lesson, seek guidance from the Holy Ghost and look for reasons it may be a blessing for you to focus on the Savior in your scripture study. Ponder ways you can make Him the focus of your study.

Define: Identify names and titles of Jesus Christ

One skill that can help you focus on the Savior is looking for His many names and titles while studying the scriptures. These names and titles indicate the roles Heavenly Father has given Him.

Model

Consider modeling this skill for students by using the following scripture passage or another of your choice. You might also display the image from the beginning of the lesson or another image of the Savior on the board. As different names and titles are identified throughout the lesson, students could be invited to write these around the image of the Savior on the board and explain why the name or title is meaningful to them.

Read Doctrine and Covenants 6:21 and look for one or more names or titles Jesus used to describe Himself.

- What did you discover?

Possible answers to this question may include “Jesus Christ,” “the Son of God,” or “I am the light.” Students may be interested to know that the English titles “Christ” and “Messiah” come from Greek and Hebrew translations of “the anointed.” In ancient times, kings and priests who had special duties to perform were anointed with oil (see Guide to the Scriptures, “Anoint scriptures.ChurchofJesusChrist.org). Thus, the Savior, who performed the most significant duty of all, is “the anointed Prophet, Priest, King, and Deliverer” for all of God’s children (Guide to the Scriptures, “Messiah,” scriptures.ChurchofJesusChrist.org).

- What can we learn about Jesus from these different names or titles?
- Why is that title meaningful to you? In what ways can this understanding about Jesus Christ help you right now in your life?

For example, when we feel we need more light in our lives, we can remember the Savior is that light. He can guide us on our way to return to our Heavenly Father.

To help you ponder the significance of names and titles, watch the video “‘Nombre’—What Should We Name Him?,” (1:47) located at ChurchofJesusChrist.org.

Practice

Consider the needs of your students as you decide if they should do the following activity individually or in small groups. Additionally, students could share titles they found from their personal study that are meaningful to them.

Continue to practice identifying different names and titles of Jesus in the Doctrine and Covenants. Some passages you study may contain more than one name or title. If you need help understanding the meaning of a name or title, consider resources like the Guide to the Scriptures or the Bible Dictionary, which are available at scriptures.ChurchofJesusChrist.org.

Read some or all of the following scripture passages and record any names or titles you discover in your study journal. Ponder what you can learn about Jesus from the name or title and how He can help you in your life.

1. Doctrine and Covenants 10:70
2. „Doctrine and Covenants 19:1
3. Doctrine and Covenants 38:22
4. Doctrine and Covenants 45:3
5. Doctrine and Covenants 50:44

After giving students time to study and ponder, invite them to share what they learned and felt from the activity. Look for ways to emphasize how the Savior’s names align with His efforts to help us..

Define: Look for the Savior's divine attributes

The following is another way to focus on the Savior while studying the scriptures. If you have enough time in your lesson, you can model and invite students to practice this skill as well.

Another way to focus on the Savior while studying the scriptures is to look for His divine attributes. An attribute is a quality or trait that a person possesses or has developed, like honesty or kindness.

Model

If needed, consider modeling with students how to identify an attribute of the Savior using one of the passages in the next section or a passage of your choosing. One way to approach the following activity is to write the passages from the Doctrine and Covenants on separate pieces of paper and place them in different locations throughout the room. Students could work in small groups to go to each piece of paper and search the passage for a divine attribute of the Savior.

Practice

Read some or all of the following passages and look for divine attributes of the Savior. Choose one attribute that is meaningful to you and briefly explain how recognizing that attribute in the Savior can help you love and trust Him more.

1. Doctrine and Covenants 19:24;
2. Doctrine and Covenants 61:2
3. Doctrine and Covenants 62:6
4. Doctrine and Covenants 101:9
5. Doctrine and Covenants 133:52

For example, students might identify Christ's willingness to do the will of Heavenly Father in section 19. If students have been writing names and titles around an image of the Savior on the board, encourage them to write the attributes they discover as well. Look for ways to thank students for their participation and emphasize why we should love and trust the Savior.

Focus on the Savior in every section

- (Based on what you learned and practiced today, how can focusing on Jesus Christ make a difference in your scripture study?)

Consider sharing your own testimony concerning the importance of focusing on the Savior when studying the scriptures. Invite students to focus on the Savior in every section of the Doctrine and Covenants.

In the next class, consider inviting students to share what they found in their personal or family study about the Savior. Look for opportunities in future lessons to encourage students to practice this skill in class.

LESSON 170: SCRIPTURE STUDY SKILLS

Finding Gospel Truths in the Scriptures

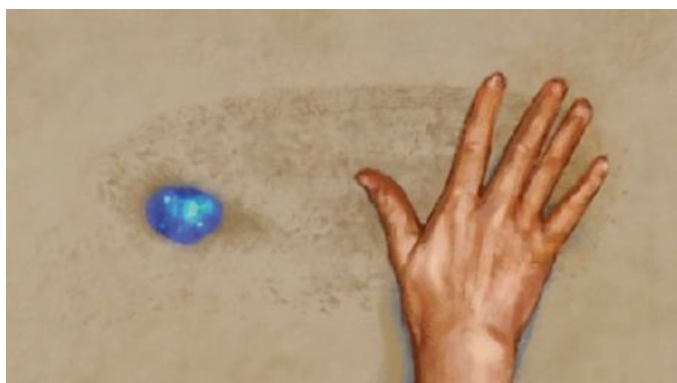
Learning to Identify Doctrine and Principles



In the scriptures, the Lord has preserved gospel truths—the eternal doctrine and principles of His gospel—that bring us closer to Him and are essential to our progression and salvation. This lesson can help increase your ability to find gospel truths in the scriptures and come closer to Heavenly Father and the Savior.

Possible Learning Activities

„The parable of the gems



If the following video is unavailable, consider beginning class by displaying the pictures above and asking students to imagine someone searching for and finding gems in the sand on a beach. Ask, “How might searching the scriptures be like searching for gems in the sand?”

Watch the video “The Parable of the Gems” (6:47; watch from time code 2:13 to 4:20) and ponder how the story could be like our scripture study.

If you were unable to show the video, skip the first of the following questions. You might also alter the last question to “What might someone do to examine and appreciate the gems?”

- What stood out to you in this video?
- What could the sand represent? What could the gems represent?
- What did the girl do to learn about or appreciate the gems she found?

Consider explaining the following in your own words:

Doctrine and principles of the gospel could be like the gems in the analogy. One of the central purposes of scripture is to teach doctrine and principles of the gospel. A doctrine is a fundamental, unchanging truth of the gospel of Jesus Christ. A gospel principle is a doctrinally based guideline that individuals can adopt to help them in making decisions. The most important doctrine and principles we learn from the scriptures help us to know Heavenly Father and Jesus Christ and to understand how to return to Their presence.

In this manual, sometimes you will see invitations for students to identify “truths.” This is a simpler way of saying principles or statements of doctrine. Invite students to evaluate how easily they can identify truths (principles or statements of doctrine) from the scriptures.

- Which of the following statements best represents how confident you feel in your ability to find gospel truths in the scriptures?
 - Not confident at all
 - Somewhat confident
 - Very confident

Listen carefully to students’ answers. Consider asking why they feel the way they do. Look for ways throughout the lesson to help them feel more confident as they strive to find gospel truths.

Define



Provide students with the accompanying handout. Read this together as a class. Give any additional explanations you think might be necessary to define this skill.

Learning to Identify Doctrine and Principles

(Some gospel doctrine and principles are clearly stated in the scriptures. Other doctrine and principles may be implied in the storyline and only found by studying an entire book of scripture, a chapter, or a single verse. You can practice the following important steps whenever you are studying the scriptures to help you identify gospel truths:

1. (Read slowly and carefully.

2. Look for clearly stated truths. These are sometimes indicated when the author uses words like “thus we see,” “therefore,” “wherefore,” or “behold.”
3. Look for implied truths. You can find these truths by asking yourself questions like the following:
 - a. Are there any important ideas, words, or phrases—especially any that help you come to better know Heavenly Father and His plan or Jesus Christ and His gospel?
 - b. What are the cause-and-effect relationships in this story?
 - c. What is the moral or point of the story?
 - d. Why do you think the writer included these events or passages?
4. Write in your own words what you found and mark the words in the scriptures that teach it.
5. Ponder why the truth is important to you. Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught:



Ponder [and] examine every word, every scriptural gem. ... Hold it up to the light, and turn it, look and see what’s reflected and refracted there. ... Such an examination may unearth a treasure hidden in a field: a pearl of great price; a pearl beyond price. (“Students Need Teachers to Guide Them” [address to Church Educational System religious educators, June 20, 1992], 4)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Model

Consider modeling how to do this as a class by following the steps in the handout. Let students know they will have an opportunity later to try it on their own. Consider drawing a gem on the board. Beside it, write truths that students identify. Using students' wording is a great way to build their confidence in participating in class.



1. Read Doctrine and Covenants 18:10–11 slowly and carefully.
2. Look for clearly stated truths.

Students might find a doctrine like **the worth of souls is great in the sight of God.**

3. „Look for implied truths by asking some of the questions listed in the handout.

In response to the first question on the handout, students might find this truth: **We can repent and come unto Christ because He suffered for our sins and pains and ultimately died for us.**

If students notice the cause and effect in verses 10 and 11 they might be able to see this truth: **Because the worth of our souls is so great in the sight of God, Jesus Christ willingly suffered so we could repent and come unto Him**

If students consider the last question, they might see this truth: **Jesus Christ, our Redeemer, wants us to know how important we are to Him.**

Write the truth you found on a piece of paper, in the margin of your scriptures, or as a note in the Gospel Library app. You may also want to mark the words that teach it in the scriptures.

Take some time to ponder why the truth you found may be important or meaningful to you. Take a moment to ponder the truth you identified. The following three questions may help:

1. Why might this truth be considered a gem?
2. What does it teach you about Heavenly Father and Jesus Christ?”,
3. How could it help you today?,

Invite several students to share their thoughts. As they hear what their classmates think and ponder, it can encourage them to think more deeply about truths in the scriptures.

Practice

Invite students to do the following activity individually. Students could complete the activity in their study journals or, if you would like them to share what they found with other students in the activity below, on separate pieces of paper. They can use the provided handout to help them.

For practice, do the following activity:

1. Draw a picture of two gems.
2. As you study at least two of the following passages, or other passages of your choosing, list one “gem” of truth you find for each: Doctrine and Covenants 1:30; 8:2–3 „18:15–16; 19:16–19; 21:4–6; 49:15–17; 58:42–43; 76:22–24; 131:1–4; 135:3.
3. Write why each truth is a spiritual gem to you. Include what it teaches you about Heavenly Father and Jesus Christ and how it can help you today.

If students completed the activity on separate pieces of paper, they could exchange their papers with other students and share what they learned from each other. Students could also nominate scriptural gems they feel are especially meaningful to youth today and make a list of these on the board.

Based on your experience today, why might you want to find and ponder truths as you study?

Write in your study journal how you would like to find truths as you study the gospel. One way you might do this is to identify and ponder at least one truth a day from your personal scripture study. You may consider writing the truths you discover in your scriptures or in a scripture journal.

Consider inviting one student a day for the next several lessons to share one scriptural gem they found in their study. Students could do this by sharing a scriptural thought as part of a devotional. Look for other opportunities in future lessons for students to continue practicing this important skill.

Supplemental Learning Activities

Clearly stated principles

If students would benefit from seeing examples of truths that follow words and phrases like “thus we see,” “therefore,” “wherefore,” or “behold,” you could have them look at the following scriptures and try identifying the principle:

Helaman 3:27: “Thus we may see that **the Lord is merciful unto all who will, in the sincerity of their hearts, call upon his holy name.**”

Alma 12:10: “Therefore, **he that will harden his heart, the same receiveth the lesser portion of the word** and **he that will not harden his heart, to him is given the greater portion of the word.**”

Ephesians 6:13: “Wherefore **take unto you the whole armour of God, that ye may be able to**

withstand in the evil day and having done all, to stand.”

Alma 41:10: “Behold, I say unto you, **wickedness never was happiness**

Guidelines for evaluating truths

[When learning how to identify truths from the scriptures, it is easy to identify statements or write principles that are not true and are not what the original author intended. It may be worthwhile to provide students with the questions listed below to help them evaluate the accuracy of the principles they find. After you identify a principle as a class, you could model how to use these questions before having students try it on their own.

- Is what you identified confirmed by other scriptures and current teachings of Church leaders?]
- Is what you identified in harmony with the inspired intent of the original writer as much as you can tell? (You might review the verses before and after the truth you identified and ponder if it is in line with what you think the original writer intended.)”
- Is what you identified true at all times, in all circumstances, and in all cultures?
- Does understanding what you identified help you fulfill your eternal destiny in Heavenly Father’s plan?
- Do you feel the Holy Ghost confirming that what you identified is true?

Other tools to help students identify truths

Consider identifying the following additional tools to help students identify principles.

Background information: Most of the revelations in the Doctrine and Covenants were revealed because someone asked a question or the Saints faced a problem or difficulty. Knowing this information can help you understand why the Lord revealed what He did. For example, invite students to read the section

heading to a section of the Doctrine and Covenants and find the answers to these questions:

- Who was this revelation for?
- What was the question or situation that preceded this revelation?

Summary statements: It can also be useful to know that below the section heading to each section of the Doctrine and Covenants, there is a paragraph that summarizes groups of verses. This can also be useful when attempting to identify principles. For example, read the paragraph under the section heading for the section you chose.

With this information in mind, read the section or a portion of the section you chose looking for gospel truths.

Finding truths in the scriptures

Learning to Identify Doctrine and Principles

Some gospel doctrine and principles are clearly stated in the scriptures. Other doctrine and principles may be implied in the storyline and only found by studying an entire book of scripture, a chapter, or a single verse. You can practice the following important steps whenever you are studying the scriptures to help you identify gospel truths:

1. Read slowly and carefully.
2. Look for clearly stated truths. These are sometimes indicated when the author uses words like “thus we see,” “therefore,” “wherefore,” or “behold.”
3. Look for implied truths. You can find these truths by asking yourself questions like the following:
 - a. Are there any important ideas, words, or phrases—especially any that help you come to better know Heavenly Father and His plan or Jesus Christ and His gospel?
 - b. What are the cause-and-effect relationships in this story?
 - c. What is the moral or point of the story?
 - d. Why do you think the writer included these events or passages?
4. Write in your own words what you found and mark the words in the scriptures that teach it.
5. Ponder why the truth is important to you. Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught:



Ponder [and] examine every word, every scriptural gem. . . . Hold it up to the light, and turn it, look and see what’s reflected and refracted there. . . . Such an examination may unearth a treasure hidden in a field: a pearl of great price; a pearl beyond price. (“Students Need Teachers to Guide Them” [address to Church Educational System religious educators, June 20, 1992], 4)

LESSON 171: SCRIPTURE-STUDY SKILLS

Annotating Scriptures

Marking and Adding Notes



This lesson can help students mark and add notes to their scriptures in a way that makes their study more meaningful and brings them closer to Heavenly Father and Jesus Christ.

„Student preparation: As part of their daily scripture study, invite students to mark what is meaningful to them, especially words or phrases that help them understand or feel the love of Heavenly Father and Jesus Christ. They could come prepared to share what they marked and why.

Possible Learning Activities

Making scripture study more meaningful

Invite students to share a few ideas of activities they might do casually and, in contrast, more meaningfully. Examples may include greeting and talking to a classmate, sending a thank-you note or text, and studying the scriptures.

The Savior commanded us to not casually read the scriptures but to “search,” “study,” and “feast upon” His words (Doctrine and Covenants 1:37; 11:22 2 Nephi 32:3). Through the scriptures we can come to know Him and feel His love (see John 5:39; Jacob 3:2).

Invite students to take a moment to evaluate their scripture study, including if or how they feel it is helping them come closer to Heavenly Father and Jesus Christ.

What are some of the things you have done (or could do) to make scripture study more meaningful for you?

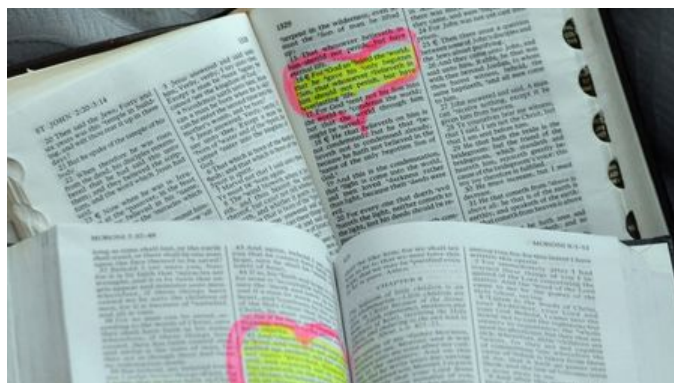
Listen carefully to students’ responses and write them on the board. Consider explaining the following in your own words:

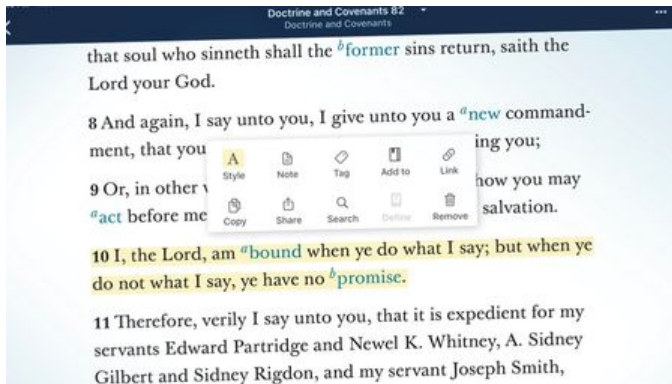
Define: Marking scriptures

One way to make scripture study meaningful is to mark and add notes to your scriptures. As you study this lesson, look for ways you may want to mark your scriptures to help your scripture study bring you closer to Heavenly Father and Jesus Christ.

Model: Marking scriptures

Show students a few examples of how people might mark their scriptures like the videos or images included here. Students could even share ways they mark their scriptures. Invite students to identify possible reasons for the markings they see.





“A Marking System That Works for You” (1:56). In this video, Elder David A. Bednar of the Quorum of the Twelve Apostles shows how he marks the scriptures.

“Marking Scriptures,” (1:45). In this video, President Dallin H. Oaks of the First Presidency shows how he marks the scriptures.

- What are some reasons people mark their scriptures?
- How do you think marking your scriptures could help you?

Practice: Marking scriptures

Consider writing or displaying the full text of the following verses on the board. Or, if available, show the electronic version of these verses from the Gospel Library. You could replace these verses with another doctrinal mastery passage or another verse or verses of your choosing.

For students who use digital scriptures, you might want to spend some time demonstrating how to mark scriptures in the Gospel Library app. For instruction on how to do so, see the “Help” section of the Gospel Library App, including: Gospel Library User Guide (iOS) and Gospel Library User Guide (Android) under the heading “Marking Content.”

To practice marking, read Doctrine and Covenants 68:5–6 and mark what is meaningful to you. You may want to pay special attention to what you learn about the Savior and how He feels about you.

If the verses are displayed on the board, consider inviting students to use markers to re-create their markings on the board and ask them to share why they marked what they did.

- What words or phrases did you mark? Why did they stand out to you?
- Do you feel any differently about your scriptures after you’ve marked them? Did it affect your feelings for the Savior? If so, why?

It may be helpful to point out to students that when scriptural phrases stand out to them, it could be one way the Lord is communicating with them through the Holy Ghost.

Define: Linking or grouping verses

It can also be useful to study additional verses on a topic and link or group these verses together.

Model: Linking or grouping verses

- What are some ways you could link or group verses together about the Savior’s love for you?

Listen to students’ answers and consider adding any of the following possibilities. You might use Doctrine and Covenants 68:5–6 and Doctrine and Covenants 18:10–11 as examples of verses that help us feel the Savior’s love. The following list has some ideas that students might mention or that you could add to what students share.

- Write the references on the blank pages at the beginning or end of your scriptures, or in a scripture journal.
- Beside a verse in the margin, write the reference(s) to a related verse.
- When using the Gospel Library app, use the linking or tagging feature.

If necessary, explain that linking will connect two scriptures, while tagging will allow you to group many scriptures under the same topic. Consider modeling this skill on the Gospel Library app or inviting a student to do it. If possible, it would be helpful to display on a larger screen rather than on a phone what you or a student is doing. For instructions on how to do this, see the Help section of the Gospel Library app. You can access this section by selecting the three dots in the top right corner. (*Note:* You can also link or tag paragraphs in general conference talks or any other material on the Gospel Library app.)

(Practice: Linking or grouping verses

The following activity can encourage students to group and link scriptures. If you selected a different passage for students to study earlier in the lesson, you may also want to select different verses on the same subject to replace the verses below.

Read at least three of the following scriptures and consider linking or grouping them as verses that help you feel the Savior's love: Doctrine and Covenants 18:10–11) 34:1–3; 45:3–5; 49:26–27; 68:5–6 138:3; Isaiah 49:15–16 John 15:13 Romans 8:35–39; 1 John 4:19; 1 Nephi 19:9.

As a class or in small groups, invite students to share how they grouped verses and why it may be meaningful to them. They can also share ideas of how they might want to use grouping or linking in their own scripture study.

Define: Adding Notes

Another way to come closer to the Lord through scripture study is to add notes about what you are learning.

Elder David A. Bednar of the Quorum of the Twelve Apostles explained the value of recording notes when studying the scriptures:



Writing down what we learn, think, and feel as we study the scriptures is another form of pondering and a powerful invitation to the Holy Ghost for continuing instruction. Because We Have Them before Our Eyes," *New Era*, April 2006, 6–7)

Model: Adding Notes

Demonstrate or help students recall from pictures and videos earlier in the lesson that they can add notes by writing in the margins of their scriptures, on small pieces of paper they put in their scriptures, in a scripture journal, or electronically using the Gospel Library app.

Practice: Adding Notes

Conclude this lesson by writing your thoughts and feelings about at least one of the passages you studied today.

You might demonstrate how to add notes in digital scriptures by highlighting a phrase, selecting **Note**, and typing in text.

After students have had time to practice adding notes, invite a few to share what they wrote if it is not too personal. You may also ask how students might want to mark their scriptures in the future and why.

LESSON 172: SCRIPTURE-STUDY SKILLS

Scripture-Study Tools

Using study helps



This lesson can help you enhance your personal scripture study and strengthen your relationship with Heavenly Father and Jesus Christ through using scripture-study tools.

Student preparation: Invite students to come prepared to share tools that are available to help us in today's world that were not available 50 years ago. Ask them to be prepared to explain what difference these tools make in our lives.



Possible Learning Activities

Tools

Consider displaying the following images (or other similar images) and inviting students to respond to the following questions.



- How have these tools influenced our abilities to travel and work?
- What other tools have been developed over the years that have increased our abilities to do things?
- How would life be different if we were not aware of these tools or how to use them?

Just as with travel and work, there are tools to help us study the scriptures and come closer to Heavenly Father and Jesus Christ.).

Brother Tad R. Callister, former Sunday School General President, shared the following:



The current generation is discovering truths, insights, and additional confirmations unknown to many of its forefathers—not because the current generation is necessarily more righteous, nor because it has greater intellect, but because it has better tools. The most knowledgeable farmer with a horse and plow is no match for an equally proficient farmer with a high-tech tractor at his command. The mathematician with a slide rule is no challenge to his colleague with a high-speed computer. A Galileo with a hand-held telescope will never discover the universe like a Galileo with the most advanced telescope at his disposal. The Lord must expect much more of us in gospel scholarship than he did of previous generations, because we have so much more at our disposal. (Tad R. Callister, *The Infinite Atonement* [2000], 21)

Ponder the following questions:

- How aware are you of the scripture-study tools that can help you find answers to your questions and come closer to Heavenly Father and Jesus Christ?
- How well do you feel that you use them?

As you study this lesson, seek to better understand the scripture-study tools and how they can help you.

Define: Using scripture-study tools

Do the following to help students clearly understand what the scripture-study tools are.

Invite students to come up and write any scripture-study tools they know the Lord has provided to help us answer our questions and come closer to Him. Consider adding any of the following tools students do not mention.

Footnotes

Topical Guide

Guide to the Scriptures

Index to the Triple Combination

Maps

Church History Photographs

Point to the various tools on the board and ask students what they are and where they can find them. If students are not familiar with any of them, consider using the following explanations and show students where they are.

Footnotes—Footnotes are referenced by small, lowercase letters in a verse that direct you to the bottom of the page where you will find additional scripture references or topics related to the verse. In the Gospel Library app, tapping the footnote will show the same information.

Topical Guide—This resource contains scriptures relating to various topics and references to other similar topics. It can be found at the end of the Latter-day Saint version of the Bible or in the Gospel Library app under Scriptures, then Study Helps.

Guide to the Scriptures—This resource contains brief, simple definitions of scripture terms along with a few scripture references related to each term. It can be found at the end of the Book of Mormon or in the Gospel Library app under Scriptures, then Study Helps.

Index to the Triple Combination—This index contains scripture references for different topics contained in the Doctrine and Covenants, Book of Mormon, and Pearl of Great Price. It can be found at the end of the triple combination or in the Gospel Library app under Scriptures, then Study Helps.

Maps and Church History Photographs—These resources can be found at the end of the triple combination or in the Gospel Library app under Scriptures, then Study Helps.

Model

To model using scripture-study tools as a class, do the following activity:

Think about what you know and what you would like to know about forgiveness.

Read Doctrine and Covenants 64:9–11,, and look for truths about forgiveness.

- What did you learn? What do these verses help you better understand about Heavenly Father and Jesus Christ?

Now invite students to share what tools they might use to deepen their understanding. As a student shares a tool, ask them how to use it, and invite all students to follow their direction. For example, they might look up scriptures found in the footnotes to these verses. They could also search “Jesus Christ” or “Redeem in the Guide to the Scriptures, “Forgive” in the index to the Triple Combination, or Atonement” in the Bible Dictionary.

Invite students to share what they learned and why it was meaningful to them.

- How did these scripture-study tools help your study?

Practice

„Invite students to come up and write on the board gospel topics or questions they or others they know want to know more about or have answered. Alternatively, you could use an anonymous polling tool to obtain their responses.

If students struggle to come up with ideas, consider writing the following topics on the board. Invite students to select one of these topics (or another topic of their choice) that they have questions about or that they feel studying about would bring them closer to Jesus Christ:

- Forgiveness
- Receiving revelation
- Heavenly Father”
- Why we need Jesus Christ
- Premortal existence
- Spirit world
- „Final Judgment
- Marriage and family
- The Second Coming of Jesus Christ

Alternatively, students could role-play that a friend wants to know more about one of the topics above.

Using scripture-study tools, take several minutes to study this topic or question. Look for truths that are meaningful to you, answer your questions, or bring you closer to Heavenly Father and Jesus Christ.

After sufficient time, consider inviting students to share in pairs or small groups what they learned and how they learned. Then invite students to respond to the following question to conclude class:

- „How might using these tools consistently in your personal scripture study influence your knowledge of and relationship with Heavenly Father and Jesus Christ?

LESSON 173: SCRIPTURE-STUDY SKILLS

Understanding the Context of Scriptures

Understanding the context of the scriptures helps us recognize the intent of the inspired authors. This can deepen our understanding of their words and help us to hear the word of the Lord in our lives. The purpose of this lesson is to help students understand how the context of the scriptures can make scripture study more meaningful.

Possible Learning Activities

The whole picture

Begin class by showing the following pictures one at a time and asking the questions that follow. Alternatively, students could write captions for the images as you display each one. They could then discuss how the caption changed after they saw the whole picture.”.

Instead of using the pictures below, students could select a photo from the camera roll on their phone, zoom into only a portion of the picture, and invite a partner to guess what is happening in the picture. They could then zoom out and ask how the other student’s understanding changed.



- What is happening in the picture?



- „How does our understanding change when we have the whole picture?

„Consider inviting students to share examples from their life when seeing more of the picture made a difference. Some possible examples could include texting or posting something before having all the details, judging someone without knowing their story, or drawing an incorrect conclusion from a cropped picture.

- „How can this relate to our scripture study?

As students answer this question, assess their understanding of context as it relates to scripture study. Based on your assessment of their understanding, consider using all or parts of the following section.

Define: Understanding context

Consider writing the word “*context*” on the board.

We can miss important details and have an incomplete understanding of what is happening without context.

- How would you define the word *context*?

Consider writing students' answers on the board. As needed, share the following definition of context:

Context is the background, conditions, and setting in which events take place that enable us to better understand what is happening.

Read the following from Elder David A. Bednar regarding a statement by the Prophet Joseph Smith (1805–1844):



"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?"

(*History of the Church*, 5:261). Thus, striving to understand the question that preceded a particular revelation, parable, or episode can assist us in obtaining a deeper understanding of the scriptures. (David A. Bednar, in "Witnesses of the Prophet Joseph Smith," *Ensign* Jan. 2009, 15)

- How would learning the context of the scriptures help you understand the lessons they teach?

Invite students to ponder how often they seek to know the background and setting. Consider giving students a minute or two to ponder how learning the context of the scriptures has blessed, or may bless, them in their scripture study. You could invite a few students to share their thoughts or personal experiences.

Model: Doctrine and Covenants 121

The following is a model of how understanding the context can make scripture study more meaningful. If you would like, you can select different verses to use as your model.

Read Doctrine and Covenants 121:7–8, looking for what the Lord taught Joseph Smith.

- What was meaningful to you in these verses?

Consider placing students in small groups to discuss answers to the following question. Invite them to make a list of resources that help us learn about context.

- What are some tools or resources that could help us learn about the context of this and other scriptures?

Students may list some of the following resources: section or chapter headings, surrounding verses, scripture commentaries, manuals, talks given by Church leaders, and the scripture stories for children

You may want to mention that some of the specific resources available for Doctrine and Covenants and Church history include *Saints*, volume 1 and (*Revelations in Context* If students would like to know more, you could demonstrate how students can access these resources on the Gospel Library app. Assure students that though studying various sources can be helpful, the simple habit of reading the section heading before they study can make scripture study more meaningful. That will be the focus of this lesson.).

Read the section heading for section 121, looking for information that would help us to understand these verses better. You may also want to read Doctrine and Covenants 121:1–6 for additional insights.

Reread Doctrine and Covenants 121:7–8 with an understanding of the context in mind.

- How does this context help deepen your understanding of the message the Lord gave to Joseph in these verses?"
- How does this new understanding make these verses more meaningful to you?

As students answer, look for ways to emphasize or ask what this context teaches us about the Lord. For example, the Lord lovingly gave the Prophet Joseph Smith peace, perspective, and a promise of future blessings in a difficult time. Understanding this context helps us know that the Lord can give us peace and direction in our lives as well.

Practice understanding the context of the scriptures

To help students practice understanding the context, consider displaying the following scripture references and questions on the board. You could have students read one or more of the scripture references in pairs and write what they learn from it in the center of a piece of paper. Then they could read the section heading along with surrounding verses. Around what they have already written, they could draw or write something that captures the context (the bigger picture).).

Doctrine and Covenants 3:6–9

Doctrine and Covenants 8:2–3

Doctrine and Covenants 27:1–2

Doctrine and Covenants 28:2, 7”

Doctrine and Covenants 46:3–5

Doctrine and Covenants 49:15–17.

Doctrine and Covenants 98:1–3

(Doctrine and Covenants 109:22–23

Invite students to share what they found. If useful, consider asking the following:

- How does the context of the section deepen your understanding of what you learn in the verses?
- How does the context help you learn more about the Savior, His love, His mercy, or His power in our lives?

As time allows, students could practice this skill using a current section or chapter in their personal or family scripture study.

Invite students to ponder how studying the context could make a difference in their personal study and how they could improve their scripture study by implementing this skill.

As students practice this scripture-study skill in coming weeks, consider finding ways to have them share insights they learn with the class as part of future class devotionals.

FOR THE STRENGTH OF YOUTH: MAKING CHOICES

For the Strength of Youth: Making Choices

Overview

Jesus Christ is the strength of youth. We can look to Him when making choices. Recognizing our divine identity and purpose as children of God and setting goals can help us become more like Him. Taking charge of our technology use can help us walk in God's light. Our patriarchal blessings can help us realize our divine potential. Sustaining those the Lord calls to lead in His Church can help us follow Him.

Pacing suggestion: These lessons could be taught at any point in the school year or during any week in the *Come, Follow Me*. pacing.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

For the Strength of Youth Guide

Lesson purpose: To help students look to Jesus Christ when making decisions by using *For the Strength of Youth: A Guide for Making Choices*.

- **Student preparation:** Invite students to think of a decision they are facing. Encourage them to search in *For the Strength of Youth: A Guide for Making Choices*, for information to help them make good choices and better follow Jesus Christ.
- **Materials for students:** Copies of *For the Strength of Youth: A Guide for Making Choices*
- **Image to display:** Jesus Christ

Setting Goals

Lesson purpose: To help students effectively set goals and create plans as they seek to become more like God.

- **Student preparation:** Invite students to reflect on their efforts to improve spiritually, socially, physically, and intellectually (see Luke 2:52). If they have created goals, they could reflect on their progress or challenges they have faced. They could also review the *Personal Development: Youth Guidebook* (2019) and be invited to bring their copy to class.
- **Items to display:** A map; a copy of the *Personal Development: Youth Guidebook*

- **Handout:** A Pattern for Growth”
- **(Video:** Video: Goal Setting Process” (3:42)

Our Divine Identity and Purpose

Lesson purpose: To help students feel that as children of God, they have a divine nature and purpose.

- **Student preparation:** You could invite students to write down one or more questions teenagers have about their divine identity and purpose.
- **Video:** Our True Identity” (3:39)
- **Handout:** My Divine Identity and Purpose”

Taking Charge of Technology

Lesson purpose: To help students apply safeguards to take charge of their technology use.

- **Student preparation:** Invite students to think about their use of technology. Students could list ways their use of technology has helped them come to know the Savior better and ways it may have distanced them from Him.
- **Handout:** Taking Charge of Technology”

Patriarchal Blessings

Lesson purpose: To help students feel of the Lord's desire to guide them through their patriarchal blessing.

- **Student preparation:** Invite students to do one of the following: (1) read their patriarchal blessing looking for the guidance and direction Heavenly Father gives them, or (2) talk to a trusted adult or loved one about how their patriarchal blessing has enabled them to receive guidance and direction from Heavenly Father.
- **Image to display:** A youth at a fork in a road
- **Videos:** “Enemy Territory (3:38; watch from time code 0:00 to 2:25); Without Fear” (3:30)
- **Handout:** “Answering Questions about Patriarchal Blessings

Sustaining Our Leaders

Pacing suggestion: You might consider teaching this lesson around the same time you teach lesson 106 Doctrine and Covenants 90,” when students learn about the First Presidency, or lesson 119 Doctrine and Covenants 107:1–20,” when students learn about authorities and offices in the restored Church.

Lesson purpose: To help students understand the importance of sustaining those the Lord calls to lead.

- **Student preparation:** Consider inviting students to contact their class or quorum leader and ask if there is anything they could do to help them. If a student is the president of their class or quorum, they could reach out to a member of the bishopric or Young Women presidency. Alternatively, you could invite students to ask a parent or Church leader what they have learned about sustaining leaders.
- **Videos:** “Hyrum Smith: ‘Firm as the Pillars of Heaven’ (17:03; watch from time code 4:49 to 5:54); “The Power of Sustaining Faith (12:57; watch from time code 3:48 to 4:19)
- **Handout:** “Teachings about Sustaining Those Called to Lead Part 1 and Part 2

LESSON 174: FOR THE STRENGTH OF YOUTH

For the Strength of Youth Guide

“Truth Will Make You Free”

Heavenly Father loves and trusts the rising generation. He has provided prophetic guidance to help today’s youth develop faith in Jesus Christ and stay on the covenant path. This lesson can help students look to Jesus Christ when making decisions by using *For the Strength of Youth: A Guide for Making Choices*

Possible Learning Activities

The first two sections of this lesson are designed to help students learn more about *For the Strength of Youth: A Guide for Making Choices* (2022) so they can better rely on Jesus Christ. The final section provides a learning activity focused on the section in the booklet titled Truth Will Make You Free on pages 30–33. Ideas to study additional topics from the guidebook are covered in other seminary teacher manuals. Decide which sections from this lesson and which topics from *For the Strength of Youth* will best meet the needs of your students.

Jesus Christ is the strength of youth

Consider writing the word *strength* on the board and inviting students to share who or what they think of when they see this word. Display an image of Jesus Christ, and discuss the following questions.



- Why is Jesus Christ a good example of strength? How did He display strength in all areas of His life?

- What are some situations teenagers face in which the Savior’s strength could help them?

Read “Message from the First Presidency” on page 2 in *For the Strength of Youth* looking for how you can receive strength.

- What do you think it means that Jesus Christ is the “strength of youth”?
- How have you received help and strength from Him?

Making inspired choices

Invite students to do the following activity in their study journals.

List some of the important choices or decisions you may need to make in the next 10 years. Determine which of these choices will have the most impact on the rest of your life.

Students could emphasize the decisions they feel will have the most impact on their lives by underlining them. For the next question, they could respond silently by drawing a smiley face, neutral face, or frown face in their journals to indicate how confident they are about making each decision.

- How confident do you feel about making these choices?.
- What resources has Heavenly Father provided to help you make inspired choices?

Students could share how *For the Strength of Youth* has helped them make inspired choices.

Read the “Make Inspired Choices” section on pages 4–5 in *For the Strength of Youth*, looking for what can help you with the choices you have now and will have in the future.

Consider putting students into pairs to study this section. Assign one student in each pair to study the first three paragraphs and the other to study the last three paragraphs. Invite them to mark meaningful words and phrases and to share what they learned with their partner.

After students finish discussing in pairs, consider facilitating a class discussion by asking the following questions.

- What did you find that can help you make inspired choices?
- How does what you learned influence your feelings about Heavenly Father and Jesus Christ?

Encourage students to regularly use the teachings and principles in *For the Strength of Youth* as they make decisions and strive to follow the Savior. Refer them to the graphic at the end of the “Make Inspired Choices” section on page 5, or display the following information to help them see how *For the Strength of Youth* is organized.

Each topic in *For the Strength of Youth* has three parts:

1. **Eternal truths**, or doctrine of the restored gospel of Jesus Christ
2. **Invitations** to act on those truths
3. **Promised blessings** that the Lord offers those who live by His teachings

Invite students to ponder any current questions or challenges they might need help with, especially as they reflect on important choices they will make in the next few years. Give them time to study *For the Strength of Youth* looking for eternal truths, invitations, and promised blessings that can help with their specific concerns. Encourage students to record insights and impressions as they study. When they finish, invite a few to share what they discovered, but remind them not to share anything too personal. The following questions could help.

- What did you discover or find helpful as you studied?
- How can the pattern of learning eternal truth, acting on inspired invitations, and remembering promised blessings help you receive strength from Jesus Christ to make inspired choices?

“Truth will make you free”

This portion of the lesson focuses on the “Truth Will Make You Free” section on pages 30–33 in *For the Strength of Youth*. You could teach it in conjunction with the other sections or on its own.

Write *advantages* and *disadvantages* on the board. Consider displaying a smartphone, laptop, or other device with internet and social media access. Ask students to describe advantages and disadvantages of using the internet and social media when searching for knowledge. Invite them to list on the board reliable sources they know of and to share why it’s important to use these sources when searching for truth.

Read John 8:31–32, looking for what Jesus taught about truth.

- What did you learn?
- How does truth help us be free?

Consider organizing students into small groups. Distribute a piece of paper to each group. Invite them to think of a realistic scenario involving teenagers that relates to subjects in the “Truth Will Make You Free” section on pages 30–33. For example, the scenario could describe someone who doesn’t see the value of learning truth, someone who struggles to live with integrity, or someone who is scared about discussing their faith with others. After groups write out their scenario, invite them to trade papers with another group.

Invite students to read paragraphs 1–4 of the section “Truth Will Make You Free” on page 31 and to identify a principle. They may identify a principle like the following: **Learning and living by eternal truths helps us become more like Heavenly**

Father and find peace and happiness in this life.

- How can learning and living by eternal truths help us become more like Heavenly Father? How can Jesus Christ help you in this process?
- When have you or someone you know experienced peace and happiness from living the eternal truths of the Savior's gospel?

Ask students to write a response to the person in the scenario using the eternal truths, invitations, and promised blessings taught in the section "Truth Will Make You Free" on pages 30–33. Invite a few groups to share the scenario they received and how they used the information in *For the Strength of Youth* to help.

To conclude, consider inviting students to respond to the following question in their journals.

- What changes could you make in your life because of what you've learned and felt today?

As students studied "Truth Will Make You Free" on pages 30–33 or other sections in *For the Strength of Youth* they may have felt the need to make some changes in their lives. Invite students to search the section "Jesus Christ Will Help You" on pages 6–9, looking for how they can receive strength from Jesus Christ to change.

LESSON 175: FOR THE STRENGTH OF YOUTH: MAKING CHOICES

Setting Goals

Becoming More like Heavenly Father and Jesus Christ



Heavenly Father desires that all His children gain eternal life (see Moses 1:39). We can progress in our efforts to become like God and return to His presence by setting personal goals. This lesson can help students effectively set goals and create plans as they seek to become more like God with His help.

Possible Learning Activities

Where are you going? How will you get there?

Display a world map or a map of your area. Ask students to share locations they have visited or would like to visit. Give students two minutes to create a plan that could help someone travel to that location. The plan could include things such as the appropriate mode of transportation, a detailed route, and expenses. Students could share their plan with a partner.

- How can creating a travel plan relate to our mortal lives?

President M. Russell Ballard of the Quorum of the Twelve Apostles shared the following:



Knowing where you are going and how you expect to get there can bring meaning, purpose, and accomplishment to life.

Some have difficulty differentiating between a goal and a plan until they learn that a goal is a destination or an *end*, while a plan is the route by which you get

there. (M. Russell Ballard, Return and Receive," *Ensign* or *Liahona*, May 2017, 62)

- What are the purposes of goals and plans?

Invite students to reflect on their personal goals and plans by pondering questions such as the following:

- How often do you set goals for yourself and make plans to achieve them?
- What have been your successes and struggles?
- Where do you hope your goals and plans will lead you?

Throughout the lesson, encourage students to seek guidance from the Holy Ghost as they develop and work toward their goals and plans.

God has given us an example

As you display the following statement, consider removing the phrase "to bring to pass the immortality and eternal life of man [and woman]" and the word "salvation" from the first paragraph. Ask students to fill in the blanks with God's goal and the name of His plan. Students could then read Moses 1:39 or Alma 42:5 to identify the words President Ballard used. You might explain that the use of the word "man" in Moses 1:39 and other scriptures (for example, Genesis 1:27; Mormon 9:17) is a generic reference to mortals or humans, therefore referring to both men and women.

President Ballard continued to teach:



God, our Heavenly Father, has given us the perfect example of goal setting and planning. His goal is “to bring to pass the immortality and eternal life of man [and woman]” [Moses 1:39 and His means to achieve it is the plan of salvation. ...

... I believe that one important key to happiness is to learn how to set our own goals and establish our own plans within the framework of our Heavenly Father’s eternal plan. (M. Russell Ballard, Return and Receive,” *Ensign* or *Liahona* May 2017, 63)

- What do you learn from this statement about your own goals and plans?;

One truth students could identify is that **we can experience happiness by working toward personal goals that help us follow God’s plan.**

Help students understand that God has made it possible through the Savior that we live forever, or gain immortality. He also desires that we become like Him and Jesus Christ and return to live with Them, or gain eternal life. God’s plan of salvation makes these blessings possible.

- Why do you think we can experience happiness when our goals help us follow God’s plan? (see 2 Nephi 2:25; Mosiah 2:41).

Read Luke 2:52, looking for ways the Savior grew as a youth as He followed His Father’s plan.

- Why might following the Savior’s example of growing in these areas lead to increased happiness?

A pattern for growth

„Show students the *Personal Development: Youth Guidebook* Consider inviting a student to share how it can be used to help create goals and establish plans. If needed, explain that we are invited to follow the example of Jesus Christ by creating goals in each of the following areas: spiritual, social, intellectual, and physical.,



To prepare students to work on their own goals, consider reviewing the section “A Pattern for Growth” in the *Youth Guidebook* ([2019], 7–15) or providing the handout titled “A Pattern for Growth.” Place students in groups of four, with each student studying a different part of the pattern. Then they could explain to their group what they learned.

You could also watch Video: Goal Setting Process” (3:42), available at ChurchofJesusChrist.org.

A Pattern for Growth

Discover your needs, gifts, and talents. Try asking questions like:

What do I feel I should learn or change in my life?

What talents or skills do I want to gain?

What spiritual habits do I need to develop or improve?

How can I keep the covenants I made when I was baptized?

Who can I serve?

“Study it out in your mind; then ... ask me if it be right” (Doctrine and Covenants 9:8).

Plan to improve. Try asking questions like:

- Why is this important to me?
- How will this help me become more like Jesus Christ?
- What actions can I take to do this?
- Can I break these actions into smaller steps?
- What plans can I make now to overcome challenges I may face?

“The words of Christ will tell you all things what ye should do” (2 Nephi 32:3).

<p>Reflect on what you learned. Try asking questions like:</p> <ul style="list-style-type: none">• How have I grown?• How can I use what I've learned to serve others?• How have my actions helped me become closer to the Savior?• How can I continue growing in this area? <p>"Ponder the path of thy feet" (Proverbs 4:26)</p>	<p>Act to grow in faith. If you get stuck, try asking questions like:</p> <ul style="list-style-type: none">• What has worked? Why?• What has not worked? Why not?• What else can I try?")• Where could I get more ideas?• Can I break my goal into smaller steps or actions?• How can I learn from setbacks? <p>"Verily I say, [you] should be anxiously engaged in a good cause, and do many things of [your] own free will" Doctrine and Covenants 58:27</p>
---	---

© 2024 by Intellectual Reserve, Inc. All rights reserved.

- Which questions do you feel could be helpful as you work on your goals and plans? Why?
- How can this pattern help you in your efforts to become more like Heavenly Father and Jesus Christ?
- How can Heavenly Father and Jesus Christ help you in your efforts?

„Discover, plan, act, and reflect

Provide time for students to work on their personal goals. Display the following instructions:

Choose the heading that best describes you, and complete one or more of the corresponding instructions. Seek help from the Holy Ghost and use A Pattern for Growth” (found in the *Youth Guidebook* or on the handout).

I have not made specific goals or plans.

- a. *Discover* what you need to work on in one or more of the following areas: spiritual, social, intellectual, physical.
- b. Create *plans* that will help you achieve these goals.

- c. Record your goals and plans in your Youth Guidebook or study journal.
- „I have goals and plans I am working on.**
- a. If appropriate, use time in class to *act*, on some of your plans and goals.
 - b. *Reflect* on what you have learned and progress you have made as you have acted on your goals and plans.
 - c. Record your thoughts and adjust your goals or plans as needed in your Youth Guidebook or study journal.

After sufficient time, invite a few students to share goals they have made or successes and challenges they have experienced while working toward their goals.

Invite students to act on their personal goals. Explain that working on goals is an act of faith. Testify that Jesus Christ knows our strengths and weaknesses. He will help us succeed as we turn to Him.

A Pattern for Growth

<p>Discover your needs, gifts, and talents. Try asking questions like:</p> <ul style="list-style-type: none">• What do I feel I should learn or change in my life?• What talents or skills do I want to gain?• What spiritual habits do I need to develop or improve?• How can I keep the covenants I made when I was baptized?• Who can I serve? <p>“Study it out in your mind; then . . . ask me if it be right” (Doctrine and Covenants 9:8).</p>	<p>Plan to improve. Try asking questions like:</p> <ul style="list-style-type: none">• Why is this important to me?• How will this help me become more like Jesus Christ?• What actions can I take to do this?• Can I break these actions into smaller steps?• What plans can I make now to overcome challenges I may face? <p>“The words of Christ will tell you all things what ye should do” (2 Nephi 32:3).</p>
<p>Reflect on what you learned. Try asking questions like:</p> <ul style="list-style-type: none">• How have I grown?• How can I use what I’ve learned to serve others?• How have my actions helped me become closer to the Savior?• How can I continue growing in this area? <p>“Ponder the path of thy feet” (Proverbs 4:26).</p>	<p>Act to grow in faith. If you get stuck, try asking questions like:</p> <ul style="list-style-type: none">• What has worked? Why?• What has not worked? Why not?• What else can I try?• Where could I get more ideas?• Can I break my goal into smaller steps or actions?• How can I learn from setbacks? <p>“Verily I say, [you] should be anxiously engaged in a good cause, and do many things of [your] own free will” (Doctrine and Covenants 58:27).</p>

LESSON 176: FOR THE STRENGTH OF YOUTH: MAKING CHOICES

Our Divine Identity and Purpose

We Have a Divine Nature and Destiny

As children of heavenly parents, we can become as they are and inherit what they have. These blessings are available to each of us because of Jesus Christ and His Atonement. This lesson can help students feel that as children of God, they have a divine nature and purpose.

Possible Learning Activities;

Who am I and what is my purpose?

Begin the lesson by helping students think about how easy it can be to forget our divine identity and worth. You could do this by sharing the video “Our True Identity” (3:39) from time code 0:00 to 1:14. Invite students to think about how we might see ourselves as the ugly duckling. You could then have students create a scenario like the following, in which somebody might feel like an ugly duckling when they forget about their divine identity as a child of God.

Or you could begin by sharing a scenario like the following, adapting any of the details to reflect concerns your students may have.

Amelia is 15 years old. She often feels alone and unnoticed by others. She wishes she had more friends and looked different than she does. Amelia sees others doing important things but doesn’t think she is good enough to do anything important. She doubts her self-worth.

- What can make it hard to remember our identity as children of God?

Explain that during this lesson students will learn about their divine identity as daughters and sons of God. Invite them to think about some of the ways their life is impacted by knowing they are children of God. They could write their thoughts in their study journals. Invite students to listen for the Holy Ghost teaching them about their divine identity and purpose.

Divine nature and purpose).



For the following activity, you could divide the class into small groups. Invite students to use the handout “My Divine Identity and Purpose” to prepare a response to Amelia. Assign a group leader who can help their group fulfill different roles. For example, one student could read, another could write a response, and another could present to the class.

Students could look up additional scriptures or statements by searching “divine nature” or “divine destiny” in the Gospel Library.

Read the scriptures and statements on the handout. Find phrases you think could help Amelia, and consider why they might be helpful.

My Divine Identity and Purpose

1. Read this statement by Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles, looking for the Savior’s desires for you:



I believe the Savior Jesus Christ would want you to see, feel, and know that He is your strength.

That with His help, there are no limits to what you can accomplish. That your potential is limitless. He would want you to see yourself the way He sees you. And that is very different from the way the world sees you.

The Savior would declare, in no uncertain terms, that you are a daughter or son of the Almighty God. Your Heavenly Father is the most glorious being in the universe, full of love, joy, purity, holiness, light, grace, and truth. And one day He wants you to inherit all

He has. (Dieter F. Uchtdorf, “Jesus Christ Is the Strength of Youth *Liahona*, Nov. 2022, 9–10)

Read “Doctrine and Covenants 14:7. looking for what Heavenly Father desires to give you.

2. Read this statement by Sister Michelle D. Craig, formerly of the Young Women General Presidency, looking for her counsel to anyone who questions their divine worth:



Perhaps the most important things for us to see clearly are who God is and who we really are—sons and daughters of heavenly parents, with a “divine nature and eternal destiny” [Young Women theme, “]. ChurchofJesusChrist.org Ask God to reveal these truths to you, along with how He feels about you. (Michelle D. Craig, “Eyes to See *Ensign* or *Liahona*, Nov. 2020, 15)

Read Doctrine and Covenants 18:10–13 looking for how Heavenly Father feels about you.,

3. Read this statement by President Susan H. Porter, Primary General President, looking for why we each need to know how Heavenly Father feels about us:



When you know and understand how completely you are loved as a child of God, it changes everything. It changes the way you feel about yourself when you make mistakes. It changes how you feel when difficult things happen. It changes your view of God’s commandments. It changes your view of others and of your capacity to make a difference. (Susan H. Porter, *God’s Love: The Most Joyous to the Soul Liahona*, Nov. 2021, 33)

4. Read this statement by President Russell M. Nelson, looking for what He taught about our Heavenly Father’s hopes for each of us:



Heavenly Father’s plan for His children allows us to live where and how He lives and ultimately to become more and more like Him.

His plan literally makes the richest blessings of all eternity available to us, including the potential for us to become “joint-heirs with Christ” Romans 8:17]. (Russell M. Nelson, *Choices for Eternity* [worldwide devotional for young adults, May 15, 2022], broadcasts.ChurchofJesusChrist.org)

© 2024 by Intellectual Reserve, Inc. All rights reserved.


If beneficial for students, you could show the rest of the video *Our True Identity* (3:39) from time code 1:15 to 3:39. Students could pause their group discussions to watch the video. Then invite students to add to what they might share with Amelia.

When students have concluded their group discussions, invite them to report on what they studied to the class. To encourage class discussion, you could invite students to share what they found meaningful about others’ comments.

The significance of who I am and can become

Journal writing can help students deepen their understanding and be more aware of their feelings. It can also help students invite the Holy Ghost to teach them. Invite students to answer the following questions in their study journals.

- What thoughts or feelings did you have as you studied about your divine identity and purpose as a child of God?
- How do you think this knowledge could impact decisions you make or the way you treat others?
- What experiences have you had that have helped you feel that you are a child of God with a divine destiny?



Invite willing students to share their feelings and experiences about the importance of their divine nature and destiny.

Consider bearing your testimony about the divine identity and purpose of each child of God.

My Divine Identity and Purpose

1. Read this statement by Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles, looking for the Savior's desires for you:



I believe the Savior Jesus Christ would want you to see, feel, and know that He is your strength. That with His help, there are no limits to what you can accomplish. That your potential is limitless. He would want you to see yourself the way He sees you. And that is very different from the way the world sees you.

The Savior would declare, in no uncertain terms, that you are a daughter or son of the Almighty God. Your Heavenly Father is the most glorious being in the universe, full of love, joy, purity, holiness, light, grace, and truth. And one day He wants you to inherit all He has. (Dieter F. Uchtdorf, "Jesus Christ Is the Strength of Youth," *Liahona*, Nov. 2022, 9–10)

Read Doctrine and Covenants 14:7, looking for what Heavenly Father desires to give you.

2. Read this statement by Sister Michelle D. Craig, formerly of the Young Women General Presidency, looking for her counsel to anyone who questions their divine worth:



Perhaps the most important things for us to see clearly are who God is and who we really are—sons and daughters of heavenly parents, with a "divine nature and eternal destiny" [Young Women theme, [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org)]. Ask God to reveal these truths to you, along with how He feels about you. (Michelle D. Craig, "Eyes to See," *Ensign* or *Liahona*, Nov. 2020, 15)

Read Doctrine and Covenants 18:10–13, looking for how Heavenly Father feels about you.

3. Read this statement by President Susan H. Porter, Primary General President, looking for why we each need to know how Heavenly Father feels about us:



When you know and understand how completely you are loved as a child of God, it changes everything. It changes the way you feel about yourself when you make mistakes. It changes how you feel when difficult things happen. It changes your view of God's commandments. It changes your view of others and of your capacity to make a difference. (Susan H. Porter, "God's Love: The Most Joyous to the Soul," *Liahona*, Nov. 2021, 33)

4. Read this statement by President Russell M. Nelson, looking for what He taught about our Heavenly Father's hopes for each of us:



Heavenly Father's plan for His children allows us to live where and how He lives and ultimately to become more and more like Him. His plan literally makes the richest blessings of all eternity available to us, including the potential for us to become "joint-heirs with Christ" [Romans 8:17]. (Russell M. Nelson, "Choices for Eternity" [worldwide devotional for young adults, May 15, 2022], [broadcasts.ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org))

LESSON 177: FOR THE STRENGTH OF YOUTH: MAKING CHOICES

Taking Charge of Technology

Being Deliberate in Our Choices Concerning Technology



We are blessed to live in a time with much technology. Our use of technology can help us grow closer to Jesus Christ and help His work move forward. But it can also lead us away from Him. This lesson can help students apply safeguards to take charge of their technology use.

Possible Learning Activities

Technology use”

Consider displaying an image of the gold plates. Explain that God entrusted the gold plates to the Prophet Joseph Smith.



Read Joseph Smith—History 1:46 looking for the warning Moroni gave Joseph Smith about the gold plates.

Consider writing the heading *Use for good* on one side of the board and the heading *Misuse* on the other. You could then write students’ responses to the following questions under each heading.

- How would Satan try to get Joseph Smith to misuse the gold plates?
- How did Joseph Smith use the gold plates for good?

Hold up a cell phone or display a picture of one, and tell students that God has entrusted them with technology.

- How can we use technology for good?
- In what ways might teenagers feel tempted to misuse technology?

Invite students to quietly reflect on the following question.

- How are you using technology in ways the Lord would want you to?

Encourage students to be open to impressions of how they can take charge of their technology use. Consider sharing that just as the Lord guided Joseph Smith to use the gold plates for good, He can help us do the same with technology.

Inspired guidance

The following activity can help students learn from the Lord's inspired guidance about taking charge of technology.

One way you can study the following sections is to divide your class into two groups. Distribute one section to each group. Invite students to study their section individually, write in their study journals their answers to the questions, and be ready to teach what they learn.

Alternatively, you might invite students to study whichever section they are more interested in.

Taking Charge of Technology

Section 1. Spending time on technology wisely

In the Doctrine and Covenants, the Lord uses the terms "anxiously engaged" and "idle."

- What do you think these terms mean?

Read the following scriptures and ponder what the Lord teaches about being anxiously engaged and being idle: Doctrine and Covenants 58:27–28 60:13 68:31 75:3.

- (How would you summarize what the Lord teaches?)

(Among several truths, you might identify something such as the following: **(The Lord desires that we be anxiously engaged in doing good and not idle away our time.)**)

- How can we recognize if we are idling away our time with technology?

Study the following statement, looking for insights about using technology wisely.

Elder David A. Bednar of the Quorum of the Twelve Apostles taught:



An immature or misguided [individual] may devote an inordinate amount of time to playing video games, chatting online, or in other ways allowing the digital to dominate things as they really are. Initially the investment of time may seem relatively harmless, rationalized as a few minutes of needed relief from the demands of a hectic daily schedule. But important opportunities are missed for developing and improving interpersonal skills. ... Progressively, seemingly innocent entertainment can become a form of pernicious enslavement. (David A. Bednar, Things as They Really Are," *Ensign*, June 2010, 21)

- What reasons do people use to justify wasting time on technology?
- What helps you to avoid idling away your time on technology?
- How might you involve the Lord in your efforts to use technology wisely?

Section 2. Choosing good media

- What media choices do you make regularly?
- What have your experiences taught you that can help you stay closer to Heavenly Father and Jesus Christ as you make choices about media?

Read Doctrine and Covenants 50:23–24; „Articles of Faith 1:13 and "Moroni 7:12–17. looking for truths that can help us judge what is good and what is evil.

- What truths do you find in these verses?

(Among several truths, you might identify something like the following: **That which edifies and persuades to do good is from God.**)

- How might you benefit from applying this truth when you choose what media to use?

Elder David A. Bednar invited us to ask ourselves the following question about the media we use:



Does the use of various technologies and media invite or impede the constant companionship of the Holy Ghost in your life? (David A. Bednar, “Things as They Really Are” *Ensign* June 2010, 23)

- How can you invite the Holy Ghost as you make media choices?
- What helps you avoid the type of media that can lead you away from the Savior?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

When students have finished studying, invite them to share what they learned. This could be done as a class or by pairing students with someone who studied a different section. After students teach one another, consider inviting them to practice one or both of the following skills to help them use technology safely. For additional help, you may want to direct students to the resource “Taking Charge of Technology,” found at ChurchofJesusChrist.org.

Planning ahead can help us take charge of technology

To help students apply what they learn, help them practice the following skill:

Define: Making a plan about how we will use technology can help us be anxiously engaged in doing good and not idle away our time. Seek Heavenly Father’s help when making a plan.

Model: Provide a model for students by inviting them to think of ways they can use technology successfully. You could do this by asking:

- What are some ways you could plan ahead to take charge of your technology use?

Some possible answers are:

- Consider how Heavenly Father wants you to use technology.;
- Have a purpose before you use technology (for example, contacting a friend on your phone).
- Set daily time limits for technology use.;
- Establish device-free places, like your bedroom and the bathroom.
- Charge your phone in a family station at night, away from your bed.
- Use filters that block inappropriate or unsafe content.

- Why do you think having a plan could make a difference?

Practice: Invite students to seek Heavenly Father’s help to make a plan for how they will take charge of their technology use.

Consider asking if any students would be willing to share their plan with the class.

Pausing can help us take charge of technology

To help students understand what to do when they encounter inappropriate media, the following skill may be useful:"

Define: When we encounter inappropriate media, we can pause and take a break from using technology.

Model: Provide a model for students by sharing the following three steps that can help them pause and take a break from technology when they encounter inappropriate media. You could also direct students to the resource "Taking Charge of Technology" for more help with this.

1. Call it out: When you see content that's inappropriate or that makes you feel bad, lonely, or uncomfortable, you can say, "This doesn't feel right." These feelings could be promptings from the Holy Ghost.
2. Make a better choice: You can turn off the device or silence notifications. You can go outside or move to another room, without a device. You can think of Jesus Christ or recall a favorite scripture to invite the Holy Ghost to be with you.
3. Connect with someone: You can talk to a friend or family member about how you're feeling. You can pray to Heavenly Father.

Practice: Invite students to think of ways they can pause and take a break when they encounter inappropriate media.

If students would like, they can share their ideas with the class.

Share what you learned

- What is something you learned from this lesson that you do not want to forget?

Conclude with your testimony that the Lord can help us use technology safely and wisely.

Taking Charge of Technology

Section 1. Spending time on technology wisely

In the Doctrine and Covenants, the Lord uses the terms “anxiously engaged” and “idle.”

- What do you think these terms mean?

Read the following scriptures and ponder what the Lord teaches about being anxiously engaged and being idle: Doctrine and Covenants 58:27–28; 60:13; 68:31; 75:3.

- How would you summarize what the Lord teaches?

(Among several truths, you might identify something such as the following: The Lord desires that we be anxiously engaged in doing good and not idle away our time.)

- How can we recognize if we are idling away our time with technology?

Study the following statement, looking for insights about using technology wisely.

Elder David A. Bednar of the Quorum of the Twelve Apostles taught:



An immature or misguided [individual] may devote an inordinate amount of time to playing video games, chatting online, or in other ways allowing the digital to dominate things as they really are.

Initially the investment of time may seem relatively harmless, rationalized as a few minutes of needed relief from the demands of a hectic daily schedule. But important opportunities are missed for developing and improving interpersonal skills. . . . Progressively, seemingly innocent entertainment can become a form of pernicious enslavement. (David A. Bednar, “Things as They Really Are,” *Ensign*, June 2010, 21)

- What reasons do people use to justify wasting time on technology?
- What helps you to avoid idling away your time on technology?
- How might you involve the Lord in your efforts to use technology wisely?

Section 2. Choosing good media

- What media choices do you make regularly?
- What have your experiences taught you that can help you stay closer to Heavenly Father and Jesus Christ as you make choices about media?

Read Doctrine and Covenants 50:23–24; Articles of Faith 1:13; and Moroni 7:12–17, looking for truths that can help us judge what is good and what is evil.

- What truths do you find in these verses?

(Among several truths, you might identify something like the following: That which edifies and persuades to do good is from God.)

- How might you benefit from applying this truth when you choose what media to use?

Elder David A. Bednar invited us to ask ourselves the following question about the media we use:



Does the use of various technologies and media invite or impede the constant companionship of the Holy Ghost in your life? (David A. Bednar, “Things as They Really Are,” *Ensign*, June 2010, 23)

- How can you invite the Holy Ghost as you make media choices?
- What helps you avoid the type of media that can lead you away from the Savior?

LESSON 178: FOR THE STRENGTH OF YOUTH: MAKING CHOICES

Patriarchal Blessings

“Personal Scripture to You”

Our loving Father in Heaven has many ways of providing guidance and direction to His children. One way He does this is through patriarchal blessings. This lesson can help students feel of the Lord’s desire to guide them through their patriarchal blessing.

Possible Learning Activities

Direction in our lives

Consider displaying the following picture or drawing a picture like it on the board.



- What are some aspects of your life in which you might feel like the person in this picture? Why?
- What can help us know what to do when we are unsure of the direction we should take in life?

Explain that the scriptures teach important truths about God that can help us when we need direction.

Read Doctrine and Covenants 6:14 42:61 and 112:10); looking for truths that can help us when we face uncertain situations.

Invite the students to share the truths they found. Using their own words, they could share truths similar to:);

As often as we inquire of God, He will instruct us through His Spirit Doctrine and Covenants 6:14

If we ask, God will bless us with revelation upon revelation (Doctrine and Covenants 42:61).

God will lead us by the hand and give us answers to our prayers Doctrine and Covenants 112:10).

You could also ask students to share other scriptures they know of that demonstrate God’s eagerness to provide us with guidance and direction.

- How can remembering these truths impact your feelings or attitudes toward God?
- What are some ways God provides us with direction for our lives?

Patriarchal blessings

If needed, mention that patriarchal blessings are one way we can receive direction from God. To help students assess their current knowledge about patriarchal blessings, consider displaying the following content and giving students time to respond to the statements silently or in their study journals.

Using a scale from one (not true) to five (very true), ponder how true each of the following statements is for you:

1. I understand what a patriarchal blessing is.
2. I know how a patriarchal blessing can impact my life.
3. I believe God can give me direction for my life through my patriarchal blessing.

Give students time to write down questions they have about patriarchal blessings on the board. They might have questions like the following:

- **What is a patriarchal blessing?**
- **How can a patriarchal blessing impact my relationship with Heavenly Father and Jesus Christ?**
- **How can I prepare for my patriarchal blessing?**
- **When should I receive my patriarchal blessing?**

Choose at least one question about patriarchal blessings that you would like to answer. Write your questions at the top of a journal page or in a notes page on your mobile device. Seek Heavenly Father's guidance through the Holy Ghost to help you find answers to your questions.

Answering questions about patriarchal blessings

Give students time to find answers to their questions about patriarchal blessings. Consider the needs and abilities of your students in determining how they will look for answers. It may be helpful for some to look for answers in small groups.

Choose from the following options to find answers to your questions about patriarchal blessings:

1. Search available resources in the Gospel Library app. For example, you could study "Patriarchal Blessings" in Gospel Topics or search for "patriarchal blessings" in general conference talks.
2. Study one of the following talks from the April 2023 general conference: "When to Receive Your Patriarchal Blessing" by Elder Kazuhiko Yamashita *Liahona* May 2023, 88–90) or "Your Patriarchal Blessing—Inspired Direction from Heavenly Father" by Elder Randall K. Bennett *Liahona* May 2023, 42–43).



3. Study the statements on the handout titled "Answering Questions about Patriarchal Blessings."

Answering Questions about Patriarchal Blessings

President Russell M. Nelson shared:



[A patriarchal blessing] is precious. It is personal scripture to you. It declares your special lineage. It reminds you of your linkage with

the past. And it will help you realize your future potential. Literally, you can lay claim upon the Lord for fulfillment of those blessings through your faithfulness. (Russell M. Nelson, "Thanks for the Covenant"

[Brigham Young University devotional, Nov. 22, 1988], 5)

Elder Kazuhiko Yamashita of the Seventy testified:



I frequently and prayerfully read my patriarchal blessing; it always gives me encouragement. I

recognize what the Lord expects of me, and it has helped me to repent and be humble. When I read and ponder it, I desire to live worthy of receiving its promised blessings. ...

... I bear my witness that Heavenly Father and His Beloved and Only Begotten Son, the Lord Jesus Christ, live. They love us. Patriarchal blessings are sacred gifts from Them. When you receive your blessing, you will realize and feel how They love you and how They focus on you individually. (Kazuhiko Yamashita, "When to Receive Your Patriarchal Blessing" *Liahona*, May 2023, 90)

Sister Bonnie H. Cordon, former Young Women General President, shared:



At an FSY conference, I met two young women who had been struggling. Both young women mentioned turning to her patriarchal blessing to rediscover the Lord's love and guidance for her personally. Find your patriarchal blessing, blow off the dust if you must, but study it often. If you don't have one, get one—soon. Don't delay finding out what the Lord wants to tell you now about who you are. (Bonnie H. Cordon, *Come unto Christ and Don't Come Alone*” *Liahona*, Nov. 2021, 10)

After students have had an opportunity to study, consider inviting them to share what they learned by asking questions like the following:

- What did you learn from your studies that you found to be most helpful?
- What were some answers that you found to your questions?
- How do you think a patriarchal blessing can impact your relationship with Heavenly Father and Jesus Christ?

Consider sharing how God has blessed or directed you through your patriarchal blessing. You could also encourage students who have received their patriarchal blessing to share their experiences. Be sure students understand that they should not share details of their blessings. It is, however, appropriate to share about their experiences receiving a patriarchal blessing and how it has blessed their lives.

You could also show one of the following videos, available at ChurchofJesusChrist.org, to show examples of how individuals received guidance from God through their patriarchal blessings.

- “Enemy Territory” (time code 0:00 to 2:25) — An account from the life of President Boyd K. Packer of the Quorum of the Twelve Apostles (1924–2015).

- Without Fear (3:30) — A young man from Italy described how his patriarchal blessing helped him make the decision to serve a mission.);

Think about what you have learned;

To help students reflect on what they have learned and felt, consider inviting them to do the following:

Ponder the promptings or impressions you have felt today from the Holy Ghost. In your study journal, write a few sentences about the guidance and direction Heavenly Father has given you today and how you might act on those promptings.

Encourage students to act on the impressions they have felt today. Testify of the guidance and direction from Heavenly Father available to us through patriarchal blessings.

Answering Questions about Patriarchal Blessings

President Russell M. Nelson shared:



[A patriarchal blessing] is precious. It is personal scripture to you. It declares your special lineage. It reminds you of your linkage with the past. And it will help you realize your future potential. Literally, you can lay claim upon the Lord for fulfillment of those blessings through your faithfulness. (Russell M. Nelson, “Thanks for the Covenant” [Brigham Young University devotional, Nov. 22, 1988], 5)

Elder Kazuhiko Yamashita of the Seventy testified:



I frequently and prayerfully read my patriarchal blessing; it always gives me encouragement. I recognize what the Lord expects of me, and it has helped me to repent and be humble. When I read and ponder it, I desire to live worthy of receiving its promised blessings. . . .

. . . I bear my witness that Heavenly Father and His Beloved and Only Begotten Son, the Lord Jesus Christ, live. They love us. Patriarchal blessings are sacred gifts from Them.

When you receive your blessing, you will realize and feel how They love you and how

They focus on you individually. (Kazuhiko Yamashita, “When to Receive Your Patriarchal Blessing,” *Liahona*, May 2023, 90)

Sister Bonnie H. Cordon, former Young Women General President, shared:



At an FSY conference, I met two young women who had been struggling. Both young women mentioned turning to her patriarchal blessing to rediscover the Lord’s love and guidance for her personally. Find your patriarchal blessing, blow off the dust if you must, but study it often. If you don’t have one, get one—soon. Don’t delay finding out what the Lord wants to tell you now about who you are. (Bonnie H. Cordon, “Come unto Christ and Don’t Come Alone,” *Liahona*, Nov. 2021, 10)

LESSON 179: FOR THE STRENGTH OF YOUTH: MAKING CHOICES

Sustaining Our Leaders

Following Those the Lord Calls to Lead



We can be good leaders in many ways. One way is by being good followers. We show faith in Jesus Christ as we sustain leaders who are called under His direction. This lesson is intended to help students understand the importance of sustaining those the Lord calls to lead.

Possible Learning Activities

Willing to follow

Consider displaying the following scenario to help students reflect on the importance of sustaining, or supporting, those the Lord calls to lead:

Imagine that a friend of yours was baptized less than a year ago and was just called to be the president of your class or quorum. You have been faithful in the gospel for longer, and you feel that your friend is not as qualified as you or others to be class or quorum president.

- How can you adjust your thinking to be a supportive class or quorum member?
- What can you do to support your friend in this calling?

You might ask students if they, or someone they know, have had an experience similar to this. How did they respond?

One example of being willing to follow those the Lord has called is Hyrum Smith. Though he was six years older than his brother Joseph, Hyrum supported Joseph in his calling.

President M. Russell Ballard of the Quorum of the Twelve Apostles shared the following about Hyrum:



[Hyrum] assisted and served his brother, Joseph the Prophet, throughout the long and arduous process of the Restoration. ...

Through it all, Hyrum stood firm. He knew the course his life would take, and he consciously chose to follow it. To Joseph, Hyrum became companion, protector, provider, confidant, and eventually joined him as a martyr. Unjust persecution engulfed them throughout their lives. Although he was older, Hyrum recognized his brother's divine mantle. While he gave Joseph strong counsel on occasion, Hyrum always deferred to his younger brother. (M. Russell Ballard, Hyrum Smith: "Firm as the Pillars of Heaven," *Ensign*, Nov. 1995, 6–7)

- What could have made it difficult for someone in Hyrum's situation to follow Joseph as his priesthood leader?
- What Christlike attributes might have helped Hyrum be willing to follow Joseph? (see Doctrine and Covenants 124:15)

Read Doctrine and Covenants 124:94–96, looking for how Hyrum was blessed for his willingness to follow his younger brother. (Note that verse 94 is referring to Hyrum, not Joseph.)

- What blessings did you find in these verses?

Sustaining leaders

Explain that one way we can demonstrate our willingness to follow our leaders is by sustaining them. It might be helpful to assess how well students understand what it means to sustain. One way you could do this is to have students write their own definition of what it means to sustain. Then invite them to compare what they wrote with the definition from the Guide to the Scriptures: "To pledge support to those serving in general and local Church leadership positions" (Guide to the Scriptures, „Sustaining Church Leaders," Gospel Library).

„President Henry B. Eyring of the First Presidency made the following observation about sustaining those the Lord calls to lead.



By raising your hand to sustain, you make a promise. You make a promise with God, whose servants these are, that you will sustain them.

These are imperfect human beings, as are you. Keeping your promises will take unshakable faith that the Lord called them. Keeping those promises will also bring eternal happiness. (Henry B. Eyring, "The Power of Sustaining Faith," *Ensign*, or *Liahona*, May 2019, 58–59)

- How would you summarize President Eyring's teachings?
- What did he teach about exercising faith in Jesus Christ?

Help students identify the following truth: **We exercise faith in Jesus Christ when we sustain those He calls to lead.**

- Why do you think it requires faith in Jesus Christ to sustain leaders?
- When have you felt blessed for choosing to sustain someone God called to lead you?

If students struggle to think of an example, you might share your own experience or testimony about sustaining someone God called to lead you.

Trusting in Christ to sustain those called to lead

„Help students better understand how the principle of trusting Christ as they sustain those He calls applies to their lives. One way to do this is by displaying the following scenarios or creating others that are more applicable to your students. Consider inviting students to choose a scenario to have in mind as they study one or more sections of the handout. Students could also use the scenario from the beginning of class.

Amanda's Young Women class presidency was just reorganized. The girl called to be the president is someone who has been unkind to Amanda in the past.

Josh is a hardworking missionary. His mission president recently announced a mission rule that Josh does not like.

Jossie's good friend was just called as their class president. Jossie expected her friend to ask her to be in the presidency, but she didn't.

Cade was asked to serve as his quorum president. He is shy and does not like making decisions. He worries about how effective he will be leading his quorum and presidency.



„The handout titled "Teachings about Sustaining Those Called to Lead" can help students understand how the truth they identified can apply to the scenario they chose and to their own lives.

One way to review the handout is to set up stations around the room. Students could rotate through the stations and quietly study each section of the handout, looking for and recording insights that apply to their scenario. Students could then divide into groups or pairs and share what they learned.

Another way to review the handout is to put students into groups of four and assign each group

member a section from the handout. Students could study their section, looking for how it relates to their scenario. Then each student could teach their group what they learned.

Teachings about Sustaining Those Called to Lead

Section 1

President Henry B. Eyring of the First Presidency taught:



Your leader in the Lord's Church may seem to you weak and human or may appear to you strong and inspired. The fact is that every leader is a mixture of those traits and more. What helps servants of the Lord who are called to lead us is when we can see them as the Lord did when He called them.

The Lord sees His servants perfectly. He sees their potential and their future. And He knows how their very nature can be changed. He also knows how they can be changed by their experiences with the people they will lead. ...

If you have faith that the Lord leads His Church through revelation to those imperfect servants He calls, the Lord will open the windows of heaven to them, as He will to you. (Henry B. Eyring, "The Lord Leads His Church," *Ensign*, or *Liahona*, Nov. 2017, 83–84)

Section 2

Brother Stephen W. Owen, formerly the Young Men General President, said:



There will be times in your life when you are called upon to lead. At other times, you will be expected to follow. But my

message to you today is that regardless of your calling, you are always a leader, and you are always a follower. Leadership is an expression of discipleship—it is simply a matter of helping others come unto Christ, which is what true disciples do. If you are striving to be a follower of Christ, then you can help others follow Him and you can be a leader.

Your ability to lead does not come from an outgoing personality, motivational skills, or even a talent for public speaking. It comes from your commitment to follow Jesus Christ. (Stephen W. Owen, "The Greatest Leaders Are the Greatest Followers," *Ensign* or *Liahona*, May 2016, 75)

Section 3

Read the following verses:

Doctrine and Covenants 107:22 (Notice ways this verse teaches us to sustain the First Presidency. Think about how these ways to sustain could apply to other callings as well.)

Exodus 17:9–12, (Notice how Moses was sustained as Israel fought the people of Amalek.)

Section 4

Brother Stephen W. Owen, formerly the Young Men General President, taught:



[Jesus Christ] is the greatest leader *because* He is the greatest follower—He follows His Father perfectly, in all things. (Stephen W.

Owen, "The Greatest Leaders Are the Greatest Followers," *Ensign* or *Liahona*, May 2016, 75)

As you read these verses, notice ways Jesus followed His Father and ways Jesus was strengthened as He did so.

Luke 22:41–43

John 12:49–50

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Reflecting on what you've learned

Consider inviting students to share with a partner or group what they think is important for youth in the Church to know from today's lesson and why.

After students have had time to share, invite them to quietly reflect on the following questions and to be open to impressions they might receive from the Holy Ghost:

- How well are you doing at sustaining those the Lord has asked you to follow?
- How can you exercise faith in the Savior to better sustain those called to lead?

You might conclude the lesson by sharing how you have been blessed by exercising faith in Jesus Christ as you have sustained Church leaders.

Teachings about Sustaining Those Called to Lead

Section 1

President Henry B. Eyring of the First Presidency taught:



Your leader in the Lord's Church may seem to you weak and human or may appear to you strong and inspired. The fact is that every leader is a mixture of those traits and more. What helps servants of the Lord who are called to lead us is when we can see them as the Lord did when He called them.

The Lord sees His servants perfectly. He sees their potential and their future. And He knows how their very nature can be changed. He also knows how they can be changed by their experiences with the people they will lead. . . .

. . . If you have faith that the Lord leads His Church through revelation to those imperfect servants He calls, the Lord will open the windows of heaven to them, as He will to you. (Henry B. Eyring, "The Lord Leads His Church," *Ensign* or *Liahona*, Nov. 2017, 83–84)

Section 2

Brother Stephen W. Owen, formerly the Young Men General President, said:



There will be times in your life when you are called upon to lead. At other times, you will be expected to follow. But my message to you today is that regardless of your calling, you are always a leader, and you are always a follower. Leadership is an expression of discipleship—it is simply a matter of helping others come unto Christ, which is what true disciples do. If you are striving to be a follower of Christ, then you can help others follow Him and you can be a leader.

Your ability to lead does not come from an outgoing personality, motivational skills, or even a talent for public speaking. It comes from your commitment to follow Jesus Christ. (Stephen W. Owen, "The Greatest Leaders Are the Greatest Followers," *Ensign* or *Liahona*, May 2016, 75)

Section 3

Read the following verses:

Doctrine and Covenants 107:22 (Notice ways this verse teaches us to sustain the First Presidency. Think about how these ways to sustain could apply to other callings as well.)

Exodus 17:9–12 (Notice how Moses was sustained as Israel fought the people of Amalek.)

Section 4

Brother Stephen W. Owen, formerly the Young Men General President, taught:



[Jesus Christ] is the greatest leader *because* He is the greatest follower—He follows His Father perfectly, in all things. (Stephen W. Owen, “The Greatest Leaders Are the Greatest Followers,” *Ensign* or *Liahona*, May 2016, 75)

As you read these verses, notice ways Jesus followed His Father and ways Jesus was strengthened as He did so.

Luke 22:41–43

John 12:49–50

BUILDING SELF-RELIANCE

Building Self-Reliance

Overview

The Savior declared that “it is my purpose to provide for my saints. ... But it must needs be done in mine own way” (Doctrine and Covenants 104:15–16). When we exercise faith in Jesus Christ, we invite Him to help us become more self-reliant in all aspects of our lives. Jesus Christ helps His Saints build self-reliance so they can provide for themselves and learn to bless others as He does.

Pacing suggestion: It may be most effective to teach these lessons in the order that they appear in this document. The first two lessons introduce students to principles of self-reliance and will help them better understand the final two lessons. Teaching the first two “Building Self-Reliance” lessons early in the year could also help prepare students to understand principles that they will study in the “Education and Employment” lessons and the “Physical and Emotional Health” lessons.

Prepare to Teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Building Self-Reliance in the Lord’s Way

Lesson purpose: To help students understand the need to build self-reliance in the Lord’s way.

- **Student preparation:** Invite students to think of how they might define the term *self-reliance* and to consider ways the Lord can help them build self-reliance in their life.
- **Images to display:** A meal of fish; some fishing gear; Jesus working in His youth
- **Handout:** “Building Self-Reliance in the Lord’s Way”

Faith in Jesus Christ to Build Self-Reliance

Lesson purpose: To help students exercise faith in Jesus Christ to build self-reliance.

- **Student preparation:** Invite students to offer a personal prayer asking Heavenly Father to help them identify an area of their lives where they could become more self-reliant.

- **Video:** “Christ Is Risen; Faith in Him Will Move Mountains” (16:22; watch from time code 5:24 to 6:08)
- **Material to display:** Statement by Bishop W. Christopher Waddell

Managing Financial Resources Wisely

Lesson purpose: To help students understand how to exercise faith in God as they build financial self-reliance.

- **„Student preparation:** Invite students to write down important things they hope to accomplish in their future that will require financial resources. Invite them to reflect on their plan to be financially prepared for these things or on questions they might have about their financial preparation.
- **Information for students:** Common costs to serve a mission and gain a post–high school education, as well as basic living expenses in your area
- **Materials:** Copies of the graphic showing principles of financial sequencing
- **Videos:** “The Language of the Gospel (12:27; watch from time code 6:10 to 7:40); Sedrick’s Journey (2:32)

Self-Reliance Enables Us to Better Care for Others

Lesson purpose: To help students understand how becoming self-reliant enables them to better follow the Savior’s example of helping others.

- **Student preparation:** Invite students to think of ways the following statement can be true both temporally and spiritually: “You cannot lift another soul until you are standing on higher ground than he is” (Harold B. Lee, “Stand Ye in Holy Places,” *Ensign* July 1973, 123).
- **Materials:** Copies of the statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles for small groups to discuss
- **Handout:** Examples of Self-Reliance from Church History”
- **Videos:** “Strengthen Thy Brethren” (3:50); On the Lord’s Errand: The Life of Thomas S. Monson” (1:00:10; watch from time code 19:54 to 24:18)

LESSON 180: BUILDING SELF-RELIANCE

Building Self-Reliance in the Lord's Way

Building Self-Reliance Blesses Us Temporally and Spiritually

The Savior declared, “It is my purpose to provide for my saints. ... But it must needs be done in mine own way”

Doctrine and Covenants 104:15–16). Jesus Christ helps His Saints build self-reliance so they can provide for themselves and learn to bless others as He does. This lesson can help students understand the need to build self-reliance in the Lord's way.

Possible Learning Activities

Self-reliance

Consider beginning the lesson by finding out what students already understand about self-reliance. You might write *Self-reliance* on the board and ask students to describe what it means and why it is important to strive for.

You could help them discuss what they know about self-reliance by displaying pictures of a meal of fish and some fishing gear. Ask students to discuss which picture contains the most helpful items for someone to build self-reliance in providing food for their family. You may want to display the two statements below as part of the discussion.



President Gordon B. Hinckley (1910–2008) explained the value in learning to provide for ourselves:



There is an old saying that if you give a man a fish, he will have a meal for a day. But if you teach him how to fish, he will eat for the remainder of his life. (Gordon

B. Hinckley, *The Perpetual Education Fund*, "Ensign, May 2001, 52)

The First Presidency taught the following about self-reliance:

The Lord has declared, “It is my purpose to provide for my saints” Doctrine and Covenants 104:15 This revelation is a promise from the Lord that He will provide temporal blessings and open the door of self-reliance, which is the ability for us to provide the necessities of life for ourselves and our family members. ...

Please be assured that you are a child of our Father in Heaven. He loves you and will never forsake you. He knows you and is ready to extend to you the spiritual and temporal blessings of self-reliance. (The First Presidency, in *My Foundation for Self-Reliance* [2016], 3)

- What do you learn from these statements about self-reliance?

After the class has discussed the previous statements, consider inviting students to summarize their understanding of self-reliance to a partner. It may be helpful to continue to display the previous statement by the First Presidency for reference. Then invite volunteers to share their summaries with the class.,

Be sure students understand that **with the Lord's help, we can build self-reliance to provide the necessities of life for ourselves and our families**

- Why do you think building self-reliance is important to understand while you are young?
- If someone feels overwhelmed at the thought of becoming self-reliant, what could you remind them about Heavenly Father and Jesus Christ that could give them hope?

To help students see practical ways that self-reliance principles apply to them, consider writing the following topics on the board: *education, health employment, finances, [spiritual strength]* Divide students into groups and assign one topic to each group. Invite students to discuss the following in their groups and then to share with the class what they discussed.]

Answer the following questions based on one of these topics: education, health, employment, finances, or spiritual strength:

- How would you describe someone who is self-reliant in that area?
- How could a teenager start building self-reliance in that area? How could they invite the Lord to help them?
- What are the benefits of learning to do more things for ourselves in this area?

Encourage students to pay attention to promptings from the Holy Ghost about how they can provide for themselves. Help students understand that even when they can do things on their own, they still need to rely on the Lord. It can also be appropriate to ask for help from others sometimes.

Self-reliance in the Lord's way

To help students understand principles about self-reliance we can learn from the Lord and His servants, consider one of the following options:



1. Divide students into small groups, and distribute the handout "Building Self-Reliance in the Lord's Way." Each group could divide the scripture references and statements among group members to study. They could then share with each other what they learned and answer the questions together.
2. If students have the resources and experience to find scripture references and statements by Church leaders on their own, display the questions from the handout on the board. Invite students to search the scriptures and words of the prophets for answers to each question. One resource students could study is the Topics and Questions section titled Self-Reliance." This is available in the Gospel Library app and at ChurchofJesusChrist.org.

Building Self-Reliance in the Lord's Way

Study the scripture references and statements below, looking for answers to the following two questions:

1. What has the Lord taught in the scriptures and through His prophets that can help us build self-reliance?
2. What obstacles might someone face that they will need Heavenly Father's help to overcome?

Doctrine and Covenants 9:7-8

Doctrine and Covenants 58:26-28

Doctrine and Covenants 88:124

Joseph Smith—History 1:55

President Ezra Taft Benson (1899–1994) taught:



The Lord works from the inside out. The world works from the outside in. The world would take people out of the slums. Christ takes the slums out of people, and then they take themselves out of the slums. The world would mold men by changing their environment. Christ changes men, who then change their environment. The world would shape human behavior, but Christ can change human nature. (Ezra Taft Benson, "Born of God," *Ensign*, Nov. 1985, 6)

President Dieter F. Uchtdorf, then of the First Presidency, explained:



The Lord's way is not to sit at the side of the stream and wait for the water to pass before we cross. It is to come together, roll up our sleeves, go to work, and build a bridge or a boat to cross the waters of our challenges. (Dieter F. Uchtdorf, "Providing in the Lord's Way," *Ensign* or *Liahona*, Nov. 2011, 54)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Provide an opportunity for groups to share with the class their answers and insights they had during their study. They may also share examples of how the Lord has blessed them in their efforts to live principles of self-reliance.

[The Savior developed grace for grace

„Students may recognize that it can be overwhelming to try to build self-reliance in many different areas all at once. Explain that we can learn from the Savior's example that building self-reliance takes time. Consider displaying the following picture as students read the following scripture passage.



Read ,Doctrine and Covenants 93:11–13, looking for what John the Baptist taught about the Savior's development. (A portion of John the Baptist's writings was revealed to Joseph Smith and recorded in section 93

If students need help answering the following questions, you may want to explain that continuing from grace to grace means improving little by little with divine help. You could have students read 2 Nephi 28:30 to help them see how we also need to progress "line upon line.";

- What do you think it means that the Savior "continued from grace to grace"? (verse 13).
- How can the Savior's example of continuing from grace to grace help you in your efforts to build spiritual and temporal self-reliance?

Building self-reliance in your own life

Invite students to reflect on what the Holy Ghost may have taught them about building self-reliance. To help them reflect, you could display the following questions. Invite students to assess their current state of self-reliance by pondering or responding to the following questions in their study journals.”,

- How confident do I feel in building self-reliance in different areas of my life?,
- Why is it helpful to begin developing the ability to provide for myself in these areas?
- How can I involve the Lord in building greater self-reliance in my life?

Invite students to consider specific ways they might begin to build self-reliance in their lives. You might also share your thoughts and witness about the power of becoming self-reliant and how it has blessed your life.

Building Self-Reliance in the Lord's Way

Study the scripture references and statements below, looking for answers to the following two questions:

1. What has the Lord taught in the scriptures and through His prophets that can help us build self-reliance?
2. What obstacles might someone face that they will need Heavenly Father's help to overcome?

Doctrine and Covenants 9:7–8

Doctrine and Covenants 58:26–28

Doctrine and Covenants 88:124

Joseph Smith—History 1:55

President Ezra Taft Benson (1899–1994) taught:



The Lord works from the inside out. The world works from the outside in. The world would take people out of the slums. Christ takes the slums out of people, and then they take themselves out of the slums. The world would mold men by changing their environment. Christ changes men, who then change their environment. The world would shape human behavior, but Christ can change human nature. (Ezra Taft Benson, "Born of God," *Ensign*, Nov. 1985, 6)

President Dieter F. Uchtdorf, then of the First Presidency, explained:



The Lord's way is not to sit at the side of the stream and wait for the water to pass before we cross. It is to come together, roll up our sleeves, go to work, and build a bridge or a boat to cross the waters of our challenges. (Dieter F. Uchtdorf, "Providing in the Lord's Way," *Ensign* or *Liahona*, Nov. 2011, 54)

LESSON 181: BUILDING SELF-RELIANCE

Faith in Jesus Christ to Build Self-Reliance

Overcoming Obstacles through the Lord

In addition to blessing us with forgiveness and healing from sin, the Savior can bless us in situations like school, work, and relationships. When we exercise faith in Jesus Christ, we invite Him to help us become more self-reliant in all aspects of our lives. This lesson is intended to help students exercise faith in Jesus Christ to build self-reliance.

Possible Learning Activities

Moving mountains

Consider drawing a mountain on the board and inviting students to draw a similar mountain in their study journals, covering roughly the top half of one page. Tell students to imagine that the mountain stands between them and building spiritual and temporal self-reliance. (If students need help understanding what self-reliance means, share that it includes things like gaining their own spiritual strength, obtaining an education, and earning enough money to meet their needs.)

Inside the mountain, ask them to write some of the obstacles they are facing that make it difficult to build self-reliance in different areas of their lives. (Examples might include a lack of available employment, educational opportunities, health, or needed support from loved ones.) Invite volunteers to write some of the obstacles they are facing in the mountain you drew on the board.

- How can obstacles in life sometimes feel like mountains?"
- What are different ways people respond to these kinds of challenges?

You might invite students to ponder how they plan to deal with their obstacles to gaining self-reliance. Invite them throughout the lesson to prayerfully seek how to receive strength from the Savior to overcome the challenges they face.

Inviting the Savior's power into our lives

President Russell M. Nelson gave the following counsel to those who face difficult challenges in their lives.



„My dear brothers and sisters, my call to you ... is to start today to increase your faith. Through your faith, Jesus Christ will increase your ability to move the mountains in your life, even though your personal challenges may loom as large as Mount Everest. ...

Your mountains will vary, and yet the answer to each of your challenges is to increase your faith. (Russell M. Nelson, Christ Is Risen; Faith in Him Will Move Mountains," *Liahona*, May 2021, 102–3)

- How would you summarize what President Nelson is teaching?

Students may come up with various insightful summaries. One important truth is that **as we increase our faith in Jesus Christ, He will increase our ability to overcome challenges.**

- How can these teachings from President Nelson apply to our efforts to gain self-reliance in our lives?.

Imagine you have a friend who needs a little help to believe that Jesus Christ would really help them with the obstacles in their life. Find a doctrinal mastery passage from any book of scripture that could help them feel Jesus's desire and power to help.

Doctrinal mastery passages students might find include:

Proverbs 3:5–6: "Trust in the Lord with all thine heart ... and he shall direct thy paths."

Matthew 11:28–30 "Come unto me, all ye that labour and are heavy laden, and I will give you rest."

James 1:5–6: "If any of you lack wisdom, let him ask of God."

1 Nephi 3:7. “I will go and do the things which the Lord hath commanded.”

2 Nephi 28:30: God “will give unto the children of men line upon line, precept upon precept.”

Ether 12:27: “If men come unto me ... then will I make weak things become strong unto them.”

Doctrine and Covenants 6:36: “Look unto me in every thought; doubt not, fear not.”

- What passage did you choose? How could that passage help your friend understand the Savior’s desire and power to help them?
- What personal experience could you share to help your friend know that Jesus is willing and able to help us?

Consider inviting students to create two columns under the mountain on their journal page. At the top of one column, they could write “My part in building self-reliance.” At the top of the other column, they could write “How the Savior may bless me.”

You might display or distribute copies of the following statement. Invite students to read it, looking for what they could add to both columns. Students could work individually, in pairs, or small groups.

Bishop W. Christopher Waddell of the Presiding Bishopric explained how our efforts and faith in the Lord work together.



From the beginning of time, the Lord has provided direction to help His people prepare spiritually and temporally against the calamities and trials that He knows will come as part of this mortal experience. These calamities may be personal or general in nature, but the Lord’s guidance will provide protection and support to the extent that we heed and act upon His counsel. ...

The Lord does not expect us to do more than we can do, but He does expect us to do what we can do, when we can do it. ...

Being temporally prepared and self-reliant means “believing that through the grace, or enabling power,

of Jesus Christ and our own effort, we are able to obtain all the spiritual and temporal necessities of life we require for ourselves and our families.” (W. Christopher Waddell, *There Was Bread*, *Liahona* Nov. 2020, 42–43, 44)

Divide students into groups of two or three and complete the following activity and discussion. Some examples students identify could include Joseph Smith needing answers to gain more spiritual strength (see Joseph Smith—History 1:8–20 and the brother of Jared needing to provide for the temporal needs of his family while traveling to the promised land (see .Ether 2:18–3:6).

Identify an account from the scriptures or Church history of someone who used both their own efforts and faith in Jesus Christ to overcome obstacles to their progress.

- What obstacle did they face?
- What personal efforts did they make to overcome the obstacle?
- How did the Lord help them because of their faith?

When students have finished the group discussion, invite a member of each group to write on the board the name of the person from the scriptures or Church history that they thought of on top of the mountain.

Discuss the following question as a class.

- What did you learn from these people that you can apply to your own efforts to build self-reliance with the Savior’s help?

How might this work in everyday life?”,

Help students understand how they might take practical action while trusting in Heavenly Father and the Savior to bless their efforts. You could invite students to choose one of the following scenarios and think of how the individual could exercise faith in Jesus Christ as they work toward becoming more self-reliant.

1. A young man wants to serve a mission and get an education but does not have enough money to do either.
2. A young woman has health issues that restrict her from many of the jobs that are available to others.
3. A young man deals with severe anxiety. Social situations, including school and his employment, are very challenging for him.
4. A young woman wants to be successful in school but is unable to learn as well as many of her classmates. Consequently, she is worried that she won't be accepted to the university where she hopes to study.

Consider using questions like the following to help students discuss these scenarios:

- What actions might this person take to respond to their problem in a way that allows the Lord to help them?
- What might they do to exercise faith in Jesus Christ?
- Who might they counsel with? How could doing this invite the Lord's help?

If students need help answering the last question, consider suggesting that those in the scenarios could counsel with parents, leaders, and professionals. In addition, they could counsel with Heavenly Father through prayer on how to best respond to their situation.

Apply to your life",

You might invite students to ponder how choosing to exercise faith in Jesus Christ could impact both their current and future circumstances. Then, invite them to reflect on and answer the following questions in their journals:

- What is an area in your life where you would like to become more self-reliant?
- What can you do to overcome obstacles you might face?
- How could you act with faith in Jesus Christ as you seek the help you need?

LESSON 182: BUILDING SELF-RELIANCE

Managing Financial Resources Wisely

Striving to Build Financial Self-Reliance

Youth have many future opportunities that come with financial responsibilities, such as serving a mission, gaining an education, or starting a family. As they look to Jesus Christ and follow wise financial principles, they invite God's blessing to provide for their needs (see Doctrine and Covenants 104:15). This lesson can help students understand how to exercise faith in God as they build financial self-reliance.

Possible Learning Activities

Looking to the future

In pairs or small groups, invite students to share major goals they might have over the next 10 or 15 years. For example, they could share if they plan to serve a mission, where they would like to continue their education, or their desires regarding marriage and family. After students have shared, consider discussing the following questions as a class:

- Which of your goals require financial preparation?
- When do you think is the best time to start making financial plans for your future? Why?

You may want to be prepared to briefly share common costs to serve a mission, gain an education, or live in your area. (Keep in mind that the purpose of this lesson is not to outline how much everything costs but to help students faithfully look to Jesus Christ and be introduced to some basic principles of financial stewardship.)

Invite students to respond to the following question in their study journals:

- How confident are you about your financial future? Why?

Throughout this lesson, prayerfully seek Heavenly Father's help to understand principles that can help you now and in the future to manage your finances wisely.

Promises from the Lord

In 1834, the Church was struggling financially due, in part, to the building of the Kirtland Temple and other righteous efforts. The Lord gave them counsel that could also apply to us as we face financial obligations to achieving our righteous desires.

Read Doctrine and Covenants 104:13–17, 78–79. Think about how the Lord's teachings can relate to your finances.

- What did you learn that could be applied to our financial needs?
- What words or phrases could help someone trust in the Lord as they manage their finances?

Students may share various thoughts, including the following truth: **The Lord will provide for our needs if we faithfully follow His counsel.**

- Why might this truth be encouraging as you try to prepare financially for your future?]

If necessary, help students understand that the Lord does not promise freedom from financial or other hardships. The Lord does, however, know what we need; as we are faithful, He will provide for us according to His will and timing.

The Lord's financial principles].

Explain that **“through the scriptures and leaders of His Church, the Lord has given counsel to help us make wise use of our earthly blessings, including our finances** To help students understand the Lord's counsel, consider inviting them to choose one of the following passages to study. When they have finished, they could gather with students who studied different passages and share what they learned.,

Read the following verses and identify principles the Lord teaches that could help a teenager prepare for their financial future.

Malachi 3:8–10

1 Timothy 6:10],

„2 Nephi 9:51

Jacob 2:18–19

Doctrine and Covenants 48:4 (At this time, the Saints needed to buy land, but we might liken this to our own future responsibilities.)

When students have finished sharing with one another, consider asking questions such as the following:

- How can the principles in these scriptures help you exercise faith in Jesus Christ as you prepare for your financial needs?
- Why do you think paying tithing is an important part of managing our finances? (see Malachi 3:8–10)
- „Other than paying tithing, what are some ways we can prioritize seeking God’s kingdom over seeking for riches?
- How can developing the habit of saving money as a youth bless you throughout your life?

Financial priorities

The following images represent events or decisions related to finances. Allowing students to consider the sequence of these events or decisions can help them discern priorities when making financial decisions. Consider printing the images, cutting out each of the five categories, and attaching them to the board in a random order. Invite students to discuss the order that they think the categories should be in. Another option is to print and cut up enough copies of this graphic for small groups of students to place in order and discuss together. It may be helpful to point out that although it seems obvious that receiving income should come first in real life, many people borrow and spend money before they have it. This is called debt, and we should strive to avoid it.

Alternatively, you could invite students to list common expenses they have now or might have in the future on the board. As a class or in groups, students could be invited to prioritize the expenses from most to least important, using principles they just learned in the previous scripture activity.



- How would you prioritize these financial events or decisions? What did you learn from the Lord’s teachings in the scriptures to support your answer?
- What challenges could result from having our financial priorities out of order?
- What might you say to someone who feels their current living expenses should be prioritized over paying tithing?

Consider asking students to share how the Lord has blessed them or their family members as they have prioritized tithing over other expenses. As another example, you could share the experience of Elder Valeri V. Córdón of the Seventy in his address “The Language of the Gospel” from time code 6:10 to 7:40, available at [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org).

Consider discussing the statement below from Elder Stanley G. Ellis.

If helpful, consider taking time to teach students how to pay tithes and offerings with a tithing slip or online at donations.ChurchofJesusChrist.org.

Elder Stanley G. Ellis of the Seventy asked the following about paying tithing:



Do we have the *faith* to trust [the Lord's] promises regarding tithing that with 90 percent of our increase *plus the Lord's help*, we are better off than with 100 percent *on our own* (Stanley G. Ellis, “Do We Trust Him? Hard Is Good,” *Ensign* or *Liahona* Nov. 2017, 114)

To show students an example of people living by the principles in this lesson, consider sharing “Sedrick’s Journey” (2:32) available at [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org)

You might help students understand that the Lord has provided ways to help with our financial future that are not portrayed in this lesson. For example, He can inspire us with other ways to earn or save money. Youth can speak to their bishop or leaders about financial help for a mission or affordable ways to pursue a higher education.,

- „How would you summarize what you learned about managing your finances wisely?
- What is one thing you feel the Lord wanted you to learn today?

Consider inviting a few students to share their responses. Share your testimony of the Lord’s desire to provide for His Saints (see Doctrine and Covenants 104:15). Encourage students to look to God and involve Him in financial decisions throughout their lives.

Conclusion

Students could be invited to respond to the following questions in their study journal or discuss them with a partner:

LESSON 183: BUILDING SELF-RELIANCE

„Self-Reliance Enables Us to Better Care for Others

Preparing to Serve like the Savior

The Savior taught His disciples to “succor the weak ... and strengthen the feeble knees” Doctrine and Covenants 81:5? We are better able to follow this instruction when we become more self-reliant ourselves. This lesson can help students understand how becoming self-reliant enables them to better follow the Savior’s example of helping others.

Possible Learning Activities**The ability to help others**

To help students understand that gaining self-reliance affects our ability to help others, consider inviting three students to each read one of the following situations. Pause after each situation is read and ask the class to share different factors that could determine how much Mindy, Nathan, or Jayda are able to help. (If desired, you could create alternate scenarios that are more relevant to your students.)

1. Mindy’s friend is struggling to understand her math assignment and asks Mindy for help.
2. As a new missionary, Nathan meets someone who has a lot of questions about the Restoration of the Savior’s Church.
3. Jayda learns that a family in her ward is not able to provide warm clothing for their children.

Consider displaying or providing students with a copy of the following statement from Elder Robert D. Hales (1932–2017) of the Quorum of the Twelve Apostles. Invite them to identify and discuss in small groups at least one phrase from each paragraph that could apply to the scenarios above. (If needed, help students understand that the word *temporal* as used in the statement could include many areas of welfare, such as financial, educational, emotional, and physical.)



Self-reliance is taking responsibility for our own spiritual and temporal welfare and for those whom Heavenly Father has entrusted to our care. Only when we are self-reliant can we truly emulate the Savior in serving and blessing others.

It is important to understand that self-reliance is a means to an end. Our ultimate goal is to become like the Savior, and that goal is enhanced by our unselfish service to others. Our ability to serve is increased or diminished by the level of our self-reliance.

As President Marion G. Romney once said: “Food for the hungry cannot come from empty shelves. Money to assist the needy cannot come from an empty purse. Support and understanding cannot come from the emotionally starved. Teaching cannot come from the unlearned. And most important of all, spiritual guidance cannot come from the spiritually weak” (in Conference Report, Oct. 1982, 135; or *Ensign*, Nov. 1982, 93). (Robert D. Hales, A Gospel Vision of Welfare: Faith in Action in *Basic Principles of Welfare and Self-Reliance* [worldwide leadership training meeting, 2009], 1–2; see also ChurchofJesusChrist.org)

- What truths did you learn from Elder Hales?

As students answer the previous question, be sure they understand that **as we develop self-reliance, we become more like the Savior and can better help and serve others.**

You might help students see personal relevance in the lesson by asking them to record their thoughts and answers to questions like the following:

- How have you been able to help others through abilities or means God has helped you develop?
- What areas of self-reliance might Heavenly Father have you work on now so you can better care for yourself and others in the future?

Becoming more like the Savior

„Consider displaying the following instructions and question. Invite students to complete the activity and discuss the question with a partner.

Read Luke 2:40, 52 and mark different areas of progress that Jesus made in His youth.

- How might the Savior’s ability to serve others have been affected by His growth and development during His youth?

After partners are done sharing, invite the class to share ways a teenager today could build self-reliance in each area mentioned in Luke 2:40, 52.

Consider giving students time to silently ponder questions like the following:

- Who might you be able to help in the future if you become more self-reliant in one of these areas? How could you help?
- How does working toward self-reliance help us become more like the Savior?

Examples of Christlike service through self-reliance



Share examples of people in Church history who were able to serve God and others. You could do this by organizing the class into study groups and providing each group with one of the examples from the handout “Examples of Self-Reliance from Church History.” Invite groups to read the suggested verses and discuss the question at the end of their paragraph.

Examples of Self-Reliance from Church History

Martin Harris: In 1827, Joseph Smith was facing persecution and poverty as he tried to translate the Book of Mormon from the gold plates. Martin Harris, a successful farmer, learned of Joseph’s situation. Read Joseph Smith—History 1:61–62, looking for how Martin was able to help Joseph Smith. Read Doctrine and Covenants 19:26, 34–35; 104:26 to see other ways Martin Harris was able to serve the Lord and bless others. Martin had developed the financial self-reliance needed to serve the Lord and others in meaningful ways. What could teenagers do now to develop skills, education, and means to help them serve the Lord and others in the future?

Emma Hale Smith: When she met Joseph Smith, Emma Hale was an accomplished reader, writer, teacher, and musician. Read Doctrine and Covenants 25:5–7, 11, looking for responsibilities the Lord entrusted to Emma. Emma had developed the skills and education that helped her serve the Lord and others in meaningful ways. What could teenagers do now to develop skills, education, and means to help them serve the Lord and others in the future?

William W. Phelps: The Lord instructed William W. Phelps, a recent convert to the Church, to move to Missouri. Read Doctrine and Covenants 55:4 and 57:11–13, looking for the unique assignments the Lord gave William to serve in His Church. Use the “Authors and Composers” index in the hymnbook to search for hymns that were written by William W. Phelps that continue to bless the Church today. William had developed the skills and education that helped him serve the Lord and others in meaningful ways. What could teenagers do now to develop skills, education, and means to help them serve the Lord and others in the future?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Consider inviting each group to share with the class what they learned.

You might help students think of modern examples of people who developed self-reliance and then were able to serve others in a Christlike way. You could show the video “Strengthen Thy Brethren” (3:50) or “On the Lord’s Errand: The Life of Thomas S. Monson” from time code 19:54 to 24:18, both available at ChurchofJesusChrist.org.

Consider sharing how you have served others or how others have served you through skills, means, and attributes that you or others developed throughout life.

To conclude the lesson, you may want to give students time to prayerfully ponder or write what they think Heavenly Father would have them do with what they learned and felt today. Volunteers could share some of their thoughts with the class.

Examples of Self-Reliance from Church History

Martin Harris: In 1827, Joseph Smith was facing persecution and poverty as he tried to translate the Book of Mormon from the gold plates. Martin Harris, a successful farmer, learned of Joseph's situation. Read Joseph Smith—History 1:61–62, looking for how Martin was able to help Joseph Smith. Read Doctrine and Covenants 19:26, 34–35; 104:26 to see other ways Martin Harris was able to serve the Lord and bless others. Martin had developed the financial self-reliance needed to serve the Lord and others in meaningful ways. What could teenagers do now to develop skills, education, and means to help them serve the Lord and others in the future?

Emma Hale Smith: When she met Joseph Smith, Emma Hale was an accomplished reader, writer, teacher, and musician. Read Doctrine and Covenants 25:5–7, 11, looking for responsibilities the Lord entrusted to Emma. Emma had developed the skills and education that helped her serve the Lord and others in meaningful ways. What could teenagers do now to develop skills, education, and means to help them serve the Lord and others in the future?

William W. Phelps: The Lord instructed William W. Phelps, a recent convert to the Church, to move to Missouri. Read Doctrine and Covenants 55:4 and 57:11–13, looking for the unique assignments the Lord gave William to serve in His Church. Use the “Authors and Composers” index in the hymnbook to search for hymns that were written by William W. Phelps that continue to bless the Church today. William had developed the skills and education that helped him serve the Lord and others in meaningful ways. What could teenagers do now to develop skills, education, and means to help them serve the Lord and others in the future?

Examples of Self-Reliance from Church History

Martin Harris: In 1827, Joseph Smith was facing persecution and poverty as he tried to translate the Book of Mormon from the gold plates. Martin Harris, a successful farmer, learned of Joseph's situation. Read Joseph Smith—History 1:61–62, looking for how Martin was able to help Joseph Smith. Read Doctrine and Covenants 19:26, 34–35; 104:26 to see other ways Martin Harris was able to serve the Lord and bless others. Martin had developed the financial self-reliance needed to serve the Lord and others in meaningful ways. What could teenagers do now to develop skills, education, and means to help them serve the Lord and others in the future?

Emma Hale Smith: When she met Joseph Smith, Emma Hale was an accomplished reader, writer, teacher, and musician. Read Doctrine and Covenants 25:5–7, 11, looking for responsibilities the Lord entrusted to Emma. Emma had developed the skills and education that helped her serve the Lord and others in meaningful ways. What could teenagers do now to develop skills, education, and means to help them serve the Lord and others in the future?

William W. Phelps: The Lord instructed William W. Phelps, a recent convert to the Church, to move to Missouri. Read Doctrine and Covenants 55:4 and 57:11–13, looking for the unique assignments the Lord gave William to serve in His Church. Use the “Authors and Composers” index in the hymnbook to search for hymns that were written by William W. Phelps that continue to bless the Church today. William had developed the skills and education that helped him serve the Lord and others in meaningful ways. What could teenagers do now to develop skills, education, and means to help them serve the Lord and others in the future?

PHYSICAL AND EMOTIONAL HEALTH

Physical and Emotional Health

Overview

As we go through life, we face many situations that are emotionally challenging. We can turn to the Lord for help to become more emotionally resilient. The following lessons encourage students to care for their physical bodies; develop healthy thinking patterns; seek the Lord's help with stress, anxiety, sadness, and depression; and create and strengthen relationships.

Pacing suggestion: These lessons could be taught at any point in the school year or during any week in the *Come, Follow Me* pacing. However, it may be best to teach Building Emotional Strength in the Lord and the ensuing lessons in close proximity to each other. This could better help students learn and practice skills that are specific to these lessons.

Prepare to Teach

The following information provides ideas of what you may need to prepare in advance for each lesson.

„Caring for Our Physical Bodies

Lesson purpose: To help students show gratitude to Heavenly Father and Jesus Christ by caring for their physical bodies.

- **Student preparation:** Invite students to ponder how they feel about their bodies and what they are doing to take care of them. They can also ponder how their attitudes and actions toward their physical bodies affect their happiness, energy, productivity, and relationships with God.
- **Handout:** “Caring for Our Physical Bodies”

Building Emotional Strength in the Lord

Lesson purpose: To help students feel confident that the Savior will support them in building physical and emotional strength.

- **Student preparation:** Invite students to ponder emotionally challenging situations they face, or may face in the future, and what they could do in those situations. They may want to discuss their thoughts with a parent or family member. You could point out that an outside perspective can sometimes be helpful in dealing with emotional challenges.

Developing Healthy Thinking Patterns

Lesson purpose: To help students develop self-awareness of their thoughts and establish healthy thinking patterns.

Student preparation: Consider inviting students to pay attention to and write down the kinds of thoughts they have when responding to challenging situations or interacting with others.

Handout: “Correcting Unhelpful or Inaccurate Thoughts”

Managing Stress and Anxiety

Lesson purposes: To help students identify and practice skills to turn to the Lord to manage stress and anxiety.

- **Student preparation:** Invite students to think about a recent time when they felt stressed or anxious about something. Encourage them to ponder what successes and challenges they've had coping with stress and anxiety.
- **Handout:** “Four Levels of Stress”

Coping with Sadness and Depression

Lesson purposes: To help students understand ways they can get help with feelings of sadness and depression.

- **Student preparation:** To prepare students to study appropriate ways to deal with sadness and depression, provide the following statement: “I recognize how Heavenly Father and Jesus Christ can help me when I feel sad or depressed.” Invite students to prayerfully assess how well this statement applies to them and how confidently they could share it with others.
- **Items to display:** An image or video of waves of the sea
- **Handout:** “(Seeking Help

Being Perfected in Jesus Christ).

Lesson purposes: To help students understand thinking errors related to perfectionism and how they can turn to the Lord.

- **Student preparation:** Invite students to consider how they might describe the difference between perfectionism and becoming perfect through Christ. They could ponder the ways they might feel tempted to think they have to be perfect on their own.
- **(Video:** Self-Compassion (2:58); “The Imperfect Harvest (11:01; watch from time code 2:37 to 3:04)

- **Handout:** “Becoming Perfected in Jesus Christ”

Building Healthy Relationships

Lesson purposes: To help students seek the Lord’s help to establish relationships that contribute to their overall health and well-being.

- **Student preparation:** Invite students to consider strong relationships they have in their lives and what they did to make them strong. They can also consider any people that they would like to develop or strengthen a relationship with and think of ways to do this.
- **Video:** “Of Things That Matter Most” (19:12; watch from time code 12:35 to 12:56)
- **Handout:** Examples of Meaningful Relationships in Church History and the Doctrine and Covenants”
- **Materials for students:** A strip of paper for each student

LESSON 184: PHYSICAL AND EMOTIONAL HEALTH

Caring for Our Physical Bodies

Observing the Laws of Physical Health

Our physical bodies are an incredible gift from a loving Heavenly Father. We honor this gift by making wise choices in caring for our bodies. This lesson can help students show gratitude to Heavenly Father and Jesus Christ by caring for their physical bodies.

Possible Learning Activities.

Our physical bodies

Note: While teaching this lesson, it is important to remember that this subject can be difficult for some students. Caring for their physical bodies is particularly challenging for those with eating disorders, disabilities, serious illnesses, and other circumstances.

Help students prepare to study this lesson by inviting them to share pressures people feel and attitudes people have about their physical appearances. One way to do this is to write the words *Physical body* on the board and invite students to share their thoughts about the following questions:

- What are some different pressures people may feel about their bodies?
- What are some different attitudes people have about their bodies?

Invite students to answer the following questions in their study journal:

- How do you feel about your body? Why?
- How well do you feel you take care of your body? Why?

As you study this lesson, seek inspiration from the Holy Ghost to know how you can care for your physical body..

Truth from the Lord about our bodies

Read the first paragraph of the section “Your Body Is Sacred in *For the Strength of Youth: A Guide for Making Choices* ([2022], 23).

- What stood out to you?

As students share, write any truths they mention on the board. Consider asking students to explain why they feel that truth is important to teenagers today.

If students do not mention it, add the following truth to the list on the board: **Your body is an amazing gift from Heavenly Father.**

- How might knowing our bodies are gifts from God affect our attitude about them?
- How might knowing this truth affect how we care for our bodies?



To help students understand this principle and how to care for the gift of our physical bodies, you could separate the handout “Caring for our Physical Bodies” into four learning stations. You might organize the class into small groups that rotate through each learning activity. You could provide a piece of paper that remains at each station for students to complete the writing portion at the end of each section. Then students can read what other groups wrote and add to it

„Caring for our Physical Bodies

Our Body Image

- How can the opinions of others influence how we feel about our bodies?
- How are the truths the Lord wants us to know in Genesis 1:26–27 and 1 Corinthians 6:19–20 different from messages we may get from others?

Study the following counsel the Lord gave through President Russell M. Nelson and Elder Jeffrey R.

Holland of the Quorum of Twelve Apostles looking for what can help with our body image:



Each time you look in the mirror, see your body as your temple. That truth—refreshed gratefully each day—can positively influence your decisions about how you will care for your body and how you will use it. And those decisions will determine your destiny. (Russell M. Nelson, “Decisions for Eternity” *Ensign* or *Liahona*, Nov. 2013, 107)



I plead with you ... to please be more accepting of yourselves, including your body shape and style, with a little less longing to look like someone else. We are all different. Some are tall, and some are short. Some are round, and some are thin. And almost everyone at some time or other wants to be something they are not! But as one adviser to teenage girls said: “You can’t live your life worrying that the world is staring at you. When you let people’s opinions make you self-conscious you give away your power. ... The key to feeling [confident] is to always listen to your inner self—[the real you.]” And in the kingdom of God, the real you is “more precious than rubies” Proverbs 3:15 (Jeffrey R. Holland, “To Young Women” *Ensign* or *Liahona*, Nov. 2005, 29)

- What did you learn from these statements?

Write down something you think the Lord would want you to say to someone who is struggling to feel positive about their body.

Sleep

Read Doctrine and Covenants 88:124, looking for what the Lord taught about sleep.

- Why do you think sleep is important?

Not getting enough sleep can be a significant health problem. Most experts recommend teenagers get between 8–10 hours of sleep a night (see National

Sleep Foundation, “How Much Sleep Do You Really Need?” Oct. 1, 2020, thensf.org). Insufficient sleep can leave a person tired, functioning poorly, and vulnerable to physical and mental health issues. Feeling tired can make us more susceptible to temptation.

- How have you seen sleep habits affect your life?
- How could healthy sleep habits improve our ability to serve the Lord?

Discuss with your group advice you would give to someone who wanted to improve their sleep habits or whom you would recommend they go to for advice. Write your thoughts on the paper provided.

„Exercise and an Active Lifestyle

Being idle refers to wasting our time, being lazy, or avoiding work. Read one or two of the following verses, looking for the Lord’s feelings about His children being idle: “... Doctrine and Covenants 42:42; 60:13” ,,, 75:3”,

- Why do you think the Lord wants us to be active and hardworking instead of idle?
- How has the Lord blessed you when you have tried to be active and hardworking?
- How could exercise and an active lifestyle improve our mental health? How could this help us serve the Lord?

Write down your advice for a teenager who desires to improve their exercise and activity levels.

Healthy Eating Habits

Read the following verses, looking for the Savior’s counsel regarding healthy food choices: Doctrine and Covenants 59:16–20; 89:10–16.

- What impact do our food choices have on our lives?

Discuss some of the obstacles to healthy eating. Share some ways we can seek the Lord’s help and overcome these obstacles.

- What long-term benefits could there be in following the Savior's counsel about eating well while you are young?

„As a group, write three lists titled “Avoid,” “On Occasion,” and “Healthy.” Working together, choose some common foods you see every day. Discuss which category might be appropriate for that food.

© 2023 by Intellectual Reserve, Inc. All rights reserved.

Following the rotations, invite students to share what they learned and any concerns they may have. The following questions may be useful:

- Why can it be challenging to develop healthy habits and properly care for our bodies?
- How do you think remembering that our bodies are gifts from God could help?
- How has the Lord helped you or someone you know develop healthy habits?

Invite the class to share truths or experiences that may help with the challenges or concerns students mention.

To conclude, invite students to write in their study journal what they feel the Lord would like them to do to better care for their bodies

Caring for Our Physical Bodies

Our Body Image

- How can the opinions of others influence how we feel about our bodies?
- How are the truths the Lord wants us to know in Genesis 1:26–27 and 1 Corinthians 6:19–20 different from messages we may get from others?

Study the following counsel the Lord gave through President Russell M. Nelson and Elder Jeffrey R. Holland of the Quorum of Twelve Apostles looking for what can help with our body image:



Each time you look in the mirror, see your body as your temple. That truth—refreshed gratefully each day—can positively influence your decisions about how you will care for your body and how you will use it. And those decisions will determine your destiny. (Russell M. Nelson, “Decisions for Eternity,” *Ensign* or *Liahona*, Nov. 2013, 107)



I plead with you . . . to please be more accepting of yourselves, including your body shape and style, with a little less longing to look like someone else. We are all different. Some are tall, and some are short. Some are round, and some are thin. And almost everyone at some time or other wants to be something they are not! But as one adviser to teenage girls said: “You can’t live your life worrying that the world is staring at you. When you let people’s opinions make you self-conscious you give away your power. . . . The key to feeling [confident] is to always listen to your inner self—[the real you.]” And in the kingdom of God,

the real you is “more precious than rubies” [Proverbs 3:15]. (Jeffrey R. Holland, “To Young Women,” *Ensign* or *Liahona*, Nov. 2005, 29)

- What did you learn from these statements?

Write down something you think the Lord would want you to say to someone who is struggling to feel positive about their body.

Sleep

Read Doctrine and Covenants 88:124, looking for what the Lord taught about sleep.

- Why do you think sleep is important?

Not getting enough sleep can be a significant health problem. Most experts recommend teenagers get between 8–10 hours of sleep a night (see National Sleep Foundation, “How Much Sleep Do You Really Need?,” Oct. 1, 2020, [thensf.org](https://www.thensf.org)). Insufficient sleep can leave a person tired, functioning poorly, and vulnerable to physical and mental health issues. Feeling tired can make us more susceptible to temptation.

- How have you seen sleep habits affect your life?
- How could healthy sleep habits improve our ability to serve the Lord?

Discuss with your group advice you would give to someone who wanted to improve their sleep habits or whom you would recommend they go to for advice. Write your thoughts on the paper provided.

Exercise and an Active Lifestyle

Being idle refers to wasting our time, being lazy, or avoiding work. Read one or two of the following verses, looking for the Lord's feelings about His children being idle: Doctrine and Covenants 42:42; 60:13; 75:3.

- Why do you think the Lord wants us to be active and hardworking instead of idle?
- How has the Lord blessed you when you have tried to be active and hardworking?
- How could exercise and an active lifestyle improve our mental health? How could this help us serve the Lord?

Write down your advice for a teenager who desires to improve their exercise and activity levels.

Healthy Eating Habits

Read the following verses, looking for the Savior's counsel regarding healthy food choices: Doctrine and Covenants 59:16–20; 89:10–16.

- What impact do our food choices have on our lives?

Discuss some of the obstacles to healthy eating. Share some ways we can seek the Lord's help and overcome these obstacles.

- What long-term benefits could there be in following the Savior's counsel about eating well while you are young?

As a group, write three lists titled "Avoid," "On Occasion," and "Healthy." Working together, choose some common foods you see every day. Discuss which category might be appropriate for that food.

„LESSON 185: PHYSICAL AND EMOTIONAL HEALTH

Building Emotional Strength in the Lord

„Increasing Our Confidence in the Lord’s Help with Our Emotional Challenges

Because Heavenly Father loves us, He sent His Son, Jesus Christ, to strengthen and comfort us during the hardships of life. This lesson can help students feel confident that the Savior will support them in building emotional resilience.

Possible Learning Activities

Emotionally challenging situations

Note: This material is meant to be a helpful study about building emotional strength in the Lord, not to diagnose or treat mental and emotional illness. Nor is the class experience meant to be any kind of group therapy.

To help students prepare for this lesson, consider inviting students to brainstorm and write on the board several emotionally challenging situations they, or teenagers like them, might soon face. Some examples might include feeling ridiculed by their peers, being in a situation where they must interact with people they don’t know, or when something enjoyable comes to an end. Ask students to make their situations realistic and relevant.

Then invite students to do the following in their study journals:

Think of an emotionally challenging situation you face or will likely soon face. In your study journal, answer the following questions:

- How well do you feel you respond to emotionally challenging situations? Why?
- On a scale of 1 to 10 (1 = not confident at all; 10 = extremely confident), how confident are you that the Savior can and will help you in these situations? Why?

Throughout the lesson, encourage students to prayerfully seek to feel confident in the Savior’s ability to help them in emotionally challenging situations and become more emotionally resilient.

Emotional resilience

Consider writing the term *Emotional Resilience* on the board. Ask students what they understand about it. You could also display the following information:

As part of Heavenly Father’s plan, we all face challenges and hardships during this life. However, as we turn to Jesus Christ and rely on His mercy and grace, He can help us build emotional resilience. Emotional resilience is:

- The ability to adapt to emotional challenges with courage and faith centered in Jesus Christ.
- Helping yourself and others the best you can.
- Reaching out for additional help when needed.

The Savior’s example

Explain that during His mortal life, Jesus experienced emotions such as heartache and sorrow. You might ask students if they can think of any examples. For the following activity, consider arranging students into pairs and inviting them to draw the accompanying chart in their journals. Encourage each partner to study one of the scripture passages listed in the chart. When they are finished, invite them to share with each other what they learned.

Read the following scripture passages, looking for how the Savior responded in each situation. Record any emotions the Savior displayed and actions He took.

Emotionally difficult situation	How the Savior responded
John the Baptist was murdered by Herod Antipas.	Matthew 14:13–23
Jesus traveled to be with Mary and Martha after their brother Lazarus died.	John 11:32–44

- What did you learn or feel about Jesus Christ from these scripture accounts?
- How could you follow the Savior's example during an emotionally difficult situation?

"Surely he hath borne our griefs, and carried our sorrows"

Explain that not only is Jesus Christ the ultimate example of emotional resilience, but He also perfectly understands every mortal emotion and struggle. If possible, display an image on the board of the Savior suffering in Gethsemane. As students do the following activity, invite them to write meaningful words or phrases from „Isaiah 53:3–5 around the image. You could point out that Isaiah 53:3–5 is a doctrinal mastery passage and invite students to mark it in their scriptures.



Read Isaiah 53:3–5, looking for evidence that the Savior perfectly understands our emotional difficulties.

- Which words or phrases were most meaningful to you? Why?

To help students better recognize Jesus's ability to perfectly empathize with and comfort them, consider sharing the following statement:

Elder Ulisses Soares of the Quorum of the Twelve Apostles declared:



In addition to providing the majestic gift of salvation, the Savior offers us relief and comfort as we face our afflictions, temptations, and weaknesses of mortal life. ... I can assure you that Christ is ever aware of the adversities we experience in mortality. He understands all of the bitterness, agony, and physical pain as well as the emotional and spiritual challenges we face. The Savior's bowels are filled with mercy, and He is always ready to succor us. This is possible because He personally experienced and took upon Himself in the flesh the pain of our weakness and infirmities.

With meekness and humility of heart, He descended below all things and accepted being despised, rejected, and humiliated by men, having been wounded for our transgressions and iniquities. He suffered these things for all, taking upon Himself the sins of the world, thus becoming our ultimate spiritual caregiver.

As we draw nearer to Him, surrendering ourselves spiritually to His care, we will be able to take upon ourselves His yoke, which is easy, and His burden, which is light, thus finding that promised comfort and rest. Furthermore, we will receive the strength we all need to overcome the hardships, weaknesses, and sorrows of life, which are exceedingly difficult to endure without His help and healing power. (Ulisses Soares, "Jesus Christ: The Caregiver of Our Soul," "Liahona, May 2021, 83–84)

- „From our study, what truths can we learn about Jesus Christ and His ability to help us?

„Write students' answers on the board. One of the truths students might identify is the following:
Jesus Christ can comfort and strengthen us in our emotional challenges because He has experienced them too.”

- How can turning to the Savior and following His example in faith help a person build more emotional resilience?

Envisioning the Savior's help

To help students understand how this principle can help them, the following skill can be useful. Do the following to define, model, and practice the skill:

Define the skill: Explain to students that visualizing the Savior being with us and helping us during our emotionally challenging situations can invite His help and direction.

Model the skill: Think of an emotionally challenging situation you have faced or may face in the future that you would be willing to share with students. Using the steps below, share how you visualize the Savior with you, strengthening you, and how you might answer some of the questions below. You may want to think carefully about this as part of your lesson preparation.

Practice: To help students practice this skill, consider organizing them into small groups and inviting each group to think of an emotionally challenging situation for a teenager. Once they've thought of a relatable scenario, invite them to do the following on their own and then share their answers with their group. You may want to caution students about sharing anything too personal from their own lives.

Close your eyes and visualize the resurrected Savior with you during your hardship. Respond to the following questions:

- Where would the Savior be in relation to you during your hardship? What might He be doing if He were with you?
- What might you be thinking or feeling while being near Jesus Christ?
- How might His presence, love, and support help you manage and overcome your emotional stress?
- From what you know about the Savior, what might He say to you? (You may use phrases from the scriptures that He has said to others.) What might He ask you to do? Who might He ask you to reach out to for additional help?

Invite multiple groups to share what they discussed and how it may help. You might point out that for serious or prolonged emotional challenges, students should seek help and guidance from parents, Church leaders, and licensed professionals.

Consider asking the following questions and sharing your own feelings about the strength and comfort available from Heavenly Father and Jesus Christ:

- When have you or someone you know felt the Savior's help during an emotionally difficult situation?
- Why do you think turning to the Lord makes us more emotionally resilient?

To conclude, invite students to write down any feelings or impressions they have received about Heavenly Father and Jesus Christ and Their ability to help them and their loved ones build emotional resilience.

Encourage students to rely on Jesus Christ for help and strength during emotional hardships and setbacks. Future lessons will focus on specific ways they can seek the Lord's help with their thoughts, stress, anxiety, depression, and more.

LESSON 186: PHYSICAL AND EMOTIONAL HEALTH

Developing Healthy Thinking Patterns

Jesus Christ Can Help Us Correct Unhelpful Thoughts



Our thoughts can have a strong impact on our feelings and our actions. When we invite the Savior into our thought processes, He can help us overcome unhealthy thinking. This lesson can help students develop self-awareness of their thoughts and establish healthy thinking patterns.

Possible Learning Activities

Responding to a bad day

To begin class, you might display the following situations and invite students to write down the thoughts they might naturally have in each of those situations. Make adjustments to any of these situations to better meet students' needs.

I go to a social gathering and realize I hardly know anyone.

I have to be around someone I don't get along with.

I hear someone criticize the Church.

I do badly on a test I studied hard for.

- What might be some of the thoughts you have in response to these situations?
- Are these thoughts helpful? Are they entirely accurate? How can you tell?

Invite students to ponder how often they take notice of their own thinking patterns and whether those patterns tend to be helpful or accurate.

You might share with students that they will practice inviting the Savior's help to correct inaccurate or unhealthy thoughts. Invite students to seek guidance through the Holy Ghost to better understand their own patterns of thinking, particularly when responding to challenging situations.

Look unto Christ

Read Doctrine and Covenants 6:36, looking for what the Lord invites us to do.

- What did you find?
- What do you think it means to look to the Savior in our thoughts?

Some examples include the following: pondering how the Savior may act in situations we face, looking for how His teachings may apply to the situation, and remembering His love.).

- Why can it be difficult to look to the Savior in our thoughts?

Speaking about this scripture, President Russell M. Nelson taught:



(„Our focus must be riveted on the Savior and His gospel. It is mentally rigorous to strive to look unto Him in every thought. But when we do, our doubts and fears flee. (Russell M. Nelson, *Drawing the Power of Jesus Christ into Our Lives*, "Ensign or Liahona, May 2017, 41)

- What impresses you from President Nelson's statement?

Among different truths students might identify, help them see **as we strive to look to the Savior in every thought, our doubts and fears will flee.**

- Why might looking to the Savior in our thoughts cause our doubts and fears to flee?

To see how looking to the Lord can influence thoughts, consider inviting students to recount the circumstances of the Prophet Joseph being in Liberty Jail. Make sure students understand that he was unjustly imprisoned while the Saints were suffering extreme persecution. Students could read all or part of Doctrine and Covenants 121:1–9, looking for how the Lord helped Joseph with his doubts and fears.

Unhelpful thought patterns

To understand how turning to the Lord in our thoughts may help us, consider doing the following activity:

Display the following chart adapted from *Finding Strength in the Lord: Emotional Resilience*. and arrange students into small groups or pairs. You could invite students to choose at least one or two of the inaccurate thinking patterns and discuss the question that follows. Additionally, students could try to recognize other inaccurate thought patterns they have noticed.

Unhelpful Thinking Pattern	Explanation	Example
Mislabeling	Reacting to something that happened by making a broad or incorrect assumption.	"I failed this assignment; I can't do math."

Jumping to Conclusions	Making assumptions about others' thoughts or imagining the worst possible outcome.	"I'll bet they are laughing about me."
Discounting the Positive	„Rejecting all positive experiences because you don't feel like they count.	"My parents said I did a good job on my performance, but I know they are just trying to make me feel better about the mistakes I made."
Magnification	Exaggerating your weaknesses or comparing them to others' strengths.	"I can barely talk to people, and when I do, I'm not nearly as funny as he is."

- What are some of the dangers of having thoughts like this?

„Practice responding to unhelpful thoughts



Consider distributing the handout “Correcting Unhelpful or Inaccurate Thoughts” to each student. Point out that they will practice using the events discussed at the beginning of class.

Consider doing the following to define, model, and practice a skill to correct unhelpful or inaccurate thoughts:

Define: When we have an unhelpful thought, we can influence it in positive ways by:

1. Identifying the unhelpful or inaccurate thought.
2. Asking one or both of the following questions:

- If a friend had these thoughts, what would I tell him or her?
- How might thinking of the Savior and His teachings help me correct this thought?

Model: Consider modeling this skill by working through the first row in the chart below as a class.

Identify an unhelpful or inaccurate thought we could have in response to the event. Some examples could include “everyone is judging me” or “I am terrible in situations like this. It would be better for everyone if I just didn't go.”

Consider what you would tell a friend who verbalized this unhelpful or inaccurate thought. Some examples could include “Do you think it is 100 percent accurate that others are judging you? Is there a chance they are just as worried about themselves?” and “I like you. You’re worth getting to know.”

Consider how thinking of the Savior and His teachings might help correct this thought. For example, students might think of the Savior’s kindness to others or the scripture, “A new commandment I give unto you, That ye love one another; as I have loved you, that ye also love one another” (John 13:34 As part of this model, you may even share what the Lord declared in Isaiah 55:8 to help students see that His thoughts about us are often different than our own.

Practice: Invite students to work in small groups to work through the rest of the chart, writing what they might tell a friend with this thought and how the Savior might lovingly correct this thought.

At the end of the lesson, students will fill out the blank row at the bottom of the handout.

Correcting Unhelpful or Inaccurate Thoughts

Event	What unhelpful or inaccurate thought might you have?	If a friend had this thought, what would you say to him or her?	How might the Savior correct this thought?
You go to a social gathering where you don't know anyone.			
You have to be around someone you don't get along with.			

You hear someone criticize the Church.			
You do badly on a test you studied hard for.			

© 2024 by Intellectual Reserve, Inc. All rights reserved..

Once students have had the chance to share what they wrote in the handout, consider inviting them to think of an unhelpful or inaccurate thought they may have and write it in the appropriate column on the final row. Encourage them to add the event that can lead to this thought. Invite students to continue practicing this skill by filling in the other two spaces on this row.

- What have you learned or felt today about healthy thinking patterns that could be a blessing to you?

You might share your testimony of the Savior’s desire and ability to help us work through our challenging and inaccurate thinking as we look to Him in our thoughts.

Correcting Unhelpful or Inaccurate Thoughts

Event	What unhelpful or inaccurate thought might you have?	If a friend had this thought, what would you say to him or her?	How might the Savior correct this thought?
You go to a social gathering where you don't know anyone.			
You have to be around someone you don't get along with.			
You hear someone criticize the Church.			
You do badly on a test you studied hard for.			

Correcting Unhelpful or Inaccurate Thoughts

Event	What unhelpful or inaccurate thought might you have?	If a friend had this thought, what would you say to him or her?	How might the Savior correct this thought?
You go to a social gathering where you don't know anyone.			
You have to be around someone you don't get along with.			
You hear someone criticize the Church.			
You do badly on a test you studied hard for.			

LESSON 187—PHYSICAL AND EMOTIONAL HEALTH

Managing Stress and Anxiety

Jesus Christ Can Strengthen Us



We all feel stress. Stress can help us accomplish daily tasks and meet the challenges of life. However, prolonged stress and feelings of anxiousness can negatively affect us. The Lord can help us. This lesson can help students identify and practice skills to turn to the Lord to manage stress and anxiety.

Possible Learning Activities

Stress and anxiety

Note: It may be helpful to know that you do not need to be an expert on this subject to teach this lesson. Pray for the guidance of the Holy Ghost, follow the materials, and trust your students. If students ask questions you do not know how to address or if they share personal struggles they face, invite them to seek help from the Lord, their parents, Church leaders, and mental health professionals.

To help students prepare to study about stress and anxiety, invite them to make a list on the board of things that cause stress or anxiety in a teenager's life. If useful, they could circle what they feel are the top three or four stresses.

Explain the following:

Stress and anxiety are a normal part of life. This is how the brain and body respond to any demand, such as a problem at home, a test at school, or an important decision. The right amounts of stress and anxiety can help us focus, reach goals, and protect the body. However, too much stress or anxiety for too long can become a problem.

- How do you think you can tell when stress and anxiety is normal and healthy and when it is too much?

Listen to students' answers, and add any of the following information.

If you are dealing with too much stress or anxiety, you might get sick often, have headaches, feel angry much of the time, have drastic changes in your appetite, or experience a lack of focus. Unhealthy anxiety can also manifest itself in the following symptoms: feelings of panic, constant rapid breathing, weakness and lethargy, trouble sleeping, digestive problems, fixation on anxiety, or difficulty thinking clearly.

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught:



Watch for the stress indicators in yourself and in others you may be able to help. As with your automobile, be alert to rising temperatures, excessive speed, or a tank

low on fuel. ... [Make] the requisite adjustments. Fatigue is the common enemy of us all. (Jeffrey R. Holland, "Like a Broken Vessel" *Ensign* or *Liahona*, Nov. 2013, 41)



„Explain that we may experience different levels of stress and anxiety at different times. Display the following chart, and invite students to alternate reading through the four stress levels with a partner. Invite them to share with each other one thing they want to remember about each level.

Four Levels of Stress

Four Levels of Stress

	Signs you are at this level	What to do
Green	Confidence Happiness Feeling Ready to meet challenges Recovering quickly from setbacks Getting along with others Feeling the Spirit	This is the ideal. Here you are handling the everyday stressors of life, learning, and progressing. Continue to do your best and trust in the Lord.
Yellow	Feeling tense, worried, insecure, anxious, or unprepared Trouble getting along with others Difficulty feeling the Spirit	It is normal to spend some time at the yellow level. Being kind to yourself as you cope with challenges and learn new skills will help you become stronger and increase your abilities. Continue to pray and do your best. Look to the Lord for help, and try some of the skills you will learn in this lesson.
Orange	Exhaustion (physical and emotional) Illness (for example, upset stomach) Getting angry easily	No one enjoys being at an orange level of stress, but this is rarely permanent. Pray for guidance as you study scriptures and apply the suggestions in this lesson. If you stay at the orange level for more than three days, let your parents or a trusted adult know so they can help.

	Feeling deeply discouraged Inability to feel the Spirit	
Red	Persistent depression, panic or anxiety Hopelessness Trouble eating or sleeping (can lead to illness) Feeling overwhelmed Inability to move forward Feeling abandoned by God	If you are at this level, speak to a parent or trusted adult for help. Consider seeking professional help and asking for a priesthood blessing. Consider taking time to write in your journal and pondering the suggestions in this lesson. Perhaps take a break from the things you find most difficult until you have a chance to speak with a trusted adult.

„Give students a few moments to ponder and assess their current levels of stress and anxiety. Invite them to ponder the following questions:

- In general, which stress level do you feel best describes you?”,
- How do you feel about your ability to decrease your stress level when needed?

All of us can improve our ability to recognize when we are under too much stress or anxiety. We can also improve our ability to turn to the Lord for help. As you study this lesson, look for ways to invite the Lord’s help as you manage stress and anxiety.

The Lord’s help

Read several of the following verses, looking for how they might apply to us when we feel too much stress or anxiety: . Psalm 55:22; Isaiah 40:29,,,; Matthew 11:28 ”, Mosiah 24:14–15.

- What did you learn from these scriptures?

Students may identify several truths, such as the following: **as we come unto the Savior with our burdens, He can give us peace and rest;** or **as we turn to the Lord, He can ease our burdens and strengthen us.**

- How could these truths apply to stress and anxiety?

„An example in the scriptures

It may be helpful to discuss a few examples of these truths. Take a few minutes to search the scriptures for examples of individuals who experienced stress or anxiety.”,

Examples include the following: Daniel in the lions’ den (see Daniel 6, Mary when the angel announced she would be the mother of the Son of God (see Luke 1:26–56); Jacob’s “over anxiety” as he called his people to repentance (Jacob 4:18; see also Jacob 1:4–5; 2:3); Joseph Smith when he did not know which church to follow (see Joseph Smith—History 1:1–20 or when he was imprisoned in Liberty Jail (see Doctrine and Covenants 121).

Once students have found an example, encourage them to review the account in the scriptures and answer the following questions with another student. After sufficient time, invite a few students to share with the class what they discovered.

- What level of stress do you feel would be normal in this situation?
- How might the stress and anxiety in this situation have influenced the individual’s behavior?
- What did the individual do to turn to the Lord for help with their stress or anxiety?

Consider asking students how they could turn to the Lord for help with their stress and anxiety. They could watch “Reach Up to Him in Faith (3:54) for additional ideas.

Skills for managing stress and anxiety

To help students practice skills that can help them manage stress and anxiety, consider doing one or both of the following activities.

Think of stresses or anxiety you feel. As you try the following skills, look for any indication that they are helping you.

1. Practice mindful meditation.

Define: Explain that mindfulness is being present in the moment, with no interpretation or judgment of what we are experiencing. One way of doing this is to focus on our breathing by doing simple breathing exercises.

Model: Though you and students may feel a little uncomfortable doing this as a class, express that this skill is worth trying and has many benefits. Explain that students will do the following:

- Take a few deep, slow breaths through your nose, pausing after each one.
- Relax your shoulders. Try to breathe so your stomach moves, not your shoulders.
- Try to focus on your breath. If your thoughts stray, gently return your attention to the sensations of your breathing.

Alternatively, you could invite students to breathe in for four seconds, hold it for five seconds, and exhale for six seconds. (Students can adapt the exercise if needed.)

Before class, consider practicing this skill on your own. You may even take your pulse before and after practicing this skill to see if your heart rate lowers, a possible indication that your stress is lowering. Consider sharing with your class how the skill affected you.

Practice: Invite students to complete the activity. As they do, encourage them to notice the physical sensations of their lungs expanding and contracting as they breathe. Invite them to notice if

they get distracted and what types of thoughts, feelings, and sensations distract them. Observe students without trying to control or judge them, and simply bring their attention back to their breathing.

Invite students to share how they felt. If you would like, you can have them take their pulse before and after the exercise and report if it lowered.

- Why might this skill help when we feel stressed or anxious?

2. Focus on gratitude.

Define: Take time to notice what is good and positive about yourself and the world. Especially ponder what the Lord has done for you and those around you (see Doctrine and Covenants 59:7). One way to do this is by writing five things you are grateful for each day in a gratitude journal.

Model: Explain that students can have a separate journal or use a part of a journal they already have, like their study journal for seminary. They could also write their thoughts in a note on their phone. This activity includes the following steps:

- Write at least five specific things you are grateful for, especially things the Lord has done for you.
- Write why you are grateful for these things.
- Strive to continue the practice each day.

Consider trying this skill yourself before class. You can share parts of your experience and how it made you feel.





Practice: Invite students to write five specific things they are grateful for, especially things the Lord has done for them, their family, and other loved ones. Ask them to also write why they are grateful for those things.

- How do you feel after practicing this skill?
- Why might this skill help when you feel stressed or anxious?

Invite students to share other skills they use to help manage their stress and anxiety. The following are some examples: pray to the Lord, limit technology use, take a short break, be active, examine your expectations, be kind to yourself, and focus on someone else.

Conclude by seeking guidance from the Lord to make a plan of what to do and when and how often to invite the Savior to help you manage your stress and anxiety.

Four Levels of Stress

	Signs you are at this level	What to do
GREEN 	Confidence Happiness Feeling ready to meet challenges Recovering quickly from setbacks Getting along with others Feeling the Spirit	This is the ideal. Here you are handling the everyday stressors of life, learning, and progressing. Continue to do your best and trust in the Lord.
YELLOW 	Feeling tense, worried, insecure, anxious, or unprepared Trouble getting along with others Difficulty feeling the Spirit	It is normal to spend some time at the yellow level. Being kind to yourself as you cope with challenges and learn new skills will help you become stronger and increase your abilities. Continue to pray and do your best. Look to the Lord for help, and try some of the skills you will learn in this lesson.
ORANGE 	Exhaustion (physical and emotional) Illness (for example, upset stomach) Getting angry easily Feeling deeply discouraged Inability to feel the Spirit	No one enjoys being at an orange level of stress, but this is rarely permanent. Pray for guidance as you study scriptures and apply the suggestions in this lesson. If you stay at the orange level for more than three days, let your parents or a trusted adult know so they can help.
RED 	Persistent depression, panic, or anxiety Hopelessness Trouble eating or sleeping (can lead to illness) Feeling overwhelmed Inability to move forward Feeling abandoned by God	If you are at this level, speak to a parent or trusted adult for help. Consider seeking professional help and asking for a priesthood blessing. Consider taking time to write in your journal and pondering the suggestions in this lesson. Perhaps take a break from the things you find most difficult until you have a chance to speak with a trusted adult.

LESSON 188: PHYSICAL AND EMOTIONAL HEALTH

Coping with Sadness and Depression

Heavenly Father and His Son, Jesus Christ, Can Help Us Overcome the Emotional Challenges of Life

The Savior promised that in Him we can have a fulness of joy (see Doctrine and Covenants 101:36). However, moments of sadness and discouragement are a normal part of our mortal experience. Sometimes we might experience more severe feelings of hopelessness and depression. Heavenly Father and Jesus Christ provided resources to help us move forward in faith during times of emotional difficulty. This lesson can help students understand ways they can get help with feelings of sadness and depression.

Possible Learning Activities

Emotions are like the waves of the sea

Note: It may be helpful to know that you do not need to be an expert on this subject to teach this lesson. Pray for the guidance of the Holy Ghost, follow the materials, and trust your students. If students ask questions you do not know how to address or if they share personal struggles they face, invite them seek help from the Lord, their parents, Church leaders, and mental health professionals.

To begin, display an image or video of waves of the sea. Share or summarize the following paragraph.



Imagine standing on the beach and watching the waves of the ocean. The waves are like our feelings. Some waves lap at your feet gently as you stand or wade through the water. At other times you may be deeper in the water, and waves might hit you more strongly or even unexpectedly, causing you to lose your balance. Sometimes large waves can hit you forcefully and perhaps one right after the other.

You may struggle to gain footing and may even choke on water or struggle to breathe.

Take a moment to ponder how this metaphor could apply to emotional struggles like sadness, discouragement, and depression.

To help students evaluate their understanding of this topic, you could provide some of the following statements for students to consider.

Prayerfully reflect on the following statements. Record in your journal how much each statement applies to you (using the answers “yes,” “mostly,” “kind of,” and “not at all”).

- *I recognize the difference between sadness, discouragement, and depression.*
- *I know the signs of depression.*
- *I know where to get help if I feel depressed.*
- *I recognize how Heavenly Father and Jesus Christ can help me when I am sad or depressed.*

Sadness and depression

Help students understand that sadness and discouragement are difficult but essential elements in our growth. They are like smaller waves, normal reactions to life's challenges and disappointments. Explain that depression is more than just sadness. Depression consistently and negatively affects how a person thinks, feels, and acts (like larger waves). Symptoms of depression include persistent sadness, despair, feelings of worthlessness, lack of energy, loss of interest in previously enjoyable activities, feeling like a burden to those around you, and thoughts of death and suicide. Additionally, when some are depressed they may feel hindered in their ability to recognize the Spirit. (See “Understanding Sadness and Depression in *Strength in the Lord: Emotional Resilience* [2021], 75.)

Thinking about your own life, ponder what type of waves could describe your current emotional state.

As you study today, prayerfully seek the Spirit's promptings to help you and those you know experiencing sadness and depression.

Isaiah 61:1–3 describes many ways the Savior can help us. Read these verses, looking for phrases you think could apply to helping someone who is sad or depressed. The word “me” in these verses refers to Jesus Christ, the Messiah.

- What words or phrases were meaningful to you? What did you discover that could help someone struggling with sadness or depression?

Students may mention the Savior's ability to help, comfort, and lift the brokenhearted, those who are or feel captive, those who mourn, and those who feel a spirit of heaviness.

After giving students an opportunity to share, display the following statement by Sister Reyna I. Aburto. Her statement can help students recognize what they can do to seek relief.

Sister Reyna I. Aburto, former Second Counselor in the Relief Society General Presidency, taught:



Like any part of the body, the brain is subject to illnesses, trauma, and chemical imbalances. When our minds are suffering, it is appropriate to seek help from God, from those around us, and from medical and mental health professionals. ...

... It is normal to feel sad or worried once in a while. Sadness and anxiety are natural human emotions. However, if we are constantly sad and if our pain blocks our ability to feel the love of our Heavenly Father and His Son and the influence of the Holy Ghost, then we may be suffering from depression, anxiety, or another emotional condition. (Reyna I. Aburto, “Thru Cloud and Sunshine, Lord, Abide with Me! *Ensign* or *Liahona*, Nov. 2019, 57)

- What truths can we learn from Sister Aburto's message?

Help students understand the truth that **when our minds are suffering, we should seek help from God, from those around us, and from medical and mental health professionals.**

Seek help from God, others, and professionals

To help students better understand this principle, invite them to fold a paper into three sections to create a pamphlet. In the pamphlet, they could record what they learn about seeking help for sadness or depression. This could be helpful now or in the future for them or someone they love. Students could label the three sections “Seek help from God,” “Seek help from others,” and “Seek help



from professionals.” Then provide the handout titled “Seeking Help.” Students could work individually or in small groups and write their answers to the handout questions on their pamphlets.

Seeking Help

„Seek help from God

Heavenly Father has promised divine assistance so we can endure all mortal challenges. He has promised many ways His help will come. If we do not see His help in one way, it is always important to not give up. Keep seeking. He is there.

- What do you know about Heavenly Father and Jesus Christ that gives you confidence They can help with sadness and depression?

Read Jacob 2:8; Alma 26:27–28

Doctrine and Covenants 6:36; 136:29. Look for ways we can seek the Lord's help when we are sad or depressed.

- What do these verses teach us to do when we are sad or depressed?
- „What are some other ways we can seek help from Heavenly Father and Jesus Christ?

If not too personal, share an experience you have had seeking help from Heavenly Father and Jesus Christ.”,

Seek help from others

President Spencer W. Kimball taught:



(„God does notice us, and he watches over us. But it is usually through another person that he meets our needs. *Teachings of Presidents of the Church: Spencer W. Kimball* [2006], 82)

When we feel sad or depressed, we may feel tempted to withdraw or isolate ourselves from others. Doing this may limit our ability to see the help Heavenly Father is sending us. Reaching out to others could include talking to parents, trusted family members, or Church leaders.

List two or three things someone who is struggling could do to reach out to others or let others help them.

If not too personal, share a time when a family member or friend has helped you during times of sadness or depression.

Seek help from professionals

One important source of help we can seek is the wisdom of trusted medical and mental health providers. Think about the earlier comparison of sadness and depression to ocean waves. When we are sad (dealing with smaller waves), we should follow the guidance of the Holy Ghost to know when to seek professional help. However, if we feel depressed or suicidal (facing large waves), seeking professional help is critical.

Read this statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles, looking for what

Heavenly Father has provided to help us when we struggle:



Seek the advice of reputable people with certified training, professional skills, and good values. Be honest with them about your history and your struggles. Prayerfully and responsibly consider the counsel they give and the solutions they prescribe. If you had appendicitis, God would expect you to seek a priesthood blessing *and* get the best medical care available. So too with emotional disorders. Our Father in Heaven expects us to use *all* of the marvelous gifts He has provided in this glorious dispensation. (Jeffrey R. Holland, *Like a Broken Vessel; Ensign*; or *Liahona*; Nov. 2013, 41)

On your pamphlet, write down a part of Elder Holland's statement that was meaningful to you.;

- Why do you think it is important for someone to seek professional help for depression?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Help students identify where they would turn to seek professional help. Ideas could be as simple as talking to a school counselor, parent, or trusted Church leader to help them find an appropriate professional. You could invite students to identify the suicide prevention helpline or website for your area (see suicide.ChurchofJesusChrist.org for helplines and resources). They could write these resources in their pamphlet. Students could bookmark the suicide prevention page from the Church website on an electronic device.

Resources for talking about suicide can be found at suicide.ChurchofJesusChrist.org and in “Supplemental Learning Activities” in this lesson.

Some struggling with depression may feel they create too much of a burden to others and even to the Lord. Help students remember the Lord's perfect

love, patience, and power in their lives and that He desires to help us carry our burdens. You might lovingly remind students that there is always hope for anyone experiencing depression or thoughts of suicide.

Review what you have learned

Invite students to discuss why seeking help from God, others, and professionals are all important when dealing with sadness and depression. A few students could share what they have learned and felt today, if it is not too personal.

Invite students to seek the guidance of the Holy Ghost as they complete the following.

Write the following in your study journal or on your pamphlet:

- What you would do to seek the Lord's help if you are feeling sad or depressed (this could include scriptures you would read or sacred music that brings you hope)
- What you would do to reach out to others when you feel sad or depressed
- What you might do to help someone who feels sad or depressed
- What you might say to someone who is struggling and wonders if he or she should seek a mental health counselor

Consider reminding students that Heavenly Father and Jesus Christ can "wipe away all tears from [our] eyes" Revelation 21:4) and "encircle [us] in the arms of [His] love" Doctrine and Covenants 6:20).

Seeking Help

Seek help from God

Heavenly Father has promised divine assistance so we can endure all mortal challenges. He has promised many ways His help will come. If we do not see His help in one way, it is always important to not give up. Keep seeking. He is there.

- What do you know about Heavenly Father and Jesus Christ that gives you confidence They can help with sadness and depression?

Read Jacob 2:8; Alma 26:27–28; Doctrine and Covenants 6:36; 136:29. Look for ways we can seek the Lord's help when we are sad or depressed.

- What do these verses teach us to do when we are sad or depressed?
- What are some other ways we can seek help from Heavenly Father and Jesus Christ?

If not too personal, share an experience you have had seeking help from Heavenly Father and Jesus Christ.

Seek help from others

President Spencer W. Kimball taught:



God does notice us, and he watches over us. But it is usually through another person that he meets our needs. (*Teachings of Presidents of the Church: Spencer W. Kimball* [2006], 82)

When we feel sad or depressed, we may feel tempted to withdraw or isolate ourselves from others. Doing this may limit our ability to see the help Heavenly Father is sending us. Reaching out to others could include talking to parents, trusted family members, or Church leaders.

List two or three things someone who is struggling could do to reach out to others or let others help them.

If not too personal, share a time when a family member or friend has helped you during times of sadness or depression.

Seek help from professionals

One important source of help we can seek is the wisdom of trusted medical and mental health providers. Think about the earlier comparison of sadness and depression to ocean waves. When we are sad (dealing with smaller waves), we should follow the guidance of the Holy Ghost to know when to seek professional help. However, if we feel depressed or suicidal (facing large waves), seeking professional help is critical.

Read this statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles, looking for what Heavenly Father has provided to help us when we struggle:



Seek the advice of reputable people with certified training, professional skills, and good values. Be honest with them about your history and your struggles. Prayerfully and responsibly consider the counsel

they give and the solutions they prescribe. If you had appendicitis, God would expect you to seek a priesthood blessing *and* get the best medical care available. So too with emotional disorders. Our Father in Heaven expects us to use *all* of the marvelous gifts He has provided in this glorious dispensation. (Jeffrey R. Holland, "Like a Broken Vessel," *Ensign* or *Liahona*, Nov. 2013, 41)

On your pamphlet, write down a part of Elder Holland's statement that was meaningful to you.

- Why do you think it is important for someone to seek professional help for depression?

LESSON 189—PHYSICAL AND EMOTIONAL HEALTH

Being Perfected in Jesus Christ

A Process of Becoming More like the Savior

Many pressures and expectations in life can cause us to struggle with perfectionism or to mistakenly think we need to be perfect on our own. Because of the Savior's great sacrifice, we can "be perfected in him" Moroni 10:32 This lesson can help students recognize thinking errors related to perfectionism and can help them turn to the Lord.

Possible Learning Activities

Perfectionism,

Consider displaying some of the following thoughts on the board and reading them together as a class. Feel free to adapt or change them to other perfectionistic thoughts more relevant to your students.

"I'm not sure I will ever be good enough."

"I'm not as good at this as she is. I don't even know why I try."

"I feel like I need to pretend to be happier and doing better than I am."

For an example of some of these thoughts, consider showing the video "Self-Compassion" (2:58) from time code 0:00 to 0:53.

Invite students to turn to a partner and answer the following questions.

- How common do you feel thoughts like these are?
- Why might people feel tempted to think this way?

You might explain that these statements could be considered examples of perfectionist thinking. You could write *perfectionism* on the board and invite students to write possible descriptions around it.

Consider displaying the following statement. Encourage students to look for additional insights they could add to the board.

Elder Vern P. Stanfill of the Seventy explained:



Perfectionism requires an impossible, self-inflicted standard that compares us to others. This causes guilt and anxiety and can make us want to withdraw and isolate ourselves. (Vern P. Stanfill, The Imperfect Harvest). *Liahona* May 2023, 113)

To help students assess how they see perfectionism in their lives and how to overcome it, you could display the following questions and invite students to ponder their responses.

Think of how you may be susceptible to perfectionistic thoughts. You might want to record your responses to some of the following questions in your study journal.

- What unrealistic standards might you be setting for yourself?
- How do you compare yourself to others in unhealthy ways?
- How can you turn to the Lord to address this type of thinking?

Encourage students to seek revelation from Heavenly Father through the Holy Ghost as they study ways they can turn to the Savior to overcome perfectionist thinking.

Perfected in Jesus Christ

Elder Vern P. Stanfill shared what we can focus on to overcome perfectionist thinking:



Remember that perfectionism is not the same as being perfected in Christ....

[Becoming perfected in Christ is ... the process—lovingly guided by the Holy Ghost—of becoming more like the Savior. The standards are set by a kind and all-knowing Heavenly Father and clearly defined in the covenants we are invited to embrace. It relieves us of the burdens of

guilt and inadequacy, always emphasizing who we are in the sight of God. (Vern P. Stanfill, "The Imperfect Harvest," *Liahona* May 2023, 113)

- What do you find meaningful in this statement?

If students do not naturally share, consider inviting them to summarize what it means to become perfected in Christ. Using students' words, write a principle like the following on the board: **Becoming perfected in Jesus Christ is the process—lovingly guided by the Holy Ghost—of becoming more like the Savior.** Consider writing *Becoming perfected in Christ* on the board next to *perfectionism*.

While visiting the ancient inhabitants of the Americas, the Savior reaffirmed that becoming perfect is something that He and His Father desire for all of us. Read 3 Nephi 12:48 (see also Matthew 5:48), looking for what the Savior said.

Some people may struggle with thoughts of perfectionism as they read this verse.

- How can Elder Stanfill's statements help us better understand what the Savior is teaching in this verse?
- „How can this help us turn to the Lord when we struggle with perfectionist thinking?

Becoming more like the Savior



To help students better understand the principle, consider distributing the handout "Becoming Perfected in Jesus Christ."

Students could study the scripture references and statements in small groups, with each person taking one or two statements and scripture references. Or you could give each group one statement and scripture reference to study.

Becoming Perfected in Jesus Christ

Read the following scripture references. Look for phrases that increase your confidence that the Savior can help us overcome our imperfections and become more like Him. You could make a list of what you find in your study journal or on the back of the handout.

Doctrine and Covenants 76:40–42

Ether 12:27

Moroni 10:32–33

Read the following statements. Look for what we can do to overcome perfectionist thinking and focus on becoming better through Jesus Christ. You could highlight phrases that stand out to you.

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles taught what the Lord does and does not expect of us:



God does not need people who are flawless. He seeks those who will offer their "heart and a willing mind"

Doctrine and Covenants 64:34 and He will make them "perfect in Christ" Moroni 10:32–33]. (Dieter F. Uchtdorf, "„Five Messages That All of God's Children Need to Hear [Brigham Young University Education Week devotional, Aug. 17, 2021], 3, speeches.byu.edu,,)

President Russell M. Nelson explained what we can do when we see our imperfections:"



Let us do the best we can and try to improve each day. When our imperfections appear, we can keep trying to correct them. We can be more forgiving of flaws in ourselves and among those we love. (Russell M. Nelson, "„Perfection Pending," "Ensign Nov. 1995, 88)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

After students have studied, invite them to share with their group what they have learned. Help them discuss how these scriptures and statements are relevant to them.

Discuss what phrases you found in these scriptures or statements that:

- Have helped you in the past with feelings of not measuring up to expectations.
- You have questions about.
- You would like to apply to your life.

Replacing perfectionism with becoming perfected in Jesus Christ).

The following skill can help us correct perfectionist thinking and focus on striving to become better through Jesus Christ.

Define: Be sure the following skill is clear for students. Consider writing the questions on the board.

When you recognize a perfectionist thought, ask yourself the following questions:

- How might the Savior want me to view myself with compassion and patience?
- Instead of trying to do everything on my own, how can I acknowledge and rely on the Savior and His power to help me?

Model: Select one of the perfectionist thoughts from the beginning of the lesson, such as “I’m not as good at this as she is. I don’t even know why I try.” Keeping this thought in mind, ask students the first question (“How might the Savior want me to view myself with compassion and patience?”). To hear some possible answers, watch the rest of the video “Self-Compassion” (2:58) from time code 0:54 to 2:58.

Students might share some of the following: The Lord is not concerned with how we are doing compared to others. We can be patient with

ourselves if we are not progressing as quickly as others and realize that others have their own struggles. We can realize most progress is gradual. We can seek the promptings of the Spirit to turn to the Lord and know that we will progress in the Lord’s time.

Ask the second question above (“Instead of trying to do everything on my own, how can I acknowledge and rely on the Savior and His power to help me?”). Students might share that as we repent and turn to the Savior, He has power to cleanse us from sin and to help us improve and become like Him. He invites us to focus on Him, not others, for help. We can strive to follow the Savior’s example and pray that Heavenly Father will bless our efforts. We prayerfully look for evidence of His help and ways we are improving.

Practice: Invite students to do the following activity in pairs, and make sure each student gets an opportunity to practice.

Select one of the examples of perfectionist thoughts at the beginning of the lesson. With this thought in mind, answer the questions above.

After sufficient time, invite a few pairs to share what they learned from the practice. Some may notice that inviting the Savior into their thoughts helps them feel His love and patience.

Encourage students to ponder how they can use these skills in their lives. Invite them to act on impressions they may have received as they seek the Savior’s help.

You could conclude class by testifying of the blessings that come from our continual efforts to become like Jesus Christ.

Becoming Perfected in Jesus Christ

Read the following scripture references. Look for phrases that increase your confidence that the Savior can help us overcome our imperfections and become more like Him. You could make a list of what you find and record it in your study journal or on the back of the handout.

Doctrine and Covenants 76:40–42

Ether 12:27

Moroni 10:32–33

Read the following statements. Look for what we can do to overcome perfectionist thinking and focus on becoming better through Jesus Christ. You could highlight phrases that stand out to you.

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles taught what the Lord does and does not expect of us:



God does not need people who are flawless. He seeks those who will offer their “heart and a willing mind” [Doctrine and Covenants 64:34], and He will make them “perfect in Christ” [Moroni 10:32–33]. (Dieter F. Uchtdorf, “Five Messages That All of God’s Children Need to Hear” [Brigham Young University Education Week devotional, Aug. 17, 2021], 3, speeches. byu.edu)

President Russell M. Nelson explained what we can do when we see our imperfections:



Let us do the best we can and try to improve each day. When our imperfections appear, we can keep trying to correct them. We can be more forgiving of flaws in ourselves and among those we love. (Russell M. Nelson, “Perfection Pending,” *Ensign*, Nov. 1995, 88)

LESSON 190—PHYSICAL AND EMOTIONAL HEALTH

Building Healthy Relationships

Creating Strong Connections with Family and Friends,

Heavenly Father wants us to love Him and those around us. As we develop close connections with family and friends, we can be blessed with needed comfort, strength, and support during both calm and challenging times. This lesson can help students seek the Lord's help to establish relationships that contribute to their overall health and well-being.

Possible Learning Activities

What matters most?

Consider inviting students to list on the board the things they feel matter most in life.”.

Display the following statement and invite a student to read it.

President Dieter F. Uchtdorf, then of the First Presidency, taught about things that matter most:



As we turn to our Heavenly Father and seek His wisdom regarding the things that matter most, we learn over and over again the importance of four key relationships: with our God, with our families, with our fellowman, and with ourselves. (Dieter F. Uchtdorf, *Of Things That Matter Most*, “*Ensign*”, or *Liahona* Nov. 2010, 21)

- What do you learn from President Uchtdorf’s statement?).

Invite students to circle phrases they wrote on the board that show our relationships with God and others are among the things that matter most in life. If necessary, add “our relationships with God and others” to the list on the board.

Explain that this lesson will focus on our relationships with others. Invite students to think about some of their current relationships and whether these relationships bring them closer to God and provide them with the strength and support

they need in their lives. They can also ponder how the Lord may want them to strengthen existing relationships or develop new ones.

„Our relationships



Distribute the handout titled “Examples of Meaningful Relationships in Church History and the Doctrine and Covenants,” and invite students to look for evidence of

the following truth: **One way God can bless our lives and strengthen our faith is through meaningful relationships with others.** (You may want to write this truth on the board.)

Consider ways to help students use the handout. One way is to organize them into groups of three and assign each group member to study one of the examples on the handout. When students are finished studying their example, encourage them to take turns sharing with their group what they learned about how God can bless us through our relationships with others.

Examples of Meaningful Relationships in Church History and the Doctrine and Covenants

Example 1

After his visit to the Hill Cumorah in September 1823, Joseph Smith shared details about his experience and the angel Moroni’s visits with his family. Joseph continued to share his experiences and visions with those closest to him. Recalling these sacred encounters, the Prophet’s mother, Lucy Mack Smith, recorded the following:



Every evening we gathered our children together. I think that we presented the most peculiar aspect of any family that ever lived upon the earth, all seated in a circle, father, mother, sons, and daughters listening in breathless anxiety to the religious teachings of a boy. ...

The sweetest union and happiness pervaded our house. No jar nor discord disturbed our peace, and tranquility reigned in our midst. (Lucy Mack Smith, in *Teachings of Presidents of the Church: Joseph Smith* [2007], 486)

- What stands out to you about the Smith family from this account?
- How might the love Joseph felt at home have helped him fulfill his important calling?
- What do you learn from this example about how God can bless you, or how you can help others be blessed, through meaningful relationships?

Example 2

While living in Nauvoo, Illinois, Joseph Smith reflected on the benefits of meaningful relationships:



I would esteem it one of the greatest blessings, if I am to be afflicted in this world, to have my lot cast where I can find brothers and friends all around me. (*Teachings: Joseph Smith*, 466)

- How can family and friends help us when we are experiencing difficult challenges?
- What are some other ways family and friends can bless our lives?

Example 3

Read Doctrine and Covenants 108:7, looking for counsel the Lord gave to Lyman Sherman of the Seventy.

- Why might it sometimes be difficult to follow this counsel?
- When have you felt strengthened or uplifted by an interaction with another person?

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Invite students to share with the class what they learned and how God can bless us through our relationships.

- What have you learned about the value of developing meaningful relationships with others in your life?
- How can building and strengthening relationships with others affect our relationship with God as well as our overall health and well-being?

Relationship building

„You may want to spend time discussing relationship-building skills. Consider providing a blank strip of paper for every student. Encourage them to write at least one thing that could help someone develop or strengthen a relationship with another person. Collect the strips of paper and read several aloud to the class. If needed, share some or all of the following ideas with students.

- Look for common interests.,
- Learn and use people’s names.
- [Smile.].
- „Carefully listen while others talk.”,
- Sincerely praise and compliment people.
- Avoid judging or fault finding.
- „Show genuine interest.
- Pray for people by name.,
- Seek charity.
- Be patient.

- Look for service opportunities.

Consider giving students time in class to practice some of these relationship-building skills. The following example could be helpful if students do not know each other's names very well. If your students already know each other's names, consider choosing a different skill to practice.

Define: Explain that using people's names is a helpful skill for building healthy relationships. Explain that the Lord calls us by our names (see Genesis 35:10; Luke 19:5; Enos 1:5; Joseph Smith—History 1:17). Consider asking students how it makes them feel when others know and call them by name.

Model: Inform students that they will be challenged to learn each other's names and call each other by name. Explain that one way to remember people's names is to write them down and review them. As you name each member of the class, invite students to write down any names they did not know.

It can also be helpful to ask students what gets in the way of remembering people's names and how they might overcome these obstacles.

Practice: Give students a few minutes to review the names they have written. Then allow them to practice. You might put them in pairs and see if they can work together to name everyone in the class. Ask who can name everyone in the class by themselves, and if someone can, invite them to do it. If an additional challenge is appropriate, invite students to change where they sit, and then see if students can still name everyone.

If time permits, select an additional skill. For example, invite students to find things they have in common with others. They can work with someone in the room they do not normally work with and ask each other questions to discover common interests. They can then move to another student to repeat the practice. (To combine both skills, encourage students to call each other by name in the process.)

„Personal application“

Consider testifying of the love Heavenly Father and Jesus Christ have for each student. Bear witness that God can bless and strengthen their lives through the meaningful relationships they seek to develop and nurture. You might also share an example of being blessed and strengthened by a relationship in your own life.

Invite students to seek the guidance of the Holy Ghost to do the following:

Think about how the Lord may want to help you strengthen an existing relationship or develop a new one. Using what you learned today, make a plan to deepen your connection with this person. Include how you will turn to the Lord for help in this process.

Examples of Meaningful Relationships in Church History and the Doctrine and Covenants

Example 1

After his visit to the Hill Cumorah in September 1823, Joseph Smith shared details about his experience and the angel Moroni's visits with his family. Joseph continued to share his experiences and visions with those closest to him. Recalling these sacred encounters, the Prophet's mother, Lucy Mack Smith, recorded the following:



Every evening we gathered our children together. I think that we presented the most peculiar aspect of any family that ever lived upon the earth, all seated in a circle, father, mother, sons, and daughters listening in breathless anxiety to the religious teachings of a boy. . . .

. . . The sweetest union and happiness pervaded our house. No jar nor discord disturbed our peace, and tranquility reigned in our midst. (Lucy Mack Smith, in *Teachings of Presidents of the Church: Joseph Smith* [2007], 486)

- What stands out to you about the Smith family from this account?
- How might the love Joseph felt at home have helped him fulfill his important calling?
- What do you learn from this example about how God can bless you, or how you can help others be blessed, through meaningful relationships?

Example 2

While living in Nauvoo, Illinois, Joseph Smith reflected on the benefits of meaningful relationships:



I would esteem it one of the greatest blessings, if I am to be afflicted in this world, to have my lot cast where I can find brothers and friends all around me. (*Teachings: Joseph Smith*, 466)

- How can family and friends help us when we are experiencing difficult challenges?
- What are some other ways family and friends can bless our lives?

Example 3

Read Doctrine and Covenants 108:7, looking for counsel the Lord gave to Lyman Sherman of the Seventy.

- Why might it sometimes be difficult to follow this counsel?
- When have you felt strengthened or uplifted by an interaction with another person?

PREPARING FOR FUTURE EDUCATION AND EMPLOYMENT

Preparing for Future Education and Employment

Overview

The Lord commanded us to seek learning and education. This helps us become more like Him and prepares us for future opportunities. Through the Church Educational System, the Lord provides options that can help us prioritize spiritual learning as we pursue education. With His help, we can prepare and make plans for education and employment.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

The Importance of Education

Pacing suggestion: Consider teaching this lesson toward the beginning of the school year. Doing so can help students see the importance of taking their education seriously. If Doctrine and Covenants 88 is taught toward the beginning of the school year, you could consider teaching this lesson during that week.

Lesson purpose: To help students understand the importance of education.

- **Student preparation:** Invite students to have a discussion with an adult or leader about the importance of education. They could discuss educational opportunities that have been most valuable to them and why.
- **Handout:** The Importance of Education”

Education for the Whole Soul

Pacing suggestion: If you have students in their final year of high school or secondary school, it would be best to teach this lesson before they begin applying for colleges or post-secondary options. For example, the priority deadline to apply for the fall semester at BYU is in the beginning of November. For BYU–Idaho and BYU–Hawaii, the priority deadline for fall semester is in the beginning of February.

Lesson purpose: To help students make a plan to continue religious education while pursuing their future secular education.

- **Student preparation:** Invite students to write about their current educational plans and goals. Invite them to think about how they plan to involve the Lord as they pursue these options.
- **Video:** The Growth and Momentum of the Church Educational System” (5:25)
- **„Handouts:** Which CES Institution Is Right for Me?”. and “Church Educational System”

Discovering Your Strengths and Abilities

Pacing suggestion: This lesson should be taught before the lesson titled Developing Skills and Abilities.” If your teaching schedule necessitates combining lessons, it could be effective to teach these two lessons together.

Lesson purpose: To help students prepare for future roles and employment by recognizing current strengths and abilities they need to develop.

- **Student preparation:** Consider inviting students to identify strengths and abilities they have that could prepare them for future roles and careers. They could do this by reading their patriarchal blessing or counseling with family members.
- **Handout:** Skills and Abilities Self-Evaluation”

Developing Skills and Abilities

Pacing suggestion: This lesson should be taught after the lesson titled Discovering Your Strengths and Abilities If your teaching schedule necessitates combining lessons, it could be effective to teach these two lessons together.

Lesson purpose: To help students make a plan to develop skills and abilities that will prepare them for future employment and other roles.

Student preparation: Invite students to think about skills and abilities they might need to develop for future employment or roles. They could refer to those they identified in the lesson titled *Discovering Your Strengths and Abilities*.” Invite them to think of ways they could develop these skills or abilities during their teenage years.

- **Images:** Two teens; a graph with lines going different directions
- **Videos:** “Becoming More in Christ: The Parable of the Slope (10:01; watch from time code 2:05 to 3:18); Faith and the Goal” (4:40); Small and Simple” (3:31)
- **Handout:** “Developing Skills and Abilities

LESSON 191: PREPARING FOR FUTURE EDUCATION AND EMPLOYMENT

The Importance of Education

Education Is Vital to Our Progression

Heavenly Father and Jesus Christ want us to learn and obtain education throughout our lives. Doing so is vital to our progression on earth and throughout eternity. This lesson can help students understand the importance of education.

Possible Learning Activities

Why is education important?

To help students begin thinking about the importance of education, consider sharing the following scenario:

Imagine there is a student named Sara who doesn't like school. She thinks it is a waste of time and causes her too much stress. In addition, she doesn't have a lot of motivation for learning because she has never done well in school. She would rather hang out with friends, relax at home, or go to work.

Invite students to think if they have ever had concerns like Sara's. Explain that this lesson will help them learn why Heavenly Father and Jesus Christ want us to gain an education.

It may be helpful to remind students that education can involve learning that takes place in formal settings, such as school. Education can also involve learning that takes place in informal settings, such as at home or in other daily activities.

At the top of a page in your study journal, create a heading titled "Why is education important?" As you study today, seek revelation from Heavenly Father through the Holy Ghost to see the value of education in your life. Add your insights and spiritual impressions to the list in your journal.

Study the importance of education

Give students time to study scriptures and statements from Church leaders that teach about the importance of learning and education.



Students could study some or all of the resources on the handout titled "The Importance of Education." Encourage them to record to their list in their study journals any insights they discover.

Consider dividing students into small groups and assigning each group member a scripture and a statement to study. Ask students to explain to the rest of their group what they learned in their assigned readings.

The Importance of Education"

„The following scriptures and statements from Church leaders can help you understand more about the Lord's expectations and desires for you to receive education. As you study, look for truths about the importance of education.

Scriptures to study:

Doctrine and Covenants 88:77–80, 118; 130:18–19

Teachings from Church leaders:

President Russell M. Nelson taught:



Education is yours to obtain. No one else can gain it for you. Wherever you are, develop a deep desire to learn. For us as Latter-day Saints, gaining an education is not just a privilege; it is a religious responsibility. “The glory of God is intelligence” (Doctrine and Covenants 93:36.). Indeed, our education is for the eternities. ...

Such a long-range perspective will help you make good choices about learning.

Don’t be afraid to pursue your goals—even your dreams! But know that there is no shortcut to excellence and competence. Education is the difference between *wishing*, you could help other people and *being able* to help them. (Russell M. Nelson, What Will You Choose? *Ensign* Jan. 2015, 32)

Elder David A. Bednar of the Quorum of the Twelve Apostles said:



„You and I are here on the earth to prepare for eternity, to learn how to learn, to learn things that are temporally important and eternally essential, and to assist others in learning wisdom and truth (see Doctrine and Covenants 97:1 Understanding who we are, where we came from, and why we are on the earth places upon each of us a great responsibility both to learn how to learn and to learn to love learning. (David A. Bednar, “Learning to Love Learning” *Ensign* Feb. 2010, 27)

President Camille N. Johnson, Relief Society General President, shared:”,



„We should get all the education and training we possibly can so that we can be prepared.

Prepared to serve in the world and the Church. Prepared to be wise counselors and companions to our spouses. Prepared to be effective teachers to our children and those young people over whom we have influence. The more we learn, the greater influence we can assert for good.” (Camille N. Johnson, Seek Learning by Study and by Faith” [BYU–Pathway Worldwide devotional, Oct. 19, 2021], byupathway.org).

From *For the Strength of Youth: A Guide for Making Choices*

Heavenly Father wants His daughters and sons to always be learning. You have both temporal and spiritual reasons to seek and love learning. Education is not just about earning money. It is part of your eternal goal to become like Heavenly Father. ...

Look for opportunities to expand your mind and your skills. These opportunities can include formal education at school or vocational training, as well as informal learning from sources you trust. Involve the Lord in your efforts, and He will guide you. As you learn about the world around you, learn also about the Savior, who created the world. Study His life and teachings. Make seminary, institute, and personal gospel study part of your lifelong learning. (*For the Strength of Youth: A Guide for Making Choices* [2022], 31)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

If you divided students into groups, invite them to share their findings with their group members. Before they share, explain that an important skill that will help them throughout their lives is being able to think critically. Critical thinking is the ability to make connections between ideas and evaluate them. Display the following instructions to help students practice critical thinking during their group discussion:

1. Summarize what you learned from the scripture and statement you studied.
2. After students have shared all the summaries, discuss the following questions:
3. What similarities do you find in the statements and scriptures you learned about?
4. How were the scriptures or statements you studied unique from one another?
5. Is there anything in one quote or scripture that gives you insight about something in a different quote or scripture?

Truths about the importance of education

Give students an opportunity to share truths they found from their study and discussion. You could write on the board the question from earlier in the lesson, “Why is education important?,” and have students write truths they learned around the question. Students might share truths similar to the following:

Education helps us prepare for service in God’s kingdom [see Doctrine and Covenants 88:77–80].

The Lord commands us to seek learning (see Doctrine and Covenants 88:118)

[The knowledge and intelligence we gain in this life will rise with us in the Resurrection] (see Doctrine and Covenants 130:18–19).

Education can prepare us to become better influences for good in the world (see Camille N. Johnson, “Seek Learning by Study and by Faith,” [BYU–Pathway Worldwide devotional, Oct. 19, 2021], byupathway.org)

Consider discussing students’ insights about the truths they identified by asking questions such as the following:

- Which of the truths you identified was most meaningful to you? Why?
- How do you think education can impact your relationship with Heavenly Father and Jesus Christ?
- How have you seen the blessings of obtaining education in your life or the lives of others?

Explain it in your own words”

Remind students of the scenario about Sara from the beginning of the lesson. After sharing the following instructions, give students time to record a response in their study journals.)

Using what you have learned and felt today, create a response you could share with Sara that could help her better understand the importance of education. In your response, include at least one

reference to a scripture or statement from a Church leader. You could also include your testimony or describe experiences you have had.

Consider giving students an opportunity to share their responses with a partner. A few willing students could also share their responses with the class.

Conclude the lesson by inviting students to share what they have learned and felt that they want to remember. They could record their thoughts or impressions in their study journals. Consider sharing your testimony about the importance of education.

The Importance of Education

The following scriptures and statements from Church leaders can help you understand more about the Lord's expectations and desires for you to receive education. As you study, look for truths about the importance of education.

Scriptures to study:

Doctrine and Covenants 88:77–80, 118; 130:18–19

Teachings from Church leaders:

President Russell M. Nelson taught:



Education is yours to obtain. No one else can gain it for you. Wherever you are, develop a deep desire to learn. For us as Latter-day Saints, gaining an education is not just a privilege; it is a religious responsibility. “The glory of God is intelligence” (Doctrine and Covenants 93:36). Indeed, our education is for the eternities. . . .

Such a long-range perspective will help you make good choices about learning.

Don't be afraid to pursue your goals—even your dreams! But know that there is no shortcut to excellence and competence. Education is the difference between *wishing* you could help other people and *being able* to help them. (Russell M. Nelson, “What Will You Choose?” *Ensign*, Jan. 2015, 32)

Elder David A. Bednar of the Quorum of the Twelve Apostles said:



You and I are here on the earth to prepare for eternity, to learn how to learn, to learn things that are temporally important and eternally essential, and to assist others in learning wisdom and truth (see Doctrine and Covenants 97:1). Understanding who we are, where we came from, and why we are on the earth places upon each of us a great responsibility both to learn how to learn and to learn to love learning. (David A. Bednar, “Learning to Love Learning,” *Ensign*, Feb. 2010, 27)

President Camille N. Johnson, Relief Society General President, shared:



We should get all the education and training we possibly can so that we can be prepared. Prepared to serve in the world and the Church. Prepared to be wise counselors and companions to our spouses. Prepared to be effective teachers to our children and those young people over whom we have influence. The more we learn, the greater influence we can assert for good.” (Camille N. Johnson, “Seek Learning by Study and by Faith” [BYU–Pathway Worldwide devotional, Oct. 19, 2021], byupathway.org)

From *For the Strength of Youth: A Guide for Making Choices*:

Heavenly Father wants His daughters and sons to always be learning. You have both temporal and spiritual reasons to seek and love learning. Education is not just about earning money. It is part of your eternal goal to become like Heavenly Father. . . .

Look for opportunities to expand your mind and your skills. These opportunities can include formal education at school or vocational training, as well as informal learning from sources you trust. Involve the Lord in your efforts, and He will guide you. As you learn about the world around you, learn also about the Savior, who created the world. Study His life and teachings. Make seminary, institute, and personal gospel study part of your lifelong learning. (*For the Strength of Youth: A Guide for Making Choices* [2022], 31)

[LESSON 192: PREPARING FOR FUTURE EDUCATION AND EMPLOYMENT]

Education for the Whole Soul

Seeking Both Spiritual and Secular Education

The Lord invites us to pursue both spiritual and secular education “that [we] may be prepared in all things”

Doctrine and Covenants 88:80 This lesson can help students make a plan to continue their religious education while pursuing their future secular education.;

Possible Learning Activities

Make time for the Lord in your education

Consider beginning the lesson by sharing the following scenario:

Imagine you tell one of your friends that you attend seminary. After you explain what seminary is, your friend asks, “Why would someone want to make time for a class like that?”

- What would you share with your friend?

Consider asking additional questions like the following to help students see how attending seminary has blessed their lives.”

- How have you been blessed for making time for the Lord in your education by attending seminary?)
- How has attending seminary made a difference in your academic studies?

Explain that after students complete their seminary experience, they will have opportunities during their young adult years to continue their religious education. This lesson will introduce the students to these opportunities.

Encourage students to pay attention to the Spirit’s promptings, which can help them recognize the importance of pursuing spiritual education throughout their academic studies. You could also invite students to seek direction from Heavenly

Father about which options for religious education to pursue in the future.

The importance of spiritual learning

In Doctrine and Covenants, the Lord teaches that we should pursue many subjects of knowledge so we can be prepared to serve others. Read Doctrine and Covenants 88:78–80, 118, looking for the Lord’s counsel.

- Based on what you learn in these verses, what does the Lord ask us to learn so we can be prepared to serve others?

Students might identify a truth similar to the following: **[The Lord invites us to focus on both spiritual and secular knowledge as we seek learning.]** It may be helpful to explain that *secular education* refers to education that is not directly related to gospel teachings.

- What would you say to someone who feels they don’t have time for religious education because they are too focused on their secular education?

As part of your discussion of the previous question, it may be helpful to invite students to study Doctrine and Covenants 29:34. They could look for teachings that help them better see why the Lord wants to focus on both religious and secular education.

- How could focusing on religious education along with your other academic studies strengthen your relationship with Heavenly Father and Jesus Christ?

„After students discuss the previous questions, consider displaying and sharing the following statement by President Henry B. Eyring.

President Henry B. Eyring of the First Presidency described blessings we can experience as we strive to balance spiritual and secular learning:




Our first priority should go to spiritual learning. ... It is clear that putting spiritual learning first does not relieve us from learning secular things. On the contrary, it gives our secular learning purpose and motivates us to work harder at it.

If we will keep spiritual learning in its proper place, we will have to make some hard choices of how we use our time. But there should never be a conscious choice to let the spiritual become secondary as a pattern in our lives. Never. That will lead to tragedy. The tragedy may not be obvious at first, nor may it ever be clear in mortal life. But remember, you are interested in education, not just for mortal life but for eternal life. When you see that reality clearly with spiritual sight, you will put spiritual learning first and yet not slight the secular learning. In fact, you will work harder at your secular learning than you would without that spiritual vision. (Henry B. Eyring, "Education for Real Life," *Ensign*, Oct. 2002, 17–18).

„Religious education options in the Church Educational System

Heavenly Father has blessed us with Church-sponsored educational institutions that can help us prioritize spiritual learning. These inspired institutions were created to bless God’s children.

Help students become acquainted with options for religious education during their young adult years. You could do this by showing the video *The Growth and Momentum of the Church Educational System*.”



You could also distribute the handout titled “Church Educational System” and give students time to read and learn about the different options.


As a class, take time to read and discuss the section titled “Institutes of Religion.” Give students an opportunity to ask questions about institute. It may be helpful to invite a local institute teacher or student to talk about institute and answer questions.

After discussing institute, give students time to read and learn about the other options listed on the handout. Invite students to look for evidence of God’s love and His desires for us as they study the different options. Although students from around the world attend each of the Church Educational System (CES) institutions, it may be helpful to show students the options that are most relevant in your area. The following chart can help:

Targeted Geographical Areas	Church Educational System (CES) Institutions
Worldwide	Institute of Religion; BYU–Pathway Worldwide
United States and Canda	Brigham Young University; BYU–Idaho
Asia and Pacific Islands	BYU–Hawaii
Utah and surrounding states	Ensign College

Before inviting students to learn about the other CES institutions, consider helping students evaluate which of the institutions would be most relevant to them.

One way you could do this is by creating a few case studies that describe people who are a good fit for



each of the institutions. Another option is to provide students with the handout titled “Which CES Institution Is Right for Me?” After students have read the handout and identified their needs and desires, invite them to look for institutions that could be a good fit for them.

Which CES Institution Is Right for Me?

Mark the statements you feel best describe you:

1. Due to work or other responsibilities, I will need flexibility in my schedule.

2. I have earned good grades in the past.
3. I would benefit from having an academic mentor.
4. I will have a difficult time obtaining the money needed to pay for college.
5. I may have a difficult time qualifying for most colleges or universities.
6. I am interested in an academically rigorous experience.
7. I am interested in small class sizes.
8. I am planning on attending college but not at one of the Church colleges or universities.

© 2023 by Intellectual Reserve, Inc. All rights reserved.

Church Educational System

CES Mission: Develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.

[Page 1]

Gathering of Israel:

“The Lord is using education in the great gathering of Israel happening in the Church today. He is preparing the world for His return, and the Church Educational System is one of the many resources He will use in that effort. Each institution is doing something different to bless a worldwide Church. Each institution has a different purpose and a charge from the leadership of the Church to be different from the world and, interestingly, different from each other.”

—Elder Clark G. Gilbert, Commissioner of the Church Educational System

SIGN UP to receive more information about each opportunity: cesinfo.byu.edu

TO APPLY to one of these options, go to apply.ChurchofJesusChrist.org.

LEARN MORE about each institution on the next page of this handout.

[Page 2]

Institutes of Religion

Institute is a place for young adults to gather with friends—in school or not—who share a desire to live eternal truths while facing earthly realities of daily life. The purpose of institute is to help young adults discover and apply practical paths to become more like Jesus Christ.

Institute meets students where they are in their faith journey. It is a place where they will experience:

- Christ-centered curriculum from scripture and prophetic teachings.
- Experiential exploration of how to navigate spiritual and practical life situations.
- A place of respect, understanding, and safety to engage, ask questions, and gain perspectives.
- Online and in-person instruction, workshops, and interactive discussions.

Learn more at institute.ChurchofJesusChrist.org.

BYU–Pathway Worldwide

BYU–Pathway Worldwide makes a university degree possible for everyone.

Students who want the flexibility of an online education, want to build academic confidence, or need more time to figure out what to do after high school or secondary school can benefit from BYU–Pathway Worldwide.

- BYU–Pathway Worldwide serves students in more than 180 countries.
- Courses are completely online, and tuition prices are significantly lower than at other schools.
- Students can earn marketable certificates and can transition to online degrees through BYU–Idaho and Ensign College.
- Each certificate offered takes one year or less to complete.

Learn more at cesinfo.byu.edu

Brigham Young University

The mission of Brigham Young University (BYU) is to assist individuals in their quest for perfection and eternal life. BYU provides a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued. BYU seeks to develop students of faith, intellect, and character who have the skills and desire to continue learning and serving others throughout their lives.

- BYU has inspiring learning opportunities that combine spiritual truths, research experience, and hands-on learning for all students.
- It is a launchpad for graduate school and fulfilling careers.
- It provides a traditional university experience with NCAA athletics and world-class art and musical performances.

Learn more at cesinfo.byu.edu

BYU-Idaho

BYU-Idaho builds testimonies of the restored gospel of Jesus Christ and fosters its principles in a wholesome academic, cultural, and social environment. Classes are designed to offer real-world experience to prepare students of diverse interests and abilities for lifelong learning and employment. BYU-Idaho seeks to offer a high-quality education at a low cost to as many students as possible.

- Degrees are offered in more than 100 majors.
- Faculty members are experts in their respective fields and place teaching and mentoring students as their top priority.
- Average class size is 30 students.

Learn more at cesinfo.byu.edu.

BYU-Hawaii

Focusing on students from Oceania and the Asian Rim, BYU-Hawaii prepares students to be examples to the world of intercultural peace and unity through living the teachings of Jesus Christ. Graduates from BYU-Hawaii are prepared for a lifetime of service. They demonstrate thinking skills and the character of a servant-leader.

- Students plan their own unique academic paths by selecting one major and two minors or certificates in different areas of study.

Learn more at cesinfo.byu.edu.

Ensign College

Focusing on students from the greater Utah area, Ensign College develops capable and trusted disciples of Jesus Christ. The skills-based curriculum ensures that students gain experience that prepares them to earn a competitive wage in one to four years. A spiritually nourishing environment complements deep learning in the classroom.

- Anyone can apply.
- There are more than 25 certificate options, which can be applied toward an associate's or bachelor's degree.
- Online certificates and degrees are available through BYU-Pathway Worldwide.
- There is a diverse student body.

Learn more at cesinfo.byu.edu.

© 2023 by Intellectual Reserve, Inc. All rights reserved.

After students have had sufficient time to read and study the options, give them time to share what they learned by discussing questions such as the following:

- What insights did you gain as you studied these options?

- What evidence did you find of God’s love and desires for His children?
- What questions do you still have?

Make a plan

Create a plan to prioritize your spiritual education both now and in the future.

- If you still have a few years left in seminary, write down a goal to continue making spiritual education a priority.
- If you are close to completing seminary, write down what your next step will be.
- How will your plan help you continue to draw closer to the Savior?

Invite willing students to share their plan with the class. Encourage them to talk with a parent, Church leader, or mentor about their future plans and hopes.

Share your testimony of the value of making spiritual learning a priority.

Which CES Institution Is Right for Me?

Mark the statements you feel best describe you:

1. Due to work or other responsibilities, I will need flexibility in my schedule.
2. I have earned good grades in the past.
3. I would benefit from having an academic mentor.
4. I will have a difficult time obtaining the money needed to pay for college.
5. I may have a difficult time qualifying for most colleges or universities.
6. I am interested in an academically rigorous experience.
7. I am interested in small class sizes.
8. I am planning on attending college but not at one of the Church colleges or universities.

Which CES Institution Is Right for Me?

Mark the statements you feel best describe you:

1. Due to work or other responsibilities, I will need flexibility in my schedule.
2. I have earned good grades in the past.
3. I would benefit from having an academic mentor.
4. I will have a difficult time obtaining the money needed to pay for college.
5. I may have a difficult time qualifying for most colleges or universities.
6. I am interested in an academically rigorous experience.
7. I am interested in small class sizes.
8. I am planning on attending college but not at one of the Church colleges or universities.

LESSON 193: PREPARING FOR FUTURE EDUCATION AND EMPLOYMENT

Discovering Your Strengths and Abilities

Prepare for Career and Other Future Roles



As youth prepare for future responsibilities and employment opportunities, it can be helpful for them to identify strengths and abilities they lack or need to develop. Our Father in Heaven can guide them to discover their strengths and weaknesses as they seek His help. This lesson will help students prepare for future responsibilities and employment opportunities by recognizing current strengths and abilities they need to develop.

Possible Learning Activities

Note: A future lesson titled “Developing Skills and Abilities” will focus on helping students develop some of the skills and abilities they identify in this lesson. If your teaching schedule necessitates combining lessons, it could be effective to teach these two lessons together.

Strengths and abilities needed to succeed

Consider writing on the board different roles students may have in the future, such as the following.

Student

Apprentice

Parent

Spouse

Worker

Rather than including *worker as one of the roles*, you could be more specific by inviting a few students to share some future careers they might be interested in and writing those on the board.

Students could discuss the following question in small groups. Consider assigning each group one of the responsibilities to discuss, or you could have them discuss all the roles together.

- What are some of the skills or abilities that could help someone be successful in these roles?

Invite each group to share what they discussed. You could invite groups to come to the board and write next to the appropriate role some of the skills or abilities they identified. If students need help, consider suggesting some of the skills listed in the handout later in the lesson.

After your discussion, share the following to help prepare students for the rest of the lesson:

Think about responsibilities or employment opportunities you are interested in pursuing in the future. As you study today, seek Heavenly Father’s guidance through the Holy Ghost to help you identify strengths and skills you already have that can prepare you for these responsibilities. Also try to identify skills and abilities you still need to develop that will help you be better prepared for the future.

Our potential through Jesus Christ

Explain that some people can feel discouraged when they are asked to think about their skills and abilities because they do not feel as talented or skilled as others. There are eternal truths taught in the scriptures that can help when we feel this way.

Study a few of the following passages, looking for eternal truths that could help us recognize our ability to achieve our potential through Jesus Christ.

1 Samuel 16:7; Philippians 4:13; Jacob 4:7 Alma 26:12; Doctrine and Covenants 18:10.

- What truths did you find that could help someone who feels they lack skills or abilities to succeed in life?

Students may point out truths similar to the following: **The Lord does not look upon the outward appearance, but upon the heart** (see 1 Samuel 16:7 **We can do all things through Jesus Christ, who can strengthen us** (see Philippians 4:13; Alma 26:12); **The worth of our souls is great in the sight of God** (see Doctrine and Covenants 18:10

- How can these truths help us when we feel discouraged about our abilities?

Discovering your strengths and abilities

Remind students that as children of God who are created in His image, each of us is blessed with different strengths and abilities. There may be students who have a difficult time recognizing the strengths and abilities God has blessed them with.

Elder Ronald A. Rasband of the Quorum of the Twelve Apostles shared some of the ways we can recognize the talents, strengths, and abilities our Heavenly Father has blessed us with:



The talents God has given us first become apparent in the interests we pursue. If you are wondering about your talents, make a list of the things you like to do.

Include all the activities you enjoy from different dimensions of your life—spiritual, musical, dramatic, academic, athletic, and so on. Study and ponder your patriarchal blessing for insights and inspiration. Consult family members, trusted friends, teachers, and leaders; others often can see in us what we find difficult to see in ourselves. (Ronald A. Rasband, “Parables of Jesus: The Parable of the Talents” *Ensign* Aug. 2003, 34)

- (How can knowing your current talents, strengths, or abilities help you as you think about future responsibilities or employment opportunities?)

Give students time in class to discover strengths and abilities they have and need to develop to be better prepared for future responsibilities or employment opportunities. The following are some ideas of how you could help students do this. As they work on these activities, invite them to seek inspiration from Heavenly Father to be able to see themselves as He sees them.

- Invite students to write down their current interests. Invite them to think about potential employment opportunities they could pursue that relate to those interests. Consider offering help by suggesting some possible employment opportunities that would match students’ interests.
- Invite students who have received their patriarchal blessing to read it, looking for what it helps them understand about themselves.
- Invite small groups of students to discuss strengths and abilities they have noticed in each other. You could also contact parents or priesthood leaders before class and ask them to write a note that describes some of the abilities they see in their student.



- Distribute the handout titled “Skills and Abilities Self-Evaluation” and give students time to complete it. Explain that this evaluation contains a list of skills that employers are generally looking for in their employees.

Skills and Abilities Self-Evaluation

For each of the following statements, rate your level of confidence on a scale of 1 (not confident) to 5 (very confident).

1. I can effectively communicate with others.
2. I am self-motivated.
3. I am a hard worker.
4. I can think through difficult situations and find solutions to them.
5. I am willing to learn and try new things.
6. I am honest and trustworthy.
7. I work well with others.
8. People can depend on me to do an assigned task.
9. I can organize and use my time effectively.
10. I can arrive on time.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

To help students summarize and remember what they have learned about themselves today, consider displaying the following prompts and inviting students to record their answers in their journals:).

One strength or ability I have that can help me in responsibilities I will have in the future is ...

One skill or ability I want to develop to help me be better prepared for future responsibilities is ...

Explain that in a coming lesson “Developing Skills and Abilities”) students will be given opportunities to think about how they can develop the skills and abilities they have identified in the second prompt. You could invite them to begin thinking of ways they could develop these skills or abilities now. Testify of the Lord’s ability and willingness to help them grow and progress.

After students have had sufficient time to do the previous reflection activities, invite them to share some of their insights by asking questions such as the following.

- What insights did you gain about yourself?
- How can what you have learned help you better prepare for the future?)

Skills and Abilities Self-Evaluation

For each of the following statements, rate your level of confidence on a scale of 1 (not confident) to 5 (very confident).

- _____ 1. I can effectively communicate with others.
- _____ 2. I am self-motivated.
- _____ 3. I am a hard worker.
- _____ 4. I can think through difficult situations and find solutions to them.
- _____ 5. I am willing to learn and try new things.
- _____ 6. I am honest and trustworthy.
- _____ 7. I work well with others.
- _____ 8. People can depend on me to do an assigned task.
- _____ 9. I can organize and use my time effectively.
- _____ 10. I can arrive on time.

Skills and Abilities Self-Evaluation

For each of the following statements, rate your level of confidence on a scale of 1 (not confident) to 5 (very confident).

- _____ 1. I can effectively communicate with others.
- _____ 2. I am self-motivated.
- _____ 3. I am a hard worker.
- _____ 4. I can think through difficult situations and find solutions to them.
- _____ 5. I am willing to learn and try new things.
- _____ 6. I am honest and trustworthy.
- _____ 7. I work well with others.
- _____ 8. People can depend on me to do an assigned task.
- _____ 9. I can organize and use my time effectively.
- _____ 10. I can arrive on time.

LESSON 194: PREPARING FOR FUTURE EDUCATION AND EMPLOYMENT

„Developing Skills and Abilities

Progressing with the Lord's Help



„As we do our part, the Savior can help us develop skills and abilities that will help us prepare for future responsibilities and achieve our potential as children of God. This lesson can help students make a plan to develop skills and abilities that will prepare them for future employment and other roles.

Possible Learning Activities

This lesson will be most effective after teaching the lesson titled “Discovering Your Strengths and Abilities.” If you were unable to teach that lesson, consider using some of the activities from it as part of this lesson.

„Focus on where you are heading

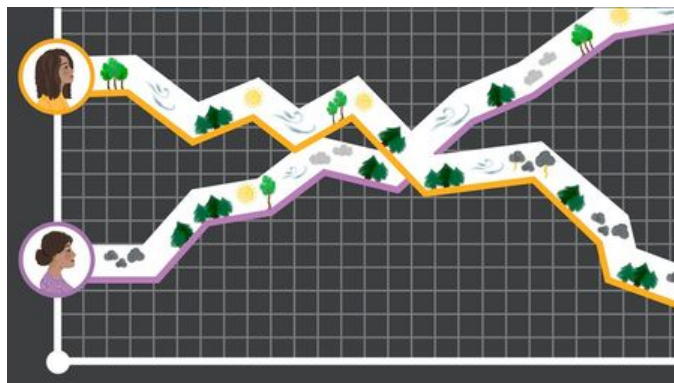
„Consider beginning the lesson by displaying the following images or drawing similar ones on the board. You could point to the first image when describing the first young woman in the scenario below, then point to the second image when describing the second teen.



Imagine you knew two young people who feel very different in their skills and abilities. The first has many noticeable talents, while the second sometimes feels like he or she does not have the talents needed to be successful in life.

- What advice or warnings would you give to these people regarding their talents, skills, or abilities? Why?

Display the following image and invite students to share what they see being depicted. They could share spiritual lessons they can learn from the chart in the image.



Before sharing the statement by Elder Clark G. Gilbert of the Seventy, it may be helpful to explain that the slope of a line refers to its upward or downward progression.

Elder Clark G. Gilbert of the Seventy taught about the importance of focusing on where you are heading in life rather than where you begin:



Our future will be determined far less by our starting point and much more by our slope. Jesus Christ sees divine potential no matter where we start. ... Christ

considers what we do with what we are given. While the world focuses on our intercept, God focuses on our slope. In the Lord's calculus, He will do everything He can to help us turn our slopes toward heaven. (Clark G. Gilbert, "Becoming More in Christ: The Parable of the Slope" *Liahona*, Nov. 2021, 20)

- What did you learn about Jesus Christ from Elder Gilbert's words?
- What did you find in this statement that could offer you hope and encouragement when it comes to developing talents, skills, or abilities?

Explain that this lesson will focus on developing skills and abilities that can help us prepare for future employment or other roles we will have.

Invite students to think of skills or abilities they want to develop to be better prepared for their future roles or employment opportunities. They could list these in their journals. It would be helpful to have students refer to notes they may have made during the lesson titled *Discovering Your Strengths and Abilities*."

Encourage students as they study today to pay attention to inspiration from the Holy Ghost that can help them better understand how they can develop their talents, skills, or abilities with the Lord's help.

Developing skills and abilities

Before inviting students to participate in the following study activity, consider inviting them to brainstorm ways the Lord can help them develop skills and abilities.

Then place the students in small groups so they can discover truths from the scriptures. You could give each group a different verse and ask them to read, discuss, and write a truth or principle on the board based on the assigned scripture.

Read the following verses and look for truths. Consider how these truths can help you in your efforts to develop skills and abilities.

Doctrine and Covenants 4:7; 46:8–9 75:3, 29; 1 Nephi 7:12

Invite the students to share truths they discovered. They might share truths similar to the following:

If we ask for help from God, He will answer our prayers (see „Doctrine and Covenants 4:7).

The Lord commands us to seek spiritual gifts so we and others can benefit from them". (see Doctrine and Covenants 46:8–9).

The Lord commands us to avoid being idle and to labor diligently (see ;Doctrine and Covenants 75:3, 29

The Lord can do all things for us according to His will, if we exercise our faith in Him (see 1 Nephi 7:12).

- How do you think these truths relate to developing talents, skills, or abilities?
- When have you or people you know been able to develop skills or abilities by applying one or more of these truths?

After students respond to the previous question, consider sharing "Faith and the Goal (4:40), available at ChurchofJesusChrist.org Invite students to look for examples of the truths they identified.

Developing and using your talents

This part of the lesson is designed to offer students a chance to work on a personal plan to develop a talent, skill, or ability they have identified that can help them prepare for future roles or employment opportunities. Encourage students to rely on the Spirit as they are looking for ways to develop and learn. You might consider reminding students that some talents come naturally, while others require individual work and effort.

Before giving students time to work on their plan, consider showing Small and Simple (3:31), available at ChurchofJesusChrist.org. You could use this video to help students see examples of simple steps they can follow to accomplish their goals.



Distribute the handout “Developing Skills and Abilities.” Before giving students time to work on this, consider completing one example together as a class. Have class members think of a skill or ability to focus on, and then invite them to brainstorm ways they could complete each of the steps to develop that skill or ability.

When students work on the plan on their own, it may be helpful to remind them of the skill or ability that they determined they wanted to develop in the lesson titled “Discovering Your Strengths and Abilities.”

Developing Skills and Abilities

Use the following steps to help you make a plan for developing skills and abilities that will prepare you for future roles and employment opportunities:

1. List a *skill* or *ability* you would like to develop to help you prepare for future employment or other roles you will have.
2. How will this skill or ability help you to become more like Heavenly Father and Jesus Christ?

3. Set a specific *goal* to help you develop this skill or ability. List two or three specific steps or actions you will take to achieve this goal.
4. What *habit* or *habits* will you change to meet your goal? Start small. List one or two habits you can change or build every day. They don't have to be big.
5. How will you seek God's help with your plan? You could find a scripture that describes ways you can do this. Examples include Proverbs 3:5–6; 2 Nephi 32:3; Ether 12:27; and Doctrine and Covenants 4:7.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Invite willing students to share parts of their plans with each other, either in pairs or in small groups. Divide the students into pairs and give them a chance to share feedback. You could display prompts such as the following to help direct the type of feedback students could offer:

- One thing I like about your plan is ...
- Something that has helped me accomplish my goals is ...
- Another idea you might try to help you succeed is ...

Encourage the students to act on the plans they have set for themselves. Testify of the Lord's ability and willingness to help them as they strive to develop their skills and abilities in preparation for the future.

Developing Skills and Abilities

Use the following steps to help you make a plan for developing skills and abilities that will prepare you for future roles and employment opportunities:

1. List a *skill* or *ability* you would like to develop to help you prepare for future employment or other roles you will have.
2. How will this skill or ability help you to become more like Heavenly Father and Jesus Christ?
3. Set a specific *goal* to help you develop this skill or ability. List two or three specific steps or actions you will take to achieve this goal.
4. What *habit* or *habits* will you change to meet your goal? Start small. List one or two habits you can change or build every day. They don't have to be big.
5. How will you seek God's help with your plan? You could find a scripture that describes ways you can do this. Examples include Proverbs 3:5–6; 2 Nephi 32:3; Ether 12:27; and Doctrine and Covenants 4:7.

Developing Skills and Abilities

Use the following steps to help you make a plan for developing skills and abilities that will prepare you for future roles and employment opportunities:

1. List a *skill* or *ability* you would like to develop to help you prepare for future employment or other roles you will have.
2. How will this skill or ability help you to become more like Heavenly Father and Jesus Christ?
3. Set a specific *goal* to help you develop this skill or ability. List two or three specific steps or actions you will take to achieve this goal.
4. What *habit* or *habits* will you change to meet your goal? Start small. List one or two habits you can change or build every day. They don't have to be big.
5. How will you seek God's help with your plan? You could find a scripture that describes ways you can do this. Examples include Proverbs 3:5–6; 2 Nephi 32:3; Ether 12:27; and Doctrine and Covenants 4:7.

SUCCEEDING IN SCHOOL

Succeeding in School

Overview

As we involve the Lord in our learning, He can help us succeed in education. We can follow Jesus Christ's example by acting with integrity in our schoolwork. Remembering the Lord and what He can do for us gives us confidence to overcome challenges in education.

Pacing suggestion: Consider teaching some or all of these lessons toward the beginning of the school year. Doing so could help students learn valuable skills that help them experience success in their academic studies throughout the year.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Involving the Lord in Your Learning

Lesson purpose:: To help students involve the Lord in every aspect of their education as they seek learning by study and by faith.

- **Student preparation::** Invite students to think about a specific time when they had to learn something new or difficult. Have them come prepared to share how they have involved Heavenly Father and Jesus Christ in their learning.
- **Content to display:** The four self-evaluation statements toward the beginning of the lesson.
- **Video:** Becoming More in Christ: The Parable of the Slope; (10:01; watch from time code 0:00 to 1:05)

Integrity in Our Education;

Lesson purpose: To help students better act with honesty and integrity in their education.;

- **Student preparation:** Invite students to reflect on past situations with their schoolwork in which they faced a choice to cheat or act dishonestly and chose not to. Invite them to ponder why it was worth it and what gave them strength to make this choice.
- **Video:** "Honesty: You Better Believe It! (4:46)

Preparing for Tests and Challenging Projects

Lesson purpose: To help students understand ways to prepare successfully for tests and challenging projects.

- **Student preparation:** Consider inviting students to think of a time when they felt the Savior helped them on a challenging or difficult exam or school project. Encourage them to ponder and come prepared to share how it felt to receive His help.
- **Content to display:** Questions for students to consider under the "Give advice" heading

Growth Mindset

Lesson purpose: To help students develop a growth mindset to overcome obstacles in learning.

- **(Student preparation:** Invite students to think about obstacles they face in education or learning. Encourage them to reflect on how they respond when facing these obstacles.).
- **Content to display:** Definitions of growth and fixed mindsets; chart displaying fixed- and growth-mindset statements

LESSON 195: SUCCEEDING IN SCHOOL

Involving the Lord in Your Learning

“I Will Be with Thee”

Heavenly Father and Jesus Christ want to help us in every aspect of our lives, including our efforts to learn and gain formal education. This lesson can help students involve the Lord in every aspect of their education as they seek learning by study and by faith.

Possible Learning Activities

Difficult situations,

You could begin class by sharing the following situations and discussing them as a class. As needed, adapt the situations to better fit the needs of your students.

Imagine yourself in one or more of the following situations:

- You are discouraged in a class at school and want to give up.
- You have questions about continuing your education in your young-adult years. You don't know where you should continue attending school or even if you should.
- It is your first week in a new job, and you don't feel adequate for the work or tasks.

What would you do if you were in one of these situations? Who would you turn to for help?

Consider asking students if they or people they know have experienced situations similar to these. You could invite them to share what they or others did to receive help.

Explain that in this lesson, students will learn about the importance of involving the Lord in every aspect of their lives, including their education. To help them prepare to study this topic, display the following questions and invite the students to answer them in their study journals.

Take time to reflect on the following statements using a scale of 1 (never) to 5 (very often):

1. I pray to Heavenly Father for help before I study or start a project for school.
2. In my personal prayers, I express a desire to my Heavenly Father to have the Spirit with me as I'm learning at school.
3. I regularly try to improve in my efforts to learn with the help of Jesus Christ.
4. I rely on and recognize the Spirit's help in my learning and education.

Invite students to look for teachings that can help them more fully involve the Lord in their learning and education.

Learning from learners in the scriptures

Explain that the scriptures contain many examples of people who involved the Lord to help them gain understanding and overcome challenges. Consider dividing the students into groups to complete the following study activity. Assign each group one of the following examples to study, and then discuss the two questions that follow.

Study the following scriptures about people who faced difficult and uncertain situations. Look for examples of how these individuals involved the Lord as they sought understanding.

Joseph Smith Joseph Smith—History 1:10–18)

Nephi (1 Nephi 11:1–9

The brother of Jared Ether 1:38–42; 2:22–25 3:1–6)

- How did these people involve the Lord in their learning?
- In what ways did the Lord help them?

After students have had sufficient time to study and discuss, invite members of each group to report on what they discussed by sharing their answers to the previous questions.

- Based on what you have learned, how would you complete the following statement? *As we involve the Lord in our learning, He can ...*

Students could complete this statement in ways similar to the following: **As we involve the Lord in our learning, He can give us understanding that we could not have obtained on our own.**

- What do you know about the Lord that gives you confidence that He will help you in your education?

Ways to involve the Lord in your learning

- When it comes to your schoolwork, when would it be helpful to involve the Lord?

If needed, help students think of answers to the previous question. Examples could include while doing homework, taking tests, learning in class, and working on class assignments or projects. Consider listing students' ideas on the board.

Then give students the following instructions to help them think of ways they can involve the Lord in the examples they identified. Students could do this individually, with a partner, or in a small group.

Write the phrase *I can involve the Lord in my learning by ...* on a page in your study journal. List as many ideas as you can think of for involving the Lord in the school-related activities you identified.

After students generate their lists, invite them to share their ideas with the class. You could create a list on the board and add students' ideas to it.

If needed, you could offer some examples of ideas: pray for help with remembering what you have

studied before tests, projects, or assignments; express gratitude for God's help and the opportunities He has given you to learn; record the experiences you've had as you involved the Lord in your learning; fast and pray for a greater desire to learn; put God first by making time for daily prayer and scripture study.

- What experiences have you had as you have involved the Lord in your education?

As part of the discussion, consider showing *Becoming More in Christ: The Parable of the Slope* from time code 0:00 to 1:05. This video is available at ChurchofJesusChrist.org. In the video, Elder Clark G. Gilbert of the Seventy describes his experience with involving the Lord in his learning.

Reflect and act on truths

Consider inviting students to reflect on ways they can apply what they have learned about how to involve the Lord in their learning. They might respond to the following in their study journals.

- What have you learned or felt about the Lord that makes you want to involve Him in your learning?
- What are one or two actions you could take to involve the Lord in your learning?

Consider inviting students to share what they have felt and learned. Testify of the truths you have discussed, and encourage the students to work on their plans and act on impressions they receive from the Spirit.

LESSON 196: SUCCEEDING IN SCHOOL

Integrity in Our Education

“We Believe in Being Honest”

As we strive to become capable and trusted disciples of Jesus Christ, it is important to have honesty and integrity in our hearts. This lesson can help students better act with honesty and integrity in their education.

Possible Learning Activities

Choosing honesty and integrity

Invite students to share scenarios or situations at school in which someone's integrity might be tested. Share the following examples as needed.

1. You have an important exam coming up. A classmate notices a copy of the answers to the exam on the teacher's desk and takes a picture of it with his phone. He sends you and several other students a copy of the picture.
2. You need to write an essay for a class but haven't taken the time to do it. A friend suggests that you could use online software that will write your article for you. Or you could paste sections from different articles from the internet and include a few of your own sentences to make it sound like your writing. Your friend mentions that he has done these things before and the teacher never noticed.
 - What might lead someone to think these actions are a good idea?
 - What can help you know what to do in situations like these?

Explain that this lesson will focus on the importance of honesty and integrity in our education. Invite the students to share what they know about integrity. The following statement by Elder Joseph B. Wirthlin could be a helpful resource.

Elder Joseph B. Wirthlin (1917–2008) of the Quorum of the Twelve Apostles defined integrity in the following way:



Integrity means always doing what is right and good, regardless of the immediate consequences. It means being righteous from the very depth of our soul, not only in our actions but, more importantly, in our thoughts and in our hearts. Personal integrity implies such trustworthiness and incorruptibility that we are incapable of being false to a trust or covenant. ...

The world desperately needs men and women of integrity. Nearly every day we hear of fraud, misapplication of funds, false advertising, or other dealings designed to obtain gain by cheating or deception. The Lord abhors such practices. (Joseph B. Wirthlin, *Personal Integrity*, *Ensign* May 1990, 30, 32)

- How have you noticed the need for integrity in today's world?

The following suggestion can help students evaluate their own thoughts about the importance of acting with integrity in their education: Invite them to find a blank page in their study journal and label it “Why integrity in education is important to me.” Ask students to list all the reasons integrity is important to them. When they are finished, a few volunteers could share some of their reasons with the class.

Encourage students to continue to add ideas, truths, and scriptures to their list throughout the lesson.

Heavenly Father and Jesus Christ want us to act with integrity

Explain that understanding the character and teachings of Heavenly Father and Jesus Christ can motivate us to act with integrity. Consider inviting students to do the following study activity with a partner or in a small group.

Read the following scriptures, looking for teachings that can help us feel a greater desire to act with integrity: 3 Nephi 27:18 Ether 3:11–12 Doctrine and Covenants 3:2; 51:9; 124:15, 20 Articles of Faith 1:13

- What truths did you learn from these verses about the importance of honesty and integrity in our lives?

Invite students to share multiple truths they learned. They could identify truths similar to the following: **Heavenly Father and Jesus Christ are perfectly honest. When we act with honesty and integrity, we become more like Them.**

- What can make it difficult to act with honesty and integrity in our education?

Elder Neil L. Andersen of the Quorum of the Twelve Apostles taught about the effect integrity can have on our spiritual growth:



There is enormous spiritual power in remaining true and honest when the consequences of your honesty could appear to be a disadvantage. Each of you will face such decisions. These defining moments will test your integrity. As you choose honesty and truth—whether or not the situation works out the way you hope—you will realize that these important crossroads become fundamental pillars of strength in your spiritual growth. (Neil L. Andersen, “The Divine Standard of Honesty,” *Ensign* Aug. 2017, 40)

- What are the benefits and blessings of being honest and having integrity at work and school?

Invite students to share experiences they have had seeing the Lord’s blessings for demonstrating integrity in their education. You could show the video *Honesty: You Better Believe It!* (4:46), available at ChurchofJesusChrist.org, to help students see examples of integrity.

Apply what you learned

Remind students of their divine identity as children of loving heavenly parents. This is a part of who they are, including at school. As they follow Jesus Christ and act with honesty and integrity, these attributes will distinguish them from the rest of the world.

President Russell M. Nelson taught:



Your precious identity deserves your precious integrity! Guard it as the priceless prize that it is. (Russell M. Nelson, *Integrity of Heart* [Brigham Young University devotional, Feb. 23, 1993], 7, speeches.byu.edu)

To help students consider how they will protect or increase their honesty and integrity, ask them to respond to some or all of the following questions in their study journals.

- What have you felt today about integrity in education that you want to remember?
- What did you learn about Heavenly Father and Jesus Christ that will help you when you are tempted to act with dishonesty?
- What are one or two actions you will take to increase your honesty and integrity at school?

Consider inviting a few willing students to share their responses. Testify of the truths you have discussed, and encourage students to act on their plans.

LESSON 197: SUCCEEDING IN SCHOOL

Preparing for Tests and Challenging Projects

“If Ye Are Prepared Ye Shall Not Fear”

In our efforts to obtain education, we are often assigned difficult tasks to complete. As youth look to Jesus Christ and do their part to prepare and persevere in school, the Savior can help them become equal to their educational tasks. This lesson can help students understand ways to prepare successfully for tests and challenging projects.

Possible Learning Activities

Struggling with tests or school projects

Consider beginning the lesson by sharing the following scenarios. Instead of sharing the entire scenarios, you could share the first sentence of each and then ask students to come up with reasons why Sam and Emma might feel the way they do.

Sam does not like taking tests at school because he usually struggles to do well on them. He often feels anxious when he is taking the test and seems to forget most of what he has learned.

Emma has a hard time when she is assigned large projects or papers in her school classes. She feels overwhelmed by the amount of work she has to do and tends to put it off until a day or two before the project or paper needs to be submitted. As a result, the work she turns in is often unfinished or poorly done.

Invite students to think of times when they may have felt like Sam or Emma. Explain that it is not uncommon for students to struggle with their confidence in school, especially with exams and challenging projects. It might be helpful to remind them that learning is a lifelong process. We are on this earth to learn and progress.

Invite students as they study to pay attention to spiritual truths and impressions that can help them succeed with tests or projects in school.

Learning from the scriptures

Explain that the scriptures do not specifically teach about how to prepare for tests or school projects. However, as we liken the scriptures to ourselves (see 1 Nephi 19:23), we can find truths that can help us in a variety of ways, including when we face challenges in our education.

Consider dividing the class into groups to complete the following study activity.

Search the scriptures for truths that could help you in your efforts to succeed on exams and school projects. You could find scripture passages on your own, or you could study some or all of the following passages:

Doctrine and Covenants 6:15; 8:2–4 38:9, 30; 88:118; 90:24

2 Nephi 28:30 32:8–9

Philippians 4:13

- What truths did you find that could help you be successful with tests or school projects?

To help students teach one another, consider inviting them to list on the board truths they found.

Students should be able to identify many truths from the scriptures they studied. Here are some examples: „**the Holy Ghost can enlighten my mind** (see “Doctrine and Covenants 6:15 **if I am prepared, I do not need to fear** (see Doctrine and Covenants 38:9, 30); **as I pray always, God will consecrate my performance for the welfare of my soul** (see 2 Nephi 32:8–9); **I can do all things through Jesus Christ** (see Philippians 4:13

Consider inviting multiple students to answer the first of the following questions. You could point to

certain truths on the board and invite the students who wrote them to answer the question with that truth in mind.

- How do you think the truths you found could help you with school tests or projects?
- What are some ways the Lord could help you with your schoolwork as you apply these truths in your studies?

As part of your discussion of the previous questions, consider asking a few students to share examples of how they have received the Lord's help in their schoolwork. Invite them to share how those experiences impacted their feelings for the Savior.

Give advice

This portion of the lesson is intended to help students think of specific ways they can prepare to be successful with challenging tests or projects. To do this, you could display the following instructions and give students time to create a response with a partner or small group.

Imagine that you had the opportunity to give advice to someone like Sam or Emma about how to succeed on tests or with challenging school projects. Write down what advice you would give. Include phrases from scriptures that you think might be helpful. The following questions could help guide your response:

- What can help you remember and use what you have already learned?
- How can you avoid getting distracted while you are studying?
- What can help you avoid procrastinating?
- What could help you improve your ability to think clearly?
- What can you do to involve the Lord in your preparation?

After students have had sufficient time to create their responses, invite them to share them with the class. You could write on the board the insights that are shared and encourage students to record in their study journals advice they had not already thought of. You could also invite students to share examples of how some of these suggestions have helped them.


If students need help thinking of ideas, consider offering a few suggestions, including some of the following:

- Take notes of what you are learning in class and review them often. Explain what you are learning to a classmate, family member, or friend.
- Put your phone away and block your access to distracting internet sites while you are studying.
- Spread your studies out over many days or weeks. Make a schedule and stick to it. If you get behind, don't wait until the end to catch up.
- Find a quiet place to study, and study during times of the day when you are not too tired. Take care of your body by eating a healthy diet, getting plenty of sleep, and exercising regularly.
- Take time to educate and prepare your spirit through scripture study. Pray and occasionally fast for help and guidance.

Think about what you learned

Invite students to reflect on what they have learned and felt in the lesson that can help them in their lives. One way to do this could be to have the students answer the following questions in their study journals.

- „What have you learned or felt today that you want to remember?
- What are some of the strategies you learned today that you want to incorporate into your studies?



Consider reminding students that becoming a successful learner takes time, preparation, patience, and practice. Encourage them to continue relying on the Savior for help and guidance.

LESSON 198: SUCCEEDING IN SCHOOL

Growth Mindset

Developing Attitudes and Actions That Improve Our Thought Patterns

Each of us will face obstacles in our learning and education. Depending on our mindset, we can see these obstacles either as barriers that will stop us or as opportunities to learn and grow. Choosing to face obstacles with a growth mindset demonstrates our faith in Jesus Christ. This lesson can help students develop a growth mindset to overcome obstacles in learning.

Possible Learning Activities

Obstacles in learning

Consider beginning the lesson by sharing the following scenario. Alternatively, you could have students create a scenario where a youth faces a perceived obstacle in his or her learning. You could then adapt the questions so they relate more to the scenario that was chosen.

As Caden learns about the classes he will be taking for the upcoming school year, he notices that he has a math class. Caden remembers how poorly he has done in math previously. He believes that if he takes this math class, he’s going to fail it.

- What stands out to you about Caden’s mindset?
- What advice might you share with him?

Growth mindset

Explain that when we experience challenges or obstacles in our education and other aspects of our lives, we can view them with either a growth mindset or a fixed mindset.

Display the following definitions, and invite two students to read them to the class.

Growth mindset: People with a growth mindset believe they can learn and draw strength from Jesus Christ. They are quick to change as they learn. They push themselves even when things are difficult by relying on Jesus Christ.

Fixed mindset: People with a fixed mindset doubt their ability to learn. They are afraid to fail, and they believe they cannot learn certain things.

To help students better understand these mindsets, consider sharing some of the following statements. You could display the first statement from each column to help students see a paired example. You could then provide students with the rest of the fixed-mindset statements. Invite them to work in small groups to write a statement someone with a growth mindset may say that demonstrates their faith in the Savior.

Fixed Mindset	Growth Mindset
“My mistakes show that I am not smart.”	“Because of the Savior, I can learn from my mistakes and get better.”
“I do not like to try new things because I will probably fail.”	“Knowing that Jesus Christ is pleased with every effort I make to grow, I can try new things and enjoy challenges.”
“I cannot learn things.”	“If I want to learn something, I can learn it with the Lord’s help.”
“When I am frustrated, I give up.”	“Working through difficulties helps me grow and become more like Jesus Christ.”

Invite students to think about whether they typically view challenges with a growth or a fixed mindset. Invite them as they continue studying to look for helpful truths and to pay attention to impressions from the Holy Ghost that can help them develop a growth mindset.

Eternal truths that can help us develop a growth mindset

Brother Devin G. Durrant, formerly of the Sunday School General Presidency, explained why disciples of Jesus Christ should develop a growth mindset:



Heavenly Father urges us to seek to develop gifts and improve ourselves because He, as a loving parent, believes that we can achieve great things, including, eventually, exaltation. He is a parent with a growth mind-set. If we are to become like Him, we need to adopt that same mind-set and learn to grow in all the ways He expects. (Devin G. Durrant, Helping Children and Youth Develop a Growth Mind-Set," *Ensign*, Feb. 2020)

- What does this statement help you understand about how a growth mindset can affect your life?
- What do you think can help you develop a growth mindset?

If needed, explain that understanding and remembering truths about our Heavenly Father and Jesus Christ can help students develop a growth mindset when they face obstacles, including obstacles in their education.

Invite students to find some of these truths in their scriptures. You could invite them to identify scriptures they know of or to study some of the following verses.

Isaiah 41:10, 13

Alma 26:12

Doctrine and Covenants 24:8

Doctrine and Covenants 84:88

After students have had sufficient time to discover truths, invite them to share what they discovered with the class. They could also write on the board the truths they found. They might discover truths similar to the following: **In God's strength we can do all things.**

- How can remembering these truths about Heavenly Father and Jesus Christ help you have a growth mindset in your education?
- What are some examples of people in the scriptures who used their faith in God to approach their challenges with a growth mindset?

As part of your discussion of the previous question, you could invite students to find examples from the life of Nephi. You could also have students look at examples of Laman and Lemuel demonstrating a fixed mindset.

These are some examples you could refer students to: the response to the commandment to return to Jerusalem to get the brass plates from Laban (see 1 Nephi 3:4–7); the attempts to get the brass plates (see 1 Nephi 3:24–31; 4:1–6); the brothers' actions after Lehi shared his vision of the tree of life (see 1 Nephi 10:17–19; 11:1–6 15:1–3, 8–9); Nephi breaking his bow (see 1 Nephi 16:18–23, 30–32); and Nephi being commanded to build a ship (see 1 Nephi 17:7–11, 17–18).

- How has the Lord helped you, or how do you think the Lord can help you, have a growth mindset and overcome obstacles in your education?

Consider sharing an example from your own life.

My growth mindset

Invite students to think of some of the obstacles they face in their education or learning that a growth mindset could help with. They could write these obstacles in their study journals. They might mention reading struggles, difficulties with a subject in school, or a lack of available educational opportunities. Then invite them to do the following.

Pick two or three potential obstacles in your education and learning. For each obstacle, write down a growth-mindset statement that demonstrates your faith in the Savior's ability to help you succeed.

Consider inviting students to share a statement they wrote. They could share with a neighbor or by walking around the room and sharing with others.

After students have shared, encourage them to determine ways they will follow the statements they came up with. Testify of the truths you have

discussed today. Encourage students to strive to overcome obstacles to their education with a growth mindset.

MISSIONARY PREPARATION

Missionary Preparation

Overview

We can help gather Israel by loving others, sharing the message of Jesus Christ, and inviting them to come to the Savior. God blesses missionaries as they serve diligently and teach people in their communities and around the world. God provided the Book of Mormon for the latter-day gathering.

Pacing suggestion: There are many good options to consider for pacing these lessons. For example:

1. Teach some or all of these lessons toward the end of the school year when older students might be working on submitting their mission papers.
2. Teach some of these lessons as you study sections of Doctrine and Covenants that help us better understand missionary work. Some suggestions are listed next to specific lessons below.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Sharing the Gospel Out of Christlike Love

Pacing suggestion: You might consider teaching this lesson around the same time you teach students about Doctrine and Covenants 18. Verses 10–16 help us understand how the Savior’s love leads to His desire for everyone to come to Him.

Lesson purpose: To help students understand how their love for Heavenly Father, Jesus Christ, and other people can motivate them to share the gospel.

- **Student preparation:** Provide students with the statement by Joseph Smith from this lesson. Invite them to prepare to share how this statement could motivate someone to share the gospel with others or to prepare to serve a full-time mission.
- **Images to display:** Youth serving in different situations; someone sharing the gospel

- **Video:** “Feed My Sheep” (5:47; watch from time code 2:46 to 4:29)

- **Materials:** Blank pieces of paper for small groups to use

Love, Share, and Invite

Lesson purpose: To help students make a plan to share the gospel of Jesus Christ by using the principles of love, share, and invite.

- **Student preparation:** Invite students to come prepared to share their own conversion story or a family member’s or friend’s story about joining The Church of Jesus Christ of Latter-day Saints.
- **Image to display:** A camouflaged animal
- **Handout:** Love, Share, Invite”
- **Videos:** Simple Ways to Love, Share, and Invite” (2:45); 2021 Broadcast: Principles of Love, Share, and Invite” (54:06; watch from time code 0:00 to 1:35)

Choosing to Serve a Mission

Pacing suggestion: You might consider teaching this lesson around the same time you teach the lesson “Doctrine and Covenants 30–36, Part 1,” which focuses on reasons the Lord wants us to share His gospel.

Lesson purpose: To help students feel a desire to serve the Lord as His missionaries.

- **Student preparation:** Invite students to speak to someone who has served a proselyting or service mission. Students could ask the person to share different ways the Lord blessed them and others through their missionary service.
- **Materials:** Examples of mission assignments on small pieces of paper in a basket; copies of the first statement by President Russell M. Nelson for companionships to discuss
- **Handout:** Blessings of Missionary Service”
- **Video:** Value of a Full-Time Mission” (5:22)

The Book of Mormon Is a Conversion Tool

Pacing suggestion: You might consider teaching this lesson around the same time you teach the lesson Doctrine and Covenants 84:49–102.” Verses 54–57 help us understand the importance of not treating the Book of Mormon lightly.

- **Videos:** “Fourth Floor, Last Door” (21:33; watch from time code 14:17 to 17:27 and from 18:27 to 18:57); “Preparation of Gordon B. Hinckley: Forget Yourself and Go to Work” (2:03)
- **Materials:** Copies of instructions for the group activity

Lesson purpose: To help students feel the importance of strengthening their testimony of the Book of Mormon in preparation to share the Savior’s gospel.

- **Student preparation:** Invite students to ask a family member or trusted friend to share how they first gained a testimony of the Book of Mormon. Encourage students who feel comfortable doing so to also share their own experience gaining a testimony of the Book of Mormon.
- **Materials:** Display various simple tools (or images of them)
- **Videos:** A Book of Mormon Story (5:15); “The Book of Mormon (2:10)

Diligence in Missionary Work

Pacing suggestion: You might consider teaching this lesson around the same time you teach the lesson „Doctrine and Covenants 4” Verse 6, shows that diligence is a Christlike attribute of those who desire to assist in the Lord’s work.

Lesson purpose: To help students seek the Lord’s help to become more diligent in their lives and their preparation to serve as His missionaries.

- **Student preparation:** Invite students to reflect on how the following definition of diligence describes Jesus Christ. They might also identify accounts from His life in which He demonstrated diligence.,

Diligence is “consistent, valiant effort, especially in serving the Lord and obeying His word” (Guide to the Scriptures, Diligence, scriptures.ChurchofJesusChrist.org).

- **Images to display:** Apartment building; a family being taught by missionaries

LESSON 199: MISSIONARY PREPARATION

Sharing the Gospel out of Christlike Love

Love of God and Others

There are many reasons we might choose to share the gospel of Jesus Christ with others. Our desire to share the gospel increases as we learn to love God and those around us. This lesson can help students understand how their love for Heavenly Father, Jesus Christ, and other people can motivate them to share the gospel.

Possible Learning Activities

Motivation to serve

Consider displaying pictures of youth serving in a variety of situations. Invite students to share multiple possible reasons the youth in each picture may have chosen to serve. (Possible reasons might include duty, love, parental expectations, guilt, or social interaction.)



- Although there are many reasons to serve others, which reasons are most likely to help us become like the Savior? Why?

You could then display a picture of someone sharing the gospel as you invite students to discuss the following questions:



- What are some reasons someone might choose to share the gospel with a friend or even choose to serve a full-time mission?
- Which reasons are most likely to help them be effective in bringing others to God?

Consider giving students time to ponder and record their feelings in their study journals about the following:

- How do you feel about sharing the gospel of Jesus Christ with others? Why do you feel the way you do?
- Are you planning to serve a full-time mission? If so, what motivates you?

Invite students to seek the guidance of the Holy Ghost during the lesson as they think about their desires to share the gospel of Jesus Christ.

God's motives

Consider explaining to students that when we know what motivates Heavenly Father and Jesus Christ to serve us, we can better emulate Their examples.

To help students understand this, you could display the following references. Invite each student to choose one or two passages to read and ponder.

Read one or two of the following passages, looking for what they teach about Heavenly Father and Jesus Christ:

John 3:16–17

John 15:12–13

2 Nephi 26:24

Doctrine and Covenants 18:10–13

Doctrine and Covenants 34:1–3

Doctrine and Covenants 95:1

Doctrine and Covenants 138:1–4

Invite students to move around the classroom and share with classmates who chose different passages what they learned about Heavenly Father and Jesus Christ.

When students are done sharing, ask for volunteers to summarize what they learned about Heavenly Father and Jesus Christ.

Help students recognize that **Heavenly Father and Jesus Christ are motivated to serve by love.**

Students may need time to ponder the following questions before they feel ready to answer aloud. You may want to give them time to write their answers in their study journals before asking volunteers to share.

- What experiences have helped you feel Heavenly Father's and Jesus Christ's love for you?
- How can understanding why Heavenly Father and Jesus Christ serve us influence your desire to share the gospel with others?

Love can motivate us to share the gospel

This section of the lesson uses the Savior's teachings in John 21 to help students see that love can motivate us to share the gospel.

An alternate way to accomplish this is to invite partnerships to study the "Charity and Love" section, including the "Scripture Study" ideas, on page 127 of *Preach My Gospel: A Guide to Sharing the Gospel of Jesus Christ* (2023), looking for how love can motivate us to share the gospel.

Soon after the Crucifixion of Jesus Christ, several of His disciples went fishing. While they were fishing, a man on the shore invited them to cast their nets on the right side of their ships. After doing so and catching many fish, the disciples realized that the man was the resurrected Savior. When they came ashore, Jesus served them by feeding them a meal and teaching them.

Consider inviting students to look for the Savior's repeated invitations to Peter by reading John 21:15–17 together or watching the video "Feed My Sheep" (5:47), available at [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org), from time code 2:46 to 4:29. (It may be helpful for students to know that the word *these* in verse 15 could refer to all the fish the disciples caught.)

- What do you learn from how Jesus wanted Peter to show his love?

Read the following statement from the Prophet Joseph Smith (1805–44), looking for what it adds to your understanding of Jesus's invitations in John 21.



Love is one of the chief characteristics of Deity, and ought to be manifested by those who aspire to be the sons of God. A man filled with the love of God, is not content with blessing his family alone, but ranges through the whole world, anxious to bless the whole human race. (*Teachings of Presidents of the Church: Joseph Smith* [2007], 426)

- What stands out to you from Joseph Smith's statement?
- What did you learn from John 21 and Joseph Smith's statement that could motivate you to share the gospel or possibly to serve a mission?
- What do you think are effective ways to deepen our love for God? To deepen our love for other people?

Overcoming hesitancy to share the gospel

Students could form groups to complete the following activity. It might be helpful to provide each group with paper.

1. As a group, create a scenario in which a young man is hesitant to serve a full-time mission or a teenager is hesitant to share the gospel with a friend. Choose a scribe to write the scenario on a piece of paper. Be sure to include reasons why the person in the scenario is holding back.

Here is an example of a scenario groups might create: "Antonio recently heard a conference talk that encouraged more youth to prepare to serve as missionaries for the Lord. He knows it's the right thing for him to do. However, he struggles to speak to people he doesn't know, and he feels like he doesn't know the scriptures well enough to teach other people. He worries that he wouldn't be an effective missionary."

After the groups have written down the scenarios they created, consider asking them to exchange scenarios with other groups before completing the following step.

2. Using what you learned and felt today, ask a scribe to write down what your group would share to help the person in the scenario.

Include suggestions of what the person could do to increase his or her love for the Savior and others. You may want to include something about how feeling the Savior's love could help increase this person's desire to serve.

Consider inviting groups to share with the class how they responded to the other group's scenario.

To conclude the lesson, consider giving students time to record in their study journals how love for God and others can help them overcome any reluctance they might feel about sharing the gospel of Jesus Christ.

LESSON 200: MISSIONARY PREPARATION

Love, Share, and Invite

Gathering Others to Jesus Christ

As members of The Church of Jesus Christ of Latter-day Saints, it is our covenant responsibility to share the Savior's gospel "unto the ends of the world" (Doctrine and Covenants 1:23). We can participate in this wonderful work by loving others, sharing the message of Jesus Christ, and inviting them to join us in coming to the Savior. This lesson can help students make a plan to spread the gospel of Jesus Christ by using the principles of love, share, and invite.

Possible Learning Activities

Do not camouflage your gospel light



To begin class, show students a picture of an animal that is well camouflaged. Invite students to share why hiding like this is beneficial to the animal.

- In what situations might a person want to be camouflaged?

Elder Quentin L. Cook of the Quorum of the Twelve Apostles shared something that we do not want to camouflage about ourselves:



An essential part of this missionary effort is for individual members to become beacon-light examples wherever we live. We cannot be in camouflage. ...

... The Lord expects those who have received His gospel to urgently strive to be a beacon-light example that will help others come to God. This allows our brothers and sisters across the earth to

enjoy the supernal blessings and ordinances of the restored gospel of Jesus Christ and be *safely gathered home*. (Quentin L. Cook, "Safely Gathered Home," *Liahona*, May 2023, 23)

- What was meaningful to you from Elder Cook's message?

To help prepare students' hearts and minds for this lesson, you could invite them to share the story of a family member or friend who joined The Church of Jesus Christ of Latter-day Saints. They might also share their own conversion story. If several students have stories to share, you might invite them to share with partners or in small groups.

Invite students to record in their study journals ways they might be "in camouflage" and ways their personal missionary efforts could be "beacon-light examples."

Encourage students to prayerfully invite the Spirit to help them recognize how they can openly share the light of the Savior's gospel.

The Savior's missionary mandate

Consider displaying the following statement by Elder Quentin L. Cook. Invite students to look for counsel on how to effectively share the gospel of Jesus Christ.

Elder Cook also taught:



The Savior graciously invites us to be His voice and His hands. The love of the Savior will be our guiding light. The Savior taught His disciples, "Go ye therefore, and teach all nations" [Matthew 28:19]. ...

For the Savior's mandate to share the gospel to become part of who we are, ... we need to *love* our neighbors, *share* the restored gospel of Jesus Christ,

and *invite* all to come and see. (Quentin L. Cook, “Conversion to the Will of God,” *Liahona*, May 2022, 56)

- How would you explain Elder Cook’s message in your own words?

Help students identify a truth like this: **We assist in the Savior’s missionary efforts by loving our neighbors, sharing His gospel, and inviting others to come unto Him.**

You might want to write the words *love*, *share*, and *invite* at the top of three columns on the board. As students share their answers to the following questions, invite them to start a list in each column of ideas for how to bring others to the Savior through loving, sharing, and inviting.

- What are some effective ways you have seen others share the gospel of Jesus Christ?
- What experiences have you had sharing the Savior’s gospel with others?

Love, share, and invite



One way to help students better understand the principles of love, share, and invite is to give them copies of the handout titled “Love, Share, Invite.” Have students form small study groups to study the material under “Love.” They could form new groups to study “Share” and then new groups to study “Invite.”

Alternatively, students could study the scripture passages in the “Scripture Study” idea on page 223 of *Preach My Gospel* (2023).

Consider displaying the following questions on the board for students to discuss with their groups as they study.

- What insights did you gain about sharing the gospel?
- How did the Savior demonstrate the principle in His interactions with others?

- What are some ways teenagers could act on the principle as they strive to share the Savior’s gospel?

Love, Share, Invite

Love

John 13:34–35; Mosiah 18:20–22;
Doctrine and Covenants 12:7–9; 121:41–42

Elder Gary E. Stevenson of the Quorum of the Twelve Apostles taught:



Whenever we show Christlike love toward our neighbor, we preach the gospel—even if we do not voice a single word.

Love for others is the eloquent expression of the second great commandment to love our neighbor; it shows the refining process of the Holy Spirit working within our own souls. By demonstrating Christ’s love to others, we may cause those who see our good works to “glorify [our] Father which is in heaven” [Matthew 5:16]. (Gary E. Stevenson, “Love, Share, Invite,” *Liahona*, May 2022, 85)

Share

2 Nephi 2:6–8; Mosiah 28:1–3; Alma 31:5;
Doctrine and Covenants 60:2

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles taught:



If someone asks about your weekend, don’t hesitate to talk about what you experienced at church. Tell about the little

children who stood in front of a congregation and sang with eagerness how they are trying to be like Jesus. Talk about the group of youth who spent time helping the elderly in rest homes to compile personal histories. ...

In whatever ways seem natural and normal to you, share with people why Jesus Christ and His Church are important to you. (Dieter F. Uchtdorf, “Missionary Work: Sharing What Is

in Your Heart,” *Ensign* or *Liahona*, May 2019, 17)

Invite

John 1:35–46; 4:28–30, 39–41; Alma 5:62;
Moroni 10:3–5

Elder Gary E. Stevenson of the Quorum of the Twelve Apostles taught:



There are hundreds of invitations we can extend to others. We can invite others to “come and see” a sacrament service, a ward activity, an online video that explains the gospel of Jesus Christ. “Come and see” can be an invitation to read the Book of Mormon or visit a new temple during its open house prior to its dedication. Sometimes the invitation is something we extend inward—an invitation to ourselves, giving us awareness and vision of opportunities surrounding us to act upon. (Gary E. Stevenson, “Love, Share, Invite,” *Liahona*, May 2022, 86)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Apply what you have learned

Consider sharing a time when you helped someone by using principles of love, share, and invite. Or you might share a time when someone blessed your life by using these principles.

Invite students to follow any promptings they felt today to create a plan to share the gospel. Their plans could include implementing one or more of the ideas listed on the board. To help with the details of their plans, you could display the following instructions and prompts for students to complete in their study journals.

Select one or more of the following prompts to complete in your study journal:

- *I will show love to someone by.*
- *I will share what I know or feel about the Savior’s gospel by.*
- *I will invite (someone’s name) to.*

For the prompt(s) you chose to answer, complete the following in your study journal:

- *The next step I will take for completing my plan is.*
- *I will try to do this by (date).*

Effective ways to love, share, and invite

Help students brainstorm additional ideas of how to share the gospel using the principles of love, share, and invite. Include their ideas on the board under the corresponding columns. Some of the following resources may help generate ideas:

- Article—“20 Easy Ways to ‘Love, Share, Invite’ Your Neighbors,” newsroom.ChurchofJesusChrist.org
- Video—“Simple Ways to Love, Share, and Invite” (2:45), available at ChurchofJesusChrist.org
- Video—“2021 Broadcast: Principles of Love, Share, and Invite” from time code 0:00 to 1:35, available at ChurchofJesusChrist.org

Some students might feel discouraged if sincere efforts to share the gospel are not received well. Help students understand that the Lord loves the efforts they are making, even if it does not seem successful right now. Invite them to continue to act in faith regardless of immediate results.

Love, Share, Invite

Love

John 13:34–35; Mosiah 18:20–22; Doctrine and Covenants 12:7–9; 121:41–42

Elder Gary E. Stevenson of the Quorum of the Twelve Apostles taught:



Whenever we show Christlike love toward our neighbor, we preach the gospel—even if we do not voice a single word.

Love for others is the eloquent expression of the second great commandment to love our neighbor; it shows the refining process of the Holy Spirit working within our own souls. By demonstrating Christ's love to others, we may cause those who see our good works to "glorify [our] Father which is in heaven" [Matthew 5:16]. (Gary E. Stevenson, "Love, Share, Invite," *Liahona*, May 2022, 85)

Share

2 Nephi 2:6–8; Mosiah 28:1–3; Alma 31:5; Doctrine and Covenants 60:2

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles taught:



If someone asks about your weekend, don't hesitate to talk about what you experienced at church. Tell about the little children who stood in front of a congregation and sang with eagerness how they are trying to be like Jesus. Talk about the group of youth who spent time helping the elderly in rest homes to compile personal histories. . . .

In whatever ways seem natural and normal to you, share with people why Jesus Christ and His Church are important to you. (Dieter F. Uchtdorf, "Missionary Work: Sharing What Is in Your Heart," *Ensign* or *Liahona*, May 2019, 17)

Invite

John 1:35–46; 4:28–30, 39–41; Alma 5:62; Moroni 10:3–5

Elder Gary E. Stevenson of the Quorum of the Twelve Apostles taught:



There are hundreds of invitations we can extend to others. We can invite others to "come and see" a sacrament service, a ward activity, an online video that explains the gospel of Jesus Christ. "Come and see" can be an invitation to read the Book of Mormon or visit a new temple during its open house prior to its dedication. Sometimes the invitation is something we extend inward—an invitation to ourselves, giving us awareness and vision of opportunities surrounding us to act upon. (Gary E. Stevenson, "Love, Share, Invite," *Liahona*, May 2022, 86)

LESSON 201: MISSIONARY PREPARATION

Choosing to Serve a Mission

Blessings of Missionary Service

One way Heavenly Father blesses His children is through missionary work. He blesses missionaries as they serve and teach people in their communities and around the world. He also blesses those who accept the gospel message and receive the service offered by missionaries. This lesson can help students feel a desire to serve the Lord as His missionaries.

Possible Learning Activities

Our responsibility to serve as missionaries

Consider explaining that during this lesson about missionary work, students will work with a companion. One way to create companionships is to prepare a basket with sample mission assignments written on pieces of paper. These could include locations where missionaries could be assigned to teach, such as *Guatemala* or *Hungary*. They could also include possible service mission assignments, such as *temple ordinance workers* or at a *local food bank*. Ensure there are two copies of each assignment in the basket. Invite each student to take a piece of paper from the basket and then sit with the classmate who drew the same assignment.

Give each companionship a copy of the following statement and display the three instructions that follow.

President Russell M. Nelson reaffirmed the Lord's call to serve as missionaries:



Today I reaffirm strongly that the Lord has asked *every* worthy, able young man to prepare for and serve a mission. For Latter-day Saint young men, missionary service is a priesthood responsibility. You young men have been reserved for this time when the promised gathering of Israel is taking place. As you serve missions, you play a pivotal role in this unprecedented event!

For you young and able sisters, a mission is also a powerful, but *optional*, opportunity. We *love* sister

missionaries and welcome them wholeheartedly. What you contribute to this work is magnificent! Pray to know if the Lord would have you serve a mission, and the Holy Ghost will respond to your heart and mind. (Russell M. Nelson, "Preaching the Gospel of Peace," *Liahona*, May 2022, 6)

1. Read the statement with your companion.
2. Discuss what impresses you from the statement.
3. Prepare to share your insights with the class.

Invite a few companionships to share their insights with the class. If students have questions about the statement, consider helping them find answers or directing them to discuss their questions with the Lord, their parents, or Church leaders. Ensure that students understand the Lord's expectations for young men and young women regarding missionary service.

Personal reflection

Display the following statement and questions and invite students to reflect on their personal feelings about missionary service. Giving students time to ponder and respond to the questions can invite the Holy Ghost and prepare their minds and hearts to be inspired as they study.

President Russell M. Nelson taught:



Dear young friends, you are each vital to the Lord. He has held you in reserve until now to help gather Israel. Your decision to serve a mission, whether a proselyting or a service mission, will bless you and many others. (Russell M. Nelson, "Preaching the Gospel of Peace," *Liahona*, May 2022, 6–7)

Ponder and write your answers to the following questions in your study journal:

- Which parts of this statement are most meaningful to you? Why?
- What did President Nelson teach that could affect your desire to serve a mission?

Invite a few volunteers to share their answers. As students share, some might express the following truth in their own words: **The Lord will bless us and many others as we choose to serve as His missionaries.** Consider writing this truth on the board. Encourage students to seek help from the Holy Ghost to know how Heavenly Father would have them apply this truth to their lives.

Blessings of missionary service

The following activity can help students better understand the blessings the Lord can give them and others as they choose to serve a mission.

As a companionship, search the scriptures, general conference addresses, hymns, or Gospel Library, looking for the following:

1. Blessings the Lord can give others through our missionary efforts.
2. Blessings the Lord can give us for serving a mission.



If you feel students could use more specific guidance, consider providing each companionship with the handout titled “Blessings of Missionary Service.”

Blessings of Missionary Service

Study the following scripture passages and statements. As you study, look for the following:

1. Blessings the Lord can give others through our missionary efforts.

2. Blessings the Lord can give us for serving a mission.

Doctrine and Covenants 4:1–4

Doctrine and Covenants 15:6

Doctrine and Covenants 18:14–16

Doctrine and Covenants 31:3–8

Doctrine and Covenants 50:22

President Russell M. Nelson taught:



Brothers and sisters, the gospel of Jesus Christ has never been needed more than it is today.

Contention violates everything the Savior stood for and taught. I love the Lord Jesus Christ and testify that His gospel is the *only* enduring solution for peace. His gospel is a gospel of peace [see Doctrine and Covenants 27:16]. ...

All missionaries teach and testify of the Savior. The spiritual darkness in the world makes the light of Jesus Christ needed more than ever. Everyone deserves the chance to know about the restored gospel of Jesus Christ. Every person deserves to know where they can find the hope and peace that “[pass] all understanding” [Philippians 4:7]. (Russell M. Nelson, “Preaching the Gospel of Peace,” *Liahona*, May 2022, 6–7)

Elder Marcus B. Nash of the Seventy taught:



Sharing the gospel kindles joy and hope in the souls of both giver and receiver. Truly, “how great shall be your joy”

[Doctrine and Covenants 18:15] as you share the gospel! Sharing the gospel is joy upon joy, hope upon hope. ...

Choosing to not hold up the gospel light moves us to the shadows, where we are susceptible to temptation. Importantly, the converse is true: choosing to hold up the gospel light brings us more fully into that light

and the protection it provides against temptation. What a tremendous blessing in today's world! (Marcus B. Nash, "Hold Up Your Light," *Liahona*, Nov. 2021, 71–72)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

When students have finished studying, invite each companionship to write around the truth on the board at least one blessing of missionary work. After multiple blessings have been listed, consider asking questions such as the following to give students an opportunity to share or testify of what they learned:

- Which blessings on the board have you or others you know received through missionary work?
- What is one scripture or statement you read that has helped increase your desire to serve the Lord as a missionary?
- How do you think missionary work can influence your relationship with the Lord? Why?

Consider sharing experiences you have had or your testimony of missionary work. You may also want to show the video "Value of a Full-Time Mission" (5:22), available at [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org), and invite students to look for reasons someone would choose to serve a mission.

Consider directing students back to President Nelson's statement from the beginning of the lesson. Invite the young men to continually pray that the Lord will increase their desire and ability to serve a full-time mission. Invite the young women to pray to know whether the Lord would have them serve a full-time mission.

Blessings of Missionary Service

Study the following scripture passages and statements. As you study, look for the following:

1. Blessings the Lord can give others through our missionary efforts.
2. Blessings the Lord can give us for serving a mission.

Doctrine and Covenants 4:1–4

Doctrine and Covenants 15:6

Doctrine and Covenants 18:14–16

Doctrine and Covenants 31:3–8

Doctrine and Covenants 50:22

President Russell M. Nelson taught:



Brothers and sisters, the gospel of Jesus Christ has never been needed more than it is today. Contention violates everything the Savior stood for and taught. I love the Lord Jesus Christ and testify that His gospel is the *only* enduring solution for peace. His gospel is a gospel of peace [see Doctrine and Covenants 27:16]. . . .

All missionaries teach and testify of the Savior. The spiritual darkness in the world makes the light of Jesus Christ needed more than ever. Everyone deserves the chance to know about the restored gospel of Jesus Christ. Every person deserves to know where they can find the hope and peace that “[pass] all understanding” [Philippians 4:7]. (Russell M. Nelson, “Preaching the Gospel of Peace,” *Liahona*, May 2022, 6–7)

Elder Marcus B. Nash of the Seventy taught:



Sharing the gospel kindles joy and hope in the souls of both giver and receiver. Truly, “how great shall be your joy” [Doctrine and Covenants 18:15] as you share the gospel! Sharing the gospel is joy upon joy, hope upon hope. . . .

Choosing to not hold up the gospel light moves us to the shadows, where we are susceptible to temptation. Importantly, the converse is true: choosing to hold up the gospel light brings us more fully into that light and the protection it provides against temptation. What a tremendous blessing in today’s world! (Marcus B. Nash, “Hold Up Your Light,” *Liahona*, Nov. 2021, 71–72)

LESSON 202: MISSIONARY PREPARATION

The Book of Mormon Is a Conversion Tool

Using the Book of Mormon to Prepare to Share the Gospel

The Book of Mormon is a gift God has given us to gather latter-day Israel to Jesus Christ. For students to use this gift to help gather others, it is important that they receive their own witness from God that it is true. This lesson can help students feel the importance of strengthening their testimonies of the Book of Mormon in preparation to share the Savior's gospel.

Possible Learning Activities

An instrument to gather Israel

Consider listing on the board or displaying a variety of tools familiar to your students. Some examples are a hammer, screwdriver, toothbrush, stapler, and so on. Invite students to talk about the functions of the tools using questions like the following.



- When was the last time you used one of these tools? How did you use it?
- How would some of the other tools work to perform the same function?

To help students understand that certain tools are better at performing certain tasks, consider asking a student to perform a task such as stapling some papers together using a screwdriver or a toothbrush.

Help students understand that these tools accomplish specific jobs. Similarly, God has provided tools to accomplish specific parts of His work, one of which is to gather people to Jesus Christ.

- What are some tools Heavenly Father and Jesus Christ have provided to gather people to Them?

Students could read the following statement to confirm their answers to the previous question or to see additional answers.

Elder Shayne M. Bowen of the Seventy taught:



We are gathering Israel for the last time and are doing so with the Book of Mormon—a book that, combined with the Spirit of the Lord, is the most powerful tool of conversion. (Shayne M. Bowen, “The Role of the Book of Mormon in Conversion,” *Ensign* or *Liahona*, Nov. 2018, 83)

- Why do you think the Book of Mormon can be such a powerful tool for converting and gathering people to Jesus Christ?

Listen carefully as students respond, and as appropriate, invite them to share why they feel the way they do.

If it would help students to see an example of how the Book of Mormon was a tool in bringing one man closer to God, consider showing “A Book of Mormon Story” (5:15), available at ChurchofJesusChrist.org.

Invite students to read Moroni 10:3–5 and the following statement. Ask them to look for an important way we can prepare to share the Book of Mormon with others.

President Henry B. Eyring of the First Presidency taught:



For us to know that the Book of Mormon is true, we must read it and make the choice found in Moroni: pray to know if it is true. When we have done that, we can testify from personal experience to our friends that they can make that choice and know the same truth. (Henry B. Eyring, “A Voice of Warning,” *Ensign*, Nov. 1998, 34)

- What did you learn from President Eyring’s statement and Moroni 10:3–5?

As students share what they learned, they might identify a truth like the following: **Gaining our own witness of the Book of Mormon enables us to help others learn its truthfulness.**

To help students consider their own experiences with this truth, you could invite them to silently evaluate their responses to the following statements.

Using a scale of one to five, with one being “not true of me” and five being “very true of me,” rate the following statements:

- I can explain to a friend what the Book of Mormon is and how it can bring people to Christ.
- I am studying the Book of Mormon in a way that is deepening my personal conversion to Jesus Christ.
- I have had experiences that allow me to testify to others that the Book of Mormon is true.

Consider inviting students to seek inspiration on how to invite the power of God into their lives and others’ lives through the Book of Mormon.

Valuing God’s gift of the Book of Mormon

In a revelation given to Joseph Smith, the Lord emphasized the importance of the Book of Mormon by sharing how he feels when people treat it too lightly.

Read Doctrine and Covenants 84:54–57, and think about how these verses might apply to members of the Lord’s Church who are preparing to share His gospel.

- What did you find that could apply to those who desire to share the Savior’s gospel?
- What are some ways we might show how important the Book of Mormon is in our lives?

Personal knowledge and witness of the Book of Mormon

The following scenario, or another one you create, could help students express what they have learned and felt during the lesson. Consider reading the scenario as a class and giving students time to think about what they might share with Annie.

Annie just attended a missionary preparation class. She asked the recently returned missionary teachers for suggestions on preparing to share the gospel. Both teachers counseled her to strengthen her knowledge and testimony of the Book of Mormon. Of all the ways they could have responded, studying the Book of Mormon was not the answer Annie expected.

Invite students to move around the room and tell at least two other students what they might share with Annie.

Consider how to create an opportunity for the Holy Ghost to bear witness of the Book of Mormon to your students. You could invite volunteers to share with the class favorite Book of Mormon passages or their experiences gaining a testimony of the Book of Mormon. You might share a passage that has helped you know the Savior better. Give students time to prepare. If many students want to share, invite them to do so in small groups so that all have an opportunity.

Application

Consider inviting students to quietly respond to the following question in their study journals.

- What could you do to deepen your relationship with Jesus Christ through the Book of Mormon?

You could suggest a few options, such as the following: reading the entire Book of Mormon in a certain period of time, looking for verses to share with others, or asking Heavenly Father for a witness through the Holy Ghost that the book is true.

You could also show the video “The Book of Mormon” (2:10), available on ChurchofJesusChrist.org. In this video, Elders Jeffrey R. Holland and Quentin L. Cook of the Quorum of the Twelve Apostles share how their mission president invited them to learn of Christ through the Book of Mormon. Students might choose to follow that same invitation.

- How might doing what you wrote prepare you to share the Book of Mormon in everyday life or as a full-time missionary?

It could be helpful to share your testimony of how the Book of Mormon has helped you draw closer to Jesus Christ.

LESSON 203: MISSIONARY PREPARATION

Diligence in Missionary Work

Preparing to Become a Diligent Missionary

Jesus Christ gave us the perfect example of diligence that we should strive to emulate as we serve others. This lesson can help students seek the Lord's help to become more diligent in their lives and their preparation to serve as His missionaries.

Possible Learning Activities

Fourth floor, last door

Consider starting the lesson by helping students ponder the importance of diligence in missionary work. You could display the following picture and share the account below. Or you could show the video "Fourth Floor, Last Door," available at ChurchofJesusChrist.org, from time code 14:17 to 17:27. You could pause the video at time code 16:03 for students to consider how they might have responded at this point. Then show the rest of the video.



Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles shared the following experience of missionaries in Europe who felt impressed to share the gospel with residents of a four-story apartment building.



They started on the first floor and knocked on each door, presenting their saving message of Jesus Christ and the Restoration of His Church.

No one on the first floor would listen to them. ...

... They knocked on every door on the second floor.

Again, no one would listen.

The third floor was the same. (Dieter F. Uchtdorf, "Fourth Floor, Last Door," *Ensign* or *Liahona*, Nov. 2016, 17)

- What thoughts might these missionaries have had at this point?

Elder Uchtdorf continued:



The fourth [floor was the same]—that is, until they knocked on the last door of the fourth floor.

When that door opened, a young girl smiled at them and asked them to wait while she spoke with her mother. ...

... The missionaries delivered their message and handed a book to the mother to read—the Book of Mormon.

After they left, the mother decided she would read at least a few pages.

She finished the entire book within a few days.

Not long after, this wonderful single-parent family entered the waters of baptism. (Dieter F. Uchtdorf, "Fourth Floor, Last Door," *Ensign* or *Liahona*, Nov. 2016, 17–18)

- What Christlike attributes do you recognize in these missionaries?

Christlike attributes in missionaries

Consider assigning half the class to read the verses below in Doctrine and Covenants section 4 and half the class to read the verses in section 75. After reading, students could share their answers to the questions below with someone who read the other reference.

Alternatively, you could invite partners to study the "Diligence" section, including the "Scripture Study" ideas, on pages 132–33 of *Preach My Gospel: A Guide to Sharing the Gospel of Jesus Christ* (2023).

Read Doctrine and Covenants 4:2–6; 75:2–5, 29, looking for words and phrases the Lord used to describe those who desire to serve Him, including His missionaries.

- What does the Savior expect of those who desire to serve Him as full-time missionaries? Why?
- How might these attributes and actions help us in challenging circumstances we may face?

Among the truths students share, they may identify that **the Lord expects His missionaries to work diligently in sharing His gospel.**

What is diligence?

Write the following prompt on the board, and invite students to write how they might finish it.

Diligence is ...

If students need help defining diligence, you could share that one possible definition is “consistent, earnest effort” (*Preach My Gospel: A Guide to Sharing the Gospel of Jesus Christ* [2023], 132).

- What are some situations you or others your age might face that require diligence?

You may want to list students’ answers on the board. After compiling a few ideas from students, give them an opportunity to think more carefully about how they demonstrate diligence in their lives.

One way to do this is to display the following self-assessment and give students time to reflect silently on how they would respond. Consider explaining to students that as they complete this self-assessment, the Holy Ghost can help them recognize what they are doing well and how they can improve. Students may benefit from recording their thoughts in their

study journal. (*Note:* You might choose to display these statements again at the end of the lesson.)

Silently reflect on how well each of the following statements describes you:

- I work hard until a job is completed successfully, even if it’s difficult.
- I work effectively, even when I’m not under close supervision.
- People can rely on me and my effort to accomplish a task.
- I find joy in putting forth my best effort.

Consider displaying the following instructions and inviting students to work in small groups to complete the activity. After groups have completed the activity, invite them to share with other groups what they learned.

1. Find a scripture reference or prophetic statement that shows the importance of diligence.
2. Discuss how Jesus Christ is an example of being diligent.
3. Share an experience when you or someone you know was blessed through diligence.
4. Discuss why you think it is important for missionaries to be diligent.
5. Discuss other areas in your life in which diligence would be important.

The Holy Ghost can help truths sink deep into students’ hearts and prepare students to apply those truths. One way you can help students invite the Holy Ghost is to provide opportunities for them to see how the Savior and others have demonstrated diligence. For examples of how the Savior demonstrated diligence, students could read Doctrine and Covenants 19:16–19 or Luke 22:39–44. For an example of someone else demonstrating diligence, consider showing “Preparation of Gordon B. Hinckley: Forget Yourself and Go to Work” (2:03), available at [ChurchofJesusChrist.org](https://www.ChurchofJesusChrist.org).

Blessings of diligence

Remind students of Elder Dieter F. Uchtdorf's account of the two missionaries in Europe who knocked on the last door of the fourth floor. Explain that their diligent efforts ended up blessing Elder Uchtdorf. Consider displaying the following picture of the missionaries and the family that lived in the apartment behind the last door on the fourth floor. Point out that one of the two young girls is Harriet, Elder Uchtdorf's wife.



Elder Dieter F. Uchtdorf shared his feelings about these two missionaries:



How often have I lifted my heart in gratitude for the two missionaries who did not stop at the first floor! How often my heart reaches out in appreciation for their *faith* and *work*. How often have I given thanks that they kept going—even to the fourth floor, last door. (Dieter F. Uchtdorf, “Fourth Floor, Last Door,” *Ensign* or *Liahona*, Nov. 2016, 18)

- If those missionaries could share something about diligence with our class, what do you imagine they would say?

Diligence in my life

Consider displaying the statements about personal diligence that students reflected on earlier in the lesson. Students may have felt impressed by the Spirit to focus on one statement more than the others. Invite students to think of that statement as they write their responses to the following questions in their study journals.

- What changes can I make to become more diligent?
- How will diligence better prepare me to share the gospel of Jesus Christ as a full-time missionary and in my everyday life?
- How will diligence help me become more like the Savior?

As students record their answers, encourage them not to hesitate to make a plan to do something that will stretch them and require consistent hard work and diligence.

TEMPLE PREPARATION

Temple Preparation

Overview

Throughout time, the Lord has commanded His people to build temples. In temples, we learn of Jesus Christ and make sacred covenants. One of the covenants we make is to live the law of consecration. We can serve and worship the Lord throughout our lives by participating in temple and family history work.

Pacing suggestion: These lessons could be taught at any point in the school year or during any week in the *Come, Follow Me* pacing. Specific possibilities are listed below for each lesson.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Jesus Christ Is at the Center of All Temple Worship

Pacing suggestion: You might consider teaching this lesson around the same time you teach the lesson “Doctrine and Covenants 95,” when students learn about the Lord’s command to build the Kirtland Temple; or the lesson “Doctrine and Covenants 109,” when students learn about the dedication of the Kirtland Temple; or the lesson “Doctrine and Covenants 124,” when students learn about the Nauvoo Temple.

Lesson purpose: To help students feel a greater desire to worship Jesus Christ in His house.

- **Student preparation:** Encourage students to consider the significance of the two phrases that are written on each temple: “Holiness to the Lord” and “The House of the Lord.”
- **Images to display:** Youth partaking of the sacrament; youth attending church; full-time missionaries; the tabernacle in Moses’s time; Solomon’s temple; the Nephite temple in Bountiful
- **Videos:** “The Temple and Your Spiritual Foundation” (18:59; watch from time code 4:27 to 5:03); “In That Holy Place” (4:36)

Making Temple Worship a Lifelong Pursuit

Pacing suggestion: You might consider teaching this lesson around the same time as you teach the lesson “Doctrine and Covenants 95,” when students learn about the Lord’s command to build the Kirtland Temple; or the lesson “Doctrine and Covenants 109,” when students learn about the dedication of the Kirtland Temple; or the lesson “Doctrine and Covenants 124,” when students learn about the Nauvoo Temple.

Lesson purpose: This lesson can help students feel the importance of worshipping the Lord in temples throughout their lives.

- **Student preparation:** You could invite students to ask a family member or Church leader how they have been blessed by attending the temple.
- **Video:** “Gathering the Family of God” (18:01; watch from time code 15:16 to 15:44)

In the Temple, We Covenant to Keep the Law of Consecration

Pacing suggestion: You might consider teaching this lesson around the same time as you teach the lesson “Doctrine and Covenants 42:29–42,” when students learn about the law of consecration.

Lesson purpose: To help students understand the sacred law of consecration, which we covenant in the temple with God to obey.

- **Student preparation:** Invite students to write how they use their time, talents, or resources to contribute to the Lord’s Church and kingdom.
- **Images to display:** Cake with topping
- **Handout:** “The Lord’s Law of Consecration”

Family History and Temple Service

Pacing suggestion: You might consider teaching this lesson around the same time as you teach the lesson “Doctrine and Covenants 127–128, Part 2,” when students learn about participating in temple and family history work.

Lesson purpose: To help students find the names of their deceased ancestors and perform ordinances for them in the Lord’s temples.

- **Student preparation:** Invite students to be prepared with their log-in information for FamilySearch. Encourage them to print and bring a family-name ordinance card from FamilySearch.
- **Videos:** “Improve Your Temple Experience; Change Your Life” (3:21; watch from time code 1:42 to 3:21); “Focus on the Temple” (7:18; watch from timecode 3:50 to 4:36); “Spiritual Dynamite” (2:40); “Gathering the Family of God” (4:18)

LESSON 204: TEMPLE PREPARATION

Jesus Christ Is at the Center of All Temple Worship

“Jesus Christ Is the Reason We Build Temples”

Throughout time, the Lord has commanded His people to build temples. In our day, we have seen a great increase in temple building. Jesus Christ is at the center of all we do in the temple. This lesson can help students feel a greater desire to worship Jesus Christ in His house.

Possible Learning Activities

The Savior at the center of our worship

Consider displaying pictures of people partaking of the sacrament, youth attending church, and young adults serving as full-time missionaries.



- How do you think Jesus Christ is at the center of partaking of the sacrament, attending Church, or serving a full-time mission?
- How would someone's experience be impacted if they didn't focus on the Savior while participating in these activities?

Show students an image of a temple near you along with a picture of the Savior. Invite students to reflect on the following questions. They may benefit from writing their responses in their study journals.

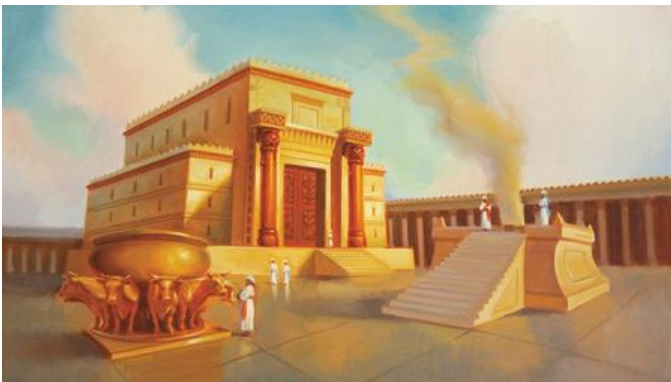
Reflect on your own experiences in the temple or preparing for the temple.

- To what degree is the Savior at the center of your preparation to participate in the temple and the experiences you have when you are there?
- How might focusing more on the Savior impact your temple experience?

Encourage students to invite the Spirit to guide them as they seek to learn more about how the Savior is at the center of temple worship.

The Lord commands His people to build temples

The following pictures are depictions of some of the holy places and temples the Lord commanded His people to build anciently. Consider displaying them and asking students if they can identify the buildings depicted (the tabernacle Moses built in the wilderness [see Exodus 25:8], Solomon's temple in Jerusalem [see 1 Kings 6:12–13], the Nephite temple in the city Bountiful [see 3 Nephi 11:1]).



In the Doctrine and Covenants, the Lord commanded the Saints to build temples (see Doctrine and Covenants 57:3; 109:2; 115:7–8;

124:26–27). This command follows the pattern the Lord established anciently.

The First Presidency has declared:

Whenever the Lord has had a people on the earth who will obey His word, they have been commanded to build temples. (“First Presidency Releases Statement on Temples,” Jan. 2, 2019, ChurchofJesusChrist.org)

Read Doctrine and Covenants 109:2, 5, 12–13, looking for what the Lord teaches about the temple.

- What did you discover?
- How would you describe verse 13 in your own words?

One truth students might identify is that **the temple is the house of the Lord, a place of His holiness.**

- What blessings can come to us knowing this truth for ourselves?

As appropriate, encourage students to share experiences they have had where they have felt close to the Lord in the temple or have felt that the temple is a holy place. Sharing your own experiences can help students share theirs too.

The Savior is at the center of the temple

The following statements can help students understand how the Savior is at the center of the temple. As students read the statements, invite them to look for a central purpose of the temple.

President Russell M. Nelson taught:



The temple lies at the center of strengthening our faith and spiritual fortitude because the Savior and His doctrine are the very heart of the temple.

Everything taught in the temple, through instruction and through the Spirit, increases our understanding of Jesus Christ. His essential ordinances bind us to Him through sacred priesthood covenants. (Russell M. Nelson, “The Temple and Your Spiritual Foundation,” *Liahona*, Nov. 2021, 93–94)

Elder David A. Bednar of the Quorum of the Twelve Apostles testified:



Everything that is learned and all that is done in the temple emphasize the divinity of Jesus Christ and His role in Heavenly Father’s great plan of happiness. (David A. Bednar, “Let This House Be Built unto My Name,” *Ensign* or *Liahona*, May 2020, 86)

- What do you feel is important about these statements?
- Why do you think it is important to know that the temple helps us understand and come to know Jesus Christ better?

If possible, invite students to search temple photos at temples.ChurchofJesusChrist.org and to explain how a certain image reminds them of Jesus Christ. You may also want to discuss the importance of the phrases “Holiness to the Lord” and “The House of the Lord,” found on each temple.

The following prompts are intended to help students discuss ways they can see the Savior at the center of their temple experience. Invite students to complete these prompts together as small groups. Each group can complete these prompts together on a single sheet of paper.

As you complete the following prompts, think about how the temple reminds you of Jesus Christ.

1. *The white clothing we wear in the temple reminds us of Jesus Christ because ...*
2. *What we see in the temple reminds us of Jesus Christ because ...*
3. *What we do in the temple reminds us of Jesus Christ because ...*
4. *How I prepare to go to the temple reminds me of Jesus Christ because ...*

When groups finish, you could invite them to share what they wrote with another group in class. By sharing what they learned, they can deepen their understanding and strengthen their testimonies of the Savior.

A desire to be with Jesus Christ in the temple

Consider inviting students to respond to the following questions in their study journals. If possible, you may want to play soft music that can help students think of the temple. Music can help invite the Spirit in gospel learning. You could play music from a hymn about the temple. Or you could play a video of a choir of young women performing “In That Holy Place,” available at ChurchofJesusChrist.org.

- What have you discovered or felt today about the Savior as the center of our temple worship?
- How might what you learned or felt influence the way you prepare for and worship the Lord in His house?

Ensure that students have had sufficient time to respond before inviting willing students to share their thoughts. You may also share ways you make the Savior the center of your temple experience.

LESSON 205: TEMPLE PREPARATION

Making Temple Worship a Lifelong Pursuit

Attending the Temple throughout Our Lives

We live in an exciting time of unprecedented temple building. The Lord is making the blessings of His holy house more accessible than ever. This lesson can help students feel the importance of worshipping the Lord in temples throughout their lives.

Possible Learning Activities

Increased time in the temple

A case study is used throughout this lesson to help students see how worshipping in temples can bless them throughout their lives. Invite students to think about their lives as they consider the case study. Adapt the case study as needed to make it relatable to your students. One way to do this is by inviting students to replace what is in parentheses with what is relevant for the students.

(Jones) is (sixteen years old). He has been a member of the Church for (five years). He has had spiritual experiences but would like a stronger testimony of the Savior and His restored Church. (Jones) sometimes feels (overwhelmed by the pressure to do well in school). He worries about (his future and how to live righteously in a wicked world).

- Imagine (Jones) asked you for advice about one of his concerns. Why might worshipping the Lord in His temple be helpful advice?

Read the followings statement by President Russell M. Nelson, looking for help the Lord provides us:



Let us never lose sight of what the Lord is doing for us now. He is making His temples more accessible. He is accelerating the pace at which we are building temples. He is increasing our ability to help gather Israel. He is also making it easier for each of us to become spiritually refined. I promise that increased time in the temple will bless your life in ways nothing else can. ...

My dear brothers and sisters, may you focus on the temple in ways you never have before. I bless you to grow closer to God and Jesus Christ every day.

(Russell M. Nelson, "Focus on the Temple," *Liahona*, Nov. 2022, 121)

- What impresses you from this statement?
- What promise did the Lord extend through His prophet?

As students respond, help them identify a truth such as the following: **The Lord promises to bless us in ways we cannot experience otherwise as we increase the time we spend in His temple.**

If your students have limited access to a temple, you could talk about ways they can focus on the temple. For example, students could strive to be temple worthy and participate in family history work.

- How do you think spending more time in the Lord's temple can bless us in ways nothing else can?

The following questions are intended for self-reflection. Students may benefit from writing in their study journals. Willing students could share their responses with the class.

- How likely are you to consistently attend the temple throughout your life? Why?
- What obstacles might you need to overcome to attend the temple throughout your life?

Promised blessings

Think of how you can help students increase their desire to worship the Lord in His temples. One way to do this could be to help students identify the many blessings of worshipping the Lord in His temples. Students could make a list on the board of what they find in the following scriptures and statements.

Read the following scriptures and statements, looking for blessings the Lord promises to those who worship Him in His house:

Doctrine and Covenants 95:8

Doctrine and Covenants 109:22–26

President Russell M. Nelson declared:



Please make time for the Lord in His holy house. Nothing will strengthen your spiritual foundation like temple service and temple worship. (Russell M. Nelson, “Make Time for the Lord,” *Liahona*, Nov. 2021, 121)

Please believe me when I say that when your spiritual foundation is built solidly upon Jesus Christ, you have *no need to fear*. As you are true to your covenants made in the temple, you will be strengthened by His power. Then, when spiritual earthquakes occur, you will be able to stand *strong* because your spiritual foundation is solid and immovable. (Russell M. Nelson, “The Temple and Your Spiritual Foundation,” *Liahona*, Nov. 2021, 96)

President Henry B. Eyring taught:



Many youth have discovered that giving of their time to do family history research and temple work has deepened their testimony of the plan of salvation. It has increased the influence of the Spirit in their lives and decreased the influence of the adversary. It has helped them feel closer to their families and closer to the Lord Jesus Christ. They have learned that this work saves not just the dead; it saves all of us (see D&C 128:18). (Henry B. Eyring, “Gathering the Family of God,” *Ensign or Liahona*, May 2017, 22)

- What do these blessings teach you about Heavenly Father and Jesus Christ?
- How has the Lord blessed you for participating in temple and family history work?
- How might these blessings motivate you to worship the Lord in the temple now? Throughout your life?

Temple worship throughout our lives

The following case study can help students understand the importance of worshipping the Lord in temples throughout their lives. During the case study, encourage students to think about their futures and how they can worship the Lord in temples throughout their lives.

You could use various study options with different portions of the case study. Students could study portions as a class, individually, and in groups.

After each section, pause to discuss the following questions:

- What excuses could (Jones) and (Isabel) make for not making temple worship a priority?
- What blessings from worshipping the Lord in His house could help (Jones) and (Isabel)?
- What sacrifices might (Jones) and (Isabel) need to make to consistently worship the Lord in the temple?

Age 20s

After returning home from serving a full-time mission, (Jones) seeks to further his education at (a local trade school). While (attending institute), he meets a young woman named (Isabel), and they marry. After graduation, (Jones) (starts his own business). He worries (about providing for his family). He and (Isabel) start their family and are blessed with (three) beautiful children. (Jones) and (Isabel) do their best to manage time with their family, (their business), and Church callings. At the age of (four), one of their children (is seriously injured in an accident).

Age 30s

(Jones) and (Isabel) work hard to provide for their family by (operating their business). They face the challenges of raising their children and helping them (obtain their own testimonies of Jesus Christ). (Jones) tries to balance the time spent with his family, (his business), and his calling as (an adviser to the teachers quorum). Isabel serves as (the Primary president), tries to help (with the family business), and tries to be there for her children.

Age 60s+

(Jones) and Isabel's children (have families of their own). (Jones) and (Isabel) love their family but still worry about (their grandchildren following Jesus Christ and making good decisions). As they age, (Jones's health becomes weaker).

A letter to yourself

Consider inviting students to write a letter of encouragement to their future selves about the importance of worshipping the Lord in His temples. Students may want to write a date to open the letter on an envelope and save the letter in that envelope to be opened on that date.

They could write about:

- Their current experiences in the temple.
- How the decision to consistently attend the temple could impact their lives.
- How the decision to consistently attend the temple could impact their relationships with Heavenly Father and Jesus Christ.
- Ways they can make temple worship a priority now and in the future.

Remind students to act on any promptings they may have received from the Holy Ghost and to write about other thoughts they have.

LESSON 206: TEMPLE PREPARATION

In the Temple, We Covenant to Keep the Law of Consecration

Living the Law of Consecration Can Help Us Become Like God

As part of the gift, or endowment, we can receive from the Lord in His temples, we make sacred covenants. One of the covenants we make with Heavenly Father is to keep the law of consecration. Endowed members promise to dedicate their time, talents, and other blessings they receive to the building up of Jesus Christ's Church on the earth. This lesson can help students understand the sacred law of consecration, which we covenant in the temple with God to obey.

Possible Learning Activities

Following a recipe

Note: This lesson introduces covenants we make as part of the temple endowment ordinance and focuses on the law of consecration. Lessons in other seminary courses address the other laws.

Invite students to look up a recipe for something they might enjoy eating. Encourage them to find accompanying images of the results from following the recipe. You could ask students to search and report in small groups. If students are not able to look up recipes and accompanying images in class, you might display the following image and ask students how seeing the end result could motivate them to following the recipe.



- What have you made using a recipe?
- How can having a picture or video alongside the recipe be helpful?

We make covenants with God in holy temples

Like a picture or video of a completed recipe, knowing the desired outcome of receiving our endowment in the temple can be helpful. As part of the endowment ordinance, we covenant with God to obey five different laws. Living by these laws is like following each important step of a recipe. The laws we covenant to obey in the temple help us become more like God and can prepare us to live with Him in the celestial kingdom.

Consider writing the following on the board (leaving out the words in parentheses) and asking students to write each of the laws we covenant to live when receiving our endowment in temples. If students need help, you could point them to 27.2, "The Endowment," in the *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, available at ChurchofJesusChrist.org.

1. Law of (obedience)
2. Law of (sacrifice)
3. Law of (the gospel of Jesus Christ)
4. Law of (chastity)
5. Law of (consecration)

Write the following truth on the board: **As part of the temple endowment, we covenant with God to live the law of consecration.**

Students may have learned about the law of consecration in a previous lesson. (See "Lesson 57: Doctrine and Covenants 42:29–39: Consecrated unto the Lord")

Invite students to share what they know about this law. Assessing the students' prior knowledge can help you know what to help students focus on during the lesson. You could ask some of these questions again toward the end of the lesson to help students express what they learned.

- What do you know about the law of consecration?
- What questions do you still have about the law of consecration?

Encourage students to seek help from the Holy Ghost to understand the law of consecration and how preparing to make covenants with God in the temple can bless them.



Provide students with the following handout and invite them to discover what the law of consecration is and how living this law helps us become more like God.

For additional information, students could look up Topics and Questions, “Consecration.”

The Lord’s Law of Consecration

Doctrine and Covenants 42:30, 38–39

Doctrine and Covenants 78:3–7

Doctrine and Covenants 105:1–5

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles explained:



The Lord’s law of consecration (see, for example, D&C 42:32, 53) ... has an economic role but, more than that, is an application of celestial law to life here and now (see D&C 105:5). To consecrate is to set apart or dedicate something as sacred, devoted to holy purposes. True success in this life comes in consecrating our lives—that is, our time and choices—to God’s purposes (see John 17:1, 4; D&C 19:19). In so doing, we permit Him to raise us to our highest destiny. (D. Todd Christofferson, “Reflections on a Consecrated Life,” *Ensign* or *Liahona*, Nov. 2010, 16)

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles taught:



Sacrifice and consecration are two heavenly laws that we covenant to obey in the holy temple. These two laws are similar but not

identical. ...

Consecration is different from sacrifice in at least one important way. When we consecrate something, we don’t leave it to be consumed upon the altar. Rather, we put it to use in the Lord’s service. We dedicate it to Him and His holy purposes. We receive the talents that the Lord has given us and strive to increase them, manifold, to become even more helpful in building the Lord’s kingdom.

Very few of us will ever be asked to *sacrifice* our lives for the Savior. But we are all invited to *consecrate* our lives to Him. (Dieter F. Uchtdorf, “Our Heartfelt All,” *Liahona*, May 2022, 124)

What is the law of consecration? How does it affect me?

Today, we live this law in different ways. For instance, we serve others, accept callings and assignments in the Church and do our best at them, and pay a full tithe and a generous fast offering. When we do what the prophets and the Holy Ghost direct us to do to build up God’s kingdom and help the needy, we are living the law of consecration.

(“What is the law of consecration? How does it affect me?,” *For the Strength of Youth*, Apr. 2021, 31)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

- Based on your understanding of the law of consecration, how is it a blessing from God?
- How do you think living the law of consecration can help us become like Heavenly Father and Jesus Christ?

What it means to live the law of consecration

To help students demonstrate what they are learning, you could invite them to do the following activity individually, with a partner, or in small groups. If students choose one of the first two suggestions, encourage them to include images or illustrations.

If students need help finding scriptural examples for the first option, you could recommend Matthew 4:23; 26:36–44; Luke 8:1–3; 10:30–37; Acts 3:2–8; 4:32.

Use one of the following choices to create something that can help you explain important details about the law of consecration. What you create can also serve as a reminder as you prepare yourself to receive your endowment from the Lord.

1. Write two or three sentences that explain the law of consecration to a teenager. Include some examples from the scriptures where Jesus Christ or His disciples demonstrated living this law by sharing their time, talents, or other blessings with others.
2. Write a short article for the *For the Strength of Youth* magazine. You might choose to focus your message on helping teenagers who are preparing to receive their endowment from the Lord.
3. Organize a short role play or skit to demonstrate ways to live the law of consecration. Try to include examples that would be relevant to teenagers choosing to live this law.

Give students opportunities to demonstrate their understanding of the law of consecration by sharing what they prepared. You could invite students to report to the class, or they might like to share with each other in small groups.

Consider inviting students to share how beginning to live the principles of the law of consecration could already be a blessing to them and others right now. You might invite a class discussion by displaying the following questions and asking students to respond to one of them. You could also add your testimony to what students share.

- What is something you learned today that can help you prepare to attend the temple and receive your endowment from the Lord?
- How do you think living the law of consecration could impact your relationship with Heavenly Father and Jesus Christ?

The Lord's Law of Consecration

Doctrine and Covenants 42:30, 38–39

Doctrine and Covenants 78:3–7

Doctrine and Covenants 105:1–5

Elder D. Todd Christofferson explained:



The Lord's law of consecration (see, for example, D&C 42:32, 53) . . . has an economic role but, more than that, is an application of celestial law to life here and now (see D&C 105:5). To consecrate is to set apart or dedicate something as sacred, devoted to holy purposes. True success in this life comes in consecrating our lives—that is, our time and choices—to God's purposes (see John 17:1, 4; D&C 19:19). In so doing, we permit Him to raise us to our highest destiny. (D. Todd Christofferson, "Reflections on a Consecrated Life," *Ensign* or *Liahona*, Nov. 2010, 16)

Elder Dieter F. Uchtdorf taught:



Sacrifice and consecration are two heavenly laws that we covenant to obey in the holy temple. These two laws are similar but not identical. . . .

Consecration is different from sacrifice in at least one important way. When we consecrate something, we don't leave it to be consumed upon the altar. Rather, we put it to use in the Lord's service. We dedicate it to Him and His holy purposes. We receive the talents that the Lord has given us and strive to increase them, manifold, to become even more helpful in building the Lord's kingdom.

Very few of us will ever be asked to *sacrifice* our lives for the Savior. But we are all invited to *consecrate* our lives to Him. (Dieter F. Uchtdorf, "Our Heartfelt All," *Liahona*, May 2022, 124)

What is the law of consecration? How does it affect me?

Today, we live this law in different ways. For instance, we serve others, accept callings and assignments in the Church and do our best at them, and pay a full tithe and a generous fast offering. When we do what the prophets and the Holy Ghost direct us to do to build up God's kingdom and help the needy, we are living the law of consecration. ("What is the law of consecration? How does it affect me?," *For the Strength of Youth*, Apr. 2021, 31)

LESSON 207: TEMPLE PREPARATION

Family History and Temple Service

We Can Perform Ordinances for Our Deceased Ancestors in the Lord's House



In Heavenly Father's merciful plan, those who died without receiving the saving ordinances of the gospel of Jesus Christ are not lost forever. We can offer our deceased ancestors the help they need by doing family history and temple service. This lesson can help students find the names of their deceased ancestors and prepare to perform ordinances for them in the Lord's temples.

Possible Learning Activities

Blessings of family history and temple service

Help students ponder the blessings available through family history and temple work. If students have had personal experiences, you could invite them to share the blessings they have witnessed.

If needed, you could also share the video "Improve Your Temple Experience; Change Your Life" (3:21), available at ChurchofJesusChrist.org, from time code 1:42 to 3:21.

Another option would be to share the following testimony.

Pierre-Alban, a 17-year-old living in France, shared the following testimony about his experience visiting the temple:

The first time I went to the Bern Switzerland Temple, I went with my family and friends. This experience brought me great joy. We all felt the Spirit. I knew that what I was doing was good and that God was proud of our work. I know that the temple brings us many blessings. When we make time to do the temple work for our ancestors, Heavenly Father blesses us. He will be happy with what we have done for His children in His house. (Pierre-Alban C., *For the Strength of Youth*, Apr. 2022, inside front cover)

- What blessings do you know are available through family history and temple service?
- How might you begin helping someone who wants to participate in temple and family history work but doesn't know how to start?

Performing ordinances for those who have died

Consider sharing some experiences from Church history of people who learned about baptism for the dead when it was first taught in this dispensation. You could invite students to read the following excerpt from *Saints*, Vol. 1, *The Standard of Truth* and discuss what they learn with a partner.

The Saints gathered in Nauvoo for the October 1840 general conference. Joseph taught them more about baptism for the dead, explaining that the spirits of the dead were waiting for their living kindred to receive the saving ordinance in their behalf.

Between sessions of the conference, the Saints rushed to the Mississippi River, where several elders stood waist-deep in the water, beckoning them to be baptized for their deceased grandparents, fathers, mothers, siblings, and children. Soon after, Hyrum was baptized for his brother Alvin.

As Vilate Kimball watched the elders in the river, she longed to be baptized for her mother, who had died more than a decade earlier. She wished Heber was back from England to perform the ordinance, but

since Joseph had urged the Saints to redeem the dead as soon as possible, she decided to be baptized for her mother right away.

Emma Smith's thoughts were also on family. Her father, Isaac Hale, had passed away in January 1839. ...

... Emma loved her father and was baptized for him in the river. He had not accepted the restored gospel in this life, but she hoped it would not be that way forever. (*Saints*, 1:423–24)

- What did you find meaningful from these experiences?

In addition to other things mentioned, you might point out that these baptisms were performed in the Mississippi River and not in the temple. At the time, there was no temple or baptismal font in Nauvoo. Students might also notice that Emma Smith was baptized for her father. You could explain that later, the Lord revealed the pattern of women performing ordinances for women and men for men (see *Saints*, 1:578–79).

Read Doctrine and Covenants 124:29–36, looking for what the Lord revealed to Joseph Smith about the baptisms the Saints in Nauvoo were performing for the dead.

- What did the Lord reveal?
- What can these verses also teach us about Him?

Students will likely identify different truths about the Lord that highlight the importance He places on His temples. One example is that **the Lord accepts the ordinances we perform for our deceased ancestors in His holy temples.**

Students may also mention truths about the Lord's character. They may identify that Jesus Christ is patient and fair because He promised the Saints "sufficient time" (verses 31, 33) to build the temple. While the remainder of this lesson is focused on performing ordinances in temples specifically for our ancestors, if students desire, feel free to spend time discussing attributes of Jesus Christ.

- What can we learn from the Lord's use of the words "baptisms for your dead"? (see Doctrine and Covenants 124:32–33; 127:5).

Elder Quentin L. Cook of the Quorum of the Twelve Apostles said this about our ancestors:



The Lord in initial revelatory instructions referred to "baptism for your dead" [Doctrine and Covenants 127:5; emphasis added]. Our doctrinal obligation is to our own ancestors. This is because the celestial organization of heaven is based on families. (Quentin L. Cook, "Roots and Branches," *Ensign or Liahona*, May 2014, 45)

- How has learning about your ancestors influenced you? How might it influence you?
- How do you think performing temple ordinances for your deceased ancestors could affect your relationship with your Heavenly Father?

The part you can play in the Lord's work of salvation

You could invite students to think about their experiences with family history and temple work by reflecting on how well the following statements apply to them.

On a scale of 1 through 5 (1 = not true and 5 = very true), rate how well these statements describe you.

I know how to find the names of my ancestors.

I know how to submit the names of my ancestors to the temple.

I want to find names of my ancestors and perform ordinances for them in the temple.

I feel the importance of doing work for my deceased relatives.

Encourage students to share their understandings of and experiences with temple and family history work. Ask them what they want to learn and what they need help with. Invite them to learn from each other and from the Holy Ghost by discussing the blessings that temple and family history work can bring.

If needed, consider showing one of the following videos.

“Focus on the Temple” (7:18; watch from time code 3:50 to 4:36)

“Spiritual Dynamite” (2:40)

“Gathering the Family of God” (4:18)

Steps you can take

Display the following steps that can help students engage in family history and temple work. Encourage students who have previously taken these steps to help other students as much as possible.

Step 1. Create a Church account.

Step 2. Explore the *My Family: Stories That Bring Us Together* booklet, FamilySearch, or the Family Tree app.

Step 3. Use the Ordinances Ready feature.

Step 4. Schedule an appointment and attend the temple.

Invite a student to demonstrate how to use the Ordinances Ready feature. Encourage students to download and learn to use the Family Tree app. In the app, they can click the temple icon and the Ordinances Ready link to find names of family members for whom they can perform ordinances. Help students learn how to request and print name cards to take to the temple. Once students have found the names of some ancestors, encourage them to learn how they are related and any personal information available about those ancestors. Invite students who have a temple recommend to schedule an appointment to attend the temple.

If needed, the following information can provide additional guidance.

“How do I create a Church account using ChurchofJesusChrist.org?”

“How do you want to get started?”

“How to Start a Family Tree on FamilySearch: Adding the First Four Generations”

My Family: Stories That Bring Us Together

“Ordinances Ready”

Once students have helped each other find names to take to the temple, you could invite them to share insights and lessons learned. Encourage them to think about the Savior and His desire for us to help our ancestors. You might ask:

- How do you think participating in temple and family history work now can help prepare you to make and keep covenants with God in His temple?
- How can doing family history and temple service deepen your love for the Savior?

TEACHINGS OF CHURCH LEADERS

Teachings of Church Leaders

Overview

The Lord often speaks to us through His servants (see Doctrine and Covenants 1:38). As we listen to and study messages from Church leaders, we can learn what the Savior wants us to know. These lessons can help students study the Lord's messages given through His servants.

Prepare to teach

The following information provides you with ideas of what you may need to prepare in advance for each lesson.

Preparing for General Conference

Pacing suggestion: This lesson could be taught shortly before the April or October general conference.

Lesson purpose: To help students prepare to hear personal messages from the Savior in general conference.

- **Student preparation:** You could invite students to talk with their families about what they could do to prepare for and participate in general conference.
- **Image:** Picture of a family watching General Conference
- **Content to display:** Self-assessment questions toward the beginning of the lesson.
- **Handout:** “Preparing for General Conference”

Studying the Messages of the Lord's Servants

Pacing suggestion: Consider teaching this lesson before the following lessons in this group. You could teach it near the beginning of the school year to introduce students to studying the messages of Church leaders.

Lesson purpose: To help students feel the importance of studying and applying the Lord's messages given by His servants.

- **Student preparation:** Invite students to come prepared to share a statement from a Church leader that is meaningful to them and

explain why. This statement could be from a general conference address, a broadcast message, a social media post, or something similar.

- **Materials for students:** A partial or complete message from general conference, from the *Liahona* or *For the Strength of Youth* magazine, or from a Church devotional or broadcast
- **Image to display:** An image of the current First Presidency and Quorum of the Twelve Apostles
- **Video:** “Let Us All Press On” (6:01; watch from time code 1:17 to 1:58)

Template: Teachings of Church Leaders

Pacing suggestion: All lessons that use this template could be taught at any point in the school year or during any week in the *Come, Follow Me* pacing. However, if you have not used this template before, it may be helpful to teach the “Choice for Eternity” lesson below before preparing a new lesson on a message from a Church leader. The lesson provides a model for teaching about a message from a Church leader.

Lesson purpose: This template provides you with ideas to help students study messages from leaders of The Church of Jesus Christ of Latter-day Saints.

- **Student preparation:** Share with students the title of the message they will study in class. Encourage them to read, watch, or listen to the message before class. Invite them to prayerfully prepare for the Holy Ghost to teach them as they study messages of the servants of Jesus Christ.

“Choices for Eternity”

Lesson purpose: To provide an example of how teachers can use the “Template: Teachings of Church Leaders” to guide the class as they study these messages, and to deepen students’ understanding of principles to help them prepare for eternal life.

- **Student preparation:** Invite students to prayerfully prepare to study President Russell M. Nelson’s address “Choices for Eternity” (worldwide devotional for young adults, May 15, 2022,

ChurchofJesusChrist.org). They could think of questions they have about their future and pray to Heavenly Father for answers.

Alternatively, invite students to read, watch, or listen to “Choices for Eternity” before class.

- **Handouts:** “‘Choices for Eternity’ Part 1”; “‘Choices for Eternity’ Part 2”; “‘Choices for Eternity’ Part 3”
- **Materials for students:** Paper and other supplies for students to create something artistic

LESSON 208: TEACHINGS OF CHURCH LEADERS

Preparing for General Conference

Hearing the Savior's Words through General Conference



Intentionally preparing for and participating in general conference enables us to receive personal revelation. The messages of inspiration and guidance given in general conference come from the Lord through His chosen leaders. This lesson can help students prepare to hear personal messages from the Savior in general conference.

Possible Learning Activities

Preparing for events

Invite students to think of events they enjoy participating in, such as a special holiday, sports game, vacation, or another event. Ask them to share how they have participated or prepared to participate in these events. Discuss how our preparation for events helps us have a more meaningful experience during the event. After discussing, consider displaying a picture of a family watching general conference.

- What do you or your family do to prepare for and participate in general conference?

The purpose of general conference

In February 1831, the Lord gave a revelation to Joseph Smith and Sidney Rigdon instructing them to gather the elders together for a conference, which was held in June of that year.

Read Doctrine and Covenants 44:2 looking for what the Lord promised to do at this conference.

- How can the Lord's promise in this verse help you understand why we have general conference?

Read the following statement from President Russell M. Nelson, looking for the purpose of general conference.



The purpose of this and every general conference is to help us to hear Him. (Russell M. Nelson, "Opening Message," *Ensign* or *Liahona*, May 2020, 7)

Students could write or link President Nelson's statement in their scriptures next to Doctrine and Covenants 44:2.

Emphasize the truth that **the purpose of general conference is to help us hear Jesus Christ.**

- Why is it important to know what Jesus Christ would say to you?
- What are some ways you can hear the Savior in general conference?

To help students reflect on their preparation for general conference, consider displaying the following self-assessment questions on the board. Students could ponder the questions and write their responses in a study journal.

- How well do you prepare to hear the Savior speak to you through the messages in general conference?
- What do you need or hope to receive from general conference?

Preparing for general conference



The purpose of the handout is to help students discover different ways they can prepare for general conference. Students could work in small groups, with a partner, or on their own.

Preparing for General Conference

When Jesus Christ visited the Nephites, He invited them to prepare their minds to hear and understand His message (see 3 Nephi 17:3). Imagine what your general conference experience could be like if you did the same.

1. Study the following resources, looking for ways you can prepare yourself to receive the Lord's messages in general conference. You may want to mark meaningful words and phrases that stand out to you.

Mosiah 2:9; Doctrine and Covenants 88:63

President Russell M. Nelson taught:



From this pulpit today and tomorrow, you will continue to hear truth. Please make notes of thoughts that catch your attention and those that come into your mind and stay in your heart. Prayerfully ask the Lord to confirm that what you have heard is true. (Russell M. Nelson, "What Is True?," *Liahona*, Nov. 2022, 30)

President Henry B. Eyring of the First Presidency taught:



I know the servants of God who will speak to you during this conference. They are called of God to give messages to His children. The Lord has said of them: "What I the Lord have spoken, I have spoken, and I excuse not myself; and though the heavens and the earth pass away, my word shall not pass away, but shall all be fulfilled, whether by mine own voice or by the voice of my servants, it is the same" [Doctrine and Covenants 1:38].

You show your trust in Him when you listen with the intent to learn and repent and then you go and do whatever He asks. If you trust God enough to listen for His message in every sermon, song, and prayer in this conference, you will find it. And if you then go and do what He would have you do, your power to trust Him will grow, and in time you will be overwhelmed with gratitude to find that He has come to trust you. (Henry B. Eyring, "Trust in God, Then Go and Do," *Ensign* or *Liahona*, Nov. 2010, 73)

President Dieter F. Uchtdorf, then of the First Presidency, taught:



As you prepare for general conference, I invite you to ponder questions you need to have answered. For example, you might yearn for direction and guidance by the Lord regarding challenges you are facing.

Answers to your specific prayers may come directly from a particular talk or from a specific phrase. At other times answers may come in a seemingly unrelated word, phrase, or song. A heart filled with gratitude for the blessings of life and an earnest desire to hear and follow the words of counsel will prepare the way for personal revelation. (Dieter F. Uchtdorf, "Ge

neral Conference—No Ordinary Blessing,”
Ensign, Sept. 2011, 4)

2. From what you studied, make a list of ways you can prepare to hear the voice of the Lord in general conference.
3. List some other ways you could prepare to hear the voice of the Lord in general conference.

© 2024 by Intellectual Reserve, Inc. All rights reserved.

My preparation for general conference

The following questions can help students apply the counsel from Elder Uchtdorf’s statement on the handout. Students could respond to the questions in their study journal or on a small piece of paper or note card that they could take home as a reminder.

- What questions do I have? What guidance or direction do I need for the challenges I face?
- What is something specific I will do to prepare to hear the Lord’s direction for me in general conference? (Pick one or two ways you listed on your handout.)

Help students report on their general conference experience

After general conference, consider asking students to share how their preparation for general conference impacted their experience. Some students may not have participated in conference. You could provide time for these students to review summaries of the talks.

- What did you do to prepare? In what ways was this helpful?
- How did your preparation help you hear the voice of the Savior and receive direction from Him?

Students could also share their feelings or testimony about what they felt or heard during general conference.

Supplemental Learning Activities

Alternate beginning

As an alternate way to begin the lesson, consider asking why it is important to regularly update the operating system on a mobile phone. How could that relate to choosing to participate in general conferences?

Church leaders’ social media accounts

In the days and weeks leading up to general conference, Church leaders often post about general conference on their social media accounts. Invite students to look at some of the Church leaders’ social media posts that were posted within a few weeks of the last general conference. Consider showing some examples. Invite students to look for any counsel that would help them prepare to participate in general conference. You could discuss any blessings Church leaders promised.

Elder Neil L. Andersen's invitation to prepare for general conference

Prior to the October 2020 general conference, Elder Neil L. Andersen posted a video on Facebook. In the video, he gave three suggestions on how to prepare for general conference. Consider watching the entire video, "Invitation to Prepare for General Conference" (Facebook, Sept. 30, 2020, [facebook.com/neill.andersen](https://www.facebook.com/neill.andersen); video, 3:01), or just his three suggestions (from time code 1:27 to 2:51). Invite students to consider how his suggestions could help them prepare to hear the Lord's voice.

Study the *For the Strength of Youth* Magazine

The March and September editions of the *For the Strength of Youth* magazines often contain a "General Conference Notebook" that can be downloaded, printed, and used while participating in general conference. Bring a few copies of recent editions of the "General Conference Notebook" for students to look through, or encourage students to access it on the Gospel Library app. Consider asking students to share some of the ideas they discovered from the "General Conference Notebook" that could help them prepare for general conference.

How speakers prepare for general conference

Consider showing "The Voice of the Lord" from time code 3:07 to 5:17. Elder Neil L. Andersen discusses the effort speakers put into preparing a talk for general conference. Invite students to discuss what we can learn by knowing how speakers prepare. The following question may be helpful for the discussion.

- How can learning about the effort speakers put into preparing motivate you to be more prepared?

General conference review activity

Consider giving students an opportunity to review what they learned in general conference. You could write several questions on the board like the following: *What made you laugh? What talk are you excited to study again? What did you learn that can help you in your life? What did you learn about the Savior?*

You could invite students to write on the board answers to any of the questions. Consider sharing an answer from your experience at general conference. Students could pick some of the answers on the board and invite their classmates to elaborate more on their experiences.

Preparing for General Conference

When Jesus Christ visited the Nephites, He invited them to prepare their minds to hear and understand His message (see 3 Nephi 17:3). Imagine what your general conference experience could be like if you did the same.

1. Study the following resources, looking for ways you can prepare yourself to receive the Lord's messages in general conference. You may want to mark meaningful words and phrases that stand out to you.

Mosiah 2:9; Doctrine and Covenants 88:63

President Russell M. Nelson taught:



From this pulpit today and tomorrow, you will continue to hear truth. Please make notes of thoughts that catch your attention and those that come into your mind and stay in your heart. Prayerfully ask the Lord to confirm that what you have heard is true. (Russell M. Nelson, "What Is True?," *Liahona*, Nov. 2022, 30)

President Henry B. Eyring of the First Presidency taught:



I know the servants of God who will speak to you during this conference. They are called of God to give messages to His children. The Lord has said of them: "What I the Lord have spoken, I have spoken, and I excuse not myself; and though the heavens and the earth pass away, my word shall not pass away, but shall all be fulfilled, whether by mine own voice or by the voice of my servants, it is the same" [Doctrine and Covenants 1:38].

You show your trust in Him when you listen with the intent to learn and repent and then you go and do whatever He asks. If you trust God enough to listen for His message in every sermon, song, and prayer in this conference, you will find it. And if you then go and do what He would have you do, your power to trust Him will grow, and in time you will be overwhelmed with gratitude to find that He has come to trust you. (Henry B. Eyring, "Trust in God, Then Go and Do," *Ensign* or *Liahona*, Nov. 2010, 73)

President Dieter F. Uchtdorf, then of the First Presidency, taught:



As you prepare for general conference, I invite you to ponder questions you need to have answered. For example, you might yearn for direction and guidance by the Lord regarding challenges you are facing.

Answers to your specific prayers may come directly from a particular talk or from a specific phrase. At other times answers may come in a seemingly unrelated word, phrase, or song. A heart filled with gratitude for the blessings of life and an earnest desire to hear and follow the words of counsel will prepare the way for personal revelation. (Dieter F. Uchtdorf, "General Conference—No Ordinary Blessing," *Ensign*, Sept. 2011, 4)

2. From what you studied, make a list of ways you can prepare to hear the voice of the Lord in general conference.
3. List some other ways you could prepare to hear the voice of the Lord in general conference.

LESSON 209: TEACHINGS OF CHURCH LEADERS

Studying the Messages of the Lord's Servants

We Can Hear the Voice of the Savior through the Words of His Leaders

This is an introductory lesson for a series of lessons that will be taught throughout the year using a message of a Church leader. These lessons will use the “Teachings of Church Leaders” template. This lesson can help students feel the importance of studying and applying the Lord’s messages given by His servants.

Student preparation: Invite students to come prepared to share a statement from a Church leader that is meaningful to them and explain why. This statement could be from a general conference address, broadcast message, social media post, or something similar.

Students may identify a truth similar to the following: **The Lord commands us to search the words He speaks to us through His servants (Doctrine and Covenants 1:37–38).**

- How have you tried to search the words of the Lord’s servants as part of your regular gospel study?

At the conclusion of April 2018 general conference, President Russell M. Nelson extended the following invitation. Look for words or phrases that could help someone understand the importance of studying the messages of Church leaders.

Possible Learning Activities

The Savior’s servants share messages from Him

Display a current picture of the First Presidency and Quorum of Twelve Apostles. Invite students to discuss something these leaders have recently taught. Invite students to list some of the settings Church leaders use to share the Lord’s messages with us. Then invite students to answer the following questions with the class or in their study journals:

- If someone were to observe your life, what would they see that reflects the importance you place on the words of the Lord’s servants?

Read Doctrine and Covenants 1:37–38, looking for what the Savior commands us to do with the words of His servants.

- What do you think is important to remember from this passage?
- What truths can you identify?



I exhort you to study the messages of this conference frequently—even repeatedly—during the next six months. Conscientiously look for ways to

incorporate these messages in your family home evenings, your gospel teaching, your conversations with family and friends, and even your discussions with those not of our faith. Many good people will respond to the truths taught in this conference when offered in love. And your desire to obey will be enhanced as you remember and reflect upon what you have felt these past two days. (Russell M. Nelson, “Let Us All Press On,” *Ensign* or *Liahona*, May 2018, 118)

- What did you discover?

Invite students to self-assess their current efforts to study the messages from Church leaders. They could think about how often they study or listen to messages from Church leaders and how their family may study such messages. Students can ponder whether they would like to give more emphasis to general conference messages as part of their gospel study.

- What are some ways you incorporate the teachings of Church leaders into your gospel study?

- How has the Lord blessed you for doing this?

Deepen your study

The next portion of the lesson is intended to give students an opportunity to practice studying the messages of a Church leader using ideas from the “Teachings of Church Leaders” template. This can prepare students to study the messages of Church leaders in future lessons.

The following ideas are adapted from the “Study the message” and “Deepen understanding” sections of the template. You may select other ideas from the template or provide similar options you create.

Select one of the following to help you practice studying a message from one of the Lord’s servants:

- Write the words *Jesus Christ* in the middle of a page of your study journal. As you study the talk, look for words or phrases that teach about the character, attributes, and roles of Jesus Christ. Write what you learn and feel about Jesus Christ in your journal and how this could help you follow Him.
- Identify the scriptures cited in the talk (or in the endnotes). Read the verses and note what they teach or help you understand about the topic. You could create a link between the verse and the talk in your Gospel Library or make a note in your scriptures.
- Using what you learned in the talk, create a picture, drawing, poster, meme, social media post, or something similar that could serve as a reminder or inspire someone. Prepare to share what you created, explaining the message and how it could bless or inspire others.

To help students practice studying a message from Church leaders, provide a partial or complete talk from general conference, an article in the *Liahona* or *For the Strength of Youth* magazines, or Church devotionals and broadcasts. Provide students enough time to study using the idea they selected above.

You could walk around the classroom and help and encourage students as they practice. Following the activity, you might organize students into smaller

groups to share the idea they selected, the skill they practiced, and the thoughts and feelings that came to them as they studied.

As time allows, you might invite students to practice another skill from the template using the same message or talk.

The importance of studying the words of the Lord’s servants

Invite students to select one of the following questions to discuss or answer in their study journals:

- What have you learned or felt today that has helped you feel the importance of the Savior’s words given by His servants?
- What do you want to remember as you continue to study the messages of the Lord’s servants?
- How might you benefit from studying the messages from Church leaders as part of your regular gospel study?

Consider inviting students to plan how they will study the messages of the Lord’s servants as a part of their regular gospel study. You could share an experience you have had hearing the Lord’s voice as you have studied the messages of His leaders.

LESSON 210: TEACHINGS OF CHURCH LEADERS

Template: Teachings of Church Leaders

Study and Apply the Teachings of the Lord's Servants



Throughout the seminary year, students will have several opportunities to study messages from Church leaders. This template provides you with ideas to help students study messages from leaders of The Church of Jesus Christ of Latter-day Saints.

Note: For an example of how to use this template, see Lesson 211: “Choices for Eternity”.

Possible Learning Activities

For each message from Church leaders, you could select one or more of the ideas from the *Begin the lesson*, *Study the message*, or *Deepen understanding* sections of this template or something similar of your own choice. You could also use the *Apply what you have studied* section of the template.

To study, students could work individually or as a class, or you could organize them into smaller groups. If you choose to listen to the audio or watch the video of the talk, please provide a printed or digital version for students to follow along.

Help students focus on Heavenly Father and Jesus Christ with each teaching idea you select.

Begin the lesson

Think of a way to begin the lesson that can help create interest in students' minds or hearts to help them prepare for the learning experience. The message students will study may have some useful approaches that you could use. The following are some examples:

- Share a thought-provoking question from the message and invite students to discuss it briefly or record their initial responses in their journals.
- Share an image or object lesson used as a part of their message and discuss briefly why it was used.
- Share a story from the speaker's message. It may be best to not share the entire story at the beginning of the lesson but maybe just enough to pique students' interest. Later in the lesson, the story could be concluded to illustrate the purpose of the speaker's message.
- You could share the topic of the talk and invite students to record some of the questions they have related to the topic. Encourage them to seek answers during the lesson.

Study the message

You can use your ideas or some of the following ideas to help students focus their study of the talk. As time allows, it might be appropriate to use multiple methods. Invite students to seek personal revelation as they review the message, writing promptings in their study journals. Additional study ideas can be found at “Studying General Conference Addresses” at ChurchofJesusChrist.org.

If students do not have access to a digital copy of the talk, you could arrange for students to study a printed copy.

- *Look for.* Prayerfully consider the needs of your class and identify a “Look for” that can be used as students study the talk. “Look for” examples could include the following: Eternal Truths, Invitations, and Promised Blessings. Students could also look for answers to questions or concerns they may have.

It might be appropriate to let students select something they want to look for in the talk. You could share the topic of the talk and give students a chance to write several questions about that topic on the board. After studying, you could identify which questions students felt were answered and how.
- *Number the paragraphs and rotate the talk.* Write or type paragraph numbers in a copy of the talk. Provide a copy to each student and invite students to select something to look for. Students could read one or more paragraphs, marking them and writing notes in the margin. The paper could be passed to the next student, following a similar pattern. After they study all of the paragraphs, return the paper to the original student and let them look at the insights shared by other members of the class.
- *Relevant scenario.* Invite students to consider how the talk being studied could apply to a teenager today or personal challenges a teenager might experience. Prepare and present a scenario at the beginning of class. Or students could create a scenario of a teenager who is struggling with a situation or question. Students could add relevant details to the scenario that fit the needs of teenagers in your area.
- *Cited or related scriptures.* Students could look for scriptures cited in the talk or endnotes. Students could read the verses and either note how the talk helps them better understand the cited scriptures or how the cited scriptures help them better understand the message of the talk. In the Gospel Library, students could link to the scriptures cited in the talk or mark their paper scriptures.

Deepen understanding

The purpose of this section is to help students reflect on and discuss the talk they studied. You can use your ideas, or you could select one or more of the following activities to help students engage in the discussion. You might ask follow-up questions as the students share what they thought and felt as they studied. These options may be accomplished individually, with a partner, or in a small group.

- *Focus on Jesus Christ.* Consider placing a picture of the Savior on the board. Invite students to write inspiring words or phrases around the picture they found in the talk. Invite a few students to share

what they wrote and how they feel the word or phrase could help a person know the character, attributes, and roles of Jesus Christ. Students could share how the teachings could help them follow the Savior and strengthen their relationship with Him.

- *Teach one another.* You could invite students to create a three- to five-minute talk or lesson that teaches the message they studied. Students could include personal experiences or additional scripture references that support the message. Students could practice sharing their talk with a partner, a small group, or the class.
- *Record feelings.* Consider inviting students to write the thoughts and feelings they had as they studied the talk. Students might record any actions the Spirit prompted them to do. As appropriate, you could ask willing students to share what they wrote.
- *Create something.* Using what they learned in the talk, you could give students time to create a picture, drawing, poster, meme, social media post, or something similar. It could be a reminder or something to inspire others. Students could share with a group or the class what they created.
- *Share with others.* You might encourage students to share a message from the talk with their family, with friends, or on social media (for example as a post, a video, or a meme). As they share, students could include a simple testimony and an invitation to learn more.

Apply what you have studied

The purpose of this section is to give students a chance to apply what they have learned and felt from studying the talk. You can use one or more of the following ideas or other ideas to meet your students’ needs. For additional ideas, see “Encourage learners to share the truths they are learning” in the *Teacher Development Skills: Invite Diligent Learning* at ChurchofJesusChrist.org.

- *Follow through on promptings.* Encourage students to follow the promptings they had while studying the talk. They may have felt to make certain changes in their life, to work on one of their personal goals, or to share the message with another person.
- *Make a plan.* Students could complete the following prompts to help them apply what they learned. Some students may want to share their plan with a family member or friend to help them accomplish it.
- Because of this talk, I will .
- The next step I will take for completing my plan is .

- I will try to do this by (date).
- I will remind myself of my plan by .

LESSON 211—TEACHINGS OF CHURCH LEADERS

"Choices for Eternity"

Studying the Teachings of Church Leaders



Throughout the year, students will have multiple opportunities in seminary to learn from the teachings of inspired latter-day leaders in the Church of Jesus Christ. This lesson provides an example of how teachers could use the "Template: Teachings of Church Leaders" document to guide the class as they study these messages. The example used in this lesson is "Choices for Eternity" by President Russell M. Nelson ([worldwide devotional for young adults, May 15, 2022], broadcasts.ChurchofJesusChrist.org). This lesson can deepen students' understanding of principles to help them prepare for eternal life.

Possible Learning Activities

Note: This lesson provides an example of how teachers could use the "Template: Teachings of Church Leaders" document to help students study messages from Church leaders. You can adjust the ideas from this lesson, use a different combination of ideas from the template, or use your own ideas that would better meet your students' needs.

Begin the lesson

Begin the lesson in a way that creates interest for students and helps prepare their minds and hearts for the learning experience. Consider using a statement or concept from President Nelson's talk "Choices for Eternity." The following is one example of how to begin the lesson.

Write the following statement on the board and invite students to think about their future in this life and in eternity:

In an address to young adults, President Russell M. Nelson expressed:



I want to talk to you about your future.
(Russell M. Nelson, "Choices for Eternity," [worldwide devotional for young adults, May 15, 2022], broadcasts.ChurchofJesusChrist.org)

Answer the following questions in your study journal:

- What are your thoughts and feelings as you think about your future in this life and in eternity?
- If you could talk about your future with the prophet of God, what questions would you ask him?

Consider inviting a few students to share what they wrote in their study journals. You could also invite students to write on the board some of their questions about their futures. These questions might help students prepare to study the message.

Study the message

As students study, encourage them to focus on increasing their knowledge and strengthening their testimony of Heavenly Father and Jesus Christ. Invite students to record thoughts and feelings that may come from the Holy Ghost as they study.

This part of the lesson will use the “Look for” idea from the “Study the Message” section of the “Template: Teachings of Church Leaders” document. This section is intended to help students focus their study of the talk.



If students do not have access to President Nelson’s talk “Choices for Eternity,” you could provide the three handouts, which contain portions of his remarks. You could divide your class into three groups and have each group study a different handout. Or you could print copies of the entire talk, and students could study the talk in small groups. Invite students to follow the instructions below as they complete the activity.

As you study President Nelson’s talk “Choices for Eternity,” look for truths that can help you prepare for your future on earth and eternal life with Heavenly Father and Jesus Christ. You might also look for teachings that can answer your questions about your future that you wrote in your study journal or on the board.

Choices for Eternity, Part 1

My purpose tonight is to make sure that your eyes are wide open to the truth that this life really *is* the time when you get to decide what kind of life *you* want to live forever. Now *is* your time “to prepare to meet God” [see Alma 12:24; 34:32]. ...

Every righteous choice that you make here will pay huge dividends now. But righteous choices in mortality will pay unimaginable dividends eternally. If you choose to make covenants with God and are faithful to those covenants, you have the promise of “glory

added upon [your head] for ever and ever” [Abraham 3:26]. ...

The adversary, of course, does not want you even to think about tomorrow, let alone eternal life. But please don’t be uninformed or naïve about the opportunities and challenges of mortality. In that spirit, you need to understand three fundamental truths that will help you prepare your future course: ...

First: Know the truth about who you are. I believe that if the Lord were speaking to you directly tonight, the first thing He would make sure you understand is your true identity. My dear friends, you are literally spirit children of God. You have sung this truth since you learned the words to “I Am a Child of God” [*Hymns*, no. 301]. But is that eternal truth imprinted upon your heart? Has this truth rescued you when confronted with temptation?

I fear that you may have heard this truth so often that it sounds more like a slogan than divine truth. And yet, the way you think about who you really are affects almost every decision you will ever make. ...

...*Who are you?*

First and foremost, you are a child of God.

Second, as a member of the Church, you are a child of the covenant. And third, you are a disciple of Jesus Christ.

Tonight, I plead with you not to *replace* these three paramount and unchanging identifiers with any others, because doing so could stymie your progress or pigeonhole you in a stereotype that could potentially thwart your eternal progression. ...

There are various labels that may be very important to you, of course. Please do not misunderstand me. I am not saying that other designations and identifiers are not significant. I am simply saying that no identifier should *displace, replace, or take*

priority over these three enduring designations: "child of God," "child of the covenant," and "disciple of Jesus Christ."

Any identifier that is not compatible with these three basic designations will ultimately let you down. Other labels will disappoint you in time because they do not have the power to lead you toward eternal life in the celestial kingdom of God. ...

Make no mistake about it: Your potential is divine. With your diligent seeking, God will give you glimpses of who you may become. (Russell M. Nelson, "Choices for Eternity" [worldwide devotional for young adults, May 15, 2022], broadcasts.ChurchofJesusChrist.org)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Choices for Eternity, Part 2

Second: Know the truth about what God the Father and His Son, Jesus Christ, have offered you.

In short, They have offered you everything!

Heavenly Father's plan for His children allows us to live where and how He lives and ultimately to become more and more like Him. His plan literally makes the richest blessings of all eternity available to us, including the potential for us to become "joint-heirs with Christ" [Romans 8:17].

God knows all and sees all. In all of eternity, no one will ever know you or care about you more than He does. No one will ever be closer to you than He is. You can pour out your heart to Him and trust Him to send the Holy Ghost and angels to care for you. He demonstrated His ultimate love when He sent His Only Begotten Son to die for you—to be your Savior and your Redeemer!

Through His Atonement, the Lord Jesus Christ overcame the world [see John 16:33; Doctrine and Covenants 50:41]. Therefore, He is "mighty to ... cleanse [you] from all unrighteousness" [Alma 7:14]. He will deliver you from your most excruciating circumstances in His own way and time. As you come unto Him in faith, He will guide, preserve, and protect you. He will heal your broken heart and comfort you in your distress [see Luke 4:18; Alma 7:10–12]. He will give you access to His power. And He will make the impossible in your life become possible. ...

God has a special love for each person who makes a covenant with Him in the waters of baptism. And that divine love deepens as additional covenants are made and faithfully kept. Then at the end of mortal life, precious is the reunion of each covenant child with our Heavenly Father [see Psalm 116:15].

He also cares *deeply* that all His children have an opportunity to hear the glad tidings of the restored gospel. Heavenly Father has sent His children to earth for more than six millennia. Most of these people have not yet received the ordinances that would qualify them for eternal life. That is why temples are so significant. That is why the gathering of Israel on both sides of the veil is *the* most important cause on earth today. You, my dear colleagues in this holy work, have an essential role in this gathering, and I thank you for it. (Russell M. Nelson, "Choices for Eternity" [worldwide devotional for young adults, May 15, 2022], broadcasts.ChurchofJesusChrist.org)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Choices for Eternity, Part 3

Know the truth related to your

conversion. The truth is that you must own your own conversion. No one else can do it for you.

Now, may I invite you to consider a few questions? Do you want to feel peace about concerns that presently plague you? Do you want to know Jesus Christ better? Do you want to learn how His divine power can heal your wounds and weaknesses? Do you want to experience the sweet, soothing power of the Atonement of Jesus Christ working in your life?

Seeking to answer these questions will require effort—much effort. I plead with you to take charge of your testimony. Work for it. Own it. Care for it. Nurture it so that it will grow. Feed it truth. Don't pollute it with the false philosophies of unbelieving men and women and then wonder why your testimony is waning.

Engage in daily, earnest, humble prayer. Nourish yourself in the words of ancient and modern prophets. Ask the Lord to teach you how to hear Him better. Spend more time in the temple and in family history work.

As you make your testimony your highest priority, watch for miracles to happen in your life.

If you have questions—and I hope you do—seek answers with the fervent desire to believe. Learn all you can about the gospel and be sure to turn to truth-filled sources for guidance. We live in the dispensation when “nothing shall be withheld” [Doctrine and Covenants 121:28]. Thus, in time, the Lord will answer all our questions.

In the meantime, immerse yourself in the rich reservoir of revelation we have at our fingertips. I promise that doing so will strengthen your testimony, even if some of your questions are not yet answered. Your sincere questions, asked in faith, will *always* lead to greater faith and more knowledge. ...

As you take charge of your testimony and cause it to grow, you will become a more potent instrument in the hands of the Lord. You will be “inspired by a better cause” [Alma 43:45]—the cause of Jesus Christ!

There is nothing happening on this earth more important than gathering Israel *for Him*. Let your Heavenly Father know that you want to help. Ask Him to put you to work in this glorious cause. And then stand back and marvel at what happens when you let God prevail in your life.

My dear young friends, I love you. I thank you. I believe in you. As the Lord's prophet, I bless you to know the truth about who you are and to treasure the truth about what your glorious potential really is. I bless you to take charge of your own testimony. And I bless you to have the desire and strength to keep your covenants.

As you do, I promise that you will experience spiritual growth, freedom from fear, and a confidence that you can scarcely imagine now. You will have the strength to have a positive influence far beyond your natural capacity. And I promise that your future will be more exhilarating than anything you can presently believe. (Russell M. Nelson, “Choices for Eternity” [worldwide devotional for young adults, May 15, 2022], broadcasts.ChurchofJesusChrist.org)

© 2024 by Intellectual Reserve, Inc. All rights reserved.

Invite students to ponder what they learned that can help them prepare for their future lives on earth and eternal life. They could also reflect on which of their questions about the future were answered and how. Consider asking a few students to share how their questions were answered.

Deepen understanding

This part of the lesson will use the "Create Something" idea from the "Deepen Understanding" section of the "Template: Teachings of Church Leaders" document.

The purpose of this section is to help students reflect on and discuss President Nelson's talk "Choices for Eternity."

Ponder insights you gained as you studied President Nelson's message. *Create something* that can help you remember what you learned or that could inspire others to prepare for a meaningful future and eternal life. The following are some examples of what you could create:

- A picture
- A poem
- A meme
- A social media post

If possible, you may want to provide paper and other needed supplies. When students are finished, consider inviting a few of them to share what they created. As they share, you might ask follow-up questions such as the following:

- What part of President Nelson's message inspired you to create that? Why did it inspire you?
- How could remembering that message help guide you now and in the future?
- How might your creation motivate someone to look to Heavenly Father and Jesus Christ?

Consider sharing your testimony of truths that inspired you from President Nelson's message. Encourage students to act on any promptings they may have felt.

Choices for Eternity, Part 1



My purpose tonight is to make sure that your eyes are wide open to the truth that this life really *is* the time when you get to decide what kind of life *you* want to live forever. Now *is* your time “to prepare to meet God” [see Alma 12:24; 34:32]. . . .

Every righteous choice that you make here will pay huge dividends now. But righteous choices in mortality will pay unimaginable dividends eternally. If you choose to make covenants with God and are faithful to those covenants, you have the promise of “glory added upon [your head] for ever and ever” [Abraham 3:26]. . . .

The adversary, of course, does not want you even to think about tomorrow, let alone eternal life. But please don't be uninformed or naïve about the opportunities and challenges of mortality. In that spirit, you need to understand three fundamental truths that will help you prepare your future course: . . .

First: Know the truth about who you are. I believe that if the Lord were speaking to you directly tonight, the first thing He would make sure you understand is your true identity. My dear friends, you are literally spirit children of God. You have sung this truth since you learned the words to “I Am a Child of God” [Hymns, no. 301]. But is that eternal truth imprinted upon your heart? Has this truth rescued you when confronted with temptation?

I fear that you may have heard this truth so often that it sounds more like a slogan than divine truth. And yet, the way you think about who you really are affects almost every decision you will ever make. . . .

. . . *Who are you?*

First and foremost, you are a child of God.

Second, as a member of the Church, you are a child of the covenant. And third, you are a disciple of Jesus Christ.

Tonight, I plead with you not to *replace* these three paramount and unchanging identifiers with any others, because doing so could stymie your progress or pigeonhole you in a stereotype that could potentially thwart your eternal progression. . . .

There are various labels that may be very important to you, of course. Please do not misunderstand me. I am not saying that other designations and identifiers are not significant. I am simply saying that no identifier should *displace, replace, or take priority over* these three enduring designations: “child of God,” “child of the covenant,” and “disciple of Jesus Christ.”

Any identifier that is not compatible with these three basic designations will ultimately let you down. Other labels will disappoint you in time because they do not have the power to lead you toward eternal life in the celestial kingdom of God. . . .

Make no mistake about it: Your potential is divine. With your diligent seeking, God will give you glimpses of who you may become. (Russell M. Nelson, “Choices for Eternity” [worldwide devotional for young adults, May 15, 2022], broadcasts.ChurchofJesusChrist.org)

APPENDIX

Doctrinal Mastery Review Activities

Ideas for Reviewing the Principles of Acquiring Spiritual Knowledge

During each Doctrinal Mastery Practice lesson, it can be helpful to give the students an opportunity to review the principles of acquiring spiritual knowledge. This will help them better prepare to apply these principles in both in-class scenarios and real-life situations.

The following are some examples of ways you could help your students review the principles of acquiring spiritual knowledge:

Recite principles from memory. Ask the students if they can repeat the three principles of acquiring spiritual knowledge from memory. Students could individually write the principles in their study journals, or various members of the class could recite the principles aloud. If students need help, they could refer to paragraph 4 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document* (2023). You could also provide clues, such as a fill-in-the-blank activity or providing the first letter of each word in the different principles.

Match sentences with the correct principle. List the three principles of acquiring spiritual knowledge on the board. Then read or display various sentences or phrases from paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Invite the students to share which of the principles of acquiring spiritual knowledge the sentence best relates to.

Explain the meaning. Invite various students to explain the principles of acquiring spiritual knowledge in their own words. This could be done by asking various students about the different principles, or you could divide the students into groups of three and assign one of the principles to each student. If needed, they could review these principles in paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document* before being asked to explain.

Summarize in 10 words or less. Invite the students to create a summary for each of the principles of acquiring spiritual knowledge that is 10 words or less. Invite various students to share their summaries and explain why they chose the words they did.

Create an image or icon. Invite students to create a symbol, picture, or icon for each of the principles of acquiring spiritual knowledge. Their creation should represent what is taught by the principles. When students have finished, invite them to show their creation to others and explain why they included what they did.

Review while discussing scenario. After sharing a realistic scenario, invite students to study paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Students

could look for and share teachings from these paragraphs that could help the person from the scenario (1) act in faith, (2) examine concepts and questions with an eternal perspective, and (3) seek further understanding through divinely appointed sources.

Share experiences. Students could be asked to share experiences they have had using the principles of acquiring spiritual knowledge. They could explain how those principles helped them with their own questions or situations or how they were able to use the principles to help others.

Choose one phrase. Assign each student to focus on one of the principles of acquiring spiritual knowledge. Give them time to choose one phrase out of each paragraph in their assigned section that they feel best represents what is taught in that paragraph. Then invite students to move around the room and find someone who was assigned the same principle as them and compare the phrases they chose. Students could then find students who were assigned the other two principles and share the phrases they chose.

Ideas for Reviewing Doctrinal Mastery Passages

Take time throughout the year to regularly review the doctrinal mastery passages students are studying. This can help increase your students’ ability to remember the scripture references and key scripture phrases. It can also help them better understand, explain, and apply the doctrine taught in the doctrinal mastery passages. A list of the doctrinal mastery passages and key scripture phrases can be found in the *Doctrinal Mastery Core Document*.

Below are some activities that could be used or adapted to help your students review the doctrinal mastery passages in a variety of ways.

Memorize

Memory cards. Invite students to create memory cards with the scripture reference written on one side of a piece of paper and the key scripture phrase written on the other side. Students could create cards for multiple doctrinal mastery passages on a single piece of paper and then cut the memory cards out. They could then work on their own or with a partner to practice memorizing the references and key scripture phrases. These reviews using the memory cards could be done periodically throughout the year.

Doctrinal Mastery app. Use the memorization activities on the Doctrinal Mastery app. If possible, you could connect your mobile device to a projector or a television to display the content of the app so students can complete the memorization activities as a class. You

could also invite students who have mobile devices to use the app to spend time doing memorization activities in class or outside of class.

Class recitation. After you say a scripture reference, the class could repeat the key scripture phrase in unison. You could also say a key scripture phrase and invite the class to repeat the corresponding scripture reference in unison.

Related pictures. Find pictures or drawings that relate to the teachings of the doctrinal mastery passages. Show the students these pictures as they practice memorizing the scripture references and key scripture phrases. Students could also be invited to find or create their own pictures that help them memorize the passages. If the same images are used by the entire class when memorizing given passages, you could periodically hold those images up during future class sessions to see if students can still remember the phrases and references.

Unscramble. Display words of the scripture reference and key scripture phrase in a scrambled order and invite students to unscramble them.

First letters. Display only the first letter of each word for the scripture reference and key scripture phrase and invite students to try to correctly state the reference and key phrase. Erase more and more of the first letters as students' ability to recite the reference and key phrase increases.

Fill in the blank. Display the scripture reference and key scripture phrase with some of the words missing. Invite the students to recite the reference and key phrase while filling in the blanks. Erase more and more of the words as students' ability to recite the reference and key phrase increases.

Matching. Display multiple scripture references and key scripture phrases in two columns. In the first column, list the scripture references in sequential order. In the second column, list the key scripture phrases in a randomized order. Then invite the students to match the correct scripture references and key scripture phrases.

Understand and explain

Cross-references. Invite students to find multiple cross-references that relate to a doctrinal mastery passage. They could then teach their classmates about what they learned, including how the additional scriptures they studied relate to the doctrinal mastery passage. You might suggest that some of the cross-references they find come from the doctrinal mastery passages in other books of scripture.

Connect to Jesus Christ. Assign students a doctrinal mastery passage to study, and ask them to think about different ways that passage connects to Jesus Christ. They could think about and discuss what their assigned passage helps them better understand about Jesus Christ, His doctrine, or the plan of salvation. They could also look

for examples of how the Savior taught or exemplified the truth found in the passage.

Simple explanations. Invite students to prepare to explain the doctrine taught in various doctrinal mastery passages to someone who is unfamiliar with those teachings. They could imagine they are explaining these teachings to a child or to someone who is not a member of the Church. Invite them to write their explanation in their study journal and then share it with a classmate.

Line upon Line. Show students examples of some of the Line upon Line pages from the *For the Strength of Youth* magazine in which important words or phrases from scripture passages are analyzed. One example of such a page is “Line upon Line: A Watchman” (*For the Strength of Youth*, Oct. 2022, 32). Invite students to create their own version of a Line upon Line page. Ask them to select a few key words from a doctrinal mastery passage and include related scriptures, statements from Church leaders, and definitions that help deepen understanding about those key words.

Ask questions. Invite students to choose a doctrinal mastery passage they would like to understand better. Invite them to read the passage and list two or three questions they have about that passage. These questions could relate to words or phrases they would like to understand better or why the passage is important to understand. Once students have listed their questions, invite them to use resources such as the Gospel Library app, Guide to the Scriptures, or other study tools to find answers to their questions. Invite students to share what they learned.

Visual representation. Students could create a drawing, a collage, a meme, word art, a word cloud, or another visual representation that helps depict what is being taught in a doctrinal mastery passage. Students could then show their creation to others and explain how it relates to the doctrinal mastery passage they focused on.

Apply

Scenarios. Share various scenarios that relate to situations, challenges, or spiritual questions teenagers might have. Invite students to share one or more doctrinal mastery passages that they feel could apply to the scenario and explain how they think these passages could help.

Share experiences. Students could choose one of the doctrinal mastery passages they have recently applied to their lives or that they would like to apply more fully to their lives. Students could be invited to share how these teachings have impacted them.

Study passages with personal circumstances in mind. Invite students to think of a circumstance, question, or decision they are facing. Invite them to find doctrinal mastery passages that would help with their situations and to share what they found to be helpful.

Help a teenager. Invite students to draw a stick figure of a teenager and write down their name, age, and family situation and any

questions, problems, or challenges they are currently experiencing. Students could then identify doctrinal mastery passages that they feel would help this teen. They can explain the doctrine in their chosen passage and make suggestions for possible actions this teen could take.

Prepare a devotional or talk. Give students opportunities to use doctrinal mastery passages to prepare a devotional message or a short talk. You might consider scheduling each student to share their devotional or talk at the beginning of class throughout the semester. Help them prepare to summarize context and explain the truths taught in the passages. Invite students to share meaningful experiences with or examples of applying the truths from the passages they chose and to testify of the truths taught in the passages.

APPENDIX

Assess Your Learning Activities for Life Preparation Lessons

After you have finished teaching one of the categories of Life Preparation lessons, consider helping students reflect on their learning and growth by including an assessment activity from that category in an upcoming Assess Your Learning lesson. These activities can be adapted to better meet the needs of your students.

Teachings of Church Leaders

Apply the teachings of Church leaders in your life

Throughout the course, students had many opportunities to study and apply teachings from Church leaders. For this activity, you may want to remind students of specific talks studied in class. If possible, invite them to select one of the talks they studied and review it and any notes they may have taken. Encourage students to reflect on how the teachings from the talk have helped them strive to be disciples of Jesus Christ.

Consider dividing students into pairs for the following exercise. They could take turns interviewing one another. Afterward, you could invite one or more pairs of students to conduct their interviews in front of the class.

Imagine you are being interviewed for an article to be published in the *For the Strength of Youth* magazine about studying teachings from Church leaders. The interviewer will ask you the following questions:

- What have you learned about studying teachings from Church leaders?
- Of the talks and articles you studied in seminary, which were most significant to you and why?
- What specific teachings of Church leaders have you applied in your life recently?

For the Strength of Youth: Making Choices

Receive strength from the Lord to make inspired choices

This activity will help students assess what they learned in the lessons associated with the category titled “For the Strength of Youth: Making Choices.” It may be helpful to review some of the content from these lessons with students.

One way to help students assess what they have learned and felt in these lessons is to invite them to write a letter to themselves. The following prompt could be used or adapted.

Imagine what your life will be like one year from now. Think about what you would hope to achieve in that time and any challenges you anticipate. Write a letter of encouragement to your future self. Some of the following questions could help you.

- What have you learned and felt about receiving strength from the Lord to make inspired choices?
- Are there any goals you have set that you want to keep working on?
- What have you learned about how the Lord can help you effectively make inspired choices?

Building Self-Reliance

Build self-reliance in the Lord's way

Consider asking a student to draw a stick figure of a teenager on the board. Invite the class to give this teenager a name and to create a few details about their personality and family situation.

Then ask students to come up with a realistic situation in which that teenager is facing challenges in life.

Invite students to form small groups and discuss their answers to the following questions:

- How can relying on the Savior and His teachings help this teenager deal with challenges?
- What could this teenager do to build self-reliance in their situation?

You might also invite students to share truths about self-reliance they have learned from the scriptures.

Some passages students may have studied in the “Building Self-Reliance in the Lord's Way” lesson include:

Doctrine and Covenants 9:7–8

Doctrine and Covenants 58:26–28

Doctrine and Covenants 88:124

Doctrine and Covenants 130:18–19

Joseph Smith—History 1:55

Display the following questions. Invite students to ponder them and record their thoughts in their study journals.

- What skills and attitudes have you learned that can help you become more self-reliant in different areas in your life (such as education, health, employment, or spiritual strength)?
- In what ways are you becoming more self-reliant?
- How will you invite God to help you continue to build self-reliance?

Physical and Emotional Health

Apply principles and skills to be more physically and emotionally healthy

Consider drawing a simple roller coaster or a path that has hills and valleys.

- Why might some people compare their lives to a roller coaster or a path with hills and valleys?
- What are some “ups” and “downs” we may feel in our lives?

Remind students that during this course, they studied various lessons that can help them turn to the Lord to become more emotionally resilient during all times of life.

Consider inviting students to list some of the principles or skills they learned to become more emotionally resilient. If possible, they can mention the scriptures or statements from Church leaders that teach these principles and skills. Students' answers can include ways to improve thinking patterns and deal with stress, anxiety, sadness, depression, and perfectionism. They can also talk about improving their physical health.

Invite students to write down the answers to the following questions in their study journals:

- What did you learn that was meaningful or helpful to you?
- What skills have you used to turn to the Lord to become more emotionally resilient?
- What successes and blessings from the Lord did you experience? What challenges do you still face?
- What do you think the Lord might want you to do to continue to “look unto [Him] in every thought” (Doctrine and Covenants 6:36) to become even more emotionally resilient?

Invite students to share their answers and experiences, if they are not too personal. Look for ways to compliment students on their efforts and to testify that the Lord will help and bless them in His own time and way. Remind students that if they are experiencing serious challenges with stress, anxiety, depression, or other mental or emotional health issues, they should speak with a trusted adult or mental health professional. Turning to others for help when we are struggling is not a sign of weakness or a lack of faith.

Preparing for Future Education and Employment

Understand the importance of lifelong temporal and spiritual education

Share the following scenario or one like it to give students an opportunity to explain what they have learned about the importance of education.

While walking home from school, your friend Naomi mentioned to you that she does not like school. She feels like it is too hard and often can feel pointless. She has no desire to work hard in school or continue her education when she finishes high school.

Give students an opportunity to respond to this concern. One way you could do this is by sharing the following instructions. Students could complete the instructions individually or with a small group.

Create a response to Naomi that can help her understand the importance of education. Consider including some or all of the following in your response:

1. A scripture or statement from a Church leader
2. An explanation about why Heavenly Father wants His children to always seek after both temporal and spiritual education
3. Personal experiences or testimony

After students have finished creating their responses, give them an opportunity to share them with others.

Create a plan for future education and employment

Students have had opportunities to make plans related to their future education as well as future employment opportunities and other roles they will have during adulthood. Invite them to review the plans they have made.

Consider giving them a chance to make any adjustments that they feel are necessary. They could also consider how these plans are influencing their current choices. Then invite them to discuss the following questions with a partner.

- What are your plans for your future education?
- What plans do you have to prepare for future career opportunities or other responsibilities you will have as an adult?
- How will you involve the Lord in your plans?

Succeeding in School

Apply skills to succeed in school

To help students remember some of the truths and skills they have learned that can help them be more successful in school, consider drawing a stick figure that represents a student. Explain that this student is struggling to do well in school.

- What are some of the truths and skills you have studied that could help someone who is struggling in school?

If needed, you could invite the students to share what they remember learning about involving the Lord in their education, having honesty and integrity in their education, preparing for tests and challenging projects, and viewing challenges with a growth mindset. Review concepts and scriptures from those lessons as necessary. For example, you could invite the students to share what they remember about how the Prophet Joseph Smith involved the Lord in his learning (see Joseph Smith—History 1:10–18) or how Nephi viewed his challenges with a growth mindset (see 1 Nephi 16:18–23, 30–32).

Then invite the students to reflect on how they have applied these concepts to their lives. You could display questions like the following and invite students to record their answers in their study journals.

- What are some of the truths or skills you have applied to your life to help you be more successful in school?
- What difference have these things made?
- How have you noticed your relationship with the Lord or your access to His help change as you have done these things?

After students have had sufficient time to write their answers, invite a few volunteers to share their thoughts and experiences with the class. Encourage them to listen carefully to their classmates and consider trying some of the skills that classmates have had success with.

Missionary Preparation

Feel an increased desire to share the gospel of Jesus Christ with others

In the “Love, Share, and Invite” lesson, you may have displayed an image of a camouflaged animal. Consider displaying the image again and reminding students of the following statement that was used in that lesson.

Elder Quentin L. Cook of the Quorum of the Twelve Apostles taught:



An essential part of this missionary effort is for individual members to become beacon-light examples wherever we live. We cannot be in camouflage. (Quentin L. Cook, “Safely Gathered Home,” *Liahona*, May 2023, 23)

- What might it look like for someone to be a beacon-light example as a missionary for Jesus Christ? What might it look like to be in camouflage as His missionary?

Students may have recorded how they feel about sharing the gospel in lesson 199, “Sharing the Gospel out of Christlike Love.” You could invite them to refer back to what they wrote. Or you could invite them to record their current thoughts and feelings about sharing the gospel. As they ponder and write, you might suggest that they study again one or more of the following scripture passages from lesson 201, “Choosing to Serve a Mission,” to remember some of the Lord’s promises to those who share the gospel.

Doctrine and Covenants 4:1–4

Doctrine and Covenants 15:6

Doctrine and Covenants 18:14–16

Doctrine and Covenants 31:3–8

Doctrine and Covenants 50:22

After sufficient time, invite some volunteers to share what they recorded and what has influenced their desire to serve as a missionary for the Lord.

Temple Preparation

Feel an increased desire to make covenants with God in the temple

Consider using one or more of the following activities to help students assess their desire to make covenants with God in the temple. Students could write in their journal or discuss in small groups.

1. Display a picture of a temple and share how the temple reminds you of Jesus Christ. If needed, you can find an image in the media gallery at temples.ChurchofJesusChrist.org. Share your thoughts and feelings about making and keeping covenants with Heavenly Father in His temple.
2. In one of the temple preparation lessons, you learned about the importance of worshipping in the temple throughout your life. You may have written a letter to your future self about the importance of worshipping the Lord in His temple. Is there anything you have learned or felt recently that has influenced your desire to make and keep covenants with Heavenly Father in the temple? If so, add to the letter or write a new note to yourself.
3. Reflect on what you learned about making covenants with the Lord in the temple, including the law of consecration. Answer the following questions.
 - What have you done to better live the principles of the Lord's law of consecration?
 - How has this helped you prepare to make a covenant with the Lord in the temple to live this law?

APPENDIX

Assess Your Learning Lessons for Makeup Work

To receive course credit, students must participate in at least one Assess Your Learning lesson in each half of the course. If students have missed all Assess Your Learning lessons in one half of the course, they can still receive course credit by completing one of the following Assess Your Learning handouts. (They may complete both if necessary.) Students who have participated in at least one Assess Your Learning lesson in each half of the course do not need to complete these.

If students need to complete an assessment for the first half of the course, provide them with the handout titled “Assess Your Learning, Part 1.” If students need to complete an assessment for the second half of the course, provide them with the handout titled “Assess Your Learning, Part 2.” Encourage students to complete the required readings before completing the assessment. They should report back to you when they have completed this assessment. When they do, ask them to share what they learned from the experience.

APPENDIX

Assess Your Learning, Part 1

Joseph Smith—History 1; Doctrine and Covenants 1–4, 8–10

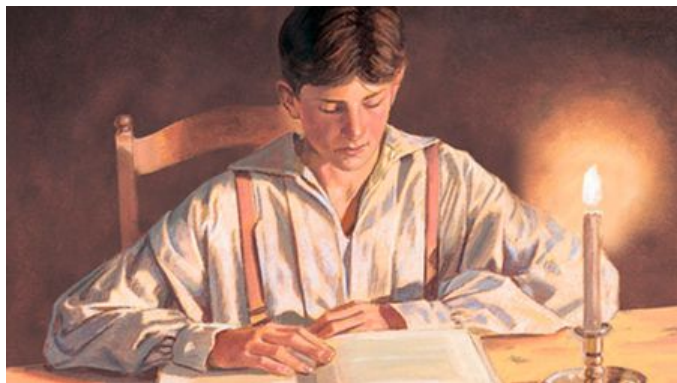
Reflecting on and assessing our spiritual learning can help us draw closer to the Savior. This lesson can help you remember and evaluate how your experiences studying Doctrine and Covenants 1–4, 8–10 and Joseph Smith—History have helped you grow spiritually and come closer to Jesus Christ. Look for opportunities to share some of your responses with other students or with family members.

Note: Before completing this assessment, be sure to complete the required readings if you have not already: Joseph Smith—History 1; Doctrine and Covenants 1–4, 8–10.

What are you learning? How are you progressing?

Take a few minutes to write in your study journal about progress you have made to come closer to the Savior as you have studied Joseph Smith—History 1 and Doctrine and Covenants 1–4, 8–10. This can include doctrine and truths you are learning, ways your testimony of Jesus Christ is increasing, new habits you are forming, and ways you are striving to change.

Assess scripture study



- How did scripture study help the Prophet Joseph Smith?

Reflect on your own goal of scripture study.

- How is your effort affecting you?
- What is one way you feel you have been successful in your scripture study?
- What is a struggle you are having with your scripture study?

Assess how you feel about the Prophet Joseph Smith (see Joseph Smith—History 1)

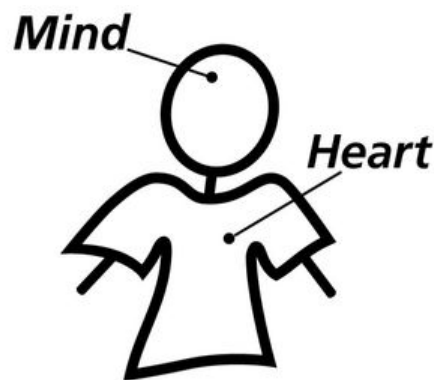
Write as many things as you can think of that you have learned about the Prophet Joseph Smith in the past few weeks of seminary.

Underline or circle anything in your list that also refers to a way he has helped you draw closer to Jesus Christ.

Evaluate how strongly you believe the items you listed on a scale of 1 to 5 (1=not believing and 5=confidently believing). You may want to record experiences that have helped increase your belief that God called Joseph Smith to be a prophet to help us draw closer to Jesus Christ.

- If someone struggles to believe that God called Joseph Smith to be a prophet, what might you suggest they do to gain or strengthen this belief?

Receiving personal revelation (Doctrine and Covenants 8)



Choose a few of the following statements, and complete them in your journal. Include any other thoughts and impressions you feel impressed to record.

The most important thing I have learned about revelation from Heavenly Father recently is ...

A few things that I have recently tried to receive revelation about include ...

Something that may have affected my ability to receive revelation was ...

An experience I had recently that I don't want to forget was ...

I want to continue to increase my ability to receive revelation from God because ...

To further increase my ability to receive revelation from God, I commit to ...

Share something you recorded with a family member, a friend, or someone in your class.

APPENDIX

Assess Your Learning, Part 2

Doctrine and Covenants 76; 84; 93; 110; 121–123

Taking time to recognize growth and spiritual development can strengthen our relationships with Heavenly Father and Jesus Christ and motivate us to stay on the covenant path. This lesson can help you evaluate your spiritual growth from your study of Doctrine and Covenants 76; 84; 93; 110; 121–123. Look for opportunities to share some of your responses with other students or with family members.

Note: Before completing this assessment, be sure to complete the required readings if you have not already:

Doctrine and Covenants 76; 84; 93; 110; 121–123.

Appreciating growth and progress



Think about an exceptionally long or challenging run, hike, or bike ride.

- What can you do to enjoy the journey?
- How might we compare that kind of journey to the process of becoming more like Jesus Christ?
- What are ways we can enjoy and appreciate the process of spiritual growth more?
- How do you feel you are progressing and growing closer to the Lord?
- How is the Lord helping you?

Explaining the three degrees of glory

Imagine you have a close friend named Olivia who is not a member of the Church but firmly believes in Jesus Christ. One day she approaches you and asks, “What do members of your Church believe about life after death? I’ve been taught that everyone will go to heaven or hell, but I heard that members of The Church of Jesus Christ of Latter-day Saints believe in multiple heavens. What’s that all about?”

Spend a few minutes writing a response to Olivia that explains your understanding and knowledge of the three degrees of glory. If you would like, you can include drawings to help Olivia picture what you are explaining. Find someone and practice explaining your response to them as if they were Olivia.

Explain roles, titles, and characteristics of Jesus Christ

One of the Savior's invitations in the Doctrine and Covenants is to "learn of [Him], and listen to [His] words"

(Doctrine and Covenants 19:23). Prepare to share with someone else what you have learned about the Savior's roles, titles, or characteristics by doing one of the following activities:

- Compile a list of some of the roles, titles, or characteristics of Jesus Christ that you have recently studied in Doctrine and Covenants 76:1–7, 22–24; 93:1–10. Then choose one or more of them and answer the following questions: (1) What does this name, title, or characteristic teach you about Jesus Christ? (2) What does this name, title, or characteristic help you understand about how He can help you?
- Create a visual representation of one or more of your favorite roles, titles, or characteristics of Jesus Christ. This could be a word cloud or a drawing. Include applicable scripture references as part of your creation.
- Write a poem or song lyrics that include some of your favorite roles, titles, or characteristics of Jesus Christ.
- Imagine you had the opportunity to teach someone about who Jesus Christ is and what He can do for us. Write a description at least one paragraph long that includes at least three of Christ's roles, titles, or characteristics.

Share what you decided to do with a family member, a friend, or someone in your class.

Prepare to worship the Lord in the temple

In Doctrine and Covenants 110:5–10, you may have noticed how being worthy can help us feel close to the Lord in His temple.

Seek personal revelation to guide you as you answer one or more of the following questions in your study journal:

- What sacrifices have you made or are you willing to make to prioritize worshipping the Lord in the temple?
- What blessings have you received as you have reflected on the temple recommend questions?
- What have you done to strive to be worthy to worship the Lord in the temple?

Think about how you have been blessed for your efforts. What will you continue doing or start doing to be better prepared to worship in His temple?

Feel increased trust in God during trials

From Doctrine and Covenants 121–122 we can learn important truths about trials.

- What have you learned from these sections about trials?
- Have these truths helped you feel differently about your trials? How so?
- What have you learned about Heavenly Father and Jesus Christ as you have experienced difficult times?

Write in your journal your feelings about how Heavenly Father and Jesus Christ have supported you in your trials. Consider how your faith in Jesus Christ has been impacted because of what you have learned and experienced.

APPENDIX

Ideas for Variety

Ideas for Variety

This resource includes a variety of ways to help students actively participate in lessons. Even persuasive teaching techniques if overused may become ineffective or boring. While you should not select methods for the sake of variety alone, consider how to vary the ways you teach during each lesson. Using varied teaching methods can help reach more students. Here are a few questions to consider when selecting activities to include in a learning experience:

- **Does the activity facilitate a Christ-centered, scripture-based, and learner-focused experience?** See the Adopting and Adapting Seminary Curriculum Training for more on this.
- **Does the activity invite the Holy Ghost to teach and testify?** Think of how the activity might impact the reverent environment that is necessary for the Holy Ghost to perform His role.
- **How does the method represent the sacred word of God?** The scriptures and words of the prophets need to be presented in a dignified and holy way.
- **Will every student be treated with dignity?** Always seek to foster feelings of unity and love. Avoid activities that could potentially leave a student feeling uncomfortable, discouraged, or isolated.
- **Is the activity worth the class time it would take?** The time when you are gathered with students in seminary is valuable time. Activities can be effective without taking too much time.
- **How much time and how many resources will the activity require to prepare?** It is important to manage your valuable time and resources well.

These ideas can often be used in multiple places throughout a lesson. In many instances, providing a model for students of what they are being asked to do will help them be more successful. Make sure that you understand well the activity and can provide clear instructions and a model, if its helpful, before students begin the activity. These activities are organized in the following sections:

1. Study scripture to understand storyline and identify gospel principles or doctrine
2. Deepen understanding with quotes and scriptures
3. Share what they are learning
4. Create a representation of what they learned

To provide feedback or suggest additional ideas, please email CES-Manuals@ChurchofJesusChrist.org. Include in the subject “Ideas for Variety.”

1. Study scripture to understand storyline and identify gospel principles or doctrine

Lessons often include activities in which students study a series of verses to understand the key context and storyline of a block well enough to be able to identify principles or doctrine. The following activities are a few ways you could help students do this.

Art interpretation

Use gospel art to discuss a story. Show an image from the Church’s Media Library and invite students to study the verses depicted in the image. Ask students:

- What would you change?
- What is artistic interpretation (not found in the text)?
- Which scripture verses are represented?

Variation: Rather than displaying an entire picture at the beginning of class to start a discussion, break the picture into pieces. Show a piece at a time and have students guess what is going on in the entire picture. Ask them to describe what they see and speculate on what they don’t see.

Variation: Select a few images of the Savior and place them on the board. Invite students to look slowly at the color, focus, and layout of the images and identify what each teaches about who Jesus Christ is. After identifying a principle, you could ask questions such as:

- Which picture of Christ do you feel represents the principle you found and why?
- Which of these pictures of Jesus helps you feel the importance of this truth?
- What would you want a friend to know about Jesus Christ when thinking about this truth?

Add dialogue to an illustration



Copy the pictures from the Scripture Stories for Children and paste them into a handout for students. Add word bubbles where students can write what the characters are saying or thinking.

News story or book report

[illegible]

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2024 by Intellectual Reserve, Inc. All rights reserved. F000007013 0000_002

Variation: In a small group, each student can take one part of the story or book report: main characters, storyline, lessons, or application.

Identifying questions

After students read a scripture block, invite them to list questions the verses could help answer. Challenge students to write meaningful, relevant questions for a teenager, rather than simple search questions. For example, instead of asking “What does Alma say faith is? What does he say faith is not?” students could ask “What do I need to do to know for myself that something the Savior taught is true?” If there are more scripture blocks than one for students to study, they could list their questions and share with a student who studied a different block. Students could look for and think about the answers to their classmates’ questions.

Interview the author

Ask students to imagine they are the author of a scripture account and someone is interviewing them about what they wrote. Students could read the scripture account and take turns filling the roles of the interviewer and the author. Some questions the interviewer could ask are:

- What are some aspects of these verses you wouldn't want readers to miss?
- What would you say was your main point, or one of your main points?
- How would you hope readers might apply it to their lives?

Invite students to share what they learned from the experience. Use their comments to state the bolded truth.

Matching

Give several scripture references in one column and matching truths in a mixed-up order in a different column. Students could study and match.

Give each student a section of scripture they will be studying. Then give them the requirements of the news story or book report (on a paper or the board). It could include main characters, the storyline, one or two lessons learned (citing the verses they came from), and the application for a teenager. Provide students time to share with another student what they prepared.

Most important truth

Most important truths or ideas. List as many as you can.

Two most important truths

The most important principle or doctrine

Most important truths or ideas. List as many as you can.

Two most important truths

The most important principle or doctrine

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2024 by Intellectual Reserve, Inc. All rights reserved. F00007012, 000_001

When students are studying a scripture chapter that includes multiple truths they might identify, you could have them begin by studying on their own. Each could decide what they believe are the three or four most important truths or ideas in the block and write them down. Students then could be organized into groups of two and compare the truths they identified. Each pair of students determines what they feel are the two most important truths and records them. Note: The ideas can be different from their original four. Each pair then joins another pair to form a group of four; together, the four students share and compare their ideas and work as one team to determine the single most important truth in the text.

Picture time line

Ruth 1-4

Ruth 1-4

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2024 by Intellectual Reserve, Inc. All rights reserved. F00007012, 000_004

Display several pictures that represent a scripture story students will study. Display the verses students will read. Invite students to put the picture in the correct order.

Plot diagramming

The Account of _____

From this scriptural account, I learned...

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

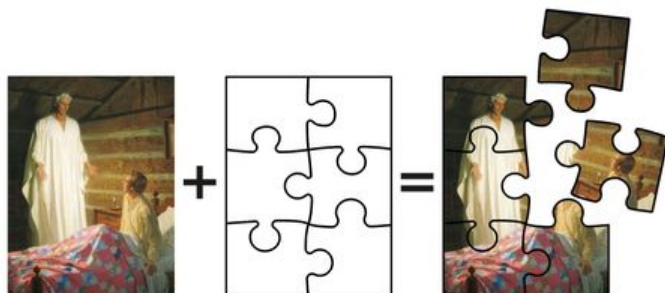
© 2024 by Intellectual Reserve, Inc. All rights reserved. F00007012, 000_005

Help students identify doctrine or principles taught in scriptural accounts with a plot diagram. Determine the different elements of the plot including the following:

1. The beginning situation (including who, what, where, when).
2. Increasing conflict or action. Identify the changes that affect the life of the people in the account.
3. Peak moment. This is the focal point of the story. There is often a major change, such as a person overcoming an obstacle or having a moment of discovery.
4. Falling action. The consequences of the peak moment when the actions decrease.
5. Resolution. This describes the new understanding the people have because of their experience.

Write the scripture references for each plot element on the board. Invite students to read the verses for each plot element and either draw a picture of what they're reading or write a list of the key events. When students finish the last step, invite them to look at the entire account and write down a statement of truth they have learned.

Puzzle



Make a simple puzzle from a picture that represents the scripture block. Write scripture references on the back of each piece. Students could be organized into groups and each given a piece of the puzzle. Students study the references and prepare to summarize their verses. As groups share their summary with the class, they could tape the pieces to the board to form the complete picture.

Reader's theater

For a story with a lot of dialogue, organize scripture verses into a script so each person can quickly find their part. Use a narrator to read the verses that are not dialogue. You could copy the scriptures verses and mark each part using a different color highlighter. **Note:** Keep in mind that members of the Godhead should always be represented with the highest degree of reverence. If a member of the Godhead, including Jesus Christ, is represented in a scripture account where you would like to do this activity, have the narrator read His words.

Reading scripture

There are many ways to read scriptures in class. Each can serve different purposes. Consider the needs of your class when selecting reading methods.

- Silent reading: Students can read silently to themselves. This allows time to reflect on the scriptures and read at their own pace.
- Pair or group reading: This allows for more students to participate and feel less nervous about reading aloud.
- Teacher or recorded audio: The teacher could read the text *or* play the audio of it and invite students to follow along.
- Reading aloud: The whole class could be invited to read verses together. Multiple student volunteers can read aloud to the class or could be invited earlier and given time to prepare to read. Assure students they can “pass” if they do not feel comfortable reading.

Scripture dig

Prepare several questions about a series of verses in the scriptures on separate slips of paper. Call students to the front of the class and give them one question. Invite them to return to their desks to find the answer. Once they have found the answer, they would come to the front of the room again and receive the next question to answer. This could also be done in small groups.

Simulation

Set up the classroom in a way that would represent a simulation of the story to be read in the scriptures that day. For example, if reading Doctrine and Covenants 121, chairs could be arranged to create an area the size of a Liberty jail cell. This method helps students get a visual idea of what they will be learning. For Doctrine and Covenants 136, students could be organized into pioneer companies and select a captain as spokesperson.

Stop sign

Provide the bolded truth to students. Slowly read a few verses to them, and ask them to raise their hand or say “Stop” when they recognize something in a verse that helps teach that truth. Then invite the student to share what they noticed.

Student summary

Prior to class, provide one or more students with context or content about the scriptures you would like them to summarize for the class. These could be printed and distributed the day before, or handed to students as they enter class. Invite them to prepare to share the summary when called upon at the appropriate time in class.

Translate a verse

After students read a scripture block, you could have them select a verse to translate or write each line in their own words. Help them practice finding definitions or using other scriptures and scripture study tools to understand difficult words and phrases.

True or false

Write various true or false statements about important details in a scripture block. Invite students to indicate if they initially agree or disagree with the statements. Invite them to find proof for or against the statements as they study the scripture block. Students then rewrite the incorrect statements accurately as they read the scripture passage.

Use a photo

Invite students to select a photo that is important to them. This can be on their phone, or they can bring one from home. Invite them to prepare to share the following:

- The background, describing what was happening leading up to the photo.
- The main point or purpose of the photo.
- A couple of details that are important to them.

After students share, they can then read the scripture block for the lesson and prepare the same three things relating to the scripture block.

Visualization

Invite students to imagine a story or the portion of text studied. Students could close their eyes and focus on visualizing the images described by the teacher. For example, you could invite students to imagine they were the shepherds who had followed the angel’s invitation to find the Christ child lying in a manger. Then you could say something such as “You step into the stable where Mary holds the Christ child. Who do you see there? Which animals do you imagine? In your imagination, how does Mary respond to your arrival?” Continue to ask questions that help students imagine the situation.

Word Cloud

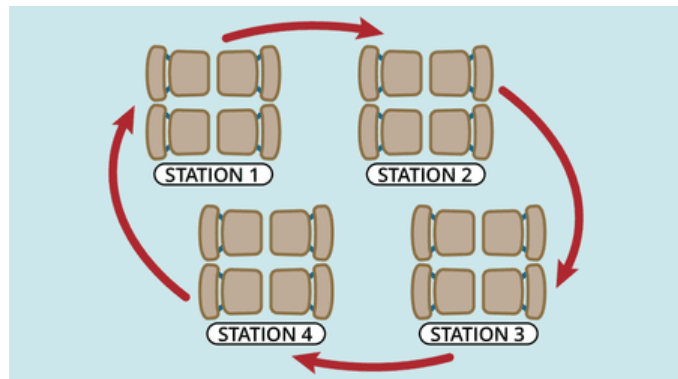


Invite students to identify words and phrases they feel are important in a scripture passage. Create a word cloud with the most common or significant words and phrases they identify. The size of the words could indicate their level of importance.

2. Deepen understanding with quotes and scriptures

Lessons often will include several scripture passages from the standard works to help students deepen their understanding of the principle or doctrine they are studying. There will also be lessons that include multiple quotes from Church leaders. The following activities are a few ways you could help students study a variety of scriptures or quotes and give them an opportunity to discover truth for themselves.

Create study stations



Establish study stations throughout the classroom. Each station could include instructions posted on the walls or on the desks. These instructions could include scriptures or quotes to read, and questions or other activities to complete. Students could rotate in small groups, discussing what they have learned at each station. They could also do it individually and move at their own pace. You could have a large sheet of paper at each station for each group or student to record their answers. They could read and reflect on what others have written.

Create your own footnotes

Invite students to add footnotes to the scriptures they are studying. These can be added by creating links between the passages being studied and other scriptures and statements from church leaders. Students can write the cross-references in their margins or use the linking feature in the Gospel Library. They could share as many additional references as possible that provide more insights on the topic. Variation: Students can use Tags in their Gospel Library to connect the various scriptures and quotes from a lesson.

Define

Students identify a word or concept that is difficult to understand. Have them look for resources including the scriptures and scripture study tools (Topical Guide, Guide to the Scriptures, Topics and Questions) to help them learn more about the term. Have them define the term or phrase in their own words.

Doodle notes

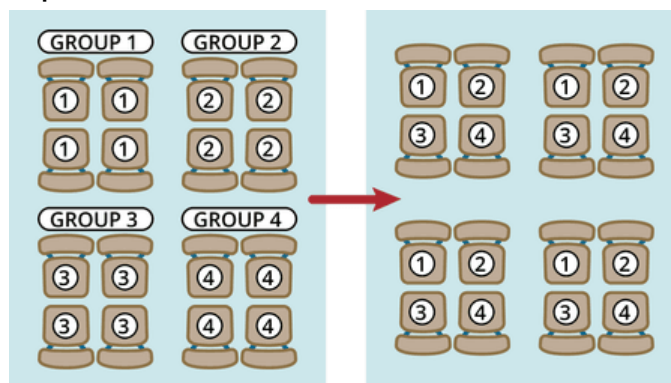


THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2014 by Intellectual Reserve, Inc. All rights reserved. 100000701-1, 200, 000

As students study, give them a paper with thought bubbles or sections where they can write what they discover.

Experts



Organize students into small groups and assign each group a topic to learn. Give the groups time and resources to study the topics so that each member of the group becomes an expert on their group's topic. After sufficient time, organize students into new groups so each group includes an "expert" on a different topic. Students will then share what they learned about their topics.

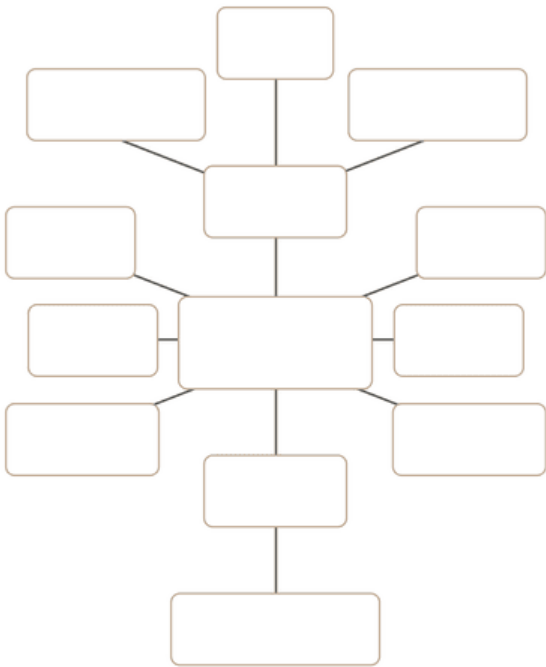
For the Strength of Youth connections

Choose a section in *For the Strength of Youth: A Guide for Making Choices* booklet and invite students to find statements that reinforce the truth they have discovered from a scripture block.

Line upon line

Have students rewrite a scripture in their study journal one line or sentence at a time. They should leave space between each line or sentence. Students could carefully study and reflect on each word in that line or sentence. They could also find cross references or other Gospel Library information about that line. Then do the same with the next line of the passage. An example of this can be found at “Fear Not,” *For the Strength of Youth*, Feb. 2021, 32.

Mind map

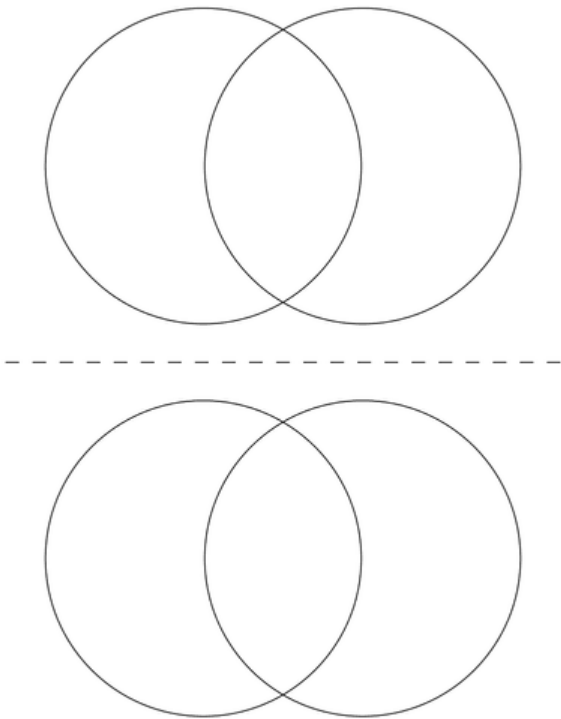


THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2021 by Intellectual Reserve, Inc. All rights reserved. P000007012 0001 1/2

Invite students to create a mind map in their study journal like the one above. They could write the principle or doctrine they identified in the middle box. Then have them look for additional scriptures or quotes that add to their understanding. They can add their insights about that topic in the outer boxes. Invite students to expand their mind map by continually adding boxes and connecting them to things they are learning.

Overlapping ideas



THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2021 by Intellectual Reserve, Inc. All rights reserved. P000007012 0001 1/2

Invite students to choose two or more topics from the lesson that are similar in some ways and different in others. Create a diagram similar to the image above where students can organize what these things have in common and what is different about the two topics. This could be done with two individuals in an account (for example, Laman and Nephi) or two topics (for example, passover and the sacrament).

Sharing insights

Give students a copied page of a scripture block and have them write their name on top. Give them one to two minutes to read the block and write an insight they learned from their study.

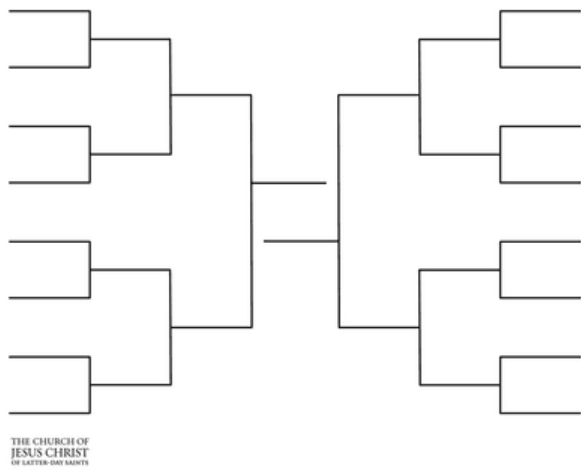
Examples could include: Students could mark footnotes, share prophetic quotes, underline important phrases, circle special words, write principles and share their testimony and other insights in the margins.

After the time is up, have them pass their paper to a new student to write different insights. After a few passes, have them hand back their paper to the original student. Variation: Instead of a scripture block, each paper has a different application question that relates to the block. Multiple students could answer the questions using the scriptures and share their testimonies of the topic.

Randomly select a quote

Place several quotes that teach a truth from the lesson in a hat or bag. Invite volunteers to draw a quote out of a hat and share how it relates to the truth they're learning and what it means to them. Be sure to give them time to read and prepare to share. Variation: Once students have shared, they swap quotes and find new partners with whom to share their new quote.

Scripture bracket



Select 16 scripture references and write each reference on the 16 lines in the outside columns of the bracket. Invite students in pairs or small groups to read the scriptures that are paired together in each bracket and determine which reference would be the most meaningful to a teenager today. The passage they select goes to the next bracket. Students continue discussing each pair of scriptures until they identify the one scripture they feel is most meaningful and discuss why. Students could share these scriptures with the class.

Student choice study activities

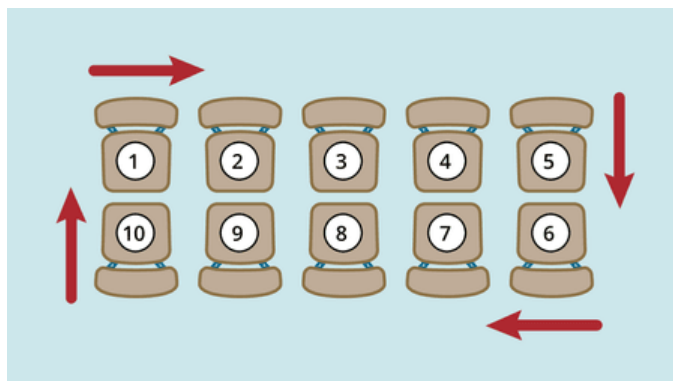
Make a list of six study activities. After students have identified a truth from a scripture block, use a random way for students to select which activity to complete (dice, draw a card, pick a slip of paper, random number generator).

Examples could include:

1. Share a story from the life of Jesus where He taught or demonstrated the truth.
2. Find a doctrinal mastery passage or other scripture passage about the truth.
3. Find a scripture story example of someone who lived the truth.
4. Find a statement from a Church leader that teaches the truth.

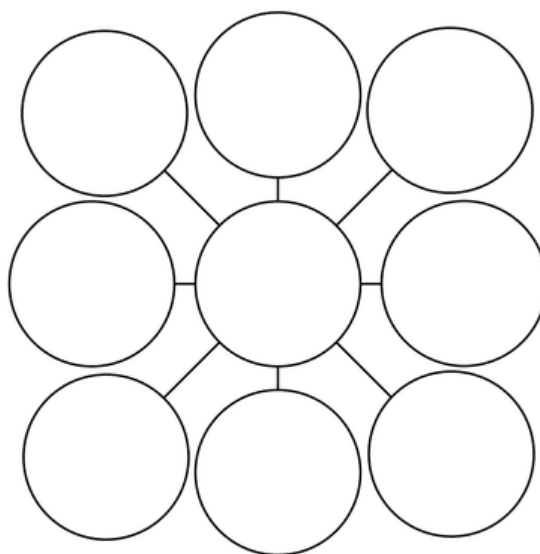
5. Share a personal experience of someone who has been blessed by the truth.
6. Choose your own example of something we can do to live the truth. Find a scripture passage that teaches the example you share.

Study snake



On each desk or chair, place a card that contains instruction such as “read a scripture passage or a quote,” or “answer a question from the lesson.” Students could rotate seats and follow the instructions on that card.

Topic web



THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

© 2014 by Intellectual Reserve, Inc. All rights reserved. P00007012_000,015

Invite students to create a diagram like this one that starts with the bolded truth or topic in the center. Students then draw lines to the outer circles and label them with related scriptures, truths, or elements of the main topic. For example, students could record King Benjamin's invitation "Believe in God" in the center circle with the reference "Mosiah 4:9–10." Then they could list in the outer circles what King Benjamin invites us to believe about God.

Video pause

Use a video that illustrates or teaches about a gospel principle. Pause at different moments to create intrigue or to help students analyze what they are watching. You could ask students questions such as:

- "What might you be thinking or feeling or what questions might you have if you were in this situation?"
- "What scriptures have you studied today that could help?"
- "What do you hope this person could understand about the truth we have studied today?"
- "Where do you see yourself in this story today?"

3. Share what they are learning

Throughout the lessons, students are invited to share their thoughts and insights. As students explain, share, and testify to a partner, a small group, or to the class, they are often led by the Holy Ghost to a deeper testimony of the very things they are expressing. Through the power of the Holy Ghost, their words and expressions can also have a significant impact on the hearts and minds of those who are listening. As important as this is, sharing can be difficult for students to do for a number of reasons. Remember to make it safe for students to "pass" if they do not feel comfortable sharing. The following ideas can help students share what they are learning.

Analyze a passage

Write a scripture verse in the center of a large paper (alternatively, you might display it on the board). Make sure that it is large enough for every student to see. Students could spend a few minutes asking as many questions about the scripture verse as they can. Then give them a few minutes to search the Gospel Library to answer the questions. Alternatively, the scripture could be printed on a sheet of paper and students could do the same activity individually.

Idea board



Students could use sticky notes or small pieces of paper to write their ideas about ways to apply a gospel truth and stick them on the board. For example, students could be asked to write their ideas about ways to apply a gospel principle. The idea board could have a large image of something that relates to the topic. For example, if studying the tree of life, students could list ways to eat the fruit and display them on the branches of a tree on the board. Provide time for students to review what others wrote.

Know your audience

Have students select a target audience and share what they are learning in a way that the audience understands. Students could do this activity with a partner or group. It could be effective to give students multiple options and let them choose which audience they want to teach. Here are a few they could choose from:

- A friend of another faith on your mission.
- Children in a primary class.
- A friend from school.
- A member of your family.

Keep the conversation going

Keep the Conversation Going

Add to it – Share what you liked about a classmate's statement and then add your own thoughts.

- "That reminds me of . . ."
- "I agree, because . . ."
- "True. Another example is when . . ."
- "That's a great point . . ."

Sum it up – Rephrase what your classmate said and then comment on it.

- "I hear you saying that . . ."
- "So, if I understand you correctly . . ."
- "I like how you said . . ."

Inquire – Ask another student questions about what they said.

- "Can you tell me more about that?"
- "I'm not sure I understand . . . ?"
- "I see your point, but what about . . . ?"
- "Have you thought about . . . ?"

Keep the Conversation Going

Add to it – Share what you liked about a classmate's statement and then add your own thoughts.

- "That reminds me of . . ."
- "I agree, because . . ."
- "True. Another example is when . . ."
- "That's a great point . . ."

Sum it up – Rephrase what your classmate said and then comment on it.

- "I hear you saying that . . ."
- "So, if I understand you correctly . . ."
- "I like how you said . . ."

Inquire – Ask another student questions about what they said.

- "Can you tell me more about that?"
- "I'm not sure I understand . . . ?"
- "I see your point, but what about . . . ?"
- "Have you thought about . . . ?"

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2023 by Intellectual Reserve, Inc. All rights reserved. 7088807012, 2003, 2017

Before having a discussion as a class, it can help to encourage students to listen carefully to each other. The following ideas could be given to students before the discussion. This could help them listen carefully to each other and create an edifying discussion that includes many students in the discussion. You could display them or provide students with a handout of these ideas.

Add to it—Share what you liked about a classmate's statement and then add your own thoughts.

- "That reminds me of . . ."
- "I agree, because . . ."
- "True. Another example is when . . ."
- "That's a great point . . ."

Sum it up—Rephrase what your classmate said and then comment on it.

- "I hear you saying that . . ."
- "So, if I understand you correctly . . ."
- "I like how you said . . ."

Inquire—Ask another student questions about what they said.

- "Can you tell me more about that?"
- "I'm not sure I understand . . . ?"
- "I see your point, but what about . . . ?"
- "Have you thought about . . . ?"

Pass the paper

Name:	
Question:	Answer:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2023 by Intellectual Reserve, Inc. All rights reserved. 7088807012, 2003, 2018

Create a paper with a series of instructions that could include scriptures or quotes to read and questions to answer. Be sure there is sufficient space for students to write their answers. Give each student a copy and invite them to write their name at the top. Students answer the first question. They then fold the paper to cover their answer. They pass the paper to another student who answers the next question or prompt. Each student folds the paper to cover their answer and passes it to another student. At the end of the rotation, the papers are returned to the original student who reads what their classmates wrote.

Prepare to share

Share an important question that you would like students to answer. Be sure to share it several minutes before inviting them to answer the question. For example, you could say, “A few minutes from now, I would love to have some of you share your thoughts about _____. Please be thinking about what you would like to share as we study the following passage.” Students could be invited to share first with a partner or group.

Poll the class

Administer a poll among your students by providing them a small piece of paper. Students can answer anonymously and then place their papers in a box or hat. You could collect their thoughts about a principle, question, or a decision someone might make in a scenario. Alternatively, if students have access to a smartphone, you could use a polling app that is free and easy to use. Give students a study assignment and a polling link to a question and have them respond using their phones. You’ll be able to see the responses and you can display them in class. There are many free polling apps that can facilitate this.

Power phrases

Use power phrases to train your students to share and promote a discussion in class.

This is a helpful tool for classes that are quiet or uncertain of how or what to share. Display the list of phrases below to help students frame what they might share. Have them study a block of scripture and prepare to share using one or more power phrases. Facilitate the discussion or have a student facilitate it.

- A verse I love is...
- A phrase that was insightful was...
- A lesson to take away from this is...
- I found a principle...
- A word I found interesting/confusing is...
- Something a teen needs to know from this is...
- Something I know to be true from this is...
- Something I’m uncertain about is...
- One thing I feel I should do with this today is...
- One thing I learn about the Savior in this is...

Participation cards

Hand out cards that students can hold up as visual responses to questions you ask. Students can use the cards to indicate their answers or when they are ready to share or discuss their thoughts. For example:

- Green for true, red for false
- “Still Thinking” on one side and “Ready to Share” on the other
- A card with numbers or letters that represent different options listed on the board. All students point to a number or letter for their answers so you can see their responses and choose students to respond.
- A card with multiple answers on different sides (see the example below). When students are invited to respond, the top middle is their position. You or a student can then call on students based on what position they are displaying.



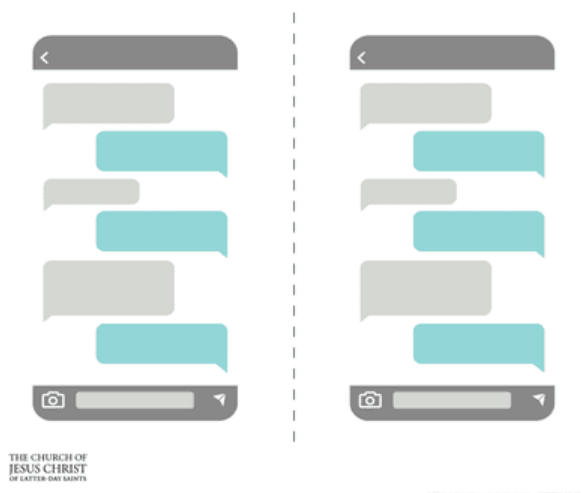
Scenario starter

Give students an incomplete scenario and invite them to add to the details to make it more relevant and relatable. For example, you might say something such as “Let’s create a scenario about someone close to your age, named Julia, who is facing some life challenges. What might some of these be?” As students share, help them suggest details to make Julia, or another name you chose, seem like a real person. You also may add key details that influence the discussion, such as Julia’s main question.

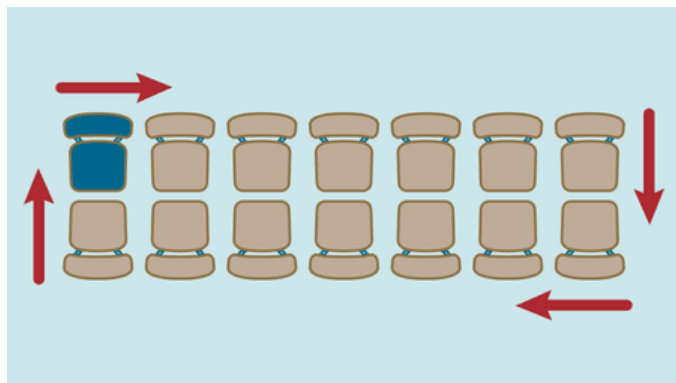
Alternatively, you could have students create their own scenarios and write them on paper. You could exchange these scenarios and have students respond by using what they learned.

Scenario text thread

Create a scenario that begins with a single text message, but do not reveal to students the circumstances that led to that text message. You could provide each student a blank text template such as the following and invite them to create dialogue for the text thread.



Speed friendship



Helping students to feel comfortable sharing with each other begins by helping them to know their classmates. This activity can help

students get to know each other as well as share something about the scriptures. Organize students in partnerships by organizing two rows of facing seats. Then invite students to mark a given scripture passage and answer a question you prepared about that passage. Invite each facing pair to answer a friendship question you prepared that could help them know each other better. Invite students to switch partners and repeat the process multiple times using different questions and scripture passages. To have students work with every partner, the student sitting in one of the corner chairs does not rotate.

Sticky board



Place on the board a few questions for students to answer or verses they could share insights about. Each student writes their name on a sticky note(s) and places it next to the question(s) or verse(s) they are willing to answer or comment about.

Variation: the colors could indicate what students want to share, that is, an insight, question, cross-reference, and so forth.

Take a picture

Invite students to choose an object in the classroom or a picture on their phone that can be used to help teach a principle or doctrine. Invite them to share how they would teach someone what they learned using the object or picture.

Write before you share

Give students time to record answers to important questions in their study journals before inviting them to answer aloud.

4. Create a representation of what they learned

Lessons often invite students to do something to demonstrate what they have studied. This can involve using creative skills. The following activities are a few ways to help students do this.

Acrostic poem

Use the letters of a name, location, or doctrine to create an acrostic poem using what they learned in class. For example, a student might write an acrostic poem using the word faith as follows:

F – Following the example of Jesus Christ.

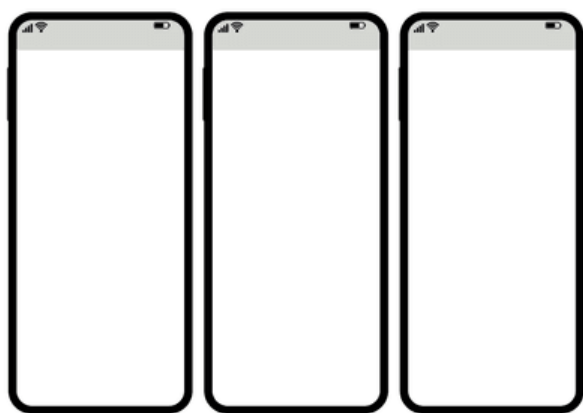
A – Acting on promptings from the Holy Ghost.

I – Including our questions or concerns in our prayers.

T – Trusting God’s prophets.

H – Hoping to receive His promised blessings.

App creation



THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2019 by Intellectual Reserve, Inc. All rights reserved. 100000000-00000000

Students design their own app on a piece of paper. The app could feature a truth taught in the scriptures studied and include activities, pictures, scriptures, or quotes that could help someone apply it to their lives.

Chiasmus

A chiasmus is a figure of speech in which the second half of a sentence, paragraph, or writing mirrors and repeats in reverse order the first half. The main message is found in the middle (see Alma 36 as an example). Invite students to create a chiasmus from what they study. Students would place the bolded truth in the middle and add lines above and below it with supporting scriptures or prophetic statements. It could look similar to this:

A – what students feel about the truth or experiences they have had with it

B – what students understand about the truth

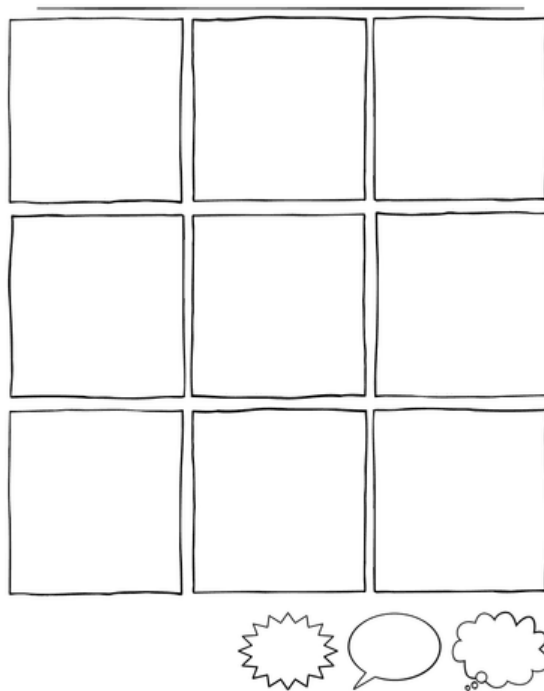
C – gospel truth or principle

C – gospel truth or principle

B – an additional understanding about the truth

A – additional experiences students have had with the truth and how they feel about it

Comic strip study



THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2019 by Intellectual Reserve, Inc. All rights reserved. 100000000-00000000

Give students a blank comic book template or have them create a template on a piece of paper. Students read the scripture block and create a comic that illustrates the story line in the block. Have them use the last box to share what they feel is the most valuable truth to learn from the story. They could share their comics with the class. Alternatively, they could use this activity to illustrate a modern day application of the truth or principle.

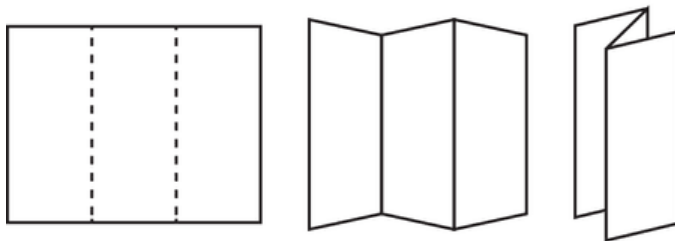
Create a lesson outline

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2024 by Intellectual Reserve, Inc. All rights reserved. 7088887012, 000, 001

Create an outline that students could use to prepare a brief lesson, talk, message, or way to share a scripture passage. You could provide a blank outline template in which students record their discoveries. You could instruct students to include different information in each box. For example, students could write a title in the first box, summarize key verses in the next box, examples or personal stories in the three long boxes, and a testimony in the last box.

Create a pamphlet



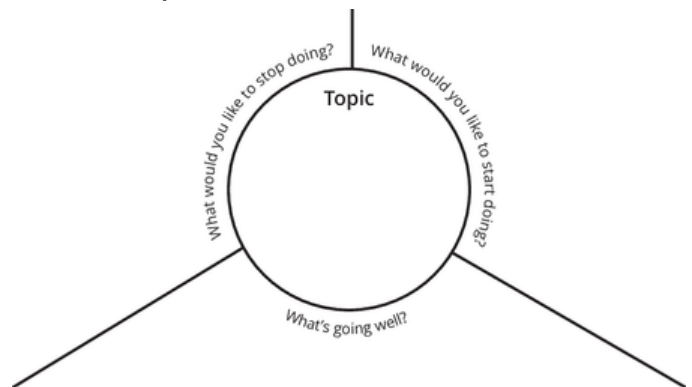
Provide each student with a sheet of paper and invite them to fold it into thirds. Students could create a title page that contains the

principle or doctrine they have identified. Students could create subsequent pages with subtitles and details from what they are learning. You could invite them to save space on the back of the pamphlet to write any goals or plans they make during the lesson.

Coloring categories

Print a copied page of the scripture block and provide colored pencils to mark the scriptures. Identify categories such as “Promised blessings,” “Acts of Faith,” or “Commandments.” Each category could be assigned a color. Invite students to study the verses and mark the colored categories as they find them. Invite students to share what they marked and learned from the activity.

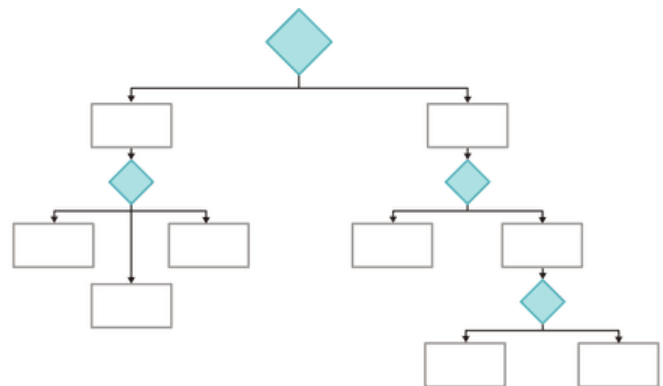
Evaluate a plan



You could use a graphic organizer to help students evaluate their plans. Students answer the questions in each section of the graphic.

Flowchart

Students could create a graphic that illustrates the relationship between different decisions or concepts in the lesson. For instance, a chart like the following could be used to show where faith or hope in Jesus Christ can lead.



Hands-on building

Give students materials they could use such as blocks or modeling clay to create something that represents what they have studied. For instance, students could use blocks to represent the fortifications Captain Moroni commanded his people to build (see Alma 48:7–9). Students could label each block with a way we can prepare spiritually to withstand Satan’s attacks.

Image collage



Students could find pictures on their phones or in Gospel Library that relate to the truth. They could create a digital collage and share it in class.

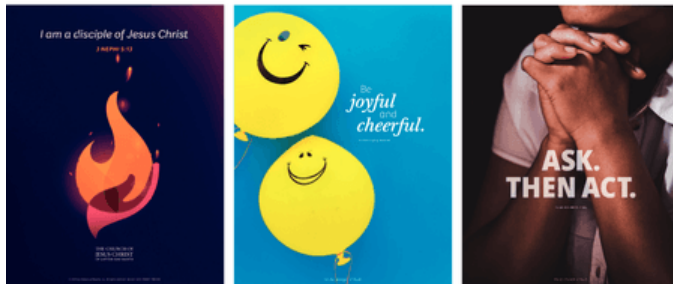
Know – wonder – learn

Students divide a sheet of paper into three columns. In the first column, they write what they already know about a topic. In the next, they write what they want to know. The third column is filled in during and after the lesson with things students learned. They could be invited to identify what, if anything, helped them learn or impacted their feelings during the lesson.

Letters for the future

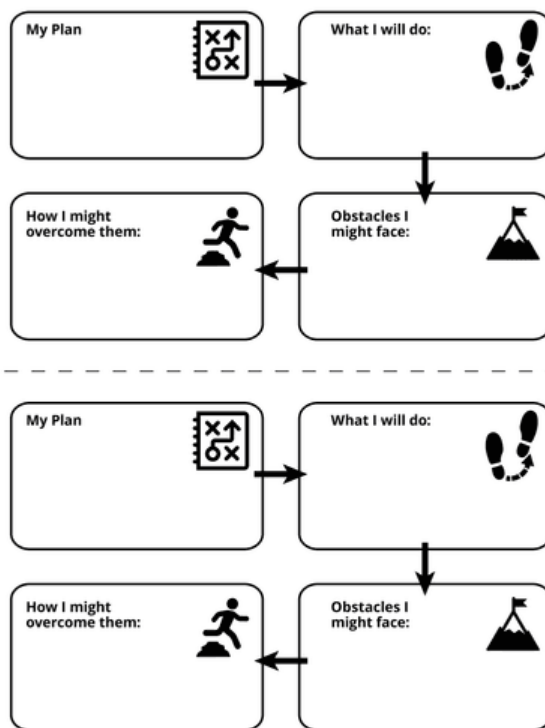
Students could write a letter to themselves to be opened and read at a specific time (on a mission, getting married, having their first child). Another option could be to have students write a letter to their family members in the future. Or they could write a letter to future students who will come to seminary and explain what they learned and how they felt.

Make a meme



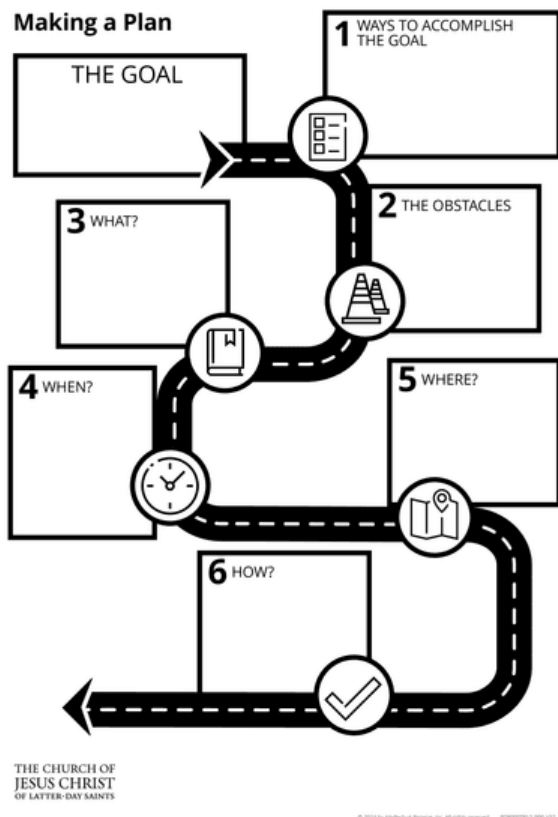
Each student identifies a principle from their study and creates a catchy phrase that illustrates the principle. Ask them to also draw a picture that illustrates the principle. Be sure they include the scripture reference. Have them share and explain their meme. You may want to show some examples from a recent *For the Strength of Youth* magazine.

Make a plan to “go and do”



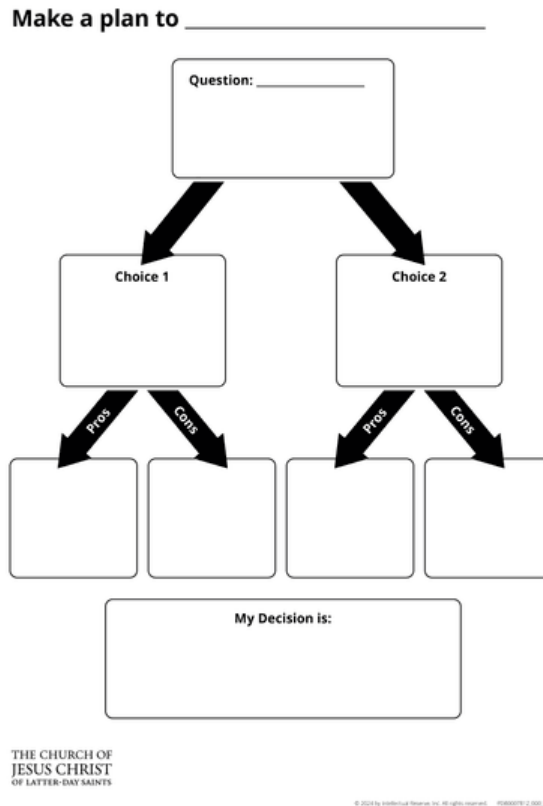
THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2024 by Intellectual Reserve, Inc. All rights reserved. 1000027012_000_001



Students can make a plan to take effective, righteous action from things they learn and feel during the lesson. To do this, you could have them identify what they would like to do and to create specific steps of how they will accomplish their plans. This might include identifying obstacles they may face and specific steps to address these obstacles. As students create their plans, encourage them to break them into smaller steps. Making small changes to things they do every day can help them feel successful more often.

Make a plan “decision tree”



Students can use a decision tree to help apply a gospel principle by listing pros and cons of different decisions. They can start with one question about a gospel principle and after listing pros and cons, evaluate their choices to make that decision. Create separate trees for each question and decision in the plan.

For example: Make a plan to study the scriptures.

Questions:

1. When will I study my scriptures? (Make one decision tree.)
2. Where will I study my scriptures? (Make another decision tree.)
3. How long will I spend studying my scriptures? (Make a third decision tree.)

At the end of the process, the three decisions together form a plan, or goal, with specific steps to accomplish it.

New hymn verse

Students could select a hymn about a truth studied in the lesson. Invite them to create a new verse of the hymn from what they studied. The class could select a few new verses to display and sing.

Project-based learning

Students could create a multilesson project to which they will add content in subsequent lessons/weeks. This could be a poem, hymn, video, art project, or other creative expressions they create in subsequent lessons.



Rewrite the ending

Invite students to rewrite the ending of a scripture story or a story that you share as if the person had made better/different decisions.

Recipes



Recipe for: _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Recipe for: _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

© 2024 by Intellectual Reserve, Inc. All rights reserved. F00007012, 0001, 001

Students create recipes using what they are learning. You could begin by showing them an example of a recipe that includes ingredients, measurements, and instructions. Then help students follow that pattern to organize what they are learning. They could title their recipe “How to be a powerful missionary” or “Ways to have more effective scripture study” and then include what they feel are essential elements using scriptures and quotes. For example, in Doctrine and Covenants 76, students could list the ingredients, measurements, and instructions for becoming a celestial person. Encourage them to be creative with their recipes. They could draw a picture that represents the final product of the recipe.

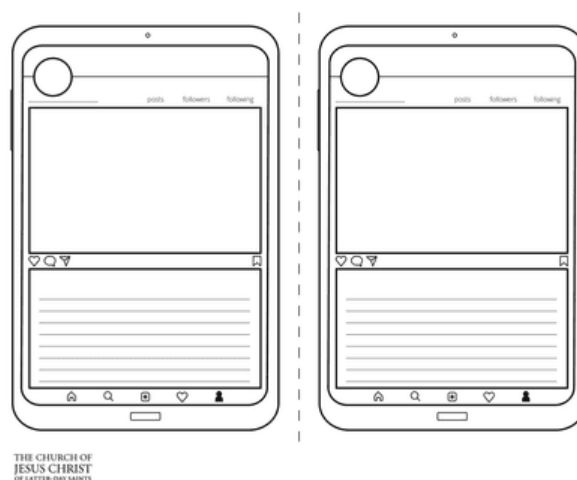
Role-play

Students act a scenario. There are many variations to this. You could have volunteers come to the front of the room to role-play the scenario. Students could role-play in pairs or small groups. Or you could play the part of a person with questions and have the whole class address your questions or concerns.

Short video

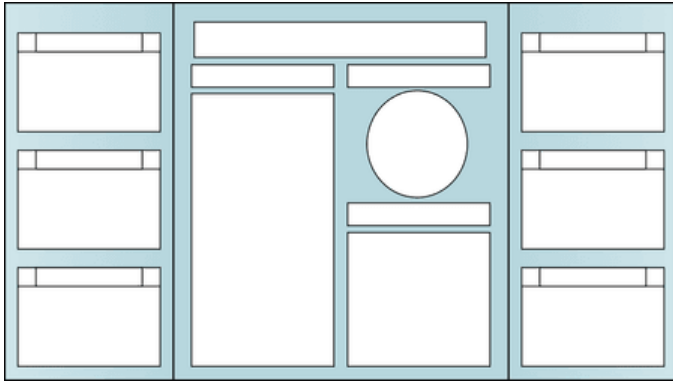
Invite students to plan a short video. They could create a script and decide how to model something they learned from the lesson. If possible, students could create the video and share it in class.

Social media post



Invite students to create a social media post to share their personal beliefs or experiences related to the principles discussed in class. This could be something they post online, or something they create in their study journals. Or they could imagine someone posted a question related to what was studied in class and craft a response using knowledge they have learned. Or students could study a recent social media post of a Church leader and write a response or encouraging note on the post. For an article that helps students make meaningful social media posts see “Social Media: Power to Change Lives,” *For the Strength of Youth*, April 2022.

Visual display



Place students in groups to use scriptures, quotes, and other study resources to create posters or wall displays for the classroom. Their posters or displays could include key verses, questions the scripture account can answer, eternal truths, pictures, and so forth. Students could rotate around and see other groups' works.

Write an article for a Church magazine

Students could imagine they are writing an article in *For Strength of Youth*, *Friend*, or *Liahona* magazines sharing what they studied and how it could help youth around the world. You might show an article as an example. Encourage students to add illustrations, charts, and infographics.

