

Primary 7

New Testament
Ages 8–11

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For teaching children ages eight through eleven

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Helps for the Teacher

The Savior taught the importance of obeying and teaching the commandments when he said, “Whosoever shall do and teach them, the same shall be called great in the kingdom of heaven” (Matthew 5:19). You have been given a sacred trust to help the children learn how to keep their baptismal covenants and give service. As each girl prepares to become a young woman and each boy prepares to become a young man and receive the priesthood, you can be an important influence in their lives.

In 1831, shortly after the Church was organized, the Savior taught that teachers “shall teach the principles of my gospel, which are in the Bible and the Book of Mormon” (D&C 42:12), which were the only scriptures available then. Today teachers have the responsibility to teach the sacred truths from all the standard works, including the Doctrine and Covenants and Pearl of Great Price, that help children develop faith in God and in his Son Jesus Christ.

Courses of Study

All children who are ages eight through eleven on 1 January are to be taught from one of the Primary 4, 5, 6, and 7 manuals. Only one course of study is used each year for all children of this age-group. Each course of study is based on a specific book of scripture: Primary 4 on the Book of Mormon, Primary 5 on the Doctrine and Covenants, Primary 6 on the Old Testament, and Primary 7 on the New Testament. Over a four-year period the children will have studied each of the standard works.

Depending on local needs and the number of children ages eight through eleven, the classes could be organized by individual age-groups, combined age-groups, or separate classes for boys and girls. However your class is arranged, you need to make sure each child receives adequate attention.

When children turn twelve years old, they begin attending Young Women or Aaronic Priesthood. However, they continue to attend their Primary class during Sunday School time until the first week in January, when they begin attending Sunday School.

Priesthood Preparation Lesson

A special lesson, “The Priesthood Can Bless Our Lives,” is included in this manual. This lesson is to be used by teachers of eleven-year-old children as the boys prepare to become deacons and the girls advance to Young Women. Teach this lesson before the first child in your class turns twelve. Pray for the Lord’s guidance as you prepare and present the lesson so that the children will understand what the priesthood is, how it can bless their lives, and how they can fulfill their responsibilities to honor the priesthood.

Easter and Christmas Lessons

This manual does not contain specific Easter or Christmas lessons. Because the manual focuses on Jesus Christ’s life and mission, you may not feel you need additional lessons for Easter and Christmas. If you do want to teach a special lesson, you can prepare one using references from the Book of Mormon and New Testament and other resources such as the Gospel Art Picture Kit and appropriate issues of the Church magazines. Plan lessons that will help the children feel closer to Jesus Christ and understand his mission.

Teaching with This Manual

This course of study centers on teachings from the New Testament, emphasizing the life and ministry of Jesus Christ. As you share and discuss these teachings, the children should better understand the mission and atonement of Jesus Christ and develop greater faith in and a testimony of him. They should learn how to apply the teachings of Jesus Christ to their own lives and gain a stronger desire to keep his commandments.

Encourage the children to read the New Testament at home. By learning of Jesus' love and better understanding his teachings, the children will grow in love for the Savior and want to be like him. The important truths the children learn from Jesus' life and teachings will help prepare them to keep their covenants and give service in the Church throughout their lives. These truths will also give them strength to resist temptations in today's world.

Preparing Yourself to Teach

To fulfill your sacred calling to teach children, you should be prepared both mentally and spiritually. Part of this preparation is understanding and having a testimony of the principles you teach. The Savior, the greatest teacher of all, taught us how to prepare to teach his gospel to others:

- Humbly seek the Spirit through prayer. The Lord has said, "Be thou humble; and the Lord thy God shall lead thee by the hand, and give thee answer to thy prayers" (D&C 112:10). If we are humble we have the right to know how the Lord wants us to teach his children.
- Study the scriptures and the words of the living prophets. There is great power in learning and pondering the words of the Lord. He commanded us, "First seek to obtain my word, and then shall your tongue be loosed; then, if you desire, you shall have my Spirit and my word, yea, the power of God unto the convincing of men" (D&C 11:21).

A latter-day prophet, President Ezra Taft Benson, has reaffirmed our need to learn the words of the Lord: "I urge you to recommit yourselves to a study of the scriptures. Immerse yourselves in them daily so you will have the power of the Spirit to attend you in your callings" (*Ensign*, May 1986, p. 82).

- Keep your covenants. Your ability to be guided by the Spirit depends on your faithfulness in keeping the covenants you have made with Heavenly Father. You will also be setting a good example when you "observe the covenants . . . to do them" (D&C 42:13). When children see your love for the Savior and commitment to living the gospel, they will be more motivated to follow him.
- Search for ways to help the children feel the Savior's love. Tell them often how much you love them, and acknowledge their worth and potential. Your love and kindness will help the children understand the love Heavenly Father and Jesus Christ have for them. It will also help them learn to love others.

Preparing Your Lessons

This manual will help you organize lessons that focus on the scriptures. The lessons use accounts and references from the New Testament to help children understand gospel principles. The lessons do not indicate exactly how the scripture accounts should be taught. As you prepare and teach by the Spirit, you will help the children better understand the scripture accounts, the principles they contain, and how the children can apply these principles in their lives. When your lessons are well prepared and interesting, the children will be more stimulated to listen and learn.

The following steps will help you be better prepared to effectively teach the children in your class:

1. Prayerfully study the lesson's purpose and the scripture passages listed in the "Preparation" section a week or two before the lesson is to be taught. Reread the lesson's purpose and the scripture passages, and consider how they apply to the children in your class. Ask yourself: "What does Heavenly Father want each child to learn and do as a result of this lesson? How can this lesson help the children develop faith in Jesus Christ, strengthen their testimonies, and enable them to withstand the evil temptations they face?" Write down ideas that come to you.

The book *Gospel Principles* (31110) was prepared to be a personal study guide on basic gospel principles and doctrines. Specific chapters from *Gospel Principles* are listed in the "Preparation" section of some lessons. These chapters can help you prepare to teach the main principle or doctrine contained in the lesson. A copy may be available in your meetinghouse library or may be purchased from your local distribution center.

2. Decide whether to use the suggested attention activity at the beginning of the lesson or to create one yourself, being sure it is appropriate and relevant to teaching the scripture account.
3. The lessons do not tell you how to teach the scripture account, so you should seek the Spirit to help you determine what and how to teach. Use a variety of teaching methods each week (see "Teaching from the Scriptures" on this page). Plan to involve class members as much as possible in learning activities, and teach your lesson so the children will be able to retell the scripture account to others.
4. Select from the "Discussion and Application Questions" those that will best help the children understand the scriptures and apply them in their lives. You may use the questions at any time during the lesson. You do not need to use all of them.
5. Read the "Enrichment Activities" and plan when and how to use the ones you feel will best help the children in your class understand the scriptures and the purpose of the lesson. Each class will be different, and some activities that would work well for one group will not work well with another group.
6. Plan to share appropriate personal experiences that support the purpose of the lesson. Let the Spirit direct you as you share experiences with the class and as class members share experiences with you and each other. Some family and personal experiences are very sacred or very private and should not be discussed in public.

Teaching from the Scriptures

You should always seek the Spirit as you prepare and teach your lessons (see Alma 17:2–4; D&C 42:12–14; 50:17–22). The Spirit will help you know how to make your lessons interesting and meaningful for the children.

Some of the children in your class might not be familiar with the scriptures. As you read together, be sensitive to those class members who might need help in learning how to look up scriptures. You may need to take some time at the beginning of the year, particularly if you are teaching younger children, to show the children how to find scripture references.

Try different ways of presenting the material to keep the children's interest. The following suggestions can help you vary how you teach from the scriptures.

1. Tell the scripture account in your own words. Try to help the children visualize the events and the people in them. Help the children understand that the people you are talking about really lived and the events actually happened.
2. Have the children read the whole account or selected passages directly from the scriptures. Keep in mind that not all of the children may read well and that reading ability is not determined by age. If all the children can read, you might give them a few minutes to read silently. Afterward, you could discuss what they read. Use the discussion time after the children have finished reading to help them understand difficult words and passages.
3. Use the suggested pictures of the scripture accounts to help the children visualize what happened. Most of the lessons contain suggested pictures in the "Materials Needed" section. The pictures are numbered and included with the manual. Some of the pictures are also in the Gospel Art Picture Kit and may be in the meetinghouse library (meetinghouse library numbers are listed in the "Materials Needed" section). Most of the pictures have summaries printed on the back. You may also use other pictures as appropriate.
4. Have the children dramatize the scripture account. (Make sure that the dramatizations do not detract from the sacredness of the scriptures.) You might bring simple props, such as a robe, scarf, and so forth, and let the children act out all or parts of the account. Ask them how they would feel if they were the person they represent. The Savior should not be portrayed except in a nativity scene. Heavenly Father and the Holy Ghost should never be portrayed.
5. Draw simple figures or illustrations on the chalkboard, or use pictures or cutouts, as you tell or read the scripture account.
6. Conduct a readers' theater where several children take the parts of people in the scripture account. Where appropriate, have the children read the dialogue directly from the scriptures.
7. Invite a parent, ward or branch member, or class member to tell the account. Allow the person a week or two advance preparation time, and be sure to give him or her a time limit for the presentation.
8. Give the children a simple pretest, such as a true-false or short-answer quiz, before teaching the scripture account. Explain to the class that you want to find out how much they know about the account. Then give them the same test afterward so they can see what they have learned.
9. List on the chalkboard important words or names of people from the scripture account. Have the children listen for these words or names as you tell the account. Help the children increase their vocabulary so they will better understand the scriptures and enjoy reading them at home.
10. Before giving the lesson, write questions about the account on the chalkboard. As the children hear the answers during the account, stop to discuss them.
11. Tell the account, and then let the children volunteer to retell their favorite parts. You could ask one class member to start the account and then call on other children to continue.

12. Play a recording of selected verses from the scriptures.
13. Play a matching game. Prepare from four to eight sets of matching 3" x 5" cards or papers. In the following example, you would put the first half of each beatitude on one card and the second half, or blessing, on the other card of the set. Mix the cards or papers up and place them face down on a table or the floor. Have the children come up one at a time and turn over two cards. Read aloud what each card says. If the cards match (in this case if they complete a beatitude), they are left face up. If the cards do not match, they are turned face down again and another child takes a turn. Continue until all the cards have been matched correctly.

These are eight sets you could use for a matching game on the Beatitudes:

Set 1: Blessed are the poor in spirit—for theirs is the kingdom of heaven.

Set 2: Blessed are they that mourn—for they shall be comforted.

Set 3: Blessed are the meek—for they shall inherit the earth.

Set 4: Blessed are they which do hunger and thirst after righteousness—for they shall be filled.

Set 5: Blessed are the merciful—for they shall obtain mercy.

Set 6: Blessed are the pure in heart—for they shall see God.

Set 7: Blessed are the peacemakers—for they shall be called the children of God.

Set 8: Blessed are they which are persecuted for righteousness' sake—for theirs is the kingdom of heaven.

14. Play a game asking questions. Place several questions in a jar or box, and have class members take turns picking one of these questions and answering it.

Conducting Class Discussions

Participating in discussions and other learning activities will help children learn gospel principles. The following guidelines can help you ask meaningful questions and stimulate class discussions:

1. Ask questions and give scripture references so class members can find answers in the scriptures.
2. Ask questions that cannot be answered with “yes” or “no” but require thought and discussion. Questions that begin with *why*, *how*, *who*, *what*, *when*, and *where* are usually more effective.
3. Involve children who do not usually participate by calling on them by name and asking them a question you feel they can answer. Give them time to respond. Help them if they need it, but only after they have had time to think and respond.
4. Encourage the children to share their feelings about what they are learning from the scriptures. Make positive comments about their contributions.
5. Compliment the children sincerely when they answer questions. Help them recognize that their thoughts and feelings are important. Be sensitive to children who may be reluctant to participate.

Helping Children Apply the Scriptures

Help the children apply what they have learned to their lives. James challenged us to be “doers of the word, and not hearers only, deceiving your own selves” (James 1:22). The following ideas may help you accomplish this task:

1. As you are prompted by the Spirit, bear personal testimony of the truths you are teaching. Your lessons will be more powerful when you teach with sincerity and conviction.
2. Encourage the children to read the scriptures at home by themselves and with their families. Encourage the children to bring their own copies of the scriptures with them to class. If the children do not have personal copies of the scriptures or forget to bring them to class, have extra copies for the children to use in class. If you have a ward or branch library, you may obtain copies of the scriptures there.
3. Ask the children to share what they have learned. Ask them how they can apply the gospel principles taught in the lesson to their own lives.
4. Act as a reporter, and interview the children as if they were scripture characters. Ask them to tell you the details of the scripture account and how they feel about what took place.
5. Divide the class into two or more small groups. After sharing the scripture account, have each group write down the important principles from the account. Then let the groups take turns discussing how these principles apply in their lives.
6. Do a scripture search: Throughout the year encourage class members to mark specific verses of scripture that apply meaningfully to their lives. For example, they could mark Matthew 7:12, Luke 11:9, John 3:16, and Acts 2:38. Give them a clue, such as an event, situation, or problem; then challenge class members to locate a scripture that applies. Have the children who find it first help the rest of the class find the scripture. Then have them tell why this scripture fits the clue.
7. Share specific instances when you have seen the children obeying the principle being discussed. For example, if you are teaching a lesson on being kind, you could point out some instances when you saw the children being kind to others.
8. Follow up on assignments. Whenever you give an assignment or challenge, be sure to ask the children about their experience at the beginning of class the following Sunday.

Helping Children Memorize Scriptures

Memorizing scriptures can be an effective way to teach gospel truths. Most children enjoy memorizing when you use fun and creative approaches. The following suggestions are enjoyable ways to help children memorize:

1. Write on the chalkboard, or make a chart, of the first letter of each word to be memorized. For example, you might make the following chart for the words in the first article of faith:

W b i G t E F a i H S J C a i t H G

Point to the letters as you repeat each corresponding word. Repeat it a few times and let the children repeat it as they are able. Before long they will not need the chart.

2. Divide the scripture into short phrases. Repeat each phrase out loud starting at the end and working backward so that the children are repeating the least familiar part first. For example, in Matthew 5:16 the children could repeat

“and glorify your Father which is in heaven” several times. Then they could add the next phrase, “that they may see your good works.” Then they could repeat the entire verse.

3. If the children read well, prepare a written copy of the scripture for each child. Cut each copy into word or phrase strips. After saying the verse together a few times, give the children a scrambled set of the strips, and have them individually or as a class arrange their strips in the right order.
4. Repeat the scripture several times, stopping to let a child say the next word or phrase. Then have another child add a few more words. Continue until all the children have had at least one turn.
5. Use music to help the children memorize. For example, you could teach the Articles of Faith from the *Children’s Songbook* (pp. 122–32).
6. Divide the children into two groups. Let each group take turns repeating words or phrases in order. You could let one group say the first word, the other group the second, and so on through the verse.
7. Choose a scripture passage you want the children to memorize. Write the scripture on the chalkboard or on a poster. Repeat the passage several times, gradually covering or erasing more and more words until the children have memorized the whole scripture.

Using Extra Time Wisely

If you finish your prepared lesson before the class time is over, you may want to improvise an activity to fill the rest of the time. The following suggestions can help you use this time effectively:

1. Have some of the children talk about their favorite scripture stories.
2. Conduct a scripture search by giving the children clues to important scripture references they have already marked. Let them work together in pairs or small groups to locate the correct passage of scripture.
3. Help the children memorize a scripture or an article of faith from the lesson.
4. Have the children share ideas about how they can use the principles from the lesson at home, in school, and with their friends.
5. Divide the class into groups, and have them take turns asking each other questions about the lesson.
6. Have each child draw a picture related to the lesson, or print a quotation to take home and display as a reminder of the purpose of the lesson.
7. Invite the children to mark scripture references for future study. You might ask the children to mark verses from the lesson that they particularly like, or you could suggest verses that you think will remind the children of the purpose of the lesson.
8. Help the children memorize the order of the books in the scriptures. You can find these set to music in the *Children’s Songbook* (pp. 114, 116, and 119).
9. Review principles or scripture accounts from previous lessons.

Music in the Classroom

Gospel learning can be enriched and strengthened through music. Often children are better able to remember and learn through music.

You do not have to be a musician to use appropriate music to help children feel the Spirit and learn the gospel. Music could include audiocassettes or a musical group during or at the beginning of a lesson. You may also sing or read the words to songs to involve the children in your lesson. If the *Children's Songbook* audiocassettes (music only, 52505; words and music, 52428) or compact discs (music only, 50505; words and music, 50428) are available, you may use them to help you learn the songs or to accompany singing in the classroom.

Sharing Time

Occasionally the class will be asked to give simple gospel presentations during Primary Sharing Time. These presentations could come from lessons, would require little rehearsing, and would help reinforce the principles you have been teaching. You could use the following suggestions for sharing time:

1. Act out a scripture account.
2. Recite memorized scriptures together.
3. Repeat or sing an article of faith and explain its meaning.
4. Role-play a modern application of a gospel principle.

Articles of Faith

You should incorporate the Articles of Faith into your lessons and encourage each child to memorize the Articles of Faith before advancing from Primary. Use every opportunity to help the children memorize and understand the Articles of Faith.

Understanding Children Eight through Eleven Years of Age

To help children learn and gain self-confidence, you need to understand their needs and characteristics and plan appropriate activities and classes. For more information about characteristics of children this age, see *Teaching—No Greater Call* (33043), pages 37–38.

Characteristics**Physical**

- Has periods of fast and slow growth
- May be awkward
- Enjoys playing in groups

Mental

- Is eager to learn
- Thinks about past experiences
- Begins to base decisions on logic
- Wants to know why
- Is judgmental
- Worships heroes
- Becomes more accountable
- Likes memory work

Social

- Begins to move from a dislike for the opposite sex to a desire for more interactions between boys and girls
- Enjoys both group and individual time
- Feels a strong need for independence
- Develops an expanded sense of humor
- Gains interest in others

Emotional

- Dislikes criticism
- May demonstrate inappropriate behavior if there are peer problems
- Becomes more dependable and trustworthy
- Is conscious about being fair
- Begins to have doubts about his or her self-worth
- Becomes less domineering and less determined to have his or her own way

Spiritual

- Enjoys learning and practicing gospel principles
- Is influenced by the testimonies of others
- Grows in readiness to understand gospel principles
- Has a strong sense of right and wrong

Special Guidelines for Including Those with Disabilities

The Savior set the example for us in feeling and showing compassion for those with disabilities. When he visited the Nephites after his resurrection, he said:

“Have ye any that are sick among you? Bring them hither. Have ye any that are lame, or blind, or halt, or maimed, or leprous, or that are withered, or that are deaf, or that are afflicted in any manner? Bring them hither and I will heal them, for I have compassion upon you” (3 Nephi 17:7).

As a Primary teacher you are in an excellent position to show compassion. Although you are probably not trained to give professional assistance, you can understand and nurture children who have disabilities. Concern, understanding, and a desire to include each class member in the learning activities are needed.

Children with disabilities can be touched by the Spirit no matter what their level of understanding. Although some children may not be able to attend the entire Primary time, they need to have the opportunity to attend even briefly to feel the Spirit. It may be necessary to have a companion who is sensitive to a child's needs be with the child during Primary in case the child needs time away from the whole group.

Some class members may be challenged by learning disabilities, intellectual impairments, language or speech problems, vision or hearing loss, behavioral and social problems, mental illness, movement and mobility problems, or chronic health impairments. Some may find the language or cultural setting unfamiliar and difficult. Regardless of individual circumstances, each child

shares the same needs to be loved and accepted, to learn the gospel, to feel the Spirit, to participate successfully, and to serve others.

These guidelines can help you teach a child with disabilities:

Look beyond the disability and get to know the child. Be natural, friendly, and warm.

Learn about the child's specific strengths and challenges.

Make every effort to teach, and remind class members of their responsibility to respect, every class member. Helping a class member with a disability can be a Christlike learning experience for the entire class.

Find the best methods for teaching the child by consulting with parents, with other family members, and, when appropriate, with the child.

Before calling on a child with disabilities to read, pray, or otherwise participate, ask how he or she feels about participating in class. Emphasize each child's abilities and talents and look for ways each can participate comfortably and successfully.

Adapt lesson materials and physical surroundings to meet the individual needs of children with disabilities.

Additional materials for teaching children with disabilities are available from Church distribution centers (see "Materials for Those with Disabilities" in the *Salt Lake Distribution Center Catalog*).

Dealing with Problems of Abuse

As a teacher you may become aware of children in your class who suffer from emotional or physical abuse. If you become concerned about a child in your class, please counsel with your bishop. As you prepare and present lessons, pray for the Lord's guidance and direction. Help each child in your class feel that he or she is a precious child of Heavenly Father and that Heavenly Father and Jesus Christ love each of us and want us to be happy and safe.

Becoming Familiar with the New Testament

Lesson

1

Purpose To acquaint the children with the New Testament and encourage them to study the scriptures.

- Preparation**
1. Prayerfully study 2 Timothy 3:1–7, 13–17. Then study the lesson and decide how you want to teach the children the main purpose of the lesson. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
 2. Additional reading: *Gospel Principles*, chapter 10.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Prepare the following eight wordstrips: Scriptures, Standard Works, Bible, Old Testament, New Testament, Book of Mormon, Doctrine and Covenants, Pearl of Great Price. (You could use the chalkboard instead of wordstrips.)
 5. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A set of the standard works.

Note: There may be children in your class who do not read very well. Find ways to help them participate that do not make them feel uncomfortable. All the children should have a positive experience with the scriptures every week. Your enthusiasm for the scriptures will help them want to study and learn for themselves.

Suggested Lesson Development

Development Invite a child to give the opening prayer.

Attention Activity Give the children the following clues and have them raise their hands when they think they know the word that fits the clues.

There are four of these.

(Name of a child in the class or someone they know who has all four books of scripture) has these.

They are called the standard works.

They contain the word of God.

They are books.

When the children have guessed the word *Scriptures*, explain that this lesson will teach them about the scriptures and explain their importance in our lives.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What are the scriptures? How is scripture different from other writings? (2 Timothy 3:16.)
- Why do we need to study the scriptures? When should we start studying the scriptures? (2 Timothy 3:14–15.) Why is it important to start studying the scriptures when we are young?

Show your copies of the scriptures, and display the wordstrip “Standard Works.” Explain that we call the scriptures the standard works because they are the official scriptures we use in the Church.

Invite the children to share with the class what they know about the scriptures. As you discuss each book of scripture, display the appropriate wordstrips or write the words on the chalkboard. (See *Gospel Principles*, chapter 10.)

- In which of the standard works do we read about Jesus Christ? Read or invite a child to read the following verses: Moses 8:24 (through the words *Holy Ghost*), Doctrine and Covenants 20:29, 2 Nephi 25:26, and Psalm 83:18 (explain that *Jehovah* is another name for Jesus Christ). Help the children understand that all four standard works testify of Jesus Christ.
- Have the children open their Bibles to the contents page (list of the books in the Old and New Testaments). What two major sections is the Bible divided into? What is the list under each section? Explain that the smaller books in the Old and New Testaments were written by different prophets or Church leaders. (If there is a chart of abbreviations, explain these to the children.) Where do we find the account of Jesus’ mortal life and ministry? (The New Testament.) Have the children look at the New Testament list, and explain that the lessons this year focus on teachings from the New Testament.
- Who were Matthew, Mark, Luke, and John? What did they write about? (Help the children understand that each of these four men wrote an account of Jesus’ life, often writing about the same events, and testified that he was the Savior.) Invite the children to share their favorite stories and teachings from Jesus’ life.
- Have the children turn to Acts, chapter 1. Explain that Acts tells about the Apostles teaching the gospel after Jesus’ death and resurrection. What kind of things do you think the Apostles of Jesus’ time did? What do the Apostles do today?
- Have the children turn again to the contents page. Explain that most of the rest of the books in the New Testament are letters written by Jesus’ Apostles or other Church leaders to members of the Church. Why do you think they wrote them? Explain that these letters helped the early members of the Church understand the gospel and counseled them to be faithful. What do we have in the Church today that are like these letters? (Articles by General Authorities in Church magazines, satellite broadcasts, and general and stake conferences.)

Explain that each book in the New Testament is divided into chapters and verses so we can easily find a phrase in the scriptures.

- Write *Matthew 28:2–9* on the chalkboard. In which of the standard works will we find this scripture? Which number tells us the chapter? Which numbers tell us the verses? Read these verses with the children. What is this scripture account about? Why is it important to have this event recorded in the scriptures?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Help the children memorize the books of the New Testament in order. You may wish to use the song “The Books in the New Testament” (*Children’s Songbook*, p. 116). Review the books over the next few weeks.
2. Discuss the eighth article of faith with the children, and help them memorize it (see “Helping Children Memorize Scriptures,” p. x). Remind the children that our Bible was translated from old documents that had been copied and recopied by hand and that mistakes were made in both the translation and recopying. Even though most of the Bible is accurate, the prophet Nephi wrote that many “plain and precious things” (1 Nephi 13:28) have been taken out. The Prophet Joseph Smith reviewed the Bible through the inspiration of God and added parts that had been removed or changed. Explain that these parts help us understand more things about the gospel.
3. If you have an English Bible published by The Church of Jesus Christ of Latter-day Saints, show the children the Joseph Smith Translation (JST) reference for Matthew 6:13 (footnote a). Help the children find the longer JST references at the back of the Bible.

If you have a non-English Bible, see the JST references at the end of the triple combination. Compare the two verses and discuss how Joseph Smith’s translation helps us understand the verse.

4. If the children in your class have the English LDS edition of the Bible, briefly explain the following sections of the Bible: footnotes, Topical Guide, Bible Dictionary (including the Harmony of the Gospels), Gazetteer, and Maps.
5. Read and discuss Luke 24:27. Help the children understand that Jesus studied and taught from the scriptures often. What scripture would Jesus have studied? (The Old Testament.)
6. Remove the wordstrips, mix them up, and place them on the floor or a table. Ask the children questions similar to the following ones:
 - Which two wordstrips mean the same thing? (“Scriptures” and “Standard Works.”)
 - Which two wordstrips name books that are part of a third book? (“New Testament” and “Old Testament,” which are part of the Bible.)
 - Which books are included in the standard works? (The Bible, Book of Mormon, Doctrine and Covenants, and Pearl of Great Price.)

When a child answers the question, have him or her come up and display the appropriate wordstrips.

7. Sing or read the words to “As I Search the Holy Scriptures” (*Hymns*, no. 277) or “Search, Ponder, and Pray” (*Children’s Songbook*, p. 109).

Conclusion

Testimony

Bear testimony of the truth of the scriptures and their importance in our lives. Share with the children a time in your life when reading the scriptures helped you. Encourage the children to read from the scriptures daily.

Suggested
Home Reading

Suggest that the children study 2 Timothy 3:14–17 at home as a review of this lesson.

Invite a child to give the closing prayer.

Jesus Christ Volunteered to Be Our Savior

Lesson 2

Purpose To help the children feel greater love for Jesus Christ by teaching them that in the premortal life Jesus volunteered to be their Savior.

Preparation

1. Prayerfully study John 15:13, Hebrews 12:9, Revelation 12:7–9, Doctrine and Covenants 93:21, and Moses 4:1–4. See also chapters 2 and 3 of *Gospel Principles*. Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Arrange to have some of the children in your class sing “I Lived in Heaven” (*Children’s Songbook*, p. 4) or prepare to sing or read the words with the children during the lesson.
4. Materials needed:
 - a. A Bible or a New Testament and a Pearl of Great Price for each child.
 - b. Picture 7-1, Jesus the Christ (Gospel Art Picture Kit 240; 62572), and a picture of a newborn baby, preferably of a class member or you.

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Show the picture of a newborn baby, and have the class guess who it is.

- Why was this not the beginning of this person’s life?

Testify to the children that before we were born on earth we all lived with Heavenly Father as spirit children. Explain that our spirit bodies look like our physical bodies, with arms, legs, eyes, and so on, but are not flesh and blood. Also explain that this life as spirit children is called premortal life. During this premortal life our heavenly parents taught us the gospel and the plan of life.

You might share this quotation from Brigham Young: “You are well acquainted with God our Heavenly Father. . . . There is not a soul of you but what has lived in his house and dwelt with him. . . . There is not a person here to-day but what is a son or a daughter of that Being” (*Discourses of Brigham Young*, p. 50).

Scripture Account

Ask questions like the following ones, and give the children an opportunity to discuss their feelings:

- Who loves you?
- How can you tell that someone loves you?
- Whom do you love?

Tell a story about someone who loved another person so much that he or she did something important for the loved one, such as a mother staying up at night to care for a sick child or an older brother or sister helping a younger brother or sister with a project for school.

Explain that this lesson is about what Jesus did in the premortal life that shows his great love for each of us.

Display the picture of Jesus Christ and tell the story of Jesus' volunteering to be our Savior. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Help the children understand the following ideas:

1. In the premortal life we were spirit children and lived with our heavenly parents (Hebrews 12:9).
2. Jesus was the firstborn spirit child of Heavenly Father (D&C 93:21) and is the older brother of our spirits.
3. Lucifer, who became Satan, was also a spirit child of Heavenly Father.
4. Heavenly Father called a meeting for all his spirit children. At this meeting he explained his plan for us to become like him. He told us that he wanted us to go to earth to get a physical body. He explained that on earth we would be tested to see if we would keep his commandments.
5. At this meeting Heavenly Father also explained that on earth we would all sin and we would all die. Heavenly Father needed someone to be the Savior, to suffer for our sins, and to die for us so that we could be resurrected.
6. Lucifer wanted Heavenly Father to change his plan. Lucifer said he would save everyone by taking away their freedom to choose, which would have made it impossible for us to make mistakes or be righteous. Lucifer also wanted all the honor. (Moses 4:1.)
7. Because he loved us (John 15:13), Jesus volunteered to be our Savior. He wanted to follow Heavenly Father's plan and give the glory to Heavenly Father (Moses 4:2).
8. Heavenly Father chose Jesus to be our Savior. Lucifer was angry and rebelled against Heavenly Father (Revelation 12:7–9; Moses 4:3–4).
9. Heavenly Father's spirit children had to decide whether to follow Jesus or Lucifer.
10. One-third of Heavenly Father's spirit children chose to follow Lucifer, and they were all cast out of heaven. Lucifer became Satan, and the spirits who followed him became evil spirits, who try to get us to do wrong things. These spirits who followed Satan did not receive physical bodies.
11. All the spirits who chose Heavenly Father's plan and followed Jesus in the premortal life have been or will be born on earth with physical bodies of flesh and blood.
12. All the children in this classroom chose to follow Heavenly Father's plan and have been born on earth with mortal bodies.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What do you think it was like to live in heaven with Heavenly Father?
- How does it make you feel to know that Heavenly Father is the Father of your spirit?
- What does it mean that Jesus is the older brother of our spirits?
- How did Lucifer want to change Heavenly Father's plan?
- How does it make you feel to know that Jesus volunteered to suffer and die for you?
- How do you know that you chose to follow Jesus in the premortal life? Why are you glad you made that choice?
- What does the fact that you chose to follow Jesus in the premortal life tell you about yourself?
- Now that we have been born in mortality, why is it important that we still choose to follow Jesus?

Show the children the Bible, and explain that the New Testament in the Bible tells about the things Jesus and his Apostles did while they lived on the earth. Explain that this year's lessons are based on the life and teachings of Jesus and his Apostles. Encourage the children to bring their Bibles to class each Sunday.

Have some of the children sing "I Lived in Heaven" (*Children's Songbook*, p. 4), or sing or read the words with the class.

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. As a review, write the following words on the chalkboard:

One-third
Firstborn
Older brother
Father of our spirits
Meeting in Heaven
Lucifer

Divide the class into smaller groups. Ask each group to discuss one or more of these concepts and prepare to tell the class what they remember about them. After a few minutes ask each group to report to the class.

2. Have the children open their Bibles to the list of books in the New Testament. Review lesson 1 by asking some of the following questions: How are the books of Matthew, Mark, Luke, and John similar? How are they different? What is the book of Acts about? Why are most of the rest of the books called epistles? Help the children become better acquainted with the books of the

New Testament by writing references on the chalkboard and having them locate the references in their copies of the Bible.

3. Help the children memorize John 15:13.
4. Help the children memorize the books of the New Testament (see “The Books of the New Testament,” *Children’s Songbook*, p. 116).

Conclusion

Testimony

Bear testimony that you and the children in your class are spirit children of Heavenly Father and that Jesus loves us so much that in the premortal life he volunteered to be our Savior. We loved Heavenly Father so much that we chose to follow his plan. Emphasize how important it is that the children continue to follow Heavenly Father’s plan here on earth. Testify that following Jesus and obeying his commandments are the only ways to be truly happy.

Suggested Home Reading

Suggest that the children study Moses 4:1–4 at home as a review of this lesson.

Invite a child to give the closing prayer.

John the Baptist Prepared the Way for Jesus Christ

Lesson

3

Purpose	To help the children understand that they were foreordained to do an important part of Heavenly Father's work on earth.
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Preparation	<ol style="list-style-type: none">1. Prayerfully study Luke 1:5–25, 57–80; Matthew 3:1–6; and Doctrine and Covenants 84:27–28. Then study the lesson and decide how you want to teach the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.3. Materials needed:<ol style="list-style-type: none">a. A Bible or a New Testament for each child.b. A paper with the words <i>I am a choice spirit</i> printed on it for each child.c. Picture 7-2, John Preaching in the Wilderness (Gospel Art Picture Kit 207; 62132).
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Suggested Lesson Development	<p>Before class privately ask one of the children to give the papers you have prepared to the other children right after the opening prayer.</p> <p>Invite a child to give the opening prayer.</p>
Attention Activity	<p>Have the child pass out the papers to the class members. Explain that before class started you chose the child who passed out the papers to do this service. Foreordination is like this. (Write <i>Foreordination</i> on the chalkboard.) Heavenly Father foreordained us in premortal life when he chose us to do a special work for him on earth. Being foreordained does not mean that we have to do the work; we still have our freedom or agency, but the opportunity is ours if we choose. Explain that in this lesson the children are going to learn about John the Baptist, who was foreordained or chosen to carry out an important mission on earth. Have the children read aloud the words on their papers. Tell them that the scriptures they will study explain that John the Baptist was a choice spirit, chosen in the premortal life to prepare the way for Jesus Christ.</p>
Scripture Account	<p>Teach the story of John the Baptist's birth, childhood, and mission from the scriptures listed in the “Preparation” section. Display the picture John Preaching in the Wilderness at an appropriate time. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Help the children understand that John the Baptist was foreordained to prepare the people to listen to Jesus Christ.</p>
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p>

- What do we know about the parents of John the Baptist? (Luke 1:5–7.)
- Why was Zacharias struck dumb so that he could not speak? (Luke 1:18–20.)
- Why did Zacharias and Elisabeth name their son John? (Luke 1:13.)
- What do we know about John’s childhood? (Luke 1:80; D&C 84:27–28.)
- What was John the Baptist foreordained to do? (Luke 1:15–17, 76–77.)
- How did John the Baptist fulfill his foreordained mission to prepare the way for Jesus Christ? (Matthew 3:1–6.)

Explain that just as John the Baptist was a choice spirit chosen to help build Heavenly Father’s kingdom by preparing the way for Jesus Christ, we are choice spirits chosen to help build Heavenly Father’s kingdom by helping people know more about Jesus Christ.

Read this quotation by President Ezra Taft Benson: “You are choice spirits, many of you having been held back in reserve for almost 6,000 years to come forth in this day, at this time, when the temptations, responsibilities, and opportunities are the very greatest” (in Conference Report, Oct. 1977, p. 43; or *Ensign*, Nov. 1977, p. 30).

- How does it make you feel to know that Heavenly Father knows you personally and chose you to come to earth at this time?
- What are some of the things we might have been foreordained to do to help build Heavenly Father’s kingdom? (Serve missions, be good examples by keeping our covenants, hold the priesthood, raise righteous families, fulfill Church callings.)
- How can you find out what Heavenly Father wants you to do here on earth? (Pray about decisions, listen to the Spirit.) Explain that Heavenly Father has also given us the opportunity to receive patriarchal blessings from a stake patriarch when we are old enough. Patriarchal blessings often indicate what callings we might receive or what Heavenly Father wants us to do with our lives. How can you prepare yourself to do what Heavenly Father wants you to do?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Prepare a paper with the following statements on it (without the answers) for each child, or write the statements on the chalkboard:

John the Baptist:

- a. Lived in the _____ .
- b. Was _____ months older than Jesus.
- c. Wore clothing made of _____ and _____ .
- d. Ate _____ and _____ .
- e. Prepared the way for _____ .

Answers: a. wilderness; b. six; c. camel’s hair, leather; d. locusts, wild honey; e. Jesus Christ.

Have the children read Luke 1:26–27, 35–36, 76 and Matthew 3:1, 4 to fill in the blanks. (If the children don't know what locusts are, explain that they are large flying insects.) Help them realize that even though John the Baptist lived a simple, humble life in the wilderness, he faithfully fulfilled his mission and prepared the way for Jesus Christ.

2. Have the children read the following scriptures to discover others who were foreordained for their earthly missions:

Jeremiah 1:5—Jeremiah

1 Nephi 11:18—Mary, the mother of Jesus (vision given to Nephi)

Ether 3:14—Jesus Christ

Doctrine and Covenants 138:53, 55—Joseph Smith and others

Abraham 3:23—Abraham

Conclusion

Testimony

Bear testimony that just as John the Baptist was foreordained to prepare the way for Jesus Christ and be a witness for him, so each of us was foreordained to our mission on earth. Express your feelings about the importance of living the gospel and being worthy to do whatever Heavenly Father foreordained us to do.

Suggested Home Reading

Suggest that the children study Luke 1:5–23, 57–80 and Matthew 3:1–6 at home as a review of this lesson.

Invite a child to give the closing prayer.

Jesus Christ Is the Son of Heavenly Father

Purpose

To help the children understand that Jesus Christ is the Only Begotten Son of God in the flesh.

Preparation

1. Prayerfully study Matthew 1:18–25 and Luke 1:26–38, 2:1–20. Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Additional reading: John 3:16–17, Alma 22:14, Doctrine and Covenants 19:16–19, and *Gospel Principles*, chapter 11.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Pictures 7-1, Jesus the Christ (Gospel Art Picture Kit 240; 62572); 7-3, The Birth of Jesus (Gospel Art Picture Kit 200; 62116); 7-4, The Announcement of Christ’s Birth to the Shepherds (Gospel Art Picture Kit 202; 62117); and 7-5, Family with a Baby (62307).

Suggested
Lesson
Development

Invite a child to give the opening prayer.

Attention Activity

Display the picture Family with a Baby. Ask the children the following questions:

- How do you think these parents feel to have this new baby?
- Where did this baby’s spirit live before it was born?
- Who is its earthly mother? Who is its earthly father? Who is the Father of its spirit?

Explain that, just like this baby, each of us has an earthly father and mother and that Heavenly Father is also the Father of our spirits.

Display the picture Jesus the Christ.

- Who is Jesus’ mother? Who is Jesus’ Father?

Help the children understand that Jesus is different from us because Heavenly Father is the father of Jesus’ earthly body. Tell them that this lesson will teach them more about Jesus’ birth.

Scripture Account	Teach the story of Mary and Joseph and the birth of Jesus from the scriptures listed in the “Preparation” section, using pictures where appropriate. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Help the children understand that Heavenly Father is the father of Jesus Christ’s spirit body and also of his physical body.
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ul style="list-style-type: none"> • What did Heavenly Father’s angels tell Mary and Joseph about Jesus before he was born? (Matthew 1:19–23; Luke 1:30–33, 35.) Why? • Why do you think the angels appeared to the shepherds? (Luke 2:9–14.) (To witness to the shepherds that Heavenly Father’s Only Begotten Son had been born in Bethlehem.) • What do you think the shepherds told people about Jesus? (Luke 2:15–20.) • Why is Jesus called the Only Begotten of the Father? (Jesus is the only person born in mortality whose physical father is Heavenly Father.) Explain that as Mary’s husband, Joseph was chosen to be the man who would help teach and raise Jesus. • How does Jesus’ relationship with Heavenly Father differ from our relationship with Heavenly Father? • Why was it important for Jesus’ mother to be mortal? Help the children understand that because Mary was mortal, Jesus was also mortal and could die for us. Also help the children understand that because Heavenly Father is the father of Jesus’ physical body, Jesus did not have to die (see John 5:26; 10:17–18). He chose to suffer for our sins and overcome death (see Alma 22:14; D&C 19:16–19).

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Ask the boys to imagine what it might have been like to be Joseph. Ask the girls to imagine what it might have been like to be Mary. Have them tell you what they might have thought when the angel came to visit them. Ask them what they might have felt when they were told they would be the earthly parents of the Savior.
2. Have each child look up one of the following scriptures, where Jesus is referred to as the Only Begotten Son: John 1:14; 3:16–18; 1 John 4:9; Jacob 4:5, 11; Alma 5:48; 12:33–34; Doctrine and Covenants 29:42, 46; 93:11; and Moses 1:6. (If you have more than nine children in the class, you can assign two children to a scripture.) When the children have finished this activity, they should understand that the title *Only Begotten Son* tells us that Jesus is the only person born on this earth who is the physical son of Heavenly Father.

3. Ask the children to tell you something that they know about Jesus that is important to them.
4. Review the first article of faith with the children.
5. Have the children sing or read “He Sent His Son” (*Children’s Songbook*, p. 34).

Conclusion

Testimony	Bear testimony of Jesus Christ, emphasizing that he is Heavenly Father’s Only Begotten Son, or the only person born on earth whose physical father was Heavenly Father. Testify that Jesus is our Savior. Encourage the children to study and pray to gain a testimony that Jesus Christ is our Savior.
Suggested Home Reading	Suggest that the children study Luke 1:26–38 at home as a review of this lesson. Invite a class member to give the closing prayer.

The Childhood of Jesus Christ

Lesson

5

Purpose	To help the children learn about Jesus' childhood and understand that God provided witnesses to testify that Jesus Christ is his Son.
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Preparation	<ol style="list-style-type: none">1. Prayerfully study Luke 2:21–52, Matthew 2, the Joseph Smith Translation of Matthew 3:24–26, and Doctrine and Covenants 93:11–14. Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.3. Materials needed:<ol style="list-style-type: none">a. A Bible or a New Testament for each child.b. An interesting object, such as a family keepsake, that is small enough to be easily hidden in the classroom.c. Picture 7-6, Boy Jesus in the Temple (Gospel Art Picture Kit 205; 62500).
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	<p>As the children come into class, show two or three of them the object you have brought; then hide it before the rest of the class arrives. Ask one of the children who saw the object to describe it without saying what it is. Ask the class if they know what the object is. Ask the other children who saw the object to describe it. Help the children understand that they can be more sure about something if they hear it from more than one person. Show the object to the class.</p> <p>Explain that the children who first saw the object acted as witnesses because they knew about the object and described what it was like. A witness is someone who has a personal knowledge of something and shares that knowledge with others. A witness can also be something that gives evidence or proof; for example, the Book of Mormon witnesses that Jesus is the Christ. Explain that when Jesus was a child, Heavenly Father provided many witnesses to testify that Jesus was his Son.</p>
Scripture Account	Teach the account of Jesus' childhood as found in the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)
Discussion and Application Questions	Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures. You could use enrichment activity 1 as a review of the previous lesson before you teach this lesson.

- Why did Mary and Joseph bring the baby Jesus to the temple? (Luke 2:21–24.)
- How did Simeon know that Jesus was the Son of God? (Luke 2:25–30.)
- How did Anna witness that Jesus was the Son of God? How do you think she knew who he was? (Luke 2:36–38.)
- How did the wise men know that Jesus was the Son of God? Why did they give him gifts? (Matthew 2:2, 11.)
- How can you be a witness of Jesus Christ?
- Why did Heavenly Father tell Joseph to take his family to Egypt? (Matthew 2:13–14.) What did Herod do to try to keep Jesus from becoming king? (Matthew 2:16.) How did Joseph know it was safe to return from Egypt? (Matthew 2:19–20.) Where did the family go to live? (Matthew 2:21–23.)
- What do you think Jesus did as a boy to gain experience and knowledge? (JST Matthew 3:24–26; Luke 2:40, 52; D&C 93:11–14.) What things are important for you to learn as you grow up? What goals have you set?
- Show the picture Boy Jesus in the Temple. Why were the men in the temple impressed with Jesus? (Luke 2:46–47. Note that Joseph Smith’s translation of this scripture says “and they were hearing him, and asking him questions.”) What does this tell us about how much Jesus had learned in his childhood? What can you do to learn more about the gospel? How was Jesus honoring and obeying his Father in the temple?
- What did Jesus do to honor and obey Joseph and Mary? (Luke 2:51–52.) Explain that Joseph and Mary taught Jesus during his childhood just as our parents teach us during our childhoods. How can you honor your parents?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have the children name as many people as possible from the previous weeks’ lessons who witnessed that Jesus Christ was the Son of God. To help the children remember these witnesses, you could have them look up the following scriptures: Luke 1:30–32 (Gabriel), Luke 1:41–43 (Elisabeth), John 1:29–34 (John the Baptist), and Luke 2:8–17 (the angels and shepherds).
2. Discuss goals the children could set to help them learn more about the gospel, such as reading the scriptures every day, praying, participating in family home evening, and so on. Ask the children to write on a piece of paper two goals that will help them learn more about the gospel this year. Encourage them to keep the paper where they can see it often.
3. Make a copy of the map at the end of this lesson for each child in your class. Let the children find and label the places where Jesus lived: Jerusalem, Bethlehem, Egypt, and Nazareth. (Maps #13 and #14 in the LDS edition of the King James Version of the Bible can help you with this activity.)
4. Help the children memorize the first article of faith.

5. Write on the chalkboard scripture references to times when Heavenly Father witnessed that Jesus is his Son (Matthew 3:16–17; 17:5; 3 Nephi 11:6–8; Joseph Smith—History 1:17). Have the children look up the references, and discuss what happened in each instance.
6. Help the children memorize Luke 2:52.
7. Sing or read the words to “Jesus Once Was a Little Child” (*Children’s Songbook*, p. 55) or “This Is My Beloved Son” (*Children’s Songbook*, p. 76).

Conclusion

Testimony

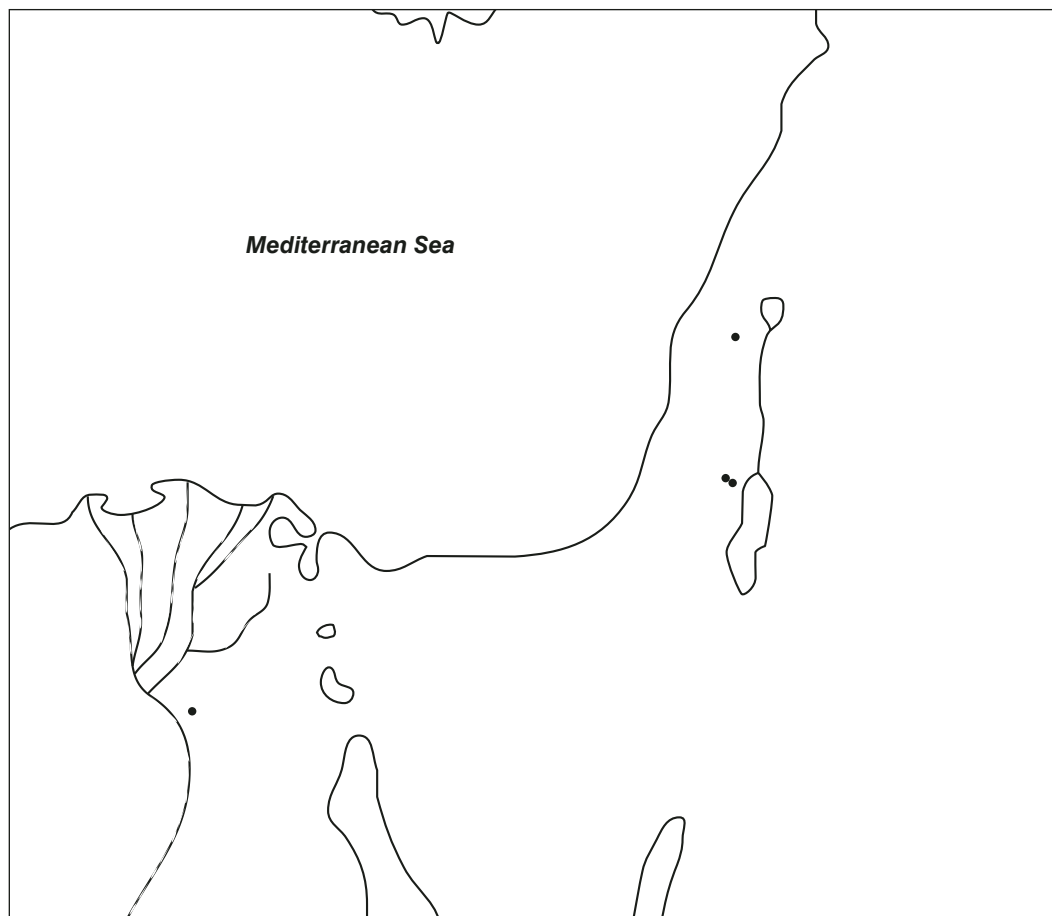
Share with the children your feelings about Jesus Christ, and tell them why it is important to you that he is the Son of God. Help them understand that if they follow Jesus’ example they can be more like him.

Enrichment activity 2 could be used as a life application of the lesson.

Suggested Home Reading

Suggest that the children study Luke 2:40–52 at home as a review of this lesson.

Invite a child to give the closing prayer.



Places where Jesus Christ lived

The Baptism of Jesus Christ

Purpose	To help the children want to keep their baptismal covenants.
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Preparation	<ol style="list-style-type: none"> 1. Prayerfully study Matthew 3:13–17; John 3:5; 2 Nephi 31:4–10, 17–21; Mosiah 18:8–17; and Doctrine and Covenants 33:15. Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). 2. Additional reading: John 1:29–34, Doctrine and Covenants 20:37, and <i>Gospel Principles</i>, chapter 20. 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson. 4. Materials needed: <ol style="list-style-type: none"> a. A Bible or a New Testament for each child. b. A Book of Mormon. c. Fourth Article of Faith chart (65004). d. Picture 7-7, John the Baptist Baptizing Jesus (Gospel Art Picture Kit 208; 62133).
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	Have two children come to the front of the class, face each other, and hold hands above their heads to form an area the other children can walk under. Explain that these children represent a very important gate. Tell the children that this gate is the entrance to the strait and narrow path that leads to eternal life. Have a child read 2 Nephi 31:17. Explain that one of the first steps to eternal life is going through the gate (being baptized). Have the children walk through the gate.
Scripture Account	Show the picture of John the Baptist baptizing Jesus. Teach the account as found in the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ul style="list-style-type: none"> • Who baptized Jesus? (Matthew 3:13.) • Why did John the Baptist hesitate to baptize Jesus? (Matthew 3:14.) • Why did Jesus want to be baptized? (Matthew 3:15; 2 Nephi 31:7, 9.)

- Why do we need to be baptized? (John 3:5.) What does *immersion* mean? Why must we be put completely under the water when we are baptized? (3 Nephi 11:26–28.)
- What happened right after Jesus was baptized? (Matthew 3:16–17.)
- How do we receive the gift of the Holy Ghost? (D&C 33:15.)
- How did you feel when you were baptized? How did you feel when you were confirmed and given the gift of the Holy Ghost?
- What did you promise when you were baptized? What does Heavenly Father promise us? (Mosiah 18:8–13; D&C 20:37.)

Explain that these promises between us and Heavenly Father are the baptismal covenants. When we are baptized, we covenant to:

Become members of Jesus' church.
 Help others.
 Stand as witnesses of Heavenly Father at all times and in all places.
 Serve Heavenly Father and keep his commandments.

If we keep our covenants, Heavenly Father covenants to:

Forgive our sins.
 Give us many blessings.
 Give us daily guidance through the Holy Ghost.
 Give us eternal life. (See *Gospel Principles*, chapter 20.)

- When we go through the gateway of baptism, what are we entering? (2 Nephi 31:17–18.) What must we do after baptism to gain eternal life and be able to live forever with Heavenly Father? (2 Nephi 31:18–20.)

Article of Faith

Show the Fourth Article of Faith chart. Help the children memorize it.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write the following questions about baptism and their scripture references on the chalkboard or a piece of paper: Why are we baptized? (D&C 49:13; 2 Nephi 31:18.) How are we baptized? (D&C 20:72–74.) By whom are we baptized? (D&C 20:73.) When are we baptized? (D&C 68:27.) Have the children look up the scriptures and discuss the answers.
2. Write each of the following phrases on a separate piece of paper:
 - For the remission of our sins
 - To become members of the Church
 - So we can receive the gift of the Holy Ghost
 - To be obedient
 - To get on the strait and narrow path

Have the children pass through the gate used at the beginning of the lesson. As each child goes through, hand him or her one of the papers. Explain that these are reasons why we must be baptized. Discuss with the children how we can keep our baptismal covenants.

3. Using the picture of a child being baptized (62018) and the picture of John the Baptist baptizing Jesus, tell about your own baptism or have a child tell about his or her baptism.
4. Help the children memorize 2 Nephi 31:20.
5. Arrange for a group of children to sing “Baptism” (*Children’s Songbook*, p. 100), or sing or read the words with the class.

Conclusion

Testimony	Bear testimony of the importance of baptism and that baptism is the gate to the strait and narrow path that leads to eternal life. Some of the children may also want to bear their testimonies about their own baptisms.
Suggested Home Reading	Suggest that the children study Matthew 3:13–17 at home as a review of this lesson. Invite a child to give the closing prayer.

Jesus Christ Was Tempted by Satan

Lesson 7

Purpose To help each child learn how to resist Satan's temptations.

Preparation

1. Prayerfully study Matthew 4:1–11, Mark 1:12–13, and Luke 4:1–13. (Note footnote references to the Joseph Smith Translation.) Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Additional readings: 1 Corinthians 10:13; 2 Nephi 2:18; 28:19–22; 3 Nephi 18:18; and Doctrine and Covenants 10:5, 27; 11:12.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A paper and pencil for each child.
 - c. The following three wordstrips:
 - Decide
 - Pray
 - Listen to the Holy Ghost
 - d. Picture 7-8, The Pinnacle of the Temple.

Suggested Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Give each child a piece of paper. Ask the children to write down three things that they think children their age might be tempted to do that are wrong. Have the children tell you what they wrote down. You might want to list their answers on the chalkboard and discuss the problems they face today. Tell them that this lesson will help them learn how to resist such temptations.

Scripture Account

Teach the story of Jesus being tempted as told in the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Note: The Joseph Smith Translation (JST) clarifies the account found in the King James Version of the Bible. Help the children understand that the JST makes it clear that Jesus was “led by the Spirit into the wilderness to be with God” and not to be tempted by the devil. Explain that Jesus did not willingly go into a situation where he would be tempted, and he doesn’t want us to do so either. Also explain that the JST states that Jesus was taken by the Spirit to the pinnacle and the high mountain and not by the devil as it reads in the Bible.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- Why did Jesus go into the wilderness? (Matthew 4:1, footnote *b.*)
- In the Joseph Smith Translation of Matthew 4:2 it says that while Jesus was in the wilderness, he “communed with God.” What do you think it means to commune with God? How can you commune with God?
- How do you think the forty days of fasting and communing with God helped prepare Jesus to withstand temptation?
- How did Satan first tempt Jesus? (Matthew 4:3.) Why do you think this temptation might have been hard for him to withstand? (Matthew 4:2.) How did Jesus answer Satan? What did Jesus mean? (Matthew 4:4.)
- What were the other ways Satan tempted Jesus? (Matthew 4:5–6, 8–9.) How did Jesus respond to these temptations? (Matthew 4:7, 10.) Do you think these were the only times Christ was tempted? (Luke 4:13. “For a season” would indicate these weren’t the only times.)
- How did studying the scriptures help Jesus resist the temptations? (Matthew 4:4, 6–7, 10.)
- What is Satan trying to do to each of us? (2 Nephi 2:18; 28:20–22; D&C 10:27.)
- How can Heavenly Father help you resist temptations? What can you do right now that will help you avoid future temptations?
- What great promise has the Lord given us regarding our temptations? (1 Corinthians 10:13.) Read this scripture together.

Discuss three things we can do that will help us avoid and resist temptation. Display the wordstrips as you discuss them.

1. *Decide* to resist temptation before you are faced with it.

Read and discuss the following quotation by President Spencer W. Kimball:

“Right decisions are easiest to make when we make them well in advance. . . .

“When I was young, I made up my mind . . . that I would never taste tea, coffee, tobacco, or liquor. . . .

“The time to decide on . . . honesty is before the store clerk gives you too much change. The time to decide against using [illegal] drugs is before a friend you like teases you for being afraid or [righteous]. The time to decide that we will settle for nothing less than an opportunity to live eternally with our [Heavenly] Father is now” (“Decisions: Why It’s Important to Make Some Now,” *New Era*, Apr. 1971, p. 3).

2. *Pray* that you can avoid temptation (Mark 14:38) and that if you are tempted, you will have the power and faith to resist. Explain that daily prayer, striving to avoid any kind of temptation, and pursuing worthwhile service and activities will help us.

3. *Listen to the Holy Ghost*. Explain that after we are baptized, we are given the gift of the Holy Ghost, which can help us overcome temptation (see D&C 11:12).

Ask the children to talk about experiences when they have been tempted. Have them share what they did to avoid or resist the temptation.

Refer to the temptations that were written on the chalkboard during the activity at the beginning of the lesson. Discuss several of these individually, and have the children consider how a young person can avoid and resist each one. Ask the children to privately choose one temptation they want to be prepared to resist and plan how they can avoid or resist this temptation.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Play a “What if” game. Write on pieces of paper “What if” questions that describe temptations the class members might face, such as the sample questions below. Have a child take one of the questions out of a box or jar, read the question, and respond to it. Then have that child choose someone else to select another “What if” question from the box. Emphasize that deciding in advance is an important help in resisting temptation.

What if you find something that belongs to someone else?

What if you promise your father you will help him but a friend comes by and asks you to play?

What if your friends make fun of you for not smoking some cigarettes they found (or drinking alcohol or taking drugs)?

What if you know you will get in trouble if you tell the truth?

2. Have the children pantomime or role-play resisting temptations.
3. Prepare some “Temptation Cards.” On 3" by 5" cards or pieces of paper write temptations that the children might have, such as lying, cheating, stealing, using vulgar language, and so on. On other cards, “Help Cards,” write *Faith in Jesus Christ, Parents, Teachers, Good friends, Prayer, Fasting, Church leaders, Scriptures, the Holy Ghost, Avoiding temptations*, and other things that help people resist temptation.

Place the Temptation Cards face down in one pile and the Help Cards face down in another pile. Have a child choose a Help and a Temptation Card and tell the class what is written on each. Let the class discuss how what is on the Help Card can make it easier to resist or avoid what is on the Temptation Card. Let each child take a turn choosing cards.

4. Share with the children the following quote from President Joseph Fielding Smith: “Habits are easily formed. It is just as easy to form good habits as it is to form evil ones” (*New Era*, July 1972, p. 23). You might want to help the children memorize this quote.
5. Ask the children to name some decisions they have made that will help them avoid temptation in the future.
6. Help the children memorize Matthew 4:4.
7. Have the children sing or read the words to one or more of the following songs: “Hum Your Favorite Hymn” (*Children’s Songbook*, p. 152); “The Still Small Voice” (*Children’s Songbook*, p. 106); “Listen, Listen” (*Children’s Songbook*, p. 107); “Keep the Commandments” (*Children’s Songbook*, p. 146).

Conclusion

Testimony	Bear testimony that we have the power to resist the temptations that come to us. Express your love for Jesus and his example of resisting Satan's temptations.
Suggested Home Reading	Suggest that the children study Matthew 4:1–11 at home as a review of this lesson. Invite a child to give the closing prayer.

Jesus Christ Cleanses the Temple

Lesson

8

Purpose To help each child feel greater love and respect for Heavenly Father and Jesus Christ and for sacred places.

Preparation

1. Prayerfully study John 2:13–16, Matthew 21:12–14, Luke 19:45–48, and Exodus 20:7. Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Additional reading: Mark 11:15–17.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. The following wordstrips:
 - We can show love and respect for Heavenly Father and Jesus by:
 - Our reverence in Primary and sacrament meeting.
 - The language we use when we pray.
 - The way we dress.
 - The way we act.
 - The way we speak.
 - c. Picture 7-9, Jesus Cleansing the Temple (Gospel Art Picture Kit 224; 62163).

Suggested Lesson Development

Development Invite a child to give the opening prayer.

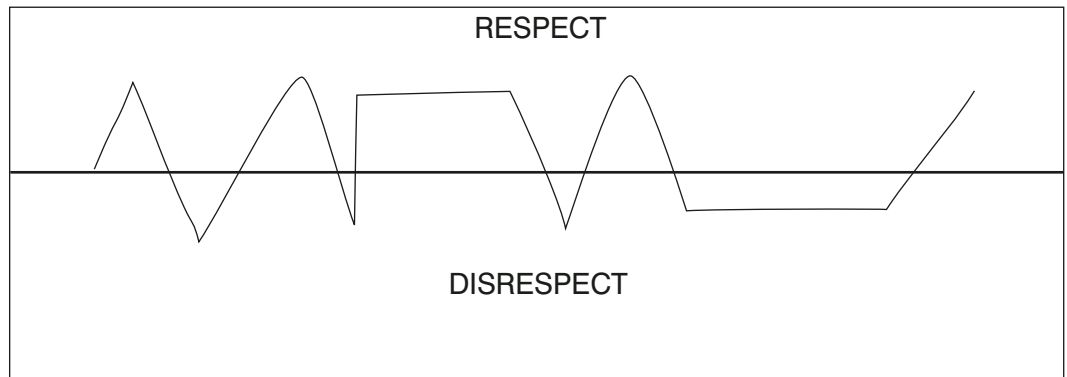
Attention Activity Draw a horizontal line across the chalkboard. Write *RESPECT* above the line and *DISRESPECT* below. Ask the children to pretend a friend is coming to their home. Tell them you are going to draw a “respect line” on the chalkboard. Mention things the friend does (see below), and have the class decide if the friend is showing respect or disrespect for you and your home. Draw a continuous line, intersecting the horizontal line on the chalkboard, moving up for situations showing respect and down for ones showing disrespect. Use situations such as the following:

The friend:

- Waits quietly outside until invited in.
- Walks in with muddy feet.
- Thanks you for the invitation to come.
- Shouts and yells loudly in your home.
- Greets your parents politely.

- Demands something to eat.
- Treats your possessions carefully.
- Ignores your parents when they speak to him or her.
- Invites you to visit at his or her house.

Your “respect line” may look something like this:



Have the children answer the following questions to themselves:

- When you visit a friend’s home, what does your “respect line” look like?
- When you come to Primary, what does your “respect line” look like?
- What does your “respect line” look like when you are in your own home?

Scripture Account

Teach the accounts of Jesus cleansing the temple in Jerusalem. The account of the first cleansing is in John 2:13–16. The second account, nearly three years later and just a few days before his crucifixion, is in Matthew 21:12–14 and Luke 19:45–48. (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.) As you teach these accounts, have the children ask themselves how Jesus feels about Heavenly Father and the temple. Help the children understand that this temple was a sacred place, just as our temples and church meetinghouses are today, and Jesus wants us to respect these holy places.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did Jesus find some people doing in the temple? (John 2:14.)
- Why did Jesus drive the sellers and money changers out of the temple? What did Jesus say to them? (John 2:16; Matthew 21:13; Luke 19:45–46.)
- What did Jesus do in the temple after he had driven them out? (Matthew 21:14; Luke 19:47.)
- Why do you think it is important to be reverent in holy places such as homes, temples, and church buildings? For whom are we showing respect?

Discuss the importance of being reverent in places that have been dedicated to the Lord. Help the children understand that reverence is profound honor and love.

- Who was Jesus showing love and respect for when he cast out the money changers? (John 2:16.) Why did he do this?

- How can we show love and respect for Heavenly Father and Jesus at church? at home? at school? at play?

Display the wordstrips one at a time. Discuss with the children ways to show love and respect for Heavenly Father and Jesus. Include the following ideas:

When we are reverent during the sacrament, we are showing love and respect for Jesus and the covenants we make with Heavenly Father.

When we listen to the talks in sacrament meeting and are reverent in Primary, we learn more about Heavenly Father and Jesus and what they want us to do.

When we pray appropriately, we are showing respect for Heavenly Father.

When we dress modestly, we are showing that we respect our bodies as sacred creations of Heavenly Father.

When we act the way Heavenly Father and Jesus want us to, we are showing that we believe in them and that it is important to us to do what they have asked us to do.

When we use the name of the Lord reverently and do not misuse it, we are showing others that we respect and love him.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have the children read and memorize Exodus 20:7. Relate and discuss the following incident told by President Spencer W. Kimball, and help the children make the commitment to keep this important commandment.

“In the hospital one day I was wheeled out of the operating room by an attendant who stumbled, and there issued from his angry lips vicious cursing [swearing] with a combination of the names of the Savior. Even half-conscious, I recoiled and implored: ‘Please! Please! That is my Lord whose name you revile.’ There was a deathly silence, then a subdued voice whispered: ‘I am sorry.’ He had forgotten for the moment that the Lord had forcefully commanded all his people, ‘Thou shalt not take the name of the Lord thy God in vain; for the Lord will not hold him guiltless that taketh his name in vain’ (Exodus 20:7)” (“President Kimball Speaks Out on Profanity,” *Ensign*, Feb. 1981, p. 3).
2. Get several pictures of temples and church buildings. Write the names of the temples and buildings on separate pieces of paper, and ask the children to match the names with the pictures. Have them match names and pictures a second time while you explain how these buildings help the Lord further his work here on earth.
3. Describe the feelings you have had when you have attended the temple, or invite someone in your ward or branch to share his or her feelings about the temple. Help the children realize how sacred the temple is and that those who attend can feel close to the Lord there. Discuss what the children can do in their lives to be worthy to enter the temple.
4. Give the children each a piece of paper and a pencil. Have them write down specific ways they can show love, honor, and respect for Heavenly Father

and Jesus Christ during the coming week. Ask them to keep the list where they can see it often.

5. Draw another “respect line” on the chalkboard as the children give examples of actions that show respect or disrespect in the church building.

Challenge

Refer to the “respect line” again and tell the children that they need to have a “respect line” for their relationship with Heavenly Father and Jesus Christ. Challenge the children to keep their line up by showing love and respect for Heavenly Father and Jesus in all they do.

Conclusion

Testimony

Express your reverent feelings about Heavenly Father and Jesus Christ and your desire to show love, honor, and respect for them by the way you live.

Suggested
Home Reading

Suggest that the children study Matthew 21:12–14 at home as a review of this lesson.

Invite a child to give the closing prayer.

Jesus Christ Calls His Apostles

Lesson

9

Purpose To help each child have greater love and respect for the Apostles Jesus Christ calls to be his special witnesses.

Preparation

1. Prayerfully study Matthew 4:18–22, Luke 5:1–11, 6:12–16, Matthew 16:13–19, Mark 3:13–19, 16:15, Acts 10:39–43, 3 Nephi 12:1–2, and Doctrine and Covenants 107:23. Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Additional reading: Matthew 10:2–4, Mark 1:16–20, and John 1:35–51.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Several copies of the Doctrine and Covenants.
 - c. Sixth Article of Faith chart (65006).
 - d. Pictures 7-10, Jesus and the Fishermen (Gospel Art Picture Kit 209; 62496), and 7-11, Christ Ordaining the Apostles (Gospel Art Picture Kit 211; 62557), and also pictures of the current Apostles (64329–64378. If the pictures are not in your meetinghouse library, see a recent conference issue of a Church magazine).

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Write the following scripture references on the chalkboard:

1 Corinthians 12:28

Ephesians 2:20

Doctrine and Covenants 107:23

Have the children look up the references to find an important word that is found in each one. You may want to have the children work together in groups of two or three. If they need help, tell them the word starts with the letter A (Apostle).

Have a child read Doctrine and Covenants 107:23 to the class to find out why an Apostle is an important servant of the Lord.

Scripture Accounts

Showing the pictures at appropriate times, teach the accounts of Jesus calling his disciples (Matthew 4:18–22; Luke 5:1–11) and later the Twelve Apostles (Mark 3:13–19; Luke 6:12–16). (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.)

As you teach these accounts, make sure the children understand that Jesus had many followers, called disciples. When he first called Peter, Andrew, James, and John from their fishing boats, he was calling them to be disciples. From his larger group of disciples he chose twelve men to be his Apostles (see Luke 6:13). He ordained them the same way Apostles are ordained today, by the laying on of hands, and gave them the same authority Apostles have today (see Mark 3:13–15).

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did Peter, Andrew, James, and John do for a living? (Matthew 4:18–22.) What does it mean to be “fishers of men”? (Matthew 4:19). How are Apostles today “fishers of men”? (D&C 18:27–29.)
- How did Peter, Andrew, James, and John respond when Jesus told them to follow him? (Matthew 4:19–22.) Explain that *straightway* means immediately. How did their response show that they believed that Jesus was the Christ? (Note that the Joseph Smith Translation of Matthew 4:18 states that Jesus told them who he was before he asked them to follow him.) Why is it important for us to know that Jesus Christ is the Son of God?
- What did Jesus tell Simon to do with his nets? (Luke 5:4.) (Explain that Simon, Simon Peter, and Peter are all the same person.) Why did Simon question doing what Jesus asked? (Luke 5:5.) What happened? (Luke 5:6–7.) Why did this event help the disciples have greater faith in Jesus? (Luke 5:8–10.) What did Peter, James, and John do to prove that they had faith in Jesus? (Luke 5:11.) How can we show that we follow Jesus Christ?
- How long did Jesus pray before calling his Apostles? (Luke 6:12.) Why do you think Jesus prayed before making this important decision? Who calls Apostles today? (Heavenly Father instructs the First Presidency through inspiration.)
- The scriptures speak of disciples and Apostles. What is the difference between a disciple and an Apostle? (Luke 6:13.)

Explain that a disciple is a follower of Jesus Christ. An Apostle is one of a select group of men who is ordained as a special witness of Jesus Christ to all the world. He testifies that Jesus is the Son of God and that he was resurrected. He makes sure the gospel is preached everywhere in the world. (See Mark 16:15 and D&C 107:23.)

- Are you a disciple or an Apostle?
- What does it mean to be a special witness of Jesus Christ? (Acts 4:33; 10:39–43; D&C 107:23.) How did Peter witness that Jesus was the Christ? (Matthew 16:13–17.) What did Jesus promise Peter because of Peter’s testimony? (Matthew 16:18–19.) Help the children understand that the “keys of the kingdom” are the authority the Apostles have to do Heavenly Father’s and Jesus’ work here on earth. The account of Peter, James, and John receiving these promised keys on the Mount of Transfiguration will be discussed in lesson 15.

- How do Apostles witness that Jesus is the Christ today?

Tell the following account of Elder David B. Haight, an Apostle of the Lord:

“The evening of my health crisis, I knew something very serious had happened to me. . . . I was pleading to my Heavenly Father to spare my life a while longer to give me a little more time to do His work, if it was His will.

“While still praying, I began to lose consciousness. The siren of the paramedic truck was the last that I remembered before unconsciousness overtook me, which would last for the next several days.

“The terrible pain and commotion of people ceased. I was now in a calm, peaceful setting; all was serene and quiet. . . .

“I heard no voices but was conscious of being in a holy presence and atmosphere. During the hours and days that followed, there was impressed again and again upon my mind the eternal mission and exalted position of the Son of Man. I witness to you that He is Jesus the Christ, the Son of God, Savior to all, Redeemer of all mankind, Bestower of infinite love, mercy, and forgiveness, the Light and Life of the world. I knew this truth before—I had never doubted nor wondered. But now I knew, because of the impressions of the Spirit upon my heart and soul, these divine truths in a most unusual way.

“I was shown a panoramic view of His earthly ministry: His baptism, His teaching, His healing the sick and lame, the mock trial, His crucifixion, His resurrection and ascension. There followed scenes of His earthly ministry to my mind in impressive detail, confirming scripture eyewitness accounts. I was being taught, and the eyes of my understanding were opened by the Holy Spirit of God so as to behold many things” (in Conference Report, Oct. 1989, p. 73; or *Ensign*, Nov. 1989, pp. 59–60).

- Who are the Apostles on the earth today?

Identify the names of the men in the First Presidency and the Quorum of the Twelve Apostles. Tell something you know about the current Apostles, perhaps focusing on one who has recently visited or will soon visit your area.

- How are our lives blessed when we listen to the counsel of the Apostles? (3 Nephi 12:1–2.)

Article of Faith

Help the children memorize the sixth article of faith.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Bring to class individual pictures of the First Presidency and Twelve Apostles. Write their names on separate pieces of paper and have the children match the names and pictures and then arrange them in order of seniority. If individual pictures are not available, have the children arrange the names in order of seniority. Let each child have a turn.
2. List and discuss the names of the Twelve Apostles Jesus called. (Luke 6:12–16.)

- Using recent conference reports or conference issues of Church magazines, have the children find the talks given by the Apostles. Ask them to find the places in these talks where the Apostles declared their special witness of Jesus Christ (these are often at the end of their speeches).

Conclusion

Testimony	Share with the children your gratitude for Apostles, and tell how your life has been blessed when you followed their counsel. Bear your witness that Jesus calls Apostles, through the living prophet, to witness His name and preach the gospel to all the world.
Suggested Home Reading	Suggest that the children study Matthew 4:18–22 at home as a review of this lesson. Invite a child to give the closing prayer.

The Sermon on the Mount

Lesson 10

Purpose To help the children strive to become more like Jesus by following his teachings in the Sermon on the Mount.

Preparation

1. Prayerfully study Matthew 5:1–6:4 and 7:12. Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Additional readings: Luke 6:17–36 and 3 Nephi 12.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Pieces of paper with situations the children might have to face (see the attention activity.)
 - c. Picture 7-12, Sermon on the Mount (Gospel Art Picture Kit 212; 62166).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Have each child come to the front of the class, one at a time, and take a slip of paper on which you have written a difficult situation he or she might have to face. Use situations like the following examples:

- Your brother or sister criticizes you.
- Someone is mean to you at school.
- Other children make fun of you for refusing to try a cigarette.
- Others make fun of you because you do not use profanity.

Have each child tell how he or she might react to the situation. Let the other class members add their ideas. Explain that they are going to discuss some of Jesus’ teachings in the Sermon on the Mount that will help them know what to do in these situations. These teachings help us become more like Jesus because they tell us how he wants us to live.

Scripture Account

Show the picture of the Sermon on the Mount. Using the scriptures listed in the “Preparation” section, teach the children about Jesus giving the Sermon on the Mount. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Emphasize the following points:

- The Beatitudes
- Loving your enemies
- Becoming perfect
- The Golden Rule (Do unto others as you would have them do unto you)

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- Explain that the teachings in Matthew 5:3–11 are often called the Beatitudes. (Point out that when Jesus gave the Beatitudes to the Nephites, he included the phrase “who come unto me.” Compare Matthew 5:3 with 3 Nephi 12:3.) How can the Beatitudes help us become more like Jesus?
- What does it mean to hunger and thirst after righteousness? (Matthew 5:6.) How can we do this? What blessings will we receive when we do?
- What is a pure heart? (Matthew 5:8.) What are the pure in heart promised? How can we develop pure hearts?
- Why is it important to be a peacemaker? (Matthew 5:9.) How can we become peacemakers?
- What does it mean to be the “salt of the earth”? (Matthew 5:13.) How can we be like salt? (See enrichment activity 2.) What does it mean to be a “light unto the world”? (Matthew 5:14–16.) How can we be a light unto others?
- What should we do if there is a problem between us and someone else? (Matthew 5:23–24.) How should we treat our enemies or those who do not like us? (Matthew 5:43–47.)
- How can we become perfect? (Matthew 5:48.)

Discuss this statement from Elder Joseph Fielding Smith about perfection: “[Perfection] will not come all at once, but line upon line, precept upon precept, example upon example, and even then not as long as we live in this mortal life. . . . But here we lay the foundation . . . to prepare us for that perfection. It is our duty to be better today than we were yesterday, and better tomorrow than we are today” (*Doctrines of Salvation*, 2:18).

- How should we perform acts of service? (Matthew 6:1–4.) What secret acts of service can we do for others?
- Matthew 7:12 is often called the Golden Rule. What did Jesus ask us to do? How can we do this?

Help the children understand that if they try to live the teachings that Jesus taught in the Sermon on the Mount, they will be on the path to perfection. Emphasize that perfection is a gradual thing that will not be accomplished in this life. What we need to do now is try to be more like Jesus each day.

Have the children review the situations from the Attention Activity. Have them tell what they learned about how Jesus wants us to react in certain situations. Ask the children to think about what would happen if we all lived Jesus’ teachings in the Sermon on the Mount.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Print on cards the first part of each Beatitude, such as “Blessed are the poor in spirit who come unto me,” and print on another card the second part of the Beatitude, such as “for theirs is the kingdom of heaven.” Mix up the cards and place them face down in rows on a table or the floor. Have class members come up one at a time and try to find a match by turning over two cards. (The children can use their scriptures to help them.) If the cards match, the matched cards are left face up. If the cards do not match, they are turned face down again. If everyone does not get a turn the first time, mix the cards up, turn them over, and have the children match them again.
2. Unless this lesson is on fast Sunday, prepare a food that usually is prepared with salt, such as popcorn, rice, pasta, and so on. Leave the salt out and ask each child to taste the food. (Check with parents for allergies.) Add a small amount of salt and let the children taste the food again. Point out that a very small amount of salt can make a big difference. A small number of righteous people can also make a big difference. Have the children discuss how they can make a difference by living righteously. Read Matthew 5:13.
3. Present situations of conflict, such as two children wanting the same seat, some children speaking angrily to each other, and so on. Role-play these situations and have a child act as a peacemaker. Have the children think of situations when they might be offended, such as someone saying something mean to them, someone taking something of theirs, a friend being angry with them, someone criticizing them for being a member of the Church, and so on. Ask how they should react to these situations according to Matthew 5:44.
4. Have a child pantomime a service he or she has done or could do. Have the other children guess what the child is doing. Discuss the importance of serving others. Ask the children to talk about how they feel when they help someone else, and ask them to think about all of the positive results that come from helping people.
5. Help the children memorize Matthew 5:16 or the first part of Matthew 7:12.
6. Prepare a copy of the Beatitudes for each child to take home, or have the children mark them in their own scriptures.
7. Prepare slips of paper or write the following references on the chalkboard:

Matthew 5:3 and 3 Nephi 12:3
Matthew 5:6 and 3 Nephi 12:6
Matthew 5:10 and 3 Nephi 12:10
Matthew 5:48 and 3 Nephi 12:48

Have the children read both references and discuss how they are different. Help the children understand that Jesus taught the same things to the Jews and the Nephites and that they are clearer in the Book of Mormon.
8. Sing or read the words to “I’m Trying to Be like Jesus” (*Children’s Songbook*, p. 78).

Conclusion

Testimony

Bear your testimony that if we live Jesus' teachings in the Sermon on the Mount, we will be on the path to perfection.

Suggested
Home Reading

Suggest that the children study Matthew 5:3–11 at home as a review of this lesson.

Invite a child to give the closing prayer.

Jesus Christ Teaches about Prayer

Lesson 11

Purpose To help each child gain the desire to have daily personal prayer.

Preparation

1. Prayerfully study Matthew 6:5–13 (note the Joseph Smith Translation in footnote a of verse 13), 7:7–11, and Alma 34:19–27. Then study the lesson and decide how you want to teach the children the scripture accounts (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Additional readings: Matthew 4:2, particularly footnote c; 14:23; 26:36–46; Luke 9:28–29; 11:2–4, 9–13; John 17; 3 Nephi 14:7–12; 17:14–21; 18:16.
3. Select from the discussion questions and enrichment activities those that will best help the children in your class achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A Book of Mormon.
 - c. Pencils for marking scriptures.
 - d. Pictures 7-12, Sermon on the Mount (Gospel Art Picture Kit 212; 62166), and 7-13, An Eleven-year-old Kneeling in Prayer (62218).

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Write on separate pieces of paper several situations, similar to the ones in the following list, that the children might find themselves in (or you could tell them the situations). Ask the children to each come up and choose a piece of paper. Have them talk about how they would feel in the situation and what they would do.

You have fallen off a bike and hurt your leg. No one is around and you don't know if you can walk home.

You have a fever and an upset stomach. Your parents have done everything they can to make you feel better, but you are still very sick.

You have an assignment due in school tomorrow. You've worked hard on it, but it's not as good as you want it to be and you don't know how to fix it.

You have been outside playing and when you come home no one is there. You are frightened because you don't know where your family has gone.

Your grandparents gave you some money for your birthday, and now it isn't where you thought you put it.

You are sitting outside after dark and you notice how beautiful the stars look.

You are helping your family grow a garden, and you notice that the plants are getting bigger and the vegetables and fruit are getting ripe.

Explain that we can pray to Heavenly Father for help with any problem that troubles us, to share our feelings with him, or to express our gratitude. Heavenly Father will always hear our sincere prayers.

Scripture Account

Teach the children that Jesus showed his disciples how to pray in the Sermon on the Mount (see Matthew 6:9–13). (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) You may want to have the children take turns reading these verses. You may also want to give them time to mark any or all of the verses in their own copies of the scriptures. Discuss the concepts in each verse and explain any difficult words. Display the pictures at appropriate times.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did Jesus mean when he said, “When thou prayest, thou shalt not be as the hypocrites are”? (Matthew 6:5.) How can we pray sincerely so that we are not like the hypocrites? (A hypocrite is someone who pretends to be good when he or she is not or who is good and pretends not to be.)
- How did Jesus say we should be different from the hypocrites when we offer personal prayers? (Matthew 6:6.)
- What did Jesus mean when he said, “When ye pray, use not vain repetitions, as the heathen do”? (Matthew 6:7.) (*Heathen* here means those people who worship many gods or who are not Christians. A *vain repetition* is when we repeat the same words and phrases thoughtlessly and insincerely.) How can we avoid “vain repetitions” when we pray?
- What does Jesus mean when he tells us to ask, seek, and knock? (Matthew 7:7–11.) What is Heavenly Father’s promise to those who ask, seek, and knock? (Matthew 7:7–8.) How has praying to Heavenly Father helped you?
- Does Heavenly Father always answer our prayers? Help the children understand that even though we may not get an immediate answer to our prayers or do not receive the answer that we expect, Heavenly Father does answer every sincere prayer. Sometimes his answer is “no” or “not yet.”
- Why might Heavenly Father answer “no” or “not yet” to a prayer? Give an example from your own experience, if possible. Help the children understand that because Heavenly Father knows all things, he knows what is best for us.
- Where and how often should we offer personal prayers? (Alma 34:19–27.) What should we pray about? What has Heavenly Father given us that we should be thankful for?
- Why do you think Heavenly Father wants us to pray to him?
- Why is it important to have a personal prayer every morning and night? (Alma 37:37.)
- How do you feel when you offer a humble and sincere personal prayer? How can we become closer to Heavenly Father through prayer? How can we always have a prayer in our heart? Why should we try to do this?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Divide the class into small groups and have each group look up one of the following scripture references. Then have the group tell the entire class about the scripture. In each instance discuss why Jesus was praying and decide how his example can help us with our prayers.

JST Matthew 4:2

Matthew 14:23

Luke 9:28–29

John 17

Matthew 26:36–42

3 Nephi 17:14–21, 18:16

2. Tell the children about a time when your prayers were answered, or ask the children to share their special experiences with prayer. You might also want to tell the following story:

“A remarkable young missionary leader . . . related an inspiring experience of when he was hopelessly lost in Petropolis (Brazil), unable to speak the native language and with no address for the chapel or the missionaries. After a fervent prayer in which he pleaded with the Lord that he must have help to fill his mission, he heard a voice which told him twice to follow the man on the corner. Obediently he followed the man as directed and was led directly to the chapel without further difficulty” (L. Brent Goates, *Harold B. Lee, Prophet and Seer*, p. 282).

3. Tell the children that *thee*, *thou*, *thy*, and *thine* are special words we use to refer to God in our prayers that show our respect and love for him. Have a child read Matthew 6:9–13 and have the other children raise their hands whenever they hear one of these prayer words. Do the same thing with the song, “I Thank Thee, Dear Father,” (*Children’s Songbook*, p. 7).
4. Prepare a chart of the following statement by Elder Boyd K. Packer or write it on the chalkboard, leaving blanks for some of the words. Write the words that have been left out on wordstrips or in a column on the chalkboard. Have the children try to fill in the blanks with the words on the wordstrips.

“Some (b) will come from reading the (d), some from hearing (c). And, occasionally, when it is important, some will come by very direct and (e). The promptings will be (a) and unmistakable” (in Conference Report, Oct. 1979, p. 30; or *Ensign*, Nov. 1979, p. 20).

- a. Clear
- b. Answers
- c. Speakers
- d. Scriptures
- e. Powerful inspiration

5. Help the children memorize one of the following scriptures about prayer: Matthew 7:7, James 1:5, 3 Nephi 18:20, or the first half of Doctrine and Covenants 19:38.

6. Invite the children to sing or read the words to “Did You Think to Pray?” (*Hymns*, no. 140) or “A Child’s Prayer” (*Children’s Songbook*, p. 12).
-

Conclusion

- Testimony Bear testimony that Heavenly Father does hear and answer our personal prayers. Testify to the importance of saying our prayers every morning and every night, and challenge the children to do this during the coming week.
- Suggested
Home Reading Suggest that the children study Matthew 6:5–8 at home as a review of this lesson.
- Invite a child to give the closing prayer.

The House Built on a Rock

Lesson
12

Purpose To strengthen each child's desire to obey the commandments so that Jesus Christ and his gospel will be the sure foundation in his or her life.

Preparation

1. Prayerfully study Matthew 7:24–27, Luke 6:47–49, and Doctrine and Covenants 11:24. Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Additional reading: Helaman 5:12 and 3 Nephi 14:24–27.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Arrange to have a group of children sing “The Wise Man and the Foolish Man” (*Children’s Songbook*, p. 281) or prepare to sing or read the words with the children during class.
5. Make a poster of Doctrine and Covenants 11:24 or plan to write it on the chalkboard.
6. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Some 3" by 5" cards and some sand or salt (optional).
 - c. Picture 7-12, Sermon on the Mount (Gospel Art Picture Kit 212; 62166).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Ask the children if they remembered to pray every morning and evening during the past week. Ask them to tell you how they felt when they did this.

Attention Activity If you have had a frightening experience in a storm, describe that experience. Explain why you were concerned and what you did to be as safe as possible. Ask the children if they have ever been afraid in a storm, and invite those children who would like to do so to share how they felt with the class.

**Alternate
Attention Activity** Tape or glue two sets of 3" by 5" cards together into identical structures, such as a miniature house. (These do not have to be elaborate. Four cards taped together to make a box will work for this activity.) Have a child place one of the structures on the table and the other one on a pile of sand or salt on the table. Then shake the table so that the cards on the sand move or fall over. Tell them that the house on the sand will always slip and fall because sand moves so easily.

Scripture Account Teach the account of Jesus telling the disciples how to build a house upon rock instead of upon sand from Matthew 7:24–27 and Luke 6:47–49. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Explain that living the gospel of Jesus Christ can help us withstand temptation and adversity or problems in our lives.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- Where did the wise man build his house? (Matthew 7:24; Luke 6:47–48.) Why do you think he was wise?
- Where did the foolish man build his house? (Matthew 7:26; Luke 6:49.) Why do you think he was foolish? Why do you think someone might build a house on a sandy foundation? Where would it be easier to dig a foundation—in sand or in solid ground?
- What does “hearing Jesus’ sayings and doing them” mean?
- Why do you think Jesus compared someone who hears his teachings and obeys them to the man who built his house upon a rock?
- Why do you think Jesus compared someone who hears his teachings but does not obey them to the man who built his house upon sand?

Have a group of children sing “The Wise Man and the Foolish Man” (*Children’s Songbook*, p. 281) or sing or read the words with the class.

Read what Jesus Christ said in Doctrine and Covenants 11:24, a revelation given through Joseph Smith to his brother Hyrum. Display the paper with this scripture written on it or write the verse on the chalkboard.

- Why should we build our houses, or, in other words, our lives, on the rock of Jesus Christ and his gospel? (Helaman 5:12.)

Help the children understand that Jesus and his teachings are our only sure foundation. If we build our lives on anything else, it would be like building a house upon sand.

- What do some people build their lives on that might be compared to sand?

Discuss such things as money, fame, popularity, sports, physical beauty, and so on. Explain that these are all sandy foundations to have as main goals in life.

- Is it important in our lives to make money, to play sports and get exercise, to have friends and do nice things for them? Why?

Explain that we need money to buy food, clothing, and so on. Friends and work are also important in our lives. But if these things become more important than following the Savior and living the gospel, we may lose the blessings of eternal life.

- Why did Heavenly Father send us to earth?
- What are some specific ways we can build our lives on Jesus Christ and his teachings?

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Give each child a piece of paper with the words *Jesus Christ is my sure foundation because _____* written across the top. Ask the children to

write as many things as they can think of on the paper that would finish the sentence. Then ask them to tell you what their answers are. If they have not thought of the following points, make sure you mention them:

He loves me.
 He taught me how to live properly.
 He set an example for me.
 He gave his life for me.
 He suffered for my sins.
 Because of him I will be resurrected.
 He made it possible for me to return to Heavenly Father.

2. Have each child finish the sentence "I will build my life on the Savior by _____." Answers could be participating in family home evening, helping at home, paying tithing, praying, obeying the Word of Wisdom, telling the truth, being kind to others, reading the scriptures, being modest, and so on. Give each child a turn, giving suggestions where needed. You may want to continue as long as they can think of commandments to name. Point out that the only way we can gain eternal life is by being obedient to the laws of the gospel. You might want to write on separate slips of paper what each child said he or she would do and attach the papers to a rock for each child to take home.
3. Have the children look up the following scriptures to see what Jesus said about obedience. Remind them that it is by obeying Jesus' commandments that we build our lives on a firm foundation.

Matthew 7:21 (note footnote e)
 Luke 11:28
 John 15:10

4. Review the third article of faith with the children.
5. Help the children memorize Doctrine and Covenants 11:24 from the chart or chalkboard.

Conclusion

Testimony	Express your love for the Savior and testify that every commandment he has given us will help us be happy and that disobedience leads to unhappiness. You may want to share an experience you have had when living the gospel has been a blessing to you.
Suggested Home Reading	Suggest that the children study Matthew 7:24–27 at home as a review of this lesson. Invite a child to give the closing prayer.

Lesson
13

Jesus Christ Heals the Sick

Purpose To help each child have the desire to show love and compassion for others as Jesus did when he healed the sick.

Preparation

1. Prayerfully study Matthew 8:5–10, 13; 25:34–40; Mark 1:40–45; Luke 4:38–40; 7:11–17; and John 4:46–54; 13:34–35. Then study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed: a Bible or a New Testament for each child.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Tell the following story about Heber J. Grant, who later became the seventh President of the Church.

Heber wrapped his thin coat around him and shivered in the cold. It would soon be his birthday, and all he wanted was a warm coat. But they were too poor to buy a coat. Sometimes they went to bed early because there was no fuel to keep the house warm, and sometimes he was hungry because there was not enough food. To earn money, Heber’s mother often worked far into the night, sewing clothes for others.

On Heber’s birthday his mother gave him a beautiful coat made from left-over material. Heber could hardly wait to go outside and feel its warmth.

A few weeks later, Heber saw a boy just his size crying. He was wearing only a sweater, and Heber knew how cold he must be. The boy looked longingly at Heber’s coat. Heber stopped and, almost without thinking, took the coat off and gave it to the boy.

That afternoon Heber’s mother saw him wearing his old coat. She asked, “What have you done with your new coat?” Heber wondered how to tell her. Then he said, “I saw a boy who needed it worse than I did, so I gave it to him.”

“Couldn’t you have given him your old one?” she asked.

Heber looked up at his mother, hoping she would understand, and saw her eyes fill up with tears. He threw his arms around her as she answered her own question. “Of course you couldn’t, Heber,” she said. “Of course, you couldn’t.” (Adapted from “The Coat,” retold by Lucile C. Reading, *Children’s Friend*, Nov. 1966, p. 5.)

Ask the children to imagine how Heber felt when he saw the boy crying because he was cold. Explain that Heber had love and compassion for the boy. Jesus wants us to love others like President Grant did. Explain that this lesson shows how Jesus set an example of love and compassion by healing the sick.

Alternate
Attention Activity

Write each word from John 13:34 on separate pieces of paper. Scramble the papers and ask the children to arrange them in proper order. Let them use their scriptures if they need help.

Scripture Accounts

Teach the following accounts of Jesus' miraculous healings. (For suggested ways to teach scripture accounts, see "Teaching from the Scriptures," p. vii.) Help the children understand that Jesus had great love and compassion for the sick.

1. Healing the centurion's servant (Matthew 8:5–10, 13). Explain that the centurion was a Roman army officer who commanded many soldiers. He had heard about Jesus and had faith in him.
2. Healing a leper (Mark 1:40–45). Explain that lepers suffer a terrible form of skin disease. Because leprosy was thought to be highly contagious, those with the disease were often not allowed to live in the cities and they were shunned by those without leprosy.
3. Healing Peter's mother-in-law and many others (Luke 4:38–40).
4. Raising the widow's son from the dead (Luke 7:11–17).
5. Healing the nobleman's son (John 4:46–54).

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- Why do you think Jesus performed these miracles? (Mark 1:41; Luke 7:13; John 9:1–3.)
- How did these healings bless the lives of the people involved? (Luke 7:2, 12; John 4:52–53.)
- What qualities do we need to develop in our lives if we are going to follow the Savior's example in these accounts? (John 13:34–35. You might want to give the children time to underline these verses.) How can we show love, compassion, and concern toward people who are in need? Invite the children to share experiences of how they felt when someone helped them.
- Did Jesus know all of the people he healed? (Matthew 8:5–8.) What does this tell us about whom we should help if we see someone in need?
- After Jesus healed the leper, what did He ask him to do? (Mark 1:43–44.) What does this tell us about how we should help others?
- How does helping others in need bring us closer to Heavenly Father and Jesus? (Matthew 25:45.) How do you feel when you help someone? Invite class members to share experiences when they helped someone in need or when they received help from another person.

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have a child read 1 John 3:18. Explain that this verse is telling us that we should not only tell people we love them, we should show our love through our actions. It is what we do for someone else that shows we love them. Have the children act out ways they can show love for their families and friends.
2. Have a child read this quotation from President Spencer W. Kimball: "God does notice us, and he watches over us. But it is usually through another person that he meets our needs" ("Small Acts of Service," *Ensign*, Dec. 1974, p. 5). Ask each child to tell about a situation when Heavenly Father has met his or her needs through another person. You could also tell the children about a person you know who has helped someone else in need. Emphasize that this person has developed love, compassion, and concern for others and shows that love through acts of service.
3. Have the children read the following scriptures about serving others: Matthew 25:34–40 and Mosiah 2:17–18, 4:14–15. Together make a list of the things these scriptures tell us we should do for others. Have the children choose an act of service they could perform during the coming week.
4. Divide the class into small groups and give each group one or more of the following situations. You could also make up your own situations. Have the children act out ways they could show love and compassion and serve these people.

A new child comes to Primary and doesn't know anyone.

A child in your Primary class gets sick.

Your friend is not a member of The Church of Jesus Christ of Latter-day Saints.

Someone in your ward or branch is lonely.

Your parents are busy and ask you to help take care of your little brother or sister.

Someone says unkind things to a friend of yours.

Conclusion**Testimony**

Express your gratitude for the life and example of the Savior. Testify that we are following Jesus' teachings when we show compassion and love to those around us. Suggest to the children that during the week they should try to show more love and do small acts of service for their families and others.

**Suggested
Home Reading**

Suggest that the children study Mark 1:40–45 and Luke 7:11–17 at home as a review of this lesson.

Invite a child to give the closing prayer.

Jesus Christ and the Sabbath Day

Lesson 14

Purpose To help each child want to do things on the Sabbath day to honor and remember Jesus Christ and Heavenly Father.

Preparation

1. Prayerfully study John 5:2–16, Matthew 12:1–13, Luke 13:11–17, 14:1–6, Joseph Smith Translation Mark 2:26–27, Genesis 2:1–3, Exodus 20:8–11, and Doctrine and Covenants 59:9–14. Then study the lesson and decide how you want to teach the children the scripture accounts (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii).
2. Additional reading: Mark 2:23–28, 3:1–6, and Luke 6:1–11.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed: A Bible or a New Testament for each child.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Invite the children to tell the class how they showed love and served others during the week. Have them talk about their experiences.

Attention Activity Ask the children to raise their hands when they think they know the answer to the following riddle:

It is mentioned several times in the scriptures.
Heavenly Father and Jesus say it is very important.
It is holy.
People who keep it holy show that they love Heavenly Father and Jesus.
It is one of seven.
It is different from the other six.
On it we worship Heavenly Father and rest from our labors.
It is a day of the week.

Answer: The Sabbath.

Scripture Accounts Teach the accounts of Jesus’ healing on the Sabbath day from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

As you teach these accounts, help the children understand that the Jews in Jesus’ time were not living the Sabbath as they had been commanded. They had made up strict rules that did not help them worship Heavenly Father. For example, a knot which could be untied with one hand was lawful to tie on the Sabbath, but if it required two hands to untie, it was not lawful. “To kindle or extinguish a fire on the Sabbath was [unlawful]. It was forbidden . . . to set a broken bone, or put back a dislocated joint. . . . One who was buried under

ruins on the Sabbath, might be dug for and taken out, if alive, but, if dead, he was to be left where he was, till the Sabbath was over” (James E. Talmage, *Jesus the Christ*, pp. 215–16).

Jesus taught the Jews that these rules were wrong. He showed by his example that the Sabbath was a day to honor him and his Father by doing good and worthwhile things, such as helping people.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What have we been commanded to do on the Sabbath day? (Exodus 20:8–11.) Why have we been commanded to do this? (Genesis 2:1–3.)
- What did Jesus do on the Sabbath to cure the disabled man? (John 5:6, 8); the man with the withered hand? (Matthew 12:13); the infirm woman? (Luke 13:13); the man with dropsy? (Luke 14:4. Explain that dropsy is a disease which causes swelling of the body.) Would such activities be considered acceptable for the Sabbath today? Why?
- Why did the disciples pick corn on the Sabbath? (Matthew 12:1.) What things are necessary to do each day, even on the Sabbath?
- How did Jesus observe the Sabbath? How did the Jews observe it? (Help the children understand that Jesus used the Sabbath to help people and in so doing honored Heavenly Father.)
- For what two reasons were the Jewish leaders angry with Jesus? (John 5:18.)
- Who had made the laws concerning the Sabbath day from the beginning of the world? (Matthew 12:8; Genesis 2:1–3. Remind the children that Jesus Christ created the world under the direction of Heavenly Father.) How do you think Jesus felt when he saw how the Jews had changed the laws he had established?
- How do you suppose the disabled man at the pool of Bethesda, the infirm woman, the man with the withered hand, and the man with dropsy felt when they were healed? (Luke 13:13.) How did Jesus honor his Father by doing these things on the Sabbath day?
- What do you think Jesus meant when he said it was lawful to do well on the Sabbath day? (Matthew 12:12.) How do you know what is good to do on the Sabbath day? (Exodus 20:8–11; D&C 59:9–14.)
- What things should we not do on the Sabbath? Discuss this statement from the First Presidency: “We should refrain from shopping on the Sabbath and participating in other commercial and sporting activities” (*Ensign*, Jan. 1993, p. 80).

Discuss this quotation from President Spencer W. Kimball: “The observance of the Sabbath is an indication of the measure of our love for our Heavenly Father” (*The Teachings of Spencer W. Kimball*, p. 218). Have the children discuss appropriate ways they can show their love for Heavenly Father on the Sabbath, such as attending church, reading the scriptures, writing in their journals, visiting relatives and the sick, enjoying uplifting music, worshiping, serving

others, and participating in restful family-centered activities. If a questionable activity is mentioned, ask the children to decide if that activity would be a good way to show that they love and honor Heavenly Father and Jesus Christ or if it would be better to do it on another day.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have the children study Doctrine and Covenants 59:9–23 and list some of the activities the Lord has commanded us to do on the Sabbath and the blessings he has promised us for keeping those commandments.
2. Have the children name several activities they have seen people do on the Sabbath. Decide if these activities would be appropriate for the Sabbath by asking the following questions:

Does it help me honor Heavenly Father and Jesus Christ?

Is it in keeping with the commandments Heavenly Father has given us for the Sabbath?

Is it restful?

Is it of service to anyone?

Challenge the children to make plans for keeping the Sabbath day holy.

3. Discuss this statement from the First Presidency: “We urge all Latter-day Saints to set this holy day apart from activities of the world and consecrate themselves by entering into a spirit of worship, thanksgiving, service, and family-centered activities appropriate to the Sabbath. As Church members endeavor to make their Sabbath activities compatible with the intent and Spirit of the Lord, their lives will be filled with joy and peace” (*Ensign*, Jan. 1993, p. 80).
4. Have the children write the words *I will keep the Sabbath day holy* on a piece of paper and decorate it with crayons or markers.

Conclusion

Testimony

Bear your testimony of the value of keeping the Sabbath day holy by doing good and worthwhile things and of the blessings you have received as a result. Encourage the children to do things on the Sabbath that honor Heavenly Father and Jesus Christ.

Suggested Home Reading

Suggest that the children study John 5:2–16 at home as a review of this lesson.

Invite a child to give the closing prayer.

Lesson
15

Jesus Christ Used His Priesthood Power to Bless Others

Purpose	To help each child better understand the power of the priesthood.
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Preparation	<ol style="list-style-type: none">1. Prayerfully study Mark 4:35–41, 6:33–44, Luke 9:37–43, Matthew 14:23–33, Acts 10:38, and Doctrine and Covenants 13, 27:12, 124:123. Then study the lesson and decide how you want to teach the children the scripture accounts. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)2. Additional readings: Matthew 8:23–27; John 6:1–14, 16–21; and <i>Gospel Principles</i>, chapter 13.3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.4. Materials needed:<ol style="list-style-type: none">a. A Bible or a New Testament for each child.b. Pictures 7-15, Stilling the Storm (Gospel Art Picture Kit 214; 62139); 7-16, Feeding the Five Thousand (62143); and 7-17, Jesus Walking on the Water.
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	Turn off the light in the room, or turn on a flashlight. Ask what is needed to make the light work. (Power.) Have the children tell you some of the things we use that need power to work. What other kinds of power are there? Tell the children that today they are going to learn about a power that is the greatest power of all, greater even than the forces of nature. It is the power of God. We call it the priesthood.
Alternate Attention Activity	<p>Show the children a magnet and some pieces of metal. Let the children use the magnet to pull the pieces of metal across the table. If you do not have a magnet, blow up a balloon and rub it on clothing to make it cling to the wall or to one of the children. You could also have a child run a comb through his or her hair several times and then use it to pick up small pieces of paper.</p> <ul style="list-style-type: none">• What caused the magnet to attract the metal, the balloon to stick to the wall or clothing, or the comb to pick up the paper? (The magnet has power that causes the metal to be attracted to it. Static electricity holds the balloon to the wall or clothing and enables the comb to pick up the paper.)• What other powers can you think of? (Lightning, electricity, wind, and so on.) <p>Explain to the children that they are going to learn about a power that is the greatest power of all. It is the power of God, the priesthood.</p>

Scripture Accounts
and Discussion
and Application
Questions

Using the pictures at appropriate times, teach the accounts about Jesus using his power. (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.)

1. Stilling the Storm (Mark 4:35–41)

- How did Jesus’ disciples feel during the storm? (Mark 4:38.) Why did they think Jesus didn’t care about them? How do you know Heavenly Father cares about you?
- How did Jesus still the storm? (Mark 4:39.)
- What power did Jesus use to still the storm? (His power—the power of God.) What do we call the power and authority of God? (D&C 124:123. The priesthood.)
- After calming the storm, what did Jesus ask his disciples? (Mark 4:40.)
- How did the disciples feel about Jesus after he calmed the storm? (Matthew 8:27; Mark 4:41.)

2. Feeding the Five Thousand (Mark 6:33–44)

- Why do you think the people followed Jesus into the wilderness? (Mark 6:33.) What did Jesus do before he performed the miracle of feeding the five thousand? (Matthew 14:14.) What power did Jesus use to heal the sick? (The power of the priesthood.) Who is the source of the power that blesses our lives? (Acts 10:38.)
- What power did Jesus use to provide enough food for everyone? What was miraculous about the amount of food that was left? (Mark 6:42–44; John 6:12–13.)

3. Jesus Heals a Boy with an Unclean Spirit (Luke 9:37–43)

- What was wrong with the man’s son? (Luke 9:38–40.) What did the man ask Jesus to do?
- What was Jesus able to do for the boy? (Luke 9:42.) How did the people who were with Jesus react to this miracle? (Luke 9:43.)
- Who else had the man gone to for help? (Luke 9:40.) Why do you think the disciples couldn’t help the man and his son? Why did Jesus call his disciples “faithless”? (Luke 9:41.) Why do you think faith is necessary for the power of the priesthood to work?

4. Walking on the Water (Matthew 14:22–33)

- Through what power did Jesus walk on the water to the boat where his disciples were? What did the disciples think when they first saw him? (Matthew 14:26.) What did Jesus say to them? (Matthew 14:27.)

Summary
Discussion and
Application
Questions

Explain that Jesus performed these four miracles through his power. He also performed many other miracles using the power of the priesthood. Jesus has shared his power with bearers of the priesthood today.

Peter, James, and John received the keys of the priesthood on the Mount of Transfiguration (Matthew 17:1–9). These priesthood keys were given to Peter, James, and John so they would have the power of the priesthood when Jesus was gone. Peter was to be the President of the Church after Jesus was

resurrected, and he needed the priesthood keys to carry on the work of the Church.

- What priesthood keys did Moses and Elijah give to Peter, James, and John? (Moses gave them the priesthood keys of the gathering of Israel; Elijah gave them the keys of the sealing power [see D&C 110:12–16].)
- How do we use the keys of gathering today? (Articles of Faith 1:10. Missionary work.) How can you participate in missionary work now, and how can you prepare to serve a full-time mission?
- Where do we use the sealing keys today? (In the temple.) How can you prepare to go to the temple?

Explain that after the death of Jesus and the Apostles, the blessings of the Church and the priesthood were taken away from the people on earth. It was necessary for the priesthood to be restored to the earth. Jesus restored his Church and the priesthood through Joseph Smith so that all of us could receive the blessings of the priesthood in our lives today.

- Why is it important for the Church to have the priesthood today? What are the two priesthoods? How was the Aaronic Priesthood restored? (D&C 13.) How was the Melchizedek Priesthood restored? (D&C 27:12.)

Help the children understand that worthy boys can receive the same priesthood when they are twelve that John the Baptist restored to Joseph Smith and Oliver Cowdery. Explain that when boys receive the Aaronic Priesthood, they are given the power to act in the name of God in blessing the members of their ward or branch. (See enrichment activity 5.)

- What blessings do we receive through the power of the priesthood? (Naming and blessing of babies, baptism, confirmation, the sacrament, temple sealings, and so on.) What are some personal blessings we receive through the priesthood? (Blessings when sick, father's blessings, home teachers.)
- How has the priesthood blessed your life?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. On folded pieces of paper write *Baptism and Confirmation*, *Blessing the Sick*, *A Father's Blessing*, *Temple Marriage*, and *The Sacrament*. Place the slips in a box or envelope labeled "Priesthood Ordinances and Blessings." Ask a child to take out a slip and read it to the class. Discuss the role of the priesthood in the blessing or ordinance. Repeat with the other slips. Ask the children to share experiences they have had with these ordinances and blessings.
2. Review the fifth article of faith, and help the children memorize it.
3. Sing or read the words to "Master, the Tempest Is Raging" (*Hymns*, no. 105).
4. Show the videocassette "A Boy and the Power of God," segment 3 of *Primary Video Collection* (53179).

5. Explain that when a boy in the Church turns twelve, he can, if he is worthy, receive the Aaronic Priesthood and be ordained to the office of a deacon. Prepare the following wordstrips:

Passes the sacrament
 Collects fast offerings
 Acts as the bishop's messenger
 Takes care of the Lord's property

Ask the children to name the duties of a deacon. As the children give a correct answer, display the appropriate wordstrip. Help them identify all of the duties by giving hints if necessary.

Conclusion

Testimony	Bear your testimony of the power of the priesthood that Jesus had. Also bear testimony that worthy men and boys in the Church have the same priesthood power today and that certain blessings are available to us only through the priesthood.
Suggested Home Reading	Suggest that the children study Mark 4:35–41 at home as a review of this lesson. Invite a child to give the closing prayer.

Lesson
16

Jesus Christ Performed Miracles

Purpose

To help the children strengthen their faith in Jesus Christ by learning that miracles occur according to Heavenly Father's will when we have faith.

Preparation

1. Prayerfully study Mark 2:1–12, 5:21–43, and 1 Nephi 7:12. Then study the lesson and decide how you want to teach the children the scripture account. (See "Preparing Your Lessons," p. vi, and "Teaching from the Scriptures," p. vii.)
 2. Additional readings: Matthew 9:1–8, 18–31; 17:20; Luke 8:41–56; Ether 12:6, 12, 16, 18; and *Gospel Principles*, chapter 18.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Picture 7-18, Jesus Blessing Jairus's Daughter (Gospel Art Picture Kit 215; 62231).
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**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Ask the children if they have ever been very sick. Have them talk about what it was like and explain what their families did to help them feel better. Have the children who have received priesthood blessings tell the other children about their experiences. Help the children realize that they show their faith in Jesus Christ through prayer and by asking for priesthood blessings when they are sick or have problems.

Explain to the children that the stories in this lesson are about people Jesus healed because they had great faith in him.

Scripture Accounts
and Discussion
and Application
Questions

Teach the accounts of Jesus healing the sick as found in the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture accounts, see "Teaching from the Scriptures," p. vii.)

1. Jesus Heals the Man Sick with Palsy (Mark 2:1–12)
 - What did Jesus first say to the man with palsy (uncontrollable shaking of the muscles)? (Mark 2:5.) What was the scribes' reaction to Jesus' remark? (Mark 2:7.) What is blasphemy? (Showing a lack of respect for God or claiming to be God.) Did Jesus blaspheme? Help the children understand that Jesus can forgive sins because he is the Son of God, but the scribes did not believe that Jesus is the Son of God.
 - What did Jesus say to the scribes? (Mark 2:8–9.) What did he say to the man with palsy? (Mark 2:10–11.)

- What was the people's reaction when the man with palsy was healed? (Mark 2:12.) Why do you think this man was healed?

2. Jesus Raises Jairus's Daughter from the Dead (Mark 5:21–24, 35–43)

Show the picture Jesus Blessing Jairus's Daughter.

- Who was Jairus? How do we know that he had faith in Jesus? (Mark 5:22–23.) How did Jesus help Jairus keep his faith strong? (Mark 5:35–36.)
- When Jesus and Jairus came to Jairus's house, what were some people doing? (Mark 5:38. Explain that it was the custom at that time for mourners to make a lot of noise when a loved one died.) What was the difference between what the mourners were doing and what Jairus had done?
- Why do you think Jesus sent away the unbelievers before he entered the girl's room to heal her? (Mark 5:40.)

3. Jesus Heals the Woman with an Issue of Blood (Mark 5:25–34)

- How did the woman who touched the hem of Jesus' garment show that she had faith in Jesus? (Mark 5:27–28.)
- How did Jesus know that the woman had touched his clothes? (Mark 5:30.) Why would it have been unusual for him to notice someone had touched him? (Mark 5:31.)
- Why was the woman healed? (Mark 5:34.) Explain that there was nothing magical about Jesus' hem. The woman was healed because of her faith in Jesus and because it was Heavenly Father's will. What are some miracles that happen in our lives because of simple or small acts?
- Why do you think Jesus performed miracles? (Matthew 9:29–30; Mark 1:41; 2:5, 10; 5:36. To prove that he was the divine Son of God, to strengthen the faith of those who believed in him, because he loved and had compassion for those in need, and because of the faith of those who believed.)
- What are some of the miracles we have in our lives today?

Help the children understand that if we have faith in Jesus Christ and live righteously, we will experience miracles according to God's will (see 1 Nephi 7:12).

- Explain that sometimes a person is not healed of a sickness or handicap when prayers are offered. Does that mean we don't have faith? Why? Why might it not be God's will that a person be healed? (God may want to test the faith of the person's family, he may want the person to develop patience, and so on.)

Refer to the following quotation from President Spencer W. Kimball: "The Lord does not always heal the sick, nor save those in hazardous zones. He does not always relieve suffering and distress, for even these seemingly undesirable conditions may be part of a purposeful plan" (*Tragedy or Destiny*, p. 5).

- What does it mean to have faith in Jesus Christ? (To believe that Jesus Christ is the Son of God and the Savior of the world, to believe that Jesus has all power, to trust that Heavenly Father and Jesus will do what is best for us, an acceptance of God's will, a desire to obey God's commandments.)
- How can you develop greater faith in Jesus Christ?

Summary
Discussion
and Application
Questions

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Repeat the fourth article of faith, and ask the children why they think “faith in the Lord Jesus Christ” is the first principle of the gospel. Have them repeat the verse from memory or help them memorize it.
2. Help the children memorize 1 Nephi 7:12, starting with the phrase “the Lord is able.”
3. Ask the children to explain how we know that Jesus Christ lives today. You could make wordstrips of these and other answers you may think of. You could also write key words on the chalkboard.

Scriptures written by prophets tell us about Jesus.

Others have testified of him.

We can feel his love.

Joseph Smith saw him and was directed to restore his church.

If we are prayerful, the Holy Ghost will witness to us that Jesus lives.

4. Sing or read the words to “Faith” (*Children’s Songbook*, p. 96).
5. Ask the children to read Matthew 17:20. Explain that a mustard seed is very small, but it grows into a large, bush-like tree. If our faith is as strong as the seed’s ability to grow into a tree, we can accomplish great things.

Conclusion

Testimony

Testify that if we have faith in Jesus Christ, we can experience miracles as the people of Christ’s time did. You may want to share a miracle from your own life or invite class members to do so.

Suggested
Home Reading

Suggest that the children study Mark 2:1–12 at home as a review of this lesson.

Invite a child to give the closing prayer.

The Parables of the Sower and the Wheat and Tares

Lesson
17

Purpose To help each child understand and apply the spiritual messages in two of the parables Jesus told.

Preparation

1. Prayerfully study Matthew 13:1–9, 18–30, 37–43; Mark 4:14–20; Luke 8:11–15; and Doctrine and Covenants 86:1–7. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: Mark 4:1–9, Luke 8:4–8, and Doctrine and Covenants 101:65–66.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A paper for each child with the “Hidden Message Puzzle” on it or a large puzzle for the class to do together.

Hidden Message Puzzle

1	2	3	4	5	6	7	8	9	1	2	3	4
5	6	W	E	7	8	L	E	A	R	N	9	1
2	3	4	5	6	7	8	9	1	2	3	4	5
6	7	F	R	O	M	8	9	T	H	E	1	2
3	4	5	6	7	8	9	1	2	3	4	5	6
7	8	P	A	R	A	B	L	E	S	9	1	2
3	4	5	6	7	8	9	1	2	3	4	5	6

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Give the children the papers you have prepared or display the large puzzle and ask them to find the message that is hidden among the numbers.

Explain that when Jesus taught the people, he sometimes taught in parables, which are short stories that have hidden spiritual messages.

Scripture Accounts
and Discussion
and Application
Questions

Teach the children the parable of the sower (a person who plants seeds) and the parable of the wheat and tares. (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.) Explain that when Jesus taught in parables, he used things that were familiar to the people to teach spiritual messages. As you discuss these parables, have the children listen for the hidden spiritual messages.

1. The Parable of the Sower (Matthew 13:1–9, 18–23; Mark 4:14–20; Luke 8:11–15)

- In the parable of the sower, what did Jesus talk about that was familiar to the people? (Matthew 13:3–8.)
- Read Matthew 13:18–23, Mark 4:14–20, and Luke 8:11–15 with the class. What do you think the seed is? What do the fowls (birds) that eat the seed represent? What is the rocky ground? What are the thorns? What is the good ground? What are the roots? What are the cares of the world?
- How do we learn the word of God?
- How should we receive the word of God? What kind of “ground” should we be? (Matthew 13:23.)
- What hidden spiritual message is in the parable of the sower?

2. The Parable of the Wheat and the Tares (Matthew 13:24–30)

- What familiar things did Jesus talk about in the parable of the wheat and tares?
- Who do you think the sower is in this parable? What does the wheat represent? Who comes in at night and sows the tares? What are the tares? What does the harvest represent? Read Matthew 13:37–43 and Doctrine and Covenants 86:1–7 with the children and ask these questions again.
- Which do you want to be, the wheat or the tares? Why?
- What is the hidden spiritual message in this parable?

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Make a chart similar to the following one to help the children understand the meaning of the two parables, or write the information on the chalkboard as you discuss the parables. Once you have listed all the information, refer to it again for review. You might have the children make their own copies of these charts.

Parable of the Sower

Seeds	Gospel of Jesus Christ or the word of God
Soil	Hearts of those who hear the word
By the wayside	Do not understand
Upon stony places	Hear but have no root; become offended easily
Among thorns	Choked by worldly cares and riches
Into good ground	Hear and understand
Fowls	Satan
Fruit	Good works

Parable of the Wheat and the Tares

Sower	Jesus Christ and his Apostles
Good seed (wheat)	Followers of Jesus
Field	World
Enemy	Satan
Tares (weeds)	Followers of Satan
Reapers	Angels
Harvest	Jesus' second coming

- Bring a seed of some type (fruit, vegetable, rice, wheat, bean). Discuss what it takes for a seed to grow and bring forth good fruit. Ask the children what would happen to the seeds if they were planted by the roadside, on stony places, or among thorns. Compare this to planting the word of God in our hearts. Let the children discuss what kind of heart each type of soil represents and what it takes for the gospel to grow and bring forth good fruit in our lives.
- Write the words *ears*, *eyes*, and *heart* on the chalkboard.
 - What do you do with your ears? eyes? heart? Have the children read Matthew 13:15. What did Jesus say we should do with these parts of our bodies? Apply this verse to the parables and to the gospel. If we really hear the word of God, see the truth in it, and do what Jesus wants us to do, whom will we be like in these parables?
- Have the children trace, color, or underline the letters in their hidden message puzzles or in the large puzzle so the words stand out. Ask the children to each name one thing they learned from these two parables.
- Read with the children some of the other parables found in Matthew 13 and help them decide what they mean. For help in understanding these parables, see James E. Talmage, *Jesus the Christ*, chapter 19, or "Parables" in the Bible Dictionary in the LDS edition of the Bible.

Conclusion

Testimony	Testify that Jesus Christ is our Savior and that if we learn his words and keep the commandments, we can become like Heavenly Father and be able to live with him again.
Suggested Home Reading	Suggest that the children study Matthew 13:1–9 at home as a review of this lesson. Invite a child to give the closing prayer.

Jesus Christ Heals a Man Born Blind

Purpose

To help each child understand that we can overcome trials and challenges by coming to Jesus Christ.

Preparation

1. Prayerfully study John 9. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.) Note: While preparing and teaching this lesson be sensitive to any of the children in your class who are sight impaired.
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A piece of cloth to serve as a blindfold.
 - c. Picture 7-14, Jesus Healing the Blind (Gospel Art Picture Kit 213; 62145).

Suggested
Lesson
Development

Invite a child to give the opening prayer.

Attention Activity

Blindfold a child, and ask him or her to draw part of an object, such as part of an automobile, on the chalkboard. Have a second child come up, put on the blindfold, and draw another part of the same object. Continue until several of the children have drawn part of the object. Discuss with the children why this was a difficult task.

- How did not being able to see make it hard to draw the picture?
- How would you feel if you could never see again?

Tell the children you are going to talk about two kinds of blindness. Ask them to listen for the different kinds of blindness while you teach the scripture account.

Scripture Account

Display the picture Jesus Healing the Blind. Teach the account in John 9 of Jesus healing a man who had been born blind. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) As you teach the story, help the children understand that the Pharisees (the religious rulers of the Jews) were worried that they would lose their popularity if people believed in Jesus Christ. Therefore, they often tried to make people doubt Jesus and the things he did and taught. They did not recognize the gospel truths Jesus taught and were therefore spiritually blind. Explain that when we let our own selfish interests get in the way of following the Savior, we can become spiritually blind.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did the disciples ask Jesus about the man who had been born blind? (John 9:2.) Why might people sometimes think that sickness and adversity come because someone has sinned? What did Jesus say was the reason for the man's blindness? (John 9:3.)
- In what way were the Pharisees spiritually blind? (John 9:16.) What did they accuse Jesus of? Why do you think they didn't recognize Jesus as the Son of God?
- When the Pharisees first asked the man who was born blind what had happened, how did he refer to Jesus? (John 9:11.) The second time they asked the man, who did he say Jesus was? (John 9:17.)
- What was happening to the man's spiritual as well as physical sight? What did the man say when he was asked a third time about Jesus? (John 9:30–33.)
- What happened to the man because he testified of Jesus? (John 9:22, 34.) When Jesus heard that the man was cast out of the synagogue (a Jewish religious meetinghouse), what did he do? (John 9:35.) How do you think the man felt when Jesus came looking for him? What was the man's final testimony of Jesus? (John 9:35–38.) What had happened to his spiritual sight?
- Why do you think Heavenly Father and Jesus allow us to have trials and problems in our lives? How might these trials and problems help cure our spiritual blindness? How might Heavenly Father and Jesus help us with our trials and problems? (See enrichment activity 4.)
- How have you and your family been blessed in trials? Encourage the children to discuss this question, but be careful that the children don't talk about personal family matters that should be private.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Divide the class into groups. Give each group one of the following scriptures to read. Have them talk within their group and then report to the class how the person or people in the scripture dealt with their trials.
 - Daniel 3:17–18, 23–25, 28
 - 1 Nephi 18:16, 20–22
 - Mosiah 24:13–16
 - Alma 14:8–11
2. Help the children understand the importance of being aware of those with disabilities. You might ask an adult with a physical disability (or the parent of a child with a disability) to come to class and discuss ways to be kind to those who have disabilities. Emphasize that we do not make fun of people with disabilities; we do not tease them. We can help them if they need help; we can invite them to play with us; we can be their friend. We should include them and allow them to participate with us in our activities.
3. Sing or read the words to "I'll Walk with You" (*Children's Songbook*, p. 140).

4. Read and discuss this statement from President Spencer W. Kimball:

“Should all prayers be immediately answered . . . there would be little or no suffering, sorrow, disappointment, or even death, and if these were not, there would also be no joy, success, resurrection, nor eternal life and godhood”
(*Faith Precedes the Miracle*, p. 97).

Conclusion

Testimony

Bear your testimony that the Lord will bless us and help us with our problems and trials if we obey his commandments, have faith in Jesus Christ, and try to be more like him.

Suggested
Home Reading

Suggest that the children study John 9:1–38 at home as a review of this lesson.

Invite a child to give the closing prayer.

The Lost Sheep, the Lost Coin, and the Prodigal Son

Lesson 19

Purpose	To help each child have the desire to help those who are less active return to full activity in the Church of Jesus Christ.
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Preparation	<ol style="list-style-type: none">1. Prayerfully study Luke 15, Matthew 18:12–14, and Doctrine and Covenants 18:10–11. Then study the lesson and decide how you want to teach the children the scripture accounts. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.3. Materials needed:<ol style="list-style-type: none">a. A Bible or a New Testament for each child.b. Pictures 7-19, The Good Shepherd, and 7-20, The Prodigal Son (62155).
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	Share with the children a time when you or someone you know lost something valuable and then found it again. Describe for the children the value of the item, how you felt about losing it, what you did to find it, and how you felt when it was recovered. If appropriate, you could bring the object to show to the class. Ask the children to relate any incidents in their lives when they lost something valuable and found it again.
Scripture Accounts	Using the pictures at appropriate times, teach the parables of the lost sheep, the lost coin, and the prodigal son. (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.) Explain to the children that these parables, just like the parables of the sower and the wheat and the tares, teach an important gospel principle.
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ol style="list-style-type: none">1. The Lost Sheep and the Lost Coin<ul style="list-style-type: none">• Why was the shepherd so concerned with one sheep out of a hundred or the woman with one coin out of ten? (Luke 15:4, 8.) Explain that the people generally were poor and one coin or sheep was very valuable to them. In the same way, all of Heavenly Father’s children are valuable to him. Why do you think each one of us is valuable to Heavenly Father?

- Why do you think the sheep got lost? How do you think the coin got lost? How can we or someone we know be lost? Help the children understand that being lost also refers to people who are not obeying the commandments and are doing things that make them unworthy to return to Heavenly Father.
- What did the shepherd do with the lost sheep when he found it? (Luke 15:5.) How did his actions show he loved the sheep? Whom does the shepherd represent? Whom do the sheep represent?
- What did the woman do to find the lost coin? (Luke 15:8.) What has Jesus Christ done to help those who become lost and do not keep the commandments? (D&C 18:10–11.) How can we help those who may be lost?
- What did both the shepherd and the woman do when they found the sheep and the coin? (Luke 15:6, 9.) How would you feel if you had helped someone repent and come back to Jesus Christ?
- Why do you think that heaven and the angels feel joy when someone repents? (Luke 15:7, 10.)

2. The Prodigal Son

- What does prodigal mean? (To be wayward and wasteful.)
- What did the prodigal son do with his inheritance? (Luke 15:12–13.) What do you think “riotous living” means? Why do you think some people decide to live this way? How do you think the father felt while his son was gone? How would you feel if someone in your family acted like the prodigal son? (Be sensitive to children who might have family members who are not keeping the commandments.)
- What did the prodigal son do to get food when his money ran out? (Luke 15:14–16.)
- What does “when he came to himself” mean? (Luke 15:17.) How do you think the son’s suffering and sadness helped him want to repent?
- Why do you think the son decided to return to his father? (Luke 15:17–19.) What kind of master was his father? (Luke 15:17.)
- How did the father feel when his son came home? (Luke 15:20.) What did he do for his son? (Luke 15:22–24.)
- How did the older son feel when he learned that his younger brother was home? (Luke 15:28–30.) Why is it important to continue to love family members who disobey the commandments?
- What did the father promise the older brother? (Luke 15:31.) What example did the father set of how to treat those who have sinned but have repented? (Luke 15:32.) How do you feel when you see someone repent and turn from wrong to right? How should we treat people who have not kept the commandments but who are sincerely sorry?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have the children think of ways they could help a less-active child. (Answers could include being friendly, being a good example, inviting them to Church activities, doing things together, and so forth.)

2. Tell the following story:

Ten-year-old Joshua Dennis went with his father and others to explore an abandoned mine. He was careful in the mine but became separated from the other boys and was lost in the dark without food or water. When the others realized he was missing, they started searching for him immediately. After a while hundreds of people came to look for Joshua. Thousands of others fasted and prayed that he would be found safe. The searchers looked for five days, but they couldn't find him. An expert who knew the mine heard of the search and volunteered to help. He knew the mine so well that he found Joshua in a place the others didn't know existed. When he found Joshua, he couldn't begin to describe the joy he felt. All of the people at the mine and thousands of others cried with relief and joy when they found out that Joshua was alive and safe (see "Making Friends: Joshua Dennis—a Treasure of Faith," *Friend*, Nov. 1990, pp. 20–22).

Discuss the difference between being physically lost and spiritually lost. Explain that we must work just as hard to rescue those who are spiritually lost as those who are physically lost.

3. Play Search and Find. Ask a child to think of a place where he or she could get lost and write it on a piece of paper or whisper it to the teacher. Have the other children ask "yes" or "no" questions to determine where the child is located (Is it in a crowded place? Is it in the mountains? Is it under something?). Help the children understand that it takes time and effort to find someone who is lost, especially someone who is spiritually lost.
4. Help the children memorize Doctrine and Covenants 18:10.

Conclusion

Testimony

Share with the children your belief that Heavenly Father loves each of his children and that we are all important to him. Emphasize that Heavenly Father and Jesus Christ want us to help those who are lost come back to them.

Suggested Home Reading

Suggest that the children study Luke 15:11–32 at home as a review of this lesson.

Invite a child to give a closing prayer.

Lesson
20

Parable of the Good Samaritan

Purpose	To help each child have a desire to show love to all people.
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Preparation	<ol style="list-style-type: none">1. Prayerfully study Luke 10:25–37 and Matthew 22:34–40. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)2. Additional reading: John 14:15, 21; 1 John 4:20–21; and the entries “Priests” and “Levites” in the Bible Dictionary in the LDS edition of the Bible.3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.4. Materials needed:<ol style="list-style-type: none">a. A Bible or a New Testament for each child.b. Pictures 7-21, The Good Samaritan (Gospel Art Picture Kit 218; 62156), and 7-22, Map of the Holy Land.
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	<p>Call on a child and ask, “(Name), who is your neighbor?” Ask several children the same question. Explain that we usually think of our neighbor as someone who lives near us. This lesson helps us understand what Jesus taught about who our neighbors are and how we should treat them.</p> <p>Have a child read Matthew 22:34–40. Discuss the importance of having love for others.</p>
Scripture Account	Display the pictures The Good Samaritan and Map of the Holy Land. Teach the parable of the Good Samaritan as found in Luke 10:25–37. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Show the children Samaria and Judea on the map, and explain the situation between the Jews and the Samaritans. The Jews felt that they were better than the Samaritans. They disliked the Samaritans so much that when Jews traveled from Jerusalem to Galilee, they would take the longer way through the Jordan Valley rather than travel through Samaria. You may want to have the children dramatize this scripture account.
Discussion and Application Questions	Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did Jesus say we need to do to inherit eternal life? (Luke 10:27–28.) Why do you think these commandments are so important? (Matthew 22:37–39.)
- How can we show our love for Heavenly Father and Jesus? (John 13:34–35; 14:15, 21.)
- Who is your neighbor? Do you think Jesus meant only the people who live close to you?
- What question was Jesus answering when he told the parable of the Good Samaritan? (Luke 10:25, 29.)
- Why do you think the Jewish priest and Levite did not help the wounded Jewish man? (Luke 10:31–32.)
- What did the Samaritan do for the wounded Jewish man? (Luke 10:33–35.)
- Why is it significant that it was a Samaritan who helped the Jewish man? What characteristics of a good neighbor did the Samaritan have? How does this story help us understand who our neighbor is? How can we become better neighbors?
- Who do you think loved the Lord the most—the priest, the Levite, or the Samaritan? Why?
- How can we follow Jesus' teachings and show love for other people? How should we treat someone who needs our help? someone who is different from us? someone who might have been unkind to us?

Ask the children to share experiences when they gave service to someone in need or when they or their family received help from others. Be careful that the children do not share stories that might embarrass any ward members.

- When you show love for others by helping and serving them, how do you feel? Does it make you feel closer to Heavenly Father and Jesus? What great blessing will we inherit if we truly love Heavenly Father and our neighbors? (Luke 10:25–28.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write the following activities on separate pieces of paper. Write parts A and B on the same piece of paper, and give one to each child. Ask the children to pretend that a new child has just moved into the neighborhood. Part A of their paper tells something they can do to be a neighbor and show love for this new child. Part B tells a similar way to show love for Heavenly Father. Ask the child with number 1 to read his or her activity, then number 2, and so on.
 - (1)
 - a. Visit his or her home.
 - b. Attend Primary and other Church meetings.
 - (2)
 - a. Invite him or her to your home.
 - b. Make your home a place where Heavenly Father's Spirit can be.
 - (3)
 - a. Learn something about the child.
 - b. Read the scriptures.

- (4) a. Talk with him or her.
b. Pray.
 - (5) a. Do something for the child.
b. Obey the commandments.
 - (6) a. Do something for his or her family.
b. Serve others.
 - (7) a. Invite the child to join your activities.
b. Pray for Heavenly Father’s Spirit to be with you.
2. Read the Ten Commandments (Exodus 20:8–17). Compare them to the two commandments Jesus gives in Matthew 22. Write *Love Heavenly Father* on one side of the chalkboard and *Love Others* on the other side. Ask the children to tell you which column each of the Ten Commandments would go under. Read John 14:15, 21 and help the children understand that keeping any commandment helps us show our love for Heavenly Father.
 3. Have the children memorize Matthew 22:37–39.
 4. Sing or read the words to “Have I Done Any Good?” (*Hymns*, no. 223) or “Love One Another” (*Hymns*, no. 308; or *Children’s Songbook*, p. 136).

Conclusion

Testimony	Express your love for Heavenly Father and Jesus and your gratitude for the gospel. Encourage the children to follow Jesus’ example of loving others.
Suggested Home Reading	Suggest that the children study Luke 10:25–37 at home as a review of this lesson. Invite a child to give the closing prayer.

Jesus Christ Heals Ten Lepers

Lesson 21

Purpose To encourage each child to thank Heavenly Father for the many blessings he or she receives.

Preparation

1. Prayerfully study Luke 17:12–19 and Doctrine and Covenants 59:7. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Write a short thank-you note to each child, to be used during the lesson, expressing your gratitude for something the child has done or for some characteristic he or she exhibits.
4. Write on a card for each child the words *Remember to Thank Heavenly Father*.
5. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. One or more copies of the Doctrine and Covenants.
 - c. Picture 7-23, The Ten Lepers (Gospel Art Picture Kit 221; 62150).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity Give the thank-you notes you have written to each child. After they have read the notes, discuss with them how we feel when people express gratitude to us. You may want to share an experience when someone made a special effort to thank you and describe how it made you feel. Invite the children to share any experiences they have had.

Scripture Account Displaying the picture The Ten Lepers, teach the story of Jesus healing the ten lepers as found in Luke 17:12–19. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Remind the children that leprosy is a terrible skin disease. People at that time thought it was highly contagious. In Jesus’ time lepers were not allowed in the cities and could not get near other people.

**Discussion and
Application
Questions** Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did the lepers do when they saw Jesus? (Luke 17:13.) Do you think they knew who Jesus was and believed in him?

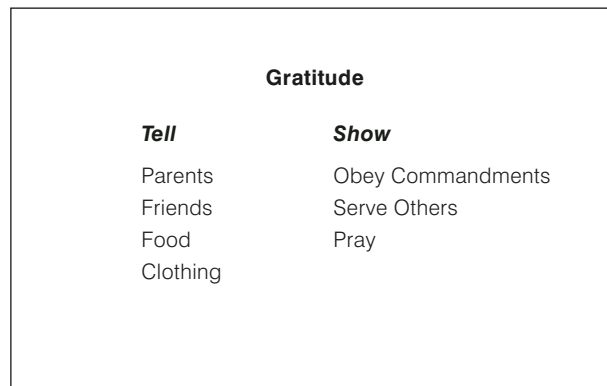
- What did Jesus ask the lepers to do to be healed? (Luke 17:14.)
- How many lepers returned to thank Jesus? (Luke 17:15–16.) What did Jesus say about the lepers? (Luke 17:17–19.)
- Why do you think nine of the lepers did not return to thank Jesus?
- How would you feel if you helped ten people and only one returned to thank you?
- What things should we thank Heavenly Father for? Read or have a child read Doctrine and Covenants 59:7. Why is it important to thank Heavenly Father for specific blessings we receive?
- How can we express our gratitude to Heavenly Father?

Give each child one of the cards you have prepared. Invite the children to tell some of the things they can thank Heavenly Father for. You may want to summarize their responses on the chalkboard.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Help the children memorize Doctrine and Covenants 59:7. Have them write this scripture on the back of their “Remember to Thank Heavenly Father” cards, and encourage them to put this card where they can see it every day.
2. Write *Gratitude* on the chalkboard. Have the children name things they are thankful for that start with each letter of this word. Help them realize that we depend on the Lord for everything we have and are.
3. Draw a diagram similar to the following on the chalkboard:



Have the children name specific things they can tell Heavenly Father “thank you” for. List them under *Tell*. Then have them decide ways they can show him their gratitude for these blessings. List these under *Show*. Stress the importance of both telling and showing gratitude.

4. Show pictures of beautiful scenery and wildlife. Review the Creation and help the children understand how grateful we should be to Heavenly Father and Jesus for the earth and for everything they created for us.

5. Give the children each a piece of paper and a pencil and have them write a thank-you note to someone, such as a parent, a friend, a neighbor, a teacher, the bishop, and so on. Encourage the children to deliver the notes, or offer to help deliver them if needed.
6. Read Mosiah 2:19–24 and discuss what King Benjamin said. Help the children understand that we can never repay Heavenly Father for all he does for us; he deserves all the gratitude we could ever give him.

Conclusion

Testimony	Express the gratitude you feel toward Heavenly Father and Jesus. Also express your gratitude to the children for the privilege of being their teacher and helping them learn the gospel of Jesus Christ.
Suggested Home Reading	Suggest that the children study Luke 17:12–19 at home as a review of this lesson. Invite a child to give the closing prayer.

Purpose To help each child want to be more forgiving.

- Preparation**
1. Prayerfully study Matthew 18:21–35; 6:12, 14–15; and Doctrine and Covenants 58:42. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
 2. Additional readings: Ephesians 4:32, Doctrine and Covenants 64:8–10, and James E. Talmage, *Jesus the Christ*, pp. 392–97 (if available).
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Materials needed: a Bible or a New Testament for each child.

Suggested Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Ask the children to multiply 70 by 7. (You could put the problem on the chalkboard.)

- Is the answer a large number? How long would it take you to count that high?

Ask one of the children to read Matthew 18:21–22.

Explain that this number teaches us an important lesson about forgiveness. Jesus was teaching us that we should always be willing to forgive someone. (Also see enrichment activity 4.)

Scripture Account

Teach the account of the unmerciful servant from Matthew 18:21–35. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) This might be a good account to dramatize. You or one of the children could read the verses while the children take the parts of the king, the unmerciful servant, his fellow servant, and the other servants.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did the king first intend to do to the servant who owed him 10,000 talents? (Matthew 18:25.) Explain that a talent was a large sum of money. (See *Jesus the Christ*, pp. 396–97, for more information on talents.)
- Why did the king change his mind? (Matthew 18:26.) How did he feel toward his servant? (Matthew 18:27.) What do you think it means to feel compassion?

- What did the servant do after the king forgave the debt? (Matthew 18:28.) What did the servant who owed 100 pence (a very small amount) ask of the servant who had owed 10,000 talents? (Matthew 18:29.) How did the servant react to the pleas of his fellow servant? (Matthew 18:30.) What did the king do when he found out what had happened? (Matthew 18:31–34.)
- How are we sometimes like the unmerciful servant? like the king? How do you feel when you forgive others? when you do not forgive?
- What can we learn from the great difference in the debts owed by the two servants?
- What was Jesus trying to teach the people when he told the parable of the unmerciful servant? What does Jesus tell us we must do in order to receive forgiveness? (Matthew 18:35.)

Ask the children if they can remember the phrase from Jesus' prayer in the Sermon on the Mount that talks about forgiveness. Have them open their Bibles to Matthew 6:12 and repeat this verse together. Read also verses 14 and 15.

- Ask the children to think of a time when someone did something unkind to them. How did that unkindness make them feel? What did they do? What has Jesus Christ taught us to do in such situations? Was it easy to forgive? How can we become more forgiving? Explain that no one should hurt anyone else and that if someone is hurting the children, they should tell their parents, another adult they trust, or the bishop.
- How would you feel if you did something mean to a friend or a member of your family and, even when you said you were sorry, that person would not forgive you?
- When we do something wrong and then repent and ask the Lord to forgive us, what has he told us he will do? (D&C 58:42.)
- What did Jesus say when Peter asked him how often to forgive someone who has sinned against him? (Matthew 18:21–22.) What do you think Jesus was trying to teach Peter? (There is no limit to how many times we should forgive others.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Give each child a paper and pencil. Have them write *a*, *b*, *c*, *d*, *e*, *f*, and *g* down one side of the paper and answer the following questions about forgiveness. All the questions can be answered "yes" or "no."
 - a. Are you forgiving when you say, "I forgive you, but I will not forget what you did"?
 - b. Are you forgiving when you are happy that something unfortunate has happened to someone who was unkind to you?
 - c. Are you forgiving when your brother or sister hits you and you don't get mad?
 - d. Are you forgiving when you want to get even with someone who has been unkind to you?

- e. Are you forgiving when you stop talking to someone who has been unkind to you?
- f. Are you forgiving when you stand up for someone who has been unkind to you?
- g. Are you forgiving when you speak unkindly about the person you think has been unkind to you?

Discuss the meaning and importance of forgiveness as you discuss the answers to this quiz.

2. Have a child read Doctrine and Covenants 64:8–10. Divide these verses into phrases and have each child explain one of the phrases to the class. You could also divide the class into groups and have each group discuss what this scripture means. Have them share their ideas, and help them understand that we have been commanded to forgive everyone.
3. Encourage the children to memorize Doctrine and Covenants 64:10 or Matthew 6:14–15.
4. Give the children paper and pencils or markers. Ask them to draw seven squares on their papers. Then ask them to draw six more sets of seven squares. Tell the children that ten times the number of squares they have put on their papers is the number of times Jesus said we should forgive someone. He was teaching the people that they should always forgive others.
5. Sing or read “Help Me, Dear Father” (*Children’s Songbook*, p. 99).

Conclusion

Testimony	Bear testimony of the importance of being forgiving as Jesus taught. Help the children realize that when they forgive, they are worthy of being forgiven by our Heavenly Father.
Suggested Home Reading	Suggest that the children study Matthew 18:21–35 at home as a review of this lesson. Invite a child to give the closing prayer.

The Good Shepherd

Lesson
23

Purpose To teach the children to trust Jesus because he is the Good Shepherd.

Preparation

1. Prayerfully study John 10:1–18, Mark 10:13–16, and 3 Nephi 11:37–38. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional readings: Matthew 19:13–15 (note the Joseph Smith Translation in footnote *b* of Matthew 19:13) and Luke 18:15–17.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A Book of Mormon for each child.
 - c. Pictures 7-19, The Good Shepherd, and 7-24, Christ and the Children (Gospel Art Picture Kit 216; 62467).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Explain to the children that you are going to tell them about certain responsibilities a person has. Tell them that you will give the clues to what that person does one at a time. When the children think they know what the person does, they should come to the front of the room and whisper the answer to you. If they are right, they should remain standing. If they are wrong, they should sit down. Use clues such as the following:

I work outdoors.

I am very concerned about those in my care.

I sometimes have to fight off wild animals or thieves.

I must be very watchful.

I must protect the young.

I must search for those that are lost.

Those I watch know my voice and follow me.

I search for good pastures and clean water for those in my care.

Angels announced the birth of Jesus Christ to some people who have these responsibilities.

I watch over sheep.

When all the children know that the person is a shepherd, have them return to their seats. Explain that during the lesson they are going to learn about the Good Shepherd, who is Jesus Christ.

Scripture Account Show the picture The Good Shepherd. Explain that the shepherd symbolizes Jesus' relationship with his followers because good shepherds were devoted to their sheep. In Biblical times, when flocks were driven into a sheepfold (high walls topped with thorns to prevent wolves from leaping in) at night, each shepherd took a turn guarding the sheep by lying across the open entrance, literally becoming the gate or door (John 10:7, 9). If a wild animal managed to leap over the walls, the shepherd would give his life if necessary to protect the sheep. When the shepherds called their flocks in the morning, each sheep recognized its master's call. For a sheep to be kept safe, it had to follow its master closely as he led it to good pasture.

Teach the children the parable of the Good Shepherd from John 10:1–6. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.)

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- Why do the sheep follow their shepherd? (John 10:4.) What do you think it means to "know his voice"? Whose voice do we need to know? How can we come to know the Savior's voice?
- Who are spiritual thieves and robbers today? (John 10:1; Joseph Smith Translation John 10:8.) (Help the children think of people or things that might influence them to turn away from their shepherd, who is Jesus.) Why weren't the sheep led astray by "thieves and robbers"? (John 10:8.) How can we protect ourselves from evil influences? Who else can help protect us from these influences? (The Holy Ghost, the prophet, parents, good friends, teachers, the bishop.)
- How is Jesus the Good Shepherd? (John 10:9–11.) If Jesus is the Good Shepherd, what are we? How does knowing that Jesus is the Good Shepherd help us follow him?
- How does the Good Shepherd show his love for his sheep? (John 10:11.) From whom did Jesus receive the power to lay down his life and take it up again? (John 10:17–18. He was able to die because his mother was mortal. He could take up his life again because his father, Heavenly Father, was immortal.) What does it mean to us that "the good shepherd giveth his life for the sheep"? (John 10:11.) How does Jesus' sacrifice make it possible for us to live with him and Heavenly Father again?

Help the children understand that one way Jesus Christ is the Good Shepherd is because he voluntarily suffered for our sins and gave his life for us. Therefore, we all will be resurrected and we all can repent, be baptized, and be forgiven for our sins.

Explain that you are going to tell another story that shows a way the Good Shepherd cares for his sheep. Show the picture Christ and the Children. Teach the story of Jesus blessing the children (see Mark 10:13–16).

- Why did Jesus' disciples try to send the children away? (Joseph Smith Translation Matthew 19:13.) What did Jesus say when his disciples tried to send the children away? (Mark 10:14.) What did he do for the children? (Mark 10:16.) How do you think you would have felt if you had been one of those children? How does knowing that Jesus loves us make it easier to follow him?
- Jesus said that we need to "become as a little child" if we want to enter the kingdom of God (Mark 10:15; Mosiah 3:19; 3 Nephi 11:37–38). What do you think it means to "become as a little child"? What do you think you need to be like to enter the kingdom of heaven? Why does Jesus want us to enter the kingdom of heaven?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Give each child a piece of string at least twelve inches long. Ask the children to lay their pieces of string vertically on a table or the floor in front of them and try to push the string away from them. Then ask the children to pull their pieces of string toward them. Relate this experiment to how shepherds lead their sheep (John 10:4). Explain that in Israel the shepherds lead their sheep by walking in front of them. In some other countries shepherds drive the sheep. Jesus, as our Good Shepherd, leads the way and asks us to follow him.
2. Read and discuss Psalm 23 with the children.
3. Divide the class into small groups. Have them think of ways Jesus has shown and continues to show his love for us (some ideas could be paying for Adam's transgression, suffering for our sins, teaching us the gospel through the scriptures, being an example, helping us when we need help, and so on). Discuss how these things help us know that Jesus loves us.
4. Read and discuss the account of Jesus blessing the Nephite children (3 Nephi 17:12–13, 21–24).
5. Review with the children any or all of the first three articles of faith.
6. Help the children memorize John 10:11.
7. Sing or read the words to "I Feel My Savior's Love" (*Children's Songbook*, p. 74).

Conclusion

Testimony	Bear testimony that Jesus loves each one of us and wants us to follow him. Share an experience from your own life when you have felt Jesus' love or when you have followed him and have been blessed.
Suggested Home Reading	Suggest that the children study John 10:1–18 at home as a review of this lesson. Invite a child to give a closing prayer.

Purpose To encourage each child to pay an honest tithe and other offerings.

Preparation

1. Prayerfully study Mark 12:41–44, 3 Nephi 24:10, and Doctrine and Covenants 119:4. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: Luke 21:1–4 and Doctrine and Covenants 64:23.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Ten coins (or draw ten circles on the chalkboard to represent coins).
 - c. Paper and pencils for each child.

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Show ten coins to the class.

- Who would like to have these coins?
- If I gave you all these coins, would you be willing to give one back to me? Why? Would you be willing to give two or three back to me or maybe even all of them?

Explain that Heavenly Father has commanded us to pay tithing, which is giving back to him one-tenth of whatever we earn. He has also asked us to give other donations, such as fast offerings and contributions to the missionary fund, to help further his work here on earth.

Remind the children that everything on the earth was created by Heavenly Father and Jesus Christ. Heavenly Father blessed us with our bodies and our minds so we can work and think. All that we earn or receive on the earth is a gift from him. Heavenly Father wants us to show our gratitude, faith, and obedience by paying tithing and giving other offerings to the Church.

Scripture Account

Teach the story of the widow's mite (Mark 12:41–44). (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Explain that Heavenly Father and Jesus have always commanded people to pay tithing and also asked them to make other donations to help supply the needs of the Church.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did the rich people cast into the church treasury? (Mark 12:41.) What did the widow put in the treasury? (Mark 12:42. Explain that a mite was a very small amount of money.) Why was Jesus more pleased with the widow's offering than that of the rich people? (Mark 12:43–44.)
- How much does Heavenly Father command us to pay in tithing? (D&C 119:4. Explain that "interest" means whatever money we earn. Using the paper and pencils, show the children how to figure out tithing amounts.) What does it mean to pay an honest tithe?
- How much has Heavenly Father asked us to pay in fast offerings? How much does he ask us to pay to the missionary fund? Help the children understand that, unlike the set amount of tithing we have been commanded to pay, we decide how much we contribute to fast offerings and the missionary fund based on what we have and what our needs are. Heavenly Father has asked only that we be generous, because the more we give, the more we are showing that we are committed to doing Heavenly Father's work.
- In what other way can we help further Heavenly Father's work? (Exodus 25:1–8; D&C 124:26–27.) Explain that members throughout the ages have been asked to contribute to building temples. Today temples are being constructed all over the world, and we can receive great blessings by contributing if we are in a district where a new temple is being built.
- Why does the Lord ask us to pay tithing? What blessings do we receive when we pay a full tithing? (3 Nephi 24:10.) What does it mean to have the windows of heaven opened to us? What kinds of blessings do we receive when we pay other offerings?

Discuss the following statement from President Spencer W. Kimball, twelfth President of the Church:

"The Lord has promised that he will open the windows of heaven when we are obedient to his law. He can give us better salaries, he can give us more judgment in the spending of our money. He can give us better health, he can give us greater understanding so that we can get better positions. He can help us so that we can do the things we want to do" (*The Teachings of Spencer W. Kimball*, p. 212).

Emphasize that the greatest blessings we receive from paying tithing and other offerings are spiritual. Our faith grows stronger each time we choose to obey the law of tithing and be generous in our contributions to fast offerings and the missionary fund.

- How have you or someone you know been blessed by paying tithing or other offerings? Share with the children an example from your own experience and invite the children to share experiences when they have been blessed because of their offerings.

- When should we pay our tithing? (We can pay tithing any time during the year, but it is best to pay as soon as we receive any income.) To whom do we give our tithing and other offerings? (To the bishop or his counselors. The bishop sends tithing money to Church headquarters, where Church leaders determine how best to spend it to carry out the Lord's work. Fast offerings and missionary funds are used locally; excess funds are sent to Church headquarters.)
- How is our tithing money used? (See enrichment activity 2.) How are fast offerings used? (Fast offerings support the welfare program of the Church.)
- What is tithing settlement? (A meeting we have once each year with the bishop. We review the records of the tithing and other contributions we have paid and tell him if we are a full-tithe payer. We can declare that we are full-tithe payers if we have paid one-tenth of all our income to the Lord.)
- Why do you think it is important that we pay tithing willingly? (Moroni 7:6–8.) If our incomes are small, are we still expected to pay tithing? Why?

Discuss the following statement by President Spencer W. Kimball: "There are people who say they cannot afford to pay tithing because their incomes are small. . . . No one is ever too poor to pay tithing" (*The Teachings of Spencer W. Kimball*, p. 212).

- Why is it important to pay other offerings? How can we use the widow's contribution as an example of making donations to the Church? Help the children understand that in the future we may be asked to give everything we have to the Church. But right now we are asked to give only what we are able to donate and still meet our own needs.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Using imitation money (you can make your own), have the children pretend to be a family and make a budget for the amount of money you give them. Have them budget for food, rent, utilities, clothing, and recreation. Then tell them to add tithing and other offerings to their budget by placing them first on the list. Explain to the children that we should always pay our tithing first because that is the Lord's tenth.
2. Go around the room and ask each child to name a specific way his or her tithing money is used. Give suggestions from the following list if necessary:
 - Building meetinghouses, temples, seminaries and institutes of religion, mission training centers, and family history centers
 - Paying for ward and stake activities and teaching manuals and supplies
 - Paying for meetinghouse maintenance and utilities
 - Paying travel expenses and supplies for missionaries
 - Paying travel and other expenses for General Authorities
 - Providing computers for use in temple and family history work

Helping to publish Church magazines

Paying for Church satellite broadcasts

Paying for translation and publication of the scriptures

3. Give the children each a piece of paper and a pencil and have them walk to a window or other place where they can look outside. Ask them to quietly write down as many things as they can see in a few minutes. After the children return to their seats, ask them to name the things they saw. Explain that Heavenly Father has given us everything we have, and paying tithing and offerings is one way we can show our love and gratitude to him.
4. Tell the following story by President Ezra Taft Benson, and discuss the faith that is needed to pay tithing and the blessings that come from being obedient to the law:

“On one occasion when I was a teenager, I overheard Father and Mother talking about their finances in preparation for tithing settlement the following day. Father [owed] twenty-five dollars at the bank, which was due during the week. In figuring their tithing, he owed twenty-five dollars more. He also had a hay derrick [something used to lift hay onto a haystack] which he had built. He . . . was trying to sell it, but had met with no success.

“What were they to do—[pay] the bank, pay their tithing later, or pay their tithing and hope that they could [pay the bank] in just a few days? After discussing the matter, and I am sure praying together before they retired, Father decided next day to go to tithing settlement and pay the twenty-five dollars, which would make him a full-tithe payer. As he rode home by horseback, one of his neighbors stopped him and said, ‘George, I understand you have a derrick for sale. How much are you asking for it?’

“Father said, ‘Twenty-five dollars.’ The neighbor said, ‘I haven’t seen it, but knowing the way you build, I am sure it is worth twenty-five dollars. Just a minute and I will go in the house and make out a check for it. I need it.’ This is a lesson I have not forgotten” (*The Teachings of Ezra Taft Benson*, pp. 471–72).

5. Tell the following story:

“When I was about five or six years old, I sat at the dinner table with my large family and listened as the others discussed tithing. They told me that tithing is one-tenth of all we earn and that it is paid to the Lord by those who love him.

“After dinner I got out the small amount of money I had saved and figured what I owed the Lord as tithing. I then went to the only room in the house with a lock on the door—the bathroom—and there knelt by the bathtub. Holding the three or four coins in my upturned hands, I asked the Lord to accept them—certain that he would do so. I pleaded with the Lord for some time, but the money remained in my hands. No little boy could have felt more rejected than I did. The Lord had accepted tithing from my parents and from all of my older brothers. Why not from me? As I rose from my knees, I felt so unworthy that I could not tell anyone what had happened. Only the Lord knew.

“A few days later at Primary the teacher said she felt impressed to talk about something that was not in the lesson. I sat amazed as she then taught us how to pay tithing. But what I learned was far more important than how to pay tithing. I learned that the Lord had heard and answered my prayer, that he loved me, and that I was important to him” (Ariel Ricks, “Coins for the Lord,” *Ensign*, Dec. 1990, p. 47).

6. Sing or read the words to “Because I Have Been Given Much” (*Hymns*, no. 219).

Conclusion

Testimony and Challenge

Bear testimony about the importance of paying tithing. Share your feelings about the privilege we have of paying our tithing as a way to express our gratitude to Heavenly Father and Jesus Christ. Share, or invite another member to share, any experiences you have had when your faith in Heavenly Father and Jesus increased when you paid tithing.

Give the children each a donation receipt and envelope and challenge them to pay an honest tithe whenever they receive any income.

Suggested Home Reading

Suggest that the children study Mark 12:41–44 at home as a review of this lesson.

Invite a child to give the closing prayer.

Parable of the Ten Virgins

Lesson
25

Purpose To encourage each child to become spiritually prepared for the second coming of Jesus Christ.

Preparation

1. Prayerfully study Matthew 25:1–13 (see the Joseph Smith Translation in Matthew 25:1, footnote a) and Doctrine and Covenants 45:56–57, 63:53–54. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Bible or a New Testament for each child
 - b. The following wordstrips:
 - Ten virgins = Church members
 - Oil = Spiritual preparation
 - Bridegroom = Jesus Christ
 - Marriage = Second coming of Jesus
 - c. Picture 7-25, The Second Coming (Gospel Art Picture Kit 238; 62562)

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Ask the children to pretend that the class is going on a trip.

- What do we need to do to prepare for the trip?
- What should we take with us?

Say, “We are going on a trip and we will take _____,” naming one item. Have a child say the same sentence, including what you said, and add another item. Continue around the room, having each child name all the previous items and add one more. Give each child one or more turns, depending on the size of your class. Give help naming the items when necessary.

Point out that preparation is an important part of many things in our lives.

- What are some things we might prepare for besides going on a trip?

Discuss briefly the preparation we do for school, for a meal, for family home evening, and so on. Tell the children that in this lesson they are going to learn how they can prepare spiritually for a wonderful event that will happen in the future.

Scripture Account Teach the children the parable of the ten virgins (Matthew 25:1–13). (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Tell the children that Jesus often taught with parables, using familiar objects and situations to teach a hidden spiritual truth. He used parables so that only those who were willing to study the parable would understand the truth (see Matthew 13:10–17). Help the children understand that this parable likens the second coming of Jesus Christ, which is when the Savior will return to earth to rule during the Millennium, to a wedding.

Explain that the parable of the ten virgins is based on ancient Jewish wedding customs. The bridegroom and his friends escorted the bride from her home to the home of the bridegroom. Along the way friends of the bride waited to join them. When they arrived at the bridegroom’s home, they all went inside for the wedding. These weddings usually took place in the evenings, so those waiting for the bride and bridegroom carried lamps.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures. Display the wordstrips and picture at appropriate times.

- Whom do the ten virgins represent? (Matthew 25:1.) Whom does the bridegroom represent? (Jesus Christ.)
- How do we know that all ten virgins believed in Jesus Christ? (Matthew 25:6–7. They “went out to meet” the bridegroom and waited for him.) How can we show that we believe in Jesus?
- Why were five of the virgins referred to as foolish? (Matthew 25:3.) Why were five referred to as wise? (Matthew 25:4.)
- What happened when the bridegroom came? (Matthew 25:6–8.) Why do you think the five foolish virgins were so unprepared? How do you think we can be prepared when Jesus comes again?
- Why do you think the five wise virgins did not share their oil? (Matthew 25:9.) Why couldn’t they have given some of their oil to the others? Explain that the shape of Jewish lamps, outside lips rounded inward, made it almost impossible for someone to pour oil from one lamp to another (see the illustration at the end of the lesson). In the parable, the oil in the wise virgins’ lamps represents their righteous living and obedience. We each fill our own lamp, which represents our own life, with our obedience and righteousness. Heavenly Father’s blessings to us for our righteous actions cannot be given to the disobedient.
- What happened to the five who were not prepared? (Matthew 25:10–12.) What happened to the five who were prepared? Why is it important for us to prepare now for the Second Coming? How can we fill our lamps with oil?

Read this quotation from Elder Bruce R. McConkie: “As individuals, we prepare to meet our God by keeping his commandments and living his laws. . . . The gospel in its everlasting fulness, restored as it has been in these last days, is here to prepare a people for the second coming of the Son of Man” (*The Millennial Messiah*, p. 572).

Have the children read Matthew 24:36 and 25:13. Explain that just as the ten virgins did not know the exact hour when the bridegroom would come, we do not know exactly when Jesus will come again.

- What will it be like when Jesus Christ returns? (D&C 45:56–57; 63:53–54.) What blessings are in store for those who are spiritually prepared? (D&C 38:30.)

You could use enrichment activity 2 as a review and application of this lesson.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Discuss briefly the following information to familiarize the children with the second coming of Jesus Christ:

When Jesus left his Apostles in Jerusalem, angels told them he would come a second time. (Acts 1:9–11.)

Only Heavenly Father knows when the Second Coming will be. (Matthew 24:36.)

Jesus will come in power and glory and reign on the earth for a thousand years. (D&C 29:11.)

We need to prepare ourselves for Christ's second coming. (D&C 33:17–18.)

The righteous who are ready for Jesus' second coming will be with him on that great day and will dwell in the presence of Heavenly Father and Jesus forever. (D&C 76:62–63.)

2. Give each child a copy of the lamp at the end of the lesson, or draw a lamp on the chalkboard. Have the children write things on their lamps, or name things that you can write on the chalkboard, that will fill their spiritual lamps with oil (some ideas could be bearing testimony, learning the gospel, serving others, paying tithing, living to be worthy of the companionship of the Holy Ghost, praying, fulfilling Church callings, and so on). Help them realize that these are things they each have to get or do themselves in order to have oil in their lamps, as the five wise virgins did.

Compare what the children wrote on their lamps with President Spencer W. Kimball's ideas: "In our lives the oil of preparedness is accumulated drop by drop in righteous living. Attendance at sacrament meetings adds oil to our lamps, drop by drop over the years. Fasting, family prayer, home teaching, control of bodily appetites, preaching the gospel, studying the scriptures—each act of dedication and obedience is a drop added to our store. Deeds of kindness, payment of offerings and tithes, chaste thoughts and actions, marriage in the covenant for eternity—these, too, contribute importantly to the oil with which we can at midnight refuel our exhausted lamps" (*Faith Precedes the Miracle*, p. 256).

Discuss ways to add oil to our lamps that the children have not already mentioned, and let the children add some to their lists if desired. Help them understand that these are things that cannot be put off until the Savior comes.

3. Read the following quotation by President Spencer W. Kimball: “The ten virgins belonged to the kingdom and had every right to the blessings—except that five were not valiant and were not ready when the great day came. They were unprepared through not living all the commandments. They were bitterly disappointed at being shut out from the marriage—as likewise their modern counterparts [members today who are not prepared] will be” (*The Miracle of Forgiveness*, p. 8).
4. Sing or read the words to “When He Comes Again” (*Children’s Songbook*, p. 82). After singing the song, ask the children to imagine what it would be like to have Jesus say to them, “You’ve served me well. Come into my arms to stay.”

Conclusion

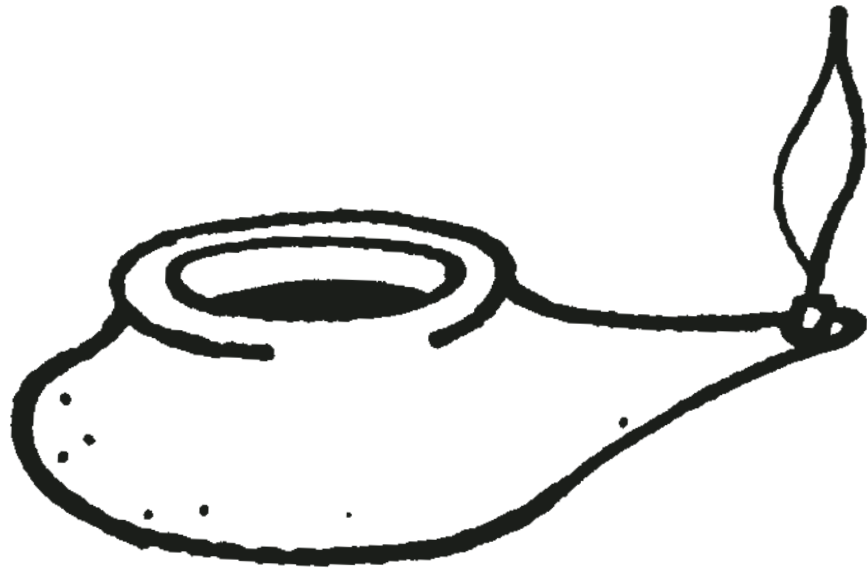
Testimony

Bear testimony of the importance of preparing for the second coming of Jesus Christ by living righteously. Share with the children how important it is to you to be worthy so you can participate in that great event.

Suggested Home Reading

Suggest to the children that they study Matthew 25:1–13 at home as a review of this lesson.

Invite a child to give the closing prayer.



Parable of the Talents

Lesson
26

Purpose To help the children desire to use their talents to benefit others and themselves.

Preparation

1. Prayerfully study Matthew 25:14–30 and Doctrine and Covenants 60:2–3, 82:3. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Slips of paper with a talent written on each one, such as “You have the talent to be a fine violinist,” “You have the talent to make friends,” “You have the talent to be a good speaker,” “You have the talent to be a good soccer player,” “You have the talent to be a peacemaker,” “You have the talent to be a good leader,” “You have the talent to be a good missionary,” “You have the talent to make others happy,” and so on. Before the children come into the classroom, fold the slips of paper and tape them in places around the room where the children can find them. Do not identify the talents as belonging to a particular child.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity Tell the children that there are special messages for them hidden around the room. Ask a child to find a message and read it aloud. Then ask that child to tell what he or she could do to develop that talent. Give each child a turn, and encourage the rest of the class to think of ways to cultivate each talent. Explain that this lesson will teach them about the importance of developing talents.

Scripture Account Review the definition of a parable from lesson 25. Teach the children the parable of the talents in Matthew 25:14–30. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) In the parable, the talents refer to pieces of money. For us talents mean abilities we can develop to bless and help others.

**Discussion and
Application
Questions** Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- Why did the master give different amounts of talents to each servant? (Matthew 25:15.) How do your talents differ from your friends' talents? your family members' talents? Why does Heavenly Father give different gifts to each of us? (D&C 46:12.) How can we show our gratitude to Heavenly Father for the particular gifts he has given to us? (D&C 46:11.)
- What did the servants who were given five and two talents do with their money? (Matthew 25:16–17.) How do you think they were able to double their money? How can hard work be a blessing to us?
- What did the servant who was given one talent do with his money? (Matthew 25:18.) Why do you think he did this? (Matthew 25:24–25.) Why do you think some people don't develop their talents? What happens to people's talents if they do nothing with them?
- When the master returned and asked the servants to report to him, what did he say to the servant who had been given five talents? (Matthew 25:21.) What did he say to the servant who had been given two talents? (Matthew 25:23.) How does working hard to develop talents bless us? How have you been blessed by the talents or abilities of someone else?
- Why did the master give the same reward to the servant who had earned five talents and the servant who had earned two talents? (Matthew 25:21, 23.)
- What did the master say to the servant who had been given one talent? (Matthew 25:26–27.) Why was the master angry with this servant? What punishment did he give him for hiding the talent? (Matthew 25:28, 30.) Why is how we use our abilities and talents more important than how many talents we have and what those talents are?
- Why do you think the master gave the one talent to the servant who had ten? Was this fair? Why? Explain that the more we use our talents, the more talents we develop. If we do nothing with our talents, we will lose them. (See Matthew 25:29; D&C 60:2–3.) Help the children understand that those people who seem to have fewer talents will receive every blessing if they use their talents to the fullest.
- What do you think Jesus was trying to teach us by telling the parable of the talents? Help the children understand that the Lord has given us talents, abilities, and opportunities (such as belonging to his church). He expects us to use all these things to make our lives better and to serve others. He also wants us to show our gratitude by developing our talents.
- What additional expectations does the Lord have for us because we are members of his church? (D&C 82:3.)
- How do people share their talents in the Church? How does accepting responsibilities and assignments in the Church help us increase our talents? (See enrichment activity 5.)
- When and to whom will we give a report about what we have done with the gifts and talents we have been given? What do you want to be able to report? How would you feel if the Lord said to you, "Well done, thou good and faithful servant" (Matthew 25:21)?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Ask the children to name as many talents as they can think of; list the talents on the chalkboard as they are mentioned. Encourage the children to include character traits such as being a good listener, loving others, being cheerful, and so on.
2. Give the children each a piece of paper and a pencil and ask them to make a list of their own talents. Tell them not to let others in the class see the list. Then ask the class members to each name a talent for every other child in the class. As each child's talents are mentioned, suggest that the child add to his or her list any talents identified by the other children that are not already on the list. Then ask the following questions:
 - If class members named something about you that is not on your paper, how can you develop that talent?
 - If class members didn't name something that you wrote down, how can you develop that talent?

Challenge each child to choose one of his or her talents and decide how to further develop it or use it during the coming week.

3. Share the following story about President Heber J. Grant:

"When I joined a baseball club, the boys of my own age and a little older played in the first nine [the best group of players]; those younger than I played in the second, and those still younger in the third, and I played with them. One of the reasons for this was that I could not throw the ball from one base to the other. Another reason was that I lacked physical strength to run or bat well. When I picked up a ball, the boys would generally shout: 'Throw it here sissy!'

"So much fun was engendered on my account by my youthful companions that I solemnly vowed that I would play baseball in the nine that would win the championship of the Territory of Utah.

". . . I saved a dollar which I invested in a baseball. I spent hours and hours throwing the ball at Bishop Edwin D. Woolley's barn. . . . Often my arm would ache so that I could scarcely go to sleep at night. But I kept on practicing and finally succeeded in getting into the second nine of our club. Subsequently I joined a better club, and eventually played in the nine that won the championship of the territory" (*Gospel Standards*, pp. 342–43).

4. The following quotation was one of President Heber J. Grant's favorite sayings. Discuss the meaning of it with the children, and encourage them to memorize it.

"That which we persist in doing becomes easier for us to do; not that the nature of the thing itself is changed, but that our power to do is increased" (*Gospel Standards*, p. 355).

5. Ask the children to think of some of the responsibilities people are given in the Church. Give them slips of paper and pencils and have them write down a responsibility or assignment (each child could contribute more than one). Have them put the slips of paper in a box or jar. Then ask the children to take turns drawing a slip of paper out of the box and telling what talents they could develop by performing this assignment or responsibility. List the talents that are mentioned on the chalkboard to see how many different talents the children can identify.
6. Sing or read the words to “I’m Thankful to Be Me” (*Children’s Songbook*, p. 11).

Conclusion

Testimony Bear testimony of the joy that comes when we use the talents God has given us to benefit ourselves and others. Share with the children how much you want to feel the joy of returning to Heavenly Father as one who has used your talents well.

Suggested Home Reading Suggest that the children study Matthew 25:14–30 at home as a review of this lesson.

Invite a child to give the closing prayer.

Note: An enrichment activity for lesson 27 requires asking a member of the Relief Society presidency or bishopric to come and talk to the children about how the Relief Society gives compassionate service. If you want to use this activity, ask the person in advance and explain what you want him or her to talk about.

Parable of the Sheep and the Goats

Lesson
27

Purpose To teach the children that serving others helps us be prepared for the time when Jesus Christ will judge us.

Preparation

1. Prayerfully read Matthew 25:31–46. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional readings: Jacob 2:17–19; Mosiah 4:16, 26; and Doctrine and Covenants 104:17–18.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Pictures 7-26, The Last Judgment (Washington Temple mural), and 7-25, The Second Coming (Gospel Art Picture Kit 238; 62562).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Invite the children to share with the class something they did during the past week to develop or share a talent.

Attention Activity

Read the following or similar situations to the children (use situations that are within the children’s experiences). Ask them what they think they should do if:

They see a younger child who is thirsty but can’t reach the water.

They know a child who hasn’t been to church for several weeks.

They know someone who doesn’t have enough to eat.

They see someone who doesn’t have a warm coat, and it is very cold.

They know someone who has been home for a long time with an illness or disability.

- What would Jesus want you to do? Why do you think you should help others in situations such as these?

Remind the children that in the last two lessons they have learned about two of the parables Jesus used to teach the people about his second coming. This lesson teaches the third parable in Matthew 25, and together all three parables teach us how we can be prepared for Jesus’ coming and the time when he will judge us. One of the best ways to prepare is to serve others.

Scripture Account	Show the pictures The Last Judgment and The Second Coming at appropriate times as you teach the children the parable of the sheep and the goats from Matthew 25:31–46. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ul style="list-style-type: none"> • What do you think it will be like when Jesus comes again? • Jesus teaches that at his coming he will separate nations as a shepherd separates the sheep from the goats (Matthew 25:32). In this parable whom do the sheep represent? (Matthew 25:33–36.) Whom do the goats represent? (Matthew 25:33, 41–43.) Why will Jesus be separating the sheep from the goats? What is the main difference between the sheep and the goats? • What did Jesus mean when he said that those on his right hand had fed him, clothed him, and so on? (Matthew 25:37–40.) Who are “the least of these my brethren”? • What kind of service did the righteous give? (Matthew 25:35–37.) What are we required to do to be counted among the Lord’s sheep? Help the children think of ways they can perform such acts of service. Share examples of service you have observed, and invite the children to share examples they have seen. • What will be our reward if we serve others? (Matthew 25:34, 46.) What will happen to those who do not serve others? (Matthew 25:41, 46.) • Whom should we serve? Whom do we know who could be helped by our service? (Matthew 25:40; see also Mosiah 4:16.) (See enrichment activity 1.) • How did Jesus serve others? (Review some of the scripture accounts of Jesus healing the sick, blessing the children, feeding the 5,000, and so on. Emphasize the love Jesus showed for people as he did these things.) How can his example of serving others help you? • How can we bless others by our service? How has serving another person blessed you? How does giving service to others make you feel? How do you feel about those you serve? <p>You could use enrichment activity 4 to encourage the children to apply this lesson in their lives.</p>

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Share and discuss the following story with the children:

“I have many memories of my boyhood. Anticipating Sunday dinner was one of them. Just as we children hovered at our so-called starvation level and sat anxiously at the table, with the aroma of roast beef filling the room, Mother would say to me, ‘Tommy, before we eat, take this plate I’ve prepared down

the street to Old Bob and hurry back.' I . . . would run down to Bob's house and then wait anxiously as his aged feet brought him eventually to the door. Then I would hand him the plate of food. He would present to me the clean plate from the previous Sunday and offer me a dime as pay for my services. My answer was always the same: 'I can't accept the money. My mother would tan my hide.' He would . . . then say, 'My boy, you have a wonderful mother. Tell her thank you.' . . . I remember, too, that Sunday dinner always seemed to taste a bit better after I had returned from my errand" (Thomas S. Monson, "The Long Line of the Lonely," *Ensign*, Feb. 1992, p. 4).

2. Arrange to have a member of the Relief Society presidency or a member of the bishopric come to class to explain how the Relief Society gives compassionate service. Have the visitor explain how the Church gives help to those in need, including how fast offerings are used.
3. Give the children each a piece of paper and a pencil, and have them list ways they can serve others at home or in the neighborhood. Challenge the children to perform at least one act of service this week.

4. Discuss the following quotation:

"There will be a wise and just God to sit in judgment on all men. . . . The wicked may prosper for a time, the rebellious may seem to profit by their transgressions, but the time is coming when, at the bar of justice, all men will be judged, 'every man according to their works' (Rev. 20:13). No one will 'get by' with anything. On that day no one will escape the penalty of his deeds, no one will fail to receive the blessings he has earned. Again, the parable of the sheep and the goats gives us assurance that there will be total justice" (Spencer W. Kimball, *The Miracle of Forgiveness*, pp. 304–5).

5. Prepare two boxes or containers. Label one box "Sheep" and the other box "Goats." Place the "Sheep" box on your right and the "Goats" box on your left. On separate pieces of paper write good and bad actions (include some actions where the category is not so obvious). Have the children each read an action and decide if it is a "sheep" action or a "goat" action and put the piece of paper in the appropriate box.

Use the actions listed below or create some of your own:

Telling your parents the truth.
 Not admitting it when you have done something wrong.
 Fighting with your brother or sister.
 Saying "I'm sorry" when you have hurt someone's feelings.
 Telling only part of the truth.

6. Help the children memorize Matthew 25:40.
7. Sing or read the words to "I'm Trying to Be like Jesus" (*Children's Songbook*, p. 78).

Conclusion

Testimony

Bear your testimony that Jesus wants us to serve others and that we are blessed when we do so. Share with the children your feelings about the opportunities you have to serve.

Suggested
Home Reading

Suggest that the children study Matthew 25:35–40 at home as a review of this lesson.

Invite a child to give the closing prayer.

Jesus Christ Raises Lazarus from the Dead

Lesson
28

Purpose To help each child understand that because Jesus Christ is the Son of God, he has power over death.

Preparation

1. Prayerfully study John 11:1–46. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Review Luke 7:11–17; 8:41–42, 49–56.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A newly cut twig or leaf and a dead one (or a picture of each of these).
 - c. Pictures 7-27, Jesus Raising Lazarus from the Dead (Gospel Art Picture Kit 222; 62148), and 7-18, Jesus Blessing Jairus’s Daughter (Gospel Art Picture Kit 215; 62231).

Suggested Lesson Development

Development Invite a child to give the opening prayer.

Attention Activity Show the children the newly cut twig or leaf and the dead one. Ask the children to talk about the difference between the two.

- Is there anything we can do to make a dead twig look like the newly cut twig?
- Now that the newly cut twig has been cut off from the plant, what will happen to it?
- Who has power to bring life back to something that is dead?

Explain that Jesus has power over death. He brought several people who had died back to life.

Scripture Account Briefly review the accounts of Jesus raising the widow of Nain’s son (Luke 7:11–17) and Jairus’s daughter (Luke 8:41–42, 49–56). Then teach the children the account of Jesus raising Lazarus from the dead as found in John 11:1–46. Show the pictures at appropriate times. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Explain that when Jesus raised people from the dead, he performed miracles that testified that he was the Son of God and had power over death. Explain to the children that because of a Jewish custom of neighbors and friends mourning with the family for several days after a death, many people were with Martha and Mary after Lazarus died and witnessed this great miracle that Jesus performed.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- When Jesus received word that Lazarus was ill, how long did Jesus wait before he departed for Bethany? (John 11:6.) How long had Lazarus's body lain in the tomb when Jesus arrived? (John 11:17.) Why do you think Jesus waited so long to go? (So everyone would know without question that Lazarus was dead, and raising him would be a stronger witness to Jesus' divine power and mission [John 11:4, 15].)
- What did Martha and Mary say to Jesus when he arrived? (John 11:21–22, 32.) What did Martha think when Jesus told her that Lazarus would rise again? (John 11:23–24.) What was Martha's testimony even before she saw her brother raised from the dead? (John 11:27.)
- Why did Jesus pray to Heavenly Father before he raised Lazarus? (John 11:41–42.) What did Jesus want the people to understand? (That he had been sent by Heavenly Father.)
- What did Jesus say to Lazarus? (John 11:43.) What happened? What was Lazarus clothed in? (John 11:44.)
- How do you think Mary, Martha, and the other people felt as they witnessed this miracle? How do you think you might have felt if you had been there? What did the people do after seeing the miracle? (John 11:45–46.) How would seeing Lazarus coming out of the tomb have affected your belief in Jesus?
- Why could Jesus raise Lazarus from the dead? How does it make you feel to know Jesus has the power to raise someone from the dead? How does this miracle help us know that Jesus is the Son of God? (John 11:4.)
- What did Jesus do later that proved his power over death? (He was resurrected. Help the children understand that when Lazarus came back from the dead, he was still mortal and would die again. When people are resurrected, they will never die again. They will live forever.)
- What did Jesus mean when he said he was "the resurrection and the life"? (John 11:25.) What does this mean to us?

Explain that Jesus not only has the power to bring someone back to mortal life, as he did Lazarus, he also has the more important power of raising everyone from the dead to immortality. Every person born on earth will be resurrected. Also, through his atonement Jesus has the power to give eternal life to those who obey and follow him. He is the source of resurrection and eternal life for each one of us.

Challenge

Challenge the children to tell the story of Jesus raising Lazarus from the dead to someone else during the coming week.

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Ask children to pretend to be Mary, Martha, Lazarus, and the Jews who were present when Jesus raised Lazarus from the dead. Ask another child to interview the people to find out what happened, what they witnessed, how they felt as they saw Lazarus come forth from the cave, and what they felt about Jesus.
2. Prepare slips of paper that refer to events, such as the following, when someone witnessed that Jesus Christ is the Son of God. Prepare another set of papers with scriptures that describe the event:

Event: Jesus was born.

Scripture: An angel said, "Unto you is born this day in the city of David a Saviour, which is Christ the Lord" (Luke 2:11).

Event: Jesus was baptized.

Scripture: There was a voice from heaven saying, "Thou art my beloved Son"; the Spirit of God descended like a dove (Mark 1:9–11).

Event: Jesus walked on the water.

Scripture: Jesus' disciples on the ship said, "Of a truth thou art the Son of God" (Matthew 14:25–27, 32–33).

Event: Jesus healed a man born blind.

Scripture: "And [the man] said, Lord, I believe [you are the Son of God]. And he worshipped him" (John 9:32, 35–38).

Event: Peter testified of Christ.

Scripture: When Jesus asked his disciples who they thought he was, Peter said, "Thou art the Christ, the Son of the living God" (Matthew 16:13–16).

Event: Joseph Smith received his first vision.

Scripture: Heavenly Father said, "This is My Beloved Son. Hear Him!" (Joseph Smith—History 1:17).

Place the papers face down on the floor or table in random order. Have a child come up and turn two papers over and try to match the event with the appropriate scripture account. If the two papers do not go together, turn the papers back over and allow another child to take a turn. If all the papers are matched before each child has a turn, play the game again.

3. Help the children memorize John 11:25.

Conclusion

Testimony

Bear your testimony that Jesus Christ is the Son of God and has power over death. Express your love for the Savior and your gratitude to him for his atonement, which made it possible for us to be resurrected and gain eternal life.

Suggested Home Reading

Suggest that the children study John 11:39–46 at home as a review of this lesson.

Invite a child to give the closing prayer.

Lesson
29

Jesus Christ's Triumphal Entry and the Last Supper

Purpose To help each child understand the importance of partaking of the sacrament each week as a reminder to always remember Jesus Christ.

Preparation

1. Prayerfully study Matthew 21:1–11; Mark 14:12–26; Luke 19:29–38; 22:15–20; and Doctrine and Covenants 20:77, 79. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional readings: the heading to Doctrine and Covenants 27, Doctrine and Covenants 27:2, and *Gospel Principles*, chapter 23.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Several copies of the Doctrine and Covenants.
 - c. Pencil and paper for each child (optional).
 - d. Pictures 7-28, Triumphal Entry (Gospel Art Picture Kit 223; 62173), and 7-29, The Last Supper (Gospel Art Picture Kit 225; 62174).

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity

Divide the class into groups, and ask the children to think of things they might do in their homes if they were going to have special guests come to visit their families, such as cleaning the house, preparing special foods, and so forth. Have each group act out what they would do, and let the rest of the class guess what they are doing.

- If the Savior were coming to your home, what would you do to prepare? Tell the children that this lesson will teach them about a time when people prepared a special welcome for the Savior to show how much they honored and respected him.

Scripture Accounts and Discussion and Application Questions

Display the picture Triumphal Entry. Teach the children the account of Jesus' triumphal entry into Jerusalem (Matthew 21:1–11; Luke 19:29–38). (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

- What did the people do when they heard Jesus Christ was coming into their city? (Matthew 21:8–9.) How do you think they felt about Jesus? How do you think you would have felt if you had been there?
- Why did the people shout “Hosanna” as they walked into Jerusalem with Jesus? (Help the children understand that this was their way of praising and

worshiping Jesus and showing that they believed he was the Son of God.) How do we worship Heavenly Father and Jesus Christ today? (When we attend sacrament meeting, read the scriptures, sing hymns, pray, and partake of the sacrament.)

Teach the children the account of the Last Supper from Mark 14:12–26 and Luke 22:15–20. Show the picture of the Last Supper. Explain that the Passover was a ritual meal the people ate each year to remind them of the time when the destroying angel passed over the houses of their forefathers in Egypt and did not kill their firstborn sons (see Exodus 12:21–30).

- Why do we call this Passover meal the Last Supper? (Luke 22:15–18.) What did Jesus do at this meal? (Mark 14:22–24.) Why did he do this? (To teach the importance of his atonement. He instituted the sacrament to help us always remember him and his atonement.)
- What did Jesus say the bread represented? (Mark 14:22.) What did Jesus say the wine represented? (Mark 14:23–24. Explain that we use water today instead of wine.) Help the children understand that the bread and water are symbols, or reminders, of Jesus' body and blood.
- How was the Last Supper similar to our sacrament service today? Remind the children that just as Jesus broke the bread and blessed and passed the bread and wine, priesthood holders perform the same duties today. You may want to take this opportunity to help the boys in your class understand that when they receive the Aaronic Priesthood, they will be receiving the authority to represent Christ in the sacrament service.

If any of the children ask why we use water instead of wine for the sacrament, refer them to Doctrine and Covenants 27:1–2.

- Have the children read Doctrine and Covenants 20:77, 79. What are these two scriptures? Explain that Jesus revealed the wording for the sacrament prayers and that the priests are instructed to repeat them as written in the Doctrine and Covenants.
- When we say “amen” to the sacrament prayers and partake of the sacrament, what are we promising to do? What does the Lord promise us in return? Why is it important for us to always remember Jesus? What can you do to always remember the Savior? (See enrichment activity 3.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Review the baptismal covenants from lesson 6. Explain that the promises in the sacramental prayers are the same as those in the baptismal covenants. When we partake of the sacrament, we are renewing our baptismal covenants. You could display the following wordstrips:

I promise
 to take upon myself the name of Christ.
 to always remember him.
 to obey his commandments.

The Lord promises me that
 I will always have his Spirit with me.

2. Ask the children if they were given their names for particular reasons. Ask those children who were named for others to talk about what it is like to have that person's name. Ask those who have special family names to talk about what it means to them to have that name. Then talk with the children about what it means to take upon ourselves the name of Christ when we become members of The Church of Jesus Christ of Latter-day Saints. Help the children understand that our actions as members of the Church should be appropriate for one who is a follower of Jesus Christ.
3. Have the class list ways we can remember Jesus both during the sacrament and in our daily lives. Suggestions might include:

During the sacrament:

- Think of how he suffered and died for us.
- Think of the words to a sacrament hymn.
- Think of stories from Jesus' life (have the children suggest specific stories).
- Think of one of Jesus' teachings that you want to start living or live better.
- Think of your baptismal covenants.

In our daily lives:

- Pray to Heavenly Father each day in the name of Jesus Christ.
- Obey our parents.
- Be kind to family members.
- Read the scriptures.
- Obey the commandments.
- Be reverent in sacred places.
- Help others in need.
- Attend our Church meetings.

You could have the children each write down one of these suggestions on a piece of paper and keep it as a reminder during the week.

4. Discuss the purpose of sacrament hymns with the children by asking the following questions:
 - Why do we sing a hymn just before the sacrament is blessed?
 - Whom does the sacrament hymn tell us about?

Encourage the children to listen to the words of the sacrament hymn each week. You could sing one of the sacrament hymns with the class or play a tape of the music while everyone listens and thinks about Jesus. You might use "Jesus, the Very Thought of Thee" (*Hymns*, no. 141). You might also ask the ward chorister to use this as the sacrament hymn in the next sacrament meeting.

5. Sing or read the words to "In Memory of the Crucified" (*Hymns*, no. 190).

Conclusion

Testimony	Bear your testimony of Jesus Christ and of his love for each of us. Emphasize that remembering him will help us make right choices so we can be with him again. Encourage the children to think of the Savior as they partake of the sacrament each week and promise to live as they should.
Suggested Home Reading	Suggest that the children study Mark 14:12–26 at home as a review of this lesson. Invite a child to give a closing prayer.

Jesus Christ in Gethsemane

Lesson 30

Purpose To help the children feel love for their Redeemer, Jesus Christ, because of his suffering and atoning for their sins.

Preparation

1. Prayerfully study Matthew 26:36–46, Luke 22:40–46, John 3:16, 15:12–13, Mosiah 3:7, and Doctrine and Covenants 19:15–18. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: 2 Nephi 9:21–22, Alma 34:9, Doctrine and Covenants 76:41–42, and *Gospel Principles*, chapter 12.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. The following wordstrips:
 - What is the Atonement?
 - Why do we need the Atonement?
 - We all will die.
 - We all sin.
 - Jesus Christ is our Savior and Redeemer.
 - He is sinless.
 - He has power over death.
 - c. Pictures 7-1, Jesus the Christ (Gospel Art Picture Kit 240; 62572), and 7-30, Jesus Praying in Gethsemane (Gospel Art Picture Kit 227; 62175).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Ask the children if any of them would like to share with the class how last week’s lesson has helped them improve their worship during the sacrament.

Attention Activity

Ask the children to imagine a situation similar to the following one (be descriptive, making the situation as real as possible):

Pretend your family is visiting a relative. You disobey your parents and go into a room you are told not to go into. You accidentally break a very valuable object.

- How would you feel?
- What would you say to the owner?
- What could you do to replace the broken item?
- What would you do if you didn’t have enough money to buy another one just like it? How would you pay for it?

Explain that your father will help you because he loves you. He tells you that if you are truly sorry, are obedient, and pay what you can, he will help you by paying the difference.

- How would you feel? Could you have paid the price by yourself? How would you feel about your father's helping you?

Explain that by choosing to be born on earth, each of us needs help to be able to return to Heavenly Father.

Help the children understand that because Heavenly Father and Jesus Christ love us, they have a plan to help us do something we cannot do for ourselves. This lesson is about part of that plan; it is about the great sacrifice Jesus Christ made to pay for our sins and overcome death. This sacrifice is called the Atonement. Show the picture Jesus the Christ.

Brief Review

Have the children repeat the third article of faith. Then ask them to review the purpose of our earth life and why the Atonement is necessary for our salvation. To help with this review, use the wordstrips listed in the "Preparation" section.

"What is the Atonement?" (The Atonement is Jesus Christ's voluntary act of suffering for our sins and giving his life on the cross to overcome death.)

"Why do we need the Atonement?" (Remind the children of Heavenly Father's plan. We chose to come to earth and become mortal. Our physical bodies will someday die.)

"We all will die." (We need a Savior to save us from physical death and make resurrection possible.)

"We all sin." (Sinning makes us unworthy to return to Heavenly Father's presence. We need a Redeemer to pay for our sins when we repent.)

"Jesus Christ is our Savior and Redeemer." (Emphasize that Jesus Christ volunteered to be our Savior and Redeemer; he was willing to give his life for us.)

"He is sinless." (Because Jesus Christ was perfect, he is the only person who could be our Savior and Redeemer.)

"He has power over death." (Because Jesus Christ was sinless and the Only Begotten Son of God, he had power over death.)

Read John 3:16 with the class. Invite the children to share how they feel about Heavenly Father and Jesus Christ's providing us with this wonderful plan. Share your feelings of love for Heavenly Father and Jesus and tell how much you want to return to live with them someday.

Scripture Account

Display the picture Jesus Praying in Gethsemane. Teach the children the account of Jesus in Gethsemane as found in Matthew 26:36–46, Luke 22:40–46, and Doctrine and Covenants 19:16–18. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Explain that Jesus understood his mission and knew the time had come when he must suffer great agony and pain to atone for the sins of the world.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did Jesus say as he prayed to Heavenly Father in the Garden of Gethsemane? (Matthew 26:39, 42, 44.) Why was Jesus willing to obey Heavenly Father's plan even though he would have to endure such terrible suffering? (He loved and trusted his Father, and he loved us.)
- What happened to Jesus as he prayed in the Garden of Gethsemane? (Luke 22:44; Mosiah 3:7.) Who appeared to Jesus to strengthen him? (Luke 22:43.)
- For whom did Jesus suffer in the Garden of Gethsemane? (D&C 19:16.) Help the children understand that Jesus also suffered on the cross, but his greatest suffering was in the Garden of Gethsemane, when he bled from every pore.

Read the following quotation from Elder Marion G. Romney: "The Savior . . . paid the debt for my personal sins. He paid the debt for your personal sins and for the personal sins of every living soul that ever dwelt upon the earth or that ever will dwell in mortality upon the earth" (*Improvement Era*, Dec. 1953, pp. 942–43).

- How great was Jesus' suffering? (D&C 19:18.)
- Why was Jesus willing to suffer these things? (John 15:12–13.) How does it make you feel to know that Jesus suffered and atoned for your sins? How can we show Jesus that we are thankful for the Atonement?
- What must we do so that Christ's suffering will pay for our sins? (Repent, be baptized, and keep our baptismal covenants.) How does Jesus' atonement allow us to return to Heavenly Father? What will happen if we do not repent? (D&C 19:15–17.)

Help the children understand that we accept Christ's atonement by repenting of our sins, being baptized and receiving the Holy Ghost, and obeying Jesus' commandments. When we do these things, we can be forgiven and cleansed from sin so we can live forever with Heavenly Father.

Article of Faith

Review, discuss, and help the children memorize the third article of faith.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Prepare a list of scriptures similar to the following (or you could write them on the chalkboard) and a list, in a separate column, of each scripture's message. Mix up the references so they are not opposite the corresponding message. Have a child look up a scripture, decide what message it contains, and draw a line from the scripture to its appropriate message. Give every child a turn.

Matthew 16:21 (Jesus' sacrifice was necessary.)

John 3:16 (Jesus came to earth because he and Heavenly Father love us.)

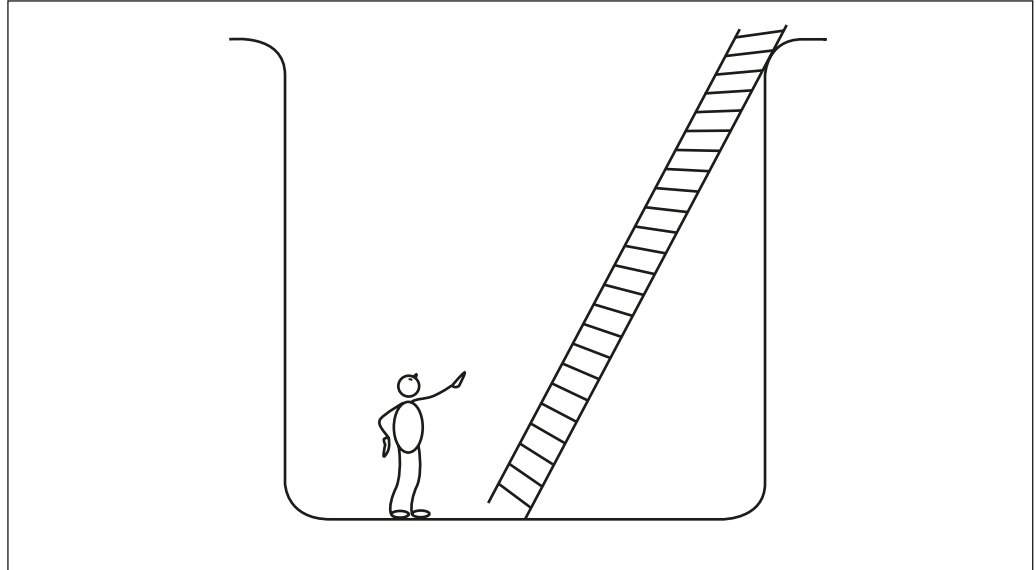
John 10:17–18 (Jesus has power to lay his life down and take it up again.)

1 Peter 1:19–20 (Jesus was chosen in heaven to be our Savior.)

1 John 1:7 (The atonement of Jesus Christ cleanses us from sin if we repent.)

Doctrine and Covenants 20:29 (We can only be saved in the kingdom of God when we repent from our sins, believe in Jesus Christ, and are baptized.)

2. Tell the children the following story, using the diagram as desired:



A man walking along a road fell into a pit so deep he could not climb out. No matter what he did, he could not get out by himself. The man called for help and rejoiced when a kind passerby heard him and lowered a ladder down into the pit. This allowed him to climb out of the pit and regain his freedom.

We are like the man in the pit. Sinning is like falling into the pit, and we can't get out by ourselves. Just as the kind passerby heard the man's cry for help, Heavenly Father sent his Only Begotten Son to provide the means of escape. Jesus Christ's atonement could be compared to lowering a ladder into the pit; it gives us the means to climb out. Just as the man in the pit had to climb up the ladder, we must repent of our sins and obey the gospel principles and ordinances to climb out of our pit and make the Atonement work in our lives. Thus, after all we can do, the Atonement makes it possible for us to become worthy to return to Heavenly Father's presence.

3. Read Mosiah 14:3–5 and Alma 7:11–12. Discuss how Jesus Christ, through the Atonement, not only suffered for our sins but also suffered our pains, sicknesses, and sorrows. He understands perfectly everything we experience and suffer on earth. Through his love and compassion, he will help us with our problems and challenges.
4. Help the children memorize John 3:16.
5. Sing or read the words to "I Stand All Amazed" (*Hymns*, no. 193) or "Help Us, O God, to Understand" (*Children's Songbook*, p. 73).

Conclusion

Testimony	Bear your testimony that Jesus Christ is our Savior and Redeemer. Express your love for Jesus and Heavenly Father and your gratitude that they have provided a way for us to overcome sin and death and live with them again.
Suggested Home Reading	Suggest that the children study Matthew 26:36–46 and Doctrine and Covenants 19:16–18 at home as a review of this lesson. Invite a child to give the closing prayer.

Jesus Christ's Betrayal, Arrest, and Trial

Lesson 31

Purpose	To strengthen each child's commitment to be valiant in his or her testimony of Jesus Christ.
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Preparation	<ol style="list-style-type: none">1. Prayerfully study Matthew 26:14–16, 47–27:31 and Luke 22:47–23:25. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.3. Write the following words and phrases on separate cards: <i>Son of God, Savior, Redeemer, divine, perfect, all-powerful, loving, Creator, teacher, healer, spit upon, betrayed, falsely accused, buffeted (hit), smote, scourged (whipped), tied up, mocked, crowned with thorns, condemned to die.</i>4. Materials needed:<ol style="list-style-type: none">a. A Bible or a New Testament for each child.b. Tape or some means of displaying the cards.c. Pictures 7-31, The Betrayal of Jesus (Gospel Art Picture Kit 228; 62468), and 7-32, Peter's Denial (Gospel Art Picture Kit 229; 62177).
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	<p>Mix up the cards you have prepared and place them face down on a table or on the floor. Explain to the children that some of these cards describe Jesus and others describe what was done to him near the end of his life. Have the children take turns choosing a card, reading it, and putting it in one of two piles. In the first pile they should put the words that describe Jesus, and in the other they should put the words that tell what was done to him near the end of his life.</p> <p>Review briefly the events that occurred in the Garden of Gethsemane and tell the children that in this lesson they will learn about the events that happened soon after Jesus finished praying in Gethsemane.</p>
Scripture Account	Teach the children the account of Jesus' betrayal, arrest, and trial (Matthew 26:14–16, 47–27:31 and Luke 22:47–23:25). (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Ask the children to listen for the words that describe what was done to Jesus. Help them understand that Jesus could have used his power to protect himself from this abuse, but he knew it was part of the suffering he had to endure to fulfill his earthly mission and complete the Atonement (see Mosiah 15:5).

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- Who betrayed Jesus? (Matthew 26:14–16.) How did Judas betray him? (Matthew 26:48.) What happened to Judas? (Matthew 27:3–5.)
- Why did Jesus stop his Apostles from defending him? (Matthew 26:51–54; Luke 22:49–51.) What lesson do you think his disciples learned when Jesus healed the wounded man’s ear? Why do you think the Apostles ran away and left Jesus? (Matthew 26:56.) What do you think you might have done if you had been there?
- Why didn’t Jesus answer his accusers during his trial? (Matthew 26:62–63; 27:12–14; Luke 23:9.) (See enrichment activity 3.) Explain that when Jesus was asked if he was Christ, the Son of God, or King of the Jews, he answered (see Matthew 26:63–64; 27:11). Point out that Jesus did not deny his identity or try to save himself. Jesus knew that he had to be crucified to complete his mission on earth.
- Refer again to the list of words in the attention activity that describe what the people did to Jesus. What do you think of when you read these words? How do you feel about the terrible things the people did to Jesus? Has anyone ever been unkind to you because you believe in Jesus Christ or because you go to church? What did you do?
- How many times did Peter deny knowing Jesus? (Luke 22:54–60.) Why do you think Peter did this? How did Peter feel when he realized what he had done? (Luke 22:61–62.) Help the children understand that Peter had not yet received the gift of the Holy Ghost. Peter was a great man who later became President of the Church and gave his life for his testimony. How can we be valiant in our testimonies of Jesus Christ no matter what challenges we face? (See enrichment activity 5.)

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have the children each name one of Jesus’ qualities or attributes they especially appreciate.
2. Review the first and third articles of faith. Help the children understand that these articles of faith remind us of the divinity of Jesus Christ and of the importance of his mission.
3. Put the following words on signs: *Caiaphas*, *Pilate*, and *Herod*. Give these signs to three children and explain that each one of these rulers had a different responsibility in the country. Have the “rulers” stand in different places in the room and have the rest of the class visit them while the three children read the following speeches. Or have the three children stand in front of the class to read their parts:

Caiaphas: My name is Caiaphas. I am the Jewish high priest, which means I am the religious leader of the Jews. I wanted to have Jesus put to death, but I had to get approval from the Roman leader, so I sent him to Pilate.

Pilate: My name is Pontius Pilate. I am the Roman governor, which means I am the political leader of Judea. The Jews wanted me to sentence Jesus to death, but I could find no fault in him. I sent him to Herod.

Herod: My name is Herod. I am a Jew, and the Romans have made me a king over Galilee. Pilate sent Jesus to me because I am the king over the area where Jesus grew up. I was eager to see this man named Jesus. I had heard about him and wanted to see him do a miracle, but he refused to talk to me or answer my questions. I sent him back to Pilate.

Pilate: I still could find no reason to condemn this man to die, but the people insisted. I finally gave up trying to tell the people that I found no fault with Jesus and let the people take him away to crucify him.

After the three children have gone back to their seats, discuss what it would have been like for Jesus to have to go before each of these men and be questioned by them.

4. Write on slips of paper some situations, such as the following, that might be difficult for the children to face (use situations that would be appropriate for your class):

Someone laughs at you for going to church.

Someone tries to talk you into trying some drugs or smoking a cigarette.

You see a schoolmate being mean to another child.

Your nonmember friends ask you to explain your beliefs.

A schoolmate asks you to tell a lie to keep him or her out of trouble.

Have the children take turns drawing a slip and reading it. Let the class discuss each situation and decide what would be the right thing to do. Emphasize that sometimes it is hard to be valiant in our testimony of Jesus Christ, but we will be greatly blessed when we are.

5. Give each child one or two of the cards that describe Jesus (you could also use other words or phrases that describe Jesus). Ask the children to tell you what they thought of when they read the words on their cards. Ask them to decide in their minds if they really know that Jesus is the Son of God, the Savior, the Redeemer, and so on. Invite the children to describe how this knowledge and testimony of Jesus Christ has blessed them.
6. Have the class sing or invite someone to come to class and sing "He Died That We Might Live Again" (*Children's Songbook*, p. 65).

Conclusion

Testimony

Bear your testimony of the divinity of Jesus Christ, and share with the children how important this testimony is to you. Express your gratitude for Jesus' willingness to suffer and die so that we could be resurrected and have eternal life.

Suggested Home Reading

Suggest that the children study Matthew 26:47–54 at home as a review of this lesson.

Invite a child to give the closing prayer.

The Crucifixion and Burial of Jesus Christ

Purpose To strengthen each child's testimony that because Jesus died for us, we will live again.

Preparation

1. Prayerfully study Matthew 27:32–66, Luke 23:26–56, and John 10:17–18, 19:13–42. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: Mark 15:20–47.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A copy of the Book of Mormon.
 - c. Pictures 7-33, The Crucifixion (Gospel Art Picture Kit 230; 62505); 7-34, Burial of Jesus (Gospel Art Picture Kit 231; 62180); and 7-35, Jesus' Tomb (Gospel Art Picture Kit 232; 62111).

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity

Share with the children the following story:

On a cold, wintry day an airplane crashed into a bridge in Washington, D.C., and plunged into the icy Potomac River. Many people were killed, but six people hung on to the plane's tail while men in a helicopter threw them a life preserver. The water was very cold, and it was hard to hang on to the plane. These people were afraid they might die before their turn came to grab the life preserver and be carried to safety.

Every time the rescuers lowered the life preserver to one man, he passed it to someone else so the other person could be rescued first. He did this until everyone else had been rescued, but then he could not hold on any longer. When the helicopter came back to get him, he had slipped under the water. He died before anyone could save him.

- Why do you think this man kept passing the life preserver to others? How would you feel if you had been one of the people this man had saved?

Express your feelings about the courage and love it would take to be able to give your life for others as this man did.

Explain to the children that in this lesson they will learn of Jesus' pain and suffering on the cross. He willingly gave his life so every person who has ever lived, or will ever live, will live again because of his great love for us.

Brief Review	<p>Remind the children of the situation Adam and Eve placed themselves and their posterity in when they ate the forbidden fruit in the Garden of Eden. Because of Adam and Eve's transgression, their bodies became mortal. This meant that their bodies would someday die. As Adam and Eve's posterity, we also are subject to death, as they were.</p> <p>Testify that physical death is part of Heavenly Father's plan and that Heavenly Father, in his great mercy, sent his Only Begotten Son, Jesus Christ, to overcome death. Through Christ's death and resurrection, we have all been rescued from physical death. We will die, but we will be resurrected (see John 3:16–17; Helaman 14:15).</p> <p>Briefly review from previous lessons the events of Jesus' suffering, betrayal, arrest, and trial.</p>
Scripture Account	<p>Teach the children the account of Jesus' crucifixion and burial found in Matthew 27:32–66. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Also refer to Luke 23:34, 39–43 and John 19:19–22, 25–27, 34, 39. Use the pictures at appropriate times.</p> <p>You might want to refer to the following list to help you teach the points of this lesson:</p> <ol style="list-style-type: none"> 1. Simon of Cyrene carried Jesus' cross (Matthew 27:32). 2. Jesus was hung on the cross between two thieves (Matthew 27:33–38; Luke 23:32–33). 3. Pilate wrote a title and put it on the cross (John 19:19–22). 4. Jesus was mocked (Matthew 27:39–44). 5. Jesus talked to the thief (Luke 23:39–43). 6. Jesus asked John to care for his mother (John 19:25–27). 7. Darkness covered the land (Matthew 27:45–46). 8. Jesus Christ died (Matthew 27:50–56). The Roman soldiers pierced his side (John 19:34). 9. Jesus' body was placed in a tomb (Matthew 27:57–61; John 19:38–42). 10. Guards were sent to watch the tomb (Matthew 27:62–66).
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ul style="list-style-type: none"> • After Jesus' trial, what did Pilate do? (Matthew 27:26.) What does <i>scourge</i> mean? (To whip.) What does <i>crucify</i> mean? (To put to death by nailing or binding the hands and feet to a cross.) Explain that crucifixion was a slow and painful death usually reserved for slaves and the lowest criminals. • By what two names is the place where Jesus was crucified known? (Matthew 27:33; Luke 23:33.) • Who was Jesus crucified with? (Matthew 27:38; Luke 23:33.) • What did the soldiers give Jesus to drink? (Matthew 27:34.) Explain that vinegar and gall were given as a medicine to help deaden the senses or ease

the pain. Help the children understand that Jesus refused to drink the mixture because he wanted to be fully conscious and aware as he finished the work of the Atonement.

- Whom did Jesus ask Heavenly Father to forgive? (Luke 23:34, footnote c in the LDS edition of the Bible.) Why do you think it was important that Jesus forgave the soldiers? Why is it important that we be forgiving? How are we blessed when we forgive others?
- Who were some of those who mocked and reviled (insulted) Jesus while he hung on the cross? (Matthew 27:39–44.) What were some of the things they said to him? How did Jesus respond? (1 Nephi 19:9.) How should we respond when people say mean things to us?
- How did the two thieves react to Jesus? (Luke 23:39–43.) What did the second thief say that showed he was beginning to repent? (Luke 23:40–42.) What was Jesus' reply? (Luke 23:43.)
- How did Jesus show great love for his mother while suffering on the cross? (John 19:25–27.) What does this teach us about Jesus?
- How long did the darkness cover the land? (Matthew 27:45.) What did Jesus cry out? (Matthew 27:46.) Had God really forsaken his Son? Explain that Heavenly Father had withdrawn his spirit for a time so that Jesus could complete his victory over sin and death by himself.
- What does it mean that Jesus “yielded up the ghost”? (The only way Jesus could die was to let his spirit leave his body. The scripture confirms that he gave up his life willingly; it was not taken from him.) Have the children read John 10:17–18. Why do you think Jesus was willing to give up his life?
- What miraculous events happened at the time of Jesus' death? (Matthew 27:51–53.) What does “rent in twain” mean? (Torn in half.) What testimony did the centurion (an officer of the Roman army) offer when he saw what happened? (Matthew 27:54.)
- Who was Joseph of Arimathea? (Matthew 27:57.) What did he do? (Matthew 27:58–60.)
- What did the Pharisees ask Pilate to do? (Matthew 27:62–66.) Why did they want the sepulchre guarded? Why did their efforts make no difference? What does this teach us about the power of men and the power of the Lord?

Summary
Discussion and
Application
Questions

You might use the following questions to help the children understand the relationship between Adam and Eve's transgression and the need for a Savior.

- How did Adam and Eve transgress one of Heavenly Father's commandments in the Garden of Eden? (They ate the fruit from the tree of knowledge of good and evil.) What was the result of this transgression? (They had to leave the Garden. They became mortal and could have children. They and all their posterity became subject to death. This was part of Heavenly Father's plan.)
- What happens to our bodies and spirits when we die? (The spirit leaves the body and goes to the spirit world; the body, lifeless without the spirit, is usually buried in the earth.) What could we do to reunite our bodies and spirits? (Nothing; because we are mortal, we do not have the power to reunite our bodies and spirits by ourselves.)

- Who made it possible for us to overcome this hopeless situation? Why was Jesus the only one who could save us? (He was sinless; he was Heavenly Father's Only Begotten Son in the flesh and had power over death.) How does it make you feel to know that there was someone who could help you and your family be resurrected?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. List the following scriptures on a chart or on the chalkboard. Tell the children that each scripture contains one of the recorded statements that Jesus made while hanging on the cross. Have the children read the statements and tell what power or character trait helped Jesus say or do these things.

Luke 23:34 (He was merciful and forgiving.)

Luke 23:43 (He had power to foretell what would happen.)

John 19:26–27 (He had love and concern for his mother.)

Matthew 27:46 (He expressed his dependence on his Father.)

Luke 23:46 (He was submissive to Heavenly Father's will.)

Matthew 27:50, footnote a (He had fulfilled Heavenly Father's plan.)

2. List on the chalkboard these names of people or groups of people mentioned in the scripture account of Jesus' death and burial. Ask the children what they remember about each person or group. Help the children identify the part that each took:

Jesus Christ

Pilate

Simon of Cyrene

Soldiers

Mockers

Two thieves

Mary, the mother of Jesus

John the Beloved

The centurion

Joseph of Arimathea

3. Discuss and help the children memorize the second article of faith.
4. Sing or read the words to "He Died That We Might Live Again" (*Children's Songbook*, p. 65) or "Did Jesus Really Live Again?" (*Children's Songbook*, p. 64).

Conclusion

- Testimony Express your gratitude for the great sacrifice Jesus made for us in dying on the cross. Bear testimony that we will be resurrected and live again because of his great love for us.
- Suggested Home Reading Suggest that the children study Matthew 27:34–50 at home as a review of this lesson.
- Invite a child to give the closing prayer.

The Resurrection of Jesus Christ

Purpose To help each child understand that Jesus Christ was resurrected from the dead and that we will all be resurrected.

Preparation

1. Prayerfully study Matthew 27:52–53; 28:1–15; Luke 24; John 20; Acts 1:3, 9–11; and 1 Corinthians 15:5–6, 22. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: Mark 16.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Pieces of paper with one of the following words or phrases on each one: *linen cloth, spices, garden, soldiers, stone.*
 - c. Pictures 7-35, Jesus’ Tomb (62111); 7-36, Mary and the Resurrected Lord (Gospel Art Picture Kit 233; 62186); and 7-37, The Resurrected Jesus Christ (Gospel Art Picture Kit 239; 62187).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Put the pieces of paper listed in the “Preparation” section into a container, and have the children take turns choosing a piece of paper. Ask them to describe what is listed, and then ask them if they can tell you how that word or phrase pertains to Jesus’ burial. Use enough words or phrases for each child to have a turn.

Ask the children to imagine that it is early on the Sunday morning following the crucifixion and burial of Jesus. Have them imagine that they are with the disciples, who are grieving Jesus’ death. They had hoped that Jesus would save them from Roman rule and establish his kingdom on the earth in power and glory. But now he is dead. Tell the children that you are going to discuss what happened that Sunday morning in Jerusalem.

Scripture Account

Using the pictures at appropriate times, teach the children the accounts of Jesus’ resurrection found in Matthew 27:52–53, 28:1–15, Luke 24, and John 20. (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.) Explain that even though Jesus had told his disciples many times that he would live again after he had died, his followers had not really understood what he meant. Never before had anyone been resurrected, and they did not understand how Jesus would live again. Even when his disciples heard from angels that Jesus had risen from the dead and saw the risen Lord, it was still hard for them to realize what had happened.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- Why did Mary Magdalene and the other women come to the tomb on Sunday morning? (Mark 16:1.) Whom did the women see when they went to the tomb? (Luke 24:4.) What did the angels say to the women? (Luke 24:5–6.) What does it mean to be resurrected? (A spirit body reunites with its body of flesh and bones, never to be separated again.)
- What did the women do after they saw the empty tomb? (Luke 24:8–12.) Why didn't the disciples believe the women's account of what the angels had said? (Luke 24:11; John 20:9.) What do you think you would have thought if you had been one of the disciples and had heard this news?
- What did Peter and the other disciple find when they went to the tomb? (John 20:3–7. Explain that "the other disciple" was probably John.) Why did they believe Jesus Christ had been resurrected? (John 20:8.)
- Why was Mary still sad even after the angels told her that Jesus had risen? (John 20:11–13.) What happened to help Mary know Jesus was resurrected? (John 20:14–16.) Why did Jesus tell her not to touch him? (John 20:17.)
- Who else was resurrected on the day that Jesus was resurrected? (Matthew 27:52–53.) Who in your family will be resurrected? Who else will be resurrected? (1 Corinthians 15:22.)
- What story did the chief priests invent to explain the empty tomb? (Matthew 28:11–15.) Why did the soldiers agree to tell this story, even though they had seen the angels? (Matthew 28:12, 15.)
- Who walked with the disciples on the road to the city of Emmaus the day Jesus was resurrected? (Luke 24:13–16.) What did the three men talk about on their walk? (Luke 24:17–27.) What did these disciples feel in their hearts when they spoke with Jesus? (Luke 24:32.) What would cause their hearts to burn? (The Holy Ghost.) How have you or your family members received inspiration from the Spirit?
- What did Jesus do on the evening of the day he was resurrected? (Luke 24:36–48.) Why did the disciples have the door closed when Jesus appeared to them? (John 20:19.) How did the disciples react when they saw Jesus? (Luke 24:37.) What did Jesus do to prove to his disciples that he was resurrected? What did the disciples learn about a resurrected body? (Luke 24:39–43.)
- Why didn't Thomas believe that Jesus was resurrected? (John 20:24–25.) How long was it before Thomas saw Jesus? (John 20:26.) What did Jesus tell Thomas when he appeared to him? (John 20:29.) What strengthens your testimony that Jesus Christ was resurrected?
- Who else did Jesus appear to after his resurrection? (Matthew 28:9; 1 Corinthians 15:6.) (You could use enrichment activity 1 to review all of Jesus' appearances after his resurrection.)
- How long did Jesus stay with his disciples after his resurrection? (Acts 1:3.)

- How did Jesus ascend into heaven? (Acts 1:9–11.) Who came to explain to the people what had happened? What does this account teach us about Jesus' second coming?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Give each child one of the following clues and have him or her read it to the class. Have class members guess the answer to each clue. If they do not know an answer, have the child asking the question give the reference so the children can find the answer in the scriptures.

I am the first person Jesus appeared to after his resurrection. Who am I? (Mary Magdalene. John 20:1, 16.)

Jesus appeared to us, and we touched his feet. Who are we? (Other women. Matthew 28:5, 9.)

I was the first Apostle to enter the empty tomb. Who am I? (Peter. John 20:6.)

I am an Apostle who ran with Peter to the empty tomb. When I saw, I believed that Jesus had been resurrected. Who am I? (John. John 20:8.)

My friend and I walked with Jesus all the way to Emmaus, yet I didn't recognize him. Who am I? (Cleopas. Luke 24:18.)

Jesus appeared to us while we were meeting together in a room with the doors closed. Who are we? (Disciples. John 20:19.)

I was not with the other Apostles when Jesus first appeared to them. I did not believe that Jesus had risen from the dead until I saw him with my own eyes and felt the prints of the nails in his hands and feet. Who am I? (Thomas. John 20:24.)

We were present when the angels rolled the stone from the door. The chief priests bribed us to lie about what we saw. Who are we? (Roman soldiers. Matthew 28:12.)

2. Write words that tell how the disciples might have felt the day Jesus died—such as *grief*, *sorrow*, *sadness*, and *despair*—in a column on the chalkboard. Have the children suggest opposites of those words—such as *happiness*, *joy*, *hope*, and *faith*—and write them in another column. Explain that these feelings are what the disciples probably felt when they realized Jesus had been resurrected. Discuss what the hope of being resurrected means to each of us.
3. With the approval of the Primary presidency, prayerfully select and invite a Church member who has had a loved one die to share with the children what the Resurrection means to him or her.
4. Sing or read the words to “Did Jesus Really Live Again?” (*Children's Songbook*, p. 64), “He Sent His Son” (*Children's Songbook*, p. 34), or “I Know That My Redeemer Lives” (*Hymns*, no. 136).

Conclusion

- Testimony Express your feelings about the Savior's resurrection and its importance to you. Testify that Jesus' suffering in the Garden, his death, and his resurrection are the most important things that have ever happened on the earth.
- Suggested Home Reading Suggest that the children study Luke 24 at home as a review of this lesson.
Invite a child to give the closing prayer.

Purpose	To help the children learn to show love for Jesus Christ by helping others to understand and live the gospel.
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Preparation	<ol style="list-style-type: none"> 1. Prayerfully study John 21:1–17 and Mark 16:15. Then study the lesson and decide how to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.) 2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson. 3. Make a small cutout of a sheep for each child enrolled in your class (see the pattern at the end of the lesson), and write each child’s name on a cutout. (Or write the children’s names on individual pieces of paper.) Before class put the cutouts around the room so the children can see them. 4. Materials needed: <ol style="list-style-type: none"> a. A Bible or a New Testament for each child. b. Picture 7-38, Jesus and the Fishermen (Gospel Art Picture Kit 210; 62138).
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	<p>Ask the children to look around the room and tell you what they see that is different. Tell them that the sheep they see are scattered and that each child can help gather the sheep by finding the one with his or her name on it and bringing it to you. If any cutouts of sheep are left, explain that you will mention these other sheep later in the lesson.</p> <p>Invite one child to participate in a role play with you. Calling the child by his or her full name, say, “(Name), do you love our Savior, Jesus Christ?” After the answer say, “Feed his lambs.” Repeat the child’s name and this question two more times, and after each answer say, “Feed his sheep.” Ask the child how he or she felt when you kept asking the same question. Explain that Peter had a similar experience with Jesus after Jesus was resurrected.</p>
Scripture Account	Teach the children the account of Jesus’ appearing to his disciples by the Sea of Tiberias (or Galilee) from John 21:1–17. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Use the picture at an appropriate time.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What were Peter and the other disciples doing at the Sea of Tiberias? (John 21:3.) What did Jesus tell the Apostles to do when they hadn't caught any fish? (John 21:5–6.) Why do you think John realized it was Jesus when the net was full of fish? (John 21:6–7.) What did Peter do? (John 21:7.) Why do you think Peter did this? (When he knew it was Jesus, he couldn't wait to be near him.)
- What question did Jesus ask Peter? (John 21:15.) Why do you think Jesus asked Peter this question three times? How did Peter feel when Jesus asked him the same question three times? (John 21:17.) What were Peter's responsibilities now that Jesus had died and was resurrected?
- What did Jesus mean when he said, "Feed my sheep"? Who are his sheep? (All of Heavenly Father's children.) What does Jesus want his sheep to be fed? (The truths of the gospel.) What had Jesus called his Apostles to do? (Mark 16:15.)

Help the children understand from this discussion that Jesus had commanded his Apostles to preach the gospel, and he wanted them to continue this work, not go back to fishing. Peter was now the President of the Church, and it was his responsibility to lead the Church and direct the efforts to spread Jesus' gospel.

- Do we have shepherds today who feed Jesus' sheep? Who are they? (See enrichment activity 2.)

If there are still sheep cutouts around the room, ask one of the children to gather them and bring them to the front. Explain that some of these children whose names are on the sheep may need a shepherd to help feed them the gospel.

- How can we be shepherds and feed Jesus' sheep? (By setting good examples, by visiting those who do not usually attend class and being friends with them at school, by standing up for the gospel and the Church, by serving those in need, and so on.) How can we help family members and friends better understand gospel principles? Why are we showing our love for Jesus when we help others?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write *Feed My Sheep* at the top of a large chart (or use the chalkboard). Discuss with the children ways they can show their love for Jesus by feeding his sheep. Write their suggestions on the chart or chalkboard. Use the following ideas, if necessary:

Be a good example by attending church, using clean language, obeying the commandments, being honest, praying, studying the scriptures, living what you learn, and obeying your parents and the laws of the land.

Bear testimony to members and nonmembers.

Help others choose the right when they are tempted.

Talk about the gospel to people who don't know about it.

Pray and study the scriptures to grow closer to the Lord.

Give the children each a piece of paper and a pencil and ask them to write, "I will be a good shepherd by _____ ." Ask the children to finish this sentence by writing how they plan to be a good shepherd.

2. List on the chalkboard some Church callings, such as bishop, teacher, stake president, home teacher, visiting teacher, missionary, Prophet, Apostle, Primary president, and so on. Ask each child to choose one of the callings and tell how that person helps feed the Savior's sheep. Ask the children to share experiences when teachers, friends, or family members helped them learn more about the gospel. You could share an experience that you have had.
3. On slips of paper write the following or similar situations in which the children could help others be stronger members of the Church. Ask a child to choose one of the slips of paper, read it silently, and act out the situation. Have the other children guess what the situation is and discuss how they could feed Jesus' sheep in such a situation. Give each child a turn.

Some of the children in your class are disturbing others during the lesson.

Some of your friends want to watch a bad movie.

A friend of yours urges you to take some candy from the store without paying for it.

One of your group wants the rest of you to drink some beer or not keep the Word of Wisdom in some other way.

4. Explain that a good opportunity to help someone become acquainted with or grow in the gospel usually comes when you are his or her friend. Talk about what the children like in a friend and how they can develop these traits.

After careful thought and preparation, tell each child in a short note some of the characteristics they have that you appreciate. Point out the reasons you would like to be their friend.

5. Have the children explain how the following scriptures apply to us today:

Matthew 24:14

Matthew 28:19–20

Doctrine and Covenants 4:1–4

Doctrine and Covenants 15:6

Doctrine and Covenants 31:3–5

6. Sing or read the words to "Dare to Do Right" (*Children's Songbook*, p. 158) or "I'm Trying to Be like Jesus" (*Children's Songbook*, p. 78).

Conclusion

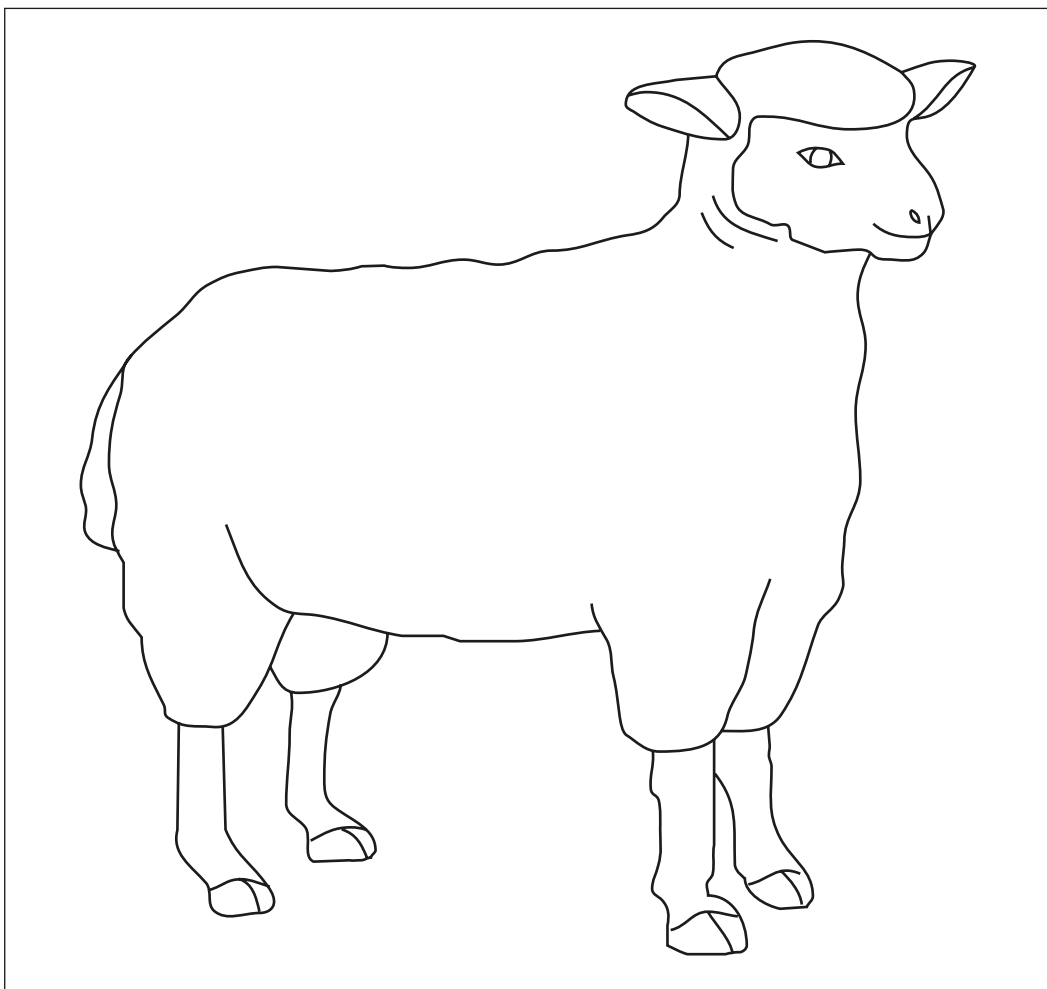
Testimony

Bear testimony that as members of the Church, we each have the responsibility to help others learn about the gospel and grow closer to Jesus Christ. Share with the children your feelings about being able to share the gospel with them.

Suggested
Home Reading

Suggest that the children study John 21:1–17 at home as a review of this lesson.

Invite a child to give the closing prayer.



Feed My Sheep

Purpose

To help the children understand the mission of Jesus Christ.

Note to the teacher: This lesson is an overview of Jesus’ premortal, mortal, and postmortal life. It is intended to help the children understand Jesus’ mission more completely. Because the lesson is an overview, the questions are broad. As you discuss them, it would be best to focus on the highlights of each part of the Savior’s ministry rather than try to get too specific or detailed.

Preparation

1. Prayerfully study Moses 1:33, 39; 4:2; Luke 24:27; John 3:16; 15:9–13; 1 Corinthians 10:4; Mosiah 13:33; 3 Nephi 11:7–10; Ether 3:14; Doctrine and Covenants 138:30; and Joseph Smith—History 1:17. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: *Gospel Principles*, chapters 3, 11, and 43.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Wordstrips (see the following chart).
 - c. Picture 7-1, Jesus the Christ (Gospel Art Picture Kit 240; 62572).

Note: During the lesson you could complete a chart similar to the following one (or you could write the material on the chalkboard). Display “The Mission of Jesus Christ” and then the three main headings horizontally under that title. Have a child put up a wordstrip under the appropriate heading as you discuss that aspect of Jesus’ mission.

The Mission of Jesus Christ		
Christ’s Premortal Life	Christ’s Mortal Life	Christ’s Life after Death
Volunteered to be our Savior	Taught the gospel	Visited the spirit world
Created the earth	Healed the sick	Was resurrected
Was Jehovah of the Old Testament	Organized his church	Visited the Nephites
Gave revelation to the prophets	Atoned for our sins	Organized his church for us through the Prophet Joseph Smith
	Died for us	Gives revelation to the leaders of the Church today
		Loves and helps us
		Will come again

Suggested Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Have the children name as many words as they can that describe who they are, such as *son, daughter, grandchild, student, soccer player*, and so on. List these on the chalkboard. In another column on the chalkboard (or use wordstrips) list some of the names that apply to Jesus (see “Christ, Names of” in the Bible Dictionary of the LDS edition of the Bible), starting with ones the children may not be familiar with, such as *Exemplar, Judge, Rock, Mediator*, and moving on to terms they are more likely to know, such as *Savior, Redeemer, Creator*, and so on. Have the children raise their hands when they know who these names refer to.

Scripture Accounts

Show the picture Jesus the Christ. Explain that Jesus has done many wonderful things for us, not just while he was on the earth but before his birth and after his death and resurrection. Help the children understand that Jesus has done these things to fulfill Heavenly Father’s plan of salvation for us. We call it the plan of salvation because through it and with Jesus’ help we will be able to return to live forever with Heavenly Father and Jesus again (see Moses 1:39). Have the children read John 3:16 out loud. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What are some of the things Jesus did before he was born on the earth?
- Who volunteered to be our Savior? When did he volunteer? (Ether 3:14; Moses 4:2.) Who chose Jesus to be our Savior? (John 3:16; Abraham 3:27.)
- Who created the earth? When did Jesus create the earth? (Genesis 1:1; Moses 1:33.)
- Who is Jehovah, or the Lord of the Old Testament? Who gave revelations to the prophets of the Old Testament, such as Moses and Abraham? (Jesus Christ. See “Jehovah” in the Bible Dictionary.) Whom did Moses and all the prophets testify of? (Luke 24:27; Mosiah 13:33.)
- What did Jesus do while he was on the earth? Have the children list as many things as they can remember about Jesus’ earthly ministry. Why did Jesus do these things for us? (John 15:9, 11.)
- What did Jesus do after he died? (1 Peter 3:18–20; D&C 138:30: visited the spirits in prison.) What did Jesus do after he was resurrected? (3 Nephi 11:7–10, 27:8: visited the Nephites in America and showed them his body; Joseph Smith—History 1:17: visited Joseph Smith to restore the truth; D&C 115:4: organized his church for us.)
- How does Jesus help each of us today? (Amos 3:7; Matthew 28:20.) (See enrichment activity 2.)

- What great event are we all waiting for? What prophecies and promises has Jesus revealed about his second coming? (Matthew 24:30–31; D&C 29:11.)
- How can we show Jesus we are grateful for all he has done for us? (John 15:10, 12.) Help the children think of commandments they can keep to show Jesus they are grateful.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Look up “Jesus Christ” in the Topical Guide of the LDS edition of the Bible to see Jesus’ many titles and roles. Choose a few of these titles to discuss.
2. Help the children understand that Jesus loves us and guides the Church today. Tell the following story of President Lorenzo Snow, the fifth President of the Church, seeing Jesus in the Salt Lake Temple:

One evening one of President Snow’s granddaughters was visiting with him in the Salt Lake Temple. When she was leaving, President Snow followed her into the corridor. Suddenly he said, “Wait a moment, Allie, I want to tell you something. It was right here that the Lord Jesus Christ appeared to me at the time of the death of President Woodruff.” He took another step, held out his left hand, and continued, “He stood right here, about three feet above the floor. It looked as though he stood on a plate of solid gold.” President Snow then described the Savior’s appearance and his beautiful white robes. (See LeRoi C. Snow, “An Experience of My Father’s,” *Improvement Era*, Sept. 1933, p. 677.)

3. Have the children look up the following or similar scriptures to help them review the things Jesus did during his mortal ministry:

Matthew 5:2 (taught the gospel)

Matthew 14:14 (healed the sick)

Mark 3:14 (organized his church)

2 Nephi 2:6–7 (atoned for our sins and died for us)

Matthew 28:6–7 (was resurrected)

4. Sing or read “I Feel My Savior’s Love” (*Children’s Songbook*, p. 74).

Conclusion

Testimony	Bear testimony of your gratitude for Jesus and for the many things he has done for us and continues to do for us. Tell the children how grateful you are for the opportunity to study more about Jesus’ time on earth.
Suggested Home Reading	Suggest that the children study John 15:9–13 at home as a review of this lesson. Invite a child to give the closing prayer.

The Day of Pentecost

Lesson
36

Purpose To help each child learn about the gift of the Holy Ghost and understand how to recognize the Holy Ghost's promptings.

Preparation

1. Prayerfully study Acts 2:1–24, 32–33, 36–47 and John 14:25–27. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional readings: *Gospel Principles*, chapters 7 and 21.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Chalk and a chalkboard.
 - c. Picture 7-39, Day of Pentecost.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Teach the children that when Jesus was with his Apostles he taught them many things. He knew he would not always be with them, so he promised to send a special gift to help them.

Read the following clues. Have the children stand when they think they know what the gift is and whisper the answer in your ear. If they correctly identify the Holy Ghost, have them remain standing.

I teach the truth.

I am a guide.

I give comfort.

I testify of Jesus Christ.

I usually speak to your mind or heart.

I am a member of the Godhead.

I am a spirit person but do not have a physical body.

Write *Holy Ghost* on the chalkboard. Read John 14:25–27 with the children. Review the list of clues to help the children understand what the Holy Ghost does for us.

Write *Pentecost* on the chalkboard. Explain that *Pentecost* comes from a Greek word meaning fiftieth. Pentecost was a Jewish celebration held every year fifty days after the Passover. Jesus gave the sacrament to his Apostles at the Last Supper, which happened at the time of the Passover. It was fifty days after the Last Supper that his disciples received the gift of the Holy Ghost. Write *Gift of the Holy Ghost* on the chalkboard.

Scripture Account	Teach the children the account of the day of Pentecost (Acts 2:1–24, 32–33, 36–47). (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Show the picture Day of Pentecost at an appropriate time.
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ul style="list-style-type: none"> • On the day of Pentecost, how did the Holy Ghost come to Jesus’ Apostles? (Acts 2:1–4.) • What gave the disciples the ability to speak in tongues and be understood by people who spoke other languages? (Acts 2:4.) How does this spiritual gift of the Holy Ghost help the Church’s missionary effort today? (By helping many of the missionaries learn foreign languages. The gift of tongues can also help contacts understand the gospel message even when a missionary does not speak the language well.) • What caused the hearts of the people to be pricked after Peter had testified of Christ’s crucifixion and resurrection? (Acts 2:33, 36–37. The Holy Ghost.) What does it mean to have a pricked heart? (To have a sharp feeling of regret or sorrow.) How can the Holy Ghost help us feel sorry for things we have done? • How does the Holy Ghost help us know what to do? Help the children understand that people feel the Holy Ghost helping them in their lives in many different ways, such as a feeling of peace or an impression that something is right, having a clearer understanding of the scriptures and other subjects, finding an answer to a problem in the scriptures, hearing a talk or a lesson at church that helps you, and so on. If you feel it is appropriate, you might want to share an experience when you felt the Holy Ghost in your life. • What did Peter tell the people they needed to do to receive the gift of the Holy Ghost? (Acts 2:38.) What do we need to do to receive the gift of the Holy Ghost? • How many of you have been given the gift of the Holy Ghost? Help the children understand that it is possible to have promptings of the Holy Ghost before baptism; however, we receive the gift of the Holy Ghost when we are confirmed members of The Church of Jesus Christ of Latter-day Saints after our baptisms. If we are righteous, the gift of the Holy Ghost entitles us to have the Holy Ghost with us as a constant companion (see D&C 121:45–46). • After the 3,000 souls were baptized, what were some of the things they did so the Holy Ghost would continue to guide them? (Acts 2:42–47.) (You could have the children find the answers in the scriptures and list them on the chalkboard.) • What do we need to do to have the Holy Ghost with us? (Repent, be baptized, receive the gift of the Holy Ghost, live righteously, pray for the Holy Ghost’s guidance, be still and listen, and follow the promptings that come.)

Share the following quotation with the children:

“Pray to Heavenly Father to bless you with His Spirit at all times. . . . The Holy Ghost is . . . a gift from Heavenly Father. . . . He whispers to you in a still, small voice to do right. When you do good, you *feel* good, and that is the Holy Ghost speaking to you. The Holy Ghost is a wonderful companion. He is *always* there to help you” (Ezra Taft Benson, in Conference Report, Apr. 1989, p. 103; or *Ensign*, May 1989, p. 82).

Invite the children to share an experience when they or a member of their family felt the promptings of the Holy Ghost. Encourage the children to listen for the promptings of the Holy Ghost and strive to follow those promptings. (See enrichment activity 6.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Share the following story about President Harold B. Lee, the eleventh President of the Church:

“I was probably about eight years of age, or younger, when I was taken by my father to a farm some distance away. While he worked I tried to busy myself with things that a young boy would. The day was hot and dusty and I played about until I was tired. Over the fence there was a broken-down shed that looked very interesting to me. In my mind I thought of this broken-down shed as a castle that I would like to explore, so I went to the fence and started to climb through to go over to that shed. There came a voice to me that said this very significant thing. ‘Harold, don’t go over there.’ I looked about to see who was speaking my name. My father was way up at the other end of the field. He could not see what I was doing. There was no speaker in sight. Then I realized that someone that I could not see was warning me not to go over there. What was over there, I shall never know, but I learned early that there are those beyond our sight that could talk to us” (in Conference Report, Mexico Area Conference 1972, pp. 48–49).

2. Write each of the following references on a separate piece of paper. (For additional references about the Holy Ghost, see the Topical Guide in the LDS edition of the Bible.) You could have the children draw the papers from a container. Have the child look up the reference listed on the paper and tell what that verse says about the Holy Ghost.

John 14:26 (The Holy Ghost is called the Comforter; he will teach all things and help us remember things.)

John 15:26 (The Holy Ghost is the Spirit of truth; he will testify of Christ.)

John 16:13 (The Holy Ghost will guide us to all truth and will show us things in the future.)

Acts 4:31 (The Holy Ghost helps us speak the word of God with boldness.)

Acts 5:32 (God gives the Holy Ghost to those who obey him.)

Galatians 5:22 (Love, joy, peace, patience, gentleness, goodness, and faith come through the Spirit.)

3. Read the following quotation. You may wish to make a copy for each child.

“After baptism, a person is confirmed a member of The Church of Jesus Christ of Latter-day Saints and in that brief ordinance receives the gift of the Holy Ghost. Afterward, all through life, men, women, even little children have the right to inspired direction to guide them in their lives—personal revelation!” (Boyd K. Packer, “Personal Revelation—Available to All,” *Friend*, June 1990, inside front cover).

4. Make a handout of the following statement for each child:

If I live righteously, the gift of the Holy Ghost can help me by teaching me, guiding me, comforting me, protecting me, warning me of danger, testifying to me of the truth.

5. Ask the children to identify as many names for the Holy Ghost as they can think of. Mention the following names if the children do not think of them: *the Holy Spirit, the Spirit of God, the Spirit of the Lord, Comforter, and the Spirit*. (See “Holy Ghost” in the Bible Dictionary in the LDS edition of the Bible.)

6. Sing or say the words to “The Holy Ghost” (*Children’s Songbook*, p. 105) or “The Still, Small Voice” (*Children’s Songbook*, p. 106).

You may wish to list the ideas in “The Still, Small Voice” on the chalkboard. Emphasize that as baptized members of The Church of Jesus Christ of Latter-day Saints, we all can have this help in our lives. Help the children understand that as they live righteously and listen for the promptings of the Holy Ghost, they can receive guidance, warnings, and comfort.

Conclusion

Testimony	Bear testimony that Jesus loves each of us, and so he has made it possible for us to receive the gift of the Holy Ghost to be a help, a teacher, a comfort, and a guide.
Suggested Home Reading	Suggest that the children study Acts 2:1–8, 36–41 at home as a review of this lesson. Invite a child to give the closing prayer.

Peter the Apostle

Lesson
37

Purpose To help the children understand that they, like Peter, can develop a stronger testimony of Jesus Christ.

Preparation

1. Prayerfully study Matthew 4:18–19; 14:22–33; 16:13–17; 17:1–9; Luke 22:31–34, 54–62; Acts 3:1–9; 4:6–20; 5:12–42; and Alma 32:21. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed: A Bible or a New Testament for each child.

Suggested Lesson Development

Development Invite a child to give the opening prayer.

Attention Activity Ask the children to listen as you tell them the following stories.

Story 1: When Jesus explained that he would soon be put to death, a man said, “I am ready to go with thee, both into prison, and to death” (Luke 22:33). This same man followed in the crowd when Jesus was arrested and taken to a trial. A woman approached and said that this man had been with Jesus, but the man denied it, saying, “I know him not.” Soon afterward another person said, “Thou art also of them.” Again the man denied knowing Jesus. A third time someone pointed him out as one of Jesus’ followers, but the man said once again, “I know not what thou sayest.” (See Luke 22:54–62.)

Story 2: One day a man and his friend were stopped by a man who had been born lame. The man said to the lame man, “In the name of Jesus Christ of Nazareth rise up and walk.” He took the lame man’s hand and lifted him up. The lame man was immediately healed and went into the temple “walking, and leaping, and praising God.” When the chief priests heard about this, they asked by what power the lame man had been healed. The man who had healed the lame man said it was by the power of Jesus Christ, even though he knew that he could be put in jail or killed for saying this. The priests commanded the man not to teach again in the name of Jesus Christ. But he replied that it is more important to obey God than to obey the false Jewish priests and that he would continue teaching in the name of Christ. (See Acts 3:1–9; 4:6–20.)

Explain that the man in both stories was Peter. When Peter denied knowing Jesus just before the Crucifixion, he was still learning and growing. Jesus had been arrested, and Peter was frightened. By the time Peter healed the lame man, he had received the Holy Ghost and had a stronger testimony of Jesus Christ. This gave him the strength to do what was right no matter what might happen to him.

- What is a testimony? (Personal knowledge of Jesus Christ and the truthfulness of his church.) Explain that this lesson can help strengthen the children’s testimonies of Jesus Christ.

Scripture Accounts and Discussion and Application Questions

Teach the children the following accounts about Peter and discuss each one. Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

1. Peter followed Jesus (Matthew 4:18–19; note footnote *a* for verse 19 in the LDS edition of the Bible).
 - Why do you think Peter followed Jesus Christ after Jesus told him who He was? What did Peter have to sacrifice in order to follow Jesus? What do we have to sacrifice to follow Jesus? How have you been blessed for following the Savior?

2. Jesus and Peter walked on the water (Matthew 14:22–33).
 - Why do you think Jesus was able to walk on the sea? (Matthew 14:25.) Why was Peter able to walk out to meet Jesus? (Matthew 14:28–29.)
 - What happened to Peter after he took a few steps? (Matthew 14:30–31.) Why do you think Peter’s faith wavered? How did Jesus help Peter when his faith wavered? (Matthew 14:31.) Why is our faith sometimes weak? How does Jesus Christ help strengthen our faith? (Through the Holy Ghost, our parents, Church leaders, good friends, the scriptures, and so on.)

Help the children understand that every time we do something that Heavenly Father and Jesus Christ have commanded us to do, we are exercising faith. And each time we exercise faith, our faith will get a little stronger. We, like Peter, must use our faith to follow Jesus’ teachings, and then our faith will help strengthen our testimonies.

3. Peter testified that Jesus Christ is the Son of God (Matthew 16:13–17).
 - Who did Peter say Jesus Christ was? (Matthew 16:16.) How did Peter know this? (Matthew 16:17. Through the Spirit.) How can we, like Peter, express our testimonies of Jesus Christ?

4. Peter was with Jesus Christ on the Mount of Transfiguration (Matthew 17:1–9; see “Summary Discussion and Application Questions” in lesson 15, p. 51).
 - What happened to Jesus Christ on the Mount of Transfiguration? (Matthew 17:2.) Who appeared to Jesus and Peter, James, and John? (Matthew 17:3.) Whose voice did the disciples hear? (Matthew 17:5.) Why do you think this experience would have strengthened Peter’s testimony of Jesus Christ?

5. Peter and John healed a lame man and were cast into prison (Acts 3:1–9; 4:6–20; 5:12–42).

Have a child review the story of Peter and John healing the lame man. Tell the rest of the story from Acts 5:12–42.

- How did Peter and John escape from prison? (Acts 5:19.) What did the angel tell them to do? (Acts 5:20.) How would you feel about going back to preach after being imprisoned for doing so? How do you think Peter and John received the strength to do what was right?

Help the children understand that we might never be imprisoned for teaching about Jesus Christ, but we will be tried in other ways. How might you be tried in your life because of your testimony of Jesus Christ? (See enrichment activity 4.)

- How did Peter's testimony of Jesus Christ grow? Why do we need a strong testimony of Jesus Christ? How can we get this testimony? How can we help our testimonies grow? (Read the scriptures, learn more of him, keep the commandments, pray, listen to the Holy Ghost, attend church, and so on.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Help the children understand that a testimony includes knowing the following:

Heavenly Father lives and is the Father of our spirits.

Jesus Christ is Heavenly Father's Son and our Savior.

Joseph Smith is the prophet through whom the Lord restored the gospel in the latter days.

The Book of Mormon is the word of God and contains the fulness of the gospel.

The Church of Jesus Christ of Latter-day Saints is the only true church.

We are led by prophets and Apostles today.

Discuss ways we can gain a testimony of these truths.

2. Explain and help the children memorize the ninth article of faith.
3. Have the children think of experiences Peter had with the Savior that increased his testimony of Jesus Christ. (Feeding the 5,000, healing the sick, raising Jairus's daughter from the dead, and so on.) How can we know for ourselves that Jesus Christ is the Son of God? (By studying the scriptures, praying, obeying the commandments, and so on.)
4. Have the children name some ways other people might try to get them to deny the Church or do something wrong. Then discuss how they can be strong enough to resist such temptations. Use the following examples, if necessary:
 - Someone tries to get them to not attend Church meetings.
 - Someone tries to get them to break the Word of Wisdom.
 - Someone tries to get them to lie.
 - Someone tries to get them to spend their tithing money.

Emphasize that we must gain a personal testimony of Jesus Christ to be strong like Peter.

5. Tell the following story about what happened to President Joseph F. Smith, sixth President of the Church, when he was a young man returning home from his mission:

“One day after Joseph F. Smith and his companions had traveled a short distance and made their camp, a company of drunken men rode into the camp on horseback, cursing and swearing and threatening to kill any Mormons that came within their path. Some of Joseph’s companions had gone down by the creek and out of sight when they heard the men coming. They waited there for this band of men to pass. Joseph F. Smith was a little distance from the camp, gathering wood for the fire as these men rode up. When he saw them, he said his first thought was to find someplace to hide. Then the thought came to him, ‘Why should I run from these fellows?’ With that thought in mind he boldly marched up to the campfire with his arms full of wood. One of the men pointed his gun at the young elder and demanded in a loud, angry voice, ‘Are you a “Mormon”?’

“Joseph F. Smith did not hesitate for a moment. He looked the man in the eye and answered, ‘Yes, siree; dyed in the wool; true blue, through and through.’

“He answered without any sign of fear and completely surprised the man. The man grasped Joseph F. Smith by the hand and said: ‘Well, you are the pleasantest man I ever met! Shake, young fellow, I am glad to see a man that stands up for his convictions’ ” (Joseph Fielding Smith, *The Life of Joseph F. Smith*, pp. 188–89).

6. Help the children memorize Acts 5:29.
7. Sing or read the words to “Testimony” (*Hymns*, no. 137), verses 1 and 2.

Conclusion

Testimony	Bear your testimony of Jesus Christ, and testify that as we learn more about Jesus and listen to the witness of the Holy Ghost, our testimonies of Jesus will continue to grow throughout our lives. Explain that we may still have doubts and questions, but as we continue to study the scriptures, pray, and obey the commandments, our testimonies will become stronger.
Suggested Home Reading	Suggest that the children study Matthew 16:13–17 and Acts 5:29–32 at home as a review of this lesson. Invite a child to give the closing prayer.

Barnabas, Ananias, and Sapphira

Lesson
38

Purpose To encourage each child to choose to be honest in thought, word, and deed.

Preparation

1. Prayerfully study Acts 4:32–5:10. Then study the lesson and decide how you want to teach the children the scripture accounts. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: *Gospel Principles*, chapter 31.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed: A Bible or a New Testament for each child.

**Suggested
Lesson**

Development Invite a child to give the opening prayer.

Attention Activity

Tell the children the following story and ask them to decide what they would have done if they were Charlie:

“A young boy was playing baseball with his friends when his mother’s voice came loud and clear, calling, ‘Charlie, Charlie!’ He instantly threw down his bat, picked up his jacket and cap, and started for home.

“ ‘Don’t go yet; finish the game!’ cried the other players.

“ ‘I must go right this minute. I told my mother I would come when she called,’ was Charlie’s response.

“ ‘Pretend you didn’t hear,’ said the boys.

“ ‘But I did hear,’ said Charlie.

“ ‘She won’t know you did.’

“ ‘But I know it, and I’ve got to go.’

“One of the boys finally said, ‘Oh, let him go. You can’t change his mind. He’s tied to his mother’s apron string. He’s such a baby he runs the minute she calls’ ” (N. Eldon Tanner, in Conference Report, Oct. 1977, p. 65; or *Ensign*, Nov. 1977, pp. 43–44).

- What would you have done?

Explain that we all face situations each day that require us to choose between being honest and being dishonest. Ask the children to think about the results of the choices made by Barnabas, Ananias, and Sapphira.

Scripture Account	Teach the children the accounts of Barnabas and Ananias and Sapphira from Acts 4:32–5:10. (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.) Point out that one of the ways we become like Jesus is to learn to speak the truth and to be honest in all we do.
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ul style="list-style-type: none"> • What did Church leaders ask the members of the Church to do so everyone would have what they needed? (Acts 4:34–35.) How would you feel about sharing everything you have? • How was Barnabas honest in what he did? (Acts 4:36–37.) What do you think being honest means? (Telling the truth, not stealing or cheating, not deceiving in any way, and so on.) How do you feel when you are completely honest? • How were Ananias and Sapphira dishonest? (Acts 5:1–2.) Why did Sapphira go along with her husband’s lie? (Acts 5:1–2, 7–8.) What might have happened if she had been honest? • Who can be hurt when a person is dishonest? Explain that even if we don’t see immediate consequences of our dishonesty, like Ananias and Sapphira did, we still hurt ourselves. We may also hurt others with our dishonesty. • What are the consequences if you are dishonest? What are the consequences if you are honest? Share a personal example about the consequences of honesty or dishonesty. Help the children understand that it is not always easy to be honest, but we should be honest no matter what the circumstances. Invite the children to share their experiences of being honest. • Who always knows when you are telling the truth? How does being honest bring us closer to Heavenly Father? • What can you do to help others be honest? • Why is it important to be honest with your parents? (So they will trust you.) Why do you want your parents to trust you? How do you earn trust from your parents? Why does it sometimes take courage to tell the truth? (See enrichment activity 6.) • How would the world be different if everyone were honest? <p>Read the following quotation from President Ezra Taft Benson, the thirteenth President of the Church:</p> <p>“Be honest. Do not lie nor steal. Do not cheat. . . .</p> <p>“Dear children, our Heavenly Father sent you to earth at this time because you are some of His most valiant children. He knew there would be much wickedness in the world today, and He knew you could be faithful and obedient” (in Conference Report, Apr. 1989, p. 103; or <i>Ensign</i>, May 1989, pp. 82–83).</p>

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Review the thirteenth article of faith and help the children understand and memorize it.
2. Write the words *home*, *school*, and *neighborhood* on the chalkboard. Have the children think about ways they can be honest in dealing with situations in each place. Discuss the ideas the children think of.
3. Write the words *Honest* and *Dishonest* on the chalkboard. Share the following statement by Elder Marvin J. Ashton: “A lie is *any* communication given to another with the intent to deceive.’ . . . A lie can be effectively communicated without words ever being spoken. Sometimes a nod of the head or silence can deceive” (in Conference Report, Apr. 1982, p. 10; or *Ensign*, May 1982, p. 9). Discuss each of the following situations and have the children determine which heading it best fits under and why:

Telling the truth
 Doing your own work
 Misleading others by not telling the complete truth
 Admitting when you have done something wrong
 Cheating
 Lying
 Stealing
 Telling half-truths
 Returning borrowed or lost items
 Keeping promises

4. Have each child make a sign, perhaps in the shape of a shield, that says “I stand for truth and honesty.” Invite the children to set a goal to tell the truth and be honest in all they do. Have them sign their names at the bottom of their signs.
5. Draw a ladder on the chalkboard or on a piece of paper and label it “Honesty Ladder.” Make a simple figure out of paper or draw a figure at the bottom of the ladder. Using situations such as the following, have the children name all the possible choices they could make in each situation. Then ask them to decide which is the best choice. Have a child move the figure (or draw a line from the figure) up one step of the ladder if the best choice is being honest. Point out that the best choice is always the honest choice. Use enough situations to get the line to the top of the ladder.
 - a. You find a friend’s lost toy.
 - b. You find a purse with money in it.
 - c. A bag of candy that belongs to someone else is on the table, and no one else is in the room.
 - d. You are going to an activity that costs money to attend. The sign at the entrance says “Children under eight admitted free.”
 - e. A store clerk gives you too much change.
 - f. Your friend asks you to let him or her copy your answers on a test.
 - g. Someone tells you an unkind story about someone else.
 - h. You promised your parents that you would be home at a certain time, but your friend wants you to stay longer.

6. Make up several situations, similar to the following ones, for the children to role-play. The situations you make up should be situations where the children could choose to be either honest or dishonest with their parents.
 - a. Your mother wants you to watch your little brother. You want to read instead. You know that if you tell her you have homework to do, she will not expect you to take care of him.
 - b. You accidentally break your mother's favorite bowl while she is away.
 - c. You promised your father you would help him with a project on Saturday, but your friends have planned an activity you want to attend.
7. Review the fourth article of faith.
8. Sing or read the words to "Dare to Do Right" (*Children's Songbook*, p. 158), "Keep the Commandments" (*Children's Songbook*, p. 146), "I Will Be Valiant" (*Children's Songbook*, p. 162), "I Believe in Being Honest" (*Children's Songbook*, p. 149), or "Stand for the Right" (*Children's Songbook*, p. 159).

Conclusion

Testimony	Share your testimony of the importance of being honest. Explain that when we are honest in all we do, the Holy Ghost will give us a feeling of peace.
Suggested Home Reading	Suggest that the children study Acts 4:32–5:10 at home as a review of this lesson. Invite a child to give the closing prayer.

Stephen, the Martyr

Lesson 39

Purpose	To help each child gain a greater understanding of the Godhead.
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Preparation	<ol style="list-style-type: none">1. Prayerfully study Acts 6, 7:54–60, and Doctrine and Covenants 130:22–23. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)2. Additional reading: Acts 7:1–53 and Joseph Smith—History 1:17.3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.4. Materials needed:<ol style="list-style-type: none">a. A Bible or a New Testament for each child.b. A copy of the Doctrine and Covenants.c. Picture 7-40, The First Vision (Gospel Art Picture Kit 403; 62470).
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	<p>Write <i>martyr</i> on the chalkboard. Ask a child to come to the front of the class.</p> <ul style="list-style-type: none">• (Name of child), would you be willing to be a martyr?• Do any of you know what a martyr is? <p>Explain that a martyr is a person who believes so strongly in something that he or she gives his or her life as a witness.</p> <p>This lesson is about a man who had a strong testimony of Heavenly Father, Jesus Christ, and the Holy Ghost and was martyred because of that testimony.</p>
Scripture Account	Teach the children the account of Stephen’s life as found in Acts 6 and 7. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ul style="list-style-type: none">• Why did the Apostles call seven men to help them? (Acts 6:1–4.) How were these seven men called? (Acts 6:3, 5–6.) Why did the Apostles “lay their hands” on the men? (The Apostles gave them the priesthood authority, which they had received from Jesus Christ, to perform certain duties; all who receive the priesthood are ordained by the laying on of hands.)

- What qualities did Stephen have that helped him assist the Apostles and serve the people? (Acts 6:5, 8.) How did he bless the lives of the people?
- Why did the Jewish leaders bring Stephen before a council? (Acts 6:9–12.) What did the leaders of the synagogue falsely accuse Stephen of doing? (Acts 6:13–14. Explain that *blasphemous* means speaking in a mocking and irreverent way about God or sacred things.) Why did they think Stephen was speaking blasphemy?
- What happened to Stephen's face as he talked to the members of the council? (Acts 6:15.)

Briefly recount the things Stephen told the council (see Acts 7:1–53). Help the children understand that Stephen was explaining and testifying of God's blessings to the people of Israel. He also said that the people disobeyed God, persecuted and killed the prophets, and rejected and killed the Messiah.

- Whom did Stephen see when he looked into heaven? (Acts 7:55.) Who was with Stephen as he testified of Heavenly Father and Jesus? (The Holy Ghost.)
- Did the people around Stephen see the vision he saw? What did they do? (Acts 7:57–59.) What did Stephen say as they stoned him? (Acts 7:59–60.) Why do you think Stephen was able to forgive the people who killed him?

Display the picture *The First Vision*.

- Who else saw a similar vision of Heavenly Father and Jesus Christ? (Joseph Smith—History 1:17.)
- What can we learn about Heavenly Father, Jesus Christ, and the Holy Ghost from the visions of Stephen and Joseph Smith? (You could use enrichment activities 4 and 5 to help the children learn about the members of the Godhead.)
- How can we know that Heavenly Father and Jesus Christ exist? What must we do to be worthy of the companionship of the Holy Ghost? Help the children understand that when we obey the commandments, we can receive a testimony of Heavenly Father and Jesus Christ through the Holy Ghost.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Read John 17:20–21 and discuss how Heavenly Father, Jesus Christ, and the Holy Ghost are “one” in purpose. You might refer to the example of a father, mother, and children working together for one purpose.

You might also explain the role each member of the Godhead has in our prayers: We pray to Heavenly Father in the name of Jesus Christ, and answers come through the Holy Ghost.

2. Explain that other courageous, faithful people, in addition to Stephen, have also been martyrs because of their testimony and faith in Heavenly Father and Jesus Christ. Use examples such as the following from the scriptures:

Joseph Smith was persecuted when he told others about his vision, and Joseph and his brother Hyrum were later martyred.

Many of the early disciples and Apostles of the Church were persecuted and some were martyred. James was martyred (Acts 12:2), as was Paul, and it is traditionally accepted that Peter, Mark, and Matthew were also martyred (see “Mark,” “Matthew,” “Paul,” and “Peter” in the Bible Dictionary in the LDS edition of the Bible).

Have the children tell you what they could learn from the examples of these faithful people.

3. Review the fifth article of faith. Discuss how Church leaders today call people to Church positions, just as Stephen was called to help the early Apostles. Explain that when a person receives a call, he or she is set apart by the laying on of hands and given the authority to perform specific responsibilities. Help the children understand that when young men and women serve in the presidencies of priesthood quorums or Young Women classes, they will be called and set apart in the same manner.
4. Read and discuss Doctrine and Covenants 130:22–23. Help the children understand that Heavenly Father and Jesus Christ have glorified bodies of flesh and bones. Our physical bodies are in the image of Heavenly Father and Jesus. The Holy Ghost is a personage of Spirit, not having a body of flesh and bones.
5. Display the following wordstrips or write the words on the chalkboard:

The Godhead
 Heavenly Father:
 Jesus Christ:
 The Holy Ghost:

Write the following statements describing the members of the Godhead on separate pieces of paper. Note that you need two papers with “Has a glorified body of flesh and bones.”

Heavenly Father:
 Is the Father of our spirits
 Is the Father of Jesus’ mortal body
 Has a glorified body of flesh and bones
 Listens to and answers our prayers

Jesus Christ:
 Is our Savior and Redeemer
 Has a glorified body of flesh and bones
 Created the world
 Had a mortal mother

The Holy Ghost:
 Is a personage of Spirit
 Bears witness of Heavenly Father and Jesus
 Reveals the truth of all things (Moroni 10:5)
 Can be our constant companion

Review the role of each member of the Godhead by allowing the children to choose one of the pieces of paper you have prepared. Have each child read the statement out loud, determine which member of the Godhead it refers to, and place the statement under the appropriate title.

6. Sing or read the words to “This Is My Beloved Son” (*Children’s Songbook*, p. 76) or “Joseph Smith’s First Prayer” (*Hymns*, no. 26).

Conclusion

Testimony	Bear testimony of your knowledge of the Godhead, and tell the children how important it is to you to have this knowledge. Share with the children your love for Heavenly Father, Jesus Christ, and the Holy Ghost.
Suggested Home Reading	Suggest that the children study Acts 7:54–60 and Doctrine and Covenants 130:22–23 at home as a review of this lesson.
	Invite a child to give the closing prayer.

Peter and Cornelius

Lesson

40

Purpose	To help each child understand that Heavenly Father loves all his children and wants all of them to have the opportunity to learn the gospel of Jesus Christ.
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Preparation	<ol style="list-style-type: none">1. Prayerfully study Acts 10:1–11:18. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.3. Materials needed:<ol style="list-style-type: none">a. A Bible or a New Testament for each child.b. Picture 7-41, Go Ye Therefore (Gospel Art Picture Kit 235; 62494).
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	<p>Write the following names on the chalkboard: <i>Cornelius, Angel, Peter</i>.</p> <p>Have three children each read one of the following descriptions of these three people. Ask the rest of the children to raise their hands when they think they know which person is being described.</p> <p>I am a messenger. Besides delivering God’s messages, I teach, bless, and do whatever I am commanded to do to build the kingdom of God. Today you will learn about a special message I brought. I am <u>(an angel)</u>.</p> <p>I was a fisherman on the Sea of Galilee when Jesus called me to follow him. I received a vision, which you will learn about today, that opened the way for everyone to be taught the gospel. I am <u>(Peter)</u>.</p> <p>I am a centurion in the Roman legion and command from 50 to 100 men. I was the first Gentile (someone who was not a Jew) to come into the Church. You will learn about my baptism in today’s lesson. I am <u>(Cornelius)</u>.</p>
Scripture Account	Teach the story of Peter and Cornelius from Acts 10:1–11:18. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Show the picture at an appropriate time.
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ul style="list-style-type: none">• Why was Cornelius worthy to receive a vision from the Lord and be baptized? (Acts 10:2.) How can you be a devout (faithful) member of the Church?

- What was the angel's message to Cornelius? (Acts 10:3–6.)
- What did Peter see in a vision? (Acts 10:11–16.) Why was the vision disturbing to him? (The Lord had commanded Israel not to eat certain meats, which were considered to be unclean [see Leviticus 11].) How did Peter accept this vision at first? (Acts 10:14.) What changed his mind? (Acts 10:15.)
- Why was it so unusual for Peter to teach Cornelius the gospel? (Acts 10:28.) Explain that up to this time the Apostles had been teaching the gospel only to the Jewish people, and most of the people in the Church thought that only the Jewish people should be taught the gospel. But Cornelius was not a Jew. What did Peter finally realize that his vision meant? (Acts 10:34–35.) Who should be taught the gospel today? (All people.)
- Why do you think Cornelius gathered all his friends and relatives to hear Peter? (Acts 10:24–27.) What are some of the gospel principles you want to share with your family and friends?
- What did Cornelius do to find an answer to his problem? (Acts 10:30.) What experiences have you or your family had with fasting and prayer? How has the Lord helped you find an answer to a problem?
- How did the people know that Peter spoke the truth? (Acts 10:44–45.) What do we need to do to have the Holy Ghost witness the truth to us? (Moroni 10:4–5.)
- What did the disciples and the other Apostles think when they heard that Peter had been teaching Gentiles? (Acts 11:2–3.) How did Peter explain his actions? (Acts 11:4, 17.) How did the disciples and Apostles accept Peter's vision? (Acts 11:18.) What does this teach us about Heavenly Father's love for his children? (See enrichment activity 5.)
- How can you teach the gospel to some of Heavenly Father's children? Help the children think of ways they can be missionaries now and how they can prepare to serve full-time missions.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have the children read Acts 10:36–43 in small groups and make a list of the things Peter taught Cornelius and his family and friends. Have each group read its list while you write the items on the chalkboard or a large piece of paper. Fill in any of the following items the children may have missed:

Jesus Christ is Lord of all (verse 36).

Jesus Christ was baptized (verse 37).

Jesus Christ was anointed with the Holy Ghost and with power (verse 38).

Jesus Christ did good (verse 38).

Jesus Christ healed (verse 38).

Jesus Christ was killed (verse 39).

Jesus Christ rose on the third day (verse 40).

Jesus Christ commanded Peter to testify that Jesus was ordained of God (verse 42).

All the prophets witnessed of Jesus Christ (verse 43).

Those who believe in Jesus Christ and are baptized will obtain a remission of their sins (verse 43).

2. With the approval of your Primary president, invite a returned missionary to come to class and share experiences that illustrate the importance of teaching all of Heavenly Father's children.
3. Discuss the following statement adapted from a quotation by Elder Howard W. Hunter:

Little children are precious to our Father in Heaven. He loves them and looks after them with the same tender care no matter where they live or how they dress or look. He loves the dark, curly-haired Fijian, and the kind, brightly dressed children in Samoa. He loves the little English boys and girls who all dress alike at school. He loves the children in Japan. He loves the suntanned children in South America and the Lamanites. Our Father loves his children everywhere. When it is bedtime, loving parents in all lands kneel with their children to say prayers. It may be by a high fluffy featherbed in the Alps or a little mat on the floor of a hut. But our Heavenly Father hears and understands them all. (See *Friend*, Oct. 1971, p. 10.)

4. Help the children understand that although people in different countries have different traditions and practices, we are all similar in that Heavenly Father loves us all and wants us all to return to him.

Play a matching game with the following or similar categories to acquaint the children with some of the things done or seen in other countries.

Match which place you would most likely be serving your mission in if you were to:

See people wearing

Leis	Scotland
Wooden shoes	Hawaii
Kilts	Japan
Kimonos	Holland

Eat

Enchiladas	United States
Sauerbraten	Norway
Apple pie	France
Crepes	Germany
Pickled herring	Mexico

See

Mounties	Italy
Big Ben	Australia
Leaning Tower of Pisa	Canada
Kangaroos	England

5. Explain that something similar to Peter's vision happened in 1978 when President Spencer W. Kimball received a revelation from the Lord that all worthy men and boys could receive the priesthood and their families could receive the blessings of the temple (see Official Declaration—2 in the Doctrine and Covenants).
 6. Sing or read the words to "Children All over the World" (*Children's Songbook*, p. 16) or "We'll Bring the World His Truth" (*Children's Songbook*, p. 172).
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Conclusion

Testimony	Bear your testimony that God loves all his children and wants all of us to be taught the gospel, be baptized, and keep our covenants so we can live with him again. Express gratitude for your knowledge of the gospel and your baptism.
Suggested Home Reading	Suggest that the children study Acts 10:36–43 and 11:15–18 at home as a review of this lesson. Invite a child to give the closing prayer.

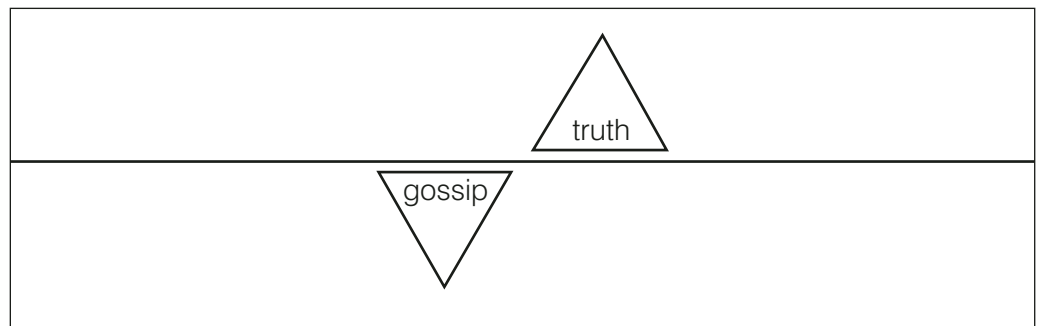
James Teaches Us to Control Our Tongues

Lesson
41

Purpose To help the children learn to control the things they say and think.

Preparation

1. Prayerfully study Matthew 5:33–37, James 1:26, 3:2–13, 5:12, 1 Peter 3:10, Exodus 20:7, and Mosiah 4:30. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Cut several pieces of paper into triangles. Write each of the following words or phrases on a triangle that is pointing down: *gossip, false witness, lies, quarreling, swearing, taking the name of the Lord in vain, angry words*. Write each of the following words or phrases on a triangle that is pointing up: *kind words, compliments, polite words, truth, prayer, peacemaking*.



4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. Tape (or something similar) to attach the triangles to the chalkboard.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Divide the children in your class into small groups and have each group act out how to control a horse, a bicycle, a dog on a walk, a car, a boat, or other similar things. Have the other children guess what the group is doing.

- What would happen if someone couldn't control these things?

Explain that in this lesson the children will learn about controlling something they always have with them. It is part of their body, but it is not their hands or feet.

- What do you think it might be?

Ask the children to listen for this part of the body as you read James 3:3–5.

- What does this scripture tell us about our tongues?

Scripture Account

Teach the children the accounts in Matthew 5:33–37, James 1:26, 3:2–13, and 1 Peter 3:10. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Explain that speaking guile means trying to deceive or trick others. Help the children understand that even though the tongue is a small part of the body, they must work very hard to control it.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What does it mean to bridle our tongues? (James 1:26.) Why could we control our whole body if we could control our tongue? (James 3:2.)
- Why can't a natural fountain send forth both sweet water and bitter water or salt water and fresh water? (James 3:11–12.) What did James mean when he said a fig tree can't produce olives and a vine can't produce figs? (James 3:12.) What was he trying to teach us with these examples? (James 3:10.)
- What happens to us when we start saying unkind things or speaking harshly? How do you think this affects the good things we say?
- What commandments did Jesus give us about what and how we should speak? (Matthew 5:33–37.) Why do you think it is important for us to keep these commandments?

Draw a horizontal line on the chalkboard. Place the triangles face down on the table, and have each child choose one, read it, and tape it on the top of the line if the arrow points up and on the bottom of the line if the arrow points down. (See the illustration in the “Preparation” section.)

- Discuss each word as the child places the triangle on the line. Discuss why the things above the line are positive things to say and why the things below the line are negative. How do you feel when you say something kind to someone or about someone? How do you feel when you give someone a compliment? Why does saying good things about others make us feel good about ourselves, too?
- What do the Ten Commandments tell us about how we are to speak about the Lord? (Exodus 20:7.) Why is it important for us to speak only reverently of Heavenly Father and Jesus Christ? How does keeping this commandment help us become more like Heavenly Father and Jesus? (You might retell President Spencer W. Kimball's story from lesson 8.)
- How do we control our tongues and our actions? Help the children understand that what we think and feel determines what we say and do. By controlling our thoughts, we can control what we say. How can we control our thoughts? Discuss the following suggestions:

Ask yourself, “What would Jesus have me do in this situation?”

Think of a favorite scripture.

Sing or hum a Primary song or a hymn aloud or in your mind.

Pray for help.

Remember you are a child of God.

Think of what your parents would want you to do.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Tell the following story about Joseph Smith (you might ask someone who reads well to record the story on an audiocassette):

Joseph Smith was put in prison many times by men who did not like him, even though they could never prove that he had done anything wrong. One night he and some other men were being kept in a cold and miserable prison where they had to wear chains around their ankles and sleep on the hard floor. They were trying to sleep, but the guards were talking very loudly. They were swearing and telling each other about all the terrible things they had done to members of the Church.

After listening to this terrible talk, Joseph suddenly jumped up and said to the men, "Silence. . . . In the name of Jesus Christ I rebuke you, and command you to be still; I will not live another minute and hear such language." The guards dropped their weapons and begged him to forgive them. They were quiet the rest of the night. (See Parley P. Pratt, *Autobiography of Parley P. Pratt*, pp. 209–11.)

- What could you do if someone near you is swearing or telling a vulgar story?
2. Thread a ring or small spool on a long string and tie a knot in the ends of the string. Have the class members stand in a circle and hold on to the string. Choose one child to be in the center of the circle. Have the other children pass the ring or spool from hand to hand. When you say "Stop," have the person with the ring say something good about the child in the center. Then have the child in the middle exchange places with the one who said the nice thing and go on with the game. Continue until everyone has had a turn to be in the center. You may want to add a positive comment about each child. Talk about how we feel when we say good things and how we feel when something good is said about us. (If your class is too small for this activity, have each child say something good about the others.)
 3. Compare one bad thought to the little iron wedge in the following story President Spencer W. Kimball told about a young boy who lived on a farm:

One day as a young boy was coming in from the field, he found an iron wedge. (Explain what a wedge looks like.) He knew he was late for dinner, so instead of taking the wedge to the woodshed where it belonged, he laid it between the limbs of a young walnut tree his father had planted near the front gate. He intended to take the wedge out of the tree later and return it to the shed, but he never did. The wedge stayed there for years, and the tree grew around it until it became a very large tree.

Many years later on a wintry night, freezing rain broke off one of the three major limbs of the big tree. This unbalanced the rest of the tree so that it also fell down. When the storm was over, not a twig of the tree remained standing.

Early the next morning, the farmer—the boy grown older—went out and saw the damaged walnut tree. He thought, “I wouldn’t have had that happen for a thousand dollars. That was the prettiest tree in the valley.”

The farmer had forgotten about the wedge, but it was still there. Even though the tree had grown tall, the wedge had weakened it. The tree normally would have stood through the storm, but because of the wedge, placed there many years before, the tree was not as strong as it should have been. The wedge caused the tree to fall and break. (See Samuel T. Whitman, “Forgotten Wedges,” quoted by Spencer W. Kimball, in Conference Report, Apr. 1966, pp. 70–71.)

- How are bad thoughts like a wedge? When we have a bad thought, it can work its way deeper into our minds, like the wedge in the tree, and become a big problem for us. We should get rid of bad thoughts immediately.
4. Discuss Proverbs 23:7. Include in the discussion ways the children can control their tempers, such as counting to ten when they get hurt or angry.
 5. Sing or read the words to “Hum Your Favorite Hymn” (*Children’s Songbook*, p. 152).

Conclusion

Testimony	Testify that learning to control our tongues is one of the things we must do to become like Heavenly Father and Jesus Christ. Share an experience when saying good things rather than bad helped you or someone you know feel closer to the Lord. Encourage the children to try to control what they say during the coming week.
Suggested Home Reading	Suggest that the children study James 3:3–10 at home as a review of this lesson. Invite a child to give the closing prayer.

The Conversion of Saul

Lesson
42

Purpose To encourage each child to become more fully converted to Jesus Christ.

Preparation

1. Prayerfully study Acts 7:57–60, 8:1–3, 9:1–30, 26:9–23, and Mosiah 5:2. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: Acts 22:3–21.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A glass filled with water.
 - c. Picture 7-42, Paul on the Road to Damascus.

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Show a glass of water to the children.

- What happens when water boils? (It changes to steam.)
- What happens when water freezes? (It changes to ice.)

Explain that when water changes to ice or steam, we say that it has been “converted.” It is different from the original water.

- How are people converted to the gospel of Jesus Christ? How do their lives change when they are converted?

Write the word *converted* on the chalkboard. Explain that this lesson is about one man’s miraculous conversion to the gospel of Jesus Christ.

Scripture Account

Teach the children the account of Saul’s conversion to the Church of Jesus Christ as found in Acts 9:1–20. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Help the children understand that this Saul is not the man who was the first king of Israel but is the man who became the great missionary Paul.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- How did Saul persecute the members of the Church? (Acts 7:57–60; 8:1–3; 9:1–2.) How might the members of the Church have felt about him? How would you feel if someone persecuted you for your beliefs? How should we respond when someone does this? Encourage the children to share any experiences they have had when someone made fun of them or was unkind to them because of their beliefs.
- What happened on the road to Damascus that helped Saul realize he needed to repent of his sins? (Acts 9:3–6.) Who did Saul speak with in this vision? (Acts 9:5.) How do Heavenly Father and Jesus Christ help us know when we need to repent? (Feelings from the Holy Ghost and through guidance from our parents, the prophets, and the scriptures.)
- What does it mean to “kick against the pricks”? (Acts 9:5.) (A prick was a sharp spear people used on animals to make them move. Often the animals would kick back when pricked, which made the spear hurt them even more. Jesus Christ was telling Saul that his actions were harming himself more than anyone else. When we fight against what is right, we hurt ourselves the most.) How could someone be hurt by fighting against the truth? Give an appropriate example from your own experience, if possible.
- What did Saul do to repent and turn to Jesus Christ? What do we need to do to repent of our sins? Discuss the following points (you might list them on the chalkboard):

He recognized his sins. (Acts 9:6.)

He fasted and prayed for forgiveness. (Acts 9:9, 11.)

He was baptized. (Acts 9:18.)

He tried to correct the things he had done wrong. (Acts 9:20.)

He changed and never persecuted people again.

Explain that Saul was not wicked in his heart; he was deceived. He needed to repent and be baptized.

- Why is it important to repent when we do something wrong? How does repentance make us feel?
- What did the Lord ask Ananias to do? Why? (Acts 9:10–12.) (Explain that this is a different Ananias from the one who was struck dead for dishonesty.) Why was Ananias afraid to do what the Lord asked? (Acts 9:13–14.)
- Why did the Lord call Saul a “chosen vessel”? (Acts 9:15–16.) What important things did Heavenly Father want Saul to do? (Acts 26:16, 18.) What important things might Heavenly Father want you to do? How can you learn of these things?
- How did Saul lose his eyesight? (Acts 9:8; 22:11.) What happened when Ananias blessed Saul? (Acts 9:17–18.)
- After Saul’s conversion, why would neither the people nor the disciples believe him when he preached? (Acts 9:21, 26.) Why did Saul have to leave the country? (Acts 9:23, 29–30.)
- What does Heavenly Father do when we repent of our sins? (D&C 58:42.) How can we help others who are trying to repent and follow Jesus?

- What was Saul's testimony of Jesus Christ? (Acts 9:20; 26:22–23.) How do we know when we are truly converted to the gospel of Jesus Christ? (Mosiah 5:2.)

Discuss the following quotation from President Ezra Taft Benson, thirteenth President of the Church: "When we have undergone this mighty change, which is brought about only through faith in Jesus Christ and through the [working] of the Spirit upon us, it is as though we have become a new person. . . . You have forsaken lives of sin . . . and have become clean. You have no more [desire] to return to your old ways. You are in reality a new person" (*The Teachings of Ezra Taft Benson*, p. 470). (You might use enrichment activity 1 to challenge the children to experience what President Benson described.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Ask the children to name things children their age might need to repent of, such as telling lies, cheating, being angry, using bad language, and disobeying their parents. Write these on the chalkboard as they are mentioned. Tell the children that you are going to give a quiz. As you point to each item on the list, have the children ask themselves, "Do I need to repent of this?" Have the children answer "yes" or "no" silently to each question. Review the steps that Saul took to repent.
2. Write each letter of the phrase "Repent and turn to God" (Acts 26:20) on separate pieces of paper or cardboard squares. Put the papers face down in order on a table. Ask the children to take turns guessing a letter of the alphabet. When a letter that belongs to the phrase is guessed, turn it over. Explain that when we repent and turn to God, we are converted.
3. Discuss and memorize the fourth article of faith.
4. With approval of the Primary presidency, invite a recent convert or returned missionary to come to class and tell an experience when someone's life changed as he or she came to believe in Christ, repented, and was baptized. Have the person share his or her feelings about the joy and happiness that come from living gospel teachings.
5. Ask a child to draw a picture of a forked road on the chalkboard. Have another child write the name of a city where he or she would like to visit at the top of one road.
 - What would you do if you took a wrong turn and found yourself on the wrong road?
 - Could you get to the city from where you are?
 - What would you have to do now to get to the city you wanted to go to?
 - How is repentance like getting back on the right road?
6. Sing or read the words to "Repentance" (*Children's Songbook*, p. 98) or "When I Am Baptized" (*Children's Songbook*, p. 103).

Conclusion

Testimony	Bear your testimony of how important repentance is in our lives and how important it is to be truly converted to the gospel of Jesus Christ. Share your love of the gospel.
Suggested Home Reading	Suggest that the children study Acts 9:1–20 at home as a review of this lesson. Invite a child to give the closing prayer.

Paul Testified of Jesus Christ

Lesson 43

Purpose	To help each child want to be valiant in testifying of Jesus Christ.
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Preparation	<ol style="list-style-type: none">1. Prayerfully study Acts 13:2–4; 14; and 16:16–34. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.3. Prepare a copy of the puzzle located at the end of the lesson. Write the word <i>VALIANT</i> in large letters across the back before cutting the pieces apart.4. Materials needed:<ol style="list-style-type: none">a. A Bible or a New Testament for each child.b. A piece of paper and a pencil for each child.
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Suggested Lesson Development	Invite a child to give the opening prayer.
Attention Activity	<p>Distribute the puzzle pieces among the children. Discuss the meaning of each word on the puzzle pieces and have them fit the pieces together. Have the children turn the pieces over and fit the puzzle back together to find another word. Write <i>VALIANT</i> on the chalkboard.</p> <ul style="list-style-type: none">• What does <i>valiant</i> mean? Explain that the words on the puzzle pieces help describe what it means to be valiant.• What words on the puzzle do you remember? Write the words or display the puzzle pieces under the word <i>VALIANT</i>.
Scripture Accounts	<p>Review briefly Saul’s conversion to the gospel, and tell the children that Saul’s name was changed to Paul. Paul stopped persecuting the followers of Jesus and became a valiant Apostle and missionary for Jesus Christ.</p> <p>Teach the children the account of Paul and Barnabas’s missionary experiences found in Acts 13:2–4; 14 and the account of Paul and Silas’s experience in prison found in Acts 16:16–34. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Ask the children to listen for ways Paul, Barnabas, and Silas valiantly testified of Jesus Christ and his gospel.</p>
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.</p> <ul style="list-style-type: none">• What did the Lord call Paul and Barnabas to do? (Acts 13:2–4.)

- After Paul and Barnabas healed the crippled man at Lystra, who did the people think they were? (Acts 14:11–12.) (Explain that Jupiter and Mercurius were false gods the people worshiped. They did not know about Heavenly Father and Jesus Christ.) What did Paul and Barnabas try to teach the people about Jesus Christ? (Acts 14:14–17.)
- How was Paul treated by the Jews of Antioch and Iconium? (Acts 14:19.) Why do you think he continued preaching the gospel after being so badly treated?
- Why were certain men in Macedonia upset when Paul and Silas healed a woman by casting an evil spirit out of her? (Acts 16:19.) What did these men do to Paul and Silas? (Acts 16:20–23.)
- What did Paul and Silas do while they were in jail? (Acts 16:25.) Why do you think they prayed and sang praises to God? What effect do you think their actions had on the other prisoners?
- Why do you think Paul and Silas stayed in the prison when the earthquake opened the prison doors? (Acts 16:27–31.) How did their actions bless the keeper of the prison and his family? (Acts 16:32–34.) What kind of opportunities do we have to testify of and teach others about Jesus Christ?
- Have the children read Acts 14:3 and 16:18, 25, 31. How do these scriptures show that Paul was valiant in his testimony of Jesus Christ wherever he went? How can we let other people know that we have strong testimonies of Jesus Christ?
- What are some of the challenges we may face as we try to be valiant in testifying of Jesus?

Challenge the children to think of specific things they can do this week to show others that they have strong testimonies of Jesus Christ. Have them write down at least one idea and place the paper where they can see it often. You may also have them write the words from the puzzle on their paper.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Prepare the following wordstrips or write them on the chalkboard:

Boldly bore testimony of Jesus Christ
 Taught about “the living God”
 “Prayed and sang praises unto God”
 Stayed in prison and saved the keeper
 Taught the keeper to “believe on the Lord Jesus Christ”

Write the following scripture references on separate slips of paper: Acts 14:3, Acts 14:15, Acts 16:25, Acts 16:28, Acts 16:31.

Display the wordstrips and distribute the scripture references among the children. Have the children read the scriptures, one at a time, and decide which wordstrip each goes with. Explain that Paul was a valiant witness of Jesus Christ wherever he was and whatever he was doing.

2. Read the words on the puzzle pieces once more and have the children discuss how they could valiantly testify of Jesus Christ in these areas. You may want to have situations, similar to the following, written on pieces of paper. Then have each child select one and tell how he or she would choose to meet that challenge:

A friend teases you because you won't go swimming on the Sabbath.

You are invited to a movie that does not meet Church standards.

Some of your friends begin to tell vulgar jokes and stories.

At a store a friend takes a ring and puts it in his or her pocket and encourages you to do the same.

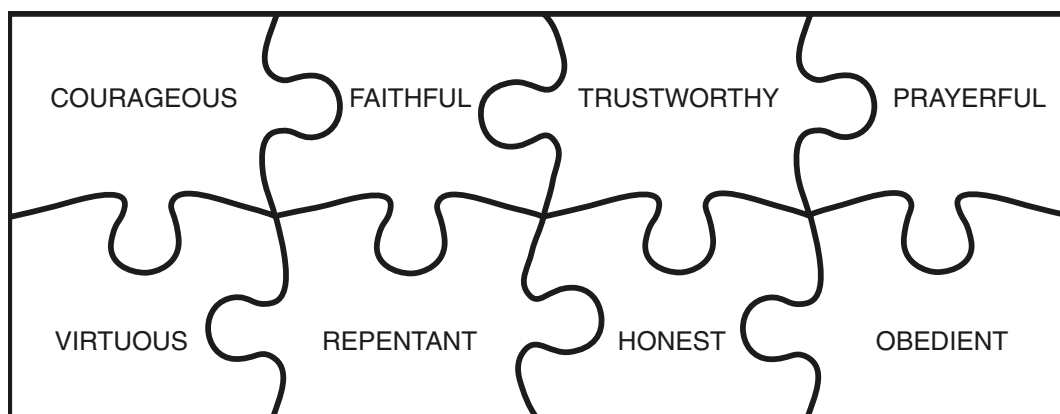
One of your classmates makes false statements about Church doctrines.

You are tempted to look on someone else's paper during a test.

3. Have the children dramatize the story of Paul and Silas in prison. Then have them pretend to interview Paul, Silas, the men in the prison, the jailer, and his family. Ask Paul and Silas why they were put into prison and what happened to them there. Ask the other men in prison how they felt when Paul and Silas prayed and sang and the earthquake opened the prison doors. Ask the jailer how he felt when he found the prison doors open and why he and his family were baptized.
4. Sing or read the words to "I Will Be Valiant" (*Children's Songbook*, p. 162), "Dare to Do Right" (*Children's Songbook*, p. 158), or "Stand for the Right" (*Children's Songbook*, p. 159).

Conclusion

Testimony	Bear your own testimony of Jesus Christ. If appropriate, share a time when Heavenly Father blessed you when you valiantly testified of Jesus Christ.
Suggested Home Reading	Suggest that the children study Acts 16:16–34 at home as a review of this lesson.
	Invite a child to give the closing prayer.



Valiant Puzzle

Paul the Missionary

Purpose

To encourage each child to prepare now to be a missionary and share the gospel with others.

Preparation

1. Prayerfully study Acts 22:17–30; 23:10–24, 31–33; and 26:1–2, 22–29. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: Acts 19–26 (for the full account).
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. The chart described in the attention activity (or you could draw it on the chalkboard).

Suggested Lesson Development

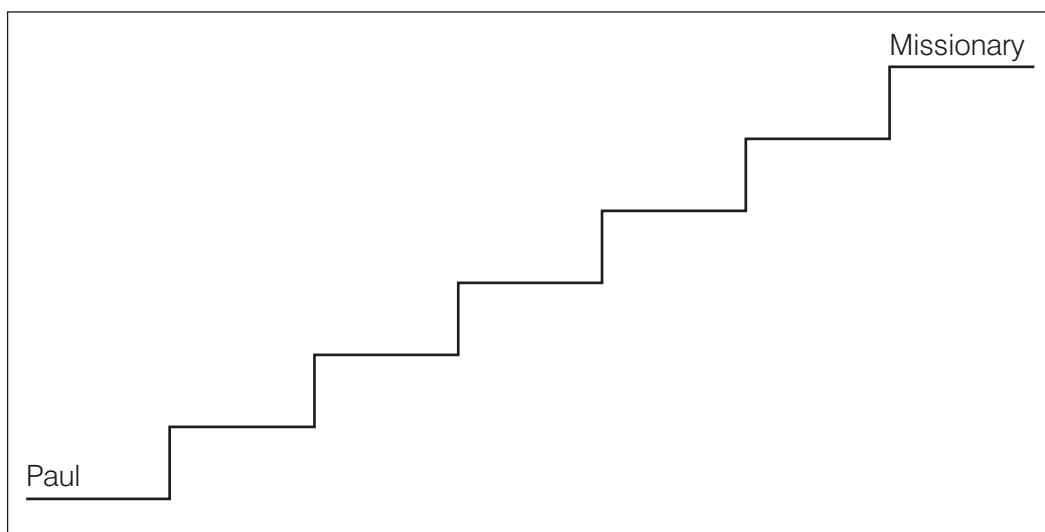
Invite a child to give the opening prayer.

Attention Activity

Ask the children what they remember about Paul from previous lessons. (Remind them that his name was changed from Saul.) Remind the children that Paul was called by the Lord to be a missionary and a special witness of Jesus Christ (see Acts 13:2; 20:24). He spent the rest of his life in missionary service.

If you have an LDS edition of the Bible, have the children turn to maps 18–22 and trace Paul’s missionary travels with their fingers. (Help the children pronounce the names of the places.) Explain that when Paul was converted, only some of the Jews in Jerusalem and surrounding areas had heard about Jesus Christ. Paul’s four missionary journeys took him to Jewish people and also to Gentiles (those who were not of the Jewish nationality) in many countries. These Gentiles did not know about Heavenly Father and Jesus Christ. They worshiped false gods and idols. Everywhere Paul went he preached the gospel of Jesus Christ.

Draw a diagram similar to the following on the chalkboard or a chart:



- How was Paul prepared to be a missionary?

Write the children's responses on the steps leading from *Paul* to *Missionary*. Be sure to include ideas such as repented, believed in Jesus Christ, was baptized, received the gift of the Holy Ghost, learned the gospel, and lived the gospel.

Scripture Account

Teach the children the account of what happened to Paul after his third missionary journey. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Explain that this was Paul's last visit to Jerusalem, and while he was there the Jews who did not believe in Jesus wanted to kill him. Because he was a Roman citizen, he turned to Roman leaders in Jerusalem and Caesarea for protection. They protected him by making him a Roman prisoner and eventually sent him to Rome for trial. (The account of Paul's journey to Rome will be taught in lesson 45.) Explain that through all his trials, Paul took every opportunity to testify of Jesus Christ.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- Why were the Jews angry with Paul? (Acts 22:17–21.) Help the children understand that Paul was testifying of a vision from Jesus Christ to people who did not believe in Jesus. Why wasn't Paul harmed? (Acts 22:24, 29.)
- The chief captain allowed Paul to go again before the Jews to explain himself, and once again the Jews tried to kill him because of his testimony. (Acts 23:10.) How did Paul show courage and faith during this time of persecution? How would you have felt if you had been in Paul's situation?
- How did the Lord comfort Paul? (Acts 23:11.) How do you think Paul felt when he knew he would not be killed? How does the Lord comfort and bless missionaries today?

- How did the Jews plot to kill Paul? (Acts 23:14–15.) Who saved Paul from this plot? (Acts 23:16.) How did the chief captain help Paul escape from the Jews? (Acts 23:22–24.) Why do you think the Lord was protecting Paul?

Explain that Felix, the Roman governor, kept Paul a prisoner in Caesarea for two years until Festus became the new governor. Paul requested a trial in Rome, but before leaving for Rome he told Festus and King Agrippa the story of his conversion and testified of Jesus Christ.

- How did Paul feel about talking to King Agrippa? Why? (Acts 26:1–3.) What did he teach the king and Festus? (Acts 26:22–23.)
- How did Festus react to Paul’s testimony? (Acts 26:24.) How did King Agrippa react? (Acts 26:28.) What reasons might King Agrippa have had to not fully accept Paul’s testimony and become a Christian? What are some things that keep people from accepting the gospel today?
- What gave Paul the courage to preach to the king and the governor? Remind the children that Paul was called to be a special witness for Jesus Christ and took every opportunity to testify of him. When can you share your testimony of Jesus with others? How can you prepare now to be a missionary?

Discuss the following quotations from President Ezra Taft Benson:

“Primary boys, plan and look forward to serving a full-time mission for the Lord. Young girls, be prepared for missionary service if you are called” (in Conference Report, Apr. 1989, p. 104; or *Ensign*, May 1989, p. 82).

“Yes . . . prepare now [when you are nine, ten, or eleven]. Prepare yourselves physically, mentally, socially, and spiritually. Always be obedient to authority. Start a savings account for your mission if you haven’t done so already. Pay your tithing, and seek a testimony of the gospel through study and prayer” (in Conference Report, Apr. 1985, p. 49; or *Ensign*, May 1985, p. 37).

- What steps have you already taken that prepare you to share the gospel? What steps can you take in the future?

Draw another diagram on the chalkboard or a chart similar to the one used in the attention activity, writing the word *You* where *Paul* is. Write the children’s responses on the steps leading from *You* to *Missionary*. Be sure to include ideas such as believe in Jesus, be baptized, receive the gift of the Holy Ghost, receive the priesthood (boys), learn the gospel, study the scriptures, pray, go to church, and live the gospel at home, at school, or wherever you may be.

- What talents or abilities can you develop now that will help you be a better missionary for the Lord?
- Why is it especially important to study the scriptures in preparation to teach the gospel?

Share examples of how being prepared helped you or someone you know share the gospel. Encourage the children to share experiences when they or their families have had opportunities to teach others about the gospel. If there are people in your class who are converts, you may want to have them share how the missionaries or others helped them learn the gospel and gain a testimony.

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Give the children each a piece of paper and a pencil and have them draw some stairs. Have them write their name at the bottom and *Missionary* at the top. Have them write in the steps they have taken and will yet take to prepare to be missionaries.
2. Make each child a copy of the Lord's promise to missionaries found in Doctrine and Covenants 84:88. Discuss this promise with the children and encourage them to display it in their homes.
3. Sing or read the words to "I Hope They Call Me on a Mission" (*Children's Songbook*, p. 169), "Called to Serve" (*Children's Songbook*, p. 176), or "We'll Bring the World His Truth" (*Children's Songbook*, p. 172).

Conclusion
Testimony

Bear testimony that Heavenly Father and Jesus want the children to prepare now to teach the gospel. Express your feelings that one of the best ways they can do this is to live the gospel of Jesus Christ each day.

**Suggested
Home Reading**

Suggest that the children study Acts 23:10–24, 31–33 at home as a review of this lesson.

Invite a child to give the closing prayer.

Purpose To help each child learn more about the gifts of the Spirit, which come through the Holy Ghost.

Preparation

1. Prayerfully study Acts 27:1–28:9, 1 Corinthians 12:1–11, and Articles of Faith 1:7. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: *Gospel Principles*, chapter 22.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Bible or a New Testament for each child.
 - b. A Pearl of Great Price or copy of the Articles of Faith for each child.

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity

Tell the children about a special gift you have received for a holiday or a birthday. Then ask the children to talk about some of the gifts they have received.

- What gift do we receive when we become members of The Church of Jesus Christ of Latter-day Saints? (The gift of the Holy Ghost.)

Let the children tell what they know about the gift of the Holy Ghost. Explain that in addition to receiving the guidance and direction of the Holy Ghost, each member of the Church of Jesus Christ is entitled to other spiritual gifts. Have the children find the Articles of Faith in the Pearl of Great Price and look for the article of faith that mentions spiritual gifts. Write on the chalkboard the spiritual gifts mentioned as the children read or recite the seventh article of faith. Encourage the children to listen to the account of Paul's journey to Rome to discover several gifts he was given and was able to use to help others.

Scripture Account

Briefly review last week's lesson so that the children remember why Paul was a prisoner on his way to Rome. Then teach the children the account of Paul's journey to Rome from Acts 27:1–28:9. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) If you have the LDS edition of the Bible, refer to map 22 while you are teaching the scripture account.

When you have finished teaching the scripture account, explain that Paul continued his journey to Rome, where he spent two years preaching the gospel of Jesus Christ even though he was still under arrest and confined to a house.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- What did Paul warn the people in the ship about? (Acts 27:10.) How did he know this? (The Holy Ghost revealed it to him.) Who did the centurion believe? (Acts 27:11.) Who was right? (Acts 27:14, 20.) When the prophet warns us of something, what should we do? Why?
- How do you think the people in the ship felt when they thought the ship would be wrecked? What did Paul tell them? (Acts 27:21–22.) How did Paul know they would survive and arrive safely in Rome? (Acts 27:23–25.)
- What happened to the ship? (Acts 27:40–41.) What did the soldiers want to do with the prisoners when the ship was wrecked? Why? (Acts 27:42.) Why did the centurion talk them out of doing this? (Acts 27:43.) Why did the centurion's attitude toward Paul change? (Acts 27:11, 14, 21, 25, 31, 43.)
- What happened to Paul while he was building a fire? (Acts 28:3.) Why did the others watch and wait for Paul to die? (Acts 28:4–6.) Why was Paul protected from the snakebite?
- What did Paul do for those who were sick? (Acts 28:8–9.) Why was Paul able to do this? (Paul had the gift of healing. He also had the priesthood and he was an Apostle who had been given great spiritual gifts to help him fulfill the mission the Lord had given him. Emphasize the importance of using spiritual gifts to help others.)
- Why was Paul able to foresee the future and heal the sick? (Paul had been baptized and confirmed a member of the Church of Jesus Christ, so he was entitled to special spiritual gifts.)

Help the children understand that all members of the Church are given the gift of the Holy Ghost. Have the children read 1 Corinthians 12:7–11. Discuss these gifts, and emphasize that every member of the Church is given a gift with which to bless others.

- What gifts did Paul use on his journey to Rome? Why does Heavenly Father give us spiritual gifts? (1 Corinthians 12:7; D&C 46:9, 12, 26.)
- How can we find out what gifts of the Spirit we have been given? (We can pray and fast to know what our special gifts are. We also may be told in our patriarchal blessings. As we obey the commandments and serve others throughout our lives, we will recognize our gifts.)

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write each of the gifts of the Spirit mentioned in 1 Corinthians 12:7–10 on a separate slip of paper. Place them in a box wrapped like a gift and have the children each take a slip of paper and tell what gift it is. Discuss each gift briefly.

2. Divide the class into small groups. Give each group one of the following or other appropriate scripture references. Have them decide which gift of the Spirit is being demonstrated and share their ideas with the class.

Acts 3:1–8 (Peter and John heal a man who is lame). The gift of healing.

Acts 14:8–10 (Paul heals a crippled man). The gift of healing.

Mark 5:25–34 (A woman touches the hem of Jesus' robe). Faith to be healed.

Luke 2:25–26, 34–38 (Simeon and Anna prophesy of Jesus). The gift of prophecy. While discussing the gift of prophecy, explain that most of the events concerning the birth, mission, death, and resurrection of Jesus Christ were foretold by those who had the gift of prophecy.

Acts 9:1–20 (Paul is converted to the gospel of Jesus Christ). The gift of knowing that Jesus Christ is the Son of God.

Acts 2:4–18 (The disciples receive the Holy Ghost on the day of Pentecost). The gift of tongues and the gift of prophecy.

- How may each of these gifts bless our lives?

3. You may wish to explain that Satan tries to duplicate the gifts of the Spirit. For example, the magicians in Pharaoh's court were able to copy some of the miracles of Moses and Aaron (Exodus 7:10–13). Explain that we must live righteously and have the Spirit so we are not deceived. Remind the children that spiritual gifts are given through the gift of the Holy Ghost to bless our lives (see *Gospel Principles*, chapter 22).
4. Help the children memorize the seventh article of faith.
5. Tell one of the following stories:

Jane's Gift

"Early one morning Jane Grover, Grandfather Tanner, and his granddaughter left their pioneer camp near Council Bluffs, Iowa, to gather wild gooseberries. Grandfather tired easily and soon went back to the wagon to rest, but the girls found many green juicy berries and stayed to fill their buckets.

"Suddenly wild shrieks split the quiet morning air. Racing to the wagon, the girls were horrified to see a group of Indians stripping off Grandfather's clothes. They had taken his watch and knife and were trying to drive off the horses.

"One Indian grabbed the smaller girl, who started crying in fright; another lunged at Jane and tried to roughly drag her away with him. Struggling to free herself, she gasped out a short and fervent prayer for help.

"Almost instantly Jane experienced a power far beyond anything she had ever known. Calmly she began speaking in a tone of voice which made the Indians drop their captives and stop to listen. In complete amazement, they heard this young girl talking in their own language, begging them to remember the Great Spirit, who would not want them to harm their white friends. Grandfather and the little girl were speechless with surprise. None of their party knew any words of this strange tongue, yet here was Jane speaking with ease and with authority as if she had known it all her life. The Indians nodded

their heads and gave back the watch, knife and clothes they had taken. Then they shook hands with all and rode quietly away” (retold by Lucile C. Reading, “Shining Moments,” *Children’s Friend*, July 1941, p. 41).

- What spiritual gift did Jane Grover receive? (The gift of tongues.) Why was she able to speak to the Indians in their own language? (She had prayed for Heavenly Father’s help; she sought the gift.)

John’s Healing

“Eleven-year-old John Roothoof [was a member of the Church who] lived in Rotterdam, Holland. He had once been happy going to school and church, playing with his friends, and doing all the things a boy enjoys. Then, without warning, a painful eye disease caused him to lose his sight. No longer could he go to school or read. He could not even see well enough to play with his friends. Each day was filled with darkness and suffering.

“Word reached the Latter-day Saints in Holland that President Joseph F. Smith [sixth President of the Church] was coming to visit them. John thought about this for a long time, and then he said to his mother, ‘The prophet has the most power of any man on earth. If you’ll take me with you to the meeting so he can look into my eyes, I believe I’ll be healed.’

“At the close of the meeting the next Sunday, President Smith went to the back of the small chapel to greet the people and shake hands with each one. Sister Roothoof helped John, his eyes bandaged, go with the others to speak to their beloved leader.

“President Smith took the blind boy by the hand and then with great tenderness lifted the bandages and looked into John’s pain-filled eyes. The prophet blessed John and promised him he would see again.

“Arriving home, John’s mother took the bandages from his eyes so she could bathe them as the doctors had told her to do. As she did so, John cried out with joy, ‘Oh, Mamma, my eyes are well. I can see fine now—and far too. And I can’t feel any pain!’ ” (“President Smith Took Him by the Hand,” *Friend*, Aug. 1973, p. 36).

- What spiritual gift did John Roothoof receive? (The faith to be healed.) What made it possible for John to be healed? (He sought the gift of healing and had faith in the prophet’s gift to heal him.)

Conclusion

Testimony

Testify that we all have gifts of the Spirit that Heavenly Father has given to us. Share your gratitude for the gifts you have been given. If appropriate, share a personal experience (or invite someone else to share a personal experience) about using a spiritual gift you have been given. Help the children feel the potential they have for doing good by discovering and using the gifts of the Spirit given to them.

Suggested Home Reading

Suggest that the children study Acts 28:1–11 at home as a review of this lesson.

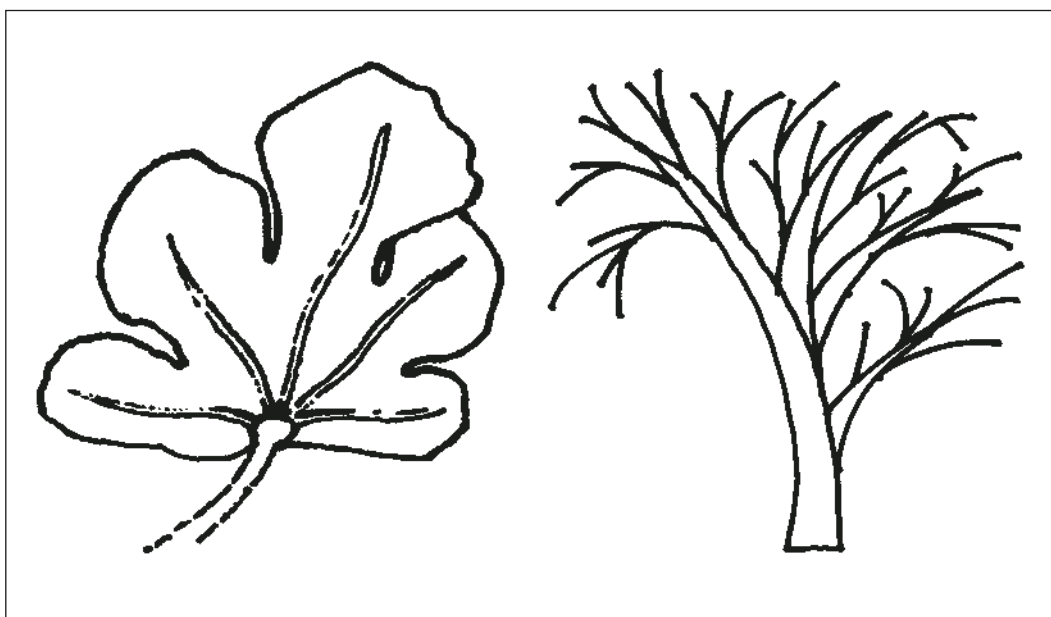
Invite a child to give the closing prayer.

Purpose

To acquaint the children with the signs of the Savior's second coming, and to encourage them to prepare themselves to meet him.

Preparation

1. Prayerfully study Joseph Smith—Matthew 1:1–4, 21–55; Acts 1:9–11; and Doctrine and Covenants 29:11; 38:30; 101:24–25; 133:46–48. Then study the lesson and decide how you want to teach the children the scripture account. (See “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii.)
2. Additional reading: Joseph Smith—Matthew 1:5–20 and Doctrine and Covenants 45:16–75, 88:87–101.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Pearl of Great Price for each child.
 - b. Several copies of the Bible and Doctrine and Covenants.
 - c. Four fig leaves (see pattern below) cut out of colored paper, or drawn on the chalkboard, with one of the following words or phrases printed on each leaf: *false Christs*, *Israel gathered*, *desolations*, *heavenly wonders*.
 - d. An outline of the branches of a fig tree drawn on paper or the chalkboard.
 - e. Tape or other adhesive.
 - f. Pictures 7-3, The Birth of Jesus (Gospel Art Picture Kit 200; 62116); 7-25, The Second Coming (62562); 7-43, The Ascension of Jesus (Gospel Art Picture Kit 236; 62497); and a picture of the current prophet.



Suggested**Lesson****Development**

Invite a child to give the opening prayer.

Attention Activity

Show the pictures *The Birth of Jesus* and *The Second Coming*.

- What important events in the earth's history do these two pictures represent?
- What signs announced the birth of Jesus in Bethlehem? (Angels sang, a new star appeared, there was a night without darkness in America, and so on.)
- How would you have felt if you had been in Bethlehem when Jesus was born?
- What do you think it will be like when Jesus comes to earth again?

Explain that when the Savior comes again, it will be "the great and dreadful day of the Lord" (D&C 2:1). Many miracles will happen when Christ returns, and all the people of the earth will know that he is the Savior. To the righteous it will be a joyful time because they will live on earth, Jesus Christ will reign, there will be peace, and Satan will not be able to tempt them to do wrong. Those who are wicked will be frightened and sad at Jesus' coming. Because they have not repented, they will be destroyed (see D&C 29:9).

Scripture Account

Teach the children the scripture account of the Savior's second coming found in Joseph Smith—Matthew 1:1–4, 21–55. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.)

Remind the children that one of Joseph Smith's important works was to make a new translation of the Bible. His translation of Matthew 24 contains important truths not recorded in the New Testament account about the second coming of the Savior. This chapter is so important for the Latter-day Saints that it was included in the Pearl of Great Price as Joseph Smith—Matthew.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures.

- When Jesus told his disciples that he would come again, how did he describe what his return would be like? (Joseph Smith—Matthew 1:1.) How is this different from the way he came to earth the first time?
- After the disciples understood that Jesus' return would be after his death and resurrection, what did they want to know? (Joseph Smith—Matthew 1:4.) Why did the disciples want to know about the Second Coming? Why is it important for us to learn about the Second Coming? Explain that Jesus wants the members of his church, or the elect, to recognize the signs preceding his coming so they will not be deceived and will be prepared to meet him.
- Why has Jesus given us signs of his second coming? (Joseph Smith—Matthew 1:37, 39.) Why did he liken his second coming to a fig tree? (Joseph Smith—Matthew 1:38.) (Display the bare branches of the fig tree or draw the outline on the chalkboard. Display the fig leaves at the appropriate times during the rest of the discussion.)

- What is a false Christ or false prophet? (Joseph Smith—Matthew 1:21–22. People and religions who claim to have the truth and try to lead people away from Christ’s true church.)
- What will false Christs and false prophets be able to do? (Joseph Smith—Matthew 1:22.) How can the elect (righteous) avoid being deceived? (Joseph Smith—Matthew 1:37, first phrase.)

Emphasize that we must always listen to the living prophet and follow what he tells us to do to avoid being deceived. President Wilford Woodruff, fourth President of the Church, said, “The Lord will never permit me or any other man who stands as President of this Church to lead you astray” (see Official Declaration—1 in the Doctrine and Covenants).

- How will we know it is the true Christ when he comes? How will he appear? (Joseph Smith—Matthew 1:25–26, 36; Acts 1:9–11; D&C 133:46–48.)
- What is the gathering of Israel? (D&C 45:69.) How are the missionaries helping to gather the righteous to the Church? (Joseph Smith—Matthew 1:31.) Explain that God’s chosen people, who are called Israel, live all over the world. Before Jesus comes again, missionaries will go to all the world to teach the gospel. Those who accept the truth and are baptized will gather to the stakes of Zion. In what countries are members of our ward (or branch) serving missions?
- What does the word *desolation* mean? (Disaster, calamity, ruin, devastation, misery.) What desolations does Jesus say will happen before his coming? (Joseph Smith—Matthew 1:28–30.) What desolations have you seen or heard about?
- What are some of the heavenly wonders that will appear immediately before the Second Coming? (Joseph Smith—Matthew 1:33.)
- How will the earth be cleansed when Jesus comes again? (D&C 101:24–25.) How long will Jesus reign as king on the earth? (D&C 29:11.)

Discuss the following quotation from President Brigham Young, second President of the Church:

“He [Jesus] will banish sin from the earth and its dreadful consequences, tears shall be wiped from every eye and there shall be nothing to hurt or destroy in all God’s holy mountain” (in *Journal of Discourses*, 11:124).

- When will the Second Coming be? (Joseph Smith—Matthew 1:40, 46.) Why must we be prepared for Jesus’ coming? How can we be prepared? (Joseph Smith—Matthew 1:47–50.) What will happen to those who are not prepared when Jesus comes? (Joseph Smith—Matthew 1:51–55.)

Summarize by emphasizing that Jesus has given us the signs of his coming so that we will recognize its approach and be prepared. Explain that the Lord has said that if we are prepared we shall not fear. (D&C 38:30.)

Read the following quotation from President Ezra Taft Benson, thirteenth President of the Church:

“Do we realize we are living in the days of the fulfillment of these signs and wonders? We are among those who will see many of these prophecies fulfilled. . . . We know not the day nor the hour of His coming, but of this we may feel assured: We stand close to the great day of the Lord!” (*The Teachings of Ezra Taft Benson*, p. 20).

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Make a copy of the following statements for each child. Distribute the statements and give pencils to the class members. Have them match the beginning of the statement with the end of the statement by drawing a line from the phrase in the first column to the correct ending in the second column. You may want to have the children look up the references for the statements they don't know.

The Second Coming

Only Heavenly Father knows	will look brighter than the sun (D&C 133:49).
Jesus will be dressed	down from the sky (Acts 1:11).
False Christs	be a glorious day for the righteous (D&C 2:1).
Jesus will come	in red clothes (D&C 133:48).
The second coming will	everywhere in the world (JS—M 1:31).
The wicked will be	will deceive many (JS—M 1:22).
When Jesus comes, he	be darkened (D&C 45:42).
Missionaries will preach the gospel	the exact time when Jesus will come (JS—M 1:40).
Desolations are	destroyed (D&C 29:9).
The sun will	wars, famines, pestilences, and earthquakes (JS—M 1:28–29).

2. To help the children know how well they are preparing for the Second Coming, ask them the following or similar questions. Pause after each question to allow them time to think about how well they are prepared in that area. Do not ask the children to answer aloud.

If the Savior came to my house, would I want to:

- Change some of the words I use?
- Hide some magazines, books, or videos?
- Change the channel on the television or turn the television off?
- Turn off the music I am listening to?
- Change my clothes for more modest ones?
- Take him wherever I go?
- Have him join me when I am with my friends?
- Read the scriptures more often than I do now?
- Treat my family differently than I usually do?

3. Review and memorize the tenth article of faith with the children. Explain that the events mentioned in this article of faith are exciting things that we can look forward to when Jesus comes again.
4. Bring newspapers or periodicals and let the children find articles that show the desolations that are happening in the world.
5. Review the parable of the ten virgins from lesson 25, and discuss the things this parable teaches about what we must do to prepare for the Second Coming.

6. To help the children understand one way they can prepare for the Second Coming, discuss the following quotation from President Ezra Taft Benson:

“In the Book of Mormon we find a pattern for preparing for the Second Coming. A major portion of the book centers on the few decades just prior to Christ’s coming to America. By careful study of that time period we can determine why some were destroyed in the terrible judgments that preceded His coming and what brought others to stand at the temple in the land of Bountiful and thrust their hands into the wounds of His hands and feet”
(The Teachings of Ezra Taft Benson, pp. 58–59).

Explain that the course of study for next year will be the Book of Mormon. This will be a wonderful opportunity to learn what we must do to be spiritually prepared for the second coming of the Savior.

7. Sing or read the words to “Follow the Prophet” (*Children’s Songbook*, p. 110) or “I Wonder When He Comes Again” (*Children’s Songbook*, p. 82).

Conclusion

Testimony

Bear testimony that those who obey the commandments and live righteously can look forward to the second coming of Jesus Christ with joy and gladness. Encourage the children to be ever watchful for the signs of Jesus’ second coming and be spiritually prepared for this glorious event.

Suggested Home Reading

Suggest that the children study Joseph Smith—Matthew 1:46–55 at home as a review of this lesson.

Invite a child to give the closing prayer.

The Priesthood Can Bless Our Lives

(Priesthood Preparation Lesson)

Lesson
47

Purpose This lesson has been written to help eleven-year-old children understand the blessings and responsibilities of the priesthood. It should be taught before the first child in your class turns twelve.

Preparation

1. Prayerfully study “Testimony of the Prophet Joseph Smith” in the introduction to the Book of Mormon or in Joseph Smith—History 1:29–54, 59, 66–72; Doctrine and Covenants 13, including the section heading; Doctrine and Covenants 121:34–46.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
 - a. A Book of Mormon for each child.
 - b. A Doctrine and Covenants.
 - c. A source of light such as a flashlight, a lightbulb, or a lantern.
 - d. Pictures 7-1, Jesus the Christ (Gospel Art Picture Kit 240; 62572); John the Baptist Conferring the Aaronic Priesthood (Gospel Art Picture Kit 407; 62013); and Ordination to the Priesthood (62341).

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Display an object that produces light.

- What is necessary for this object to make light? If you have a flashlight, show that it needs batteries, a lightbulb, and a switch that all work properly for it to make light. A lightbulb needs good filaments and must be screwed into a socket that is connected to a source of power. The switch also needs to be turned on to allow electricity to flow.

Ask the boys in your class to stand. These boys have the potential to receive the priesthood, which is a greater power than electricity because it is the power and authority to act in God’s name. Through this power Heavenly Father’s children can be baptized and receive other Church ordinances. But in order to receive this power and use it as God has intended, a boy must be worthy and properly prepared.

Scripture Account

Using the pictures at appropriate times, teach the account of Joseph Smith receiving the gold plates and being ordained to the Aaronic Priesthood from “Testimony of the Prophet Joseph Smith” or Joseph Smith—History 1:29–54,

59, 66–72. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) You may need to briefly review with the class the events leading up to Joseph’s receiving the gold plates.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why couldn't Joseph Smith have translated the gold plates, received the priesthood, and organized the Church immediately after the First Vision? (He was not prepared; he needed to grow in wisdom and knowledge.)
- What was the first major task the Lord asked Joseph Smith to do? (Translate the gold plates so we could have the Book of Mormon.)
- What was Joseph doing the night the angel Moroni first appeared to him? (Joseph Smith—History 1:29–30.) How many times did Moroni appear to Joseph Smith before Joseph saw the gold plates for the first time? (Joseph Smith—History 1:30, 44–49; four times.) Why do you think Moroni repeated his first message three more times?
- What other instruction did Joseph receive before he could start translating the gold plates? (Joseph Smith—History 1:53–54.) How did this instruction help prepare Joseph Smith for the other great things he was to do? What are you doing to prepare for your future?
- What special obligations do most Latter-day Saint young men take upon themselves at age twelve? (They receive the Aaronic Priesthood and are ordained deacons.)
- How did Joseph Smith receive the Aaronic Priesthood? (Joseph Smith—History 1:68–70.) How does a young man receive the Aaronic Priesthood today? (He is interviewed for worthiness and is ordained by the laying on of hands by a man who has the authority to ordain him.)
- How should boys prepare themselves to receive the priesthood? How should girls prepare themselves to receive the blessings of the priesthood? (Boys and girls prepare the same way. They pray, have faith, learn the gospel from parents and teachers, live worthily, obey the commandments, serve others, respect one another, and are honest.) (See enrichment activity 4.)
- What responsibilities do deacons have in the Church? (D&C 20:59.) How do they fulfill these responsibilities? (Pass the sacrament, collect fast offerings, act as a messenger for the bishop in sacrament meeting, and set a good example.)
- Who was the first person to pass the sacrament? (Jesus Christ.) Why is the sacrament so sacred? (It is an ordinance that represents the sacrifice that Jesus Christ made for each of us.)

Read or have a class member read the following quotation from Elder Jeffrey R. Holland: “We ask you young men of the Aaronic Priesthood to prepare and bless and pass these emblems of the Savior’s sacrifice worthily and reverently. What a stunning privilege and sacred trust given at such a remarkably young age! I can think of no higher compliment heaven could pay you. We do love you. Live your best and look your best when you participate in the sacrament

of the Lord's Supper" (in Conference Report, Oct. 1995, p. 89; or *Ensign*, Nov. 1995, p. 68).

- How can we all honor and sustain the priesthood? (By accepting callings from priesthood leaders; serving others; speaking respectfully of Church leaders; and praying for fathers, brothers, family members, and others who hold the priesthood.) (See enrichment activity 3.) How can your doing these things help your father or brother honor his priesthood? How can they help you prepare to receive the priesthood or the blessings of the priesthood?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write on separate cards or pieces of paper the following blessings that come through the priesthood:

Receiving a name and a blessing
 Being baptized
 Receiving the gift of the Holy Ghost
 Receiving a blessing when sick
 Partaking of the sacrament
 Serving a mission
 Being married in the temple

Divide the class into groups and give each group one of the cards. Invite the children in each group to share appropriate personal or family experiences related to the blessing written on their card.

2. Make the room as dark as possible. Then tell the children the story of a group of tourists who went into a deep, dark cave. Once inside the cave the guide turned off the lights, waited for a few minutes, and then asked each person to point in the direction of the exit. When the lights came back on, people were pointing in all different directions.

Make your classroom light again, and share the following quotation from Elder Robert D. Hales: "If the power of the priesthood were not upon the earth, the adversary would have freedom to roam and reign without restraint. There would be no gift of the Holy Ghost to direct and enlighten us; no prophets to speak in the name of the Lord; no temples where we could make sacred, eternal covenants; no authority to bless or baptize, to heal or comfort. . . . There would be no light, no hope—only darkness" (in Conference Report, Oct. 1995, p. 40; or *Ensign*, Nov. 1995, p. 32).

3. Read or tell the following story about what one family did to support their father in his priesthood calling:

"I was seated [at General Conference many years ago] with six children of Elder Ezra Taft Benson, one of whom was my college roommate. My interest heightened when President McKay arose and announced the next speaker. I watched respectfully as Elder Benson, whom I had not yet met, walked toward the microphone. He was a big man, well over six feet tall. He was a man with a master's degree, a man internationally known as the United States Secretary of Agriculture and a special witness of the Lord, a man who seemed serene and sure, one who had addressed audiences throughout the world. Suddenly

a hand touched my arm. A little girl leaned toward me and whispered urgently, 'Pray for Dad.'

"Somewhat startled, I thought, 'This message is being passed down the row, and I am to pass it on. Shall I say, "Pray for Elder Benson"? Shall I say, "You're supposed to say a prayer for your father"?' Sensing the immediate need to act, I leaned over and whispered simply, 'Pray for Dad.'

"I watched that whisper move along the row to where Sister Benson sat, head already bowed.

"Many times since that day I have remembered that message—Pray for Dad, the patriarch of the home. Pray for him as he serves as district president or home teacher. Pray for him when he becomes executive secretary of a civic group, when his business flourishes, or when he takes a cut in salary. Pray as he gives counsel in family home evening. Pray for Dad who works long hours so that Jerold can go on a mission and Diane can go to college. Pray for him as he speaks in sacrament meeting or gives Mother a blessing that she might be made well again. And in the evening, when he comes home tired or discouraged, pray for him. Pray for Dad in all that he might do—the small things and the great.

"As the years have passed, general conferences have come and gone, and each time President Benson has stood to speak, I have thought, 'His children, who are scattered across the continent, are united now in prayer for their father.'

"And I have come to believe that the brief message that passed along the row [many] years ago is the most important message a family can share. What extraordinary power and faith any man can have to meet the daily challenge of his life if somewhere in the world his daughter or son is whispering, 'Pray for Dad'" (Elaine McKay, "Pray for Dad," *New Era*, June 1975, p. 33).

4. When we live the gospel we will be prepared to accept the responsibilities and enjoy the blessings of the priesthood. Read "My Gospel Standards" (*My Achievement Days* booklet [35317], back cover), pausing after each one to let the children think about how worthily they are living that standard. When you have finished reading the list you may want to review by using illustrations, key words, or pantomimes.

My Gospel Standards

1. I will remember my baptismal covenants and listen to the Holy Ghost.
2. I will be honest with Heavenly Father, others, and myself.
3. I will seek good friends and treat others kindly.
4. I will dress modestly to show respect for Heavenly Father and myself.
5. I will only read and watch things that are pleasing to Heavenly Father.
6. I will only listen to music that is pleasing to Heavenly Father.
7. I will use the name of Heavenly Father and Jesus Christ reverently. I will not swear or use crude words.
8. I will keep my mind and body sacred and pure.
9. I will not partake of things that are harmful.

10. I will do those things on the Sabbath that will help me feel close to Heavenly Father.
 11. I will choose the right. I know I can repent when I make a mistake.
 12. I will live now to be worthy to go to the temple and serve a mission.
 13. I will follow Heavenly Father's plan for me.
5. Share the following quotation from President Gordon B. Hinckley, fifteenth President of the Church: "This church does not belong to its President. Its head is the Lord Jesus Christ, whose name each of us has taken upon ourselves [at baptism]. We are all in this great endeavor together. We are here to assist our Father in His work and His glory, 'to bring to pass the immortality and eternal life of man' (Moses 1:39). Your obligation is as serious in your sphere of responsibility as is my obligation in my sphere. No calling in this church is small or of little consequence. All of us in the pursuit of our duty touch the lives of others" (in Conference Report, Apr. 1995, p. 94; or *Ensign*, May 1995, p. 71).
 6. Sing or read the words to "Love Is Spoken Here" (*Children's Songbook*, p. 190).

Conclusion

Testimony	You may want to bear testimony that the priesthood has been restored and that it is the authority to act for God. Encourage the boys to live now to be worthy to hold the Aaronic Priesthood and all the class members to live worthy to receive all the blessings of the priesthood. Encourage the children to honor and support priesthood leaders.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 121:34–46 at home as a review of this lesson. Invite a child to give the closing prayer.

The Priesthood Can Bless Our Lives

(Priesthood Preparation Lesson)

Purpose

This lesson has been written to help eleven-year-old children understand the blessings and responsibilities of the priesthood. It should be taught before the first child in your class turns twelve.

Preparation

1. Prayerfully study “Testimony of the Prophet Joseph Smith” in the introduction to the Book of Mormon or in Joseph Smith—History 1:29–54, 59, 66–72; Doctrine and Covenants 13, including the section heading; Doctrine and Covenants 121:34–46.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
 - a. A Book of Mormon for each child.
 - b. A Doctrine and Covenants.
 - c. A source of light such as a flashlight, a lightbulb, or a lantern.
 - d. Pictures 6-51, Ordination to the Priesthood (62341); 6-48, The Resurrected Jesus Christ (Gospel Art Picture Kit 239; 62187); and 6-52, John the Baptist Conferring the Aaronic Priesthood (Gospel Art Picture Kit 407; 62013).

Suggested**Lesson****Development**

Invite a child to give the opening prayer.

Attention Activity

Display an object that produces light.

- What is necessary for this object to make light? If you have a flashlight, show that it needs batteries, a lightbulb, and a switch that all work properly for it to make light. A lightbulb needs good filaments and must be screwed into a socket that is connected to a source of power. The switch also needs to be turned on to allow electricity to flow.

Ask the boys in your class to stand. These boys have the potential to receive the priesthood, which is a greater power than electricity because it is the power and authority to act in God’s name. Through this power Heavenly Father’s children can be baptized and receive other Church ordinances. But in order to receive this power and use it as God has intended, a boy must be worthy and properly prepared.

Scripture Account

Using the pictures at appropriate times, teach the account of Joseph Smith receiving the gold plates and being ordained to the Aaronic Priesthood from “Testimony of the Prophet Joseph Smith” or Joseph Smith—History 1:29–54,

59, 66–72. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) You may need to briefly review with the class the events leading up to Joseph’s receiving the gold plates.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why couldn’t Joseph Smith have translated the gold plates, received the priesthood, and organized the Church immediately after the First Vision? (He was not prepared; he needed to grow in wisdom and knowledge.)
- What was the first major task the Lord asked Joseph Smith to do? (Translate the gold plates so we could have the Book of Mormon.)
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- What other instruction did Joseph receive before he could start translating the gold plates? (Joseph Smith—History 1:53–54.) How did this instruction help prepare Joseph Smith for the other great things he was to do? What are you doing to prepare for your future?
- What special obligations do most Latter-day Saint young men take upon themselves at age twelve? (They receive the Aaronic Priesthood and are ordained deacons.)
- How did Joseph Smith receive the Aaronic Priesthood? (Joseph Smith—History 1:68–70.) How does a young man receive the Aaronic Priesthood today? (He is interviewed for worthiness and is ordained by the laying on of hands by a man who has the authority to ordain him.)
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- What responsibilities do deacons have in the Church? (D&C 20:59.) How do they fulfill these responsibilities? (Pass the sacrament, collect fast offerings, act as a messenger for the bishop in sacrament meeting, and set a good example.)
- Who was the first person to pass the sacrament? (Jesus Christ.) Why is the sacrament so sacred? (It is an ordinance that represents the sacrifice that Jesus Christ made for each of us.)

Read or have a class member read the following quotation from Elder Jeffrey R. Holland: “We ask you young men of the Aaronic Priesthood to prepare and bless and pass these emblems of the Savior’s sacrifice worthily and reverently. What a stunning privilege and sacred trust given at such a remarkably young age! I can think of no higher compliment heaven could pay you. We do love you. Live your best and look your best when you participate in the sacrament

of the Lord's Supper" (in Conference Report, Oct. 1995, p. 89; or *Ensign*, Nov. 1995, p. 68).

- How can we all honor and sustain the priesthood? (By accepting callings from priesthood leaders; serving others; speaking respectfully of Church leaders; and praying for fathers, brothers, family members, and others who hold the priesthood.) (See enrichment activity 3.) How can your doing these things help your father or brother honor his priesthood? How can they help you prepare to receive the priesthood or the blessings of the priesthood?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write on separate cards or pieces of paper the following blessings that come through the priesthood:

- Receiving a name and a blessing
- Being baptized
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- Receiving a blessing when sick
- Partaking of the sacrament
- Serving a mission
- Being married in the temple

Divide the class into groups and give each group one of the cards. Invite the children in each group to share appropriate personal or family experiences related to the blessing written on their card.

2. Make the room as dark as possible. Then tell the children the story of a group of tourists who went into a deep, dark cave. Once inside the cave the guide turned off the lights, waited for a few minutes, and then asked each person to point in the direction of the exit. When the lights came back on, people were pointing in all different directions.

Make your classroom light again, and share the following quotation from Elder Robert D. Hales: "If the power of the priesthood were not upon the earth, the adversary would have freedom to roam and reign without restraint. There would be no gift of the Holy Ghost to direct and enlighten us; no prophets to speak in the name of the Lord; no temples where we could make sacred, eternal covenants; no authority to bless or baptize, to heal or comfort. . . . There would be no light, no hope—only darkness" (in Conference Report, Oct. 1995, p. 40; or *Ensign*, Nov. 1995, p. 32).

3. Read or tell the following story about what one family did to support their father in his priesthood calling:

"I was seated [at General Conference many years ago] with six children of Elder Ezra Taft Benson, one of whom was my college roommate. My interest heightened when President McKay arose and announced the next speaker. I watched respectfully as Elder Benson, whom I had not yet met, walked toward the microphone. He was a big man, well over six feet tall. He was a man with a master's degree, a man internationally known as the United States Secretary of Agriculture and a special witness of the Lord, a man who seemed serene

and sure, one who had addressed audiences throughout the world. Suddenly a hand touched my arm. A little girl leaned toward me and whispered urgently, ‘Pray for Dad.’

“Somewhat startled, I thought, ‘This message is being passed down the row, and I am to pass it on. Shall I say, “Pray for Elder Benson”? Shall I say, “You’re supposed to say a prayer for your father”?’ Sensing the immediate need to act, I leaned over and whispered simply, ‘Pray for Dad.’

“I watched that whisper move along the row to where Sister Benson sat, head already bowed.

“Many times since that day I have remembered that message—Pray for Dad, the patriarch of the home. Pray for him as he serves as district president or home teacher. Pray for him when he becomes executive secretary of a civic group, when his business flourishes, or when he takes a cut in salary. Pray as he gives counsel in family home evening. Pray for Dad who works long hours so that Jerold can go on a mission and Diane can go to college. Pray for him as he speaks in sacrament meeting or gives Mother a blessing that she might be made well again. And in the evening, when he comes home tired or discouraged, pray for him. Pray for Dad in all that he might do—the small things and the great.

“As the years have passed, general conferences have come and gone, and each time President Benson has stood to speak, I have thought, ‘His children, who are scattered across the continent, are united now in prayer for their father.’

“And I have come to believe that the brief message that passed along the row [many] years ago is the most important message a family can share. What extraordinary power and faith any man can have to meet the daily challenge of his life if somewhere in the world his daughter or son is whispering, ‘Pray for Dad’” (Elaine McKay, “Pray for Dad,” *New Era*, June 1975, p. 33).

4. When we live the gospel we will be prepared to accept the responsibilities and enjoy the blessings of the priesthood. Read “My Gospel Standards” (*My Achievement Days* booklet [35317], back cover), pausing after each one to let the children think about how worthily they are living that standard. When you have finished reading the list you may want to review by using illustrations, key words, or pantomimes.

My Gospel Standards

1. I will remember my baptismal covenants and listen to the Holy Ghost.
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3. I will seek good friends and treat others kindly.
4. I will dress modestly to show respect for Heavenly Father and myself.
5. I will only read and watch things that are pleasing to Heavenly Father.
6. I will only listen to music that is pleasing to Heavenly Father.
7. I will use the name of Heavenly Father and Jesus Christ reverently. I will not swear or use crude words.
8. I will keep my mind and body sacred and pure.
9. I will not partake of things that are harmful.

10. I will do those things on the Sabbath that will help me feel close to Heavenly Father.
 11. I will choose the right. I know I can repent when I make a mistake.
 12. I will live now to be worthy to go to the temple and serve a mission.
 13. I will follow Heavenly Father's plan for me.
5. Share the following quotation from President Gordon B. Hinckley, fifteenth President of the Church: "This church does not belong to its President. Its head is the Lord Jesus Christ, whose name each of us has taken upon ourselves [at baptism]. We are all in this great endeavor together. We are here to assist our Father in His work and His glory, 'to bring to pass the immortality and eternal life of man' (Moses 1:39). Your obligation is as serious in your sphere of responsibility as is my obligation in my sphere. No calling in this church is small or of little consequence. All of us in the pursuit of our duty touch the lives of others" (in Conference Report, Apr. 1995, p. 94; or *Ensign*, May 1995, p. 71).
 6. Sing or read the words to "Love Is Spoken Here" (*Children's Songbook*, p. 190).

Conclusion

Testimony	You may want to bear testimony that the priesthood has been restored and that it is the authority to act for God. Encourage the boys to live now to be worthy to hold the Aaronic Priesthood and all the class members to live worthy to receive all the blessings of the priesthood. Encourage the children to honor and support priesthood leaders.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 121:34–46 at home as a review of this lesson. Invite a child to give the closing prayer.