



OLD TESTAMENT 2022

# Come, Follow Me — For Primary

Living, Learning, and Teaching the Gospel of Jesus Christ

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Living, Learning, and Teaching the Gospel of Jesus Christ

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Comments and corrections are appreciated. Please send them, including errors, to [ComeFollowMe@ChurchofJesusChrist.org](mailto:ComeFollowMe@ChurchofJesusChrist.org).



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## You Are a Teacher of Children

You have been called of God to teach His children in the Savior's way. You were set apart to this calling by the authority of His holy priesthood. Even if you are not an experienced teacher, as you live worthily, pray daily, and study the scriptures, Heavenly Father will grant you the influence and power of the Holy Ghost to help you succeed (see 2 Nephi 33:1).

Those entrusted to your care are Heavenly Father's children, and He knows what they need and how best to reach them. Through the Holy Ghost, God will guide you as you prepare and while you are teaching. He will reveal to you what you should say and what you should do (see 2 Nephi 32:5).

The essential purpose of gospel teaching and learning is to deepen conversion to Heavenly Father and Jesus Christ. Your goal as a teacher is to help those you teach do all they can to become more converted—an effort that extends far beyond class time. Invite those you teach to actively participate in learning about Jesus Christ and His gospel and to act on what they learn. Encourage them to make

their individual and family study outside of class the primary source of their gospel learning. As they act in faith by studying as individuals and families, they will invite the Spirit into their lives, and it is the Spirit that brings about true conversion. Everything you do as a teacher should point to this sacred objective.

Teach only the doctrine of the restored gospel of Jesus Christ as found in the scriptures and the words of latter-day prophets. Pure doctrine—eternal, unchanging truth taught by God and His servants—invites the Spirit and has the power to change lives.

The calling to teach is a sacred trust, and it is normal to feel overwhelmed at times. But remember that your Heavenly Father called you, and He will never forsake you. This is the Lord's work, and as you serve “with all your heart, might, mind and strength” (Doctrine and Covenants 4:2), He will enlarge your capacities, gifts, and talents, and your service will bless the lives of those you teach.



## Using *Come, Follow Me—For Primary*

### Preparing to Teach in Primary

Personal and family study at home should be the center of gospel learning. This is true for you and for the children you teach. As you prepare to teach, start by having your own experiences in the scriptures. Your most important preparation will occur as you search the scriptures and seek the inspiration of the Holy Ghost.

*Come, Follow Me—For Individuals and Families* is also an important part of both your personal study and your preparation to teach. It will help you gain a deeper understanding of the doctrinal principles found in the scriptures.

During your preparation, thoughts and impressions will come to you about the children you teach. You will receive insights about how the principles in the scriptures will bless their lives. You will be guided to inspire them to discover those principles as they

learn from the scriptures for themselves and with their families.

### Teaching Ideas

As you prepare to teach, you might gain additional inspiration by exploring the teaching outlines in this resource. Think of these ideas not as step-by-step instructions but rather as suggestions to spark your own inspiration. You know these children—and you will get to know them even better as you interact with them in class. The Lord knows them too, and He will inspire you with the best ways to teach and bless them.

Many other resources are available for you to use as you prepare, including ideas in *Come, Follow Me—For Individuals and Families* and Church magazines. For more information about these and other resources, see “Additional Resources for Teaching Children” in this resource.



## Some Things to Keep in Mind

- Each time you meet with the children, consider ways that you can help them feel the love of Heavenly Father and Jesus Christ and recognize the influence of the Holy Ghost.
- Parents have the main responsibility to teach their children. As a teacher, you have an important responsibility to support, encourage, and build upon gospel learning in the home. Be sensitive to children whose parents do not teach the gospel in their home. Include all children in gospel discussions, regardless of their home circumstances.
- Understanding the teachings in the Old Testament may be easier for children when they know some of the historical context for those teachings. You can find historical context in *Come, Follow Me—For Individuals and Families and Old Testament Stories*.
- Repetition is good. Children learn gospel truths more effectively when these truths are taught repeatedly through a variety of activities. If you find that a learning activity is effective for the children, consider repeating it, especially if you are teaching younger children. You might also review an activity from a previous lesson.
- Heavenly Father wants you to succeed as a teacher. He has provided many resources to help you, including teacher council meetings. In these meetings you can counsel with other teachers about challenges you face. You can also discuss and practice principles of Christlike teaching.
- If you are teaching younger children and need additional help, see “Meeting the Needs of Younger Children” in this resource.
- This resource includes outlines for every week of the year. On Sundays when Primary is not held because of general conference, stake conference, or any other reason, families continue reading the Old Testament at home according to the schedule outlined. Don’t worry about the lessons you miss; teach the assigned weekly outline.





## Additional Resources for Teaching Children

These resources can be found in the Gospel Library app and at [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org).

### *Come, Follow Me—For Individuals and Families*

You can adapt activities from *Come, Follow Me—For Individuals and Families* for use in your Primary class. Don't worry if children have already done these activities with their families at home; repetition helps children learn. Children may want to tell you about how they did the activities with their families and what they learned.

### *Hymns and Children's Songbook*

Sacred music invites the Spirit and teaches doctrine in a memorable way. In addition to using the print versions of *Hymns* and *Children's Songbook*, you can find audio and video recordings of many hymns and children's songs at [music.ChurchofJesusChrist.org](http://music.ChurchofJesusChrist.org) and in the Sacred Music and Gospel Media apps.

For ideas, see the sections “Using Music to Teach Doctrine” and “Helping Children Learn and Remember Primary Songs and Hymns” in “Instructions for Singing Time and the Children's Sacrament Music Presentation” in this resource.

### *Behold Your Little Ones*

Many of the topics addressed in *Behold Your Little Ones: Nursery Manual* are similar to those you will teach in Primary. Especially if you teach younger children, consider looking in the nursery manual for additional songs, stories, activities, and crafts.

### *Friend Magazine*

The *Friend* magazine provides stories and activities that can supplement the principles you are teaching from *Come, Follow Me—For Primary*.

## *Old Testament Stories*

*Old Testament Stories* can help children learn the doctrine and stories found in the Old Testament. You can also find videos of these stories in the Gospel Library app and at [MediaLibrary.ChurchofJesusChrist.org](http://MediaLibrary.ChurchofJesusChrist.org).

## *Scripture Stories Coloring Book—Old Testament*

This resource contains fun coloring activity pages designed to enhance children's learning from the Old Testament.

## Videos and Art

Artwork, videos, and other media can help those you teach understand doctrine and visualize stories related to the scriptures. Visit Gospel Media at [MediaLibrary.ChurchofJesusChrist.org](http://MediaLibrary.ChurchofJesusChrist.org) to browse the Church's collection of media resources. Gospel Media is also available as a mobile app. Many images that you can use in class are found in the *Gospel Art Book*.

## *Teaching in the Savior's Way*

*Teaching in the Savior's Way* can help you learn about and apply principles of Christlike teaching. These principles are discussed and practiced in teacher council meetings.





## Meeting the Needs of Younger Children

Children are ready and eager to learn the gospel if it is presented in a way they can understand. Especially if you teach younger children, consider using the following types of activities to help them learn.

- *Sing.* Hymns and songs from the *Children's Songbook* teach doctrine powerfully. Use the topics index at the back of the *Children's Songbook* to find songs that relate to the gospel principles you are teaching. Help the children relate the message of the songs to their lives. For example, you might ask questions about words or phrases in the lyrics. In addition to singing, children can do actions that go with the songs or just listen to the songs as background music while they are doing other activities. For other ideas, see the sections "Using Music to Teach Doctrine" and "Helping Children Learn and Remember Primary Songs and Hymns" in "Instructions for Singing Time and the Children's Sacrament Music Presentation" in this resource.
- *Listen to or act out a story.* Young children love stories—from the scriptures, from your life, from Church history, or from Church magazines. Look for ways to involve them in storytelling. They can hold pictures or objects, draw pictures of what they are hearing, act out the story, or help tell the story. Help children recognize the gospel truths in the stories you share.
- *Read a scripture.* Young children may not be able to read very much, but you can still engage them in learning from the scriptures. You may need to focus on a single verse, key phrase, or word. As you read a scripture out loud, you could invite children to stand up or raise their hands when they hear a specific word or phrase you want to focus on. They may even be able to memorize short phrases from the scriptures if they repeat them a few times. As they hear the word of God, they will feel the Spirit.

- *Be active.* Because young children are often energetic, plan ways to let them move around—marching, jumping, skipping, bending, walking, and other actions that relate to the principle or story you are teaching. These actions can also be effective as you sing together.
- *Look at a picture or watch a video.* When you show children a picture or video, ask the children questions that help them see how it relates to a gospel principle or scripture story. For example, you could ask, “What is happening in this picture or video?” or “How does it make you feel?” The Gospel Library app, [MediaLibrary.ChurchofJesusChrist.org](http://MediaLibrary.ChurchofJesusChrist.org), and [children.ChurchofJesusChrist.org](http://children.ChurchofJesusChrist.org) are good places to look for videos.
- *Share experiences.* Young children may not have as much to share as older children do, but if you give them specific guidance, they can share their feelings and experiences about what they are learning.



- *Create.* Children can build, draw, or color something related to the story or principle they are learning. Encourage them to take their creation home and share it with family members to help the children remember what they learned.
- *Participate in object lessons.* A simple object lesson can help children understand a gospel principle that is difficult to comprehend. When using object lessons, find ways to let the children participate. They will learn more from an interactive experience than from just watching a demonstration.
- *Role-play.* When children role-play a situation they will likely encounter in real life, they are better able to understand how a gospel principle applies to their lives.
- *Repeat activities.* Young children may need to hear concepts multiple times to understand them. Don't be afraid to repeat stories or activities often, even during the same lesson. For example, you might share a scripture story several times in different ways during a lesson—by reading from the scriptures, summarizing in your own words, showing a video, letting the children help you tell the story, inviting them to act out the story, and so on. If an activity used in class is also repeated at home, the repetition will help the children learn and remember.
- *Interact with others.* Children are developing social skills and often enjoy learning and playing with their peers. Create opportunities for them to share, take turns, and cooperate while they learn.
- *Participate in a variety of activities.* Young children typically have short attention spans, and they have different learning styles. Use a variety of activities, and pay attention to signs that the children need a change of pace. For example, you may need to alternate frequently between quiet and lively activities.

Part of your role as a teacher of young children—in addition to teaching gospel principles—is to help the children learn how to participate appropriately in a Church class. For example, they may need to learn about taking turns, sharing, respecting others, and so on. Some teachers create charts with an assignment for each child to participate in the class in a specific way (such as by saying a prayer, holding a picture, or passing out papers). The assignments can change each week. This helps the children take turns and focus on appropriate classroom behavior.

Children—especially younger children—often benefit from a regular, predictable routine. Because young children have short attention spans and sometimes struggle to focus for an entire class, it is usually best if this routine includes frequent transitions from one activity to another. For example, your class routine might include occasional breaks to color a picture, sing a song, and so on.



## Meeting the Needs of Children with Disabilities

Primary leaders are responsible to teach the gospel of Jesus Christ to all children, including those with disabilities. In Primary, every child should be welcomed, loved, nurtured, and included. In this atmosphere it is easier for all children to understand the love of our Heavenly Father and Jesus Christ and to feel and recognize the influence of the Holy Ghost. The following ideas can help you meet the needs of children with disabilities.

- *Learn about the child's specific needs.* The best way to do this is to talk to the child's parents or caregivers. Find out how the child best learns and what strategies are most helpful. You could also counsel with other Primary leaders and teachers who have experience and insights to share.
- *Create a positive atmosphere in which every child feels safe and loved.* Learn the names of all the children in your class, and help them feel accepted, loved, and included. Children with disabilities are often criticized, so look for opportunities to praise them for positive behaviors.
- *Make adjustments so everyone can participate.* Small changes can be made to activities to ensure that all children can learn, including those with physical limitations or learning difficulties. For instance, if an activity suggests showing a picture, you could sing a related song instead to include children with visual impairments.
- *Establish consistent classroom routines and structure.* One way to do this is to create a poster with the class schedule outlining how the class will flow. Your schedule might include prayers, teaching time, and activity time. This can help reduce feelings of uncertainty, which may increase anxiety in some children.
- *Use visual cues.* Children with learning disabilities or behavioral challenges may benefit from visual cues, such as pictures modeling appropriate behaviors like raising one's hand before answering a question.
- *Understand why challenging behaviors happen.* Learn about disabilities or circumstances that may influence a child to act inappropriately. Pay careful attention to what is happening when challenging behaviors arise. Prayerfully consider how to modify the situation in order to better support the child.





## A Pattern for Teaching

In this resource, you will find the following three-step pattern repeated in each outline: invite sharing, teach the doctrine, and encourage learning at home. In many cases, as you teach, the elements of this pattern may overlap or occur in a different order. For example, consider that sharing is an opportunity to teach the doctrine, and teaching doctrine should involve invitations to share. Likewise, encouraging learning at home can happen throughout a class discussion. Allow adjustments in this pattern to happen naturally, following the promptings of the Spirit to meet the needs of the children you teach.

### Invite Sharing

As part of every class, invite the children to share their feelings, insights, and experiences about the

principles you are teaching. Their comments may include experiences they have had learning at home. You might also review what they learned the previous week and ask how it has influenced their lives.

### Teach the Doctrine

*Come, Follow Me—For Individuals and Families* can help you better understand the doctrine you will teach to the children. Consider what scripture verses, quotations, experiences, questions, and other resources you might share to help the children understand and act on the gospel principles they learn. Help them recognize the influence of the Holy Ghost as He testifies of truth. Look for creative and inspired ways to help them be excited about what they are learning.

For ideas about how to use music to teach the doctrine, see the sections “Using Music to Teach Doctrine” and “Helping Children Learn and Remember Primary Songs and Hymns” in “Instructions for Singing Time and the Children’s Sacrament Music Presentation” in the back of this manual.

## Encourage Learning at Home

Because the home is the center of gospel learning, one of your objectives as a Primary teacher is to encourage learning at home. How can you help the children share with their families what they learned in class? How can you encourage the children and their parents to continue to learn from the Old Testament at home?





DECEMBER 27–JANUARY 2

## Moses 1; Abraham 3

“THIS IS MY WORK AND MY GLORY”

As you read what God said to Moses and Abraham, think about what He might say to the children you teach. How will you help them feel His love for them?



### Invite Sharing

Sometimes a song can help children remember what they are learning. Play or hum a few notes of “I Am a Child of God” (*Children’s Songbook*, 2–3), and let the children guess the song. Help the children think of ways their parents and others “lead [them], guide [them],” and “help [them] find the way.”



### Teach the Doctrine: Younger Children

**MOSES 1:1–4, 6**

**I am a child of God.**

What do you learn from Moses 1:1–4, 6 about your relationship with Heavenly Father? How can you help the children learn what it means to be a child of God?

#### Possible Activities

- Read to the children what God said to Moses: “Thou art my son” (Moses 1:4). Invite a child to the front of the room, and ask the children to

repeat with you, “[Child’s name], you are a child of God.” Repeat the phrase for each child in the class.

- Show several pictures of children, and ask the class if these children are all children of God. Emphasize that everyone is a child of God. Let the children take turns looking in a mirror, and testify that they are children of God too.
- Sing “I Am a Child of God” (*Children’s Songbook*, 2–3) with the children. Let them color this week’s activity page, and use it to review the truths this song teaches.



*Christ and the Creation*, by Robert T. Barrett

**ABRAHAM 3:22–28**

**I lived with Heavenly Father before  
I was born.**

Knowing about our premortal life can inspire us to make choices based on eternal truths. As you study



Abraham 3:22–28, consider how you will teach the children about their eternal identity.

### Possible Activities

- Use “About the Old Testament” (in *Old Testament Stories*) to teach the children about our premortal life. Afterward, invite the children to tell the story back to you. Why did Heavenly Father send us here to earth? Help the children discover an answer as you read to them Abraham 3:25.
- Sing with the children a song about God’s plan for us (such as “I Will Follow God’s Plan” [*Children’s Songbook*, 164–65]). Help them understand eternal truths taught in the lyrics.

### MOSES 1:39

#### Heavenly Father wants me to live with Him again.

How have the truths in Moses 1:39 blessed your life? What can you do to help the children experience those blessings too?

### Possible Activities

- Point out the phrases “this is my work” and “eternal life” in Moses 1:39, and help the children repeat the phrases. Tell the children about the work you do each day. Teach them that Heavenly Father’s work is to help us gain eternal life, which means becoming like Him and living with Him again.
- Invite a parent to come to class and talk about how he or she feels when a child returns home after being away (for example, at school or on a mission), or share feelings you’ve had during these experiences. Use this example to teach the children how much Heavenly Father wants us to return to Him.



## Teach the Doctrine: Older Children

### MOSES 1:4, 30, 37–39; ABRAHAM 3:22–28

#### I am a child of God, and He wants to help me return to Him.

Moses 1:4, 37–39 and Abraham 3:22–28 teach precious truths about our relationship with God and His purpose for sending us to earth. Ponder how you will help the children learn these truths.

### Possible Activities

- Read with the children Moses 1:4, 37–39 and Abraham 3:24–25. Give them opportunities to ask questions and share favorite words or phrases from these verses. What do we learn from these verses about Heavenly Father? about ourselves?
- Show the children pictures of some of Heavenly Father’s many creations. Read Moses 1:30, and explain that Moses asked God about the purpose of these creations. Help the children search in verse 39 to find God’s answer. Testify that God’s purpose is to help each child gain eternal life.
- Help the children think of situations in which they have to choose whether or not to “do all things whatsoever the Lord their God shall command” (Abraham 3:25). Let them practice or discuss possible responses to those situations. How can the Savior help us when we make a wrong choice?

### MOSES 1:12–26

#### I can resist Satan’s temptations.

As you study Moses 1:12–26, look for things Moses did to resist Satan. How might Moses’s example help the children when they face temptations?

### Possible Activities

- Summarize Moses's experience in Moses 1:12–26 in your own words, or ask one of the children to do so (see also the video “I Am a Son of God” [ChurchofJesusChrist.org]). Invite the children to search these verses to learn how Moses was able to overcome Satan. (If they need help, point them to verses 13, 15, 18, 20–22, 26.)
- Bring a box of tools (or pictures of tools), and label each tool with a way we can resist temptation (such as praying, singing a hymn, reading the scriptures, or serving others). Let each child pick a tool and talk about a situation when the action written on that tool's label could help us resist temptation. Read together verses 25–26, and testify that God will help us when we face temptation.

### ABRAHAM 3:22–28

#### I lived with Heavenly Father before I was born.

These verses describing Abraham's vision of our pre-mortal life can help the children answer the questions “Where did I come from?” and “Why am I here?” How can you help them find answers?

### Possible Activities

- On the board, write questions related to Abraham 3:22–28, such as *What happened in our life before birth? Who was there? Why was the earth created?* Invite the children to read these verses to find answers.
- If there is a new baby in the ward, invite the parents to bring him or her to class and share

their feelings about welcoming this child into the world. (You could also show a picture of a newborn baby.) Talk with the children about where this baby's spirit was before he or she came to earth. Why is it important for this baby to learn that he or she is a child of God?

- Sing songs about God's plan for us, such as “I Know My Father Lives” or “I Will Follow God's Plan” (*Children's Songbook*, 5, 164–65). Invite the children to draw pictures that go with the words. Let them use their pictures to teach each other truths from the songs.



## Encourage Learning at Home

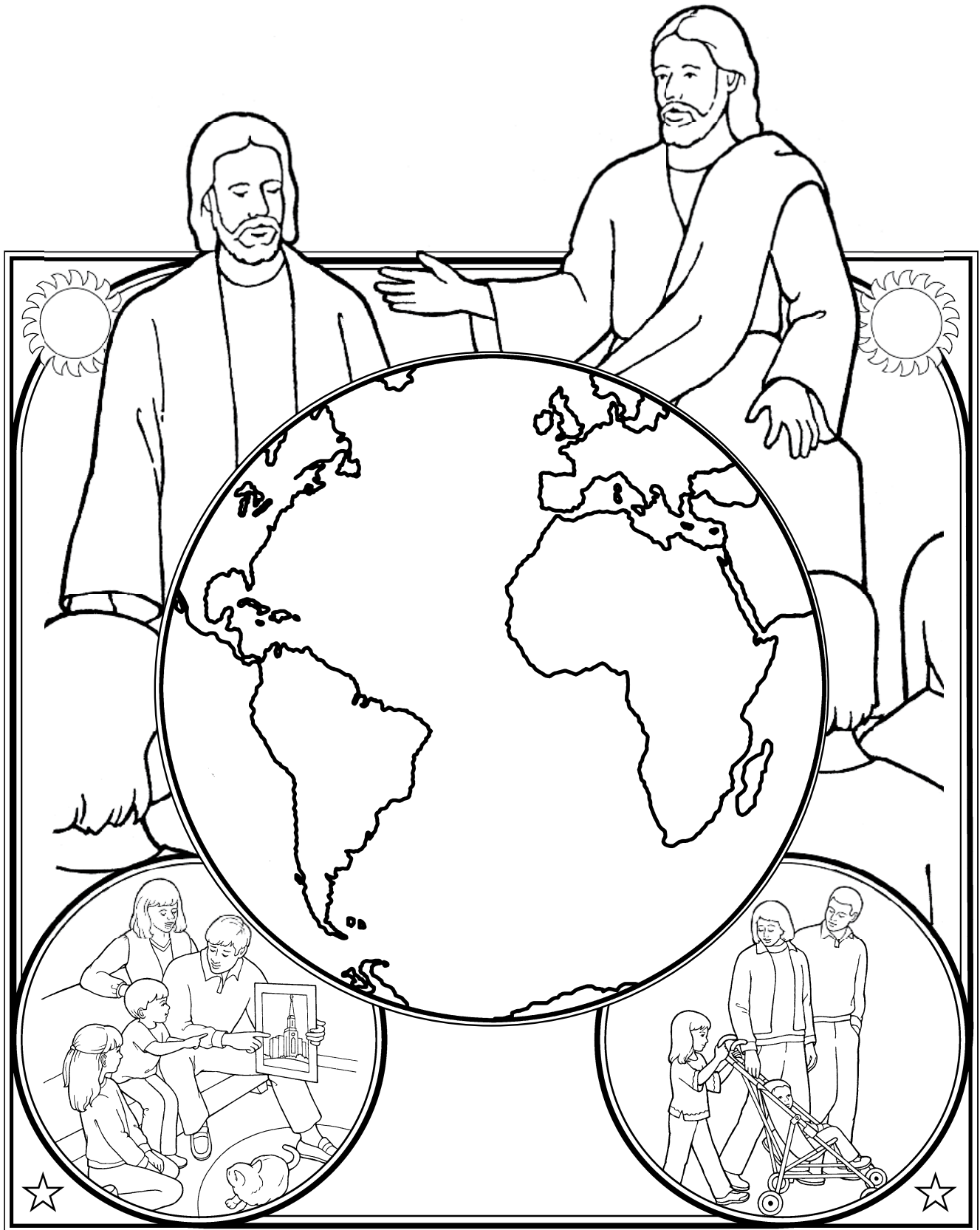
Consider ways that the learning that happened in your Primary class can encourage, support, or reinforce learning happening in the children's homes. For example, you could invite the children to share this week's activity page with their families.

### Improving Our Teaching

**Children learn in many ways.** Children enjoy learning through new and varied experiences. Use activities that allow them to move about, use all their senses, and try new things. (See *Teaching in the Savior's Way*, 25–26.)

**I am a child of God (Moses 1:1-4, 6).**

Color the pictures. Then point to the pictures as you sing the song  
"I Am a Child of God" (*Children's Songbook*, 2-3).





JANUARY 3–9

## Genesis 1–2; Moses 2–3; Abraham 4–5

“IN THE BEGINNING GOD CREATED THE HEAVEN AND THE EARTH”

As you study Genesis 1–2, Moses 2–3, and Abraham 4–5, think about the children you teach, and ponder what truths you can help them understand from these chapters.



### Invite Sharing

Invite the children to share something that Heavenly Father and Jesus Christ created that they are thankful for. Showing pictures from this week’s outline in *Come, Follow Me—For Individuals and Families* could give them ideas.



### Teach the Doctrine: Younger Children

**MOSES 2**

#### Jesus created the earth.

Knowing about the Creation can help the children feel God’s love and increase their appreciation for the world. How can you make learning about the Creation inspiring?

#### Possible Activities

- Show the children pictures of things that represent different periods of the Creation (as described in Moses 2; see also “Jesus Christ Creates the Earth,”

in *Old Testament Stories*), and help the children think of actions to go along with the pictures. For instance, they could make a fist to represent dry land or wave their arms like waves of water (see Moses 2:9–10). Share your testimony that Jesus Christ made these things because He and Heavenly Father love us.

- Sing a song about things Jesus Christ created for us, such as “The World Is So Lovely” (*Children’s Songbook*, 233). Ask the children to draw pictures of the creations described in the song.



*Creation*, by Joan Hibbert Durtschi

**MOSES 2:26–27**

#### I was created in God’s image.

When children understand that they were created in God’s image, they can develop a sense of reverence and respect for their own and others’ bodies.

### Possible Activities

- Help the children repeat “I, God, created man in mine own image” several times (Moses 2:27). Explain that Heavenly Father created our bodies to look like His. Invite the children to point to parts of their bodies as you name them, or sing a song about our bodies, such as “Head, Shoulders, Knees, and Toes” (*Children’s Songbook*, 275).
- Invite the children to act out things they can do with their bodies, while the other children guess what they are doing. Invite the children to share why they are grateful for their bodies.
- Draw an outline of a body on paper, and make a puzzle by cutting it into parts. Pass the parts out, and let the children work together to put them together to form a body. Ask the children to share the things they can do with each of the parts. Share your testimony that our bodies are created in God’s image.

### MOSES 3:2–3

#### The Sabbath day is holy.

Children who develop a habit of keeping the Sabbath day holy when they are young are more likely to keep this commandment when life becomes busier and more demanding.

### Possible Activities

- Read Moses 3:2–3, and ask the children to listen for what God did on the seventh day. Bring pictures (or make simple drawings) of things we do on Sunday to make it a holy day and things we do on other days. Let the children sort the pictures into two piles, one for Sunday and one for other days. Testify of why it is important to keep the Sabbath day holy.
- A few days before class, invite one of the children and his or her parents to come prepared to share

things they do in their family to keep the Sabbath day holy. Invite the other children to share what their families do.



## Teach the Doctrine: Older Children

### MOSES 2

#### Jesus Christ created the earth under the direction of Heavenly Father.

You can use Moses 2 to help the children see that the world was purposefully created as part of God’s plan. As you read these chapters, what ideas come to mind that could help strengthen the children’s testimonies of the Creation?

### Possible Activities

- Help the children think of times when they made something by following another person’s directions. For example, maybe they have made a recipe with a parent or sibling guiding them. Write *Who created the earth?* on the board, and invite the children to find the answer in Moses 2:1. Testify that Jesus Christ created the earth under the direction of Heavenly Father.
- Assign each child verses in Moses 2 related to one of the days of creation, and ask him or her to draw a picture of the things Heavenly Father and Jesus created on that day. Ask the children to hold their pictures and stand in the order of the days of Creation, and then invite each child to teach the rest of the children what happened on the day they were assigned. What do we learn about Heavenly Father and Jesus Christ from the story of the Creation?



**MOSES 2:26-27****Adam and Eve were created in the image of God.**

The world will give children many false messages about their bodies. The doctrine in Moses 2:26-27 is powerful motivation to respect and care for our bodies.

**Possible Activities**

- Read together Moses 2:26-27. What do these verses teach us about our bodies? Show the video “God’s Greatest Creation” (ChurchofJesusChrist.org), or play the game “Your Body Is a Temple” (*Friend*, Aug. 2019, 24-25). You could also read together related quotations from President Russell M. Nelson’s message “Your Body: A Magnificent Gift to Cherish” (*New Era*, Aug. 2019, 2-7) that will help the children feel gratitude to Heavenly Father for their bodies.
- Draw a figure of a body on the board, and invite the children to choose a part of the body and write next to it why they are thankful for it. Express your gratitude for your body, and testify that we were created in God’s image.

**GENESIS 2:2-3****The Sabbath day is holy.**

Children may have to explain to their friends why they treat Sunday different from other days. Genesis 2:2-3 teaches why the Sabbath day is a holy day. What can you do to help the children better understand and explain this doctrine?

**Possible Activities**

- How does keeping the Sabbath day holy show our love and respect for Heavenly Father and Jesus Christ? Help the children role-play scenarios in which they explain to a friend why they choose to do things on Sunday that honor Heavenly Father and Jesus. Suggest that they use Genesis 2:2-3 in their explanations.
- Give the children a few minutes to write a list of as many things as they can think of that they can do to make the Sabbath a holy day. Invite the children to share their lists, and encourage them to add to their lists as others share suggestions they didn’t think of. Suggest that the children take the lists home with them and refer to them when they need ideas of good things to do on the Sabbath.

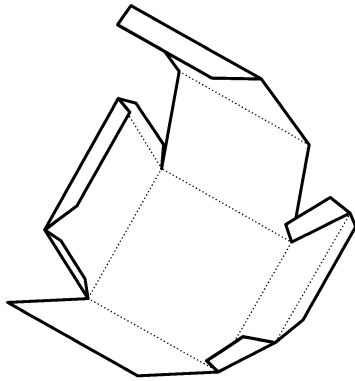
**Encourage Learning at Home**

Help the children think about how they can do an activity with their families similar to one you did in class. You might want to help them write a note to remind themselves.

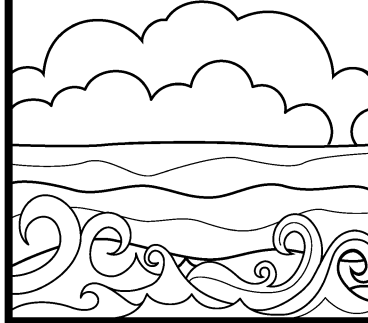
**Improving Our Teaching**

**Help children express their creativity.** When children build, draw, or color something related to the story or principle they are learning, they often remember it better. Encourage them to use their creations to teach their families. (See *Teaching in the Savior’s Way*, 25.)

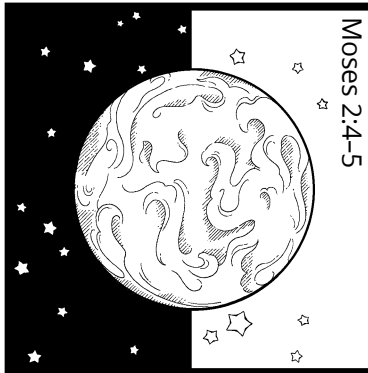
## Jesus Christ created the earth (Moses 2).



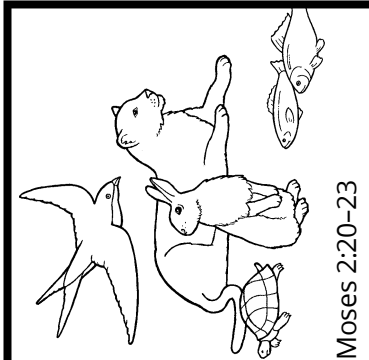
Moses 2:6-8



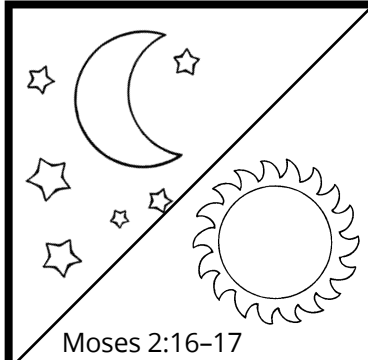
Moses 2:4-5



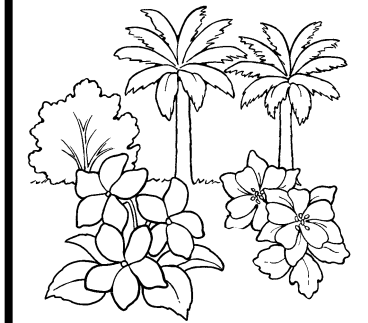
Moses 2:20-23



Moses 2:16-17

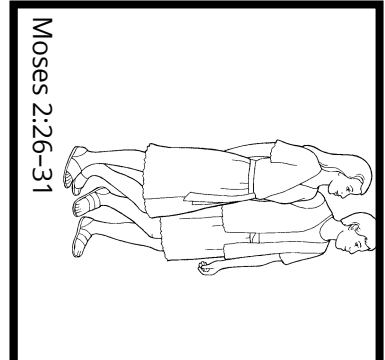


Moses 2:11-13



Color the pictures, and cut out the figure along the solid outer lines. Fold the figure on the dotted lines, and tape or glue the tabs to form a cube. Throw the cube, and see what picture shows on top. Read the scripture passage to find out more about what was made on that day of the Creation.

Moses 2:26-31





Adam and Eve, by Douglas M. Fryer

JANUARY 10–16

## Genesis 3–4; Moses 4–5

THE FALL OF ADAM AND EVE

Think about the children you teach as you study Genesis 3–4 and Moses 4–5. Pay attention to the promptings and impressions you receive; they could lead to new teaching ideas.



### Invite Sharing

Show a picture of Adam and Eve (see this week’s outline in *Come Follow Me—For Individuals and Families*), and ask the children to stand and share something they see in the picture or remember about the story.



### Teach the Doctrine: Younger Children

**GENESIS 3; MOSES 4**

#### Adam and Eve followed Heavenly Father’s plan.

Help the children understand what happened in the Garden of Eden and how it helped fulfill God’s plan of salvation. What blessings do we have because of the choices Adam and Eve made?

#### Possible Activities

- To summarize the story of the Fall of Adam and Eve, use “Adam and Eve” (in *Old Testament Stories*). Help the children understand that Adam

and Eve’s choice to eat the fruit was part of Heavenly Father’s plan.

- Give each child a picture that represents something from the story of Adam and Eve (such as a tree, a snake, a garden, or Jesus Christ). Ask them to hold up their picture at the right time as you tell the story and read phrases from Moses 4. This week’s activity page might be helpful.



Leaving Eden, by Annie Henrie Nader

**MOSES 4:1–4**

#### I can choose the right.

In Moses 4:3, we learn that Satan “sought to destroy the agency of man, which I, the Lord God, had given him.” How will you help the children appreciate the ability to choose between right and wrong?

#### Possible Activities

- Talk to the children about some choices you made today, and help them think about choices



they made. Read to them from Moses 4:3: “The agency of man, which I, the Lord God, had given him.” Explain that this verse teaches us that God has given us the ability to make choices. Express your gratitude that you are able to choose the right, and testify that the children can also choose to do what is right.

- Share a few simple examples of a child making a right choice or a wrong choice, and ask the children to indicate if the choice is right or wrong (they might stand up, hold up signs, or raise their hands). Bear your testimony that Heavenly Father will help us choose the right, and invite the children to share their feelings as well.
- Help the children think of good choices they can make to follow Jesus Christ. Sing together a song about making good choices, such as “Choose the Right Way” (*Children’s Songbook*, 160–61). Tell the children about a time when you made a good choice, and talk about how you felt because of your choice.

#### MOSES 5:4, 8

### I can pray to Heavenly Father.

What do the children you teach need to know about prayer? What do you find in these verses that can help them?

#### Possible Activities

- Read Moses 5:4 to the children. Help them understand that when Adam and Eve left the Garden of Eden, they couldn’t be with Heavenly Father anymore, but they could pray to Him. Explain that we pray to Heavenly Father in the name of His Son, Jesus Christ (see Moses 5:8). What are some things we can say to Heavenly Father in our prayers?
- Ask the children to show you actions they do when they pray. You could also show a picture of someone praying (see *Gospel Art Book*, nos. 111–12) to teach the children that bowing our

heads, folding our arms, and closing our eyes helps us to be reverent when we pray.

- Share a personal experience with prayer or your testimony of prayer. Sing with the children a song about prayer, such as “A Child’s Prayer” (*Children’s Songbook*, 12–13).



## Teach the Doctrine: Older Children

#### GENESIS 3; MOSES 4; 5:10–11

### The Fall of Adam and Eve was part of God’s plan.

If Adam and Eve had stayed in the Garden of Eden, they would not have had children and would not have progressed to become like Heavenly Father. We are grateful for their choice to partake of the fruit because this choice made possible our mortal life and our opportunity for eternal life.

#### Possible Activities

- Invite the children to work together to tell the story of the Fall of Adam and Eve in their own words. Share verses from Genesis 3 to help them.
- Help the children find in Moses 4:22–25, 29; 5:10–11 the consequences of Adam and Eve eating the fruit (see also 2 Nephi 2:19–25). Why is their choice a blessing to us? How did the Savior help us overcome sin and death?

#### MOSES 4:1–4

### I have the power to choose.

Do the children you teach recognize what a precious gift it is to be able to choose between right and wrong? How can the story of Adam and Eve help them appreciate this gift?

### Possible Activities

- Consider a simple object lesson like the following to illustrate the importance of making our own choices: Invite the children to color this week's activity page, but give them only one color to use. Why would it be better to have choices in this situation? Read together Moses 4:1–4 to talk about why choices are important in God's plan.
- Invite the children to share a personal experience when they had to choose between right and wrong. Let them discuss the possible consequences of each choice.

### MOSES 5:4–15

#### Because of Jesus Christ, I can repent and live with God again.

Heavenly Father sent Jesus Christ to rescue us from the consequences of the Fall. Through His atoning sacrifice, Jesus made it possible for us to be resurrected after we die and forgiven of our sins when we repent.

### Possible Activities

- Write two titles on the board: *Because of Adam and Eve* and *Because of Jesus Christ*. Help the children identify the consequences of the Fall as you read together Moses 4:25; 6:48; Romans 5:12; 2 Nephi 2:22–23. Let them write what they learn under the first title. Then help them identify how Jesus Christ overcame sin and death as you read together Moses 5:8–11, 14–15; 6:59; Alma 11:42.

Let them write what they learn under the second title. Why are we thankful for Jesus Christ?

- Show a video about the Savior's Atonement, such as "Because of Him" (ChurchofJesusChrist.org). Invite the children to share how they feel about Jesus Christ.
- A few days in advance, ask several children to choose a scripture or song about the Savior's Atonement to share in class. Encourage them to talk about why they like it. Sing one or more of the songs together.



### Encourage Learning at Home

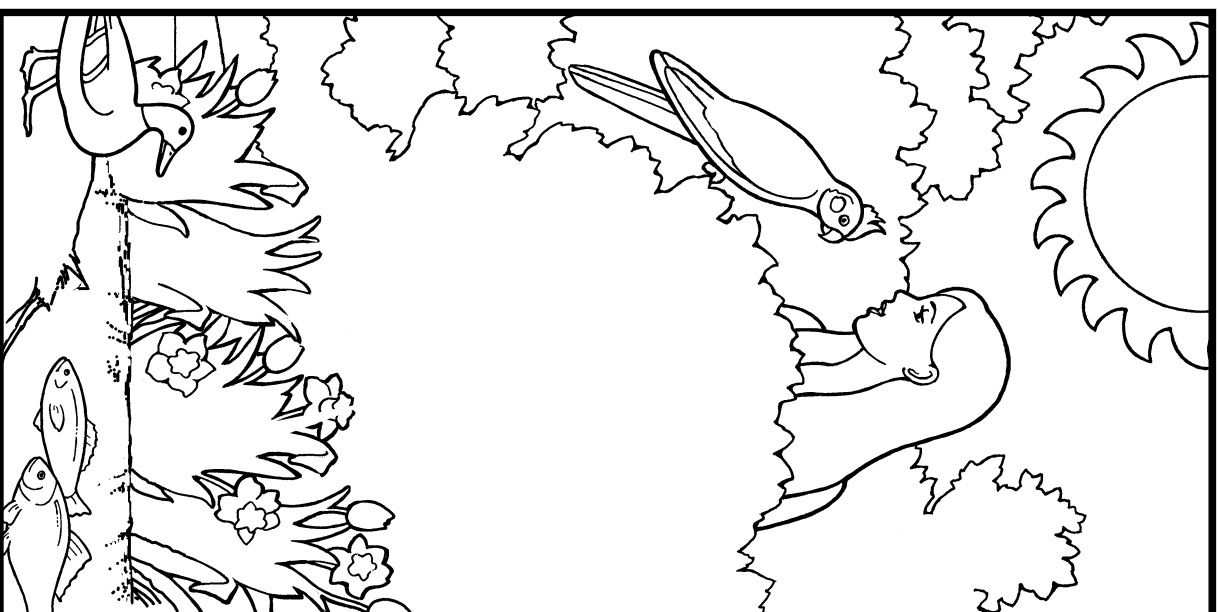
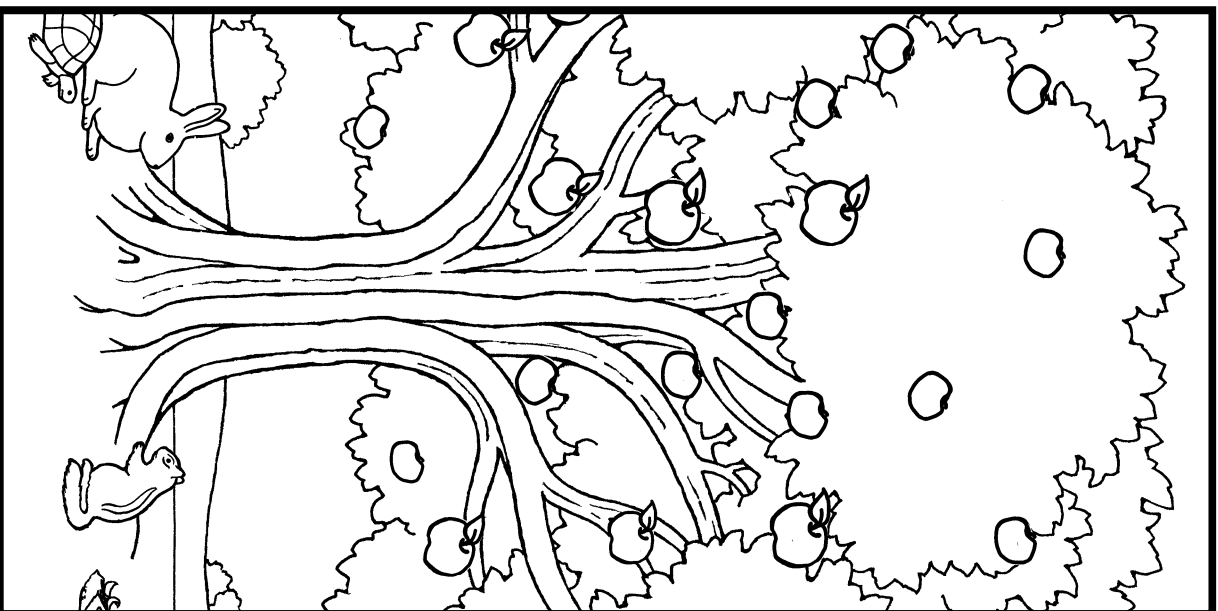
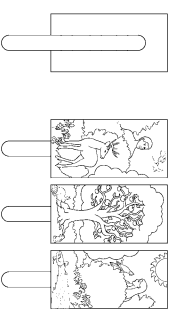
Invite the children to share this week's activity page with their families and talk about the blessings we have because of the Fall of Adam and Eve.

### Improving Our Teaching

**Seek your own inspiration.** Don't view these lesson outlines as instructions you must follow as you teach. Rather, use them as a source of ideas to spark your own inspiration as you ponder the needs of the children you teach. (See *Teaching in the Savior's Way*, 7.)

# The Fall of Adam and Eve was part of God's plan (Genesis 3; Moses 4).

Color the pictures, and cut them out. Glue or tape craft sticks to the backs of the pictures. Use the pictures to tell the story of Adam and Eve.





JANUARY 17–23

## Genesis 5; Moses 6

“TEACH THESE THINGS FREELY UNTO YOUR CHILDREN”

Your preparation to teach begins as you study Genesis 5 and Moses 6. As you do so, listen for impressions from the Holy Ghost about what the children need to learn.



### Invite Sharing

On slips of paper, write some key words that could help the children remember something they learned at home this week or in a previous Primary lesson. Let the children take turns selecting a word at random. After a word is chosen, invite any of the children to share something they have learned related to that word.



### Teach the Doctrine: Younger Children

**MOSES 6:27, 31–34**

#### God can help me do hard things.

When Enoch was called to preach the gospel, he worried that he would fail. But God helped him do great things.

#### Possible Activities

- Ask the children to share a time when they were asked to do something that was hard or scary for them. Share the story of Enoch’s call

to be a prophet, found in Moses 6:27, 31–34 (see also “Enoch the Prophet,” in *Old Testament Stories*). Emphasize that although Enoch did not feel ready to be a prophet, God promised to help him. Help the children understand some ways God helps us when we are asked to do hard things.

- Share some scriptural examples of when God helped people do difficult things—for example, Noah building the ark, David fighting Goliath, Ammon defending the king’s flocks, or Samuel the Lamanite preaching. (For pictures and scripture references, see *Gospel Art Book*, nos. 7, 19, 78, 81.) Share an experience when the Lord helped you do something difficult.

**MOSES 6:52**

#### The gospel teaches me how to return to Heavenly Father.

God taught Adam what we need to do to return to Him—have faith, repent, be baptized, and receive the gift of the Holy Ghost. How can you help the children learn more about these things?

#### Possible Activities

- Find or draw pictures to represent faith, repentance, baptism, and the gift of the Holy Ghost (see this week’s activity page). Place the pictures in a line leading to a picture of Jesus Christ. Read

Moses 6:52 to the children, and ask them to stand next to the correct picture when they hear the words the picture represents (in this verse, the word “believe” is used for “faith”).

- Sing songs that teach the principles in Moses 6:52, such as “Faith,” “Help Me, Dear Father” (verse 2), “When I Am Baptized,” and “The Holy Ghost” (*Children’s Songbook*, 96–97, 99, 103, 105). Help the children understand that doing the things taught in the songs will help us return to Heavenly Father.

### MOSES 6:58

#### Heavenly Father wants parents to teach their children.

From the time of Adam and Eve, parents have been commanded to teach their children the gospel. How can you encourage the children to listen to and follow the righteous teachings of their parents?

#### Possible Activities

- Read Moses 6:58 to the children, and show the picture of Adam and Eve’s family in this week’s outline in *Come, Follow Me—For Individuals and Families*. Help the children repeat the phrase “teach these things freely unto your children.” Explain that God wants all parents to follow Adam and Eve’s example by teaching their children about Jesus Christ and His gospel. Ask the children what they can do when their parents or others teach them the gospel.
- Help the children match pictures of themselves to their parents or pictures of baby animals to adult animals. How do parents help their children? What do they teach them? Ask the children to draw pictures of their families at times when parents teach children, such as reading the scriptures together, praying together, or eating together.



Parents should teach their children the gospel.



#### Teach the Doctrine: Older Children

### MOSES 6:26–34

#### God can help me do difficult things.

Even though Enoch felt inadequate, God helped him fulfill His calling as a prophet. God can also help the children you teach do difficult things.

#### Possible Activities

- Read Moses 6:26–34 with the children. Why did Enoch feel that he couldn’t preach the gospel? (see Moses 6:31). How did God help Enoch? (see Moses 6:32–34; 7:13).
- Invite the children to name some difficult things that children their age sometimes do (such as completing an assignment for school, being kind to someone who is unkind, or telling the truth when they have made a mistake). Help the children find phrases in Moses 6:32–34 that can help them. Ask the children to share a time when God helped them do something difficult. Share your own experiences too.

**MOSES 6:50–62****Faith, repentance, baptism, and receiving the Holy Ghost prepare me to return to God.**

Adam and Enoch taught their people the first principles and ordinances of the gospel: faith, repentance, baptism, and receiving the gift of the Holy Ghost (see also Articles of Faith 1:4). What can you do to help the children understand the importance of these principles and ordinances in their lives?

**Possible Activities**

- Ask the children to read Moses 6:52, 57 to find the principles and ordinances of the gospel mentioned in the fourth article of faith.
- Write the fourth article of faith on the board, and invite the children to read it. Then erase a word or two, and ask them to read it again, filling in the missing words from memory. Repeat this process until the children have learned the article of faith.
- Invite the children to write a short talk about faith, repentance, baptism, or receiving the gift of the Holy Ghost—something they could share with their families. Each talk could include a scripture, an experience, and a testimony. The talk could also explain how the principle helps us return to Heavenly Father.

**MOSES 6:57–58****Parents are responsible to teach their children.**

God trusts parents to be the primary gospel teachers in their families. How can you encourage the children to support their parents in this role?

**Possible Activities**

- Ask a child to read Moses 6:58. What commandment did Heavenly Father give to parents in this verse? Show a picture of Adam and Eve teaching their children (see this week's outline in *Come, Follow Me—For Individuals and Families*), and let the children talk about what they see in the picture. Encourage them to talk about important gospel truths they have learned from their families.
- Help the children write thank-you notes to their parents or plan other simple ways to express their appreciation for their parents. Sing a song about families, such as “Love Is Spoken Here” (*Children’s Songbook*, 190–91). How can we help our parents create a loving atmosphere in our homes?

**Encourage Learning at Home**

How can you help the children continue learning outside of class? You could encourage them to remember the story of Enoch when they face something difficult this week.

**Improving Our Teaching**

**Use activity pages.** While the children are coloring activity pages, review the principles from the lesson. Read the words on the page to the children if necessary.



The gospel teaches me how to return to Heavenly Father (Genesis 5; Moses 6).

I will follow the  
gospel pathway  
that leads me to ...



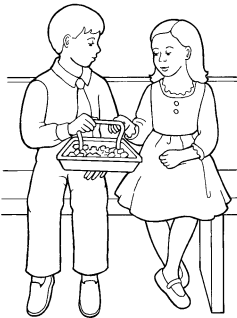
1. **OBEY** my parents and God's  
commandments.



2. Have **FAITH** in  
Jesus Christ.



3. **REPENT** and take  
the sacrament when  
I make wrong choices.



4. **PRAY** to Heavenly  
Father for help to do hard  
things.



5. Be **BAPTIZED** and receive  
the gift of the Holy Ghost.



6. Obey promptings  
from the **HOLY**  
**GHOST**.



7. Prepare now to go  
to the **TEMPLE**.



... live with Heavenly  
Father again.





Love One Another, by Emma Donaldson Taylor

JANUARY 24–30

## Moses 7

“THE LORD CALLED HIS PEOPLE ZION”

Start your preparation by reading *Moses 7. Come, Follow Me—For Individuals and Families* can help you understand this chapter, and the ideas below can give you ideas about how to teach it to children.



### Invite Sharing

Take a few minutes to let the children review with you what they know about the prophet Enoch—including anything they learned in last week’s lesson. If it’s helpful, show a picture from this week’s outline in *Come Follow Me—For Individuals and Families*.



### Teach the Doctrine: Younger Children

**MOSES 7:18**

**God wants us to love each other.**

These verses describe characteristics of the people of Zion. How can you help the children begin to develop these characteristics?

#### Possible Activities

- Share the story of Enoch’s people from “Enoch the Prophet” (in *Old Testament Stories*), or let the children tell the story in their own words using

the picture of Enoch in this week’s outline in *Come, Follow Me—For Individuals and Families*. You could also sing with the children the second verse of “Follow the Prophet” (*Children’s Songbook*, 110–11) to review the story.

- Help the children think of actions related to the phrase “one heart and one mind” (Moses 7:18). Explain that this phrase means that the people of Enoch loved and were kind to each other. Invite them to use this week’s activity page to draw a way they can show love.
- Sing a song about loving one another, such as “Love at Home” (*Hymns*, no. 294). Bring pictures that illustrate key phrases in the song to help the children learn the words. Ask the children to share ways they can show love to each other in Primary and in their homes. Then let them act out their ideas.



We should strive to be “of one heart and one mind” (Moses 7:18).



**MOSES 7:28–33****God cares about His children.**

You can help the children learn that Heavenly Father and Jesus Christ care deeply about us and our actions.

**Possible Activities**

- Help the children think of things that make Heavenly Father happy. Read Moses 7:28 with the children, and explain that Heavenly Father was sad because the people were very wicked (see verses 32–33).
- Let the children draw a happy face on one side of a piece of paper and a sad face on the other side. Name some good actions, like saying a prayer, and some negative ones, like telling a lie, and ask the children to hold up the happy face or sad face to show how Heavenly Father and Jesus Christ would feel about each choice.
- Invite the children to play a game in which they act out things they can do that make Heavenly Father happy. Ask the other children to guess what they are doing. Share with each of the children something you have seen them do that makes Heavenly Father happy.

**MOSES 7:59–67****Jesus will come back to earth.**

In his vision, Enoch saw the latter days, including the Savior’s Second Coming. How can you help the children look forward to the Second Coming?

**Possible Activities**

- Tell the children to imagine that a special guest is coming to visit them. What would they do to prepare for the visit? Share the Lord’s words to Enoch in Moses 7:60: “I [will] come in the last days.” What are some ways we can prepare for Jesus to come again?

- Show pictures of times when the Savior appeared to people (see *Gospel Art Book*, nos. 60, 82, 83, and 84). What are the people doing in the pictures? How might the people have felt when they met Jesus? Let the children share how they feel about seeing Jesus when He comes again.
- Sing a song about the Savior’s Second Coming, such as “When He Comes Again” (*Children’s Songbook*, 82–83), and ask the children what they think it will be like when Jesus comes again.



## Teach the Doctrine: Older Children

**MOSES 7:18–21, 62–63, 68–69****We can be unified like the people of Zion were.**

As you read about Zion, reflect on examples of unity that you have seen. How can you help the children learn to become unified like Enoch’s people were?

**Possible Activities**

- Ask the children to look for words that describe Enoch’s people, also known as Zion, as they read Moses 7:18. Write these words as headings at the top of the board, and invite the children to write, under each heading, things they can do to be more like Enoch’s people. After they share, ask the children how they can make their homes more like Zion. They might find some ideas in 4 Nephi 1:15–18.
- Ask the children to count how many times the word “Zion” appears in Moses 7:18–21, 62–63, 68–69. Each time the word appears, help the children identify what the verse says about Zion (see also Guide to the Scriptures, “Zion,”

scriptures.ChurchofJesusChrist.org). How can we be more like the people described in these verses?

- Use this week's activity page to help the children think about ways they can be "of one heart and one mind" (see Moses 7:18).

### MOSES 7:28–37

#### God weeps for His children.

How can you help the children discover that God cares about us and our actions?

#### Possible Activities

- Ask the children what might cause God to weep (see Moses 7:28–31). Invite the children to search Moses 7:32–33, 37 for answers. What do these verses teach us about how God feels about His children? How do we know that God loves us? Share your testimony of God's love for us.
- Toss a bean bag or a ball to a child. Ask him or her to finish the phrase "I can make God happy by . . ." and then toss the object to another child. Repeat until every child has had a turn.

### MOSES 7:60–67

#### Jesus Christ will come again in the last days.

As you read about the Second Coming in Moses 7:60–67, think of how to teach the children about it in a joyful way.

#### Possible Activities

- Read together Moses 7:60–67, and help the children identify things the Lord says will happen in the last days. Ask them which of these events they are looking forward to and why.
- Invite the children to talk about a time when they waited for someone to visit or to return home. How did the children feel? What did they do to get ready? How can we prepare to see Jesus again?
- Show a picture of the Savior's Second Coming (for example, see *Gospel Art Book*, no. 66). Let the children draw their own pictures of the Second Coming, based on what they read in Moses 7:60–67.



#### Encourage Learning at Home

How can you encourage the children and their families to continue to learn from the Old Testament at home? For example, children could share something they drew or colored in Primary as part of a home evening lesson.

#### Improving Our Teaching

**Help children be active.** "As you teach children, allow them to build, draw, color, write, and create. These things are more than fun activities—they are essential to learning" (*Teaching in the Savior's Way*, 25).

**God wants us to love each other (Moses 7:18-21, 69).**

In the blank heart, draw or write a way you can show love to others.  
String the hearts together to make a banner that reminds you  
how we can be like the people of Zion.

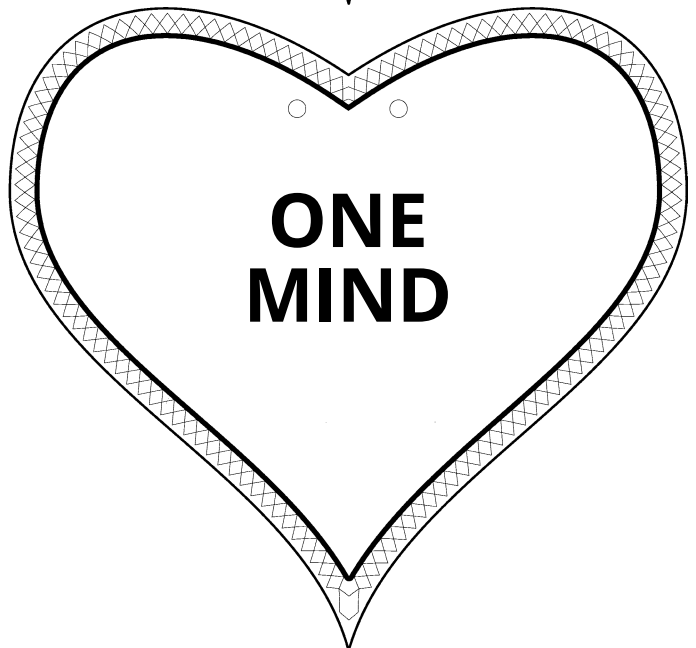
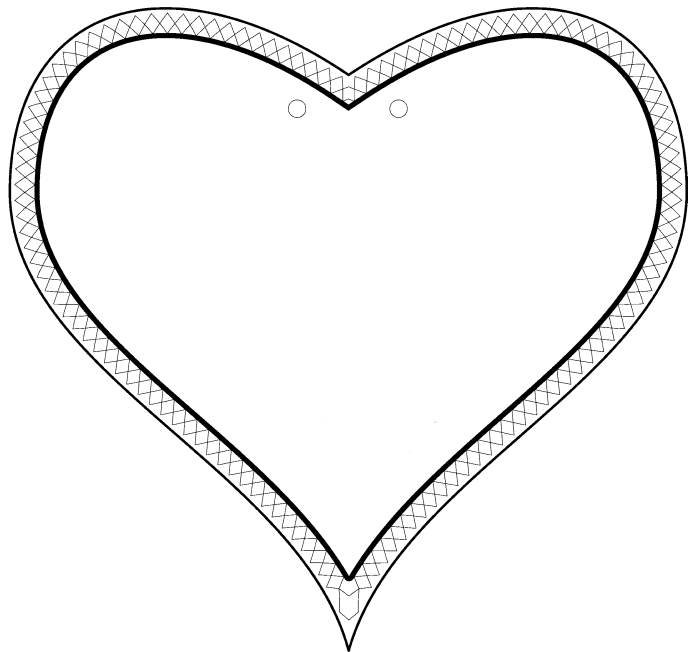
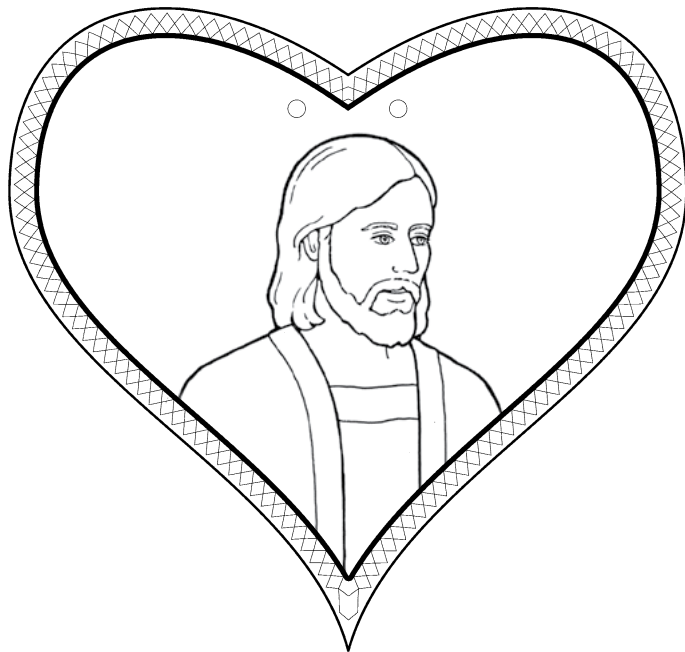
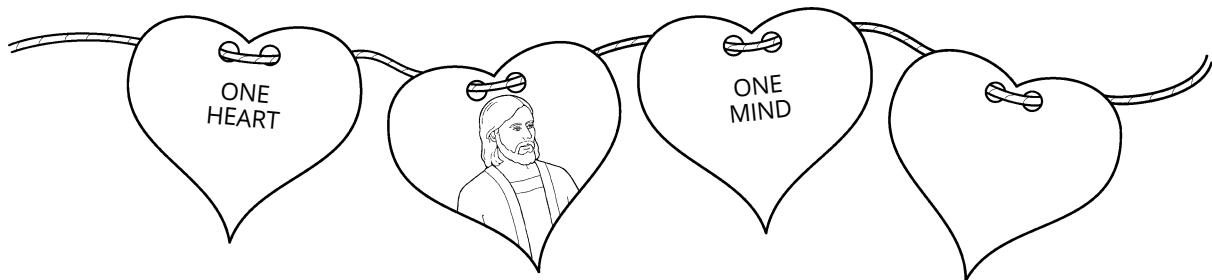




Illustration of Noah leaving the ark, by Sam Lawlor

JANUARY 31–FEBRUARY 6

## Genesis 6–11; Moses 8

“NOAH FOUND GRACE IN THE EYES OF THE LORD”

Learning about the animals in Noah’s ark and the tall Tower of Babel can be fun for children. But remember that these stories are meant to teach eternal truths. Prayerfully consider the truths God wants the children to learn.



### Invite Sharing

Before you begin teaching the stories in Genesis 6–11 and Moses 8 to the children, give them an opportunity to teach each other what they know about Noah and the ark or the Tower of Babel.



### Teach the Doctrine: Younger Children

**GENESIS 6:14–22; 7–8; MOSES 8:16–30**

#### Following the prophet will bless me and my family.

As children learn to follow the prophet, they will be blessed and kept spiritually safe, just as Noah’s family was kept safe from the Flood.

#### Possible Activities

- In your own words, tell the story of Noah and the ark (see “Noah and His Family,” in *Old Testament Stories*; see also “Follow the Prophet,” *Children’s Songbook*, 110–11, verse 3). Help the children act out parts of the story—for example,

by pretending to use a tool to build the ark or walking like animals entering the ark.

- Read to the children Moses 8:19–20, emphasizing what the Lord commanded Noah to do. Help the children understand that Noah was a prophet and that his family was saved from the Flood because they followed him. Ask the children if they know who our prophet is today. Show a picture of him, and help the children repeat his name.
- Bring to class pictures or objects that represent teachings of the current prophet, such as the scriptures or a picture of a temple. Let the children take turns selecting an item and telling what they know about it. Explain to them what the item represents. Encourage them to draw a picture of themselves obeying what the prophet has taught. Bear your testimony about the blessings of following the prophet.

**GENESIS 9:15–16**

#### God will keep His promises to us.

It is important for children to know that God keeps His promises, especially as they prepare to make covenants with Him when they are baptized.

#### Possible Activities

- Invite the children to draw pictures of rainbows. Read to them Genesis 9:15–16, and ask them to listen for the word *remember*. Invite them

to hold up their rainbows when they hear the word. Explain that rainbows are reminders of the promises God has made to us.

- Talk with the children about some of God’s promises—for example, that we can return to Heavenly Father if we follow Jesus Christ or that God will send the Holy Ghost to comfort us. Bear your testimony that God always keeps His promises.
- Use pictures to tell the children about covenants we make with God, such as pictures of a child being baptized, the sacrament, and a temple (see *Gospel Art Book*, nos. 104, 108, 120).

#### GENESIS 11:1–9

### The only way to reach heaven is by following Jesus Christ.

The people of Babel thought they could reach heaven by building a tower rather than by living the gospel of Jesus Christ. How can you help the children understand that following the Savior is the only way back to our Heavenly Father?

#### Possible Activities

- Tell the story of the Tower of Babel in your own words, or read the story found in “The Tower of Babel” (in *Old Testament Stories*). Encourage the children to help you by sharing what they know about the story.

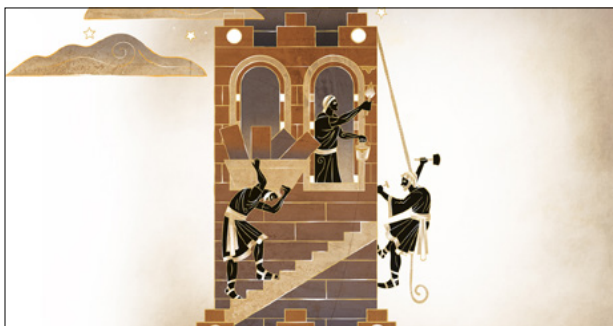


Illustration of the Tower of Babel, by David Green

- Let the children build a tower out of blocks or other objects. Then show the children a picture of the Savior, and ask them which is the way to return to Heavenly Father—building a tower or following Jesus Christ? Invite the children to tell about things they can do to follow the Savior.



### Teach the Doctrine: Older Children

#### GENESIS 6:14–22; 7–8; MOSES 8:16–30

### Following the prophet will bless me and my family.

Children are growing up in a wicked world, similar in some ways to the world during Noah’s time. Noah’s experience can give them confidence that they can find spiritual safety as they follow the prophet.

#### Possible Activities

- Help the children choose verses from Genesis 6:14–22; 7–8 that they could depict in a drawing. Use their drawings to teach them the story of Noah. Ask the children to share what they learn from the story.
- Show a picture of Noah (see *Gospel Art Book*, nos. 7–8) and the current prophet. Help the children search Moses 8:16, 19–20, 23–24 to find things Noah taught that our Church leaders still teach today. How are we blessed when we obey these teachings?
- Share something that the current prophet has recently taught. Ask the children to write something the prophet has taught on strips of paper, and help them arrange the strips into the shape of an ark. How are these teachings like the ark that Noah built?



**GENESIS 9:15–17****We need to remember our covenants.**

When we are baptized, we make covenants with God to obey His commandments. In Genesis 9:15–17, the rainbow is identified as a reminder of God’s covenant. These verses can inspire the children to seek ways to remember their covenants with God.

**Possible Activities**

- Show the children something you have that reminds you of something important in your life, such as a wedding ring, a picture, or a journal. Let the children share their own examples. Read together Genesis 9:15–17 (see also Joseph Smith Translation, Genesis 9:21–25 [in the Bible appendix]). What does Heavenly Father want us to think about when we see a rainbow?
- Remind the children of the covenants they made when they were baptized and that they renew each time they take the sacrament (see Mosiah 18:8–10; Doctrine and Covenants 20:77, 79). Let the children draw or create something to remind them of their covenants.

**GENESIS 11:1–9****The only way to reach heaven is by following Jesus Christ.**

While people today might not try to build towers in order to reach heaven, many try to find peace and happiness by following paths other than the one Jesus Christ has established. How might you use the story of the Tower of Babel to teach this principle?

**Possible Activities**

- Ask the children to share what they know about the story of the Tower of Babel (see Genesis 11:1–9). According to Helaman 6:28, why did the people of Babel build the tower? Why was building this tower the wrong way to reach heaven? What advice would we give to the people of Babel?
- Invite the children to search 2 Nephi 31:20–21 and Helaman 3:28 to find the right way to reach heaven. Bear your testimony of the Savior Jesus Christ.

**Encourage Learning at Home**

Invite the children to think of ways they will teach their families about the stories they learned in Primary. For example, they could use pictures they drew or this week’s activity page.

**Improving Our Teaching****Seek to understand the children you teach.**

As you teach the children, pay particular attention to their questions, their comments, and the stories or principles that seem especially meaningful to them. Knowing these things will help you focus on their needs.

**Following the prophet will bless me and my family**  
(see Genesis 6:14-22; 7-8; Moses 8:16-30).

Color the ark and picture strip, and cut them out. Tape the picture strip together, and put it through the window on the ark to tell the story of Noah and his family. You can also write or draw on the ark some of the things our living prophet has taught that will bless you and your family.

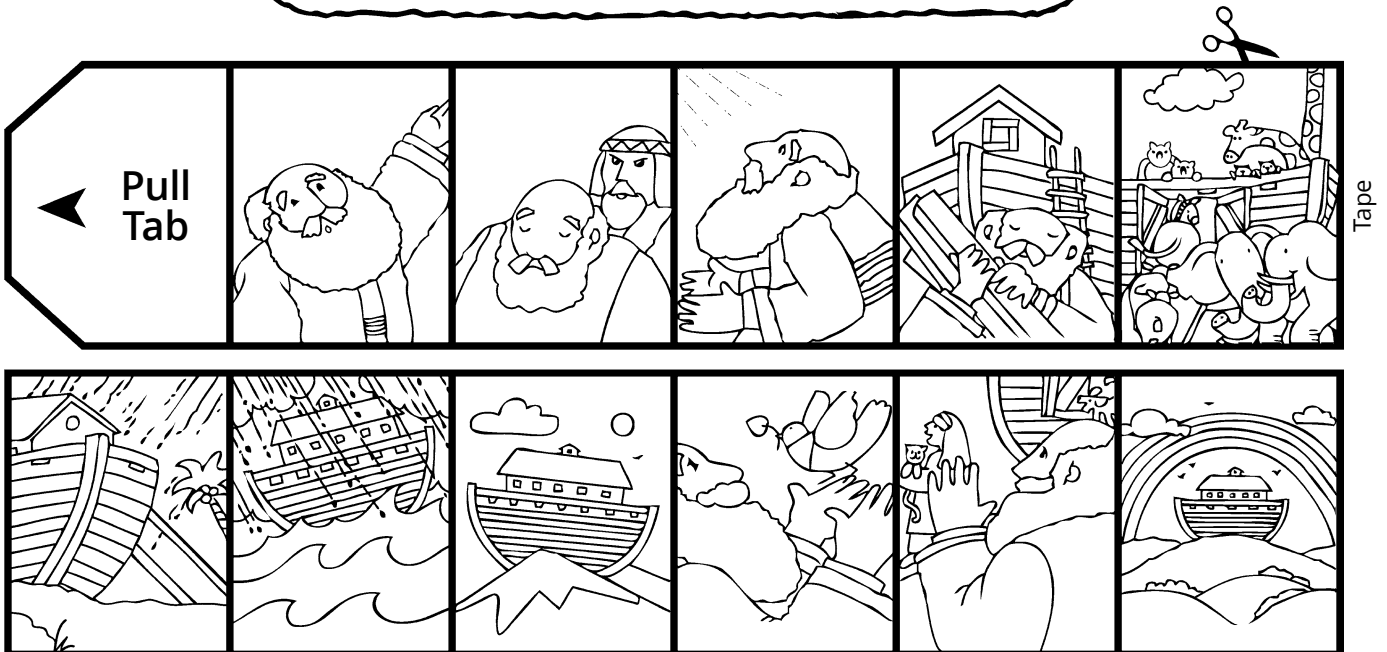
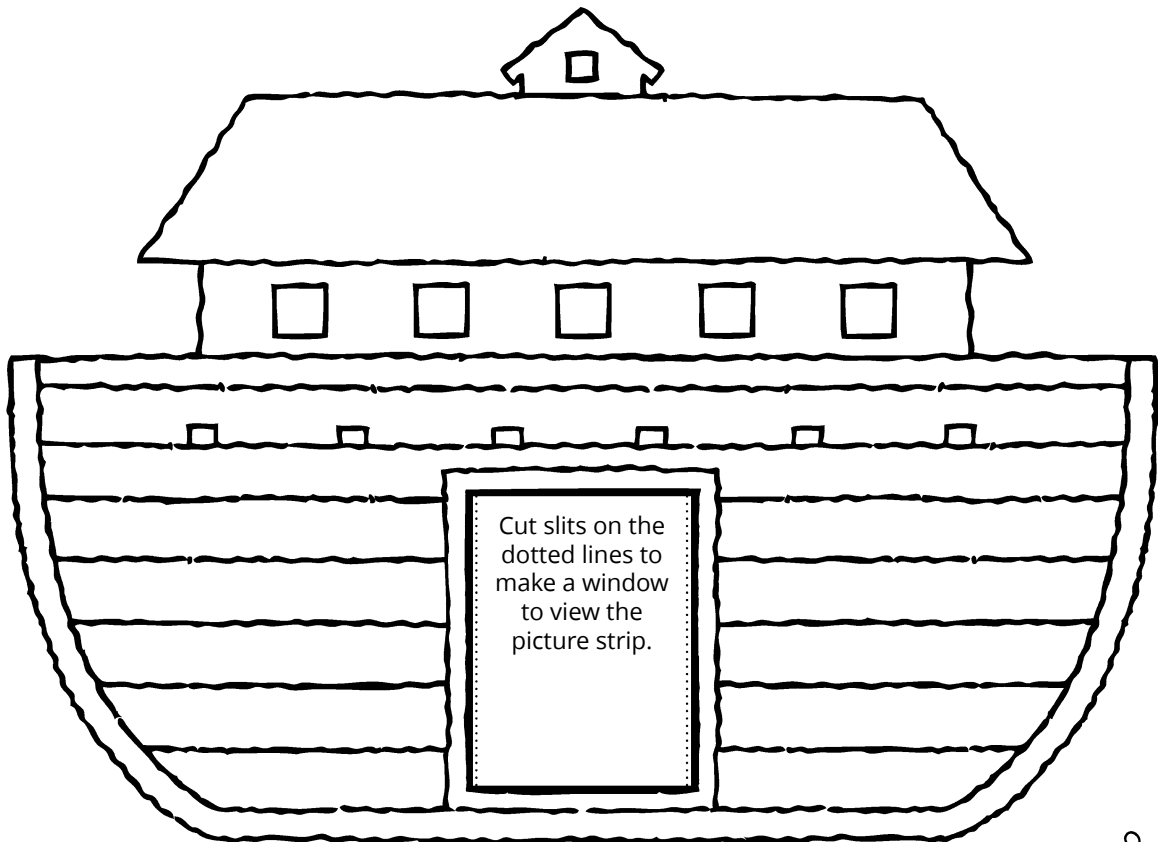




Illustration of Abraham and Sarah, by Dileen Marsh

FEBRUARY 7-13

## Genesis 12-17; Abraham 1-2

“TO BE A GREATER FOLLOWER OF RIGHTEOUSNESS”

Remember that it is not necessary—or even possible—to cover everything in this outline. Let the Spirit guide you to the principles and activities that will be most meaningful to the children you teach.



### Invite Sharing

The families of the children you teach were invited to learn about Abraham and Sarah this past week. Give the children an opportunity to share something they know about Abraham or Sarah.



### Teach the Doctrine: Younger Children

**ABRAHAM 1:18; 2:8**

#### Jesus Christ can lead me by the hand.

Abraham wanted to be righteous even though members of his family were wicked. The Lord said to him, “I will lead thee by my hand” (Abraham 1:18). Just as God promised to help Abraham, He can lead the children you teach when they desire to choose the right.

#### Possible Activities

- Read to the children Abraham 1:18 and 2:8, and invite the children to listen for a part of the body

that is mentioned in both verses. How would it feel to have Jesus Christ lead us by the hand or to have His hand protecting us? Testify that Jesus leads us by guiding us through His Spirit.

- Use “Abraham and Sarah” (in *Old Testament Stories*) to help the children understand that people around Abraham were doing bad things, but Abraham wanted to do what was right and the Lord helped him. How do Heavenly Father and Jesus Christ help us when we try to choose the right? Sing a song related to this principle, such as “Teach Me to Walk in the Light” (*Children’s Songbook*, 177).
- Show several pictures of the Savior (see *Gospel Art Book*, nos. 38, 39, 40, and 41), and help the children see things that He did with His hands. What can we do with our hands to help others?

**GENESIS 13:5-12**

#### I can be a peacemaker.

When Abraham’s herdsmen and Lot’s herdsmen disagreed over their grazing land, Abraham proposed a solution that brought peace. You can use this example to inspire the children to be peacemakers.

#### Possible Activities

- Share with the children the story from Genesis 13:5–12, and invite them to act it out. Let the

children take turns pretending to be Abraham, his nephew Lot, and the herdsmen. Suggest ways they can follow Abraham's example of being a peacemaker, such as taking turns with a toy when playing with a friend. Invite them to role-play these examples.

- Read Matthew 5:9, and explain that Jesus wants us to be peacemakers. Help the children think of what they can do to be peacemakers at home or with friends. Invite them to draw a picture of themselves being a peacemaker. Ask the children to share how they feel when they are peacemakers like Jesus Christ.

#### GENESIS 15:1–6; 17:1–8; ABRAHAM 2:9–11

### It is important to keep my promises.

Learning about the covenant that God made with Abraham and Sarah can help the children understand what it means to keep promises. It can also help them prepare to make and keep covenants.

#### Possible Activities

- Ask the children if they know what a promise or covenant is. Invite them to share experiences when they made a promise or someone made a promise to them. If it's helpful, share some examples of your own. Help the children understand that Abraham and Sarah promised to obey God. Choose a few phrases from Genesis 15:1–6; 17:1–8; Abraham 2:9–11 to share some of the blessings God promised to them. These might include "Fear not, Abram: I am thy shield," "Thou shalt be a father of many nations," or "All the families of the earth [shall] be blessed."
- What are some simple promises the children could make and keep during class? For instance, ask them to promise to stay in their seats for a few minutes or put away their chairs at the end of class. Share with them a time when you made a promise and kept it, and invite them to share any experiences they have had. Help them

understand that they will make promises with Heavenly Father when they are baptized and when they go to the temple.



## Teach the Doctrine: Older Children

#### ABRAHAM 1:12–17

### Heavenly Father hears and answers my prayers.

When Abraham's life was in danger, he called on God and was rescued. The children you teach may have their own experiences with prayer they can share.

#### Possible Activities

- Display the picture *An Angel Saves Abraham* (ChurchofJesusChrist.org), and invite the children to share what they know about the story it depicts, found in Abraham 1:12, 15–17. Ask the children to read these verses and share things they learn about prayer.
- Invite the children to share experiences when Heavenly Father answered their prayers, and share one of your own experiences.

#### GENESIS 13:5–12

### I can be a peacemaker.

We all face situations that tempt us to become frustrated and contentious. Consider how the story of Abraham and Lot could help the children be peacemakers in such situations.

#### Possible Activities

- Write *Main Characters*, *Setting*, *Problem*, and *Solution* on the board. Invite the children to read

Genesis 13:5–12 and identify the parts of the story listed on the board. Help the children think of situations when they could be peacemakers, such as when someone argues or tries to fight. Then invite them to role-play how they could be peacemakers in those situations.

- Help the children find the topics “Peace” and “Peacemaker” in the Guide to the Scriptures ([scriptures.ChurchofJesusChrist.org](http://scriptures.ChurchofJesusChrist.org)). Invite each child to select a scripture about peace and share what he or she learns with the class. Help them think of some examples of the Savior being a peacemaker, such as in Luke 22:50–51. How can we follow His example?



*Lot's Choice*, © Providence Collection/licensed from goodsalt.com

### GENESIS 17:1–8; ABRAHAM 2:8–11

#### I can keep the covenants I make with Heavenly Father.

Teaching the children about the covenant God made with Abraham and Sarah can help them think about their own covenants.

#### Possible Activities

- Invite the children to read Genesis 17:1–8 and Abraham 2:8–11 and make two lists: what Abraham was asked to do and what the Lord promised him in return. What do we learn about the Lord from these verses?
- Show a picture of someone getting baptized (see *Gospel Art Book*, nos. 103, 104). Ask the children to list the promises a person makes at baptism and the promises God makes in return. Suggest that the children look in Mosiah 18:10; Doctrine and Covenants 20:37, 77, 79 for help. What can we do to keep the covenants we made at baptism?



#### Encourage Learning at Home

Send a note home with the children to encourage their family members to notice when the children are being peacemakers, keeping promises, or doing something else you talked about in class.

#### Improving Our Teaching

**Children are active.** At times it may seem that the children's high energy distracts from learning, but you can use their energy as part of their learning. Invite them to act out a story or do actions that go with words in a song or scripture. (See *Teaching in the Savior's Way*, 25–26.)



**It is important to keep my promises (see Genesis 15:1-6; 17:1-8; Abraham 2:9-11).**

Abraham and Sarah promised to obey God. God also made a promise to them.  
Draw a line from dot to dot to see how God blessed them.





Sarah and Isaac, by Scott Snow

FEBRUARY 14–20

## Genesis 18–23

“IS ANY THING TOO HARD FOR THE LORD?”

As you seek to meet the needs of the children you teach, consider the ideas for both older and younger children in this outline.



### Invite Sharing

To help the children share what they already know about Genesis 18–23, show pictures of one or more events from these chapters, and ask the children to share anything they remember about the story.



### Teach the Doctrine: Younger Children

**GENESIS 18:9–14; 21:1–7**

#### I can trust God to keep His promises.

Even though God had promised that Sarah and Abraham were going to have a son, as they got older, it seemed unlikely that the promise would be fulfilled. How can you use this story to help the children have faith that God will always keep His promises?

#### Possible Activities

- Summarize God’s promise to Abraham and Sarah that they would have a child and the fulfillment of this promise (see Genesis 17:15–19; 18:9–14; 21:1–7). Or invite a couple in the ward to dress up

as Abraham and Sarah and tell their story. Help the children understand that Abraham and Sarah were too old to have children. Ask them the question from Genesis 18:14, “Is any thing too hard for the Lord?” Testify that the Lord can fulfill His promises, even if they seem impossible.

- Make a promise to the children that you will fulfill at the end of class (for example, that you will allow them to color a picture). Throughout class, remind them of your promise, and then fulfill it. Explain that the Lord always keeps His promises.
- Ask the children to share a time when they had to wait for something that they really wanted. With the children, sing a song that testifies of God’s promises, such as “Keep the Commandments” (*Children’s Songbook*, 146–47). Help the children identify things that God has promised us if we are faithful.
- Show a picture of a baptism or of the sacrament (see *Gospel Art Book*, nos. 103, 104, 107, 108). Help the children learn about the promises we make with God, and what God promises in return, when we are baptized and take the sacrament. (See *True to the Faith*, 23–25.)

**GENESIS 22:1–14**

#### Abraham obeyed the Lord.

It was very difficult for Abraham to follow the commandment to sacrifice his son. Ponder how you can

appropriately use this story to encourage the children to obey God even when it is hard or they don't fully know the reasons for His commandments.

### Possible Activities

- Show a picture of Abraham and Isaac (see this week's study outline in *Come, Follow Me—For Individuals and Families*), and use it to tell the story of Abraham and Isaac (see also "Abraham and Isaac," in *Old Testament Stories*). Show a picture of Jesus Christ, and talk to the children about how the story of Abraham and Isaac can remind us of the sacrifice Heavenly Father and Jesus Christ made for us.
- Play a simple game that requires the children to follow directions. For example, the directions could lead to a picture of the Savior hidden in the classroom. What are some things Heavenly Father has asked us to do? Help the children understand that keeping His commandments will help us return to live with Him and Jesus Christ again.



## Teach the Doctrine: Older Children

### GENESIS 18:9–14; 21:1–7

#### The Lord fulfills His promises, even when they seem impossible.

Abraham and Sarah were told that they would have a son, but it seemed impossible—Abraham was 100 years old, and Sarah was 90 (see Genesis 17:17). God fulfilled His promise, and this story can help the children you teach strengthen their faith in God's promises for them.

### Possible Activities

- Write each word from the first sentence of Genesis 18:14 on a separate piece of paper, and give one to each child. Then ask the class to put the words in the correct order. Read Genesis 18:9–14; 21:1–7 with the children to find one example from the lives of Sarah and Abraham when the Lord did something that seemed impossible. What can we learn from the experience of Sarah and Abraham that can encourage us to trust God's promises?
- Show pictures of scripture stories in which God did something that seemed unlikely or difficult (for example, see *Gospel Art Book*, nos. 7, 8, 25, 26). Ask the children to share what they know about the events depicted in these pictures, and help them see how the Lord fulfilled His promises in each instance. Share how the Lord has kept His promises in your life or in the lives of people you know (for some examples of the Lord's promises, see Malachi 3:10; John 14:26–27; Doctrine and Covenants 89:18–21). Let the children share similar examples they know of.

### GENESIS 19:15–26

#### I can flee wickedness.

The account of Lot and his family fleeing a wicked city could inspire the children you teach to flee evil influences in their lives.



*Fleeing Sodom and Gomorrah*, by Julius Schnorr von Carolsfeld

### Possible Activities

- Summarize Genesis 19:15–26 by explaining that Lot’s family lived in a very wicked city, and angels warned them to leave. Read together verses 15–17, 26, and help the children think about what it might mean for them today to “escape” evil and “look not behind” (verse 17).
- Display a picture of the Savior, and ask the children to take a step toward it as they share one thing they can do to flee wickedness and come closer to Christ.
- Discuss situations in which a friend might invite the children to do something they know isn’t right. How would we “flee” these situations? What could we say to our friend?

### GENESIS 22:1–14

#### Heavenly Father sent His Son, who sacrificed Himself for us.

As you teach about Abraham’s willingness to sacrifice Isaac, be sensitive to the feelings of the children. Use this story to help the children strengthen their love and appreciation for the Savior’s sacrifice.

### Possible Activities

- To help the children learn the story in Genesis 22:1–14, read the verses to them, and invite them to draw pictures of what you are reading. Why would the Lord’s commandment to sacrifice Isaac have been hard for Abraham to keep? What do we learn about Abraham from this story?

- Use pictures of Abraham and Isaac and of the Crucifixion (see *Gospel Art Book*, nos. 9, 57) to compare the story in Genesis 22 with the Savior’s sacrifice (see Matthew 27:26–37). What can we learn about Heavenly Father and Jesus Christ from the accounts of Abraham and Isaac and of the Crucifixion?
- Show the video “For God So Loved the World” ([ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)), or sing together a song about the Savior’s sacrifice, such as “He Sent His Son” (*Children’s Songbook*, 34–35). Invite the children to talk about how Jesus’s sacrifice shows Heavenly Father’s love for us.



### Encourage Learning at Home

Invite the children to share with their families about a time when God blessed them when they obeyed one of His commandments.

### Improving Our Teaching

**Encourage reverence.** As needed during class, you might remind children to be reverent. You could do this by quietly singing or humming a song or by displaying a picture of Jesus.

**Abraham obeyed the Lord (Genesis 22:1-14).**

Cut out the arrow, and attach it to the middle of the circle. Turn the arrow around to a picture, and share how you can obey the Lord by following the commandment shown in the picture.

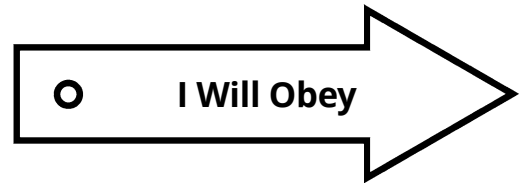
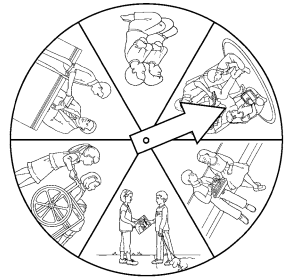






Illustration of Rebekah, by Dilean Marsh

FEBRUARY 21-27

## Genesis 24-27

THE COVENANT IS RENEWED

As you read Genesis 24-27 and prepare to teach, think about the children in your class. What do they need to learn? Which of these activities will be meaningful to them? Based on their needs, you can adapt any of the activities included here or those found in *Come, Follow Me—For Individuals and Families*.



### Invite Sharing

Under each child's chair, place a question about an event or principle in Genesis 24-27. Let the children answer the questions if they can, or invite them to listen for answers during the lesson.



### Teach the Doctrine: Younger Children

GENESIS 24:10-21

#### I can be kind to others.

Abraham's servant was impressed with the remarkable kindness that Rebekah showed to him by offering water not only to him but to his 10 camels as well. Her example can be a reminder for the children to always be kind to others.



A well in ancient Beer-sheba, where Abraham and Isaac dug wells.

### Possible Activities

- Show the picture of Rebekah in this week's activity page. Point out details in the picture as you summarize the story in Genesis 24:10-21, in which Rebekah showed kindness to the servant of Abraham. Point out that her words and act of kindness were the sign that Rebekah was the one that God wanted to marry Abraham's son Isaac. Invite the children to pretend to be the servant arriving with his camels or Rebekah getting water for them. Give them phrases to recite from the scriptures, such as "Let me . . . drink a little water" (verse 17) and "I will draw water for thy camels also" (verse 19). Why is it important for us to be kind to others?

- Tell a story about how the Savior showed kindness to someone. Invite some of the children to share their own experiences of showing kindness.
- Suggest several scenarios in which a child can show kindness, such as playing with friends or meeting someone new at school. Ask the children what they could do to be kind in these scenarios.
- Sing with the children a song about kindness, such as “Kindness Begins with Me” or “I’m Trying to Be like Jesus” (*Children’s Songbook*, 145, 78–79). Invite the children to listen for the word “kindness” (or a similar word) and stand when they hear it. How can we show kindness to others? This week’s activity page could help with this discussion.

#### GENESIS 25:29–34

### I can choose the things that are most important.

Because Esau was the oldest child in his family, he was supposed to get special responsibilities and privileges, called a birthright. One day when Esau was hungry, he traded his birthright to his brother, Jacob, for some food. This story can teach the children that we should choose lasting things over temporary satisfaction.

#### Possible Activities

- Bring to class some objects that could help tell the story of Esau selling his birthright, such as a bowl and a picture of someone getting a priesthood blessing. Invite the children to use the objects as they tell you what they know about the story. “Jacob and Esau” (in *Old Testament Stories*) can help. Read together Genesis 25:34, and explain that whoever had the birthright would have special privileges and responsibilities to care for the rest of the family.
- Show the children two pictures: one of something of great spiritual worth (like a temple) and one of something that brings only temporary happiness

(such as a game, toy, or treat). Ask them to choose which thing will better help us return to our Heavenly Father. Repeat with other pictures.

- Sing a song about making good choices, such as “Choose the Right Way” (*Children’s Songbook*, 160–61) with the children. Testify that we are blessed and happy when we choose the right.



## Teach the Doctrine: Older Children

#### GENESIS 24:1–28

### I will be blessed as I act in faith and show kindness to others.

Abraham’s servant showed faith by trusting God’s guidance to find a wife for Isaac. Rebekah showed kindness in the way she treated Abraham’s servant. How can you help the children you teach follow the examples of Abraham’s servant and Rebekah?

#### Possible Activities

- Read Genesis 24:1–28 together, and help the children identify examples of faith and kindness (see, for example, verses 12–14 and 17–20). How were Abraham’s servant and Rebekah blessed by showing faith and kindness? Write on the board *We can show faith by . . .* and *We can show kindness by . . .*, and invite the children to suggest ways to complete these sentences.
- On strips of paper, write things Abraham’s servant said or did and things Rebekah said or did in Genesis 24:1–28. Invite the children to each select a strip of paper and work together to guess who said or did these things (they can refer to the scriptures if they need help). What does this story teach us about kindness? What does it teach us about

faith? Other examples of kindness and faith are found in Genesis 24:29–33, 58–61.

- Invite the children to think of an act of kindness they have seen. Invite them to write it down and share it with the class or their families at home. How do we feel when someone is kind to us?

#### GENESIS 25:21–34

### I will value eternal things instead of temporal things.

Esau chose to trade something of great value, his birthright, for something of lesser value, some bread and a bowl of soup. As you read these verses, ponder how you can help the children prioritize things that are eternally important.

#### Possible Activities

- Read together the story of Jacob and Esau in Genesis 25:21–34. As you read, invite each child to choose something to draw from the story. Then invite them to use their pictures to tell the story in their own words. If they need help understanding what a birthright is, encourage them to read “Birthright” in the Bible Dictionary or Guide to the Scriptures (ChurchofJesusChrist.org). Invite the children to imagine that Esau asked for our advice about whether he should trade his birthright for the pottage; what would we say to him?
- Tell about a time when you had to sacrifice something good for something else of greater value. Or show the video “Continue in Patience” (ChurchofJesusChrist.org). How does your story or the story in the video relate to the choice Esau made in Genesis 25:29–34? Help the children think of blessings Heavenly Father wants to give them (such as a stronger testimony, temple blessings, or eternal life with Him). Encourage them to think of things they would be willing to sacrifice in order to receive these valuable blessings.



### Encourage Learning at Home

Invite the children to think of a goal they can set for themselves about a principle they have learned in Primary today. For example, they can set a goal to be kind to others at home.

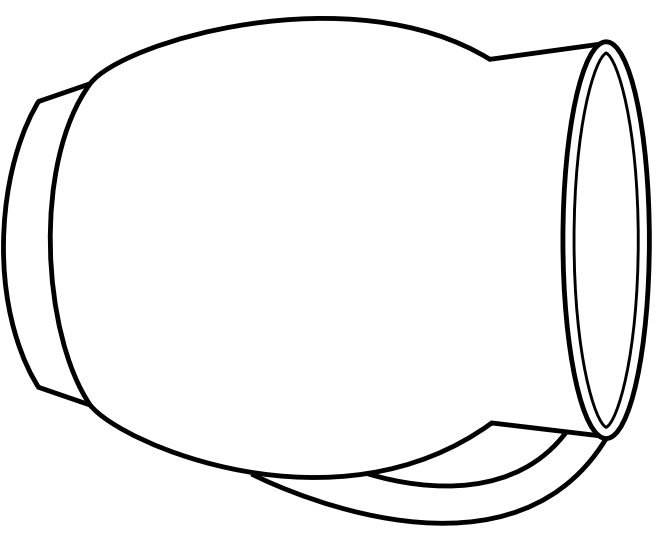
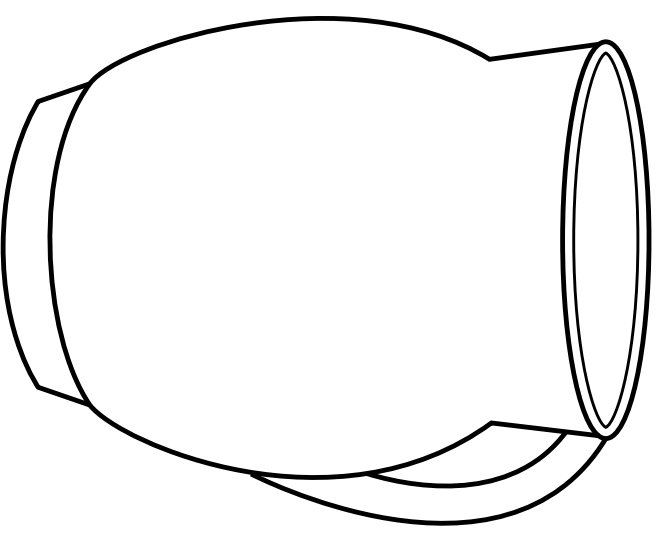
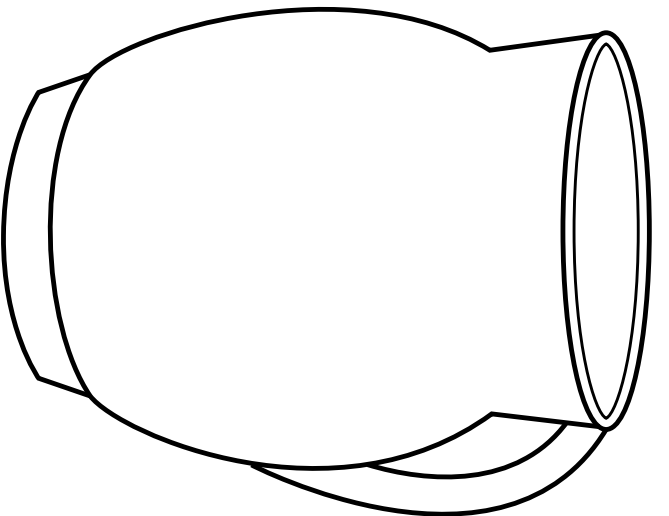
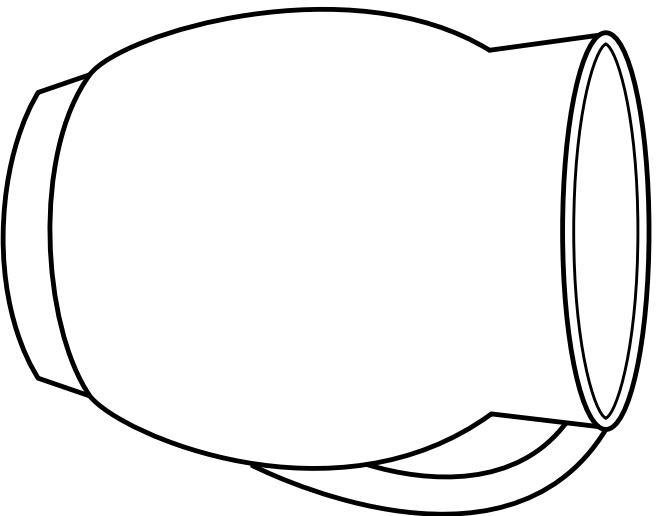
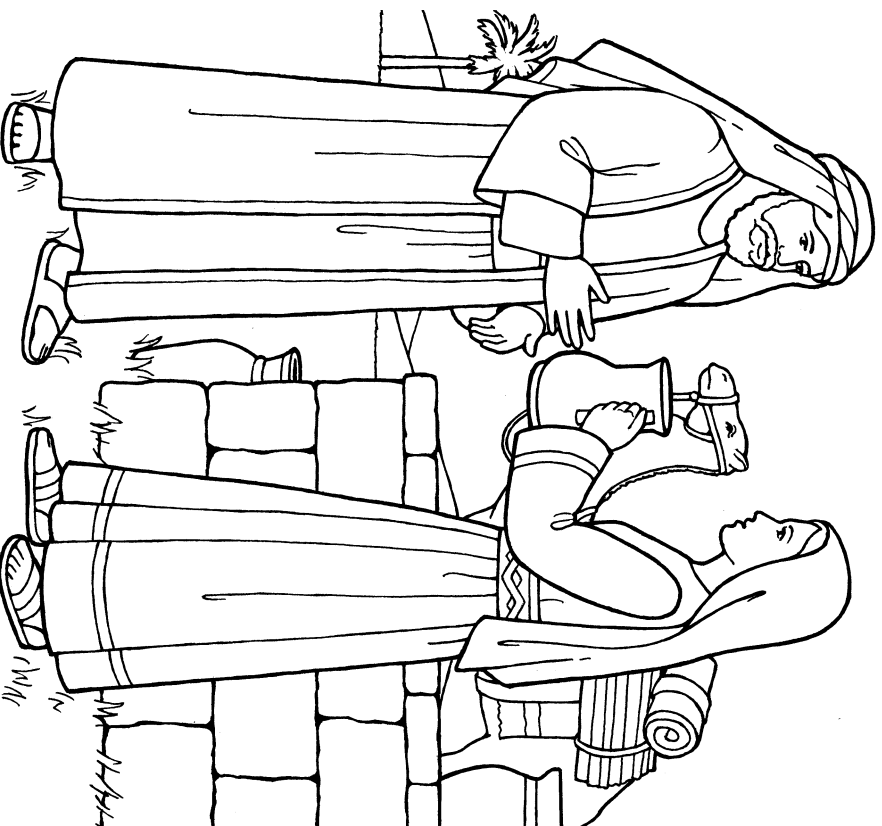
#### Improving Our Teaching

##### Children like to share what they are learning.

Although they are young, children can strengthen their family members. Encourage them to share with their family members something they learned in Primary. (See *Teaching in the Savior's Way*, 30.)

**I can be kind to others (Genesis 24:10-21).**

Color the picture of Rebekah giving water to Abraham's servant. Write or draw in the six pitchers different things you can do to show kindness to people you know. Keep this page somewhere where it will remind you to do these acts of kindness.





FEBRUARY 28–MARCH 6

## Genesis 28–33

“SURELY THE LORD IS IN THIS PLACE”

As you read Genesis 28–33, ponder how the stories and principles in these chapters can bless the children you teach.



### Invite Sharing

Invite the children to toss or roll a ball to each other. When the children catch the ball, ask them to share something they are learning from the Old Testament, either at home or in Primary.



### Teach the Doctrine: Younger Children

**GENESIS 28:10–22**

#### Covenants help me return to Heavenly Father.

In a dream, Jacob saw a ladder leading up to heaven. The steps on the ladder can represent covenants we make with God, because these covenants help prepare us to return to His presence.

#### Possible Activities

- Read Genesis 28:12–13 to the children. Explain that the steps on the ladder can represent covenants that help us return to Heavenly Father. Invite the children to pretend they are

climbing a ladder as you talk about times when we promise to obey God, such as when we are baptized, take the sacrament, or go to the temple. Help the children think of ways they can prepare to make covenants when they are baptized.

- Read Genesis 28:15 to the children, emphasizing the words “I am with thee” and “I will not leave thee.” Explain that God has promised to always be with us as we try to choose the right. Help the children think of things they can do to feel closer to Heavenly Father and Jesus Christ.

**GENESIS 29:16–28**

#### I should always keep my promises.

Jacob agreed to work for Laban for seven years so that he could marry Laban’s daughter Rachel. Jacob kept this agreement, but Laban did not. Consider using this story to teach the children about the importance of keeping our promises.

#### Possible Activities

- Read Genesis 29:18, 20 to the children, and explain that Jacob kept his promise to work seven years for Laban so he could marry Rachel, even though this was a long time to work (see also “Jacob and His Family,” in *Old Testament Stories*). Help the children think of promises they might make to other people. Why is it important to keep our promises? Help them understand that

a covenant is a sacred promise between God and each of us. Bear your testimony that Heavenly Father and Jesus Christ always keep Their promises.

- Sing together and discuss a song about honesty, such as “I Believe in Being Honest” or “Stand for the Right” (*Children’s Songbook*, 149, 159).

#### GENESIS 33:1–4

### Heavenly Father and Jesus Christ can help me love my family.

Most children know what it’s like to be angry with a sibling. The story of how Jacob and Esau overcame their anger toward each other may be inspiring to them.



Illustration of Jacob and Esau embracing, by Robert T. Barrett

#### Possible Activities

- Help the children remember why Esau was angry at Jacob (see Genesis 27:41 or “Jacob and Esau,” in *Old Testament Stories*). Ask the children to show you what an angry face looks like. Explain that after many years, Jacob was afraid to visit Esau. Ask the children to show you what a scared face looks like. What should we do when we are afraid? Invite the children to pretend to pray while you read what Jacob said in his prayer (see Genesis 32:11). Then read in Genesis 33:4 what happened when Esau saw Jacob. Ask the children to show you how Jacob’s and Esau’s faces might have looked when they saw each other again.

- Show the picture of Jacob and Esau found in this outline. Let the children describe what they see in the picture. Tell them that there had been bad feelings between these two brothers, but they chose to forgive each other. Help the children think of how they could show more love to someone in their family, just as Jacob and Esau showed love to each other.



### Teach the Doctrine: Older Children

#### GENESIS 28:10–22

### Covenants help me return to Heavenly Father.

You can use Jacob’s dream of a ladder ascending into heaven to teach the children that keeping our covenants prepares us to enter God’s presence.

#### Possible Activities

- Invite the children to read Genesis 28:10–15 and then draw a picture of Jacob’s dream. Ask them to share their pictures. Explain that the ladder represented a way for Jacob to return to God. What has God given to help us return to Him? (see this week’s activity page). Remind the children of their baptismal covenant. How does living this covenant bring us closer to God?
- Show a picture of a temple, and write on the board key phrases from Genesis 28:15–17, such as: “I am with thee,” “The Lord is in this place,” “The house of God,” or “The gate of heaven.” Invite the children to find these phrases. Tell the children about how the temple and temple covenants help you feel close to the Lord.



**GENESIS 29:16–30****I believe in being honest.**

Jacob kept his promise to serve Laban for seven years, but Laban tricked him. How can you use this story to help the children understand the importance of being honest even when others are dishonest?

**Possible Activities**

- Read together Genesis 29:16–30, and help the children summarize the events in these verses. How did Jacob react to being tricked? What can we learn from this account?
- On the board write *What happens when we are dishonest?* and *What happens when we are honest?* Invite the children to find answers by reading “Honesty and Integrity” (in *For the Strength of Youth* [2011], 19).

**GENESIS 32:6–11; 33:1–4****Heavenly Father and Jesus Christ can help me love my family.**

Esau was mad at Jacob, and Jacob was afraid to see Esau again, even after 20 years of being apart. But Jacob prayed for help, and Esau was able to overcome his anger. How can you use this story to teach children the importance of loving our families?

**Possible Activities**

- Ask the children what they remember about the relationship between Jacob and Esau (see Genesis 27:41 or “Jacob and Esau,” in *Old Testament Stories*). Explain that after being away for about

20 years, Jacob was going to meet Esau again. Read together Genesis 32:6–11. How did Jacob feel? What did he do to get help? Testify that we can ask Heavenly Father for help when our family relationships are difficult. Read together Genesis 33:1–4 to discover how the Lord answered Jacob’s prayer.

- Share a personal experience or a story from a Church magazine about how to show greater love in our families. Invite the children to share their experiences as well. What can we do when a family member is angry toward us? To learn about what the Savior has taught us to do, see Matthew 5:43–45.

**Encourage Learning at Home**

Invite the children to share this week’s activity page with their families to help them learn from and remember Jacob’s dream.

**Improving Our Teaching****Use pictures to help children understand scripture stories.**

Children often learn better when they can look at pictures of scripture stories or teachings. For instance, you could show a picture from this week’s outline in *Come, Follow Me—For Individuals and Families*.

**Covenants help me return to Heavenly Father (Genesis 28:10–22).**

In the space between the steps on Jacob's ladder, write or draw things you can do to feel closer to God.

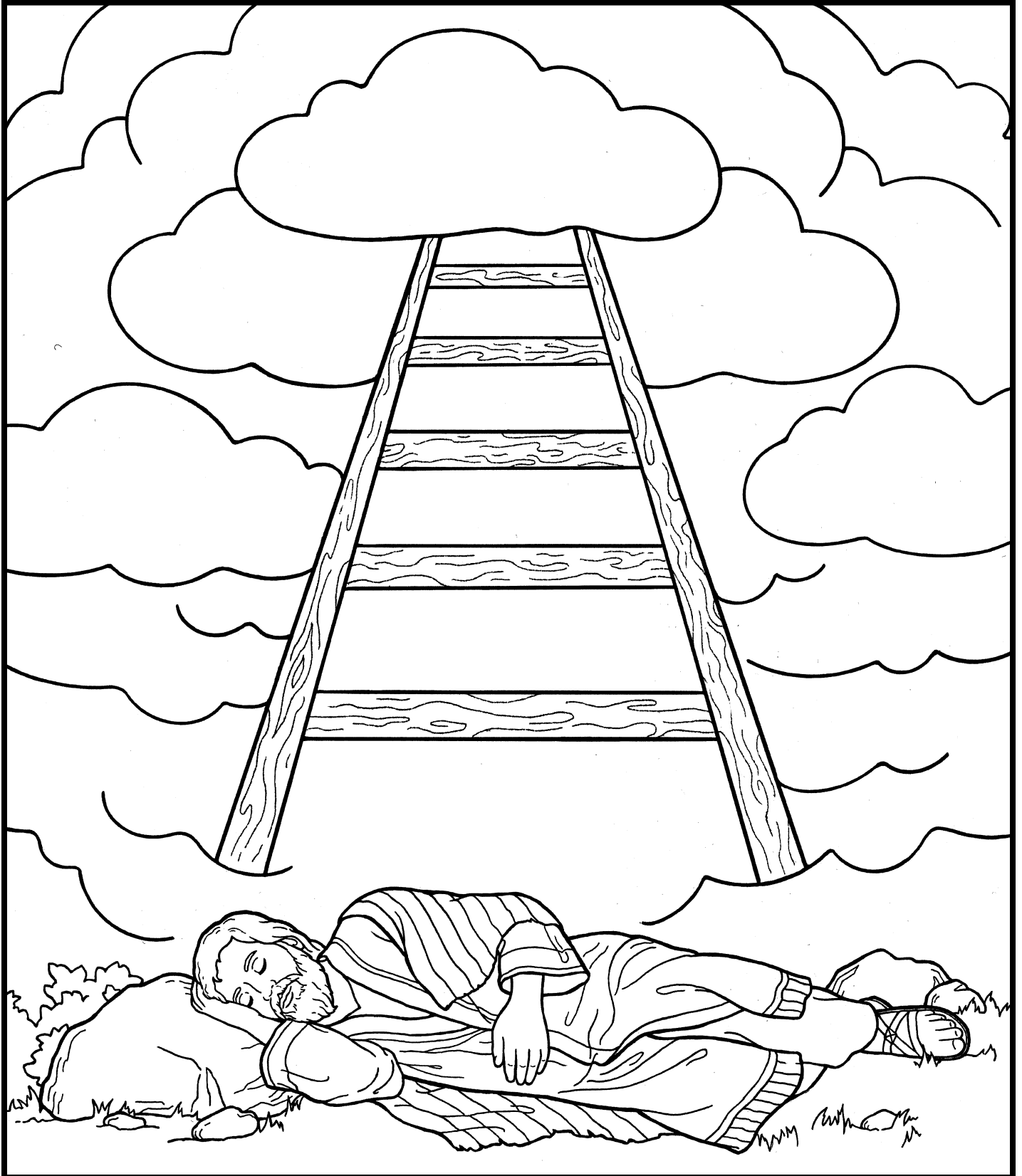




Illustration of Joseph of Egypt in prison, by Jeff Ward

MARCH 7-13

## Genesis 37-41

"THE LORD WAS WITH JOSEPH"

What truths from Genesis 37-41 do the children in your class need to better understand? Pay attention to the promptings that come to you as you prepare to teach.



### Invite Sharing

Give the children a few minutes to draw something they have learned about the gospel at home or at church. Ask the children to share and talk about their drawings.



### Teach the Doctrine: Younger Children

#### GENESIS 37

#### I can be kind to my family.

Joseph's brothers were jealous of him and treated him unkindly. How can you help the children understand the importance of being kind to others, especially family members?

#### Possible Activities

- To tell the story of Joseph and his brothers from Genesis 37, you could use the pictures in *Come, Follow Me—For Individuals and Families* or "Joseph in Egypt" (in *Old Testament Stories*). Let the children help by sharing details they know about the

story. Ask them questions such as, "How were Joseph's brothers unkind to him?" Help the children think of things the brothers could have done to show love to Joseph. What should we do when we feel anger toward members of our family?

- Show a picture of a family (see *Gospel Art Book*, no. 112), or invite the children to draw pictures of their families. Ask them to share ways they can be kind to their family members.
- Sing together a song about loving our families, such as "A Happy Family" (*Children's Songbook*, 198). What can we do to help our families be happy?
- Let the children color this week's activity page and, in the space provided, draw a picture of family members being kind.

#### GENESIS 37:18-28; 39:20-23

#### God can help me when bad things happen.

Many bad things happened to Joseph, but he chose to keep the commandments and the Lord was with him. Young children can learn from this that God wants to help them during hard times in their lives.

#### Possible Activities

- Describe some of the difficult things that happened to Joseph (see Genesis 37:23-28; 39:20; or "Joseph's Inspired Dreams" and "Joseph in

Egypt,” in *Old Testament Stories*). After you tell the children about each difficulty Joseph faced, invite them to repeat, “The Lord was with Joseph” (Genesis 39:2).

- Share pictures of the Savior helping people who were facing challenges (see *Gospel Art Book*, nos. 40–43). Invite the children to share how the Savior was helping the people. Share your testimony that the Lord can help us when bad things happen to us.
- Sing a song about the Savior’s loving care for us, such as “Jesus Is Our Loving Friend” (*Children’s Songbook*, 58). Share an experience when you have felt God’s love during a challenging time. Show a picture of Jesus, and invite the children to share how they feel about Him.

#### GENESIS 41:15–36, 47–57

##### God can warn me of danger.

God helped Joseph understand that Pharaoh’s dreams were a warning to prepare for hard times coming in the future. Help the children understand that God can warn them of danger, including spiritual danger.



*Joseph Interpreting the Butler and Baker's Dreams*, by François Gérard

##### Possible Activities

- Scatter pictures of food around the room, and invite the children to gather them and “store” them in a container. Use this activity to tell the children about how God warned Pharaoh to prepare for

a time when there wouldn’t be food (see Genesis 41:15–36, 47–57). Let the children draw pictures of the things Pharaoh dreamed about and then use their pictures to teach their families at home.

- Show a picture of the current prophet. Tell the children about teachings or warnings God has given us through him. Explain that we will be blessed and protected as we follow the prophet. Invite the children to act out things they can do to follow the prophet’s counsel.



## Teach the Doctrine: Older Children

#### GENESIS 39:1–3, 20–23; 41:38

##### If I am faithful, God will help me during difficult times.

Even though Joseph had many difficult trials, he remained faithful and “the Lord was with him” (Genesis 39:3). His experiences can help the children feel confident that God will help them during trials.

##### Possible Activities

- Ask the children to find words or phrases in Genesis 39:1–3, 20–23; 41:38 that show that God was with Joseph during his hard times. If possible, invite the children to make a small sign displaying one of the phrases they found. Encourage them to take their signs home to remind them that the Lord will be with them during their trials.
- Invite the children to share what they think the phrase “the Lord was with Joseph” means (Genesis 39:2). Invite them to share experiences when they felt that the Lord was with them or their families during a hard time. Share similar experiences from your life.

**GENESIS 37:3–28****I can be happy when good things happen to others.**

Jealousy led Joseph’s brothers to make terrible choices. Their wrong choices hurt Joseph and broke their father’s heart. This story can help the children choose to be happy when others are blessed by the Lord.

**Possible Activities**

- Invite the children to review Genesis 37:3–11 and draw pictures of Joseph’s coat and his two dreams. How did Joseph’s brothers feel about Joseph? How could they have responded differently? Discuss why it is important to be happy when good things happen to other people.
- Ask the children to share some situations in which a person might feel jealous of someone else. Sing together a song about showing love to others, such as “Love One Another” (*Children’s Songbook*, 136–37). Emphasize that Heavenly Father can help us replace feelings of jealousy with feelings of love.

**GENESIS 39:7–12****With the Lord’s help, I can flee temptation.**

As the children you teach face temptations throughout their lives, they can gain strength from Joseph’s example of fleeing temptation.

**Possible Activities**

- Show a picture of Joseph and Potiphar’s wife (see *Gospel Art Book*, no. 11), and share the story in Genesis 39:7–12. How did Joseph resist temptation? Help the children find words in Genesis

39:7–12 that answer this question—for example, Joseph knew that being with Potiphar’s wife would be a “sin against God” (verse 9).

- Invite the children to think of situations in which children their age might be tempted to make wrong choices. Ask them to role-play how they could follow Joseph’s example in these situations—for example, what are some ways we can remember God when we are tempted?
- Display two magnets, representing God and Satan, and a small metal object like a paper clip, representing us. Use the magnets to illustrate that the closer we are to God, the stronger His influence will be on us, and the same is true of getting closer to Satan. What can we do to draw close to God? How can the Holy Ghost help us?

**Encourage Learning at Home**

Invite the children to share ways to complete the following sentence: “I can be like Joseph by \_\_\_\_\_.” Ask them to share with their families how they completed the sentence.

**Improving Our Teaching**

**Invite sharing.** As you discuss gospel principles, ask the children to share their thoughts, feelings, and experiences. You will find that they have many meaningful insights.

**I can be kind to my family (Genesis 37).**

Talk about the different ways the children in the pictures are being kind to their families. Draw a picture in the center space of a way you can be kind to your family.

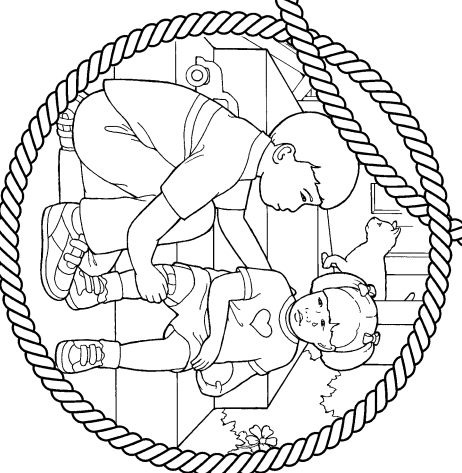
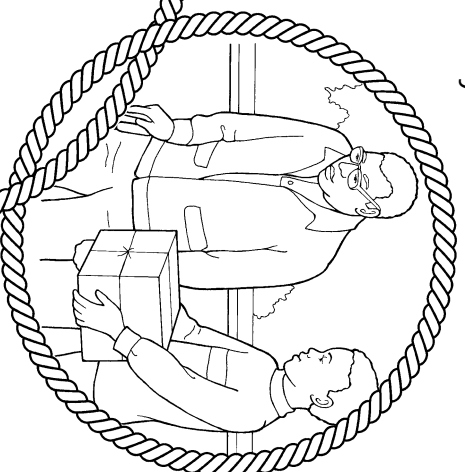
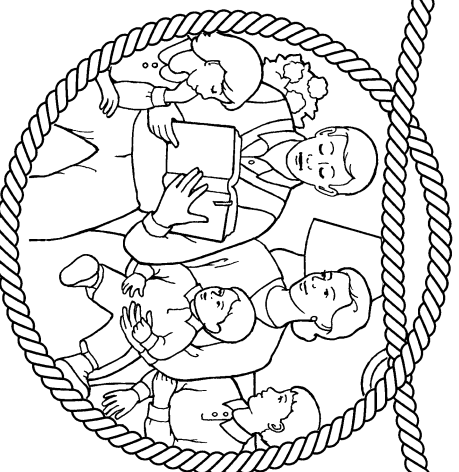
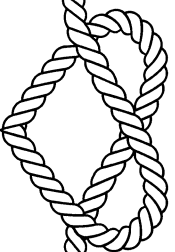
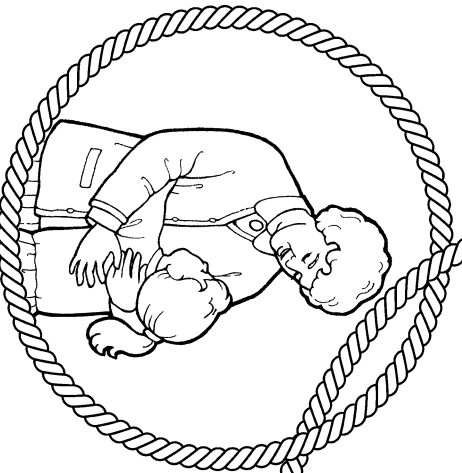






Illustration of Joseph of Egypt by Robert T. Barrett

MARCH 14–20

## Genesis 42–50

“GOD MEANT IT UNTO GOOD”

It’s important to know the scriptures you are teaching, but it’s also important to know the children you are teaching. Take time to ponder and pray about both.



### Invite Sharing

Because the story in Genesis 42–50 is a continuation of the story in last week’s lesson, from Genesis 37–41, take time at the beginning of class to let the children share what they remember about Joseph, including what they learned in Primary and at home.



### Teach the Doctrine: Younger Children

**GENESIS 45:4–15**

#### I can show love to my family.

For young children, you may want to emphasize the parts of this story in which Joseph showed love to his family.

#### Possible Activities

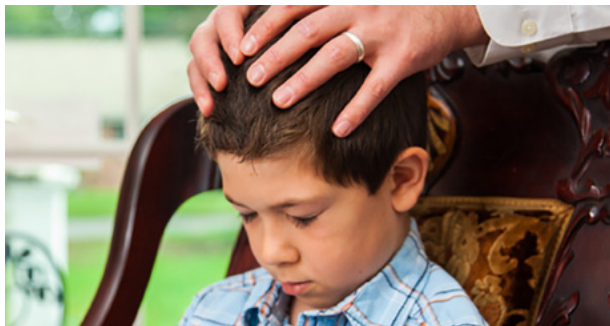
- Using “Joseph and the Famine” (in *Old Testament Stories*) or pictures in *Come, Follow Me—For Individuals and Families*, tell the children about Joseph’s reunion with his brothers. Emphasize how Joseph showed love for his brothers.

- Read phrases from Genesis 45:4–15 that describe things Joseph did to show he loved his family. Invite the children to pretend they are doing what the verses describe. For example, they could pretend to ask a family member to “come near” (verse 4) or give a family member food (see verse 11).
- Sing a song about love, such as “Love One Another” (*Children’s Songbook*, 136). Help the children draw an outline of their hands and write in the outline something they can do to show love to their family.

**GENESIS 48:8–9**

#### Priesthood blessings help me.

Jacob blessed his sons and grandsons (see Genesis 48–49). Today we can receive priesthood blessings that give us comfort, healing, guidance, and spiritual strength.



We can receive blessings from those who hold the priesthood.

### Possible Activities

- Show the children a picture of Jacob blessing his sons or other pictures of priesthood blessings (see the pictures in this outline; see also *Gospel Art Book*, no. 12). Let the children describe what is happening in the pictures.
- Read to the children Genesis 48:8–9. Explain that Israel, also called Jacob, was Joseph’s father and that he wanted to give Joseph’s children a priesthood blessing. If any of the children have received a priesthood blessing, invite them to tell about their experience. Or share an experience of your own.
- Help the children think of reasons they might ask for a priesthood blessing. Also help them name priesthood holders they could ask, such as a father, grandfather, or ministering brother.

### GENESIS 50:15–21

#### I can forgive.

What can the children learn about forgiveness from the example of Joseph forgiving his brothers?

### Possible Activities

- Use this week’s activity page to help the children remember how Joseph’s brothers had been unkind to him. Read to the children Genesis 50:17, emphasizing that the brothers were sorry for what they did and wanted Joseph to forgive them. Read verse 21 to show that Joseph forgave his brothers—he was not angry with them anymore.
- Sing together “Help Me, Dear Father” (*Children’s Songbook*, 99). When you sing about forgiving, invite the children to point to Joseph on the activity page. When you sing about repenting, invite them to point to his brothers.
- Help the children think of situations in which they might need to forgive someone. Invite the

children to practice what they might say or do to show forgiveness to that person.



## Teach the Doctrine: Older Children

### GENESIS 42–44; 45:1–15

#### Forgiveness brings peace.

Joseph’s brothers had done terrible things to him. Yet Joseph forgave them and brought peace to his family.

### Possible Activities

- Help the children act out scenes from Genesis 42–44. As they do, ask them how they think Joseph might have felt to see his brothers again or how the brothers might have felt when they finally recognized Joseph.
- Ask the children what it means to forgive someone. Help them understand that forgiving someone includes treating him or her with Christlike love. Ask the children what they know about the story of Joseph forgiving his brothers, or read with the children verses from Genesis 45:1–15. What did Joseph do or say to let his brothers know he forgave them? What can we say or do when others ask us to forgive them?
- Ask the children to think of a time when they forgave someone or when someone forgave them. To give them time to think, share an experience of your own, and testify of the blessings that came from forgiveness. Invite the children to share their experiences, if they would like to. How did they feel? What do we learn about forgiveness from the Savior’s example? (see Luke 23:33–34).

**GENESIS 45:5–11****Heavenly Father sent Jesus Christ to save me.**

The story of Joseph saving his family from famine can teach us about Jesus Christ, who saves us from sin and death.

**Possible Activities**

- Write on the board *Joseph* and *Jesus Christ*. Help the children search the following pairs of scriptures and write on the board the things that Joseph and Jesus have in common: Genesis 37:3 and Matthew 3:17; Genesis 37:26–28 and Matthew 26:14–16; Genesis 45:5–7 and Luke 4:18; and Genesis 47:12 and John 6:35.
- Ask the children what it means to save or rescue someone. If any of them have had an experience being saved or rescued from danger, invite them to share. How did Joseph save his brothers? (see Genesis 42:1–3; 45:5–7). Show a picture of the Savior. How did Jesus save us?

**JOSEPH SMITH TRANSLATION, GENESIS 50:27–33  
(IN THE BIBLE APPENDIX)****Heavenly Father prepared Joseph Smith to be a prophet in our day.**

Thousands of years in advance, Joseph of Egypt saw that the Lord would call Joseph Smith to do a great work in the latter days. Teach the children how the Lord has blessed us through the Prophet Joseph Smith.

**Possible Activities**

- Give the children descriptive clues about Joseph Smith, and invite them to guess who you are describing. Include clues from Joseph

Smith Translation, Genesis 50:27–33 (in the Bible appendix), such as “he taught us about covenants” (see verse 28), “he gave us the word of the Lord” (see verse 30), and “he was named after his father” (see verse 33). After the children guess correctly, invite them to find these clues in the verses. What else do we learn about Joseph Smith from the prophecy of Joseph in Egypt?

- Show the children pictures that represent important things Joseph Smith did or taught (see, for example, *Gospel Art Book*, nos. 89–95, 97, 98, 117, 118). Help the children think of blessings we have because of Joseph Smith. For example, how has his work helped us come closer to Jesus Christ?

**Encourage Learning at Home**

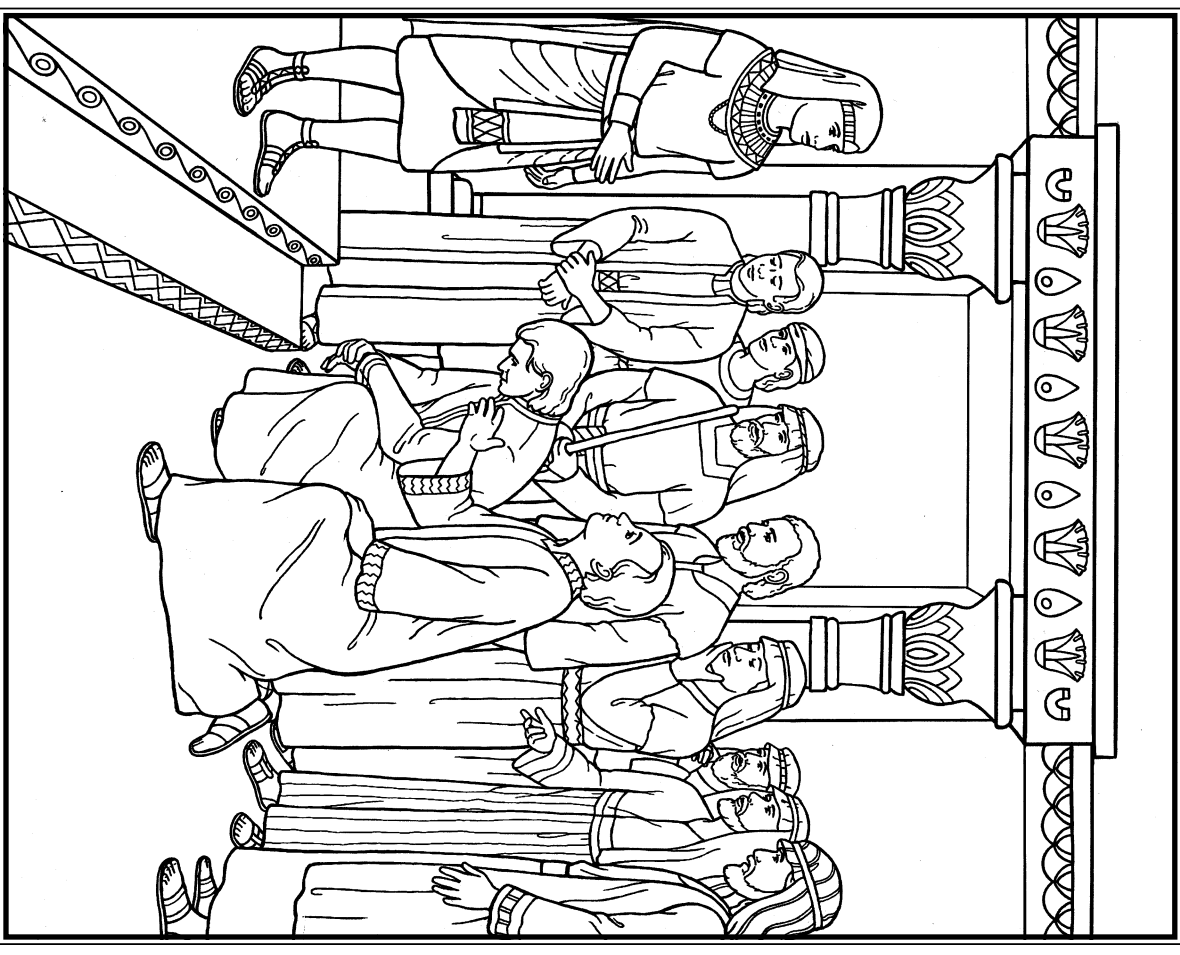
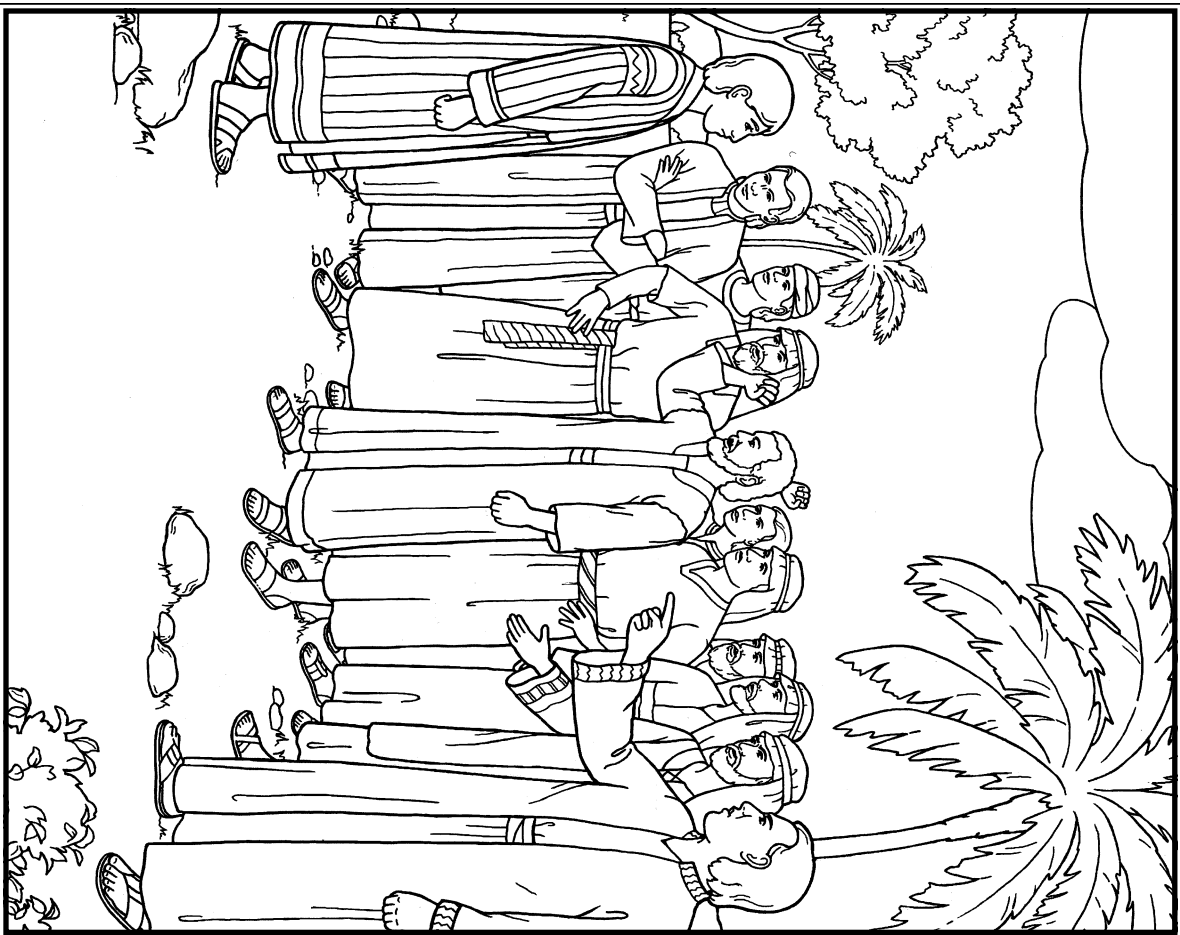
Invite the children to share this week’s activity page with their families at home. They can use it to review the story of Joseph and his brothers and to discuss the importance of love and forgiveness in our families.

**Improving Our Teaching**

**Testify of Jesus Christ.** Even though the Old Testament does not mention the name Jesus Christ, it does refer to Him by other names, and it testifies of Him through symbols and stories. Help the children learn to look for truths about the Savior whenever they read the scriptures.

**I can forgive (Genesis 50:15-21).**

Find at least 10 differences between the pictures of Joseph being mistreated by his brothers (on the left), and Joseph forgiving them (on the right).





Moses and the Burning Bush, by Harry Anderson

MARCH 21-27

## Exodus 1-6

"I HAVE REMEMBERED MY COVENANT"

Start your preparation to teach by reading Exodus 1-6. This week's outline in *Come, Follow Me—For Individuals and Families* can help you understand these chapters, and this outline can give you teaching ideas.



### Invite Sharing

Show several objects that relate to the accounts in these chapters—for example, a large basket or a baby doll. Invite the children to use these objects to share their favorite parts of Moses's story.



### Teach the Doctrine: Younger Children

#### EXODUS 1-2

#### God can work through me to fulfill His purposes.

Moses had a major role in freeing Israel from bondage. But he wouldn't have been able to accomplish this if his mother, his sister, Pharaoh's daughter, and other faithful women hadn't protected and cared for him.

#### Possible Activities

- Use this week's activity page and "Miriam" (in *Old Testament Stories*) to tell the children

how Jochebed (Moses's mother), Miriam (his sister), and Pharaoh's daughter cared for Moses. Emphasize that because of these and other faithful women, Moses was kept safe and would one day lead the children of Israel to safety. Invite the children to draw a picture of people who care for them.



Moses in the Bulrushes, © Providence Collection/licensed from goodsalt.com

- Sing together a song about service, such as "'Give,' Said the Little Stream" (*Children's Songbook*, 236). Help the children think of simple things they can do to help others at home, at church, and at school.

#### EXODUS 3

#### Jesus will help me do good things.

Moses worried about whether he could deliver the Israelites from Egypt. But the Lord promised that



He would help Moses. Help the children gain faith that the Savior will help them too.

### Possible Activities

- Tell the children about how the Lord gave Moses an important job to do. Read selected verses from Exodus 3, or read “Moses the Prophet” (in *Old Testament Stories*). Share how Moses felt (see Exodus 3:6, 11) and what the Lord told him (see verses 12 and 14). Invite the children to repeat with you the phrase “Certainly I will be with thee,” and share a time when the Lord was with you when you had something important to do for Him.
- Help the children think of situations when they might be asked to do something that seems hard. Explain that just as Jesus helped Moses, Jesus will also help them. Sing a song about how Jesus helps us, such as “I Will Walk with Jesus” (ChurchofJesusChrist.org). Testify that the Savior will help us when we are worried or scared.
- Cut out paper hearts and write on them ways the Lord helps the children. Place the hearts face-down on the floor. Invite children to take turns choosing hearts, and help them read what is written on them.
- Show some pictures of situations where we should be reverent and some where we don’t need to be reverent, such as a sacrament meeting, a prayer, a park, and a birthday party. Ask the children to sort the pictures to show where we should be reverent.
- Invite the children to draw pictures of themselves, and point to their pictures as you discuss ways they can be reverent with different parts of their bodies, such as with their eyes, ears, mouths, hands, and feet.



## Teach the Doctrine: Older Children

### EXODUS 1–2

### God works through each of us to fulfill His purposes.

Many people helped fulfill God’s purposes by preserving the life of young Moses. How can you help the children you teach understand the vital role we all play in fulfilling God’s will?

### Possible Activities

### EXODUS 3:1–5

### I can be reverent in holy places.

Use the story of Moses and the burning bush to help the children understand why we treat sacred things with reverence.

### Possible Activities

- Read Exodus 3:1–5, and explain that Moses showed reverence by removing his shoes. What do we do to show reverence at church? Sing a song about reverence, such as “Reverence Is Love” (*Children’s Songbook*, 31). Help the children identify words in the song that teach us how we show reverence. Why does the Lord want us to be reverent?
- Invite the children to share what they know about Moses when he was a baby. Use this week’s activity page and Exodus 1:22; 2:1–10 to summarize the story of Moses’s childhood. Read the scripture references on the activity page, and ask the children what each of the women did to preserve Moses’s life.
- Tell the children about people you admire because of their faithfulness in serving God and those around them, even when they serve in small ways. Invite the children to talk about people they know who have faithfully served God and others. What is our part in God’s work?



**EXODUS 3–4****The Lord will help me accomplish His will.**

Moses felt inadequate for his calling, but the Lord promised He would be with Moses and help him. How might this account inspire the children you teach?

**Possible Activities**

- Using the account in Exodus 3; 4:1–17, let the children take turns pretending to be Moses. If possible, bring props for them to use, such as a flashlight and a plant to represent the burning bush.
- Ask the children to read Exodus 3:11; 4:1, 10 and find out how Moses felt about asking Pharaoh to let the Israelites go. When have they had similar feelings? What advice would the children share with Moses to help him? Help them discover how the Lord encouraged Moses (see Exodus 3:12; 4:2–9, 11–12).
- Share an experience when you felt God was helping you fulfill a calling or serve Him in some way. Invite the children to share a time when the Lord helped them.

**EXODUS 3:1–5****I can be reverent in holy places.**

The Lord asked Moses to remove his shoes at the burning bush as a sign of respect and reverence. How can you use this account to teach the children about reverence?

**Possible Activities**

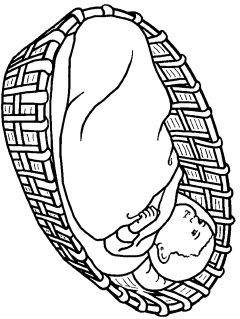
- Read Exodus 3:1–5, and ask the children to summarize these verses in their own words. What can we do to show reverence in holy places, such as at church or in the temple? Help the children create “reverence bags” to take home that contain strips of paper with ideas about how to be reverent. Invite them to share these ideas with their families.
- Sing together a song about reverence, such as “Reverence Is Love” (*Children’s Songbook*, 31), and ask each child to write and share a definition of reverence based on the lyrics.
- Use the picture Jesus Cleansing the Temple (*Gospel Art Book*, no. 51) to tell the story in Matthew 21:12–13. How was Moses’s attitude in Exodus 3:1–5 different from the moneychangers’ attitude? Why does the Savior want us to treat sacred things with reverence?

**Encourage Learning at Home**

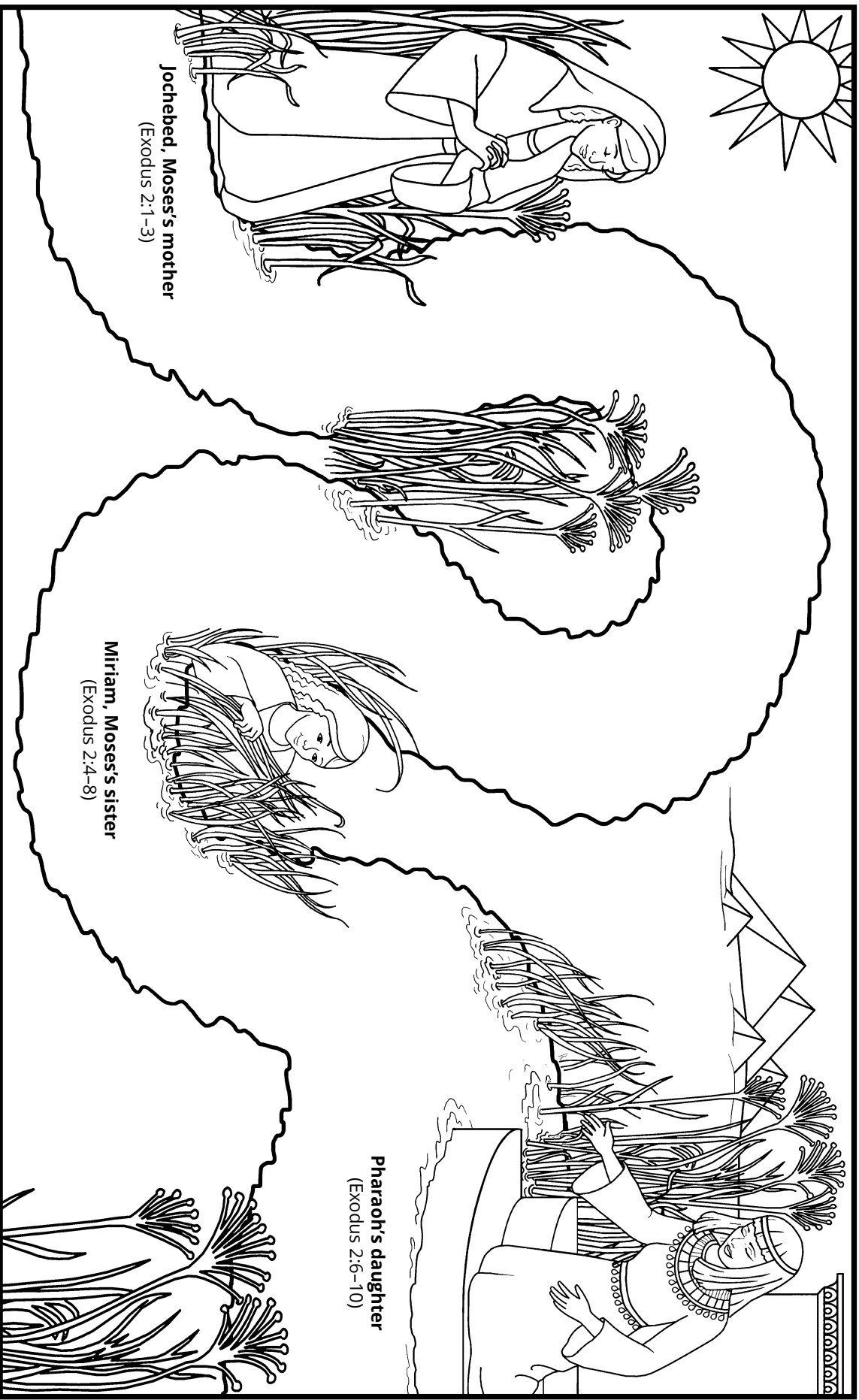
To help the children share what they learned from Exodus 1–6, encourage them to draw a picture of one of the people they learned about in class to share with their family.

**Improving Our Teaching**

**Children benefit from repetition.** Don’t be afraid to repeat activities multiple times, especially with younger children. This will help the children remember what you teach.



**God works through each of us to fulfill His purposes (Exodus 2:1-10).**  
Color the pictures. Cut out baby Moses, and move him down the river as someone tells the story from Exodus 2.



**Jochebed, Moses's mother**  
(Exodus 2:1-3)

**Miriam, Moses's sister**  
(Exodus 2:4-8)

**Pharaoh's daughter**  
(Exodus 2:6-10)



Illustration of Moses and Aaron in the court of Pharaoh, by Robert T. Bairrett

MARCH 28–APRIL 3

## Exodus 7–13

“REMEMBER THIS DAY, IN WHICH YE CAME OUT FROM EGYPT”

As you read Exodus 7–13, think about how the truths in these chapters strengthen your faith in Jesus Christ. How can you help the children you teach have a similar experience?



### Invite Sharing

Place several pictures that represent things in Exodus 7–13 (such as a frog, flies, and a lamb) under a cloth on a table. Invite several children to take one of the pictures from under the cloth, and invite the class to share what they learned about this picture at home this week.



### Teach the Doctrine: Younger Children

EXODUS 7–11

#### The Lord has power over all things.

The Israelites were in captivity and could not free themselves, but the Lord showed His power and delivered them. How can you use this story to help the children trust the Lord and His power?

#### Possible Activities

- Read selected verses from Exodus 7–11 to teach the children about the ten plagues that the Lord sent upon the Egyptians (see also “Moses the

Prophet,” in *Old Testament Stories*). Invite the children to draw pictures that portray some of the plagues. Ask the children to hold up their pictures as you review the plagues again. Read phrases from Exodus 7:5 and 9:14 to explain why the Lord sent the plagues to Egypt.

- Share with the children how the Lord has shown you “that there is none like [Him] in all the earth” (Exodus 9:14). Let the children share how they know that the Lord is powerful.

EXODUS 12:1–13; 13:10

#### The sacrament can help me remember Jesus.

The Passover taught the Israelites about the Savior and the sacrifice He would one day make for us. Today, we take the sacrament to remember Jesus’s sacrifice.



The sacrament helps us remember Jesus Christ.

### Possible Activities

- Using Exodus 12:1–13, tell the children what the Lord told the Israelites to do so they would be saved from the last plague (see also “The Passover,” in *Old Testament Stories*). Show the picture Jesus Carrying a Lost Lamb (*Gospel Art Book*, no. 64), and point out similarities between the lamb used in the Passover and Jesus Christ, the Lamb of God.
- Ask the children to name things we do to remember important events such as birthdays and holidays. Read Exodus 13:10, and explain that the Lord asked the children of Israel to celebrate the Passover each year to help them remember that He saved them from the Egyptians. What are some ways we can remember that Jesus saved us from sin and death?
- If possible, visit the sacrament table with the children, and talk about how the sacrament helps us remember Jesus Christ. Sing together “The Sacrament” (*Children’s Songbook*, 72) or another reverent song about Jesus Christ. Help the children notice the peaceful feeling they have when they think about the Savior, and invite them to seek that feeling when they take the sacrament.
- Give the children pieces of paper with the words “I can remember Jesus Christ during the sacrament by . . .” written at the top. Invite them to draw pictures they can look at during the sacrament to help them remember Jesus.



## Teach the Doctrine: Older Children

### EXODUS 7–11

#### The Lord has power to deliver me.

Children face challenges and need the Lord to help them. The story of the ten plagues the Lord sent to

free the Israelites can help the children understand that He also has the power to help them.

### Possible Activities

- Give each child a paper divided into ten sections, and invite the children to draw pictures of the plagues described in these verses: Exodus 7:17–18; 8:1–4; 8:16–17; 8:20–22; 9:1–6; 9:8–9; 9:22–23; 10:4–5; 10:21–22; 11:4–7. What do the plagues teach us about God’s power? Why is it important to know about His power?
- Ask the children about times when they felt they needed the Lord’s help. How can He help us in these situations? Encourage them to talk about times when they or their family have experienced the Lord’s power in their lives. Bear your testimony that the Lord has the power to help us.

### EXODUS 8:28–32; 9:7

#### The Lord can help me have a soft heart.

Pharaoh chose to harden his heart when the Lord told him to release the children of Israel. How can you inspire the children you teach to choose to have a soft heart so they are willing to serve the Lord and do His will?

### Possible Activities

- Bring to class one object that is hard, such as a rock, and another that is soft, such as a sponge. Read with the children a few verses describing how Pharaoh responded to the plagues sent by the Lord (see Exodus 8:28–32; 9:7), and ask the children which object best represents Pharaoh’s heart or attitude. What does it mean to have a soft heart? (see Mosiah 3:17).
- With the class, make a list of some actions that might show we have a hard heart (for example, fighting with a sibling or being unwilling to pray). How can we show the Lord we want to have soft hearts?

**EXODUS 11:5–6; 12:1–13****The Passover symbolizes the atoning power of Jesus Christ.**

The Passover taught the children of Israel that the Lord delivered them from Egypt. The Passover is also symbolic of the atoning sacrifice of Jesus Christ, which delivers us from sin and death. Today, the sacrament helps us remember Jesus Christ's sacrifice for us. Teaching the children about the Passover can help them have a more meaningful experience with the sacrament.

**Possible Activities**

- Ask some of the children to read Exodus 11:5–6 to learn about the final plague the Lord sent upon the Egyptians. Ask the other children to read Exodus 12:3, 5–7, 13 to learn about how the children of Israel were saved from that plague.
- To help the children understand that the Savior is the Lamb who saves us, show a picture of a lamb. Invite the children to read Exodus 12:3–7 to find out what kind of lamb God wanted the people to use for the Passover meal. How is this lamb like Jesus Christ? (For example, Jesus was perfect, and Jesus shed His blood to save us.) What other symbols help us think about Jesus Christ?
- Read the sacrament prayers together (see Doctrine and Covenants 20:77, 79), and

watch the video “Always Remember Him” (ChurchofJesusChrist.org). How is the sacrament similar to the Passover? What can we do to think about Jesus during the sacrament?

- Share with the children one of your favorite sacrament hymns (see *Hymns*, nos. 169–96), and talk about how it helps you remember the Savior's sacrifice. Invite the children to share a hymn that does the same for them.

**Encourage Learning at Home**

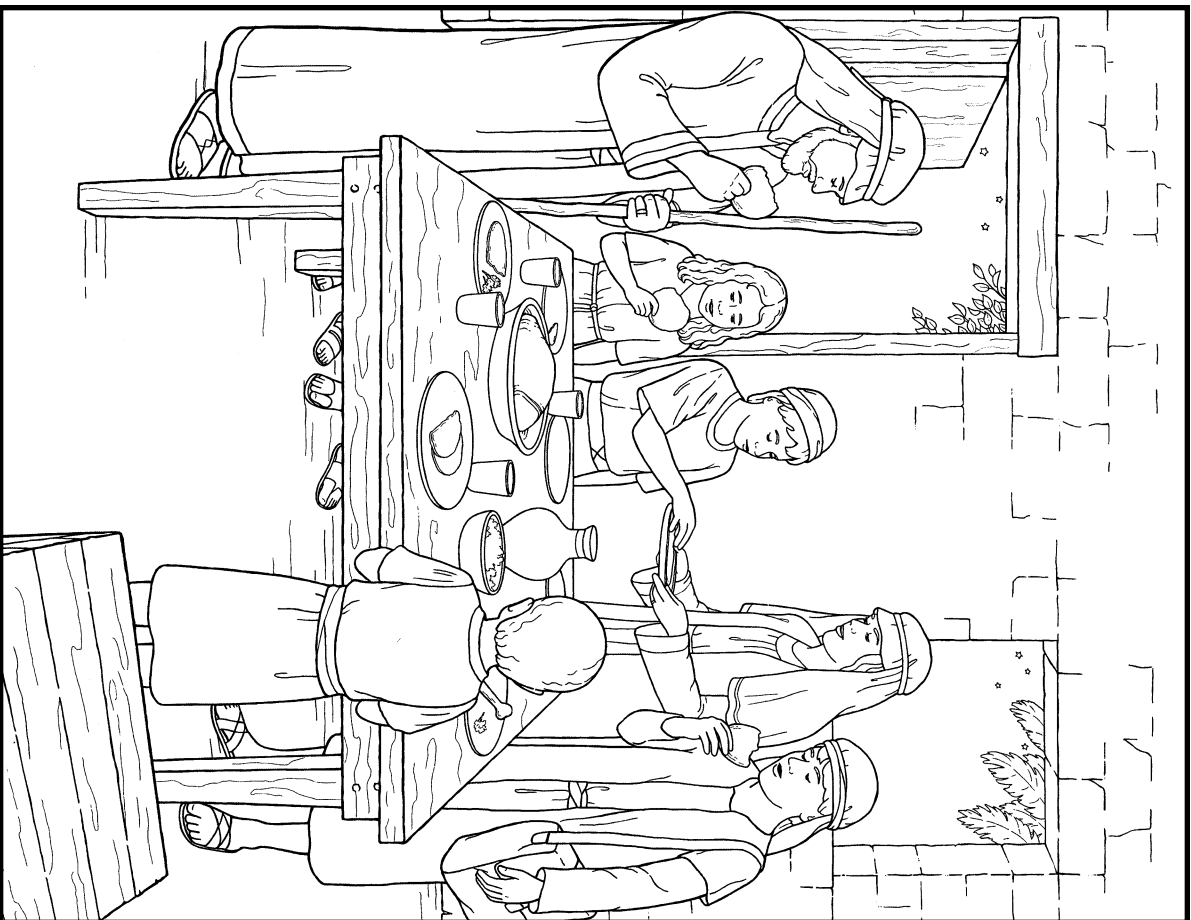
Invite the children to share with their families something they learned about Jesus Christ during Primary today.

**Improving Our Teaching**

**Help the children visualize the story.** When children have a visual image of what they are learning, they are more likely to remember it. Find ways to help children visualize the stories in the scriptures using visual aids such as pictures, drawings, videos, puppets, or skits.

**The sacrament can help me remember Jesus (Exodus 12:1-13; 13:10).**

Color the pictures of children celebrating the Passover in ancient days and children taking the sacrament today.







APRIL 4–10

## Exodus 14–17

“STAND STILL, AND SEE THE SALVATION OF THE LORD”

As you read Exodus 14–17, record the spiritual impressions you receive. These impressions can help you plan to teach the scriptures and the truths you learn to the children.



### Invite Sharing

Exodus 14–17 is filled with memorable stories. Invite some of the children to share a story they know from these chapters, along with something they learned from it.



### Teach the Doctrine: Younger Children

**EXODUS 14:5–22**

#### The Lord delivered Moses and his people.

Parting the Red Sea was a miracle that showed Moses and the Israelites how powerful the Lord is. Knowing about His power can help the children trust Him.

### Possible Activities

- Think of ways to share the story of the Israelites crossing the Red Sea in an interesting and memorable way. For example, you or another ward member could dress up like Moses to tell the story from Exodus 14:5, 9–10, 13–16, 19–22. The children could pretend that the chairs are the Red Sea, and they could follow the person portraying Moses as he makes a path between them. Or the children could pretend to be the water and move to separate sides of the room as Moses divides them. Emphasize that the Lord gave Moses the power to part the sea so the Israelites could be delivered from captivity.
- Invite the children to color the activity page as you review with them the story from Exodus 14:5–22. Then they could work together to tell the story using the activity page.

**EXODUS 15:23–25; 16:14–15; 17:1–6**

#### The Lord will provide for my needs.

The accounts of the Lord providing food and water for the Israelites in the wilderness teach us that He can provide for our needs. Ponder what you can do to involve the children in learning these stories.



Manna from God fed Israel physically; we also need daily spiritual nourishment. Fresco by Leopold Bruckner

### Possible Activities

- Help the children act out the events in Exodus 15:23–25; 16:14–15; 17:1–6, pretending to be Moses or the Israelites. If possible, bring an object to help tell each story, such as a branch (to heal the water at Marah), a jar or pot (to fill with manna), and a stick and rock (for the water at Horeb). How did God take care of the Israelites? How does He take care of us each day?
- Briefly share the stories in Exodus 15:23–25; 16:14–15; 17:1–6 (see also “Moses Leads Israel,” in *Old Testament Stories*). As you share, invite the children to draw pictures of each story. What do we learn about God from these stories?

### EXODUS 17:8–16

#### I can sustain our prophet.

The story of Aaron and Hur holding up the hands of the prophet Moses can be compared to our efforts to sustain our living prophet.

### Possible Activities

- Invite three children to stand at the front of the room and represent Moses, Aaron, and Hur while you tell the story from Exodus 17:8–16. What can we do today to help our prophet, just as Aaron and Hur helped the prophet Moses?
- Display a picture of the living prophet, and ask the children who he is. Help the children remember

some of the things that the prophet has taught us recently. Ask the children to share some of the ways they are following the prophet. Sing together a few verses of “Follow the Prophet,” including the last verse (*Children’s Songbook*, 110–11).



## Teach the Doctrine: Older Children

### EXODUS 14:5–22

#### I can learn to always follow the Spirit.

Moses knew by revelation how to lead the Israelites across the Red Sea (see Doctrine and Covenants 8:2–3). How can this story help the children you teach learn to act on personal revelation?

### Possible Activities

- Display the picture of Moses parting the Red Sea in this week’s outline in *Come, Follow Me—For Individuals and Families*. Ask the children to review Exodus 14:5–22 and share something they know about the story. What does Doctrine and Covenants 8:2–3 add to our understanding of the story? Tell about an experience when the Holy Ghost told you something in your mind or heart, and invite the children to talk about their experiences.
- Remind the children of the story of Nephi following the Spirit when he went to get the brass plates (see 1 Nephi 4:1–6). Help the children see that Moses also had to follow the Spirit when he led his people across the Red Sea. Help the children write a new verse to “Nephi’s Courage” (*Children’s Songbook*, 120–21) about how the Lord provided a way for Moses when he showed courage and followed the Spirit. Sing the new verse together.

**EXODUS 15:23–25; 16:14–15; 17:1–6****The Lord will provide for my needs.**

If we turn to Jesus Christ, He can help us during difficult times in our lives, just as He helped the children of Israel.

**Possible Activities**

- Divide the class into pairs or small groups, and assign each group to read one of the following passages: Exodus 15:23–25; 16:14–15; 17:1–6. Ask the children in each group to draw pictures representing what they read in these verses, and then ask other class members to guess what they have drawn. Help the children identify what these stories teach about Jesus Christ. What trials do people have today? How do Heavenly Father and Jesus Christ help us with our trials?
- As you review these stories, ask the children why bread and water were so important to the children of Israel. What would have happened if they hadn't had these things? Help the children understand that the bread and water of the sacrament are spiritually necessary to us (see John 4:13–14; 6:35, 48–51). You might ask the children to share their feelings about the sacrament.

**EXODUS 17:8–16****We are blessed as we sustain our Church leaders.**

The children of Israel were victorious in the battle against Amalek only when Moses had his hands raised in the air. What can we learn about sustaining our leaders from this story?

**Possible Activities**

- To help the children review the story in Exodus 17:8–16, write on the board: *Who helped Moses during the battle? What did they do? What was the result?* Invite the children to look for answers in the verses. What does this story teach about how we can help God's kingdom be successful? What can we do to support, sustain, and follow our Church leaders?
- Invite the children to read Exodus 17:8–16 and draw a picture of what they read. Encourage them to write on their drawing a message they learn from the story. Why is this an important message for us today?

**Encourage Learning at Home**

Invite the children to choose one of the stories from your discussion today. Help them think of something they can do during the next week to apply what that story teaches.

**Improving Our Teaching**

**Children love stories.** Children are better able to understand gospel principles when they can see them in the lives of real people. As you share scripture stories, consider sharing experiences from your life that teach the same principles. You could also invite the children to share their experiences.

**The Lord delivered Moses and his people (Exodus 14:5-22).**

Color the picture and cut it out. Fold the picture on one of the dotted lines and bring that fold to the other dotted line to hide Moses and the children of Israel. Open the fold to see how God helped Moses lead his people through the Red Sea on dry ground.





Illustration of the empty tomb  
by Maryna Kriuchenko

APRIL 11–17

## Easter

“HE WILL SWALLOW UP DEATH IN VICTORY”

As you prepare to teach, ponder how you can help the children gain a deeper understanding and testimony of the Atonement of Jesus Christ.



### Invite Sharing

Ask the children what their families do to celebrate Easter. What do they do to remember Jesus Christ’s Resurrection?



### Teach the Doctrine: Younger Children

#### Jesus Christ is my Savior.

Easter Sunday is a good occasion to teach the children about the Savior’s Atonement in Gethsemane and His death on the cross. This can help them feel Jesus’s love for them.

#### Possible Activities

- Show pictures of the Savior in this week’s outline in *Come, Follow Me—For Individuals and Families* or other pictures of the Savior’s sacrifice (see *Gospel Art Book*, nos. 56, 57, 58), and let the children share with you what they know about the events depicted in the pictures. Tell the children about Jesus’s suffering in Gethsemane and on the cross (see Matthew 26:36–46; 27:35–50; Luke 22:39–46;

John 19:16–30; “Chapter 51: Jesus Suffers in the Garden of Gethsemane,” in *New Testament Stories*, 129–32). Bear your testimony that Jesus was willing to suffer and die for us because He loves us. Invite the children to share how they feel about Jesus Christ.

- Read John 10:9 to the children, emphasizing Jesus’s words “I am the door.” Because Jesus suffered for our sins, died, and was resurrected, He made it possible for each of us to live with God again. Use the door of your classroom to teach that Jesus is like a doorway that allows us to return to Heavenly Father.
- Read Isaiah 53:6 to the children, and show them a picture or drawing of a sheep. Let one of the children put the picture in a far corner of the room. Explain that when we make wrong choices, we are wandering away from Heavenly Father like a sheep going astray. Then invite the child to bring the sheep back, and bear your testimony that because Jesus Christ suffered and died for us, He can bring us back to Heavenly Father. (You might show a picture of Jesus as a shepherd, such as picture 64 in the *Gospel Art Book*.)
- Sing with the children a song about Jesus Christ, such as “I Feel My Savior’s Love” (*Children’s Songbook*, 74–75). Help them notice any feelings of peace and love they have as they sing. Also point out words in the song that describe the Savior’s love. How can we share His love with others?



## Jesus died and was resurrected for me.

How can you help the children learn that because of Jesus Christ's Resurrection, we and our loved ones will be resurrected someday?



*Grey Day Golgotha*, by J. Kirk Richards

### Possible Activities

- Tell the children about Jesus's death and Resurrection (see Mark 15–16). Use the pictures in this week's outline, pictures 57–60 in the *Gospel Art Book*, or "Chapter 54: Jesus Is Risen" in *New Testament Stories* (pages 139–44) to help the children visualize the story.
- Help the children understand that resurrection means that after we die we will live again forever with a perfect physical body and will never die again. Share your testimony of the Resurrection, and let the children work on this week's activity page. Invite the children to use it to share with their families the story of Jesus's Resurrection.
- Read Alma 40:23 to the children. Show them your hand inside a glove. Tell them that your hand is like a spirit and the glove is like a physical body. Take the glove off to show that when we die, our spirit will leave our body. Put the glove back on to represent the Resurrection.
- Sing a song about Jesus Christ's Resurrection, such as "Did Jesus Really Live Again?" or "Jesus Has Risen" (*Children's Songbook*, 64, 70). Bear your testimony that because of Jesus Christ we will live again and have perfect bodies after we die.



## Teach the Doctrine: Older Children

### Jesus suffered for me.

As you study the Savior's Atonement, ponder how you can help the children understand how the Savior can bless and strengthen them.

### Possible Activities

- Divide the children into three groups, and give each group one of the following scripture passages: Isaiah 53:4–12; Alma 7:11–13; and Doctrine and Covenants 19:16–19. Invite the children to look for words and phrases that describe the things Jesus Christ suffered for us. Ask them to write their answers on the board and share how they feel about the Savior after reading these scriptures.
- Prepare strips of paper. On half of them, write Old Testament scripture references of prophecies about Jesus Christ. On the other half, write corresponding New Testament scripture references about how these prophecies were fulfilled. (This week's outline in *Come, Follow Me—For Individuals and Families* lists some examples.) Invite the children to read the verses and match the prophecies with their fulfillment.
- Help the children memorize the third article of faith. What does this scripture teach us about Jesus Christ's Atonement and Heavenly Father's plan for His children?
- Ask the children how they would describe the Atonement of Jesus Christ to someone. Encourage them to use scriptures, hymns, or pictures to express what the Savior's atoning sacrifice means to them. How are we blessed because of the Savior's Atonement?



## Jesus died and was resurrected for me.

The reality of Jesus Christ's Resurrection can bring us great hope and joy—especially when we experience the death of a loved one. How can you help the children find comfort in the Resurrection?

### Possible Activities

- Display pictures 57–59 in the *Gospel Art Book*. Ask the children to match the pictures with the following passages: Matthew 27:29–38; Matthew 27:59–60; and John 20:10–18. Then invite the children to tell the story of Jesus's death, burial, and Resurrection in their own words.
- Read Job 14:14 with the children. Invite the children to share how they would answer Job's question. Help them find scriptures that testify of the Resurrection (see Guide to the Scriptures, "Resurrection," scriptures.ChurchofJesusChrist.org).
- Read Moses 1:39 with the children. Ask them if they know the difference between "immortality" and "eternal life." Invite them to look for answers in the first paragraph of "Eternal Life" (Gospel Topics, topics.ChurchofJesusChrist.org). Who will receive immortality? What is required to receive eternal life? Bear your testimony that both of these precious gifts are possible because of the Atonement of Jesus Christ.

- Sing together an Easter song or hymn, such as "He Sent His Son" (*Children's Songbook*, 34–35) or "He Is Risen!" (*Hymns*, no. 199). Invite the children to share how they feel when they sing these songs. What do these songs teach us about Heavenly Father and Jesus Christ? Invite the children to write their testimonies of the Savior to share at home with their families.



## Encourage Learning at Home

To help the children share with their families what they learned in class, encourage them to sing a song at home this week about Jesus Christ's Atonement.

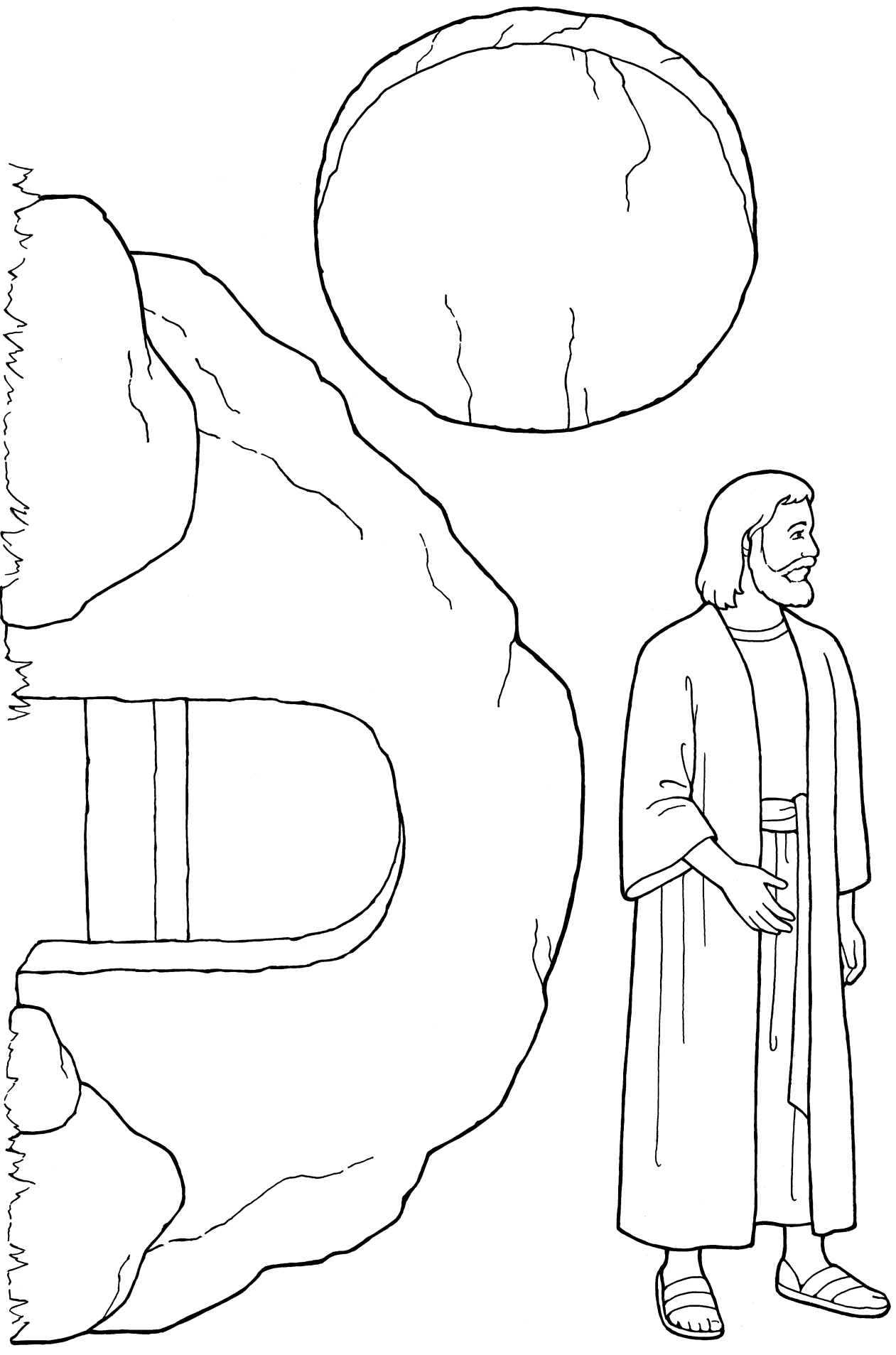
### Improving Our Teaching

#### Children can recognize the influence of the Spirit.

Teach the children that the feelings they have when they talk or sing about Jesus Christ and His gospel come from the Holy Ghost and that these feelings can build their testimonies.

**Jesus was resurrected for me (Matthew 28; Mark 16; Luke 24; John 20).**

Color and cut out the pictures. Cut out the center of the tomb. Use the pictures to tell the story of Jesus's Resurrection.





A mountain in Egypt traditionally believed to be Mount Sinai.

APRIL 18–24

## Exodus 18–20

“ALL THAT THE LORD HATH SPOKEN WE WILL DO”

As you read Exodus 18–20, think about the principles that will be most meaningful to the children. You may be inspired to emphasize a principle other than those suggested below.



### Invite Sharing

Invite the children to share one of the Ten Commandments (or review a few commandments with them) and why they feel that it is important to obey that commandment.



### Teach the Doctrine: Younger Children

EXODUS 18:8–12

#### Sharing my testimony can bless others.

Jethro rejoiced when Moses shared what the Lord had done for the children of Israel. This story can inspire the children you teach to share with others what they know is true.

#### Possible Activities

- Read to the children the following words from Exodus 18:8: “And Moses told his father in law all that the Lord had done.” Ask the children if they remember what the Lord did to help the children of Israel escape from Egypt. (To help them remember, show pictures or activity pages

from previous lessons). What things has the Lord done to help us? Help the children know that like Moses, we can tell other people about the great things the Lord has done for us.

- Primary class can be a great place for children to practice sharing a simple testimony. Share your testimony with them, and help them share with each other gospel truths that they believe.

EXODUS 20:3–17

#### God gives commandments because He wants me to be happy.

Commandments are Heavenly Father’s instructions for finding peace in this life and joy in eternity. How can you encourage the children to obey God’s commandments?

#### Possible Activities

- Show pictures from “The Ten Commandments” (in *Old Testament Stories*), and invite the children to share what they know about the story. Help them understand any parts of the story they aren’t familiar with.
- As you read several of the commandments from Exodus 20:3–17 to the children (or paraphrase them in words they can understand), invite them to give you a thumbs up if the commandment is about something we should do and a thumbs down if it is about something we should not do. Share your testimony about the happiness that

comes from obeying God’s commandments (see Mosiah 2:41).

- Sing with the children a song about how Heavenly Father blesses us when we obey the commandments, such as “Keep the Commandments” (*Children’s Songbook*, 146–47). Invite the children to listen to the words to find out what blessings we can receive when we obey.

### EXODUS 20:12

#### I can honor my parents.

Honoring parents involves more than just obeying them. Help the children understand other ways they can honor their parents.

#### Possible Activities

- Help the children learn the phrase “Honour thy father and thy mother” (Exodus 20:12). If needed, explain that to “honor” someone can mean to show respect for them or to bring them happiness. What did Jesus do to honor His Heavenly Father? How did He honor His mother? (see Luke 2:48–51; John 19:26–27). Help the children think of things they can do to honor their parents, and invite them to act out their ideas.
- Invite the children to make a thank-you card for their parents. They could write or draw inside the card something they will do to honor their parents.



#### Teach the Doctrine: Older Children

### EXODUS 18:13–26

#### I can help “bear the burden” of doing the Lord’s work.

Moses learned that trying to lead the children of Israel all by himself was “not good” (Exodus 18:17).

Loving and serving one another can help ease the burdens of our leaders.

#### Possible Activities

- Invite the children to draw many circles on the board to represent members of the ward. Draw a circle labeled *bishop*. Why would it be a problem if the bishop were the only one helping everyone else? Read together Exodus 18:13–26 to find out what advice Jethro gave when Moses was trying to do everything himself. Ask the children to label other circles to represent other ward leaders and members who help the bishop serve others. How do these other leaders and members make the bishop’s burden lighter? How can we do the same for our ward leaders? for our parents at home?
- Help the children make a list of leaders in your ward. As a class, select one and discuss what this person does to accomplish the Lord’s work and what the children can do to help.



Serving other people is one way we can help in the Lord’s work.

### EXODUS 20:1–7

#### It is important to put the Lord first in my life.

We all have things that we might be tempted to put before God in our lives. How can you help the children understand what it means to put Heavenly Father first?

#### Possible Activities

- Read together Exodus 20:1–7, and explain that anything we put before God in our lives can be

like the “others gods” and “graven image[s]” mentioned in verses 3–4. Ask the children why Heavenly Father wants us to put Him first. What blessings does He promise us if we do? Ask the children how we can show Heavenly Father that He is more important than anything else in our lives.

- Think of a task that has an important first step, such as washing our hands before we eat or putting on socks before putting on shoes. What could happen if we didn’t do the important things first? How is this like putting Heavenly Father first in our lives? Share your testimony of how putting God first has blessed you, and invite the children to share their testimonies, too.
- Sing a song about Heavenly Father, such as “My Heavenly Father Loves Me” (*Children’s Songbook*, 228–29). What do we learn from the song about why it is important to put Heavenly Father first in our lives?

### EXODUS 20:3–17

## God gives commandments because He wants me to be happy.

The children will be more likely to keep the commandments if they see them as expressions of God’s love and as opportunities to express their love for Him.

### Possible Activities

- Prepare strips of paper with the commandments in Exodus 20:3–17 on them. Write the numbers one through ten on the board, and invite the children to put the strips in the correct order on the board. Talk about how we can follow these commandments. For ideas, they could look at the Gospel Topics article “Ten Commandments” ([topics.ChurchofJesusChrist.org](https://topics.ChurchofJesusChrist.org)).
- Invite the children to draw pictures of key words from the commandments to help them remember them.
- Tell the story about Chloe from Sister Carole M. Stephens’s message “If Ye Love Me, Keep My Commandments” (*Ensign* or *Liahona*, Nov. 2015, 118–20). How does the story help us understand why the Lord gives us commandments? How does being obedient show our love for God?



## Encourage Learning at Home

Invite the children to think of something they would like to do because of what they learned in class. Help them make a simple reminder of what they will do that they can take home.

### Improving Our Teaching

**Help children recognize the Spirit.** Children can recognize the influence of the Spirit. Teach them that the feelings of peace, love, and warmth they have when they talk or sing of Jesus Christ and His gospel come from the Holy Ghost.

**I can obey the commandments (Exodus 20:2-17).**

Find and circle the ten tablets hidden among the rocks of Mount Sinai. On Moses's tablets, write a commandment that you will try harder to obey (or draw a picture of you obeying a commandment).

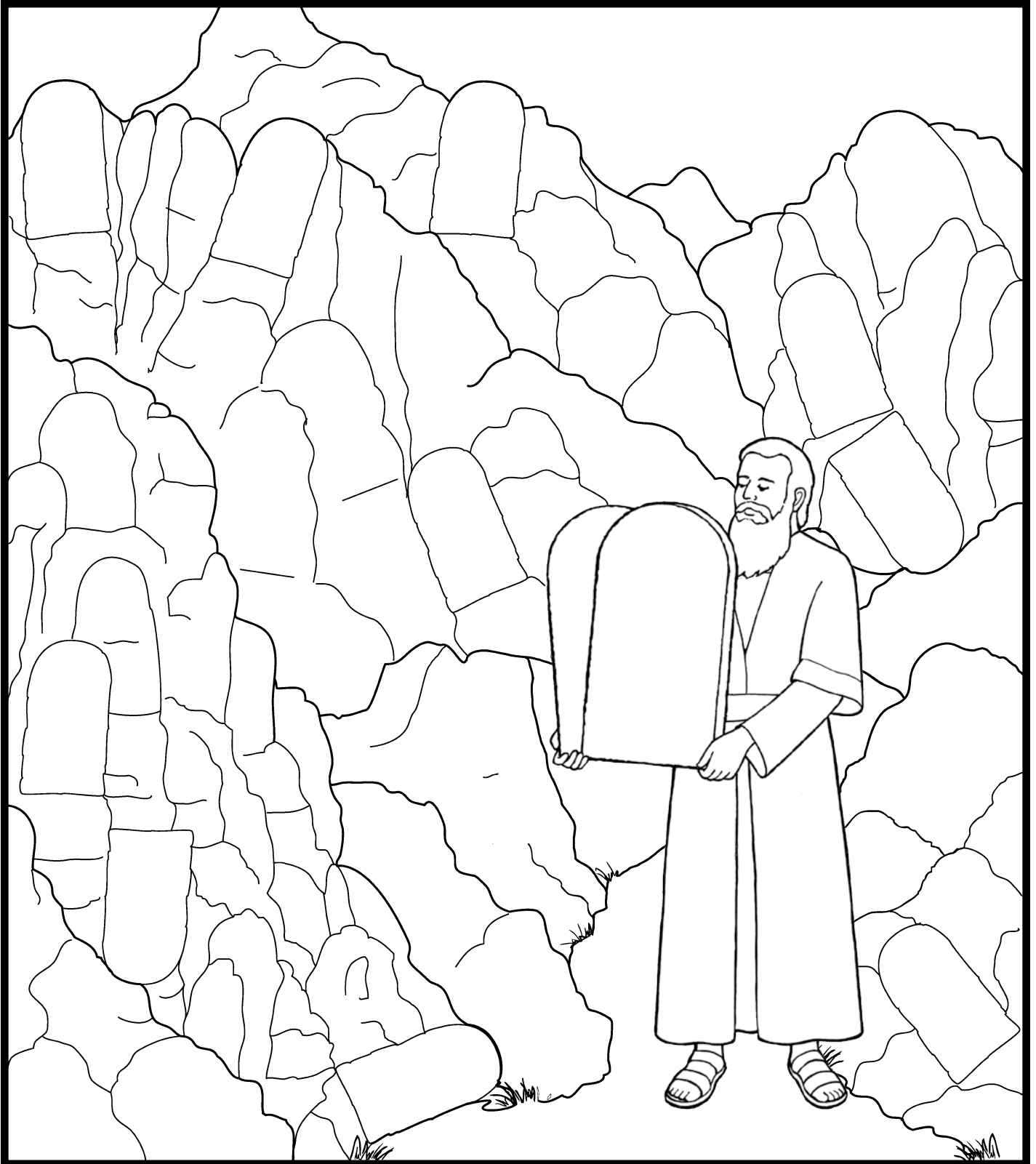






Illustration of Jehovah appearing to Moses and 70 elders of Israel, by Jerry Harston

APRIL 25–MAY 1

## Exodus 24; 31–34

“MY PRESENCE SHALL GO WITH THEE”

As Moses prepared to lead the children of Israel toward the promised land, the Lord said, “My presence shall go with thee” (Exodus 33:14). As you prepare to teach the children in your class, consider how you can invite the Lord’s presence to “go with [you].”



### Invite Sharing

Ask each child to select a numbered piece of paper at random. Use these numbers to determine the order in which the children can share something they are learning from the scriptures, either at home or in Primary.



### Teach the Doctrine: Younger Children

**EXODUS 31:13, 17**

**Honoring the Sabbath is a sign of my love for the Lord.**

The Lord told Moses that when the children of Israel kept the Sabbath day holy, they showed Him that they wanted to be His people.

#### Possible Activities

- Draw a heart on the board, and ask the children what this symbol can mean. Help them think of other things that can be a sign for love, like a hug

or an act of service. Read to them Exodus 31:13. Help them understand that when we keep the Sabbath day holy, it is a sign to the Lord that we love Him.

- Tell the children about some of the ways you try to show your love for the Lord on the Sabbath. Let them share how they and their families do this. Invite them to use this week’s activity page to share more ideas.



By honoring the Sabbath, we show our love for the Lord.

**EXODUS 32:1–8, 19–24**

**I can put the Lord first in my life.**

While Moses was on Mount Sinai speaking with the Lord, the children of Israel chose to worship a golden idol instead of Him. This story can remind the children you teach that we shouldn’t let other things become more important to us than the Lord.

### Possible Activities

- Briefly review the Ten Commandments with the children, emphasizing the first two (see Exodus 20:3–6). Use “The Ten Commandments” (in *Old Testament Stories*) to share with them the story from Exodus 32:1–8, 19–24. If possible, let the children help you tell the story. Help the children see what the Israelites did wrong in this story (you may want to remind the children of the first two of the Ten Commandments). What should the Israelites have done instead?
- Show a picture of Jesus Christ, along with pictures of other things that children might spend time on, such as toys, games, and so on. Ask the children to find the picture that shows what should be most important to us. Share with the children how you are blessed for putting the Lord first in your life—even before other things that are good.

### EXODUS 33:11

#### The Lord talked to Moses face to face.

After Moses destroyed the golden calf, “the Lord spake unto Moses face to face, as a man speaketh unto his friend.” Knowing this can build the children’s faith that the Lord is a real person who loves them.

### Possible Activities

- Tell the children how you feel when you talk with a good friend, and ask them how they feel. Read to them the first sentence of Exodus 33:11. Ask the children how they think the prophet Moses might have felt. Tell the children about times when you have felt close to the Lord, even if you didn’t see Him with your eyes.
- Sing together a song that expresses how Heavenly Father or Jesus feels about us, such as “Jesus Is Our Loving Friend” (*Children’s*

*Songbook*, 58). Show pictures of the Savior showing love to others (see *Gospel Art Book*, nos. 36, 41–43, 46–47). Encourage the children to share how they feel about Heavenly Father and Jesus.



## Teach the Doctrine: Older Children

### EXODUS 31:12–17

#### Honoring the Sabbath is a sign of my love for the Lord.

Keeping the Sabbath day holy can be easier—and more joyful—for the children when they realize that it is a sign of their commitment to the Lord.

### Possible Activities

- Ask the children a few questions to help them understand what a sign is—for example, “What signs let you know that spring is coming or that you’re getting a cold?” Invite them to read Exodus 31:13, 16–17 and find the word “sign.” What did the Lord say is a sign between us and Him? Why is this sign so important?
- Invite the children to take turns explaining why they choose to honor the Sabbath. Videos like “The Sabbath Is for You” or “Upon My Holy Day—Honoring the Sabbath” ([ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)) can help.
- Invite the children to write down all the things they can think of that they can do on Sunday to show the Lord that they love Him. Encourage them to share a few things from their lists. Invite them to take their lists home, share them with their families, and refer to them whenever they need ideas about what to do on the Sabbath day.

**EXODUS 32:1–8, 19–24****I can put the Lord first in my life.**

One message from the account in Exodus 32 is the importance of keeping the first two of the Ten Commandments—do not worship anyone or anything other than the Lord.

**Possible Activities**

- Ask the children to share anything they know about the story of Aaron making a golden calf for the Israelites to worship. If they need help, refer them to Exodus 32:1–8, 19–24, or share with them “The Ten Commandments” (in *Old Testament Stories*). Why was it wrong for the Israelites to worship an idol? (You might refer the children to the first two of the Ten Commandments in Exodus 20:3–6.)
- Help the children think of examples of things people may be tempted to worship instead of the Lord—things that draw our attention away from Him. Then ask them to share examples of things that help them focus on the Savior and worship Him.

**EXODUS 32:1–5, 21–24****I can stand for righteousness.**

When the Israelites told Aaron to make a golden idol, he agreed to do it, even though this was wrong (see Deuteronomy 9:20). Consider how you can encourage the children to stand for righteousness, even when others pressure them not to.

**Possible Activities**

- Invite the children to read Exodus 32:1–5, 21–24, individually or in pairs, and share what they think Aaron should have done when the Israelites asked him to make a golden calf. How might Aaron have helped the people?
- Help the children think of situations they might face when other people ask them to do something they know is wrong. Ask the children to share ideas with each other about what to do in those situations.

**Encourage Learning at Home**

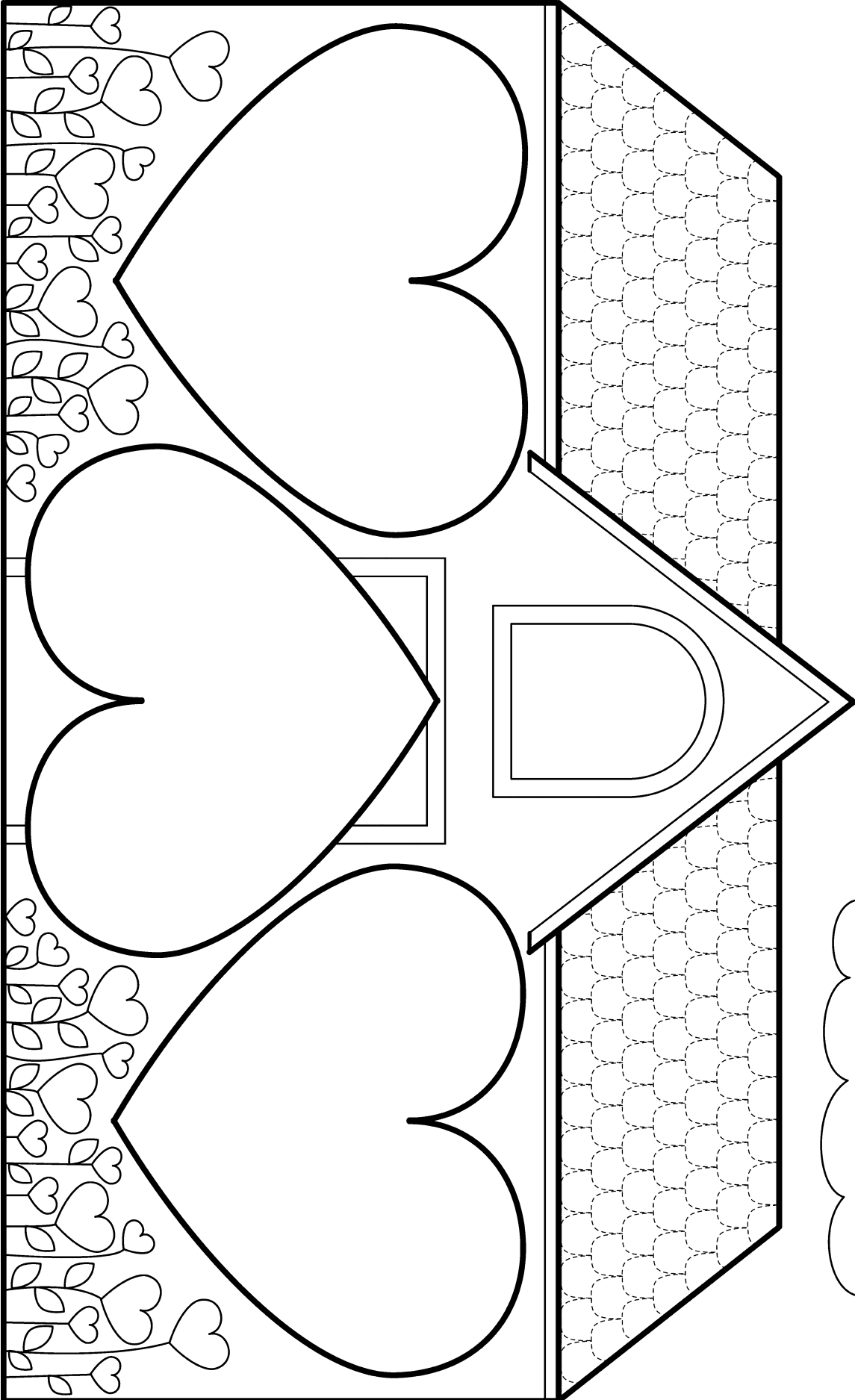
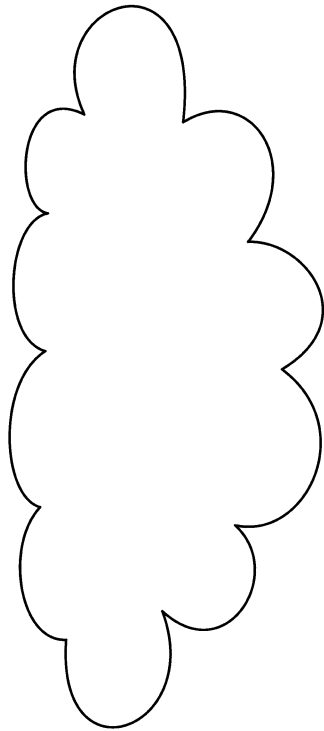
Invite the children to share with their families any ideas they heard today about how to keep the Sabbath day holy.

**Improving Our Teaching**

**Invite the children to bear testimony.** The questions you ask can encourage the children to share how they feel about the Savior and how living the gospel has blessed them. When they do this, they are bearing testimony. (See *Teaching in the Savior's Way*, 11, 32.)

**Honoring the Sabbath is a sign of my love for the Lord  
(Exodus 31:13, 17).**

In the large hearts below, draw or write something you can do  
to honor the Sabbath.





MAY 2-8

## Exodus 35-40; Leviticus 1; 16; 19

"HOLINESS TO THE LORD"

As you prayerfully study the scriptures this week, think about the children you teach. The Holy Ghost can help you know what truths they need to learn and how you can teach those truths to them.



### Invite Sharing

Place each child's name in a container. Ask a child to pick one of the names, and invite the child whose name was drawn to share something he or she has recently learned from the Old Testament. Talk with the children about how the things they are learning help them come closer to Jesus Christ. Continue until everyone has had the opportunity to share.



### Teach the Doctrine: Younger Children

**EXODUS 36:1**

#### I can help with the Lord's work.

Young children have gifts that they can use to contribute to the Lord's work on earth. How can you help the children feel a desire to share what the Lord has given to them?

#### Possible Activities

- Read Exodus 36:1 to the children, and ask them to listen for what the Lord gave to Bezaleel and Aholiab to help them build the "sanctuary" (tabernacle). Tell each child about a gift he or she has (it might help to ask their parents). Testify that God has "put" gifts into each of His children.
- Tell the children why you want to help with the Lord's work. Help them think of ways they can participate too (such as learning about an ancestor, telling someone about Jesus, or serving a family member). Write their ideas on slips of paper, put them in a container, and invite each child to choose one and act out the action on the slip of paper.

**EXODUS 40:17-34**

#### I can feel God's presence in holy places.

The Lord commanded the children of Israel to build the tabernacle so He could "dwell among them" (Exodus 25:8). You can help the children learn about the holy places God has given us today to help us feel His presence.

#### Possible Activities

- Display a picture of the ancient tabernacle (see this week's outline in *Come, Follow Me—For Individuals and Families*). Ask the children to find

different parts of the tabernacle in the picture, such as the candlestick or the altars, and explain that these things were meant to help the Israelites think about the Lord (for more information about the tabernacle, see Exodus 40:17–34). What holy places do we have today that help us think about the Lord?



Like the ancient tabernacle, the temple points us to the Savior.

- Show a picture of a temple, and read Exodus 25:8 to the children. Explain that in our day, God has given us holy places where we can be close to Him. Help the children list some of these places. Ask the children how they feel when they think about these holy places. Share with them that we can also feel close to God when we pray, no matter where we are.
- Complete the activity page with the children. As you do, sing a song with them about the temple, such as “I Love to See the Temple” (*Children’s Songbook*, 95).



## Teach the Doctrine: Older Children

### EXODUS 35:20–29; 36:1

#### God has given me gifts to help with His work.

Every one of Heavenly Father’s children has something to contribute to His work. The children you

teach may need your help to recognize how they can use their gifts to help in God’s work.

#### Possible Activities

- Display a picture of the tabernacle (see this week’s outline in *Come, Follow Me—For Individuals and Families*). Ask the children what materials might have been needed in order to build the tabernacle. Read with the children Exodus 35:20–29, and ask them to look for how the needed materials were provided. Testify that each of the children has something to contribute to the work of the Lord.
- Ask the children to read Exodus 36:1 to find out what the Lord gave to those who were called to help build the tabernacle. Invite the children to share what they feel the Lord has given them to help build His kingdom (offer suggestions if needed). How can we use these things to bless others?

### EXODUS 40:17–33

#### I can become more like Jesus Christ and Heavenly Father.

The tabernacle not only allowed the children of Israel to have the presence of God with them, but it also taught them things they could do to become more like God.

#### Possible Activities

- Invite the children to use Exodus 40:17–33 to identify things that were part of the tabernacle and find some of them in a picture of the ancient tabernacle (see this week’s outline in *Come, Follow Me—For Individuals and Families*). Invite the children to draw their own pictures of the tabernacle. Talk about how each part of the tabernacle could teach about the Savior or Heavenly Father. For example, the ark of testimony could remind us of God’s commandments, the altar could remind us of Jesus Christ’s sacrifice, the candlestick could remind us that the Savior is the Light of the World, and so on.



- Ask the children to read Exodus 25:8 to find out why the Lord wanted the children of Israel to build a “sanctuary” (or tabernacle). Help the children list places and situations where we can feel the presence of the Lord. How do these places help us become more like Heavenly Father and Jesus Christ?

#### LEVITICUS 1:1–4

### Through the Atonement of Jesus Christ, I can be forgiven.

The animal sacrifices performed in the Old Testament were meant to teach the children of Israel about the forgiveness made possible through the Atonement of Jesus Christ.

#### Possible Activities

- Show pictures of Jesus Christ in Gethsemane and on the cross (see *Gospel Art Book*, nos. 56, 57). Explain that the Lord commanded the children of Israel to make sacrifices to teach them that they could be forgiven of their sins through the Atonement of Jesus Christ. Read with the children Leviticus 1:1–4, and invite them to look for words or phrases that remind them of the sacrifice of Jesus Christ.
- Show a picture of Jesus Christ visiting the people in the Americas (such as *Gospel Art Book*, no. 82). Explain that after Jesus Christ was crucified and resurrected, He taught the people in

America why they no longer needed to sacrifice animals. Read together 3 Nephi 9:19–20, and ask the children what we are commanded to sacrifice instead. What does it mean to offer a sacrifice of a broken heart and contrite spirit? Suggest that they search “Broken Heart” in Guide to the Scriptures ([scriptures.ChurchofJesusChrist.org](http://scriptures.ChurchofJesusChrist.org)) for help answering this question. Invite them to ponder how they can offer a broken heart and contrite spirit to the Lord.



### Encourage Learning at Home

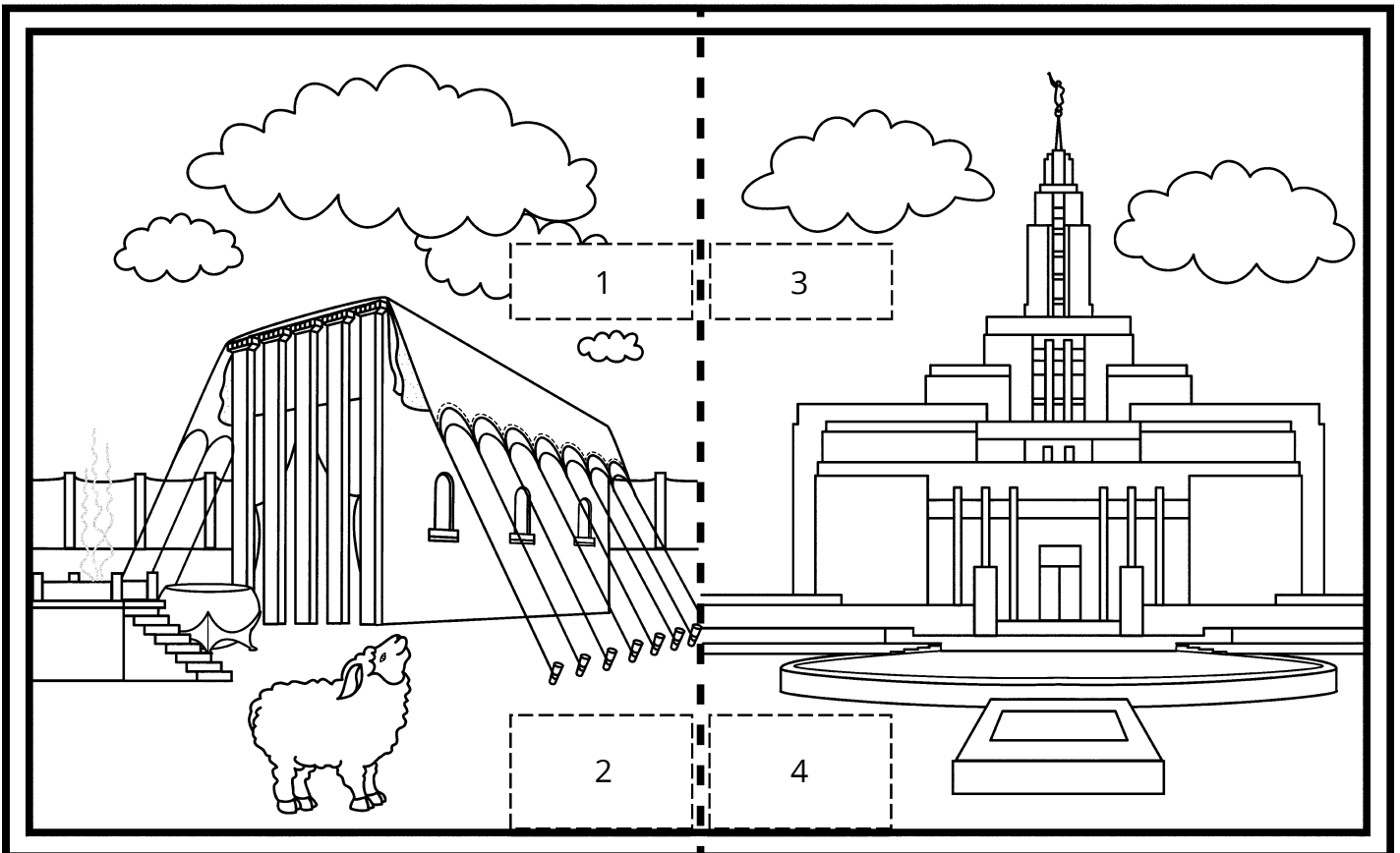
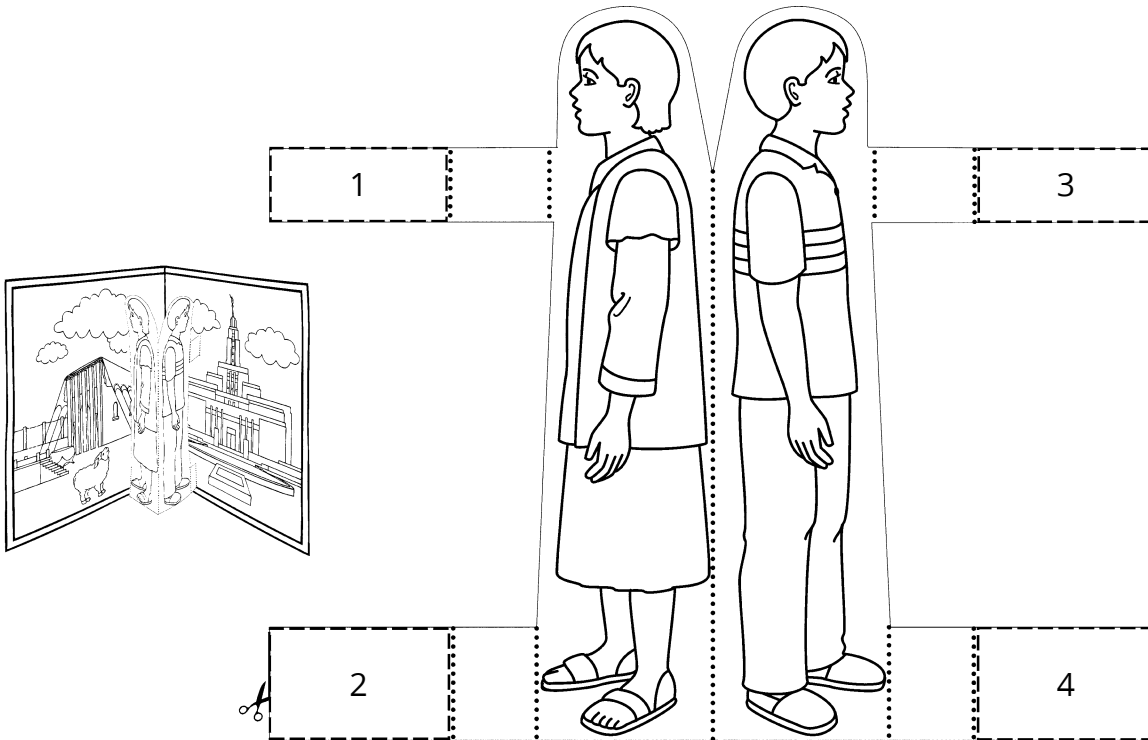
Invite the children to ask Heavenly Father this week how He would like them to contribute to His work in their family.

#### Improving Our Teaching

**Point the children to Heavenly Father and Jesus Christ.** Your main objective should be to help the children you teach strengthen their faith in Heavenly Father and Jesus Christ. What can you do to help them understand how living the truths of the gospel will help them become more like the Father and the Son?

**I can feel God's presence in holy places (Exodus 40:17-34).**

Color the pictures and cut them out. Fold the pictures of the children on the dotted lines, and glue the numbered tabs to their matching numbers on the pictures of the temples. Then, fold the pictures of the temples on the dotted line as shown below.





MAY 9–15

## Numbers 11–14; 20–24

“REBEL NOT YE AGAINST THE LORD, NEITHER FEAR”

This outline isn’t meant to be a script. Instead, use it to get ideas and inspiration for learning activities that will bless the children in your class.



### Invite Sharing

Show the children one of the pictures in this outline or in this week’s outline in *Come, Follow Me—For Individuals and Families*. Let them share with you anything they know about what is happening in the picture.



### Teach the Doctrine: Younger Children

**NUMBERS 11:4–10**

#### I can be thankful for what God has given me.

Even though the Lord had done wonderful things for the children of Israel, they often focused instead on what they didn’t have. Help the children learn to be thankful for what God has given them.

#### Possible Activities

- Ask the children if they remember some of the miracles the Lord performed to bless the Israelites in the wilderness. (If the children need

help, show them pictures from the April 4–10 outline in *Come, Follow Me—For Individuals and Families*; see also Exodus 14:21–22; 15:23–25; 16:4.) Then summarize for them Numbers 11:4–10, emphasizing that the Lord was unhappy because the Israelites were complaining. Help the children think of ways they can show gratitude to the Lord.

- Sing together a song about gratitude, such as “Count Your Blessings” (*Hymns*, no. 241). Invite each child to draw pictures of blessings the Lord has given them or their families. Encourage them to think about or look at their picture whenever they are tempted to complain about something they don’t have.

**NUMBERS 13:17–33; 14:6–9**

#### Faith can help me not be afraid.

When Moses sent 12 men to find out about the promised land, 10 of them came back afraid because of the mighty people who lived there. Two of them, Caleb and Joshua, were not afraid, because they had faith in the Lord.

#### Possible Activities

- Use pictures or drawings of grapes, honey, giants, and grasshoppers to briefly tell the children about the 12 men Moses sent to explore the promised land (see Numbers 13:17–33; see also

“Forty Years in the Wilderness,” in *Old Testament Stories*). Explain that they found a lot of fruit and other foods (invite the children to pretend to eat the food), but they also were afraid because the people there were large and strong (invite the children to pretend to be afraid). Show a picture of Jesus, and point out that two Israelites, Caleb and Joshua, were not afraid because they had faith in Jesus Christ.

- Read Numbers 14:9 to the children, and talk about a time when you were afraid but your faith in Jesus Christ helped you have courage. Help the children think of any similar experiences they’ve had.



Ten of the Israelite spies were afraid; Joshua and Caleb had faith.  
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### NUMBERS 21:6–9

#### I can look to Jesus Christ.

Just as the children of Israel were healed by looking at the serpent of brass, the children in your class receive salvation by looking to the Savior.

#### Possible Activities

- Using this week’s activity page or the picture in this week’s outline in *Come, Follow Me—For Individuals and Families*, tell the children what happened when “fiery serpents” came into the Israelites’ camp (see Numbers 21:6–9). Help them see how the brass serpent is like Jesus

Christ (see John 3:14–15). Then let the children take turns using the picture to tell the story to each other.

- Ask the children to close their eyes while you place a picture of the Savior somewhere in the room. Then invite the children to open their eyes, find the picture, and look at it. Let them take turns being the one to place the picture. Each time the children find the picture, help them think of something they can do to look to the Savior.



## Teach the Doctrine: Older Children

### NUMBERS 12

#### The Lord wants me to follow His prophet.

Numbers 12 contains some valuable lessons that can help the children when they hear people saying unkind things about the Lord’s prophet or other Church leaders.

#### Possible Activities

- Tell the children that on one occasion, the Lord was unhappy with Aaron and Miriam, Moses’s brother and sister. Invite them to read Numbers 12:1–2 to find out why. According to verses 5–8, how did the Lord feel about Aaron and Miriam speaking against His prophet?
- Help the children think of examples of people in the scriptures who did follow the prophet and were blessed (for example, see Genesis 7:7; 1 Nephi 3:7). What are some of the things our living prophet has taught us? How are we blessed when we follow his teachings?

**NUMBERS 21:4–9****Jesus Christ has the power to heal me spiritually.**

Many Israelites died because they did not have faith that the Lord would heal them if they looked at the brass serpent (see Alma 33:18–20). How can you help the children you teach have faith in the saving power of Jesus Christ?

**Possible Activities**

- Invite the children to draw pictures of what they read in Numbers 21:4–9. Let them use their pictures to tell the story. Ask each child to choose one of the following scriptures and share what it adds to our understanding of the story: John 3:14–15; 1 Nephi 17:41; Alma 33:18–20; Helaman 8:13–15; Doctrine and Covenants 6:36.
- Write on the board a question like *What can we do to “look upon the Son of God with faith”?* (Helaman 8:15). Give each of the children a piece of paper, and invite them to write as many answers to the question as they can think of. Collect the papers, read a few answers aloud, and invite the children to talk about how doing these things can help us when we need the Savior’s healing power.

**NUMBERS 22–24****I can follow God’s will, even if others try to persuade me not to.**

Balak tried to persuade Balaam to curse the Israelites, but Balaam knew that this was against God’s will. Balaam’s example could help the children when they face pressure to disobey God.

**Possible Activities**

- Summarize Numbers 22:1–18 for the children, emphasizing how Balaam refused to curse God’s people, even though Balak, the king of Moab, offered him honor and riches. Ask the children to search the following verses for phrases that they feel show Balaam’s determination to follow God: Numbers 22:18; 23:26; 24:13. Invite the children to pick one phrase they like and write it on a card to help them remember to obey the Lord.
- Talk with the children about situations when friends or others might try to persuade them to do something wrong, as Balak did to Balaam. How did Balaam’s commitment to the Lord help him resist pressure from Balak? Invite the children to practice responding to these situations using words like Balaam’s.

**Encourage Learning at Home**

Invite the children to share something with their families, such as a picture, a scripture, or a song, that shows what they learned in Primary.

**Improving Our Teaching****Be open to promptings from the Spirit.**

“Often the best teaching moments are unexpected—for example, when someone shares an experience or asks a question that leads to a meaningful discussion. . . . Be willing to change your plans if necessary to follow the promptings you receive” (*Teaching in the Savior’s Way*, 10).

**I can look to Jesus Christ (Numbers 21:6-9).**

Color the pictures. Just as the children of Israel looked at the serpent to be healed, "as many as should look upon the Son of God with faith, having a contrite spirit, might live, even unto that life which is eternal" (Helaman 8:15).

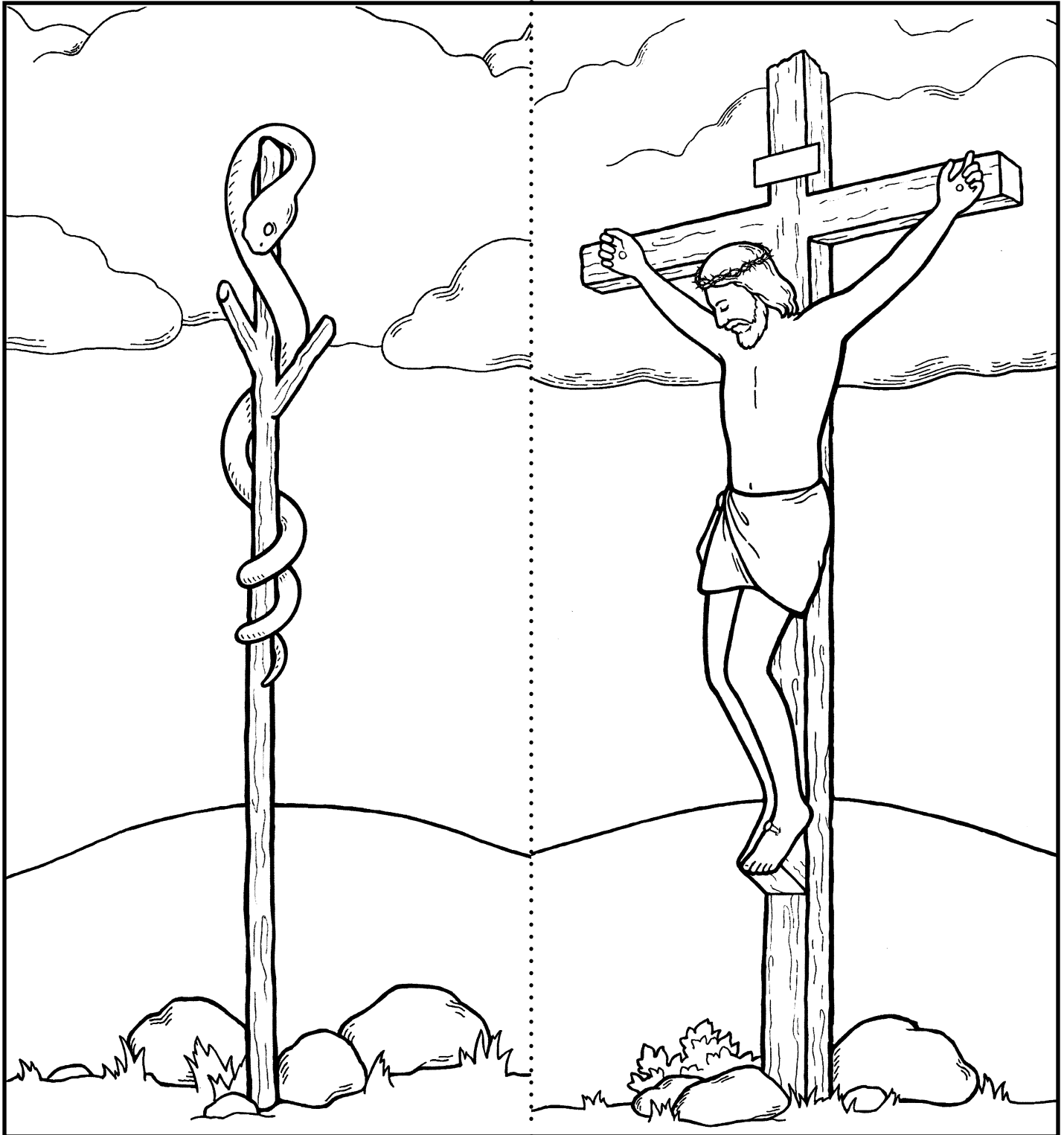
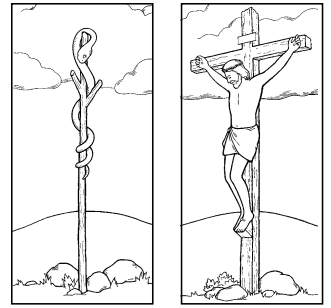






Illustration of Moses on Mount Nebo, © Providence Collection/licensed from goodsalt.com

MAY 16–22

## Deuteronomy 6–8; 15; 18; 29–30; 34

“BEWARE LEST THOU FORGET THE LORD”

Ponder how you could adapt the activities in this outline to the needs of the children you teach. For example, if you teach young children, you could help them prepare for baptism by adapting the activities under “Keeping my covenants brings great blessings” in the section for older children.



### Invite Sharing

Invite the children to share things they have learned about Moses in Primary or at home over the past few weeks. If needed, show pictures of events from Moses’s life to help them remember. Tell them that today you will be talking about things Moses taught at the end of his life on earth.



### Teach the Doctrine: Younger Children

#### DEUTERONOMY 6:5

#### I can love the Lord with all my heart.

Moses taught the children of Israel that they should love the Lord with all their heart, soul, and might. Think of ways you can help the children you teach increase their love for Heavenly Father and the Savior.

#### Possible Activities

- Draw on the board a heart, an outline of a body, and a strong arm. Read Deuteronomy 6:5, and point to the pictures as you read the words “heart,” “soul,” and “might.” Invite the children to take turns pointing to the pictures as the class repeats the scripture passage with you.
- Sing a song that teaches about God’s love, such as “My Heavenly Father Loves Me” (*Children’s Songbook*, 228–29). Help the children find words in the song that show that Heavenly Father loves us. Help them think of ways we can show Him we love Him too.

#### DEUTERONOMY 6:6–9

#### The scriptures are the word of God.

The counsel in Deuteronomy 6:6–9 was meant to help the Israelites “beware lest [they] forget the Lord” and His word (verse 12). How can you help the children make the scriptures a consistent part of their lives?

#### Possible Activities

- Invite a child to hide a copy of the scriptures in the room while the rest of the children close their eyes. Then invite the children to open their eyes and try to find the scriptures. Using key phrases

from Deuteronomy 6:6–9, share with the children that Moses told the Israelites to put scripture passages in places where they would see them and learn from them every day. Help the children think of places in their homes where they could put scriptures in order to see them every day.

- Sing a song about the scriptures, such as “Search, Ponder, and Pray” (*Children’s Songbook*, 109). Share your testimony that the scriptures are the word of God, and tell the children how they bless your life.



Jesus Christ is the prophet like unto Moses.

### DEUTERONOMY 18:15–18

#### Prophets teach us about Jesus Christ.

Moses prophesied that Jesus Christ would come and that we should listen to the words Jesus would teach.

#### Possible Activities

- Help one of the children read Deuteronomy 18:18, and tell the children that the Prophet like Moses that God would raise up is Jesus Christ. To help the children see ways in which Moses and Jesus are similar, bring pictures of things Moses did and things Jesus Christ did, and let the children match them. For instance, you could bring pictures of Moses and Jesus ordaining others and teaching (see *Gospel Art Book*, nos. 15, 16, 38, 39).
- Show the children a picture of our prophet today, and share something he has taught about the

Savior. Invite the children to draw a picture of the prophet to share with their families.



## Teach the Doctrine: Older Children

### DEUTERONOMY 6:6–9

#### I can keep the word of God in my heart.

Moses taught that we should keep the word of God in our hearts, and he gave the Israelites counsel about how to keep the word of God constantly before them. How will you inspire the children to learn from the word of God daily?

#### Possible Activities

- On the board, write words and phrases from Deuteronomy 6:6–9 that indicate when and how the Israelites were to remember the word of God (such as *sittest, walkest, liest down, hand, and house*). Invite the children to find these words in the verses. What do these words teach about how to make the scriptures part of our everyday lives? Ask the children what they can do to remember the word of God in their daily life.
- Give each child a piece of paper, and invite them to write down a phrase from Deuteronomy 6 that is meaningful to them. Ask them to share why they chose their phrase. Suggest that they decorate their paper and display it in their home to remember it. Encourage the children to write down and display other phrases they find in the scriptures.

### DEUTERONOMY 15:7–11

#### I can joyfully serve those in need.

The teachings in Deuteronomy 15:7–11 can help the children you teach understand that helping others

involves more than just actions. It should be done with a willing heart.

### Possible Activities

- Write *who*, *why*, and *how* on the board. Invite the children to read Deuteronomy 15:7–11 to find out who we should help, why we should help them, and how our hearts should feel about helping. Let them write on the board what they find. Sing a song that reinforces the message in these verses, such as “Have I Done Any Good?” (*Hymns*, no. 223).
- Ask the children to think of someone they could help—especially in their own family. Provide time for them to write down what they will do this week to help that person. If possible, make plans to reach out as a class to someone in need.

### DEUTERONOMY 30:8–10

#### Keeping my covenants brings great blessings.

Like the children of Israel, we need constant reminders to live our covenants. Reading Deuteronomy 30:8–10 can help the children better understand what a covenant is and inspire them to keep their covenants.

### Possible Activities

- Ask the children what a covenant is (if they need help, suggest that they find a definition in “Covenant” in the Guide to the Scriptures [scriptures.ChurchofJesusChrist.org]). Draw a two-column chart on the board with these headings: *Israelites’*

*promises* and *God’s promises*. Invite the children to search Deuteronomy 30:8–10 and fill in the chart. (If necessary, help the children understand the meanings of phrases in verse 9.) Testify of blessings that have come to you from keeping your covenants.

- Invite the children to list on the board the promises we make at baptism and the promises Heavenly Father makes to us (see Doctrine and Covenants 20:37, 77). What can we do to always remember the Savior and keep our covenants?



## Encourage Learning at Home

Invite the children to pretend you are a member of their family, and ask them to tell you one thing they learned in class today. Encourage them to share what they told you with one of their family members when they get home.

### Improving Our Teaching

**Ask inspired questions.** Ask questions that invite the children not just to report facts but to share their testimonies of gospel truths. For example, if you are discussing the commandments, you could ask the children to share how keeping the commandments has blessed them.

**The scriptures are the word of God (Deuteronomy 6:6-9).**

Choose one of the reminders below that you would like to color.  
Cut it out, and hang it somewhere to remind you to read your scriptures every day.

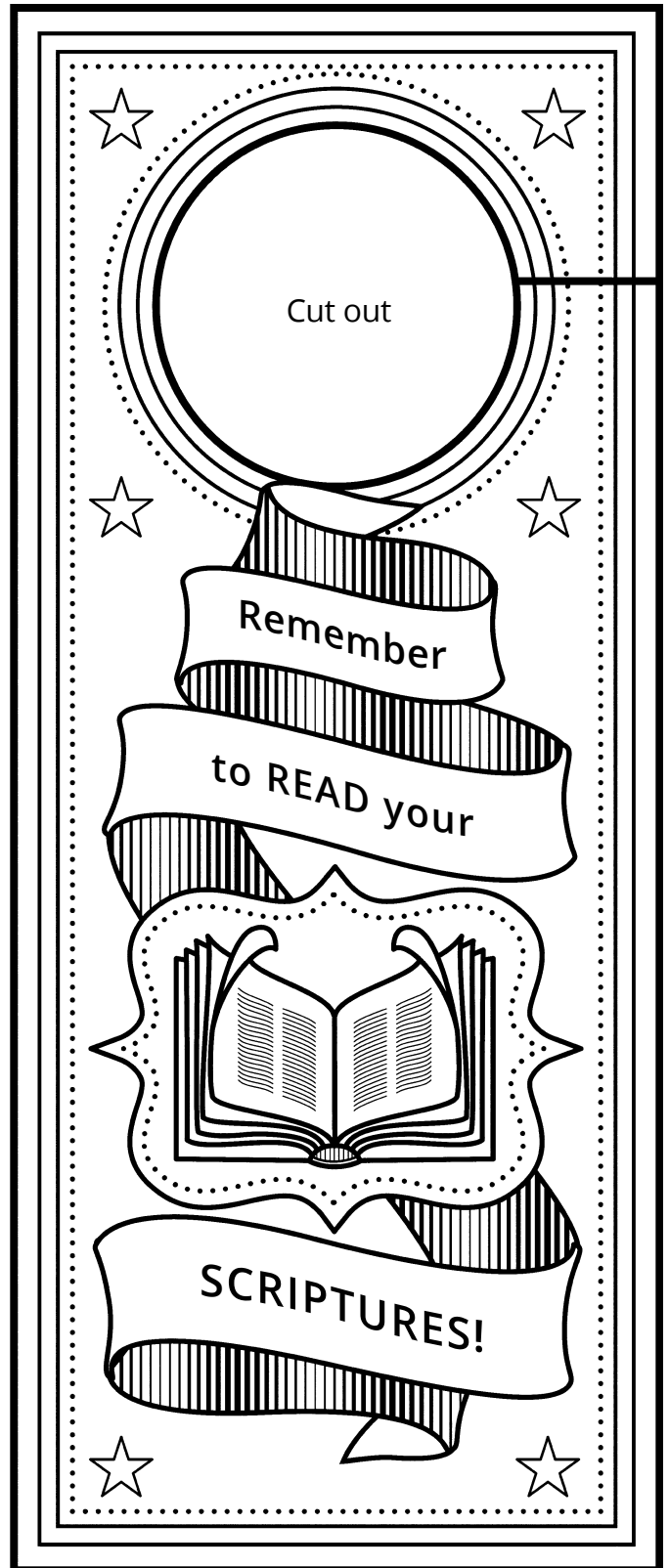
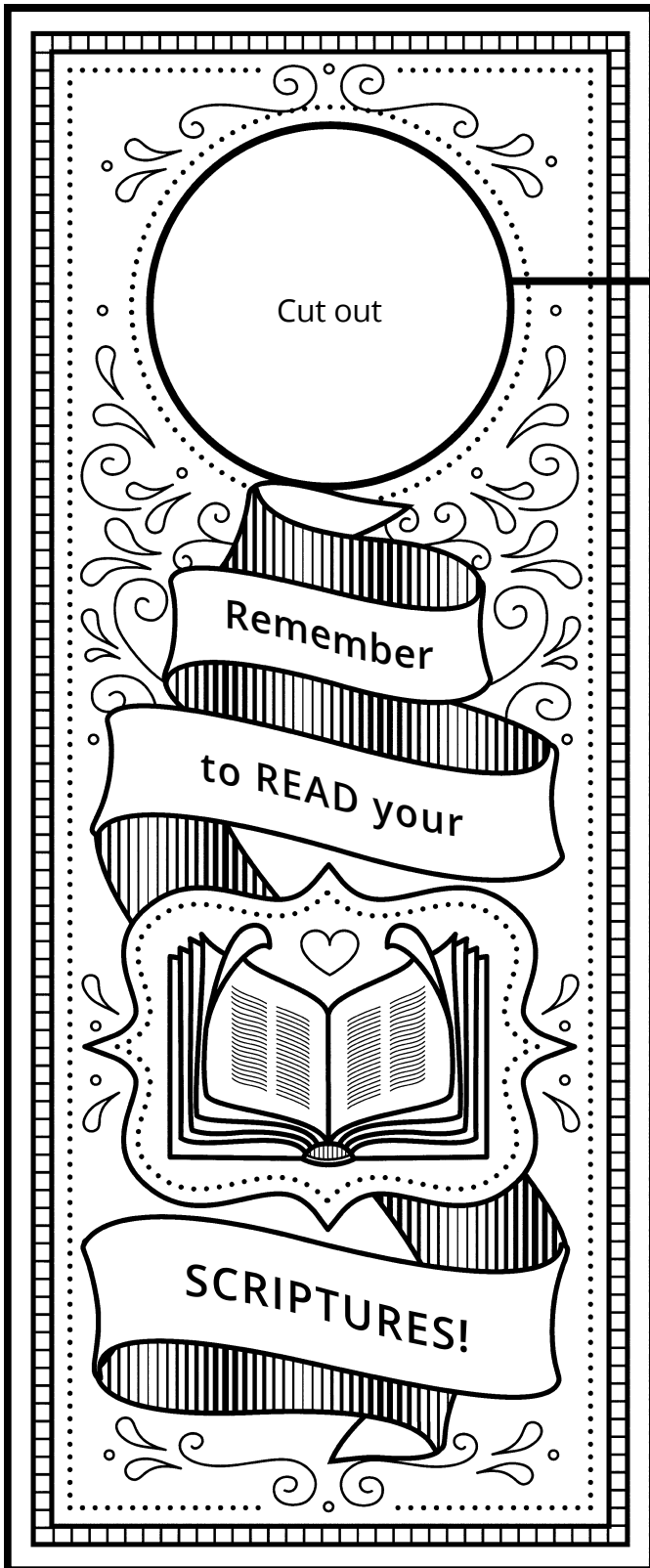




Illustration of Moses ordaining Joshua, by Darrell Thomas

MAY 23-29

## Joshua 1-8; 23-24

"BE STRONG AND OF A GOOD COURAGE"

As you read Joshua 1-8 and 23-24, record the spiritual impressions you receive. What will you do to discover what the children you teach need to learn from these chapters?



### Invite Sharing

Draw a picture on the board of something from one of the stories in Joshua 1-8; 23-24, and see if the children can guess the story it comes from. For example, you could draw a river or a city wall.



### Teach the Doctrine: Younger Children

#### JOSHUA 1:8

**I can think about the scriptures day and night.**

The Lord told Joshua that if he meditated on the scriptures and followed the counsel in them, he would have success leading the Israelites into the promised land. What can you do to teach the children of the great blessings that come from the scriptures?

#### Possible Activities

- Give each child a picture or drawing of the sun and the moon. Read to them from Joshua 1:8:

"Meditate [on the scriptures] day and night."

Explain that *meditate* means to think deeply about something. Repeat the phrase several times, and invite the children to hold up the sun when you say "day" and the moon when you say "night." Let the children repeat the phrase with you.

- Ask the children to name things they do during the day and things they do at night. Tell them that Joshua was told to think about the scriptures *day and night*. Help them think of stories or teachings from the scriptures that they could think about day and night. Invite them to draw a picture of themselves or their family studying the scriptures. Why do they like studying the scriptures? How are they blessed when they do?

#### JOSHUA 3

**I must be baptized to enter the kingdom of heaven.**

The story of Joshua leading the Israelites through the Jordan River into the promised land provides an opportunity to teach the children that we must be baptized to enter the kingdom of heaven.

#### Possible Activities

- Review some details of the story of the children of Israel crossing the Jordan River to enter the promised land (see "Joshua the Prophet," in *Old Testament Stories*). Then show a picture of

Jesus being baptized, and tell the children that Jesus was baptized in the same river. Invite the children to share other things they know about Jesus's baptism.

- Sing a song about baptism with the children, such as “Baptism” (*Children’s Songbook*, 100–101). Help them identify what this song teaches us about why Jesus was baptized and why we should follow His example. Let the children share their feelings about being baptized. Talk about what the children can do now to prepare to be baptized when they are eight years old.



We must be baptized to enter the kingdom of heaven.

#### **JOSHUA 24:15**

### **I can choose to serve Jesus Christ.**

Joshua's final message to his people was that they had the choice to continue to serve the Lord or to forsake Him. With the same love that Joshua had for his people, you can encourage the children you teach to choose to serve the Lord “this day.”

#### **Possible Activities**

- Ask the children to talk about some of the choices they have made today. Read to the children from Joshua 24:15: “Choose you this day whom ye will serve; . . . but as for me and my house, we will serve the Lord.” How have the children chosen to serve the Lord today? What are some ways we can choose to serve Him every day?
- Sing a song about making good choices, such as “Choose the Right Way” (*Children’s Songbook*, 160–61). How do we feel when we choose to serve Jesus Christ? Invite the children to draw pictures of themselves doing something to serve the Lord. Share a story from your life or from a Church magazine about choosing to serve the Lord.



## Teach the Doctrine: Older Children

#### **JOSHUA 1–4; 6**

### **“Be strong and of a good courage.”**

After Joshua became the leader of the Israelites, the Lord encouraged him by saying, “Be strong and of a good courage” (Joshua 1:6). What can the children learn from Joshua about how to be strong and courageous for Christ?

#### **Possible Activities**

- Invite the children to find the phrase that is repeated in Joshua 1:6, 9, and 18, and write it on the board (see also verse 7). Help the children think of reasons we might need this message, just as Joshua did. Review as a class some of the stories in Joshua 1–4; 6 (see also “Joshua the Prophet” and “Rahab and the Spies,” in *Old Testament Stories*), and ask the children to identify how the people in these stories showed courage and strength.
- Invite the children to talk about someone they know who is strong and courageous for Jesus Christ. Encourage them to write down something they would like to do to be stronger and more courageous for Christ.



**JOSHUA 1:8****I can meditate on the scriptures day and night.**

One way the Lord helped Joshua prepare for the challenges he faced was by encouraging him to “meditate” on the scriptures “day and night.” How might this counsel bless the children you teach?

**Possible Activities**

- Invite the children to write down how much time they spend in an average day on various activities. Then invite them to read Joshua 1:8, looking for something that we all need to do every day and night. Ask them to find words and phrases in this verse that teach us about the blessings of studying the scriptures. How can meditating on the scriptures help us have success in the other things we do each day?
- Invite the children to read together the following scriptures: Joshua 1:8; 1 Nephi 15:23–24; 2 Nephi 31:20; 32:3; Jacob 4:6; Helaman 3:29–30. Ask the children to find a word or phrase in each passage that teaches them about the power of studying the scriptures. What goals can they set for their personal scripture study?

**JOSHUA 24:15****I can choose to serve Jesus Christ.**

Among Joshua’s final words to the Israelites was a plea to “choose . . . this day whom ye will serve.” Ponder how this counsel could also bless the children you teach.

**Possible Activities**

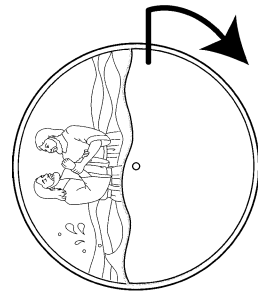
- Invite the children to create a poster using some of the key words and phrases in Joshua 24:15. Let them share their posters and explain why they chose those words. How can we show God that we have chosen to serve Him?
- Invite the children to suggest situations in which they might have to decide to choose God over other things. Ask them to consider what they would do. Why is it important to “choose . . . this day” rather than waiting for the situation to arise? How will we be blessed when we make the right choice?

**Encourage Learning at Home**

Invite the children to choose something you talked about that they would like to share with their family. Encourage them to think of a way they can share it this coming week.

**Improving Our Teaching**

**Help children become better learners.** Your purpose in teaching children is not just to impart truth to them. You should also help them develop into self-reliant seekers of truth.



## I must be baptized to enter the kingdom of heaven (Joshua 3).

Color the pictures and cut out the shapes. Attach the shapes with a fastener at the center. Turn the wheel to show two things that happened in the Jordan River: the Lord parted it so the Israelites could cross (see Joshua 3:15-17), and later Jesus Christ was baptized in it (see Matthew 3:13-17).

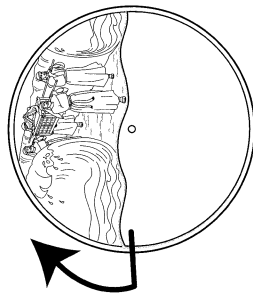




Illustration of Deborah leading Israel's armies,  
© Lifeway Collection/licensed from goodsalt.com

MAY 30–JUNE 5

## Judges 2–4; 6–8; 13–16

“THE LORD RAISED UP A DELIVERER”

There are many inspiring stories found in Judges 2–4; 6–8; 13–16. Ponder how you can use these stories to help the children come closer to the Savior and desire to follow Him.



### Invite Sharing

Invite each of the children to share a story from the scriptures that they have learned about recently. Then ask them to share what they learn from these stories.



### Teach the Doctrine: Younger Children

**JUDGES 3:9**

#### Jesus Christ is my Savior.

When the Israelites prayed to the Lord, He raised up a deliverer for them. Help the children see that Jesus Christ is the Deliverer whom God has raised up for us.

#### Possible Activities

- Explain to the children that when the Israelites stopped keeping God’s commandments, they

lost His protection and were defeated by their enemies. Read from Judges 3:9 the phrase “the children of Israel cried unto the Lord.” What did the Israelites do when they needed help? Share an experience when you prayed for help and God answered your prayer.

- Read from Judges 3:9 the phrase “the Lord raised up a deliverer,” and invite the children to repeat it with you a few times. Explain that a deliverer is someone who saves us. Show the children several pictures of people, including a picture of Jesus Christ, and place the pictures face down on the floor. Let the children take turns turning over the pictures, finding the picture of Jesus, and holding it up. Testify that Jesus Christ is the Deliverer whom God has raised up to save us from sin and death.



Illustration of Gideon, © Lifeway Collection/licensed from goodsalt.com

**JUDGES 6:11–16; 7:1–8****The Lord can use small things to do great work.**

Gideon considered himself poor and insignificant, but God saw him as a “mighty man of valour” (Judges 6:12). Help the children see that even if they feel small, God can work through them to do important things (see Alma 37:6–7).

**Possible Activities**

- Tell the children that the Lord needed someone to help Him save Israel from their enemies, the Midianites, and He chose Gideon. Read Judges 6:15 to the children, and ask them why Gideon didn’t feel he could do what the Lord wanted. Read verse 16, and ask them who the Lord said would help Gideon. Tell the children about a time when the Lord asked you to do something difficult to serve Him and you felt He was with you.
- Display pictures of children or youth doing great things in the service of God (see *Gospel Art Book*, nos. 19, 23, 90, 102), or tell about examples you have seen. Help the children think of ways they can participate in God’s work, and invite them to draw pictures of themselves doing these things.
- Use this week’s activity page to teach the children about how the Lord made Israel’s army smaller so the Israelites would know that His power had saved them from their enemies. Share examples of small things that do a great work, such as bees gathering nectar to make honey. Bear your testimony that God can help us do a great work, even when we feel small.

**Teach the Doctrine:  
Older Children****JUDGES 3:7–9, 12–15****Jesus Christ is my Deliverer.**

Judges 3 describes a cycle that you can use to teach the children that God delivers us from sin through the Savior Jesus Christ.

**Possible Activities**

- Write the following on the board: “*did evil*,” “*cried unto the Lord*,” and “*raised up a deliverer*.” Invite some of the children to find these phrases in Judges 3:7–9, and invite others to find them in Judges 3:12–15. Explain to the children that over and over in the book of Judges, the Israelites “did evil.” Then, when their enemies attacked, they “cried unto the Lord,” and the Lord “raised up a deliverer” to help them. What do we learn about the Lord from this cycle?
- Sing a song together that helps the children understand that Jesus Christ is their Redeemer and Deliverer, such as “He Sent His Son” (*Children’s Songbook*, 34–35). Invite the children to share their feelings about what the Savior has done to deliver us from sin, trials, sorrow, and death.

**JUDGES 4:1–15****I can be faithful to the Lord  
even if others are not.**

Although many of the Israelites fell away from the Lord, some remained true to Him and were able to help many others return to righteousness. How can you encourage the children to stay true to the Lord no matter what others are doing?

### Possible Activities

- Tell the children that during a time when the Israelites had been wicked, a righteous woman named Deborah and the commander of the Israelites' army, Barak, delivered Israel from their enemies (see Judges 4:1-15). Read together Judges 4:14, and ask the children to find something Deborah said that showed that her faith in the Lord was strong. Then ask them to read Doctrine and Covenants 84:88 to find a principle that is also in Judges 4:14. Encourage them to share what the Lord's promise "I will go before your face" means to them.
- Sing a song about obeying the commandments, such as "Choose the Right" (*Hymns*, no. 239) or "Choose the Right Way" (*Children's Songbook*, 160-61). How can we stand for righteousness and obey the commandments even when others around us do not?

## JUDGES 7

### God's ways are different from the world's ways.

The Lord asked Gideon to do things that he probably didn't understand at the time. What inspires you about his story? How do you feel it can bless the children you teach?

### Possible Activities

- Ask the children to imagine that they needed to gather an army together to go to battle. How many people would they want in their army? Using Judges 7:4-7, invite the children to act out how the Lord helped Gideon choose the army that would deliver Israel from the Midianites. Why did the Lord want Gideon's army to be so small? (see

Judges 7:2). Why might following the Lord's command have been hard for Gideon and his army? Invite the children to share experiences when they learned to trust the Lord even though doing so was hard.

- Invite the children to draw pictures of a sword, shield, trumpet, lamp, and pitcher. Ask the children which of these objects they would take with them into a battle. Invite them to read Judges 7:16 to learn what Gideon's army took with them. Why would it have taken courage to do this? Read together Judges 7:19-21 to learn how the army used the trumpets and pitchers to defeat the Midianites. What do we learn about the Lord from this story?



## Encourage Learning at Home

Invite the children to share with a family member something they learned today that makes them want to keep the commandments.

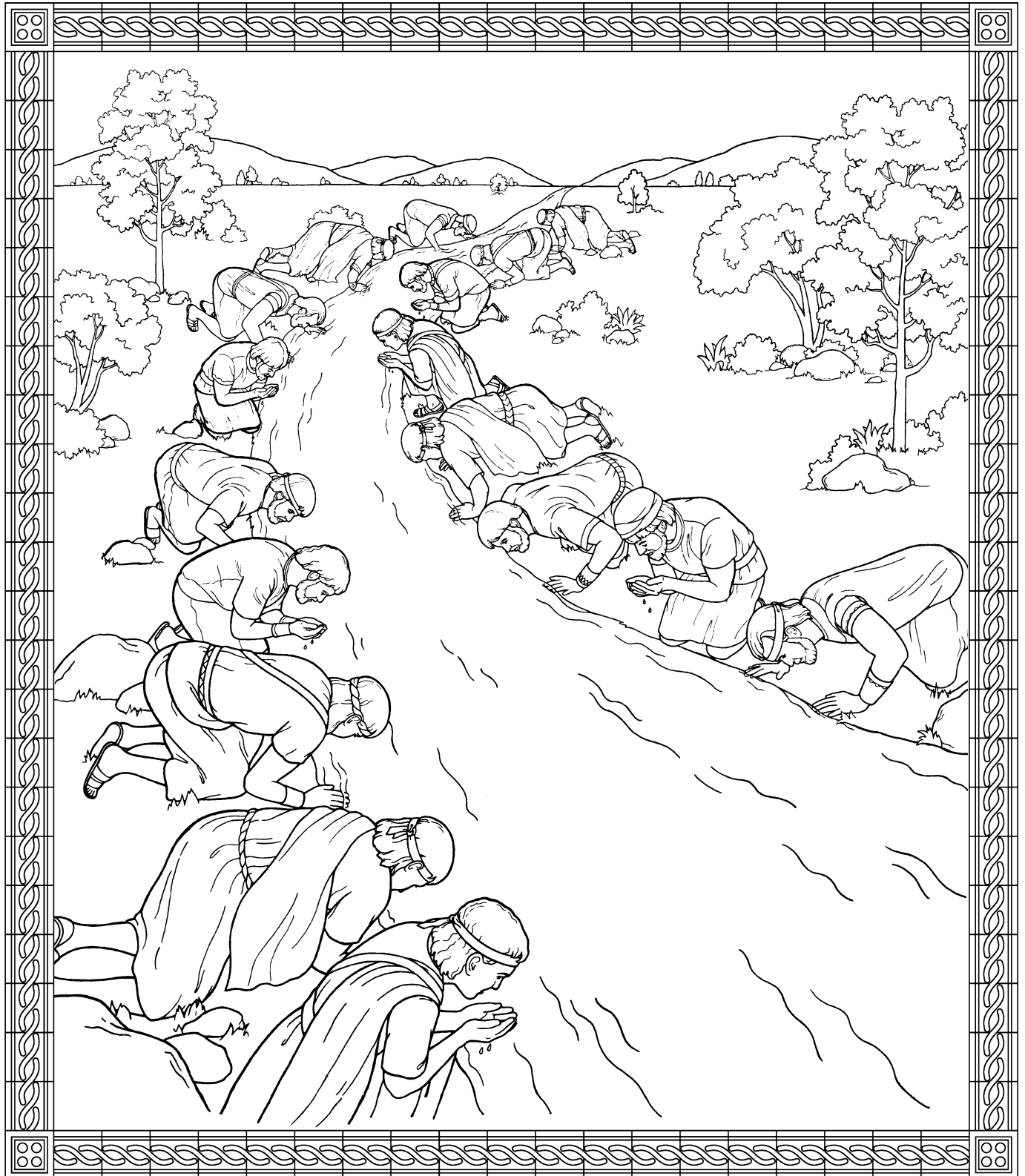
### Improving Our Teaching

**Adapt activities to meet needs.** Don't view these outlines as instructions you must follow. Rather, use them as a source of ideas to spark your own inspiration as you ponder the needs of the children you teach. For example, in some cases, you might feel inspired to adapt an activity for younger children to teach older children, or vice versa.

**The Lord can use small things to do great work (Judges 6:11-16; 7:1-8).**

Help Gideon find the men who will go to battle.

Put a circle around the men who are drinking from their hands,  
and put an "X" on the men who are drinking from the river on their knees.







Whither Thou Goest by Sandy Freckleton Gagon

JUNE 6-12

## Ruth; 1 Samuel 1-3

"MY HEART REJOICETH IN THE LORD"

As you read Ruth and 1 Samuel 1-3, ask Heavenly Father how you might help the children learn from the truths in these chapters. Record the impressions you receive.



### Invite Sharing

Ask the children to share what they know about Ruth, Naomi, Hannah, or Samuel. It might be helpful to show them pictures, such as those in this week's outline in *Come, Follow Me—For Individuals and Families*.



### Teach the Doctrine: Younger Children

#### RUTH

**I can show love and kindness to those around me.**

When Ruth's husband died, she could have stayed in her home country, but she chose to go with her widowed mother-in-law, Naomi, and care for her. Consider how Ruth's Christlike example could inspire the children you teach to be kind to those around them.

#### Possible Activities

- Invite the children to represent Naomi, Ruth, Boaz, or other characters as you tell their story from the book of Ruth (see also "Ruth and Naomi" in *Old Testament Stories*). Invite the children to raise their hands every time they hear an act of kindness in the story. How do we feel when people are kind to us? How do we feel when we are kind to others?
- Sing together a song about being kind, such as "Kindness Begins with Me" (*Children's Songbook*, 145). Help the children think of ways they can be kind to their family and friends. If they need help, show them pictures of people showing kindness. For every idea mentioned, let the children draw a heart on the board.

#### 1 SAMUEL 1:1-18

**Heavenly Father hears and answers my prayers.**

When Hannah was sad because she could not have children, she turned to the Lord in faith and He answered her prayer. Help the children see that they can always pray to Heavenly Father, especially when they are sad.

#### Possible Activities

- In your own words, tell the children why Hannah was sad (see 1 Samuel 1:2-8; see also "Hannah"

in *Old Testament Stories*). What can we do when we are sad? Read to the children 1 Samuel 1:10, and invite the children to listen for what Hannah did. Ask the children how they feel when they pray. Read from verse 18 to explain that after her prayer, Hannah “was no more sad.”



*For This Child I Prayed*, by Elspeth Young

- Use this week’s activity page to teach the children that they can pray to Heavenly Father and He will help them. While the children are coloring, sing or play a recording of a song that teaches about prayer, such as “A Child’s Prayer” (*Children’s Songbook*, 12–13).

### 1 SAMUEL 2:1–10

#### The Lord has done many wonderful things for me.

Hannah showed her gratitude to the Lord with a beautiful poem of praise. Her example can help the children think about the many things they can thank Heavenly Father for.

#### Possible Activities

- Read to the children some of what Hannah said after the Lord blessed her with a son (see 1 Samuel 2:1–2). Share with the children a blessing you have received from the Lord and how it made you feel. Then invite the children to talk about blessings the Lord has given them. How can we show our gratitude to Him?
- Sing a song together that describes some of the blessings the Lord gives us, such as “My Heavenly Father Loves Me” (*Children’s Songbook*, 228–29). Invite the children to draw pictures of blessings they have received from the Lord.



#### Teach the Doctrine: Older Children

### RUTH

#### I can have faith in the Lord.

Ruth made sacrifices to be faithful to the Lord and remain loyal to Naomi. How can you help the children learn from Ruth’s acts of faith?

#### Possible Activities

- Display a picture of Ruth and Naomi (see this week’s outline in *Come, Follow Me—For Individuals and Families*). Then write three headings on the board: *Trials*, *Actions*, *Blessings*. Invite the children to read Ruth 1:3–5, 8, 16; 2:1–3, 8–12; 4:13–17, and write under the headings what they find in these verses. How did Ruth show her faith in the Lord? Share an example of how you have been blessed because you have faith in Jesus Christ, and let the children share their own experiences.
- Sing together a song about faith, such as “The Lord Is My Light” (*Hymns*, no. 89) or “Faith” (*Children’s Songbook*, 96–97). What does the song teach us about trusting the Lord? How can we have faith in Jesus Christ even during difficult times?

**1 SAMUEL 1****Heavenly Father hears and answers my prayers.**

When Hannah “was in bitterness of soul,” she turned to Heavenly Father in prayer (1 Samuel 1:10). How can you encourage the children you teach to do the same?

**Possible Activities**

- To help the children learn about Hannah from 1 Samuel 1, give each child a few verses to read from the chapter (or show the video “Hannah’s Faith,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)). Afterward, toss a ball or small object to one child and invite him or her to tell part of the story before passing the ball to the next child to tell another part of the story. When the story is complete, ask the children to share something they learned from Hannah’s example.
- Read together 1 Samuel 1:15, and discuss what it means to pour out our souls before the Lord. With the children, make a list of things that we can talk about with God when we pray. Sing together a song about prayer, such as “A Child’s Prayer” (*Children’s Songbook*, 12–13). Testify of God’s love for His children and His desire to hear and answer their prayers.
- Ask the children to list (individually or in groups) examples of people in the scriptures who prayed to Heavenly Father. (If they need help, you could point them to Luke 22:41–43; Enos 1:2–6; Joseph Smith—History 1:14–17.) Ask them to share what they learn from these stories.

**1 SAMUEL 3:1–10****I can hear and obey the Lord’s voice.**

When Samuel was a young boy, he heard the voice of the Lord but did not recognize it at first. How can you help the children you teach hear and act on the promptings they receive?

**Possible Activities**

- Invite one child to pretend to be Samuel and another to pretend to be Eli as you read 1 Samuel 3:1–10 (or show the video “Samuel and Eli,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)). What can we learn from Samuel about how to listen to the voice of the Lord? How do we show that we are willing to hear when the Lord speaks to us?
- Invite the children to think about how they would explain to someone how the Lord speaks to them. Invite them to look for answers in one or more of the following scriptures: Doctrine and Covenants 6:22–23; 8:2–3; 9:7–9.

**Encourage Learning at Home**

Encourage the children to think of someone or something they can pray about this week. Give them opportunities in the future to share how Heavenly Father answered their prayers.

**Improving Our Teaching**

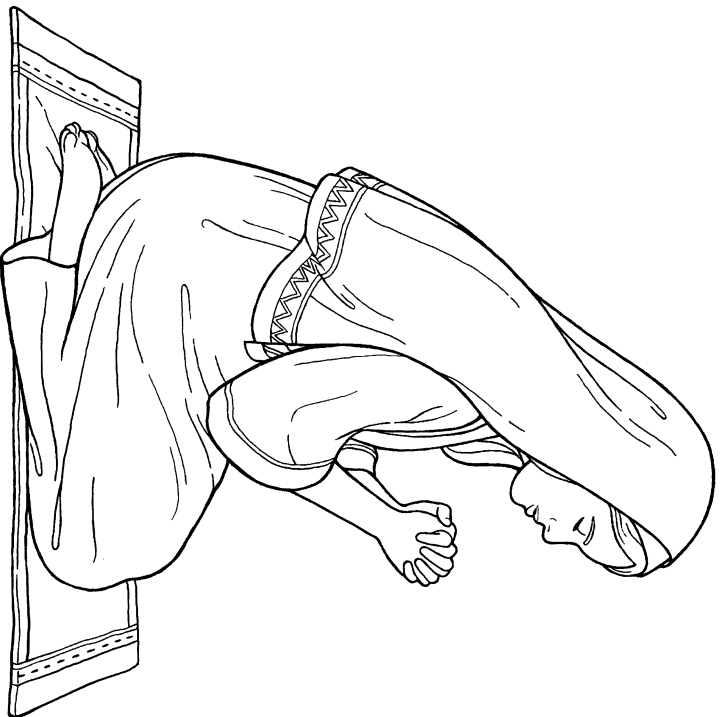
**Children with disabilities.** Please visit [disability.ChurchofJesusChrist.org](http://disability.ChurchofJesusChrist.org) to find out how you can better meet the needs of children with disabilities.

**Heavenly Father hears and answers my prayers (1 Samuel 1:1-18).**

Color the picture of Hannah praying. Then, in the space below, draw yourself praying to Heavenly Father. Display your picture at home as a reminder to pray to Heavenly Father each day.

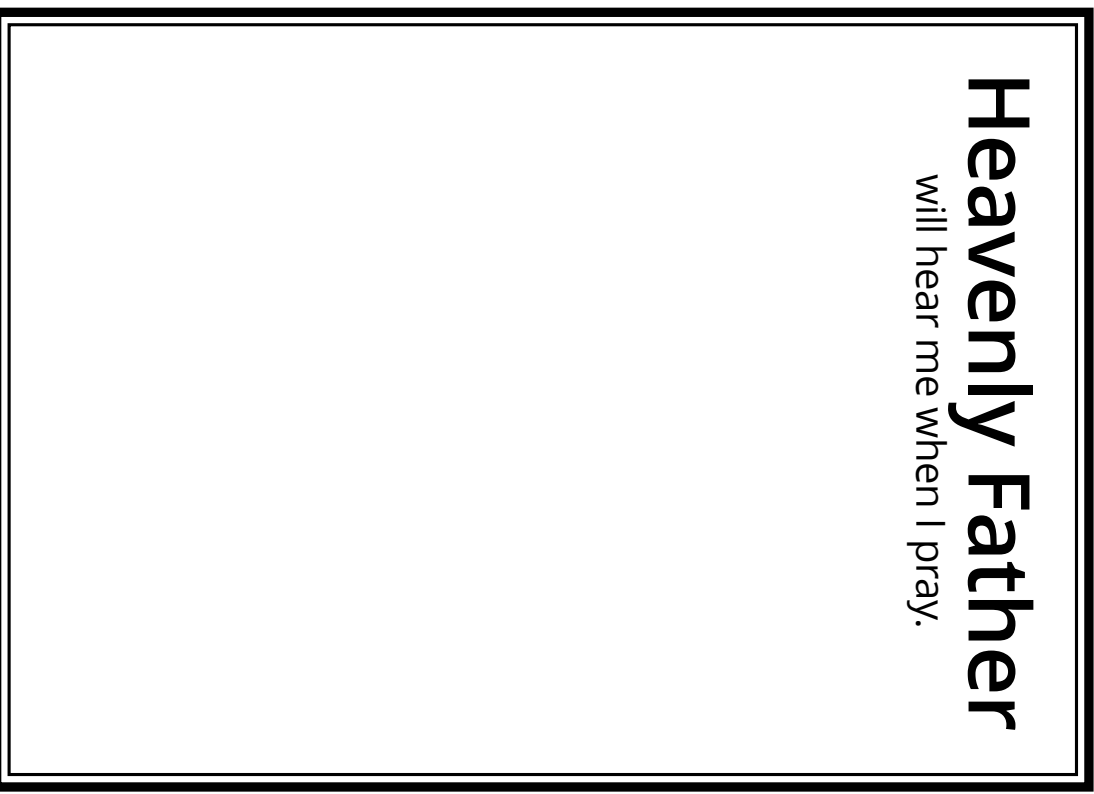
# Hannah

prayed to have a child.



# Heavenly Father

will hear me when I pray.





David and Goliath, by Steve Nethercott

JUNE 13-19

## 1 Samuel 8-10; 13; 15-18

"THE BATTLE IS THE LORD'S"

Although the activities below are designed for either younger or older children, you may adapt any of them to meet the needs of those you teach.



### Invite Sharing

Show the picture of David and Goliath from this week's outline in *Come, Follow Me—For Individuals and Families*. Invite the children to share what they know about the story, and ask questions to help them remember parts of the story that they left out.



### Teach the Doctrine: Younger Children

1 SAMUEL 16:1-13

#### The Lord knows what is in my heart.

Sharing the story of how the Lord told Samuel to choose David as king can help the children know that the Lord knows us individually.

#### Possible Activities

- Share how the Lord told Samuel that David would become the king of Israel (see 1 Samuel 16:1-13). While you tell the story, you could let one child represent Samuel. He or she could give a paper crown to another child, who represents

David. Share your testimony that the Lord knew David's heart and that He knows each of us.

- Share an experience in which you felt the Lord was aware of you. Sing a song that teaches that the Savior knows and loves us, such as "Jesus Is Our Loving Friend" (*Children's Songbook*, 58).

1 SAMUEL 17:10-54

#### Faith in Jesus Christ can help me have courage.

Children relate easily with young David because even though David was small, he overcame a big challenge. Help them see that the source of his courage and strength was his faith in Jesus Christ.

#### Possible Activities

- Review the story of David and Goliath with the children (see "David and Goliath" in *Old Testament Stories*), and let them take turns acting out the story. Prompt the child pretending to be Goliath to say, "Give me a man, that we may fight together" (1 Samuel 17:10). Prompt the child pretending to be David to say, "I come to thee in the name of the Lord" (1 Samuel 17:45). Testify that when we have faith in the Lord, He will help us have courage like David had.
- Use this week's activity page to show how tall Goliath might have been compared to a young boy like David. Explain that the army of Israel

was afraid of Goliath. Ask the children to pretend to be scared. Then show a picture of Jesus Christ, and tell the children that because David had faith in the Lord, he could be brave. Ask them to stand up tall, like they are brave.

- Invite the children to march like they are David going to fight Goliath while singing a song about being courageous, such as “I Will Be Valiant” (*Children’s Songbook*, 162).

### 1 SAMUEL 18:1–4

#### Good friends can be a blessing to me.

Jonathan and David’s friendship is a great example of the blessings that can come from good friends.

#### Possible Activities

- Draw two figures on the board, one to represent David and the other to represent Jonathan. Read to the children a few phrases from 1 Samuel 18:1–4 that emphasize the love these two friends felt for each other. Give each child a paper heart, and ask them how they can show love to a friend. After each child shares an idea, invite the child to attach the paper heart to the board.
- Tell the children about a good friend who helps you live the gospel or build your faith in Jesus Christ, and invite the children to share who helps them. Invite the children to act out doing something nice for a friend.



## Teach the Doctrine: Older Children

### 1 SAMUEL 8:6; 9:15–17; 10:1–24; 16:1–13

#### Those who serve in the Church are called by God.

The accounts of God choosing Saul and David to be kings can help your class understand how people are called to serve in the Church today. These accounts can build faith that callings come from God through His authorized servants.

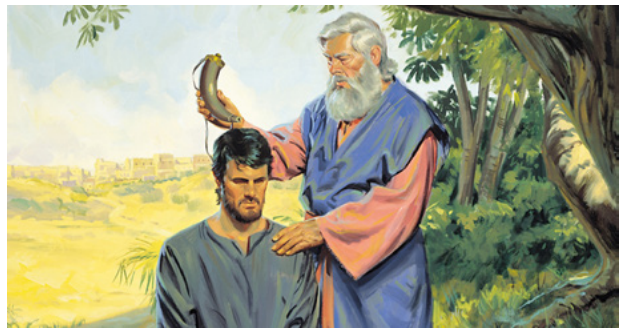


Illustration of Samuel anointing Saul, © Lifeway Collection/licensed from goodsalt.com

#### Possible Activities

- On separate strips of paper, write the following statements and scriptures: the people wanted a king (1 Samuel 8:6); the Lord told Samuel that Saul would be king (1 Samuel 9:15–17); Samuel anointed Saul (1 Samuel 10:1); Samuel presented Saul to the people (1 Samuel 10:24). Ask the children to read the scripture passages and put them in the correct order.
- Learn together the fifth article of faith. Briefly tell the children how you received your calling to teach in Primary. How do you know that you were called of God? Testify that God inspires leaders to call people to serve.



**1 SAMUEL 16:1–13****“The Lord looketh on the heart.”**

It’s natural to judge others based on what we can see, but part of becoming more like Jesus is learning how to see as He does—by looking “on the heart” (1 Samuel 16:7).

**Possible Activities**

- Invite the children to imagine they were asked to pick someone to be a king. What qualities would they look for? Read together 1 Samuel 16:6–7 to find out what the Lord said to Samuel as he was looking for a new king for Israel. What do we learn from the Lord’s instructions?
- Present an object lesson to illustrate to the children that judgments we make based on “the outward appearance” (verse 7) may not be correct. For example, you could show them some food or a book with a wrapper or cover that doesn’t match its true contents. What do 1 Samuel 16:7 and this object lesson suggest about how we should view ourselves and other people?
- Share an experience in which you learned why you should “look on the heart,” not just “the outward appearance” (verse 7). Let the children share any similar experiences they’ve had. Sing a song that emphasizes this principle, such as “I’ll Walk with You” or “We Are Different” (*Children’s Songbook*, 140–41, 263).

**1 SAMUEL 17:20–54****Jesus Christ can help me overcome any challenge.**

The children may be facing challenges that seem as difficult as defeating a giant like Goliath. David’s

example can give them hope that the Lord will help fight their battles.

**Possible Activities**

- Assign the children to draw pictures of different parts of the story in 1 Samuel 17:20–54. Display the pictures in order on the board, and invite the children to share the story by talking about each of the pictures they drew. What does the Lord want us to learn from this story?
- Help the children make a list on the board of some difficult challenges a person might face. Invite them to find things David said that can encourage someone who faces challenges like these (see 1 Samuel 17:26, 32, 34–37, 45–47). Tell the children how Jesus Christ has helped you during challenges.

**Encourage Learning at Home**

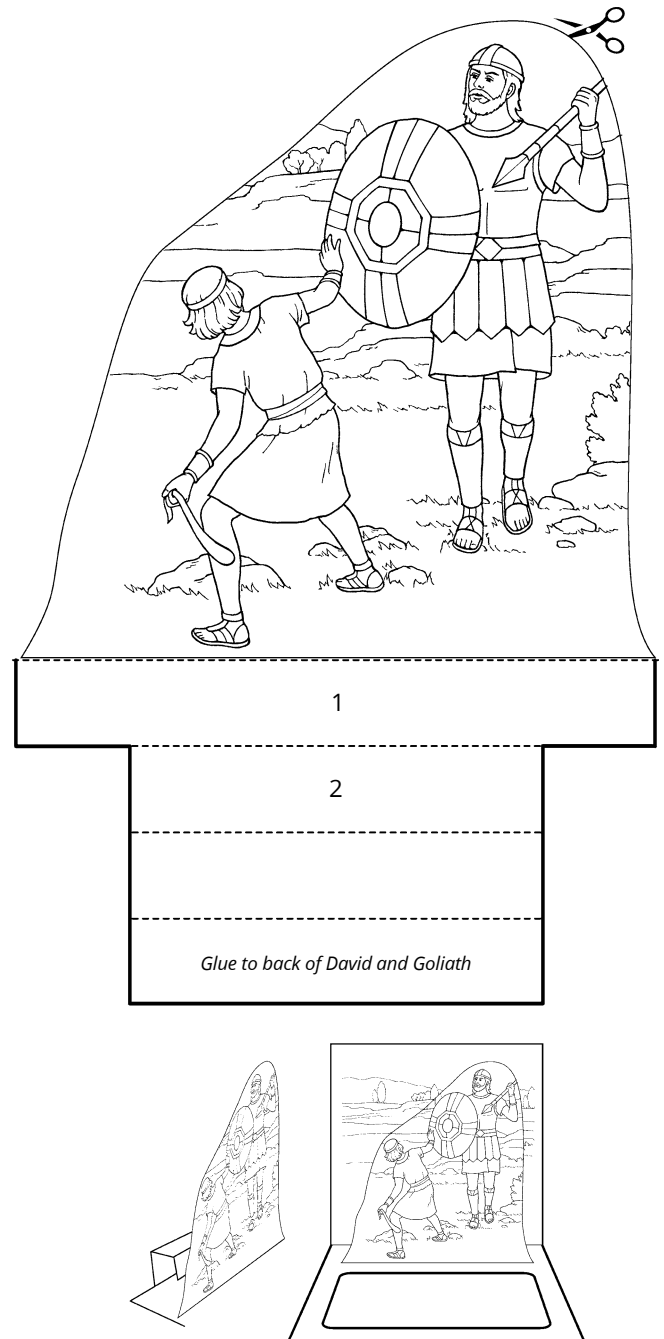
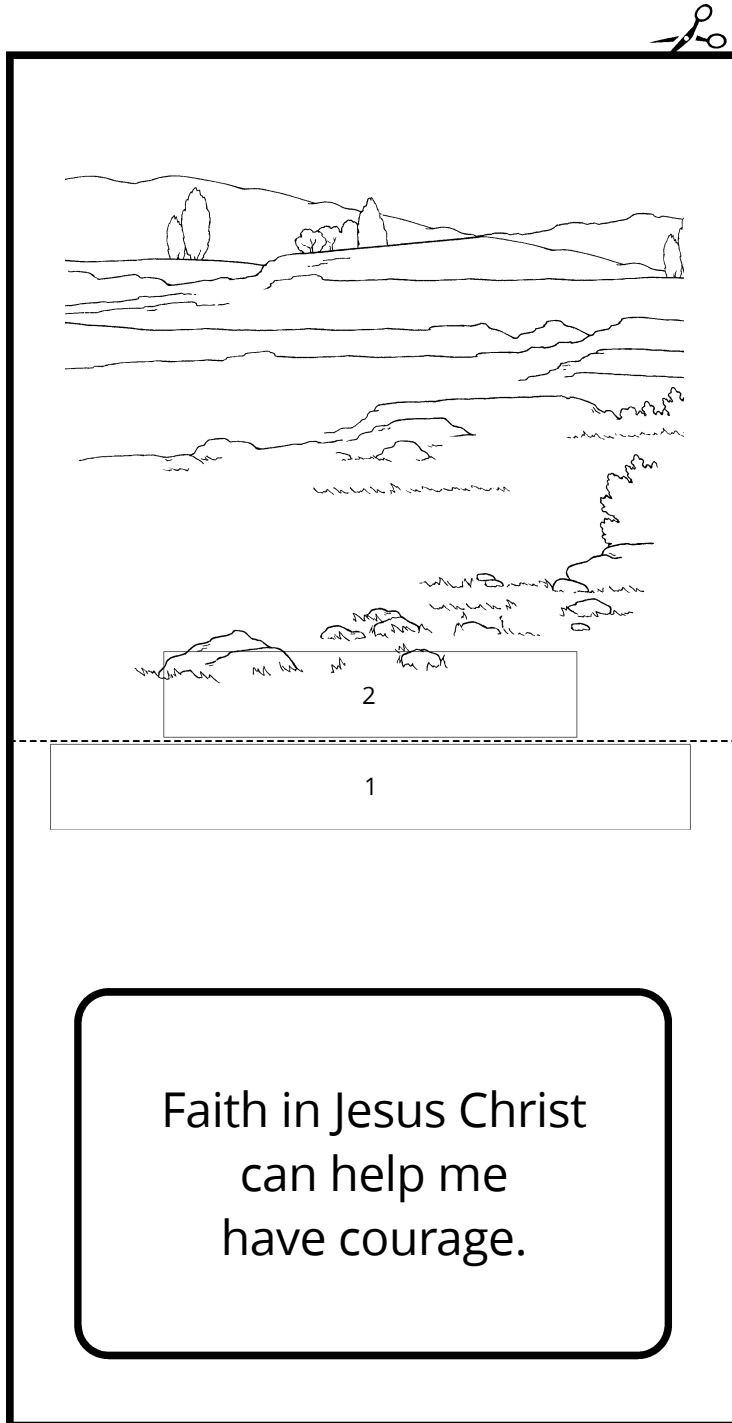
Ask the children a question about something they learned today. Write the question down, and give a copy to each child to take home and discuss with his or her family.

**Improving Our Teaching****Help children visualize the scriptures.**

Children often give greater attention to a lesson when they can look at pictures that relate to scripture stories or teachings. Consider using pictures in the *Gospel Art Book* or on [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org).

**Faith in Jesus Christ can help me have courage (1 Samuel 17:20-54).**

Make a pop-up scene by coloring the pictures and then cutting out the rectangle and the image of David and Goliath. Fold the rectangle in half on the dotted line. Fold the dotted lines on the bottom part of the picture of David and Goliath, and glue the marked tab to the back, as shown. Glue the picture of David and Goliath to the rectangle by matching the numbered sections.





King David Enthroned, by Jerry Milles Harston

JUNE 20-26

## 2 Samuel 5-7; 11-12; 1 Kings 3; 8; 11

"THY KINGDOM SHALL BE ESTABLISHED FOR EVER"

As you read the scriptures, the Holy Ghost can give you impressions and inspire you to know what will be most meaningful to the children you teach.



### Invite Sharing

Ask a few children to talk about their experiences reading the scriptures (individually, with their families, or at church). When and where do they read the scriptures? How do they feel when they read the scriptures? What blessings are they receiving for obeying this commandment?



### Teach the Doctrine: Younger Children

**2 SAMUEL 5:19, 23**

**If I need guidance, I can ask  
Heavenly Father.**

These verses describe how David prayed for guidance and direction as the king of Israel. How can you inspire the children to turn to God in prayer when they are in need?

### Possible Activities

- Explain to the children that when David needed help, he "inquired," or prayed, for answers. As you read 2 Samuel 5:19, 23, invite the children to listen for the word "inquired" and to fold their arms when they hear it. Testify that we can always pray to Heavenly Father when we need help.
- To help the children think about what they might say when they pray, you could ask them how they would finish sentences like these: "We thank Thee for . . ." and "We ask Thee for . . ." Let the children draw pictures of things they might give thanks for or ask for in a prayer.



We can pray to Heavenly Father for help and guidance.

- Tell the children about a time when you prayed for Heavenly Father's help. How did He answer your prayer? What difference did it make to have Him help you? Invite the children to share their experiences.

**2 SAMUEL 7:16****Jesus Christ is our King.**

When David was the king of Israel, the Lord told him that his “throne shall be established for ever” (2 Samuel 7:16). This promise referred to Jesus Christ, our Eternal King, who was born through David’s posterity.

**Possible Activities**

- Invite one of the children to pretend to be a king or queen. If possible, give the child simple props to hold. What is a king or queen? What do they do? Tell the children that David was a king, and he was an ancestor of Jesus Christ, who we call the “King of kings” (Revelation 19:16). Help the children think of ways we can show that we believe Jesus Christ is our Eternal King.
- As the children complete this week’s activity page, sing or play recordings of songs that refer to Christ as our King, such as “He Died That We Might Live Again,” “Called to Serve,” “Rejoice, the Lord Is King!” or “I Believe in Christ” (*Children’s Songbook*, 65, 174–75; *Hymns*, nos. 66, 134). Ask the children to listen for the word “King” and hold up a picture of Jesus when they hear it. How do we feel when we sing about Jesus?

**1 KINGS 8:57–58****I can walk in the ways of God.**

For the Israelites, building and dedicating the temple was an opportunity to turn their hearts to the Lord and recommit to “walk in all his ways” (1 Kings 8:58). How can you help the children you teach “walk in all his ways”?

**Possible Activities**

- Show the children a picture of a modern temple and the temple that Solomon built (see this week’s outline in *Come, Follow Me—For Individuals and Families*). Explain that when Solomon built a temple for the Israelites, he encouraged them to

“walk in all [the Lord’s] ways” (1 Kings 8:58). Tell the children how the temple helps you walk in the Lord’s ways. Invite the children to share how they feel about the temple. Sing with the children a song about the temple, such as “I Love to See the Temple” (*Children’s Songbook*, 95).

- Give some of the children paper hearts and other children paper footprints. Read 1 Kings 8:58, and ask the children to hold up the hearts when you say the word “hearts” and the footprints when you say the phrase “walk in all his ways.” Help the children understand that we walk in the Lord’s ways when we follow Jesus and try to become like Him. Ask the children what they do to walk in the Savior’s ways. You could sing a song about following Jesus, such as “I’m Trying to Be like Jesus” (*Children’s Songbook*, 78–79).



## Teach the Doctrine: Older Children

**2 SAMUEL 7:16–17****Jesus Christ is our King.**

The kings we read about in the Old Testament all had flaws and made mistakes—even the good ones. But the King who was prophesied to come from David’s line, Jesus Christ, is perfect and will reign forever.

**Possible Activities**

- Invite the children to read what the prophet Nathan told King David in 2 Samuel 7:16–17, and ask them what they think this prophecy might mean. How could David’s kingdom have no end? Help the children find and read scripture passages that teach that Jesus Christ, a descendant of David, is a King, such as Luke 1:32–33; John 18:33–37; and Revelation 19:16.

How is Jesus Christ like a king? What are some ways that we can show that Jesus Christ is our Eternal King?

- Sing with the children some hymns that refer to Christ as our King, such as “Come, O Thou King of Kings,” “Rejoice, the Lord Is King!” or “Jesus, Once of Humble Birth” (*Hymns*, nos. 59, 66, 196). What do these hymns teach us about what it means to have Jesus Christ as our King?

## 2 SAMUEL 11

### I can overcome temptation.

The children you teach make small but important decisions every day. How can you help them understand the importance of choosing what’s right even when it’s hard?

#### Possible Activities

- Review 2 Samuel 11 with the children, pointing out the choices David made. Ask the children what good choices David should have made. What are some things we can do when we are being tempted that can help us choose the right?
- To share an example of someone who, unlike David, resisted temptation, ask the children if

they remember the story of Joseph and Potiphar’s wife (see Genesis 39:7–12). You might review this story with the children and help them compare it with the story of David. What can we learn from the stories of David and of Joseph about how to resist temptation?

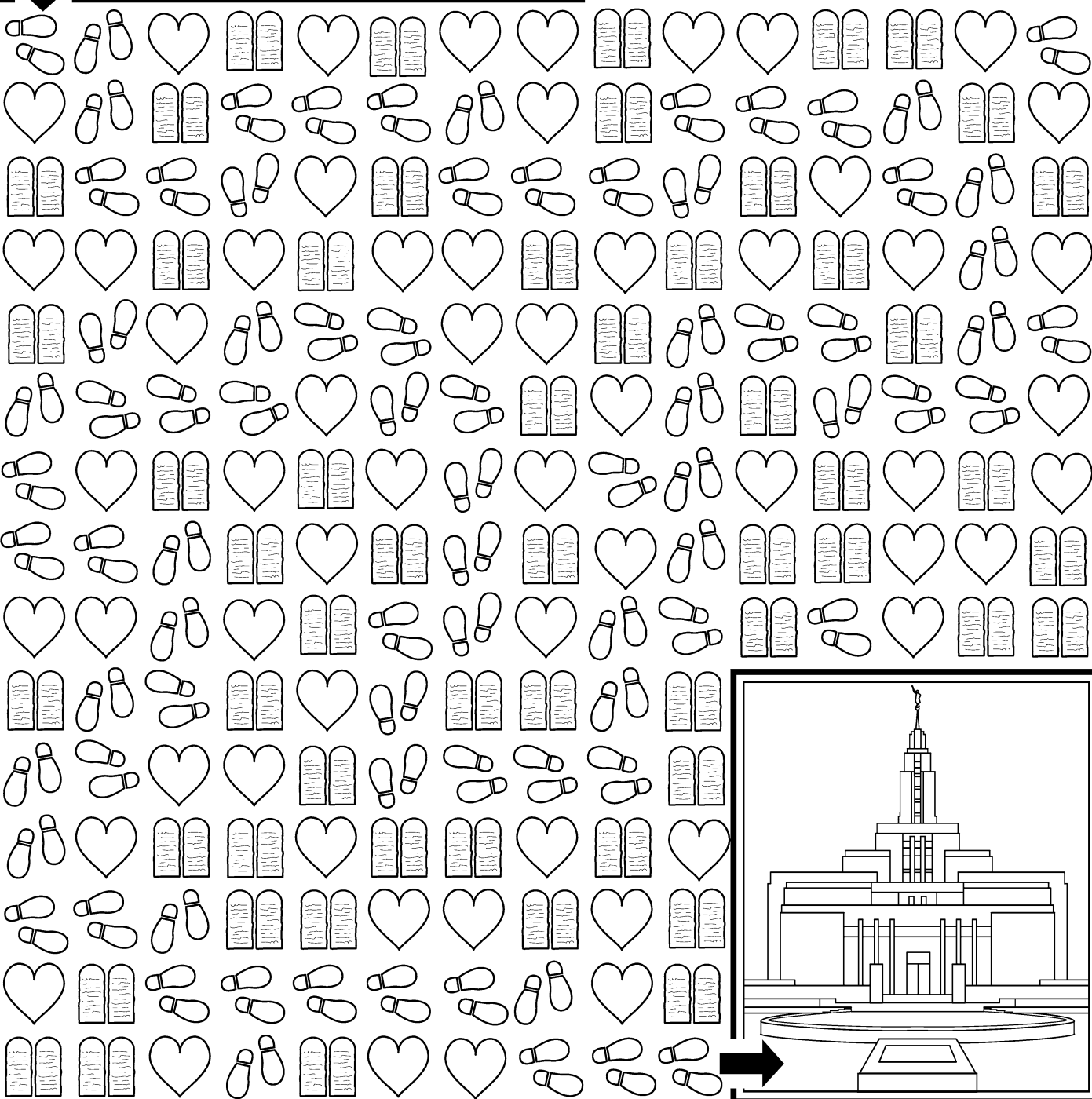


### Encourage Learning at Home

Help the children think of something they can do to apply what they learned today. Then encourage them to act on their plans.

#### Improving Our Teaching

**Follow up on invitations to act.** When you invite the children to act on what they are learning, follow up on your invitation during the next class. This shows the children that you care about how the gospel is blessing their lives. As they share their experiences, they will be strengthened and will help one another live the gospel.



Follow the path of footsteps from  
Solomon's temple to a latter-day temple.





Elijah Contends against the Priests of Baal  
by Jerry Harston

JUNE 27–JULY 3

## 1 Kings 17–19

"IF THE LORD BE GOD, FOLLOW HIM"

Most children love stories. Help the children identify truths in the stories found in 1 Kings 17–19 that will strengthen their faith in Jesus Christ.



### Invite Sharing

Show the children the pictures in this week's outline in *Come, Follow Me—For Individuals and Families*. Ask them to share what they know about the stories depicted in the pictures. What do we learn from these stories?



### Teach the Doctrine: Younger Children

#### 1 KINGS 17

#### The Lord blesses those who have faith.

1 Kings 17 records several examples of great faith. As a result of having great faith, Elijah was fed by ravens during a famine, a widow and her son had their food multiplied, and Elijah raised the widow's son from the dead.

#### Possible Activities

- Display pictures or objects that go with the stories in 1 Kings 17, such as birds, bread, or a boy. Tell these stories to the children ("Elijah

the Prophet" in *Old Testament Stories* can help), and invite them to find the picture or object that goes with each story. Emphasize that Elijah and the widow had faith in Jesus Christ and received great blessings.

- Help the children think of ways they can show that they have faith in Heavenly Father and Jesus Christ, which means that they believe in Them and trust Them. Sing with them a song about faith, such as "I Know My Father Lives" (*Children's Songbook*, 5).

#### 1 KINGS 18:17–39

#### I can choose to follow Jesus Christ.

Elijah urged the people of Israel to make a decision to follow Jesus Christ. Help the children see that they can make this same choice.

#### Possible Activities

- Explain to the children that people in Elijah's time weren't sure if they wanted to follow the Lord. Share the story of how Elijah invited them to choose to follow the Lord, found in 1 Kings 18:17–39 (see also "Elijah and the Priests of Baal" in *Old Testament Stories*). Tell the children why you choose to follow Jesus Christ, and ask them why they choose to follow Him.
- Read to the children what Elijah said to the people: "If the Lord be God, follow him"

(1 Kings 18:21). What does it mean to follow Jesus Christ? Help the children think of specific things they will do to follow Jesus Christ, and invite them to draw pictures of themselves doing those things.



We can choose to follow Jesus Christ.

#### 1 KINGS 19:9–12

### The Holy Ghost speaks to me in a still, small voice.

With some guidance, young children can recognize the influence of the Holy Ghost in their lives. Ponder how you can help them.

#### Possible Activities

- Summarize for the children the story found in 1 Kings 19:9–12, and read verses 11–12. Invite them to do actions to represent the strong wind, the earthquake, and the fire. Then invite them to sit very still as you read the end of verse 12 in a soft voice: “after the fire a still small voice.” Ask them to try speaking in a still, small voice. Tell them about times when you have experienced a prompting from the Holy Ghost.
- Help the children recognize when they may have felt the Holy Ghost’s influence. For example, play or sing a reverent song about Jesus, and ask them how they feel when they think about Him. Ask them how they feel during other reverent activities, such as praying with their families or partaking of the sacrament. Explain that these feelings

come from the Holy Ghost. Tell the children how the power of the Holy Ghost has blessed your life.



### Teach the Doctrine: Older Children

#### 1 KINGS 17:8–16

### When the Lord asks me to sacrifice, I can obey in faith.

The widow of Zarephath trusted the Lord and His prophet, even though she was asked to make a great sacrifice. This story could help the children when the Lord asks them to make sacrifices.

#### Possible Activities

- Read to the children 1 Kings 17:8–16. Invite them to act out the story as you read it a second time. Pause at various points and ask them how they would feel if they were Elijah or the widow. Invite them to share what they learn from this story.
- Invite a child to draw on the board a picture of what the Lord asked the widow to give Elijah (see 1 Kings 17:12–13). Invite another child to draw what the widow received in return (see 1 Kings 17:15–16). What are some things the Lord asks us to sacrifice? Ask the children to share how they have been blessed for making sacrifices.

#### 1 KINGS 18:17–39

### I can choose to follow Jesus Christ.

The Israelites were indecisive about following the Lord. Ponder how you can inspire the children to be committed in their discipleship.

### Possible Activities

- Assign each child to read several verses from 1 Kings 18:17–39 and draw a picture of what his or her verses describe. Help the children understand the verses if needed. Then let them use their pictures to tell the story. What does this story teach us about the Lord?
- Ask the children to talk about times when they had to decide between two different things. What helped them decide? Help them think of situations when they might need to decide whether or not to follow Jesus Christ. What truths from the story in 1 Kings 18:17–39 could help them decide?

### 1 KINGS 19:9–12

#### The Holy Ghost speaks to me in a still, small voice.

The world is full of distracting noises that make it difficult to hear the still, small voice of the Spirit. How will you help the children hear it?

### Possible Activities

- Ask the children to listen closely as you read 1 Kings 19:11–12 to them very quietly. Invite them to search 1 Kings 19 to find the verses you read and learn what Elijah was doing. Talk about what they had to do to hear what you were saying, and help them compare this to what we have to do to hear the “still small voice” of the Spirit. Let the children take turns quietly reading other

verses from 1 Kings 19 while other children find those verses in the scriptures.

- Share with the children some additional scriptures that describe how the Spirit communicates with us (see Guide to the Scriptures, “Inspiration, Inspire,” scriptures.ChurchofJesusChrist.org). Ask the children to talk about times when they have felt the Holy Ghost guiding them or testifying to them. What were they doing? What can distract us from recognizing the Spirit? Read together Moroni 4:3, and encourage the children to choose one thing they will do so they can “always have his Spirit to be with them.”



### Encourage Learning at Home

Invite the children to think of something they want to do because of what they learned today. For example, they could set a spiritual, intellectual, physical, or social goal to become more like Jesus Christ.

### Improving Our Teaching

**Help children recognize the Spirit.** “One of the most important things you can do as a teacher is to help those you teach recognize the influence of the Holy Ghost. . . . Help [the children] associate their spiritual feelings with the influence of the Holy Ghost.” (*Teaching in the Savior’s Way*, 11.)

**When the Lord asks me to sacrifice, I can obey in faith (1 Kings 17:8-16).**

Color the picture of the widow of Zarephath and the prophet Elijah, and cut it out. Then, using another piece of paper, cut out a rectangle that is larger than the barrel and tape it to the back of the picture behind the barrel. (Tape the rectangle on all four sides.) Cut along the dotted line on the barrel to create a slit. Then write or draw on pieces of paper things you can do to increase your faith. Put these papers in the barrel.

Tape to back

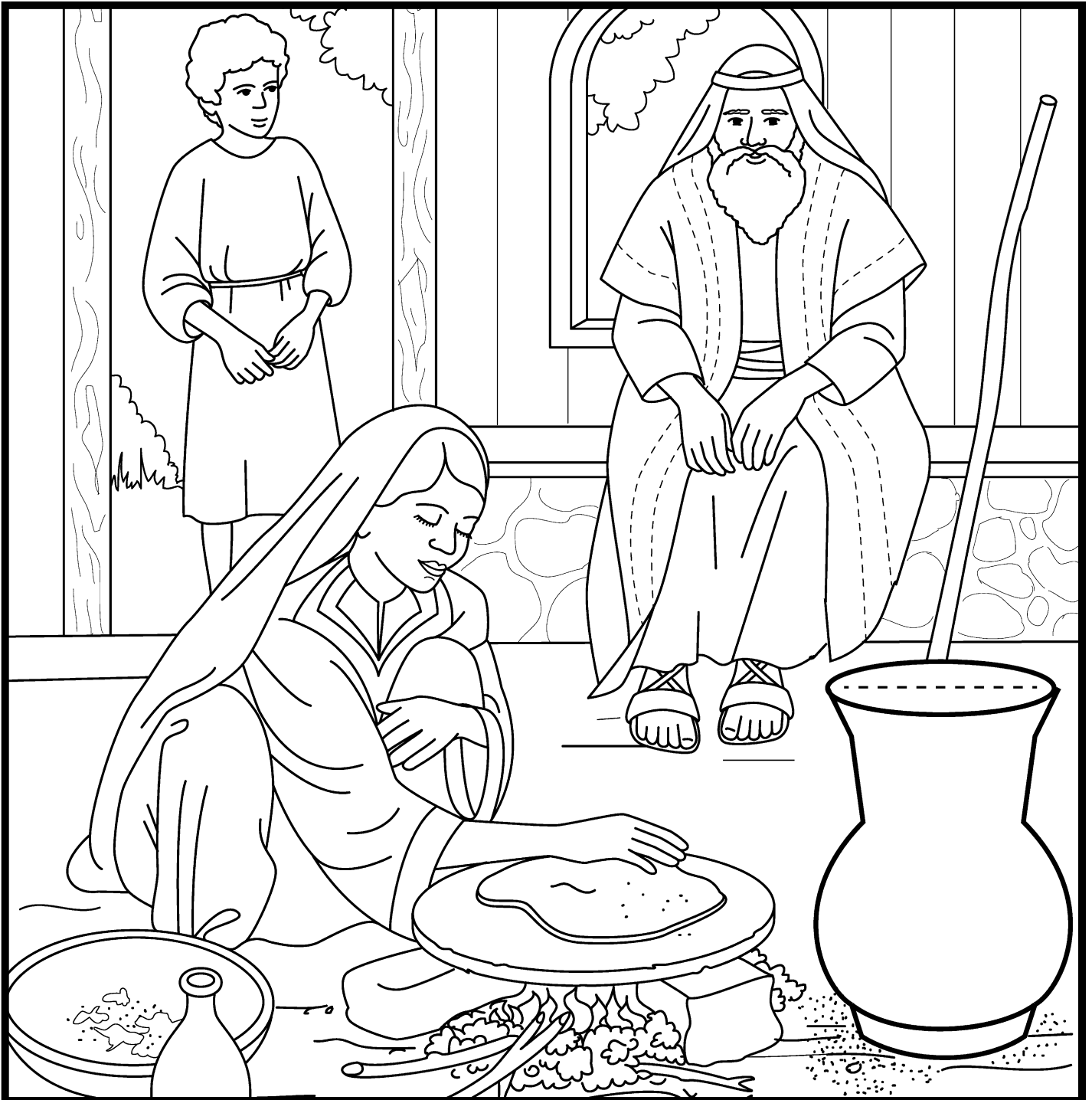
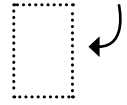




Illustration of Elisha showing his servant the chariots of fire. © Review & Herald Publishing/ licensed from goodsalt.com

JULY 4-10

## 2 Kings 2-7

"THERE IS A PROPHET IN ISRAEL"

The activities in this outline are meant to spark your own creative ideas. Through prayerful study, you can receive inspiration to meet the needs of the children you teach.



### Invite Sharing

To encourage the children to share what they know about the prophet Elisha, invite them to draw a picture of something he did.



### Teach the Doctrine: Younger Children

2 KINGS 4-5

#### God can work miracles in my life.

Through the prophet Elisha, the Lord blessed many people in miraculous ways. Help the children recognize the Lord's miracles in their lives.

#### Possible Activities

- Share one or more of the miracles recorded in 2 Kings 4-5 (see "Elisha the Prophet" and "Elisha Heals Naaman" in *Old Testament Stories*). Let the children share what they like about these stories. Invite them to retell the stories to each other.
- Testify that the Lord can use His power to do great things to help us. We call these things miracles. Share how the Lord has shown His

love for you in ways that are large or small. Sing together a song about God's love, such as "My Heavenly Father Loves Me" (*Children's Songbook*, 228-29). Ask the children to share how they know Heavenly Father loves them.

2 KINGS 5:1-15

#### I can choose to do what God commands through His prophet.

Naaman had a hard time obeying when the prophet Elisha told him how to be cured of leprosy. Ponder how you can help the children understand the blessings that come from being obedient.

#### Possible Activities

- Tell the story of Naaman (see 2 Kings 5:9-14; "Elisha Heals Naaman" in *Old Testament Stories*; see also the picture of Naaman in this week's outline in *Come, Follow Me—For Individuals and Families*). Emphasize that at first Naaman did not want to wash in the Jordan River, even though Elisha told him that this would heal his disease. Tell about a time when you weren't sure you wanted to do the right thing, and help the children think of their own examples. Then share how Naaman was blessed when he made the right choice.
- Read 2 Kings 5:13 to the children, and explain that Naaman's servants helped him decide to obey the prophet Elisha. Help the children think of ways they could help their friends or family members listen to and obey the prophet.

**2 KINGS 6:8–17****The Lord is watching over me.**

When Elisha's servant saw the Syrian army surrounding them, he was very afraid. However, Elisha told him to "fear not" because the Lord was with them (2 Kings 6:16).

**Possible Activities**

- Read 2 Kings 6:15 to the children, or paraphrase it so they can understand. Invite the children to imagine they are surrounded by a large army with horses and chariots, as Elisha's servant was. How would they feel? What would they do? Ask them to close their eyes while you read 2 Kings 6:16–17 to them. When you get to the words "open his eyes," ask the children to open their eyes. Describe to them what the servant saw protecting him and Elisha. Share how you know the Lord is watching over us.
- Sing together a song about God's care for us, such as the first verse of "Dearest Children, God Is Near You" (*Hymns*, no. 96). Replace words in the song with names of the children to emphasize that God is watching over them.



## Teach the Doctrine: Older Children

**2 KINGS 4–5****God can work miracles in my life.**

During his ministry, Elisha healed and blessed many people. How can the miracles in 2 Kings 4–5 help the children recognize Heavenly Father's hand in their lives?

**Possible Activities**

- Invite the children to write on the board as many miracles as they can remember from the scriptures. Then give them time to review 2 Kings 4–5 and add to their list (see 2 Kings 4:1–7, 14–17, 32–35, 38–41, 42–44; 5:10–14). What do these miracles teach about how Heavenly Father feels about us?
- Ask the children to talk about what a miracle is. If they need help, they could review "Miracle" in Guide to the Scriptures ([scriptures.ChurchofJesusChrist.org](http://scriptures.ChurchofJesusChrist.org)). Invite them to share some miracles that Jesus performed. Talk about how you have seen God's power in your life. You might include daily miracles such as feelings of peace, the gift of daily life, or help with daily tasks. Invite the children to talk about miracles in their lives, both large and small.

**2 KINGS 5:1–15****I can choose to be faithful, humble, and obedient.**

Naaman wanted to be healed of leprosy, but he wasn't expecting the simple instruction Elisha gave him: "Go and wash in Jordan seven times" (2 Kings 5:10). Consider how you could use this story to teach the children about faith in Jesus Christ, humility, and obedience.

**Possible Activities**

- Write *faith*, *humility*, and *obedience* on the board, and ask the children what these words mean (see *True to the Faith*, 54–56, 86–87, 108–9). Invite the children to read 2 Kings 5:9–14. You could also show parts of the video "Naaman and Elisha" ([ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)). How did Naaman show faith in the Lord, humility, and obedience? Why is it important for us to have these qualities?
- Ask the children to tell about a time when a friend helped them choose the right. Also share an experience of your own. Read together 2 Kings 5:10–13 to learn how Naaman's



servants helped him choose to obey the prophet. What can we do to help each other follow our prophet today?

- Invite the children to complete the activity page and share with a family member or friend something they learned from the story of Naaman in 2 Kings 5:1–15.

## 2 KINGS 6:8–17

### I am not alone.

The children you teach may sometimes feel like the servant of Elisha—unsure of how to meet the challenges before them. You can use the account in 2 Kings 6:8–17 to teach them to “fear not” because the Lord has not left them alone.

#### Possible Activities

- Read together 2 Kings 6:15–17. Invite one of the children to pretend to be Elisha’s servant while the other children ask questions about his experience, such as how he felt when the Syrian army surrounded the city or what it was like to see the army of God. Talk with the children about times when

they feel alone in trying to live the gospel. How does the Lord help us know that we are not alone?

- Sing a song about relying on the Lord, such as “When Faith Endures” (*Hymns*, no. 128). What does this song teach us about trusting in the Lord?



### Encourage Learning at Home

Invite the children to share experiences with their families when they recognized God’s hand in their lives. Encourage them to ask their family members to share similar experiences.

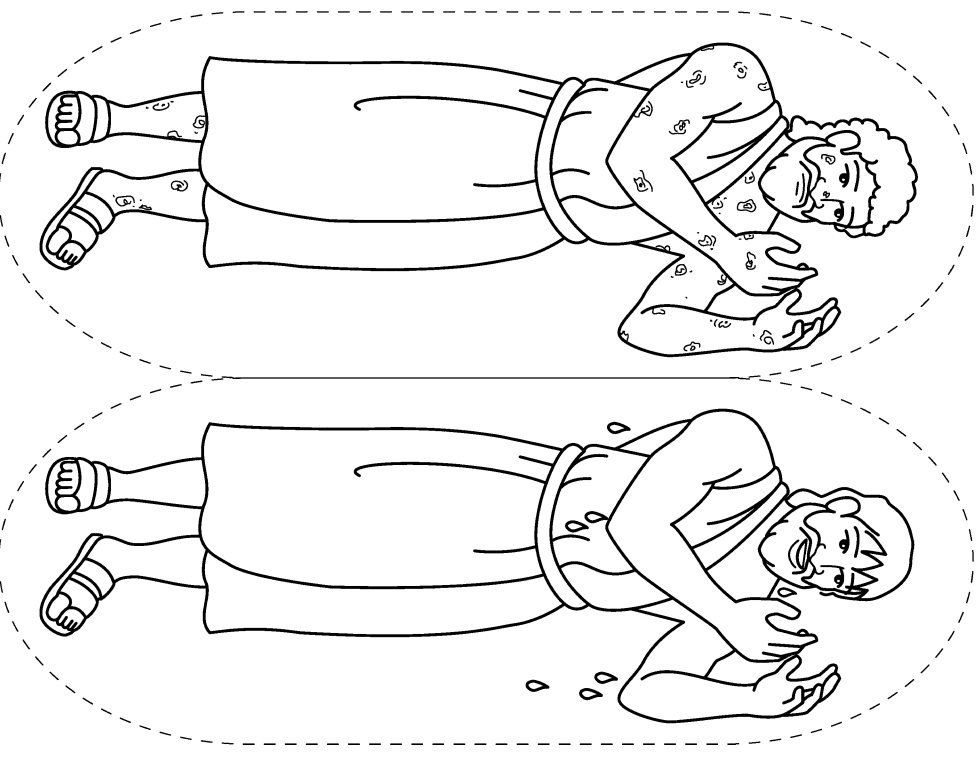
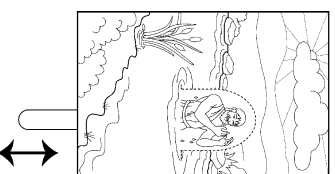
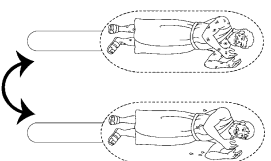
#### Improving Our Teaching

**Children learn in many ways.** “Your efforts to teach children will be most effective as you use a variety of teaching methods,” including stories, visual aids, and music (*Teaching in the Savior’s Way*, 25).



**I can choose to do what God commands through His prophet (2 Kings 5:1-19).**

Color the pictures, and cut out the figures of Naaman on the dotted lines. Fold the figures on the center solid line, put a craft stick between them, and glue them together. Cut along the dotted line in the river, and use the figures of Naaman to tell how he was miraculously healed when he obeyed the prophet Elisha.





The Flight of the Prisoners, by James Tissot and others

JULY 11-17

## 2 Kings 17-25

"HE TRUSTED IN THE LORD GOD OF ISRAEL"

As you plan learning activities for the children, remember that the activities for younger children in this outline can be adapted for older children and vice versa.



### Invite Sharing

Write each child's name on a piece of paper, and place the papers in a container. At the beginning of class, let the children take turns selecting a name. When a child's name is drawn, invite that child to share something he or she learned about the gospel or about Jesus Christ recently. Continue until each child has had an opportunity to share.



### Teach the Doctrine: Younger Children

**2 KINGS 18:3, 5**

#### I can trust Heavenly Father and Jesus Christ.

Hezekiah's example in 2 Kings 18:3, 5 can help the children you teach to put their trust in God.

#### Possible Activities

- Name a few things that a good king might do and some things that a bad king might do. Ask the children to stand up and cheer for the

good things and to sit down for the bad things. Explain to the children that Israel had many kings, some righteous and some not. Invite the children to listen for what made Hezekiah a good king as you read 2 Kings 18:3, 5. Help them think of ways we can show that we trust the Lord as Hezekiah did.

- Help the children understand what it means to trust someone. Talk about people you trust, and let the children do so too. Show a picture of Jesus Christ. Why can we trust Jesus Christ? Express your trust that Jesus Christ loves us and will help us return to live forever with Heavenly Father.

**2 KINGS 22:8-11; 23:2**

#### The scriptures are a blessing.

Even though younger children may not be able to read or understand everything in the scriptures, they can be blessed by the power of the scriptures. What can you do to help them have a desire to be blessed by the word of God?

#### Possible Activities

- Hide a copy of the scriptures somewhere in the room, and invite the children to find it. Explain that in the days of King Josiah, many of the people weren't learning from the scriptures until a priest found them in the temple (see 2 Kings 22:8-11). What are scriptures? Why do we need

the scriptures? Tell the children why you are glad we have the scriptures today, and let them share their feelings about the scriptures.

- Read 2 Kings 23:2 to the children, and ask them to listen for what the king did with the scriptures. Why was it important for everyone to hear what was written in the scriptures? Sing a song about the scriptures, such as “Search, Ponder, and Pray” (*Children’s Songbook*, 109), and ask the children to talk about how they feel when they hear teachings and stories from the scriptures.



The scriptures can help turn our hearts to the Lord.



## Teach the Doctrine: Older Children

**2 KINGS 18:3–6; 19:14–19**

### I can trust in Heavenly Father and Jesus Christ.

When the Assyrians threatened Jerusalem, the righteous King Hezekiah turned to the Lord in faith. Hezekiah’s example can help you and the children talk about how we can show our faith in the Lord, even when that faith is challenged.

#### Possible Activities

- Using Bible map 3, “The Division of the 12 Tribes,” briefly explain to the children that the

Northern Kingdom of Israel was conquered by people called the Assyrians. Explain that the Assyrians later tried to conquer the Southern Kingdom of Judah. Invite the children to imagine how they would feel if they lived in Judah and knew that the Assyrians were coming to destroy the city. Ask the children to read 2 Kings 18:3, 5–6 to find out why Hezekiah, the king of Judah, was able to be brave when the Assyrians came.

- Invite the children to read 2 Kings 19:14–19, looking for what Hezekiah did when the Assyrians threatened his kingdom. How did doing these things show that he trusted in the Lord? What can we do to show our trust in the Lord when we need help?

**2 KINGS 22:8–13; 23:2–3**

### The scriptures teach me how to follow Jesus Christ.

After years of spiritual darkness, the Jews renewed their commitment to the Lord. This happened because King Josiah rediscovered the book of the law and read it to the people. This account can help the children understand why the scriptures are so valuable.

#### Possible Activities

- Tell the children that King Josiah told his people to repair the temple, and as they did, they found something very valuable. Invite the children to read 2 Kings 22:8–11 to find out what it was. Explain that the book they found contained covenants and commandments that the children of Israel did not know about. What might happen to us if we didn’t have the scriptures? Ask the children why they are grateful to have the scriptures. Why would it be harder to follow the Savior if we didn’t have the scriptures?
- Give each child a piece of paper, and ask them to tear it. Explain that in King Josiah’s day, people sometimes tore, or “rent,” their clothes when they

were upset. Ask the children to look for the word “rent” in 2 Kings 22:11. Why might Josiah have been upset? Help the children find an answer in verse 13. Why is it important for us to read the scriptures regularly?

- Read 2 Kings 23:2–3 together, and ask the children to look for how the scriptures helped Josiah and his people. Share with the children a scripture that has inspired you to “walk after the Lord” (verse 3), and invite the children to share scriptures that have helped them. Sing together “I Will Walk with Jesus” (ChurchofJesusChrist.org).

## 2 KINGS 23:3

### I will keep my covenants with God.

When Josiah and his people learned the commandments of God, they made a covenant to live them. You can help the children you teach desire to remain faithful to the covenants they made at baptism.

#### Possible Activities

- Invite the children to read 2 Kings 23:3 and to find words or phrases that show how the people felt about the commandments of the Lord. Invite them to stand and talk about what it might mean to “[stand] to the covenant.” Invite them to walk in place and talk about what it might mean to

“walk after the Lord.” Invite them to place their hands on their hearts and to suggest ways we can keep the commandments “with all [our] heart.”

- Help the children make a list of promises they made at baptism (see Mosiah 18:10; Doctrine and Covenants 20:37, 77, 79). What does God promise us if we keep our covenants? What do we learn from 2 Kings 23:3 about how we should keep our covenants?



### Encourage Learning at Home

Invite the children to share with a family member a verse of scripture or a story from the scriptures that has blessed them.

#### Improving Our Teaching

**Build confidence in the children.** One way to help children gain confidence is to praise them when they participate in class. Promise the children that the Holy Ghost will help them as they learn.

**The scriptures are a blessing (2 Kings 22:8-11; 23:2).**

Match each statement about Josiah's life to one of the pictures below. In the box of each picture, write the number of the matching statement. How are the scriptures a blessing in your life?

1. Josiah was made king at age eight.
2. He followed the ways of the Lord and had the temple repaired.
3. The lost book of the law was found in the temple and read to him.
4. He was so sad that his people hadn't kept the commandments that he tore his clothes.
5. Josiah read God's laws to the people.
6. The people covenanted to follow the Lord.

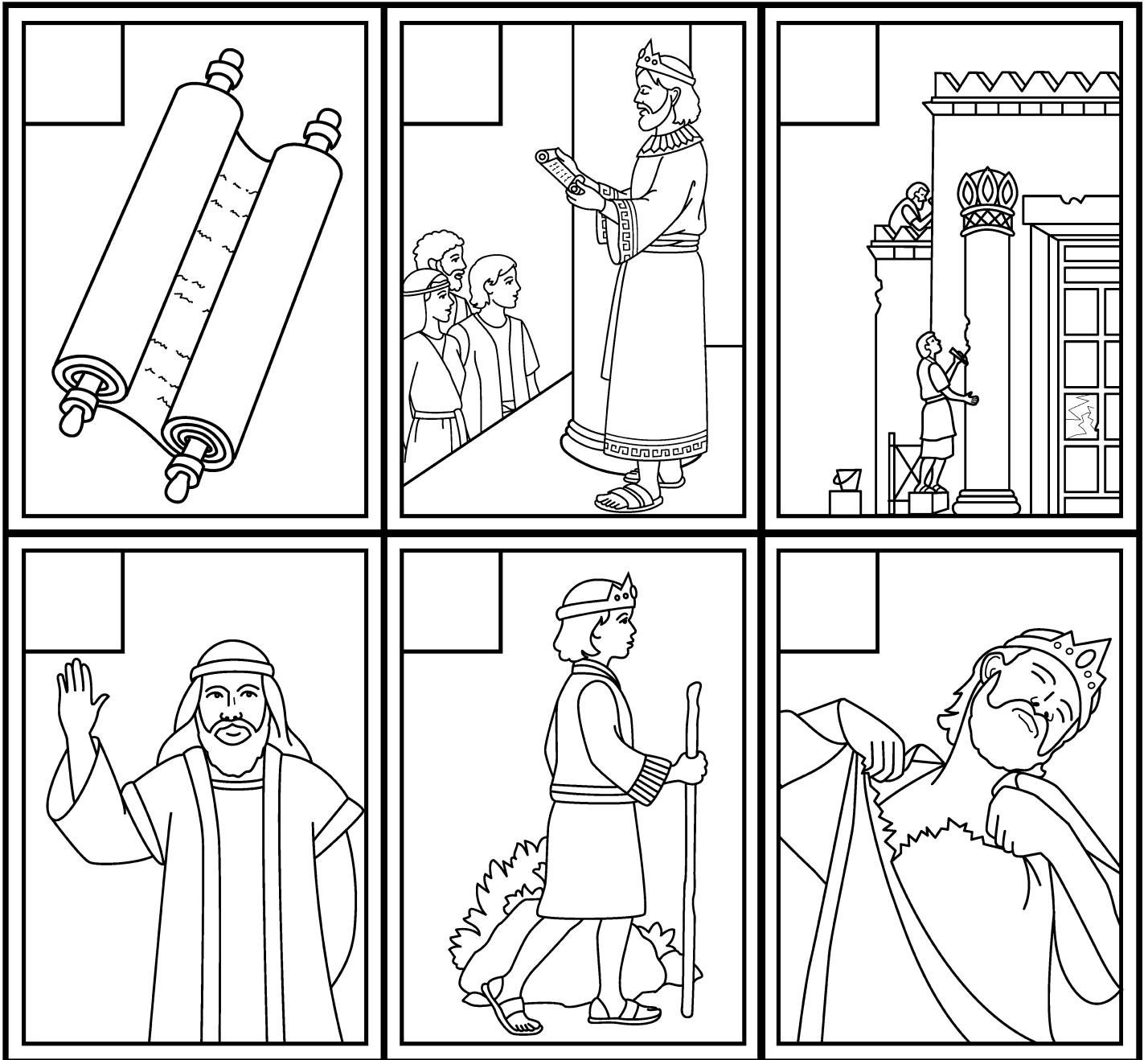






Illustration of the temple of Zerubbabel, by Sam Lawlor

JULY 18-24

## Ezra 1; 3-7; Nehemiah 2; 4-6; 8

"I AM DOING A GREAT WORK"

As you study, consider which of the messages in Ezra and Nehemiah are most needed by the children you teach. Create a teaching plan that includes impressions you receive from the Holy Ghost.



### Invite Sharing

Write on the board *Zerubbabel*, *Ezra*, and *Nehemiah*. Draw or show some pictures that relate to these people, such as a temple, the scriptures, and the walls of Jerusalem. Help the children match the names with the pictures, and let them share what they know about what these people did.



### Teach the Doctrine: Younger Children

**EZRA 3:8-13**

#### The temple can bring me joy.

The account of Zerubbabel and the Jews rebuilding the temple can help the children you teach rejoice in the blessings that come because of the house of the Lord.

#### Possible Activities

- Invite the children to talk about something that makes them happy. Show a picture of someone

smiling in front of a temple (such as the picture in this outline), and ask the children why the person might be so happy. Testify that the temple is the Lord's house, and tell about a time when you felt happy because of the temple.

- Read to the children the last part of Ezra 3:12, explaining that when the Jews laid the foundation of the temple, "many shouted aloud for joy." Invite the children to shout for joy. Help them think of reasons we can be joyful about the temple. For example, in the temple we make promises with God that allow our families to be together forever.
- Sing with the children a song about the temple, such as "I Love to See the Temple" (*Children's Songbook*, 95). After each line, pause to ask a child to share something he or she loves about the temple.



The temple can be a source of joy in our lives.

**NEHEMIAH 2:17–20; 6:1–9****The Lord will help me do His work.**

When Nehemiah was repairing the walls surrounding Jerusalem, his enemies tried to get him to stop, but he remained faithful to his task. What are some important things the Lord wants the children to do, and how can you inspire them to be faithful to that work?

**Possible Activities**

- Share with the children the story of Nehemiah (see Nehemiah 2:17–20; 6:1–9; Dieter F. Uchtdorf, “We Are Doing a Great Work and Cannot Come Down,” *Ensign* or *Liahona*, May 2009, 59–62). Tell the children what Nehemiah said when people made fun of him for wanting to fix Jerusalem’s walls: “The God of heaven, he will prosper us; therefore we his servants will arise and build” (Nehemiah 2:20). Invite the children to stand up and pretend to help fix the walls of Jerusalem.
- Bring some blocks to class, and let the children use them to help you build a wall (or draw a wall on the board). Help the children think of some important things Heavenly Father might ask them to do, like learning how to read the scriptures. With each idea they share, invite them to add a block to the wall. Explain that when Nehemiah was doing his important work of fixing Jerusalem’s walls, people tried to stop him. Read Nehemiah 6:9, and invite the children to raise their hands when you read “strengthen my hands.” Tell the children about a time when you felt God strengthen your hands to do His work.

**NEHEMIAH 8:1–12****The scriptures are a blessing.**

You can use the story of Ezra reading the law to help the children think about how blessed we are to have the scriptures.

**Possible Activities**

- Tell the children that Ezra read the scriptures to the people. Read aloud some phrases from Nehemiah 8:2–3, 5–6, 8–9, 12 that describe what the people did when they heard the scriptures, and invite the children to act out these phrases. Why are we grateful to have the scriptures?
- Invite the children to color this week’s activity page. As they do, share with the children how reading the scriptures has brought you closer to the Savior.



## Teach the Doctrine: Older Children

**EZRA 3:8–13; 6:16–22****The temple gives me reason to rejoice.**

As you review with the children the account of Zerubbabel and the Jews rebuilding the temple, find ways to testify of the joy that comes to us because we have temples today.

**Possible Activities**

- Invite the children to work together to find phrases in Ezra 3:10–13 that show how the Jews felt when the temple in Jerusalem was being rebuilt. How can we show our joy at having temples on the earth today? Help the children think of ways they can prepare to go to the temple.
- Share with the children your feelings about the temple. How has the temple helped you feel closer to Heavenly Father and the Savior? Why do we celebrate when a temple is dedicated? Give the children time to write down how they feel about the temple, and encourage them to share what they wrote with their families.

**NEHEMIAH 2; 4; 6****The Lord will strengthen me to do “a great work.”**

The Lord has an important work for the children you teach. What can they learn from Nehemiah about persevering in that work even when they face opposition?

**Possible Activities**

- Review with the children the story about Nehemiah repairing the walls surrounding Jerusalem, including the opposition he faced. Read together Nehemiah 2:19, and ask the children to share situations in which someone might laugh at us for doing the right thing. According to Nehemiah 2:20, how did Nehemiah respond? How can we respond when people make fun of us or criticize us for doing the right thing?
- Read together Nehemiah 6:1–9. How did Nehemiah’s enemies repeatedly try to get him to stop working on the wall, and how did he respond? What work does God want us to do? (see, for example, Mosiah 18:8–10). How can we follow Nehemiah’s example in verse 9 when it’s difficult to do what God has asked us to do?

**NEHEMIAH 8:1–12****I am blessed when I study the scriptures.**

The people in Jerusalem hadn’t heard the words of God in a long time before Ezra read them to the people. The story of Ezra reminds us of how important the scriptures should be to us.

**Possible Activities**

- Invite the children to search Nehemiah 8:1–12 for words or phrases that show how the people felt about hearing the word of God. Ask the children to share how they feel when they read the scriptures, and share your feelings as well.
- Invite a child to read Nehemiah 8:8, and ask the children what helps them understand the scriptures. Show them how to use scripture study aids such as the Guide to the Scriptures and Gospel Topics (ChurchofJesusChrist.org). Invite the children to share something they have learned about the Savior from the scriptures.

**Encourage Learning at Home**

Invite the children to choose something they learned today that they would like to share with their families.

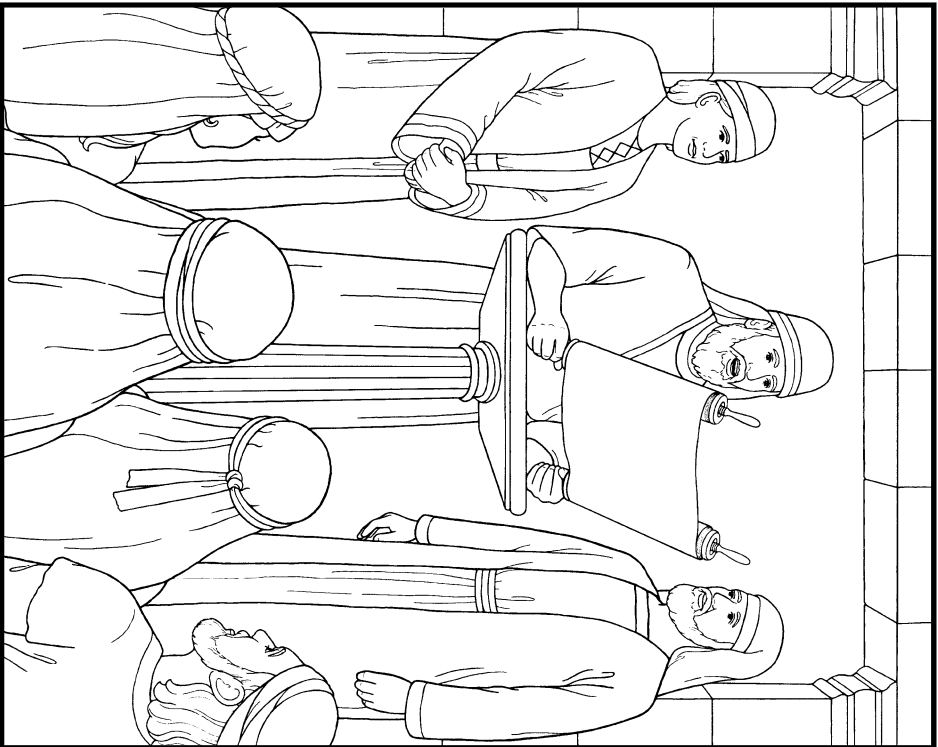
**Improving Our Teaching**

**Prepare spiritually.** “Powerful gospel teaching means not just preparing a lesson but preparing ourselves. . . . Effective gospel teachers—before they think about filling class time—focus on filling their hearts with the Holy Ghost” (*Teaching in the Savior’s Way*, 12).

**The scriptures are a blessing (Nehemiah 8:1-12).**

Color the picture of Ezra reading the scriptures to the people.

In the blank space, draw yourself and your family reading the scriptures.





Esther, by James Johnson

JULY 25–31

## Esther

“THOU ART COME . . . FOR SUCH A TIME AS THIS”

All scriptures testify of Jesus Christ. Ponder how you will help the children see the influence of the Savior in the story of Esther.



### Invite Sharing

Pass around a picture of Esther (see this week’s outline in *Come, Follow Me—For Individuals and Families*). As children hold the picture, invite them to share something they know about Esther’s story.



### Teach the Doctrine: Younger Children

**ESTHER 2:5–7**

#### I can serve my family.

When Esther’s parents died, her cousin Mordecai took care of her. You can use their experience as an opportunity to talk about serving members of our families.

#### Possible Activities

- On the board, draw figures that represent Esther, her parents, and her cousin Mordecai. Explain that Esther’s parents died, so Esther needed someone to take care of her. Read Esther 2:7 to the children, and ask the children to listen for

what Mordecai did. Help the children think of needs their family members might have that the children can help with.

- Invite some of the children to act out something kind they could do to serve someone in their families, and ask the other children to guess what they are doing. Invite them to talk about things they do to bless their families, and tell about some of the things you do.
- Sing a song about helping our families, such as “When We’re Helping” (*Children’s Songbook*, 198). Share your testimony that helping our families makes us happy.

**ESTHER 4:15–16**

#### I can be brave.

The children you teach will face situations when they need the Lord’s help to be brave. How will you help them learn from Esther’s example of courage?

#### Possible Activities

- Do the children you teach know what it means to be brave? Share a simple definition, such as “Being brave means doing what is right even when you are afraid.” Share the story of Esther (see “Queen Esther” in *Old Testament Stories*), and help the children see how Esther was brave. Let the children use the figures on this week’s activity page to retell the story.

- Show a picture of Esther (see this week’s outline in *Come, Follow Me—For Individuals and Families*). Sing with the children a song about being brave, such as “I Will Be Valiant” (*Children’s Songbook*, 162). Point out words and phrases in the song that describe Esther, and testify that the Savior can help the children be brave.
- Tell the children about times when Jesus Christ was brave; for example, when He suffered for our sins, both in Gethsemane and on the cross (see Matthew 26:36–39; 27:33–35). Ask the children to tell about a time when they were brave (consider contacting their families in advance to ask them for some examples). What helped them be brave? Tell the children how the Lord has helped you be brave when you were afraid.



*Esther before the King*, by Minerva K. Teichert



## Teach the Doctrine: Older Children

### ESTHER 4:14

#### I can be an instrument in God’s hands.

When Esther was fearful, Mordecai encouraged her by teaching her that perhaps the Lord had made her the queen “for such a time as this” (Esther 4:14). Ponder how the Lord is preparing the children you teach for their opportunities to bless others.

### Possible Activities

- Invite someone to play a song for the children on a musical instrument, or display a picture of someone playing an instrument. Talk about what it means to be an instrument in God’s hands. Review the story of Esther with the children (see “Queen Esther” in *Old Testament Stories*), and invite them to talk about how Esther was an instrument for the Lord to accomplish His purposes. How can we be instruments for the Lord?
- After reviewing the story of Esther, attach a card with the name of one of the characters from the story on the back of each child. Invite the children to try to find out whose name is on their backs by asking other children questions like “Was this person righteous?” or “Was this person a woman?” Then discuss how Mordecai and Esther were instruments for the Lord to save the Jews.

### ESTHER 3:1–11; 4:10–17

#### Heavenly Father helps me have courage when I am afraid.

When have you seen the children you teach be courageous? What experiences can you share when you needed the Lord’s help to be brave?

### Possible Activities

- Write on the board *Mordecai showed courage by . . .* and *Esther showed courage by . . .* Invite some of the children to read Esther 3:1–11 and others to read Esther 4:10–17. Ask them to use what they read to complete the sentences on the board. Then write *I will show courage by . . .* and invite the children to list things Heavenly Father wants them to do that require courage. How can we be like Mordecai and Esther?
- Invite the children to think of situations they face in which it might be hard to do the right thing. Write on the board Esther’s courageous words “So will I go in unto the king, . . . and if I perish, I perish” (Esther 4:16). Help the children apply



Esther's words to themselves by replacing "go in unto the king" with a righteous but difficult choice they might have to make. Then invite them to replace "perish" with something unpleasant that might come from doing what is right. Why is it better to do the right thing, even if there are difficult consequences?

- Show the video "Choose the Harder Right" (ChurchofJesusChrist.org), and invite the children to decide on a "harder right" in their lives that they will choose. Discuss how Jesus Christ is an example of this principle.

#### ESTHER 4:1-3, 10-17

### Fasting can help me and bless others.

During a time of need, Esther and the Jews fasted. How can you help the children you teach understand the spiritual blessings of fasting?

#### Possible Activities

- Invite the children to make a list of things they could fast for (if needed, they could look at "Fasting and Fast Offerings" in *True to the Faith*, 66-69). Then ask them to read Esther 4:1-3, 10-17 to find out why the Jews and Esther fasted. Encourage the children to think of a reason they might need special help from the Lord,

and suggest they make that reason part of their fast during the next fast Sunday.

- Invite the children to pretend they are explaining to a friend why they fast. What would they say? Point them to Guide to the Scriptures, "Fast, Fasting" (scriptures.ChurchofJesusChrist.org) if they need help. Share an experience when you fasted to receive the Lord's help. Invite the children to share experiences they have had with fasting.



### Encourage Learning at Home

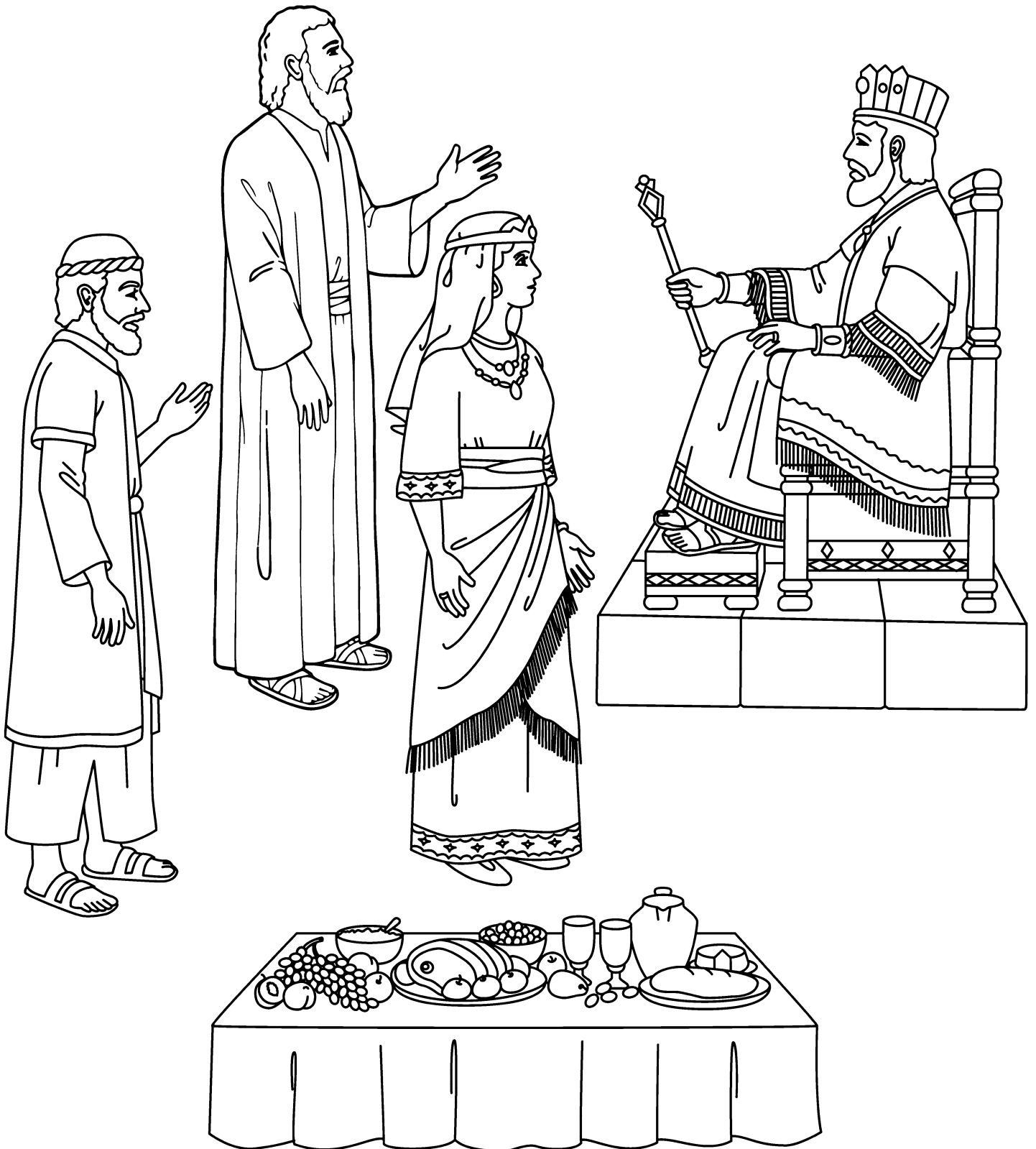
Sing a song together about a principle you learned in class today (see the topic index in the *Children's Songbook* for ideas). Invite the children to sing the song with their families.

#### Improving Our Teaching

**Live what you teach.** Your teaching will be more powerful if you can testify from personal experience about the blessings of living the gospel. As you select principles to teach the children, ponder how you can live those principles more fully. (See *Teaching in the Savior's Way*, 13-14.)

**I can be brave (Esther 4:15-16).**

Color and cut out the figures of Haman, Mordecai, Queen Esther, and King Ahasuerus.  
Use the figures to tell the story of how Queen Esther saved her people.





The Judgments of Job, by Joseph Brückner

AUGUST 1-7

## Job 1-3; 12-14; 19; 21-24; 38-40; 42

"YET WILL I TRUST IN HIM"

As you studied the account of Job, what messages did you find for your own life?  
Which of those messages do you feel the children you teach need to hear?



### Invite Sharing

Show the children a picture of Job (see this week's outline in *Come, Follow Me—For Individuals and Families*). Ask the children how they think the man in the picture might be feeling. Invite them to share anything else they know about Job.



### Teach the Doctrine: Younger Children

**JOB 1-2; 13:15**

**Heavenly Father and Jesus Christ will help me during hard times as I have faith in Them.**

Job trusted God and was able to remain faithful even when he faced very difficult trials. Job's story can help children strengthen their faith in Heavenly Father and Jesus Christ so they will be prepared to face their own difficult trials.

### Possible Activities

- Invite the children to share what they know about Job, and help them understand what happened to him (see Job 1-2; "Job" in *Old Testament Stories*). Ask the children how they might feel if they were Job. Who can help us when sad things happen in our lives? Show a picture of Jesus Christ, and explain that Job's faith in the Lord helped him during his trials (see Job 1:21).
- Read to the children Job's words in Job 13:15: "I trust in him." To help the children understand what it means to trust in God, talk with them about other people they trust. For example, what do we trust our parents to do? What do we trust our teachers to do? What do we trust Heavenly Father and Jesus Christ to do? Express your trust in Heavenly Father and Jesus Christ, and help the children think of ways they can show that they love and trust Them.

**JOB 19:25**

**Jesus Christ is my Redeemer.**

Job was able to endure his trials and suffering because of his faith in the Lord. How will you help the children build their faith in Jesus Christ, our Redeemer?

### Possible Activities

- Display a picture of Jesus on the cross or being buried in the tomb (see *Gospel Art Book*, nos. 57, 58). Ask the children to explain what is happening in the picture. Read to the children Job’s testimony in Job 19:25. Display a picture of the resurrected Savior (see *Gospel Art Book*, nos. 59, 60; see also this week’s activity page), and testify that Jesus Christ was resurrected and lives today. Why are we thankful that Jesus was resurrected?
- Show a picture of Job, and explain that Job was in a lot of pain because his skin had sores all over it. He had lost his home, and his children had died. But Job knew something very important that gave him comfort. Read Job 19:25, and ask the children what Job knew. Share with the children how you know that Jesus Christ lives, and invite them to share their testimonies of Him.



*Job*, by Gary L. Kapp

- Ask the children to color this week’s activity page. As they do, play or sing a song about Jesus’s Resurrection, such as “Did Jesus Really Live Again?” or “Jesus Has Risen” (*Children’s Songbook*, 64, 70). Ask them to share how they feel about Jesus, and help them understand that we can have good feelings from the Holy Ghost to help us know Jesus Christ is real.



### Teach the Doctrine: Older Children

**JOB 1–2; 12; 19**

#### Heavenly Father and Jesus Christ will help me overcome my challenges as I have faith in Them.

Everyone has difficult days, and some people have trials that last a long time. Job’s faith in God sustained him through his trials. Consider how his story can help the children build their faith in Heavenly Father and Jesus Christ so that they will be able to face their trials, now and in the future.

### Possible Activities

- Ask the children to share what they know about Job’s story. What kind of a person was he? What happened to him? How did he respond to his challenges? Point them to verses in Job 1–2 to help them tell the story (see Job 1:1, 13–22; 2:7–10; see also “Job” in *Old Testament Stories*). Invite the children to share what they feel is the main message of Job’s story.
- Display a few pictures of Jesus Christ interacting with others, and ask the children what they feel these pictures teach us about who Jesus Christ is and what He is like. What else do we know about Him? Invite the children to read some of the following verses to find out some things Job knew about the Lord: Job 12:10, 13, 16; 19:25–27. Why is it valuable to know these things about the Savior?
- Invite the children to read Job 19:14–19, and ask them what these verses say about how other people were treating Job. How might we feel if

this happened to us? Invite the children to read Job 19:23–27 to find out how Job found comfort in this situation. What do these verses teach us about the Savior? Why is it important to know that He lives and loves us? (see John 17:3).

- Sing together a song that testifies of Jesus Christ, such as “I Know That My Redeemer Lives” (*Hymns*, no. 136). What does the song suggest about why it is important to have a testimony that Jesus Christ lives? Tell the children how you know the Savior lives and why you are thankful for that knowledge. Encourage them to share their feelings and testimonies as well.

#### JOB 19:13–19; 22:5

### Good friends uplift and encourage each other.

When Job was struggling, his friends said that God was punishing him because he had sinned. This story can help you teach the children a better way to respond when a friend has challenges (see Job 16:1–5).

#### Possible Activities

- Ask the children to review the many hard things that happened to Job (see Job 1:13–19; 2:7). Read together Job 19:14, 19, looking for how Job’s friends reacted to his trials (see also Job 22:1–5). Invite the children to imagine that they were Job’s friends—how would they try to help him?

Encourage them to think of a friend who may be going through a difficult time and plan something they can do to show love and support to their friend.

- Ask the children to list some qualities of a good friend and to name a friend who has these qualities. Show a picture of Jesus Christ. In what ways is Jesus a good friend to each of us? How can we follow His example?



## Encourage Learning at Home

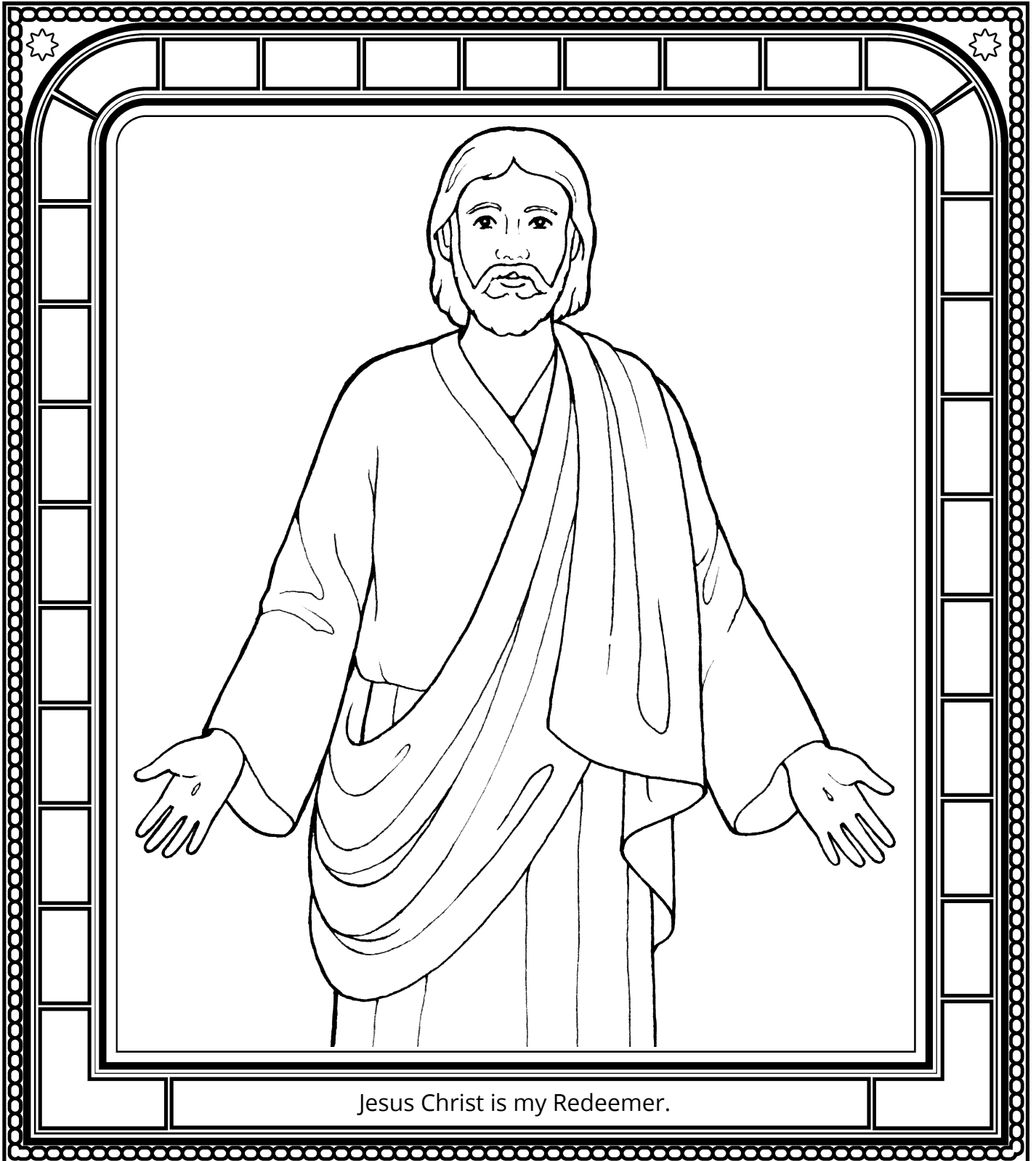
Invite the children to share with a family member or friend a way that Heavenly Father and Jesus Christ can help them when they are having a difficult time.

### Improving Our Teaching

**Testify of promised blessings.** When the Lord gives a commandment, He often promises blessings for keeping that commandment. When you invite Primary children to live a certain principle, share promises God has made through prophets to those who live that principle. You can also bear testimony of the blessings that you have received by living the principle.

**Jesus Christ is my Redeemer (Job 19:25).**

Color the picture of the Savior. Display it at home to remind yourself that He is your Redeemer.







The Lord Is My Shepherd, by Yongsung Kim, havenlight.com

AUGUST 8-14

## Psalms 1-2; 8; 19-33; 40; 46

"THE LORD IS MY SHEPHERD"

This outline suggests some beautiful passages in the Psalms that will bless the children, but don't feel limited to these. Follow the guidance of the Spirit.



### Invite Sharing

A few days in advance, invite a few children to bring to class drawings that represent things they and their families read about in the Psalms this week, such as a shepherd (see Psalm 23:1), a cup (see Psalm 23:5), or a heart (see Psalm 24:4). Invite them to talk about their drawings and a verse from the Psalms that mentions them.

together to see these things. Ask the children what they love about Heavenly Father's creations. Read either Psalm 19:1 or 33:5, and ask the children how they feel about Heavenly Father when they see His creations.

- Sing together a song about God's creations, such as "The World Is So Lovely" (*Children's Songbook*, 233). Invite the children to pick something God has created (such as something mentioned in the song) and draw a picture of it to share with their families.



### Teach the Doctrine: Younger Children

PSALMS 19:1; 33:5

#### "The heavens declare the glory of God."

Psalms 19 and 33 teach that we can find evidence of the glory and goodness of God all around us in His beautiful creations. Help the children learn to see God's hand in the world around them.

#### Possible Activities

- Show the children some pictures of beautiful things God has created, or look out a window

PSALM 23

#### "The Lord is my shepherd."

If the children can learn at a young age that the Lord is their shepherd, they will be more likely to follow Him "in the paths of righteousness."

#### Possible Activities

- Give each child a copy of this week's activity page, or give each of them a picture from the activity page. Invite them to listen as you read Psalm 23. Ask them to point to or hold up a picture when they hear it mentioned in the psalm. Bear your testimony that Jesus takes care of us, just as a shepherd takes care of his sheep.
- Tell the children some ways you know that the Savior loves you. Invite the children to stand one at a time and share some ways they know Jesus

loves them. Sing together a song that could give them ideas, such as “I Feel My Savior’s Love” (*Children’s Songbook*, 74–75).

### PSALM 30:5

#### Jesus Christ can turn sadness into joy.

Ponder how you will help the children gain their own witness of the joy Jesus Christ offers us when we are sad.

#### Possible Activities

- Invite the children to pretend to cry while you read from Psalm 30:5, “Weeping may endure for a night.” Then ask them to be joyful as you read, “But joy cometh in the morning.” Repeat this phrase a few times, and testify to the children that because of Jesus Christ, the sadness we feel in this life can be replaced with joy.
- Show a picture of the Savior, and tell the children about some of the things He has done for you that bring you joy. Give each child a turn to hold the picture and share what Jesus has done that brings them joy.



#### Teach the Doctrine: Older Children

### PSALMS 23; 27–28; 32; 46

#### The Lord offers me peace, strength, and guidance.

Many of the Psalms testify of the Lord’s blessings in our lives. You can use the Psalms to help the children learn to trust Him and turn to Him.

#### Possible Activities

- Write on the board *The Lord is* \_\_\_\_\_. Let the children choose one or more of the

following scriptures to read: Psalms 23:1; 27:1; 28:1; 28:7; 32:7; 46:1. Ask them to complete the sentence on the board using what they learn from their scripture. Help the children discuss what these symbols teach us about the Lord.

- Show the children a picture of a lamb. Ask them to name some things a lamb needs to be safe and healthy, and encourage them to look in Psalm 23:1–4 for ideas. Then show a picture of a child. What do we need to be spiritually safe and healthy? Read together Psalm 23, and ask the children how the things the shepherd does in this psalm could be compared to what Jesus Christ does for us.



We must be spiritually clean and pure to enter the Lord’s presence.

### PSALM 24:3–4

#### To enter the temple, we need “clean hands, and a pure heart.”

As the children look forward to entering the temple someday, help them understand that they can prepare by becoming spiritually clean through the Savior’s Atonement.

#### Possible Activities

- Show the children a picture of a temple. Invite them to read Psalm 24:3 and find words that remind them of the temple. Then read together verse 4 to learn who can enter the temple (define any unfamiliar words). How do our hands get physically dirty? How do our hands and hearts get spiritually dirty? How do we clean our hands physically? How does the Savior help us

clean our hands and hearts spiritually? (If it is helpful, explain that “hands” in this verse can represent our actions and “heart” can represent our desires.)

- Review with the children the requirements to receive a temple recommend (see Russell M. Nelson, “Closing Remarks,” *Ensign* or *Liahona*, Nov. 2019, 120–22; or invite a member of the bishopric to discuss these requirements with the class). Invite the children to choose one thing they feel inspired to do to prepare to be worthy to enter the temple.

#### PSALM 46:10

#### “Be still, and know that I am God.”

Taking time to be reverent and still, despite the busyness around us, can help us build our testimonies that God lives.

#### Possible Activities

- Help the children memorize the first line from Psalm 46:10: “Be still, and know that I am God.” Talk with them about what it might mean to “be still,” both physically and mentally. Share with the children an experience in which being “still” strengthened your testimony of Heavenly Father. Ask the children to share any experiences they have had. Why is being still an important way to know that God lives?
- Invite the children to review with you what they do during a typical day. Help them think

of moments during their day when they could try to “be still” and feel close to Heavenly Father. Encourage them to set a goal to use such moments during the coming week to strengthen their testimony of Heavenly Father.

- Invite the children to list some things we can do to know for ourselves that Heavenly Father is real and that He loves us. Invite them to choose something from the list that they want to do.



#### Encourage Learning at Home

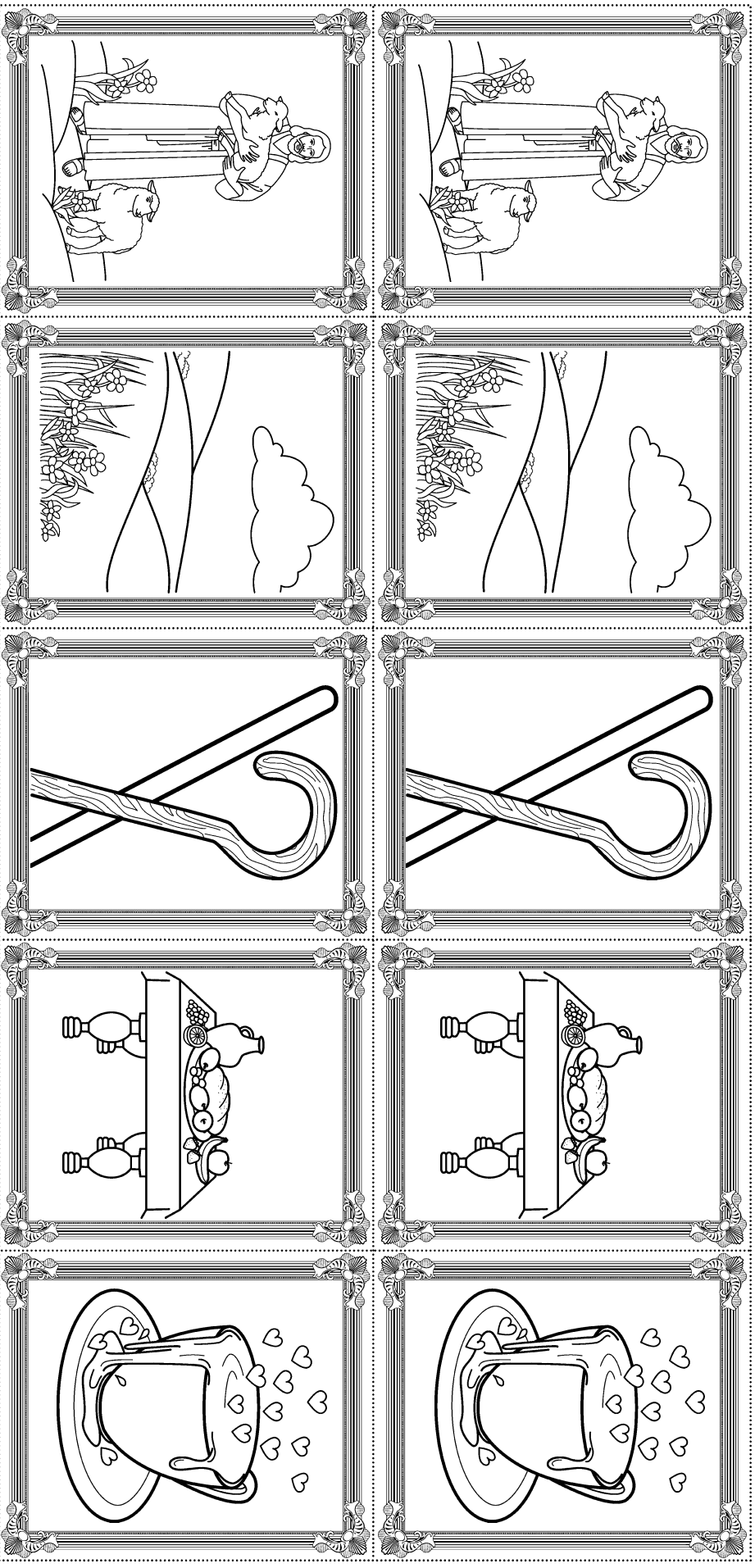
Invite the children to choose a verse they like from the psalms they have talked about today. Encourage them to share that verse with a family member or a friend.

#### Improving Our Teaching

**Focus on the needs of the children.** As a teacher, you are in a unique position to understand the needs of those you teach. Your experience, your familiarity with the children, and the guidance of the Spirit will help you know which learning activities are most likely to build their faith in Heavenly Father and Jesus Christ.

# "The Lord is my shepherd" (Psalm 23).

Color the pictures below of things mentioned in Psalm 23. Cut out the cards, mix them up, and place them face down. Try to find matches by turning over two cards at a time. If you find a match, pick up the matching cards. If you don't find a match, turn the cards back over and try again.





Saving That Which Was Lost, by Michael T. Malm

AUGUST 15-21

## Psalms 49-51; 61-66; 69-72; 77-78; 85-86

"I WILL DECLARE WHAT HE HATH DONE FOR MY SOUL"

Your example as a gospel learner can have a powerful influence on the children. Share with them your spiritual experiences learning the gospel.



### Invite Sharing

Share with the children a verse from a psalm, a hymn, or a children's song that helps you feel the Savior's love. Give each child a chance to do the same.



### Teach the Doctrine: Younger Children

PSALM 51:10

**When I make a wrong choice, Jesus Christ can help me change.**

Help the children understand that mistakes are part of mortal life and that we can receive help from Jesus Christ to overcome them.

#### Possible Activities

- Share a simple story, from your life or from the *Friend* or *Liahona*, about a child who made a wrong choice but received help from the Savior to be better (for example, see the video "The Shiny Bicycle" at [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)).

Read Psalm 51:10, and share the joy you feel when the Savior helps you have "a clean heart" and "a right spirit."

- Show the children this week's activity page. Point to each picture, and ask the children to describe what they see. Read the captions to help the children learn about repentance and forgiveness.

PSALM 71:8

**I can tell others about Jesus Christ.**

The faith-filled words of a child have unique power to touch hearts. Give the children confidence that their testimony of Jesus Christ can help others.



We can talk with others about what Jesus has done for us.

#### Possible Activities

- Read to the children Psalm 71:8, and draw a large mouth on the board. Ask them to help you "fill" the mouth with things we can tell others about Jesus Christ.

- Pass around a picture of Jesus Christ. Ask the children to take turns holding the picture and saying one thing they know about Him. What has He done for us? (Pictures in the *Gospel Art Book* could provide some ideas.)

**PSALM 86:7****Heavenly Father hears and answers my prayers.**

Many of the psalms are like prayers to God for help, guidance, or protection. Consider how you can help the children build their faith that Heavenly Father hears and answers them when they pray.

**Possible Activities**

- Ask the children how they talk with people who live far away. Show them things we can use to communicate, such as a phone or a letter. Read to them Psalm 86:7. How do we “call upon” Heavenly Father? How does He answer us?
- Invite the children to act out things they do every day, such as waking up, eating breakfast, leaving for school, or going to bed. Help them find times during the day when they can pray to Heavenly Father. Testify that we can pray to Him anytime, and He will always hear us.
- Sing together a song about prayer, such as “A Child’s Prayer” (*Children’s Songbook*, 12–13). Tell about a time when God answered your prayers.

**PSALM 77:11****“I will remember the works of the Lord.”**

The scriptures can build our faith in Jesus Christ by helping us remember His “wonders of old.”

**Possible Activities**

- Read to the children Psalm 77:11, and tell them how you try to “remember the works of the Lord,” including His works in your life. Invite

the children to draw pictures to help them remember the great things He has done.

- Show pictures from this book or from *Come, Follow Me—For Individuals and Families* to remind the children of stories they have learned in the Old Testament about great things the Lord has done for His people. Ask them which of these stories they like the most and why.

**Teach the Doctrine:  
Older Children****PSALM 51****Repentance is a change of heart.**

Psalm 51 contains several truths about repentance. How will you help the children discover these truths?

**Possible Activities**

- Assign each child to read one of the scripture references on this week’s activity page. Ask them to find words that teach them something about repentance. Let them write the words on the board. After everyone has shared, ask the children how they would answer a friend who asks, “What does it mean to repent?”
- Draw a heart on the board. Ask the children to name some sins that Satan tempts us to commit. Write those sins inside the heart. Ask the children to find the word *heart* in Psalm 51:10, 17. What do these verses teach us about repentance? (see also verse 6). Help the children understand that even if we stop committing sin, our hearts need to change in order for us to repent. Ask the children to erase the sins in the heart on the board and to write new words that describe the change in our hearts when we repent. Share your testimony that God can “create in [us] a clean heart” when we repent (verse 10).



**PSALMS 66:16; 77:11; 78:7****“I will remember the works of the Lord.”**

The Israelites taught their children about the miracles God had done for them so that the children “might set their hope in God” (Psalm 78:7).

**Possible Activities**

- Ask the children to share with you some of their favorite stories from the scriptures (pictures from the *Gospel Art Book* might help them think of stories). Why do they like these stories? What do these stories teach us about the Lord? Read together Psalms 77:11; 78:7. Why is it important to “remember the works of the Lord”?
- Ask the children to read Psalm 66:16 and think about or write down answers to the question “What has the Lord done for my soul?” Then let them share their answers, if they’d like. What can we do to “always remember” (Moroni 4:3; 5:2) what the Lord has done for us?

**PSALM 86:5, 13, 15****The Lord wants to forgive.**

When we sin, Satan wants us to think that the Lord will never forgive us. Help the children build their faith that the Lord is “ready to forgive; and plenteous in mercy” (Psalm 86:5).

**Possible Activities**

- Show a picture of the Savior (such as one in *Come, Follow Me—For Individuals and Families*), and

ask the children what words they would use to describe Him. Invite them to find words that describe Him in Psalm 86:5, 13, 15. If needed, help them define these words. What could we say to a friend who feels that God is angry at them when they sin?

- Sing with the children a song that you feel will help them understand the Savior’s forgiving nature, such as “I Stand All Amazed” (*Hymns*, no. 193). Share your testimony that Jesus Christ wants to forgive us.

**Encourage Learning at Home**

Invite each child to name one reason they love Heavenly Father and Jesus Christ. Encourage them to share that reason with someone at home. Testify that their words will bless that person.

**Improving Our Teaching**

**Express confidence.** “If the [children] sense that you trust them, their confidence in their divine potential will grow. . . . Lovingly communicate that you know they can be responsible for their own learning” (*Teaching in the Savior’s Way*, 28).

**When I make a wrong choice, Jesus Christ can help me change  
(Psalms 51:1–15; 85:8; 86:11).**

Color the pictures, and cut out the rectangle along the outer dotted line.  
Fold the rectangle in half along fold 1, and then fold it in half again along fold 2  
to make a booklet. Use the booklet to remind yourself of things you can do to repent.

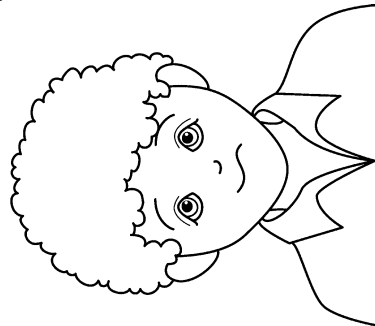
Fold 1

Ask forgiveness from God and others  
(Psalm 51:1).

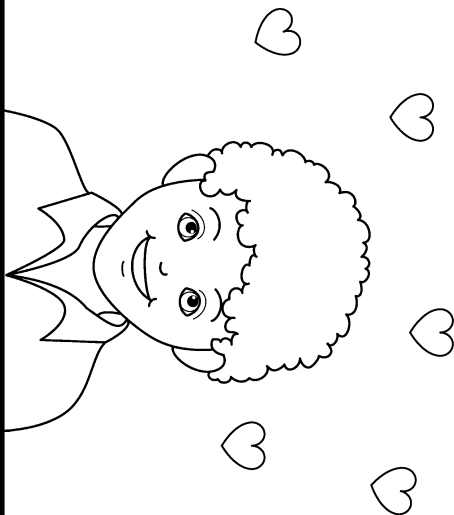


**BOOK OF REPENTANCE**

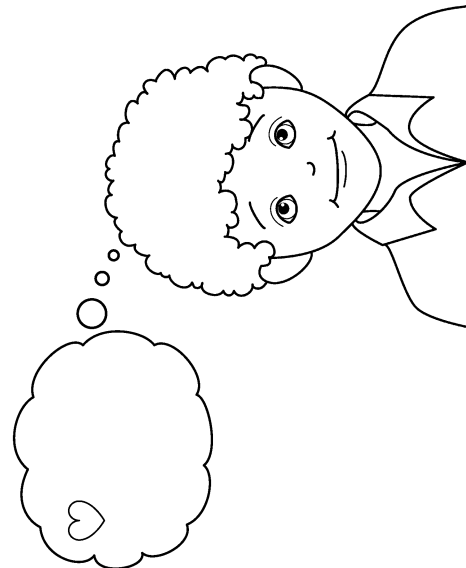
Admit you did wrong  
(Psalm 51:3).



Jesus will forgive you and change your heart  
(Psalm 51:2, 7–12).



Commit to not do it again (Psalms 85:8; 86:11).  
Tell others about the Savior (Psalm 51:13–15).



Fold 2



Every Knee Shall Bow, by J. Kirk Richards

AUGUST 22-28

## Psalms 102-103; 110; 116-119; 127-128; 135-139; 146-150

“LET EVERY THING THAT HATH BREATH PRAISE THE LORD”

If you need additional ideas as you prepare to teach, see “Additional Resources for Teaching Children” and “Meeting the Needs of Younger Children” at the beginning of this resource.



### Invite Sharing

Show some of the pictures from this week’s outline in *Come, Follow Me—For Individuals and Families*, and invite the children to talk about what they see in the pictures. Help them see connections between these pictures and what they are learning in the book of Psalms.



### Teach the Doctrine: Younger Children

**PSALM 119:105**

**God’s word is like a light.**

The children you teach are on the path back to Heavenly Father. The word of God can help keep them on that path now and throughout their lives.

#### Possible Activities

- Show pictures of the things mentioned in Psalm 119:105, and invite the children to put the pictures in order as you read the verse. Ask the

children to repeat phrases from the verse with you as you point to the pictures.

- Invite the children to talk about what it feels like to be in the dark. What are things that are hard to do in the dark? You might invite a child to try to do something with their eyes closed, like drawing a picture. Why are these things easier to do when there is light? Help the children understand how the word of God, as found in the scriptures and the words of living prophets, lights our way back to Heavenly Father.

**PSALM 139:1-3, 23**

**Heavenly Father and Jesus Christ know me and love me.**

Throughout our lives, we need to be reminded that Heavenly Father and Jesus know us personally. Psalm 139 can help you teach the children that They know them and love them.

#### Possible Activities

- Make short lists of things you know about each child. As you read the lists one at a time, ask the children to guess who you are describing. Read Psalm 139:1-3, and help the children understand words they might not know. Testify that Heavenly Father and Jesus know them very well—They know their names, what makes them happy and sad, and things they do well.

- Read Psalm 139:23, and invite the children to put their hands on their hearts when you say “heart” and to touch their heads when you say “thoughts.” Share a time when you felt God knew your heart and your thoughts.

#### PSALM 146:1, 5–9

### I can praise the Lord.

To praise the Lord means to express our gratitude and love for Him. Help the children learn that we are praising Him when we do things like sing, pray, and obey His teachings.

#### Possible Activities

- Invite the children to share experiences when someone praised them or told them they did a good job. Share some of the good things from Psalm 146:6–9 that the Lord has done, and invite the children to talk about other things He does for us. Help them think of ways they can praise Him for those things.
- Sing together a song of praise, such as “Beauty Everywhere” (*Children’s Songbook*, 232–33). Explain that for the Israelites long ago, the Psalms were like the songs we sing today to worship and praise God.



### Teach the Doctrine: Older Children

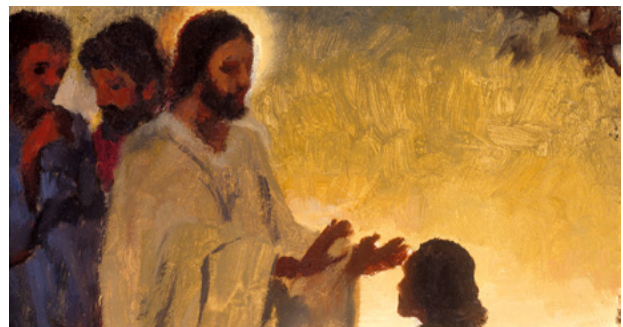
#### PSALMS 102:1–2; 103

### The Lord offers me comfort and hope.

God is aware of our trials and sorrows, and He wants to comfort and encourage us. Help the children build their faith in Him so they will turn to Him in times of need.

#### Possible Activities

- Ask one of the children to read Psalm 102:1–2. How can the Lord help us during our times of trouble? How do we ask for His help? Share an experience in which you felt that God heard your prayers when you were in need, and invite the children to share their experiences and testimonies.
- Invite the children to find words of comfort and hope in Psalm 103. How could these words help people facing challenges? Encourage the children to write down phrases they found meaningful to remind them that the Lord can help them when they have trials.



Healing, by J. Kirk Richards

#### PSALM 119:105

### God’s word helps me follow His path.

Although the world may seem dark at times, God’s word can illuminate our path and help us return to Him.

#### Possible Activities

- Draw on the board a picture of a light (such as a lamp) and a picture of the scriptures. Invite the children to read Psalm 119:105. How does light help us? How does the word of God help us? Ask the children to write their answers on the board next to the pictures. How is the word of God like a light? How does it help us stay on the path that leads back to Heavenly Father?

- Divide the children into pairs, and give each pair one of the following scripture passages: Psalm 119:47–48; Psalm 119:105; 1 Nephi 11:25; 2 Nephi 31:20. Invite them to read the passages and look for what Heavenly Father has given us to help us stay on the path back to Him. Invite the children to ponder and share what they feel inspired to do because of what they have learned.
- Sing together a song about following God’s path, such as “I Will Walk with Jesus” (ChurchofJesusChrist.org). What do we learn from this song about how to stay on the right path?

#### PSALM 139:23–24

### Heavenly Father and Jesus Christ can help me know how to improve.

Psalm 139 teaches that God knows everything about us, including our strengths and weaknesses. If we turn to Him, He can teach us what we need to do to become more like Him.

#### Possible Activities

- Write the words of Psalm 139:23–24 on the board, and invite the children to underline words that describe things God can do for us. Why would we want God to do these things? How can we invite Him to “lead [us] in the way everlasting”?
- Encourage the children to “search” their own lives for ways they can improve in the four

areas of focus in the Children and Youth program—spiritual, social, physical, and intellectual. Remind them that the Lord knows how they can improve in each of these areas, and encourage them to seek His guidance.

- Sing a song about how Heavenly Father can help us improve, such as the second verse of “Help Me, Dear Father” (*Children’s Songbook*, 99). Share how Heavenly Father and Jesus Christ have helped you improve.



### Encourage Learning at Home

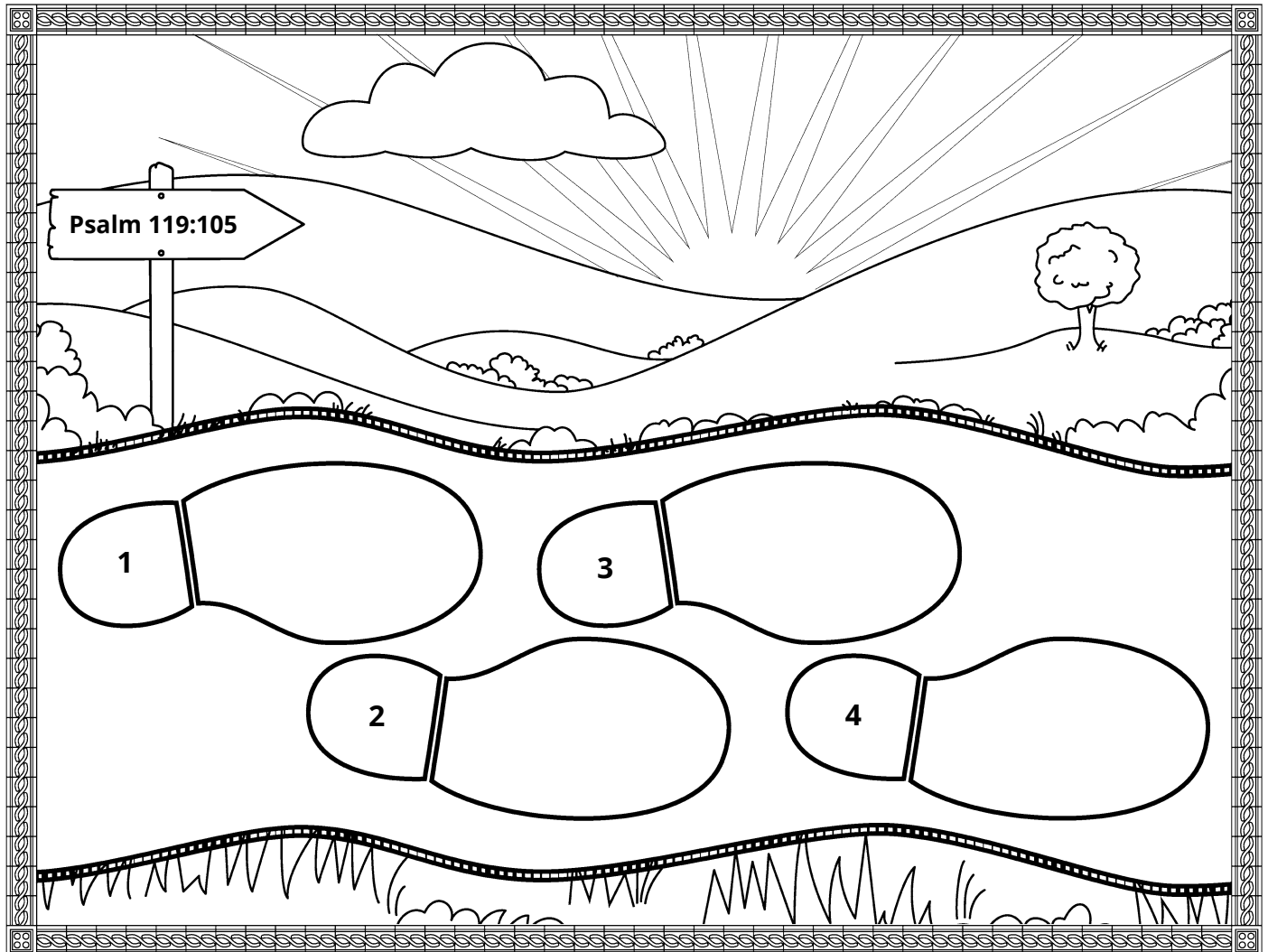
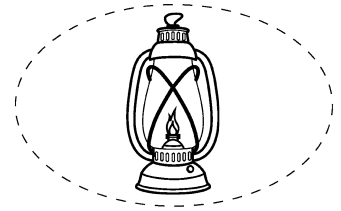
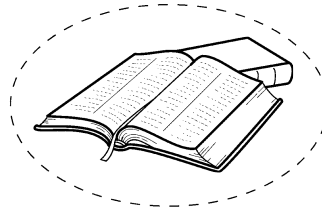
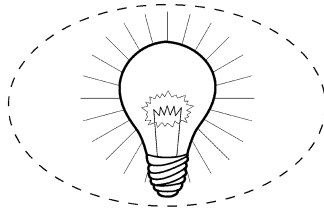
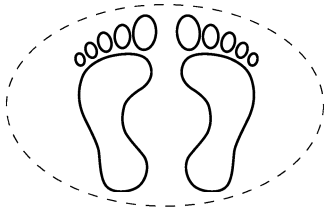
Occasionally, you could invite one of the children and one of his or her family members to share with the class what they are doing to learn the gospel at home. Encourage the rest of the children to share these ideas with their families.

#### Improving Our Teaching

**Use music.** Primary songs and hymns can help children understand and internalize gospel truths in a memorable way. Singing can also keep children actively engaged in learning. (See *Teaching in the Savior’s Way*, 22.)

**God's word is like a light (Psalm 119:105).**

Color the pictures, and cut out the four oval pictures on the dotted lines.  
Read Psalm 119:105, and paste the oval pictures into the footsteps  
in the order you find them in the verse.







AUGUST 29–SEPTEMBER 4

## Proverbs 1–4; 15–16; 22; 31; Ecclesiastes 1–3; 11–12

“THE FEAR OF THE LORD IS THE BEGINNING OF WISDOM”

As you study Proverbs and Ecclesiastes, think about the children you teach. What messages from these scriptures can help them feel closer to Heavenly Father and Jesus Christ?



### Invite Sharing

Draw on the board pictures of things that are mentioned in the book of Proverbs, such as a heart, a light, or a path. Help the children read Proverbs 3:5; 4:18, 26, and invite them to share something they’ve learned about these things from the scriptures.



### Teach the Doctrine: Younger Children

#### PROVERBS 3:5

**I can trust in the Lord with all my heart.**

When we trust in the Lord with all our hearts, we have faith in Him and know that He will help us.

#### Possible Activities

- Let one of the children hold a picture of the Savior as you read Proverbs 3:5. Tell the children what trusting in the Lord means to you. Invite the children to make a heart with their hands or hold their hands over their hearts while repeating the phrase “trust in the Lord with all thine heart” several times.

- Draw a large heart on the board, and help the children think of things they can do to show that they trust the Lord. Invite them to draw their ideas inside the heart or on a piece of paper. Encourage them to share their ideas with their families.



Children can give “a soft answer” by using kind words (Proverbs 15:1).

#### PROVERBS 15:1, 18

**I can use kind words.**

In tense or frustrating situations, we may be tempted to respond with anger. Proverbs 15:1, 18 teaches us how we can turn away anger.

#### Possible Activities

- Read Proverbs 15:1 to the children, and explain any words or phrases that might be unfamiliar to them. Share a few examples of situations in which a child might feel angry (such as an argument with a brother or sister). Help them think of “soft answers,” or kind words, they could use instead

of angry words. Help them practice saying these things softly or in a calm voice.

- Sing a song about kindness, such as “Kindness Begins with Me” (*Children’s Songbook*, 145). What does the song teach us about being kind?
- To help the children understand what it means to be “slow to anger” (Proverbs 15:18), tell a personal story about when you (or someone you know) felt angry but chose to be kind. Let the children share their own experiences too. Help the children think of things they can do instead of becoming angry. For example, they could think about Jesus, ask Heavenly Father to help them, sing a Primary song to themselves, or, if possible, just walk away.

#### PROVERBS 22:9

### I can share what I have with others.

Young children can learn to help people around them who are in need. How can you inspire them to share what they have with others?

#### Possible Activities

- Show the children several pictures of others serving or helping people in need, including pictures of the Savior (such as *Gospel Art Book*, nos. 42, 44, 46). Ask the children to tell you what is happening in each picture. Read to the children Proverbs 22:9. Explain that one way we can serve is by giving “bread to the poor,” but there are many other ways to help those in need. Invite the children to draw a picture of themselves helping someone.
- Bring to class several objects that you can share with the children, such as pictures or crayons. As you give one to each child, say, “I will share with [child’s name].” Let the children take turns sharing the objects with each other. What are some other things we can share with others?

- Sing together a song about service, such as “‘Give,’ Said the Little Stream” (*Children’s Songbook*, 236). Or show the video “Gordon Hinckley: Lessons I Learned as a Boy” (ChurchofJesusChrist.org). Ask the children how they feel when they help others.



## Teach the Doctrine: Older Children

#### PROVERBS 1:7; 2:5; 15:33; 16:6; ECCLESIASTES 12:13

### To “fear God” means to love and obey Him.

One of the important messages in Proverbs and Ecclesiastes is to “fear God, and keep his commandments” (Ecclesiastes 12:13). Ponder how you can help the children understand what it means to fear God.

#### Possible Activities

- Invite the children to list some things that people might fear. Then ask them to read Proverbs 1:7 and Ecclesiastes 12:13. What does it mean to fear God? To help answer this question, ask a child to read the verses again, replacing the word “fear” with the word “reverence.” Repeat this activity with words like “love,” “obedience,” or “obey.” How does this change our understanding of what it means to fear God?
- Invite each child to choose one of the following verses to read, looking for the word “fear”: Proverbs 1:7; 2:5; 15:33; 16:6. Ask the children to share what their verse teaches about blessings that come when we fear the Lord, which means that we show reverence and respect toward Him (see also Proverbs 14:26–27). How can we show the Lord that we love and respect Him?

### PROVERBS 3:5–7

#### “Trust in the Lord with all thine heart.”

- Read together Proverbs 3:5–7, and invite the children to list the things these verses say we should do and should not do. Ask them what they feel each of these things might mean. What qualities do we find in people we trust? What qualities does the Lord have that help us trust Him?
- To show what it means to “lean not unto thine own understanding,” let the children try leaning a stick or a pencil against various objects, such as a book or a piece of paper. Which objects worked best? Why is it important to “trust in the Lord” and not lean on our “own understanding”?

### PROVERBS 15:1, 18; 16:32

#### “A soft answer turneth away wrath.”

Speaking in anger often makes a tense situation even worse. These verses teach that our words and our attitudes can turn away wrath or anger.

#### Possible Activities

- Write the words *wrath* and *strife* on the board, and share an example of an argument that children might have. Then ask the children to read Proverbs 15:1, 18; 16:32 and find advice they could give to the children who are arguing. Each time the children share an idea, invite them to

erase part of the words on the board. Invite them to replace those words with others describing Christlike attributes that bring peace.

- Help the children think of accounts in the scriptures when the Savior exemplified what is taught in Proverbs 15:1, 18; 16:32. For ideas, they could look in John 8:1–11; 18:1–11. Sing together a song about the Savior’s example, such as “I’m Trying to Be like Jesus” (*Children’s Songbook*, 78–79). How can we follow Jesus’s example as we interact with family members, friends, and others?



## Encourage Learning at Home

Help the children pick a verse they read in class that they liked. Encourage them to share that verse with their families and tell them what they learned from it.

### Improving Our Teaching

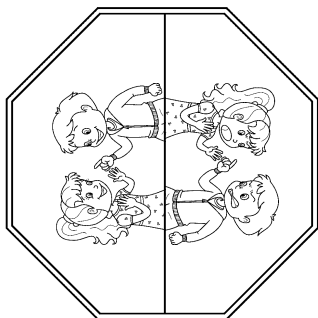
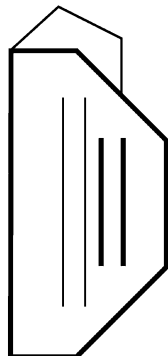
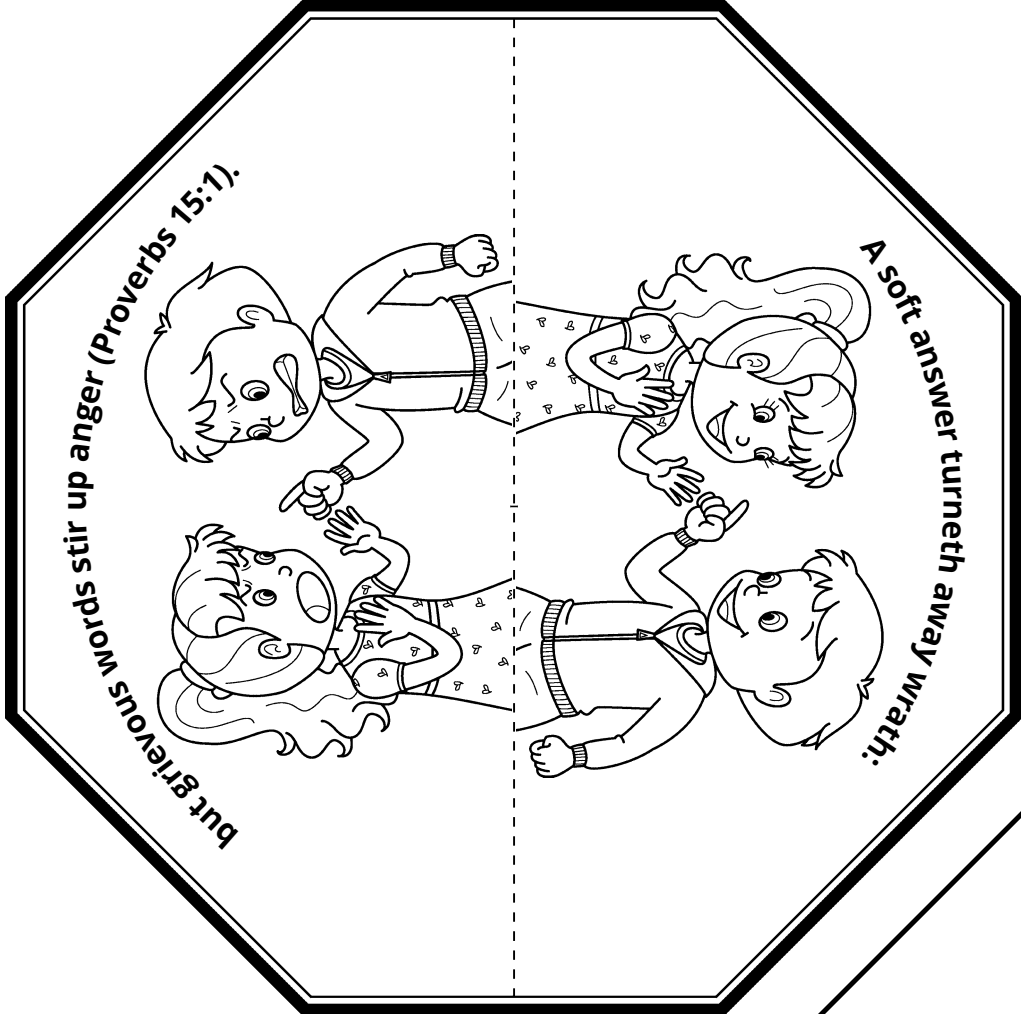
**Improve as a Christlike teacher.** Ponder ways you can increase your ability to help the children build their faith in Heavenly Father and Jesus Christ. The personal evaluation questions on page 37 of *Teaching in the Savior’s Way* can help.

**I can use kind words (Proverbs 15:1, 18).**

Color and cut out the two shapes. Fold the octagon in half on the dotted line so that the pictures are inside. Glue the smaller shape to the back of one side of the folded octagon. Remember the proverb inside when you need to speak kind words.

## Remember

this proverb before you speak.





The Prophet Isaiah Foretells Christ's Birth,  
by Harry Anderson

SEPTEMBER 5–11

## Isaiah 1–12

"GOD IS MY SALVATION"

The words of Isaiah can be hard to understand. As you consider how to teach the children about Isaiah, focus on simple truths that can strengthen their faith in Jesus Christ.



### Invite Sharing

Invite the children to share something they have done recently to live the gospel, such as saying a prayer, showing kindness to someone, or obeying other commandments.



### Teach the Doctrine: Younger Children

ISAIAH 2:2–3

#### In the temple we learn about Jesus Christ.

Isaiah foresaw a time when the temple, "the mountain of the Lord's house," would attract people from "all nations." You can use this prophecy to help the children look forward to the time when they can go to the temple.

#### Possible Activities

- Ask the children to draw a picture of their home. Then read together Isaiah 2:2, and invite them to

draw a picture of "the Lord's house," which is a temple. Read verse 3 together, and invite them to add to their pictures many people coming to the temple, including their families. Why do we want to go to the Lord's house? Share your testimony of the blessings that come as we learn about the Lord in His house.

- Let a child hold a picture of a temple, and ask the children to talk about what they see in the picture. Ask them what they like about the temple. Read together Isaiah 2:2–3 and have them listen for more reasons why we can love the temple. Tell the children why you love the temple.
- Sing with the children a song about the temple, such as "I Love to See the Temple" (*Children's Songbook*, 95). Help them find words and phrases in the song that teach what the temple is and what we do there.
- Draw a path on the board, and place a picture of the temple or the Savior at one end (see *Personal Development: Children's Guidebook*, 2–3). Let the children take turns drawing themselves walking on the path. As they do, invite them to repeat this phrase from Isaiah 2:3: "We will walk in his paths." What can we do to walk in the Lord's paths?



“For unto us a child is born, unto us a son is given” (Isaiah 9:6).

### ISAIAH 9:6

#### Isaiah prophesied of Jesus Christ.

All prophets testify of Jesus Christ, including those who lived long before He was born, like Isaiah. Consider what the children can learn about Jesus from Isaiah’s prophecy in Isaiah 9:6.

#### Possible Activities

- Share with the children “Isaiah the Prophet” (in *Old Testament Stories*). Pause periodically so the children can talk about what Isaiah knew about Jesus Christ many years before He was born. Read to the children Isaiah 9:6, and invite them to repeat with you each “name” that Isaiah said Jesus Christ “shall be called.”
- Write on slips of paper a few of the titles of Jesus Christ found in Isaiah 9:6 (see this week’s activity page). Invite each child to pick one, and help the child read the title to the class. Talk to the children about what each title means to you. Give a picture of Christ to one of the children, and ask him or her to share something about Jesus and then pass the picture to another child. Repeat this activity until all the children have had a chance to share.



## Teach the Doctrine: Older Children

### ISAIAH 1:2–4, 16–19

#### Because of Jesus Christ, I can repent and be clean.

Isaiah lived in a time when many of his people had turned away from the Lord. But the Lord promised them that their sins could be forgiven if they repented. He makes this promise to us as well.

#### Possible Activities

- Ask the children to read Isaiah 1:2–4 and talk about some of the reasons the Lord was not happy with the people of Judah. Then read Isaiah 1:16–19 together to learn what the Lord invited the people to do. As needed, help the children understand difficult words and phrases. To help them visualize verse 18, display something bright red and something pure white. What do we learn about Jesus Christ’s mercy from these verses? Invite the children to share how they feel about Jesus Christ’s gift of forgiveness, and share your feelings as well.
- Help the children memorize Isaiah 1:18. Write the verse on the board, and invite the children to recite it several times, erasing one word each time until they can recite it from memory. You could also use paper strips with words from the verse written on them. Why is it important to always remember what this verse teaches? Discuss how being baptized and partaking of the sacrament make this promise available to us.



**ISAIAH 2:2–5****In the temple we learn about Jesus Christ.**

Isaiah’s prophecy about “the mountain of the Lord’s house” reveals some of the blessings that come from worshipping in the temple, along with other blessings to come in the last days. Ponder how you will inspire the children to seek these blessings.

**Possible Activities**

- Ask the children to read about what Isaiah saw in Isaiah 2:2–3 and draw a picture of what they think it might have looked like. Explain that Isaiah called the temple “the mountain of the Lord’s house.” Why is a mountain a good symbol for the temple?
- Invite the children to read Isaiah 2:2–3, 5 and identify in each of these verses something that inspires them to go to the temple someday. Then read verse 4 together, and discuss how the temple helps bring about the peace described in this verse. Help them think of ways they can prepare now to go to the temple someday.

**ISAIAH 7:14; 9:6–7****Isaiah prophesied of Jesus Christ.**

Isaiah prophesied of the birth of a child who would sit on the throne of David and establish a kingdom that has no end. How can you help the children you teach understand these prophecies about Jesus Christ?

**Possible Activities**

- Ask the children to give examples of titles a person might have, such as titles associated with a job, a calling, a team, or a family. What do these titles say about the person who has them? Help the children find titles of Jesus Christ in Isaiah 7:14 and 9:6–7. What does each of these titles teach us about Him? What else do we learn about Jesus Christ from these verses?
- Read together Matthew 1:21–23 and Luke 1:31–33, and discuss how Isaiah’s prophecies in Isaiah 7:14; 9:6–7 were fulfilled when Jesus Christ was born.

**Encourage Learning at Home**

Ask the children to think of something they learned about the Savior that they can share at home with their family, such as one of His names.

**Improving Our Teaching**

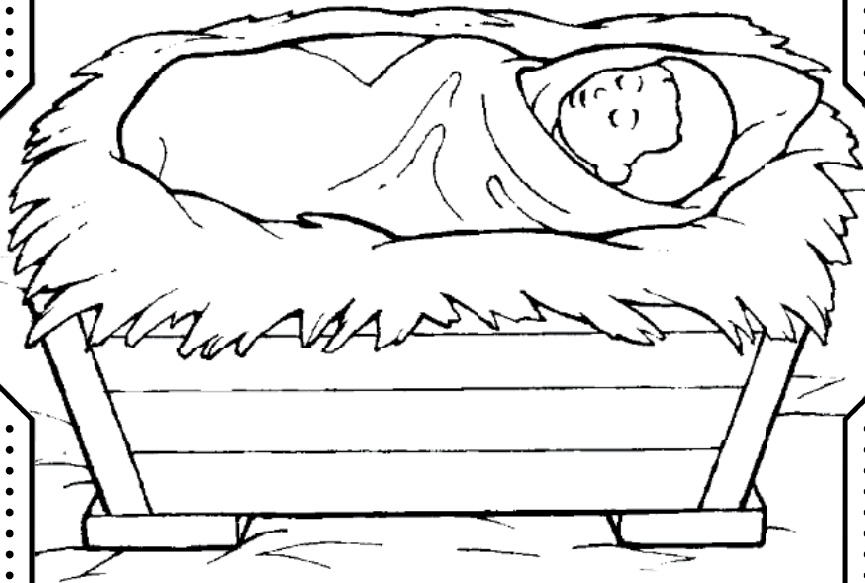
**Help the children build confidence.** Some children may not feel capable of learning the gospel on their own. One way to help them build confidence is to praise them when they participate in class. Promise the children that the Holy Ghost will help them as they learn.

**Isaiah prophesied of Jesus Christ (Isaiah 9:6).**

Color the picture, and list five titles in Isaiah 9:6 that refer to Jesus Christ.

1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



Sacred Grove by Brent Borup

SEPTEMBER 12–18

## Isaiah 13–14; 24–30; 35

“A MARVELLOUS WORK AND A WONDER”

After prayerfully studying Isaiah 13–14; 24–30; 35, plan activities to help the children learn. The activity ideas below can be adapted for any age-group.



### Invite Sharing

Invite the children to stand if they want to share something they recently learned about the gospel at home or at church. Give each child the opportunity to share.



### Teach the Doctrine: Younger Children

**ISAIAH 14:12–14**

#### There was a war in heaven.

Before the world was created, Heavenly Father chose Jesus Christ to be our Savior. Isaiah 14:12–14 describes the pride that Satan showed in the pre-mortal Council in Heaven.

#### Possible Activities

- Use “Introduction: Our Heavenly Father’s Plan” (in *New Testament Stories*, 1–3) or the song “I Lived in Heaven” (*Children’s Songbook*, 4) to tell the children about the War in Heaven before we were born. (As you do, include phrases from Isaiah 14:12–14 that describe Satan.) Then invite

the children to take turns telling the story back to you. Emphasize that Jesus Christ followed Heavenly Father’s plan and became our Savior.

- On the board, draw a heart with the word *Satan* and a sad face inside it. Explain that Satan said in his heart, “I will exalt my throne above the stars of God” (Isaiah 14:13), which means that he wanted to be better than Heavenly Father. Invite a child to draw another heart, this one with the word *Jesus* and a happy face inside it. Help the children understand that Jesus wanted to do what Heavenly Father asked Him to do (see Moses 4:1–2). How can we follow Jesus’s example?

**ISAIAH 25:8**

#### Jesus Christ was resurrected.

Jesus Christ can comfort the sorrow we feel about death. Because He gained victory over death, we will all be resurrected too.

#### Possible Activities

- Show a picture of the Resurrection of Jesus Christ, and ask the children to share what they know about the picture. If needed, share with them the story of Jesus being resurrected (see “Jesus Is Risen,” in *New Testament Stories*, 139–44). Play or sing a song about the Resurrection, such as “Jesus Has Risen” (*Children’s Songbook*, 70), and invite the children to share how it makes them feel to know that Jesus rose from the dead.

- Tell the children about someone you know who has died. How do we feel when someone we love dies? Invite the children to draw a face of someone crying. Then read Isaiah 25:8 to them. What will Jesus do to our tears when we miss someone who has died? Invite the children to draw a happy face. Bear your testimony that because Jesus Christ was resurrected, we can feel comforted when someone dies and know that we will all be resurrected one day.



“He will swallow up death in victory” (Isaiah 25:8).

#### ISAIAH 29:12, 14

### The Lord restored His Church through Joseph Smith.

The Restoration of the gospel is “a marvellous work and a wonder” (Isaiah 29:14). Share with the children some of the marvelous things the Lord did—and continues to do—to restore His gospel in our day.

#### Possible Activities

- Invite the children to tell you what they know about Joseph Smith. If needed, share with them “Joseph Smith’s First Vision” (in *Doctrine and Covenants Stories*, 9–12). Read Isaiah 29:12, and explain that even though Joseph Smith was not considered “learned” by many people, Jesus Christ restored the gospel through him.
- Read Isaiah 29:14 to the children, and share with them other words that mean the same thing as

“marvellous” and “wonder.” Display items that represent some of the Lord’s marvelous works during the latter days, such as a picture of the First Vision or of Joseph Smith receiving the priesthood (see *Gospel Art Book*, nos. 90, 93, 94) or a copy of the Book of Mormon. Invite the children to choose an item and share why it is marvelous to them.



### Teach the Doctrine: Older Children

#### ISAIAH 24:3–5; 29:7–10; 30:8–14

### Apostasy means turning away from the Lord and His prophets.

Reading Isaiah’s warnings about the dangers of apostasy can help the children resolve to stay true to the Lord and follow His prophets.

#### Possible Activities

- Write the word *apostasy* on the board. Invite the children to find a definition in “Apostasy” in the Guide to the Scriptures ([scriptures.ChurchofJesusChrist.org](http://scriptures.ChurchofJesusChrist.org)). Invite them to read Isaiah 24:5; 30:9–11 and make a list of things people were doing in Isaiah’s time that led them to apostasy. Then invite the children to change the items in the list to things we can do to stay true to the Lord.
- Divide the class into pairs, and assign each pair to read one of the following passages: Isaiah 24:3–5; Isaiah 29:7–10; or Isaiah 30:8–14. Invite them to draw pictures that represent what they read. As they share their drawings, help them discuss what Isaiah’s words teach about why we should stay true to the Lord.

**ISAIAH 29:13–15, 18, 24****The Restoration of the gospel is a “marvellous work.”**

How can you help the children understand that they are part of the Lord’s “marvellous work” (Isaiah 29:14) of the latter days?

**Possible Activities**

- Show pictures of some of the marvelous events that happened as the gospel was restored (see *Gospel Art Book*, nos. 90–95, or this week’s activity page). Read together Isaiah 29:14, 18, 24, and invite the children to find words and phrases that relate to the events in the pictures. Ask the children how they can help with the Lord’s “marvellous work” (verse 14).
- Share a brief experience to help the children understand what *restoration* means. For example, talk about something that was lost and how you found it. Help the children compare this to the Restoration of the gospel. According to Isaiah 29:13–15, why do we need the Restoration? What marvelous works did the Lord do to restore His gospel?

**ISAIAH 14:3; 25:8; 28:16****Isaiah’s teachings point me to Jesus Christ.**

Isaiah’s teachings can point the children you teach to the Savior and help them remember the things He has done for them.

**Possible Activities**

- Write the following scripture references on separate pieces of paper: Isaiah 14:3; Isaiah 25:8; Isaiah 28:16; Matthew 11:28–30; 1 Corinthians 15:53–57; Helaman 5:12. Give the papers to the children, and invite them to write on the papers the truths they learn from the verses and work together to match the verses that teach similar truths. According to these verses, what great things has the Lord done for us?
- Ask the children to choose a phrase from Isaiah 14:3; 25:8; or 28:16 that reminds them of Jesus Christ. Invite them to write the phrase on a piece of paper and draw a picture of the Savior that they can display in their homes.

**Encourage Learning at Home**

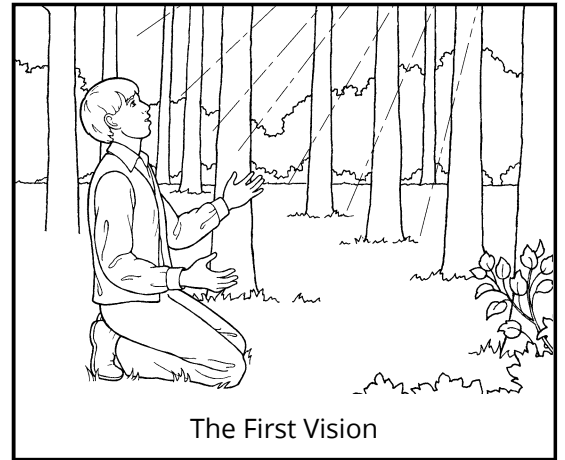
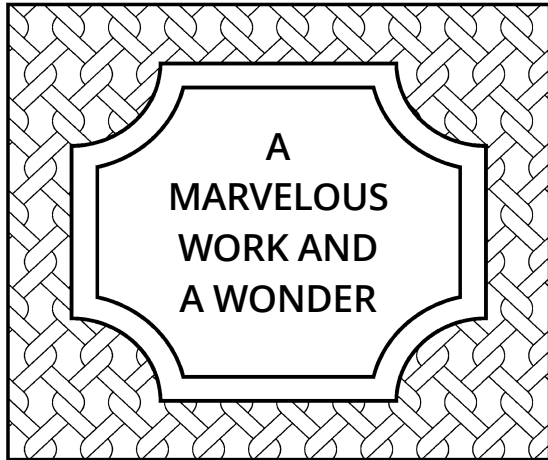
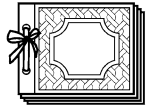
Invite the children to write a note about or draw a picture of something they have learned in class today. Encourage them to share it with their families or a member of the class who didn’t attend Primary today.

**Improving Our Teaching****Adapt activities to accommodate children with disabilities.**

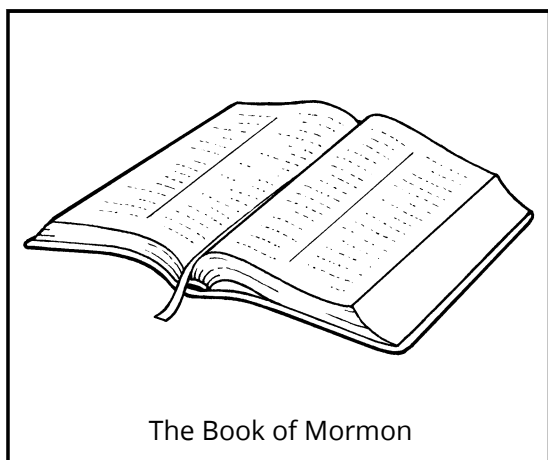
Small adaptations to activities can ensure that all children can learn. For instance, if an activity suggests showing a picture, you could sing a song instead to include children with visual impairments.

**The Lord restored His Church through Joseph Smith (Isaiah 29:12, 14).**

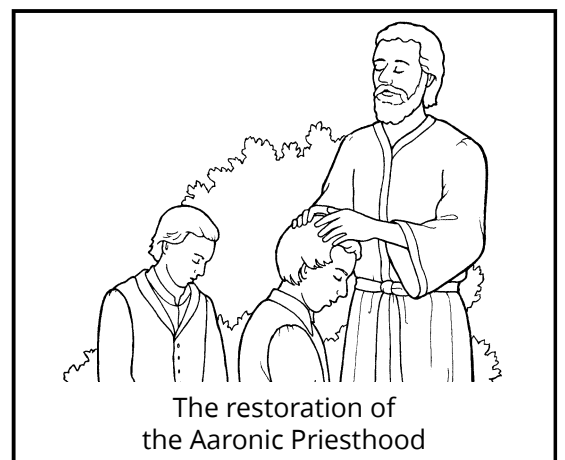
Color these pictures of marvelous things the Lord did to restore His Church. In the blank space, draw a picture of yourself participating in the marvelous work of the gospel. Make a book by cutting out the rectangles, punching holes in them, and tying them together with string.



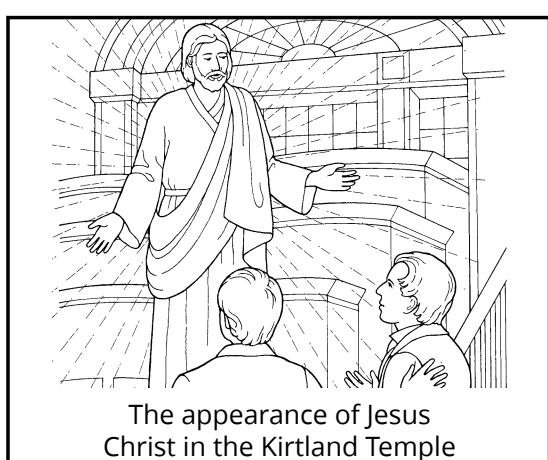
The First Vision



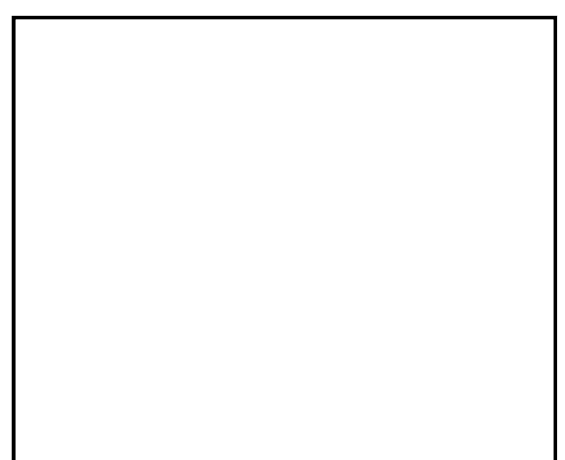
The Book of Mormon



The restoration of  
the Aaronic Priesthood



The appearance of Jesus  
Christ in the Kirtland Temple







Healing the Blind Man, by Carl Heinrich Bloch

SEPTEMBER 19–25

## Isaiah 40–49

“COMFORT YE MY PEOPLE”

Many passages in Isaiah 40–49 can help the children increase their love for the Lord and their faith in Him. Seek the Spirit’s guidance to find those passages as you study.



### Invite Sharing

Read Isaiah 40:9 with the children, and invite them to pretend to climb up to “the high mountain” and then take turns lifting up their voices to share something they learned from the scriptures recently—either at home or at church.



### Teach the Doctrine: Younger Children

**ISAIAH 43:10**

#### I can be a witness of the Lord.

The Lord reminded the Israelites that they had witnessed many great things that He had done for them. He wanted them (and all of us) to be His witnesses, helping others know of His power and goodness.

#### Possible Activities

- Tell the children about something you have witnessed. Help them think of things they have experienced that they can tell each other about or be a “witness” of—for example, a delicious

food they have tasted, a place they have visited, or a person they know. Read to the children from Isaiah 43:10: “Ye are my witnesses, saith the Lord, and my servant whom I have chosen.” Tell the children that when we are baptized we promise to be a witness of Jesus Christ (see Mosiah 18:9). What does it mean to be the Lord’s witness?

- Ask the children to share what they know about Jesus Christ and His gospel. Show them pictures to give them ideas (for example, pictures of the Savior’s Resurrection, the Book of Mormon, the temple, and the living prophet). Invite them to talk about what they could share with others as witnesses of the Lord.

**ISAIAH 43:11**

#### “Beside me there is no saviour.”

Jesus Christ is the only one who can save us from sin and death. Ponder how you will inspire the children to put their trust in Him.

#### Possible Activities

- Invite the children to imagine a situation in which they might need help (such as being sick or caught in a storm). Show several objects (or pictures of objects), some that would help them in the situation and others that would not. For example, an umbrella would help in a storm, but a glass of water and a pencil would not. Ask the

children to pick the object that would help in that situation. Show pictures of the Savior to help the children talk about how He helps us.

- Read to the children Isaiah 43:11, and ask them to point to a picture of Jesus when they hear the word “saviour.” Testify that because Jesus Christ suffered and died for us and was resurrected, He is the only one who can save us from our sins and from death.



We can have “righteousness as the waves of the sea” (Isaiah 48:18).

#### ISAIAH 48:18

### Keeping God’s commandments brings peace.

The Lord promises peace like “a river” and righteousness like “the waves of the sea” to those who keep His commandments.

#### Possible Activities

- Read to the children Isaiah 48:18. Invite them to move their hands and arms like a river and waves. Talk about how keeping God’s commandments has helped you feel peaceful like a river or strong like a wave.
- Draw a river on the board. Help the children think of commandments God has given us. Write those commandments on pieces of paper (or draw simple pictures of them), and let the children take turns attaching the commandments to the river on the board. Help the children learn how keeping the commandments brings peace.

- Sing together a song about commandments, such as “Keep the Commandments” (*Children’s Songbook*, 146–47). What does this song teach about why we should keep God’s commandments?



## Teach the Doctrine: Older Children

#### ISAIAH 40:3–5

### I can help prepare “the way of the Lord.”

We help fulfill the prophecy in Isaiah 40:3–5 by helping others receive the Lord in their lives.

#### Possible Activities

- Ask one child to read Isaiah 40:3 while the other children each read one of the following passages and look for similar words and phrases: Mark 1:3–4 (John the Baptist); Alma 7:9 (Alma); Doctrine and Covenants 33:10–11 (latter-day missionaries). Help them identify who is preparing “the way of the Lord” in each passage. How did these people prepare the way of the Lord? What can we do to help?
- Draw a path on the board, and read with the children Isaiah 40:3–5. Ask the children to list obstacles that might prevent people from following the Savior, and invite them to draw obstacles on the path. Let them erase the obstacles as you talk about ways we can help people overcome them.

#### ISAIAH 41:10; 43:1–5; 48:10

### The Lord is with me in my trials.

When we make covenants with the Lord, He makes promises to be with us—even during our trials. Help the children see themselves as part of the Lord’s covenant people and as recipients of His promises.

### Possible Activities

- Write on the board *I am . . .* and *I will . . .* Invite the children to read Isaiah 41:10 and Isaiah 43:1–5 to find out who the Lord says He is and what He says He will do. What other phrases are repeated in these verses? How might these messages give us comfort and hope during hard times?
- Read together Isaiah 48:10, and talk about what a furnace is and different ways it is used. Explain that metals are purified in a furnace. Why is a furnace a good way to describe affliction? How can our afflictions purify us? (see Alma 62:41).

### ISAIAH 49:14–16

#### The Lord will never forget me.

When we feel distant from the Lord because of sin, trials, or any other reason, the message of Isaiah 49:14–16 can bring comfort.

### Possible Activities

- Ask the children to read Isaiah 49:14. What might make people feel forgotten or forsaken? How can we help others know that the Lord has not forgotten them? How do we know He has not forgotten us?

- Invite the children to talk about someone they know who they will never forget, like a family member or friend. Discuss how a loving mother feels about her children and how the Lord feels about us. Then ask the children to read Isaiah 49:15–16. According to these verses, why will the Lord never forget us? Invite the children to share their feelings about Jesus Christ.



## Encourage Learning at Home

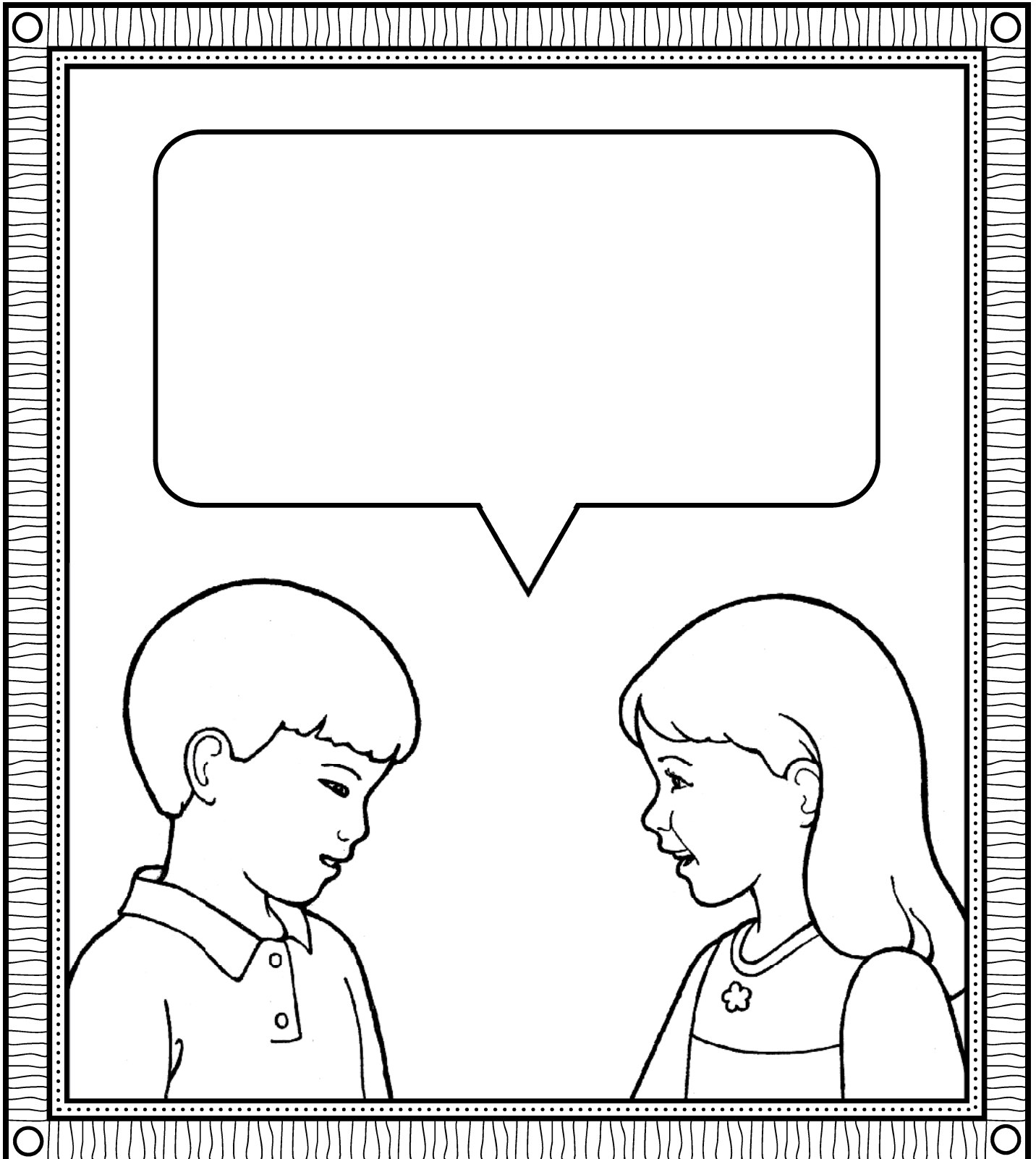
Invite the children to think about something they learned today that they want to learn more about. Help them write a question about it that they can ask to a parent or other family member.

### Improving Our Teaching

**Adapt to the needs of the children.** If you teach younger children but feel inspired to teach them one of the principles in this outline under “Older Children” or vice versa, adapt one of the suggested activities for that principle to meet the needs and abilities of the children you teach.

**I can be a witness of the Lord (Isaiah 43:10).**

Write or draw in the space below something you might say to be a witness of the Lord.  
Then color the picture and think of someone you could share it with.





The Mocking of Christ, by Carl Heinrich Bloch

SEPTEMBER 26–OCTOBER 2

## Isaiah 50–57

“HE HATH BORNE OUR GRIEFS, AND CARRIED OUR SORROWS”

Isaiah 50–57 contains some beautiful language that the children you teach may not understand. As you prepare to teach, ponder the simple truths these words are teaching and how you might help the children learn them.



### Invite Sharing

Encourage each child to share how they know that Jesus Christ loves them. Ask them to share what they are doing to show that they love Jesus.



### Teach the Doctrine: Younger Children

**ISAIAH 53:4**

**Jesus Christ suffered for me because He loves me.**

Through His atoning sacrifice, Jesus Christ suffered for our sins and took upon Himself “our griefs” and “our sorrows.” How will you testify to the children of the Savior’s Atonement?

#### Possible Activities

- Display pictures of the Savior suffering on the cross and in the Garden of Gethsemane (see *Gospel Art Book*, nos. 56, 57, or chapters 51–53 in *New Testament Stories*). Ask the children to

describe what they see in the pictures and share what they know about what is happening. Why did Jesus suffer for us?

- Read to the children from Isaiah 53:4: “He hath borne our griefs, and carried our sorrows.” Show the children a heavy object (or a picture of one), and invite them to pretend to lift something heavy. Explain that “grief” and “sorrow” (or sadness) can feel heavy and hard to carry. Testify that Jesus Christ will help us carry these things because He loves us.

**ISAIAH 55:6**

**I can seek the Lord and call upon Him.**

Consider how you can help the children understand what it means to “seek” Jesus throughout their lives.

#### Possible Activities

- Hide a picture of Jesus somewhere in the room, and invite the children to find it. Read the words “Seek ye the Lord while he may be found” from Isaiah 55:6. Ask the children to name some ways they can seek the Lord—which means that they try hard to learn about Him and come close to Him. Each time a child gives an answer, hide the picture again, and invite the child to “seek” for it.
- Help the children learn the words to the song “Seek the Lord Early” (*Children’s Songbook*, 108)

or another song about coming closer to the Savior. Use this week's activity page to help the children choose something they will do to "seek . . . the Lord."

- Read the phrase "Call ye upon him while he is near" from Isaiah 55:6. How do we call upon Heavenly Father? Ask the children to talk about what they say in their prayers. Testify that Heavenly Father loves them and hears them when they pray.



## Teach the Doctrine: Older Children

### ISAIAH 51–52

#### The Lord invites me to "put on [my] strength."

In Isaiah 51 and 52, the Lord used phrases like "awake," "stand up," and "put on thy strength" to inspire His people to live up to their divine potential. Consider how these phrases could inspire the children you teach.

#### Possible Activities

- Before class, write on the board several phrases from Isaiah 51–52 that express actions the Lord wanted His people to do, such as "Lift up your eyes," "Awake," "Stand up," "Shake thyself from the dust," and "Break forth into joy" (Isaiah 51:6, 17; 52:2, 9). Let the children take turns acting out one of the phrases while the rest of the class tries to guess what the action is. After each turn, show the children the phrase in the scriptures, and discuss with them the spiritual meaning of the phrase. What is the Lord asking us to do? How can we do each of these things?

- Invite the children to read Isaiah 51:1, 4, 7 and identify who the Lord is speaking to and what He wants them to do. What does it mean to "hearken unto" the Lord? To illustrate, ask one of the children to give simple instructions that the others have to follow. Why is it sometimes hard to listen to and obey the Lord? How can we show the Lord that we "hearken unto" Him?



*Because of Love*, by sculptor Angela Johnson

### ISAIAH 53:3–9

#### Jesus Christ took upon Himself my sins and sorrows.

How can you use the words of Isaiah to help the children understand more deeply what the Savior did for them?

#### Possible Activities

- Display several pictures depicting the suffering and death of Jesus Christ (see, for example, *Gospel Art Book*, nos. 56, 57, 58). Read together Isaiah 53:3–6, 9, and invite the children to look for phrases that describe the events in the pictures. Testify that hundreds of years before Jesus Christ suffered for us, prophets like Isaiah were teaching about these important events. Why would it be important for people to know these things so many years in advance? (see Alma 39:15–19).
- Invite the children to read Isaiah 53:4–7 and find words that describe what the Savior suffered for us. Ask them to write these words



on the board. Why did He suffer our “griefs,” “sorrows,” and “iniquities”? (see also Alma 7:11–12). Share with the children how the Savior has helped you carry your griefs and sorrows. Let them share how they feel about the Savior and what He has done for them.

### ISAIAH 55:7–9

#### The Lord’s ways are higher than my ways.

When we understand that the Lord’s thoughts and ways are higher than ours, it becomes easier to trust in Him.

#### Possible Activities

- Ask the children who they would go to if they were having a difficult problem, and why. Read with the children Isaiah 55:8–9, and ask them to listen for why we should seek the Lord’s guidance when we need help.
- Draw on the board the sky and the ground, and label them *Heavens* and *Earth*. Then invite the children to read Isaiah 55:9 to find out what the Lord compared to the heavens and the earth, and ask them to add these other labels to the drawings. What does it mean that the Lord’s ways and thoughts are “higher” than ours? Why is it important to know this?
- Discuss with the children some of the Lord’s ways that are higher than our ways. For example, what is His way of treating sinners? (see Mark 2:15–17). What is His way of leading others? (see Matthew 20:25–28). How are His ways different from the ways of others? Tell the children how you have learned to trust the Lord’s higher ways and thoughts.



#### Encourage Learning at Home

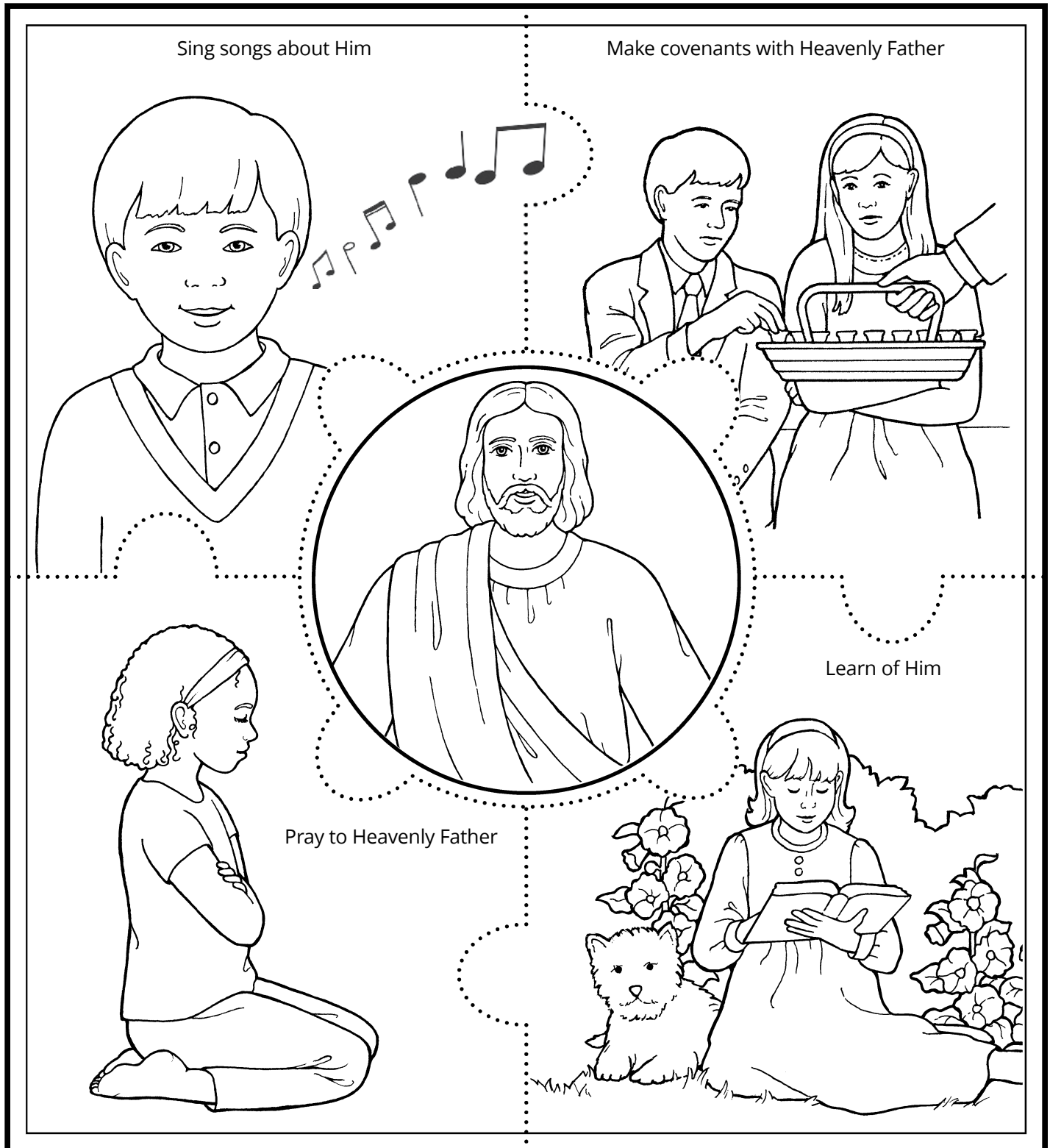
Suggest to the children that they set a goal that can help them come closer to Jesus Christ, based on something they learned in class today. Invite them to share that goal with a family member.

#### Improving Our Teaching

**Help young children learn from the scriptures.** To help young children learn from the scriptures, focus on a single verse or even just a key phrase. Sometimes you might read a passage and invite the children to stand up or raise their hands when they hear a specific word or phrase you want to focus on.

**I can seek the Lord and call upon Him (Isaiah 55:6).**

Color the pictures of ways you can seek the Lord. To make a puzzle, cut out the outer rectangle on the solid line, and cut out the pieces on the dotted lines.





Jesus in the Synagogue at Nazareth, by Greg K. Olsen

OCTOBER 3-9

## Isaiah 58-66

"THE REDEEMER SHALL COME TO ZION"

The activity ideas in this outline are meant to inspire your creativity. Do not feel obligated to follow them exactly; follow the promptings of the Spirit before and during your lesson.



### Invite Sharing

Many of Isaiah's words testify and teach about the Savior. Display a picture of Jesus Christ, and invite the children to share something they learned about Him this week.



### Teach the Doctrine: Younger Children

ISAIAH 58:13-14

**The Sabbath can be a delight to me.**

The Sabbath day is a time for us to remember the Lord and rest from our weekly activities. How can you help the children you teach make the Sabbath a delight?

#### Possible Activities

- Ask the children to repeat the phrase "Call the sabbath a delight, the holy of the Lord" (Isaiah 58:13) several times. Explain that "delight" means something that brings us joy. Ask the children to share some things that bring them joy. Testify

that the Lord gave us the Sabbath day because He wants us to have joy. Tell the children why the Sabbath is a delight to you.

- Read to the children from Isaiah 58:14: "Then shalt thou delight thyself in the Lord." Explain to the children that the Sabbath is a special day—a time when we can think about the things Heavenly Father and Jesus did to help us be happy. Help the children think of things they can do on the Sabbath to remember Heavenly Father and Jesus. Invite them to draw their ideas and share their pictures with one another and their families.



"The Lord shall be unto thee an everlasting light" (Isaiah 60:19).  
*A Gift of Light*, by Eva Timothy

ISAIAH 60:1-3

**I can shine the Savior's light for others.**

Isaiah prophesied that in the last days, the Lord's people would be like a light for those who are in darkness. Consider how you can help the children "arise" and "shine."

### Possible Activities

- Invite the children to close their eyes as you read Isaiah 60:1–3. Ask them to open their eyes when they hear the word “light” and close them when they hear the word “darkness.” Explain that Jesus Christ and His gospel are like a light that helps us see our way back to Heavenly Father.
- Give each child a picture of a light (such as a sun, a candle, or a light bulb). Help them think of ways they can share the Savior’s light with others. As each idea is shared, invite them to “arise” and “shine” their light by holding up their picture. Tell the children about ways you have seen them sharing the Savior’s light.
- Sing together a song about sharing light, such as “Shine On” (*Children’s Songbook*, 144). Help the children notice words in the song that reinforce what they learn from Isaiah 60:1–3.

### ISAIAH 61:1–3

#### Jesus Christ is my Savior and Redeemer.

Isaiah 61:1–3 gives a powerful description of the Savior’s mission of teaching and healing. Look for ways to help the children see how Jesus Christ can teach and heal them personally.

### Possible Activities

- Let the children hold pictures of Jesus teaching, healing, and helping others as you read Isaiah 61:1 (see the *Gospel Art Book*). Explain that God sent Jesus Christ to do these things for all of us. Ask the children to share their feelings about Jesus Christ. Testify of the Savior’s love for each of the children.
- Isaiah 61:3 describes those who listen to and obey the Lord as “trees of righteousness.” Draw a tree on the board, and invite the children to think of righteous things they can do. For each idea, let the children draw a leaf on the tree.



## Teach the Doctrine: Older Children

### ISAIAH 58:6–11

#### Fasting blesses me and others in need.

Some of the children you teach may be old enough to fast. But even those who are not can benefit from learning about the Lord’s law of the fast and preparing to fast when they are ready.

### Possible Activities

- Write on the board *Why do we fast?* and *How do we fast?* Invite the children to write possible answers on the board. Encourage them to review “Fast, Fasting” in Guide to the Scriptures ([scriptures.ChurchofJesusChrist.org](http://scriptures.ChurchofJesusChrist.org)) and Isaiah 58:6–11 to find additional answers. How might Isaiah 58:6–11 help us when fasting is difficult?
- Share with the children a personal experience with fasting, or share a story from a Church magazine about fasting. Emphasize the blessings that come from fasting with a spiritual purpose. If any of the children have fasted, invite them to share their experiences. Encourage the children to talk to their parents next fast Sunday about what it means to fast. Help them understand what it means to fast with a sincere purpose and a prayerful heart.
- Read together Isaiah 58:6–7, and explain that one way we “deal [our] bread to the hungry” when we fast is by donating the money we would have spent on food as a fast offering. Show the children a donation slip for tithing and fast offerings, and explain how to fill it out. Invite the children to read Isaiah 58:8–10, looking for the blessings we are promised when we fast. How can fasting bless us and those in need?

**ISAIAH 61:1–3****Jesus Christ is my Savior and Redeemer.**

Ponder how you might best use Isaiah's words to strengthen the children's testimonies of Jesus Christ as their Savior and Redeemer.

**Possible Activities**

- Give the children a few minutes to read Isaiah 61:1–3 on their own. Then invite them to write on a piece of paper or in a study journal what these verses teach them about Jesus Christ. Invite a few of the children to share their thoughts.
- Invite the children to share a phrase from these verses that is especially meaningful to them and explain why. How do these verses help us understand what Jesus Christ was sent to earth to do?

**ISAIAH 65:17–25****The Millennium will be a time of peace and joy.**

Isaiah saw a time when God's people will have peace and joy. This prophecy will be fulfilled when Jesus Christ returns to earth and reigns for a thousand years—an era called the Millennium.

**Possible Activities**

- Isaiah 65:17–25 describes what the earth will be like when the Savior comes again. Divide the

children into small groups, giving each group a few of these verses to read. After a few minutes, make a list together on the board of how life will be different in the “new earth” described in these verses (verse 17). Why will this be a time to be “glad and rejoice for ever”? (verse 18).

- Before class, prepare word strips with words and phrases from the tenth article of faith. Invite one of the children to recite the article of faith, and ask the children to put the word strips in order. Help the children understand what this article of faith teaches us about the Millennium.

**Encourage Learning at Home**

Invite the children to share something they learned today about the Savior with their families. Encourage them to read the scriptures with their families this week.

**Improving Our Teaching**

**Ask inspired questions.** Ask questions that invite the children to go beyond stating facts. For example, think of questions that encourage them to share their testimonies and experiences.



**I can shine the Savior's light for others (Isaiah 60:1-3).**





Jeremiah, by Walter Rane

OCTOBER 10-16

## Jeremiah 1-3; 7; 16-18; 20

"BEFORE I FORMED THEE IN THE BELLY I KNEW THEE"

"The goal of every gospel teacher . . . is to teach the pure doctrine of the gospel, by the Spirit, in order to help God's children build their faith in the Savior and become more like Him" (*Teaching in the Savior's Way*, front cover).



### Invite Sharing

Write on slips of paper a few key words from this week's study of Jeremiah, such as *prophet*, *living waters*, *gathering*, and *clay*. Put the papers in a container, and invite the children to pick one and share any thoughts they have about it. Help them see how the word relates to something Jeremiah taught.



### Teach the Doctrine: Younger Children

#### JEREMIAH 1:5

**Heavenly Father knew me before I was born.**

Because we lived with God before we came to earth, He knows us, even if we can't remember Him. How will you help the children you teach understand this important truth?

#### Possible Activities

- Read to the children Jeremiah 1:5, and explain that God knew the prophet Jeremiah before he was born. Tell each child, individually, that Heavenly Father also knew him or her before he or she was born and that He sent each of us here for a purpose.
- Show the children a picture of a baby, and ask the children if they know where this baby lived before he or she was born. Sing together a song that teaches about our premortal life with God, such as "I Am a Child of God" or "I Lived in Heaven" (*Children's Songbook*, 2-3, 4). Talk about the spiritual feelings the song brings. Bear your testimony that we all once lived with Heavenly Father and that He sent us here to earth.

#### JEREMIAH 1:7

**Prophets are called to speak the words of the Lord.**

The calling of Jeremiah shows what the Lord asks prophets to do. How can you help the children you teach strengthen their desire to follow the living prophet?

#### Possible Activities

- Show the children a picture of the living prophet, and invite them to share what they know about

him. What do prophets do? Read to the children what the Lord said to another prophet, Jeremiah, in Jeremiah 1:7. Invite the children to walk in place when you read “go to all that I shall send thee” and to pretend to speak when you read “whatsoever I command thee thou shalt speak.” Share your testimony that prophets do and say what the Lord commands.

- Show pictures of prophets from the scriptures (see the *Gospel Art Book*, Church magazines, and *Come, Follow Me—For Individuals and Families*). Let the children tell you what they know about these prophets. Briefly tell the children about something each one did to help with God’s work. Bear your testimony that prophets are called of God to speak His words and serve His people.

#### JEREMIAH 16:16

### I can help Heavenly Father’s children come back to Him.

Citing Jeremiah 16:16, President Russell M. Nelson said, “Our missionaries have searched for those of scattered Israel; they have hunted for them ‘out of the holes of the rocks’; and they have fished for them as in ancient days” (“The Gathering of Scattered Israel,” *Ensign* or *Liahona*, Nov. 2006, 81).

#### Possible Activities

- While you read Jeremiah 16:16, invite the children to pretend to fish or hunt. Explain that the fishers and hunters in this verse can represent missionaries. Invite the children to pretend to be missionaries. What do missionaries do? How can we help them?
- Create a matching game using this week’s activity page. When a child finds matching pictures, talk about what that picture shows we can do to help Heavenly Father’s children return to Him.



## Teach the Doctrine: Older Children

#### JEREMIAH 1:4–19

### Prophets are called to speak the Lord’s word.

How can you help the children strengthen their faith in and understanding of the role of prophets in God’s kingdom?

#### Possible Activities

- Select a few key verses from Jeremiah 1 that teach important truths about prophets, such as verses 5, 7, 10, and 19. Invite each child to pick one of the verses, read it, and share something he or she learns about prophets from the verse. Invite a few children to share their testimonies of following the prophet.
- Show a picture of the living prophet, and sing together a song about prophets, such as “We Listen to a Prophet’s Voice” (*Hymns*, no. 22). Help the children make a list of things the living prophet has asked us to do. Select a recent conference message from the prophet, and help the children find counsel in his message. How are we following the prophet? Discuss how counsel from the prophets helps us follow Heavenly Father and Jesus Christ better.
- Show the video “Why Do We Have Prophets?” ([ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)), and ask the children how they would explain to a friend why it’s a blessing to have a living prophet (see Articles of Faith 1:6, 9). Invite the children to share their feelings about the living prophet.

**JEREMIAH 16:14–15****I can be part of the gathering of Israel.**

The message about the gathering of Israel found in Jeremiah 16:14–15 can provide a great opportunity to talk to the children about missionary and family history work. This is one way that we “stand as witnesses of God” (Mosiah 18:9).

**Possible Activities**

- Read together Jeremiah 16:14, and ask the children to share details they remember about how “the Lord . . . brought up the children of Israel out of the land of Egypt” (see Exodus 14). Invite them to read Jeremiah 16:15 to find out what event Jeremiah said would be even more memorable than that. Explain that Israel was scattered throughout the earth, but God promised to gather them back to Him and His Church. This is called the gathering of Israel. How is this similar to delivering people out of captivity?
- Share this statement from President Russell M. Nelson: “*Anytime you do anything that helps anyone—on either side of the veil—take a step toward making covenants with God and receiving their essential baptismal and temple ordinances, you are helping to gather Israel*” (Russell M. Nelson and Wendy W. Nelson, “Hope of Israel” [worldwide youth devotional, June 3, 2018], supplement to the *New Era* and *Ensign*, Aug. 2018, 15, ChurchofJesusChrist.org). How can we help gather Israel?
- Sing together a song about missionary work, such as “I Hope They Call Me on a Mission” or “Called to Serve” (*Children’s Songbook*, 169, 174), or show the video “Your Day for a Mission” (ChurchofJesusChrist.org). Ask the children what they learn from the song or the video about why someone would choose to serve a mission.

**Encourage Learning at Home**

Invite the children to take home a copy of this week’s activity page and play the matching game with their families. Encourage them to talk with their families about how missionary work has blessed them.

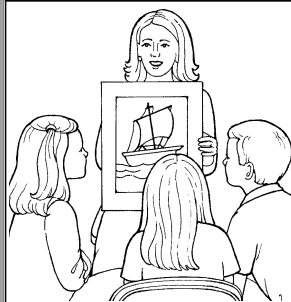
**Improving Our Teaching**

**Help the children recognize the Spirit.** Sacred music often invites the influence of the Holy Ghost. When you sing with the children, take time to help them recognize spiritual feelings that confirm the truth of what they are learning.

## **I can help Heavenly Father's children come back to Him (Jeremiah 16:16).**

Color the cards, cut them out along the dotted lines, and shuffle them. Give yourself and another person four cards each, and place the other cards face down in a pile. Take turns asking each other for a card that matches one the person asking is holding. If the person asked doesn't have the matching card, the person who asked can take the top card from the pile. Any time a person finds matching cards, he or she places them on the table or floor.

**TAKE A FRIEND  
TO PRIMARY**



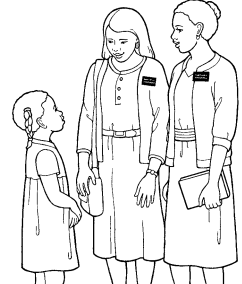
**DO FAMILY HISTORY  
AND TEMPLE WORK**



**SHARE THE GOSPEL  
WITH EVERYONE**



**HELP THE SISTER  
MISSIONARIES**



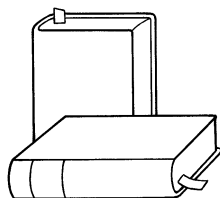
**HELP THE ELDERS**



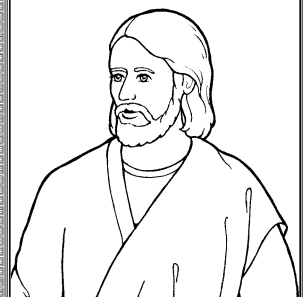
**BE BAPTIZED**



**READ SCRIPTURES**



**TESTIFY OF CHRIST**





The Cry of Jeremiah the Prophet, from an engraving by the Nazarene School

OCTOBER 17-23

## Jeremiah 30–33; 36; Lamentations 1; 3

“I WILL TURN THEIR MOURNING INTO JOY”

The books of Jeremiah and Lamentations might be difficult for children to understand, but your class can still learn lessons from the principles taught in these books. What are you impressed to share?



### Invite Sharing

Pass around a copy of the Bible. As the children hold the book, ask them to share something they love about the Old Testament—perhaps a principle or a favorite story they have learned from it at home or at church.



### Teach the Doctrine: Younger Children

**JEREMIAH 31:3**

#### Heavenly Father and Jesus love me.

Feeling the “everlasting love” of Heavenly Father and Jesus Christ will help the children you teach draw nearer to Them.

#### Possible Activities

- Show the children some objects (or pictures of objects) that last a long time and some that do not, such as a metal coin and a piece of fruit. Ask the children which one will last longer, and discuss

why some things last longer than others. Read Jeremiah 31:3, and help the children understand that the love Heavenly Father and Jesus Christ have for them is “everlasting.”

- Ask the children to share how Heavenly Father and Jesus Christ show Their “lovingkindness” for them (Jeremiah 31:3). To give the children ideas, sing a song about Their love for us, such as “I Feel My Savior’s Love” or “My Heavenly Father Loves Me” (*Children’s Songbook*, 74–75, 228–29). If possible, show pictures of things mentioned in the song. How do we feel when we think about the love of Heavenly Father and Jesus Christ?



The scriptures can inspire us to repent and turn to the Lord.

**JEREMIAH 36:1–4**

#### The scriptures are the word of God.

The Lord told Jeremiah to write down His words, and Jeremiah’s writings have been preserved for us



in the book of Jeremiah. Help the children deepen their love for the scriptures, where we find the word of God.

### Possible Activities

- Invite one child to pretend to be Jeremiah, and invite the other children to be Baruch. Help the child acting as Jeremiah say some words from Jeremiah 36:3 while the other children pretend to write them down, like Baruch did. Testify that the scriptures today are “the words of the Lord” (Jeremiah 36:4) that He asked prophets to write down.
- Display a children’s book and a copy of the scriptures, and ask the children to talk about the differences they notice between the books. What makes the scriptures special? Help the children understand that the scriptures are God’s word written by prophets, just like the book of Jeremiah is what God told Jeremiah to write.

### JEREMIAH 36:4–10

#### I can share what I’m learning from the scriptures.

Children can have a great influence on those around them. Like Baruch, they can share what they are learning in the scriptures with others.

### Possible Activities

- Invite the children to do actions that go along with the words as you read (or summarize) Jeremiah 36:4–10, such as pretending to write in a book (see verse 4), holding the bars of a jail (see verse 5), and reading the scriptures to the people (see verses 8, 10). Emphasize that Baruch had the courage to read the words of Jeremiah to the people even though the leaders in Jerusalem didn’t want him to. Help the children to remember something they have learned from the Old Testament and to think of ways they can share it with others.

- Sing a song about the scriptures, such as “Search, Ponder, and Pray” (*Children’s Songbook*, 109). Share your testimony of the scriptures, and invite the children to share their testimonies too.



## Teach the Doctrine: Older Children

### JEREMIAH 31:31–34; 32:38–41

#### I can keep my covenants with God.

Jeremiah’s teachings about the new and everlasting covenant of the Lord can help the children you teach strengthen their desire to keep their covenants.

### Possible Activities

- Draw a heart on the board, and invite half of the children to read Jeremiah 31:31–34 and the other half to read Jeremiah 32:38–41. Invite the groups to write in the heart things they learn from their verses about our covenants with God. How is having God’s law written in our hearts (see Jeremiah 31:33) different from just reading it in the scriptures? Why do we want to make covenants with the Lord? Why does He want to make covenants with us?
- To review the covenants we make when we are baptized, invite the children to make a two-column chart on a piece of paper with the headings *My Promises* and *God’s Promises*. Ask them to fill in the chart by using the section titled “The Baptismal Covenant” in the Gospel Topics article “Baptism” ([topics.ChurchofJesusChrist.org](https://www.churchofjesuschrist.org/topics/baptism)) or Mosiah 18:10, 13; Doctrine and Covenants 20:37. Invite the children to display the paper at home to help them remember to keep their covenants.



**JEREMIAH 36****The scriptures are the word of God.**

The account in Jeremiah 36 can help the children learn from examples of people who accepted the word of the Lord in the scriptures.

**Possible Activities**

- Write these questions on the board: *Why? Who valued the scriptures? Who did not?* Read together Jeremiah 36:1–3, and ask the children why the Lord wanted Jeremiah to write down His words. Then ask the children to work together in pairs to read Jeremiah 36:5–8, 20–25 and identify who showed that they valued the scriptures and who did not. Talk about why you value the scriptures. Share a scripture passage or story that is especially meaningful to you. Invite the children to share as well.
- Invite the children to use this week's activity page to practice sharing with each other the account in Jeremiah 36. Invite them to share their testimonies of the scriptures.

**LAMENTATIONS 1:1–2, 16; 3:22–26****The Savior made it possible for me to be forgiven of my sins.**

As the book of Lamentations poetically describes, we often feel sorrowful when we sin. These feelings can inspire us to change and ask Heavenly Father for forgiveness.

**Possible Activities**

- Explain to the children that because the Israelites had not repented, Jerusalem and the temple there had been destroyed. Ask the children to talk about how they might have felt if they had been living in Jerusalem at that time. Read together Lamentations 1:1–2, 16. What words and phrases in these verses help us understand how the Israelites might have felt? How might the message in Lamentations 3:22–26 have given them hope?
- Ask the children to think about a time when they have felt sad for a bad choice they made. What do they find in Lamentations 3:22–26 that helps them know the Lord is willing to forgive them?

**Encourage Learning at Home**

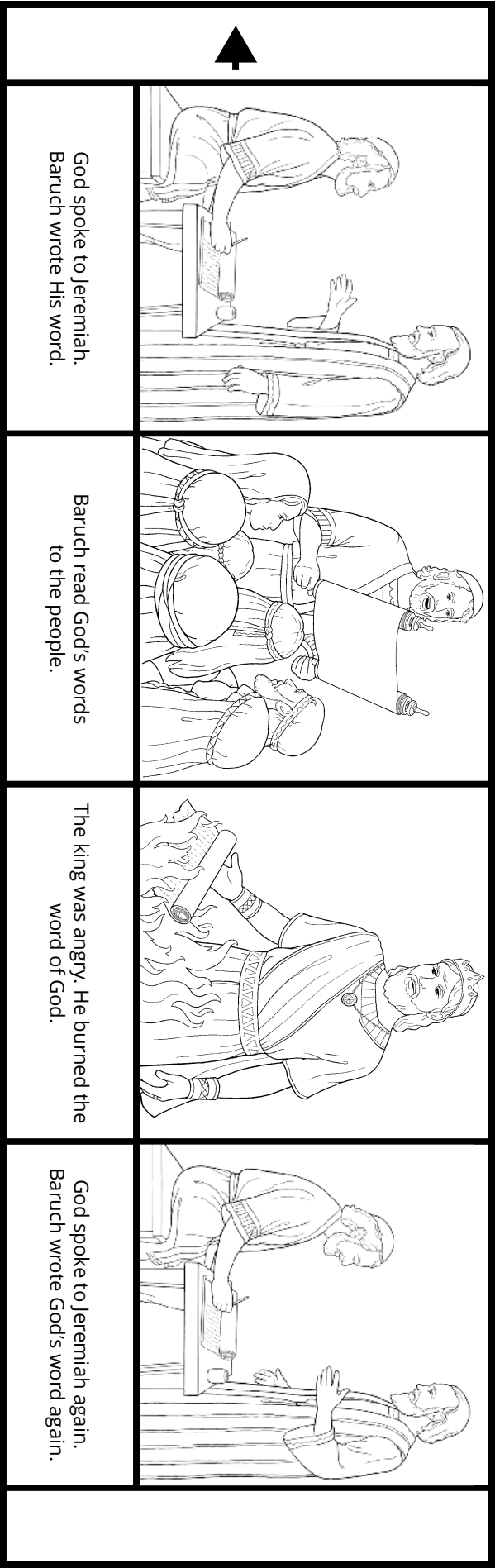
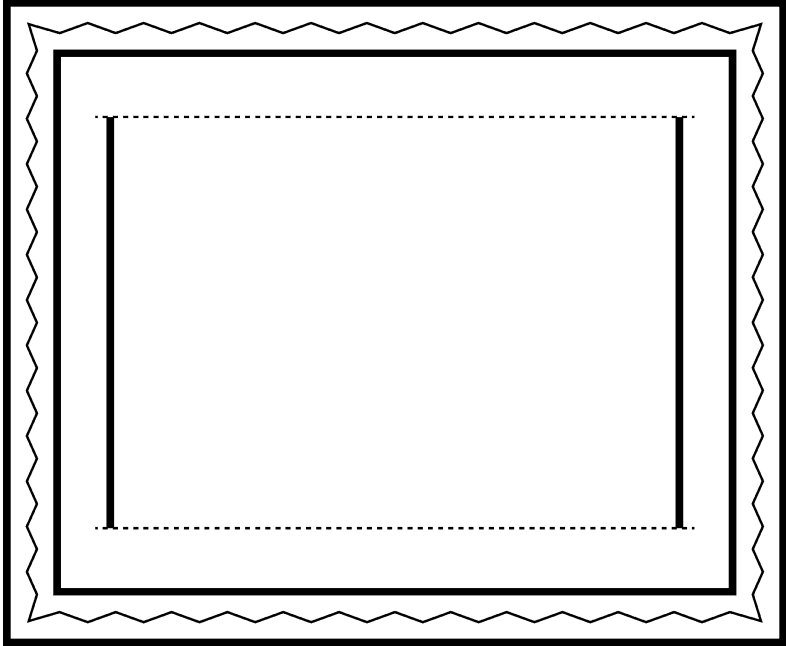
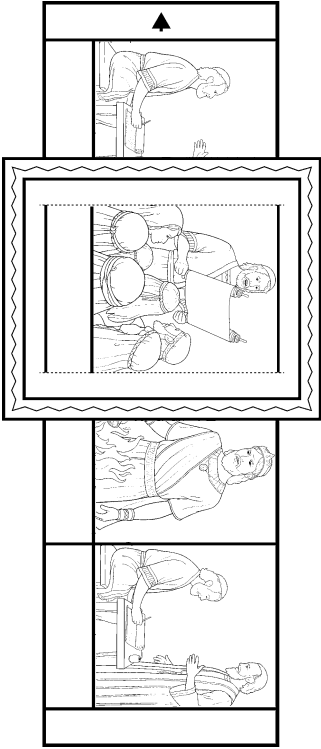
Invite the children to ask members of their families to share experiences related to the principles you studied in class. For instance, if you discussed the scriptures, the children could ask a family member to share how he or she knows the scriptures are true.

**Improving Our Teaching**

**Keep children's attention.** You may need to think of creative ways to engage younger children. For example, use pictures, songs, games, and other activities.

**The scriptures are the word of God (Jeremiah 36:1-4).**

Cut out the frame and the story strip. Cut the dotted lines on the frame, and insert the story strip into the slits. Move the story strip through the frame to tell the story of Jeremiah and the word of God.



God spoke to Jeremiah.  
Baruch wrote His word.

Baruch read God's words  
to the people.

The king was angry. He burned the  
word of God.

God spoke to Jeremiah again.  
Baruch wrote God's word again.



OCTOBER 24–30

## Ezekiel 1–3; 33–34; 36–37; 47

“A NEW SPIRIT WILL I PUT WITHIN YOU”

You won’t have time to teach every principle in Ezekiel. Seek spiritual guidance about what to focus on, and encourage the children to continue learning at home.



### Invite Sharing

Let a few children take turns drawing pictures of something they learned from the scriptures recently. The other children can guess what each child is drawing.



### Teach the Doctrine: Younger Children

**EZEKIEL 3:17**

#### Prophets are like watchmen who warn us of danger.

Ezekiel was like a watchman, warning the Israelites of dangers they could not see. Help the children see how our prophets today are like watchmen.

#### Possible Activities

- Read to the children what the Lord told Ezekiel in Ezekiel 3:17. Invite them to do actions that go with the words, like pointing to their eyes, ears, and mouth when you read the words “watchman,” “hear,” and “mouth.”

- Lead the children on a hike around the room. Warn them about pretend dangers on the trail, like rivers to jump over, branches to duck under, or animals to avoid. Let other children take turns being the leader. Talk about how our prophet warns us of dangers we cannot see.
- Show a picture of the current prophet while you sing together a song about prophets, such as the last verse of “Follow the Prophet” (*Children’s Songbook*, 110–11). Tell the children how the prophet is like a watchman for you.

**EZEKIEL 37:15–19**

#### The scriptures teach me about Jesus Christ.

Ezekiel compared the house of Israel to two sticks that become one. These sticks also symbolize the Bible and Book of Mormon, which unitedly testify of Christ.

#### Possible Activities

- Give some children copies of the Book of Mormon; give others copies of the Bible. Summarize Ezekiel 37:15–19 by explaining that the Lord told Ezekiel to write on two sticks representing the Bible and the Book of Mormon. Read verse 17, and invite each child to find someone who has a book of scripture different from theirs and “join them” together so that they “become one in [their hands].” Talk about how both the Bible

and the Book of Mormon help us strengthen our faith in Heavenly Father and Jesus Christ.

- Using pictures from the *Gospel Art Book* or from past years' *Come, Follow Me* books, help the children share stories about Jesus from the Bible and the Book of Mormon. Ask them to share why they are thankful to have these two books of scripture.



Ezekiel saw in vision a river flow from the temple and heal the Dead Sea.

#### EZEKIEL 47:1–12

### Great blessings come from the temple.

Ezekiel's vision of a healing river that flowed out of a temple can help the children learn that temples bring blessings into our lives.

#### Possible Activities

- Show the children a glass of water. How does water bless us? Tell the children about Ezekiel's vision of water flowing out of the temple (see Ezekiel 47:1–12). Show the picture in this week's outline in *Come, Follow Me—For Individuals and Families* (see also the video “And the River Will Grow,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)). Tell the children about blessings you receive that, like the river in Ezekiel's vision, flow from the temple.
- Invite the children to draw a picture of themselves going to the temple. Sing together a song that describes temple blessings, such as “Families Can Be Together Forever” (*Children's Songbook*, 188). What does this song teach about how temples bless us?



## Teach the Doctrine: Older Children

#### EZEKIEL 2:3–4; 3:7; 36:26–27

### Jesus Christ can help me change my heart.

Ezekiel used phrases like “new heart” and “new spirit” to teach about the kind of change the Savior brings into our lives.

#### Possible Activities

- Ask the children to search Ezekiel 2:3–4; 3:7 for words that described the Israelites. Then invite them to read Ezekiel 36:26–27 to learn how the Savior offered to help them change. What words could describe the “new heart” and “new spirit” He gives us? (see, for example, Mosiah 3:19; 5:2).
- Ask the children to think of things “stiffhearted” or “hardhearted” people (Ezekiel 2:4; 3:7) might do. For example, how might they react to counsel from a parent or the prophet? What might they do when they see someone in need? How do we act differently when the Savior has softened our hearts?

#### EZEKIEL 37:19–23

### The Bible and the Book of Mormon help “gather” us to Jesus Christ.

Ezekiel's “stick of Judah” (the Bible) and “stick of Joseph” (the Book of Mormon) work together to gather Israel to the Savior (see Ezekiel 37:19).

#### Possible Activities

- Hold up a copy of the Bible and the Book of Mormon, and ask the children why they feel it's good to have both of these books. Read to them Ezekiel 37:19, and explain that “the stick of Joseph” refers to the Book of Mormon, which was written by the descendants of Joseph of Egypt,

and “the stick of Judah” refers to the Bible, which was written mostly by the Jews. Then read together verses 21–23 and 2 Nephi 3:12, and list blessings that come from having both of these books.

- Put a picture of Jesus in the middle of the room, and invite the children to move their chairs to different places along the walls of the room. Then ask them to use the Topical Guide to find scriptures in the Bible and Book of Mormon that teach about Jesus Christ (if needed, show them how to do this). After each child shares a scripture, invite all the children to move their chairs closer to the picture of Jesus. Continue until everyone has been “gathered” back to Him.

#### EZEKIEL 47:1-12

### Temple blessings can heal our hearts and families.

The water flowing from the temple in Ezekiel’s vision brought life to everything it touched. Similarly, the blessings that flow from the temple can heal us spiritually and bring us eternal life.

#### Possible Activities

- List on the board some key words and phrases related to Ezekiel 47:1–12, such as *temple*, *river*, *desert*, *Dead Sea*, *multitude of fish*, and *fruitful tree*. Invite each child to pick one of these things to draw. Then read the verses together, and invite the children to share their drawings when their elements are mentioned. What blessings came

from the river in this vision? (see verses 8–9, 12). Help the children see how these blessings are like the blessings Heavenly Father and the Savior offer those who keep temple covenants.

- Show the video “And the River Will Grow” (ChurchofJesusChrist.org). Or read together what Elder Dale G. Renlund taught about Ezekiel’s vision in “Family History and Temple Work: Sealing and Healing” (*Ensign* or *Liahona*, May 2018, 47–48). Tell the children how family history work and the temple have brought you the Savior’s healing. Invite the children to share their feelings about the temple.



### Encourage Learning at Home

Invite the children to share with their families one thing they learned today and one thing they’d like to learn more about.

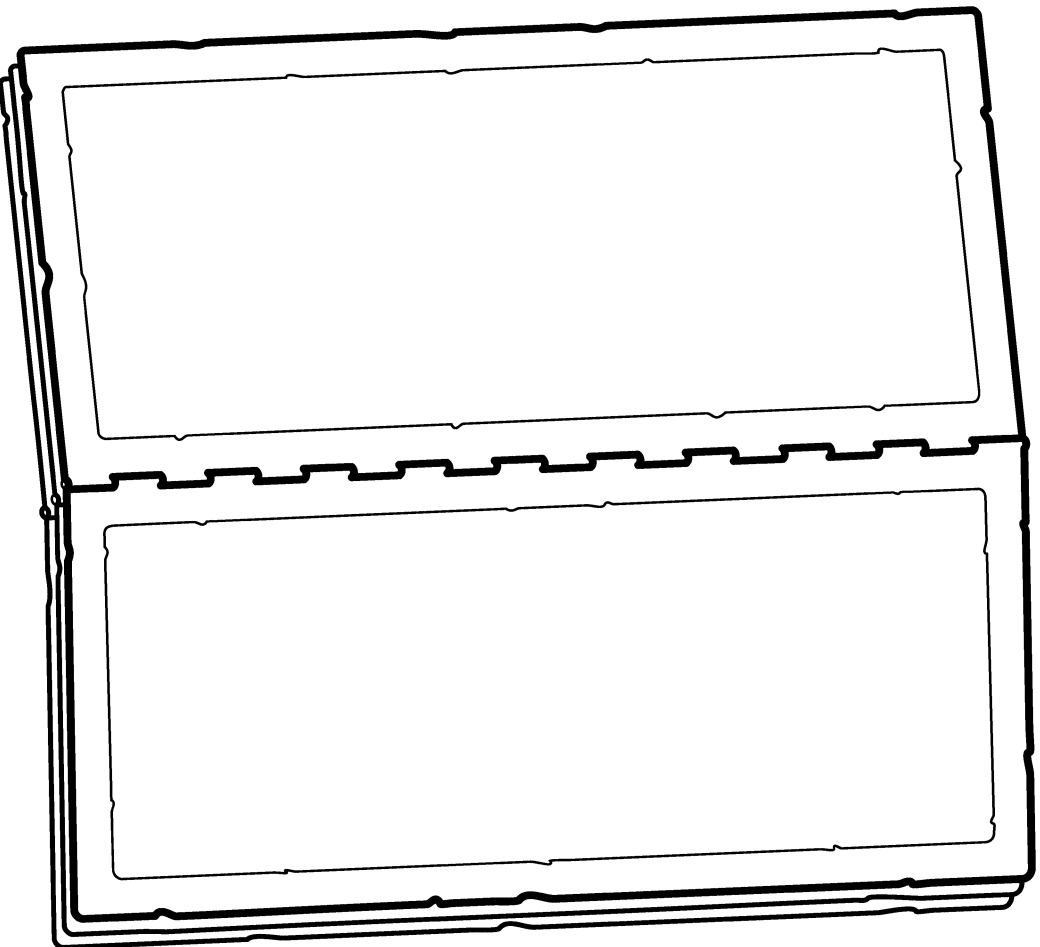
#### Improving Our Teaching

**Support learning at home.** “One of your goals as a teacher should be to encourage those you teach to have their own experiences in the scriptures—both individually and with their families” (*Teaching in the Savior’s Way*, 36).

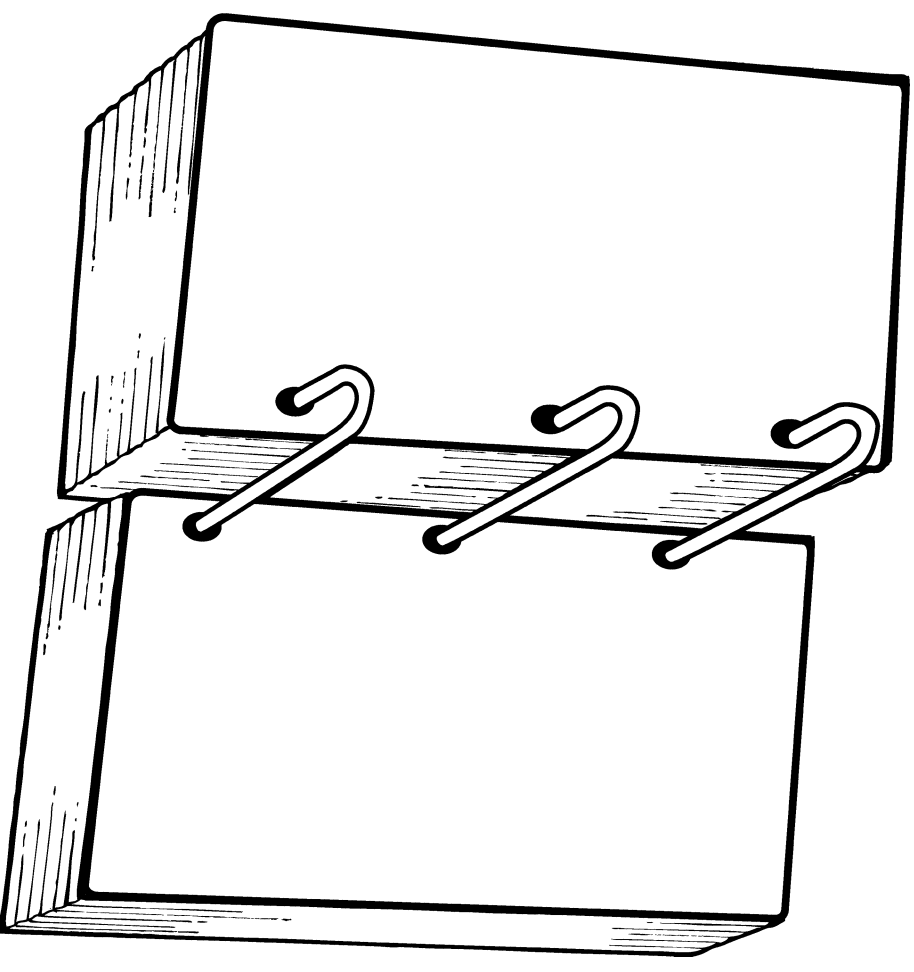
**The scriptures teach me about Jesus Christ (Ezekiel 37:15–19).**

Write or draw in the blank spaces what you have learned about Jesus Christ from the Bible and the Book of Mormon.

**Stick of Judah (Bible)**



**Stick of Joseph (Book of Mormon)**







Daniel Interprets Nebuchadnezzar's Dream, by Grant Romney Clawson

OCTOBER 31–NOVEMBER 6

## Daniel 1–6

“THERE IS NO OTHER GOD THAT CAN DELIVER”

As you read Daniel 1–6, make note of truths you feel impressed to help the children discover.



### Invite Sharing

Display pictures of the events in Daniel 1–6 (see this week’s outline in *Come, Follow Me—For Individuals and Families* or *Gospel Art Book*, nos. 23, 24, 25, 26). Ask the children to share what they know about events in the pictures. Invite them to share a time when they chose to follow the Savior, like Daniel and his friends did.



### Teach the Doctrine: Younger Children

#### DANIEL 1:1–17

#### Heavenly Father wants me to take care of my body.

Daniel and his friends refused the meat and wine the king offered them because they wanted to follow God’s commandments and avoid harming their bodies. Today the Word of Wisdom helps us avoid substances that would harm our bodies.

#### Possible Activities

- Share with the children “Daniel and His Friends” (in *Old Testament Stories*), or summarize Daniel 1:1–17. Invite the children to act out the story. Help them understand how the Lord blessed Daniel and his friends for choosing to obey Him (see verse 17). What blessings do we receive from God when we choose the right?
- Show the children pictures of things the Word of Wisdom teaches us to eat or use and things it tells us not to eat or use (see Doctrine and Covenants 89). Invite the children to pretend to eat the good things and say no to the bad things. Testify that the Lord blesses us when we care for our bodies. Sing together a song about caring for our bodies, such as “The Lord Gave Me a Temple” or “The Word of Wisdom” (*Children’s Songbook*, 153, 154–55). What does this song teach us?



Illustration of Daniel and his friends refusing the king’s food, by Brian Call

**DANIEL 1; 3; 6****God will bless me as I choose to follow Jesus Christ.**

The book of Daniel contains stories of people who chose to follow God's commandments even when doing so was hard. How will you help the children learn from these examples?

**Possible Activities**

- Find pictures of the stories in Daniel 1, 3, and 6 (see this week's activity page, this week's outline in *Come, Follow Me—For Individuals and Families*, or *Gospel Art Book*, nos. 23, 25, 26). Place the pictures facedown on the board or on the floor. Invite a child to turn over one of the pictures, and help him or her tell the story it represents. (For help, see "Daniel and His Friends," "Shadrach, Meshach, and Abed-nego," and "Daniel and the Lions' Den" in *Old Testament Stories*.) After each story, discuss questions like these: What did the people do to follow the Lord? How did the Lord bless them? Share how you have been blessed for choosing to follow Jesus Christ. Ask the children to share their experiences.
- Invite the children to act out situations where they can show their faith in God by keeping His commandments. These could include being kind to a sibling, telling someone about the Savior, or praying each night. Show a picture of Shadrach, Meshach, and Abed-nego in the fiery furnace (see *Gospel Art Book*, no. 25), and ask the children to count the people in the furnace. Read Daniel 3:24–25 to find out who else was in the furnace. Share your testimony that the Lord is with us as we follow Him.

**DANIEL 6****Heavenly Father wants me to pray often.**

Daniel was willing to risk his life so he could pray to Heavenly Father each day. How can you help the children develop a similar desire to pray?

**Possible Activities**

- Tell the story in Daniel 6 (see "Daniel and the Lions' Den" in *Old Testament Stories*), and invite the children to draw a picture of the story. Ask them to use their pictures to tell the story to each other. Why does Heavenly Father want us to pray to Him? Share why prayer is important to you.
- Talk with the children about times when they can pray, such as when they are scared, when they make mistakes, or when they need help in school. Why is it good to pray in these situations? Teach the children that no matter where they are, they can always pray in their hearts.
- Sing together a song about prayer, such as "We Bow Our Heads" (*Children's Songbook*, 25). Talk with the children about things we can pray for.

**Teach the Doctrine:  
Older Children****DANIEL 1; 3; 6****I can do what is right even when it's hard.**

The stories in Daniel 1, 3, and 6 can give the children you teach courage and faith to make good choices, even when they feel alone.

**Possible Activities**

- Draw on the board several arrows all pointing in the same direction and then one arrow pointing in the opposite direction. How are Daniel and his friends like this one arrow? Invite the children to give examples from the stories in Daniel 1, 3, and 6 (see "Daniel and His Friends," "Shadrach, Meshach, and Abed-nego," and "Daniel and the Lions' Den" in *Old Testament Stories*). Ask the children why they think it might have been hard for Daniel and his friends to make good choices. How did the Lord bless them for choosing the right?

- Help the children think of situations when they might be pressured to make a wrong choice. Invite them to share experiences when they were blessed for choosing the right even when it was hard. Sing together a song related to this topic, such as “Choose the Right” (*Hymns*, no. 239).

## DANIEL 2

### The Church of Jesus Christ of Latter-day Saints is the kingdom of God on earth.

When Daniel gave his inspired interpretation of Nebuchadnezzar’s dream, he saw a stone “cut out of the mountain without hands” (Daniel 2:45). This stone represents The Church of Jesus Christ of Latter-day Saints, which is destined to fill the earth.

#### Possible Activities

- Read Daniel 2:31–35, 44–45 with the children, and invite them to draw a picture of what Nebuchadnezzar saw in his dream. Ask the children what they learn from these verses about the stone in the dream. Explain that this stone represents The Church of Jesus Christ of Latter-day Saints. Ask the children to name some things Heavenly Father did to set up His Church in the latter days. To give them ideas, show pictures of events in the Restoration of the Church (see *Gospel Art Book*, nos. 90–95).
- Give each child a crumpled-up piece of paper to represent the stone in Nebuchadnezzar’s dream. Ask each child to share how he or she knows that the Church was restored by God. As the children share, invite them to give their “stones” to you. Wrap the stones together using tape or string to form a large stone. Testify that as we strengthen our testimonies and share the gospel with others, we unite our faith to help the kingdom of God “[fill] the whole earth” (Daniel 2:35).



### Encourage Learning at Home

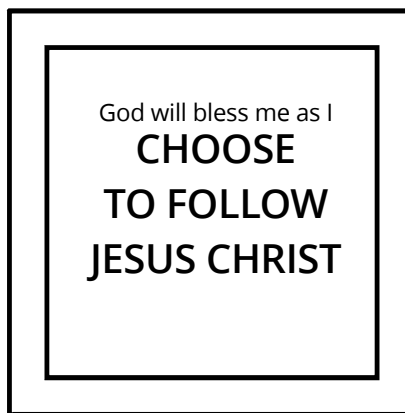
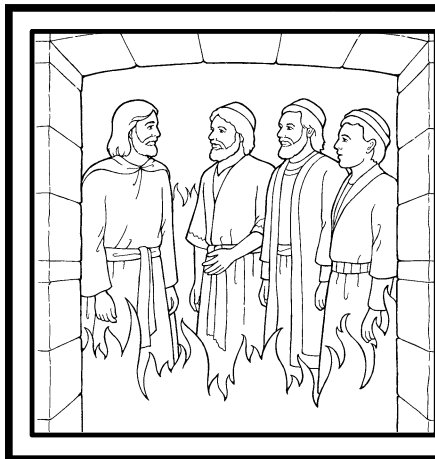
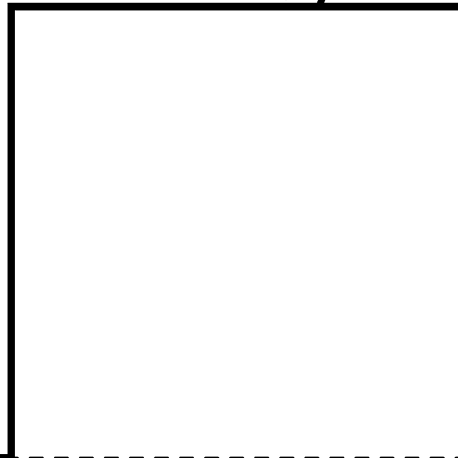
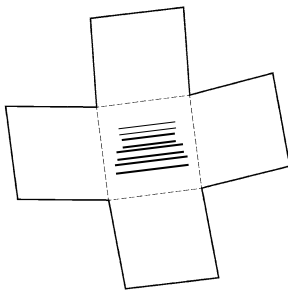
Invite the children to do something this week that shows their faith in Jesus Christ.

#### Improving Our Teaching

**Help the children recognize the Spirit.** As you have spiritual experiences with the children, help them recognize the influence of the Holy Ghost.

**God will bless me as I choose to follow Jesus Christ (Daniel 1; 3; 6).**

Color the pictures that show Daniel, Shadrach, Meshach, and Abed-nego being blessed for choosing to follow Jesus Christ. In the blank square, draw a picture of one way you can choose to follow Jesus Christ. (You can draw pictures of other ways you can follow Jesus Christ on the back of the squares.) Then cut out the large shape on the solid lines. Fold the pictures to the inside on the dotted lines so the words "God will bless me as I choose to follow Jesus Christ" are on top of the square.





NOVEMBER 7-13

## Hosea 1-6; 10-14; Joel

"I WILL LOVE THEM FREELY"

As you study the scriptures and prepare to teach, seek inspiration from the Holy Ghost. What do you feel prompted to focus on during class this week?



### Invite Sharing

Show a picture of the Savior, and invite the children to share something they know or learned about Him this week. Let them take turns holding the picture as they share.



### Teach the Doctrine: Younger Children

HOSEA 10:12

#### I can seek the Lord.

Hosea 10:12 uses the images of sowing, reaping, time, and rain to invite us to seek the Lord. As you read this verse, what creative ideas come to mind that could inspire the children to seek Him?

#### Possible Activities

- Read Hosea 10:12 to the children, and invite them to do simple actions to help them understand the verse, such as pretending to plant seeds, pick vegetables from a plant, or stand in the rain. Or show pictures of seeds, plants, and rain. Help the children compare planting a seed and reaping good

food to living righteously and receiving the Lord's blessings. Testify of the blessings the Lord has rained upon you as you have tried to seek Him.

- Draw a clock on the board, and ask the children to share ways we can seek the Lord at different times of the day. Invite the children to repeat with you the phrase "It is time to seek the Lord" (Hosea 10:12). Help them understand that it is always time to seek the Lord. Share what you do to remember Him all the time.



Jesus Christ is our Savior and Redeemer.

HOSEA 13:4, 14

#### Jesus Christ is my Savior.

As you teach about the Savior and His Atonement, bear testimony of His love for each of the children.

#### Possible Activities

- Show pictures of several people, including Jesus, and ask the children to find which of these people is our Savior. Read Hosea 13:4, and emphasize



that there is no Savior except Jesus Christ. Testify that because of Jesus Christ's Atonement, we can return to live with Heavenly Father again.

- Let the children take turns holding a picture of Jesus on the cross or in the tomb and a picture of Jesus outside the empty tomb. Invite the children to talk about what the pictures show. Read from Hosea 13:14 the phrase "I will ransom them from the power of the grave; I will redeem them from death." Testify that Jesus Christ saved us from death and that we can be resurrected. Sing together a song about the Resurrection, such as "Did Jesus Really Live Again?" (*Children's Songbook*, 64). Help the children recognize the Spirit as they sing.

#### JOEL 2:28

### The Holy Ghost can guide me.

As you teach about Joel's prophecy in Joel 2:28, consider how you can help the children prepare to receive the gift of the Holy Ghost after they are baptized.

#### Possible Activities

- Read Joel 2:28 to the children, and explain that the words "all flesh" mean everyone, including "sons" and "daughters" like them. Invite the children to draw pictures of the people referred to in this verse (sons and daughters, old and young men, old and young women), including themselves. Explain that one way Heavenly Father pours out His Spirit is by giving us the gift of the Holy Ghost when we are baptized.
- Invite the children to share what they know about the Holy Ghost. Help them understand that the Holy Ghost can teach us about Heavenly Father and Jesus Christ and can help us to know what is true (see John 14:26; Doctrine and Covenants 42:17). Share experiences to help the children understand the ways the Spirit can help us.



## Teach the Doctrine: Older Children

#### HOSEA 2:19–20

### I can faithfully keep my covenants.

In the book of Hosea, the Lord compared His covenants with the Israelites to a marriage. Despite the Israelites' unfaithfulness, He still loved them and wanted them to return. This comparison can help you teach the children about the importance of keeping our covenants with the Lord.

#### Possible Activities

- Tell the children that in the book of Hosea, the Lord compared His covenants with Israel to a marriage. Show the children a picture of a bride and groom. How does Heavenly Father want a husband and wife to treat each other? How can we show the Lord that we love Him and will be faithful to Him?
- Help the children understand that the covenants we make with the Lord are meant to last forever. Invite one of the children to read Hosea 2:19–20, looking for words that describe how the Lord feels about His covenants with us. What do we covenant to do when we are baptized? How can we keep this covenant we have made with the Lord?

#### HOSEA 13:4, 14

### Jesus Christ is my Savior and Redeemer.

How can you use Hosea's words to strengthen the children's testimonies of their Savior and Redeemer? As you teach, help the children feel the joy and love of Jesus Christ's Atonement.



### Possible Activities

- Invite the children to read Hosea 13:4, 14, looking for words or phrases that describe Jesus Christ. What do these words teach us about Him? Invite the children to use the Topical Guide or Guide to the Scriptures to find and share other scriptures that teach about Jesus Christ as Savior and Redeemer. Share your testimony of the Savior, and give the children the opportunity to do the same.
- To help the children understand how the Savior ransoms or redeems us from death, show the video “Handel’s Messiah: Debtor’s Prison” (ChurchofJesusChrist.org). What do we learn from this video that helps us understand what the Savior has done for us?

### JOEL 2:28–29

#### The Holy Ghost can guide me.

Many of the children you teach have likely been baptized and received the gift of the Holy Ghost. How can you use these scriptures to help them understand the power and blessings that come from hearing the voice of the Spirit?

### Possible Activities

- Invite the children to read together Joel 2:28–29, inserting each other’s names in place of the phrases “your sons” and “your daughters.” Write on the board a sentence like *The Holy Ghost can . . .* and invite the children to take turns completing

the sentence. Encourage them to include things they learn from John 14:16; Moroni 10:5; Doctrine and Covenants 42:17, and other scriptures.

- Place an object in a bowl, and let the children take turns pouring water over it. Explain that the object represents us, and the water represents the Holy Ghost. When we are baptized, we receive the gift of the Holy Ghost, which is one way the Lord fulfills His promise to “pour out [His] spirit.” What must we do to receive the Holy Ghost? Invite the children to share times when they have felt the influence of the Spirit.



## Encourage Learning at Home

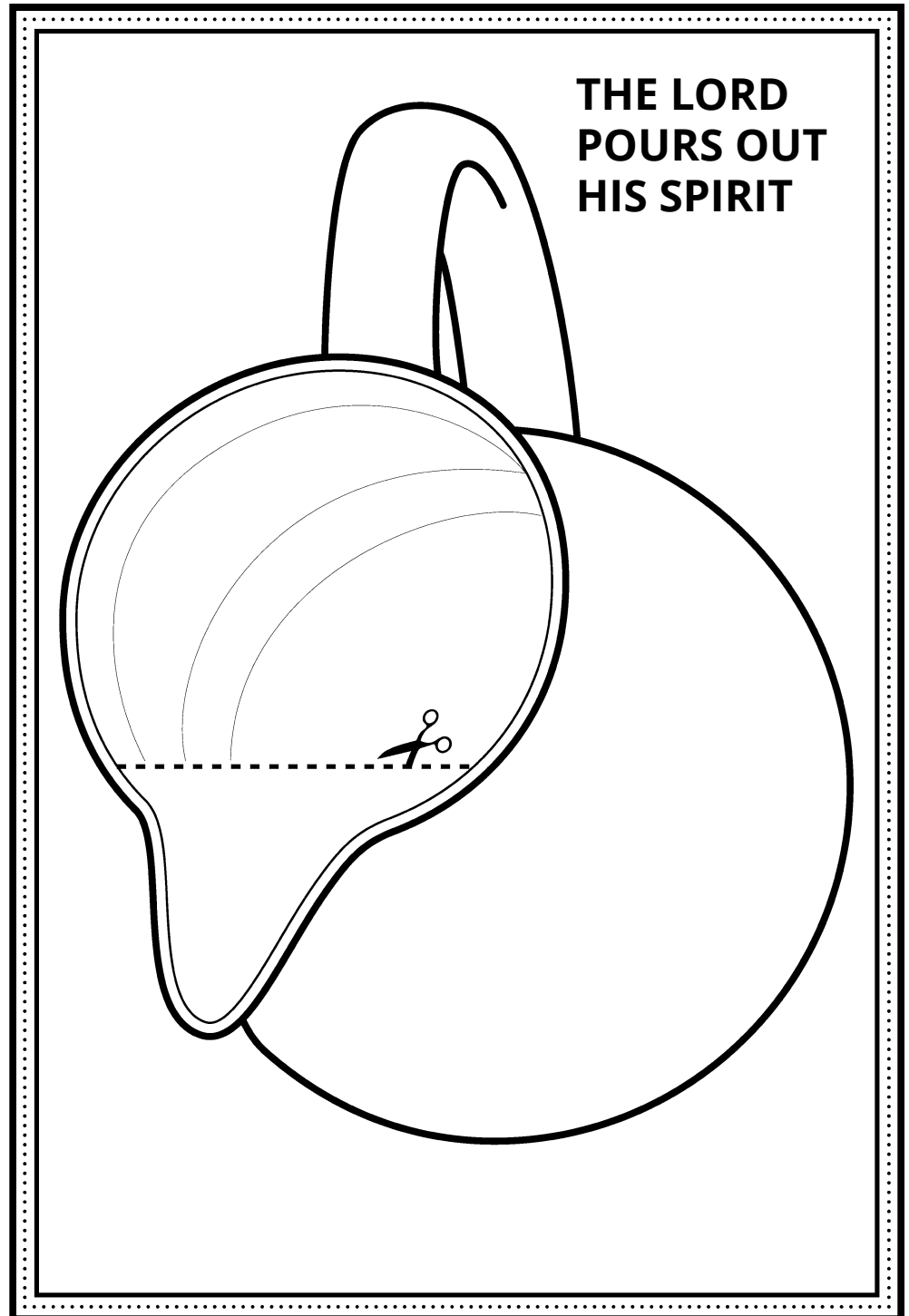
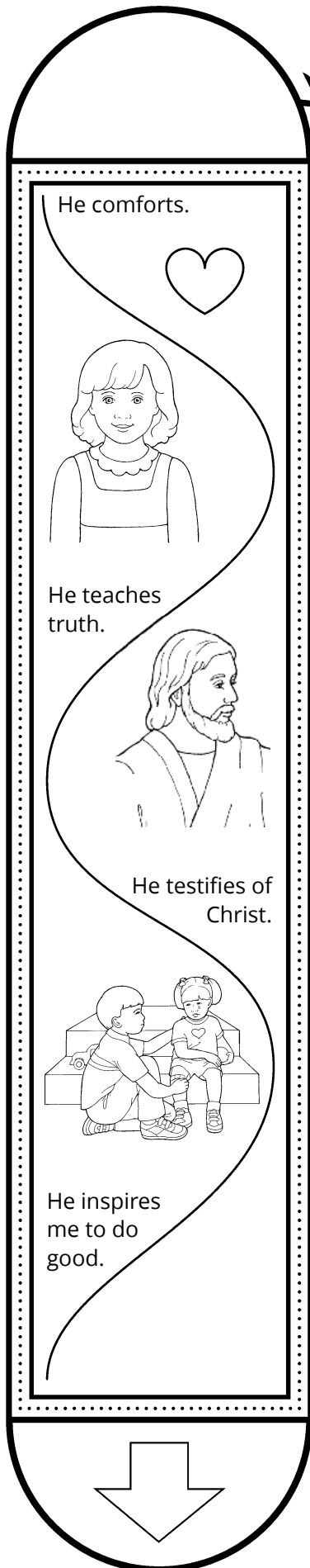
Help the children identify something they learned about Heavenly Father, Jesus Christ, or the Holy Ghost today in class. Encourage them to share this with their families.

### Improving Our Teaching

**Seek revelation daily.** As you prepare to teach, pray and ponder the scriptures throughout the week. Ideas and impressions about how to teach can come to you anytime and anywhere. (See *Teaching in the Savior’s Way*, 12.)

**The Holy Ghost can guide me (Joel 2:28-29).**

Color the pictures. Cut out the picture strip, and also cut a slit along the dotted line on the pitcher. Slide the picture strip through the slit on the back side of the pitcher. Then pull the arrow to see some of the blessings that the Lord can pour out upon us through the Holy Ghost.





Bread of Life by Chris Young

NOVEMBER 14–20

## Amos; Obadiah

“SEEK THE LORD, AND YE SHALL LIVE”

As you focus on teaching true doctrine in simple ways, you provide opportunities for the Holy Ghost to testify to the children. Use the activities in this outline—or create your own—to help you teach gospel principles in simple ways.



### Invite Sharing

Ask the children to share something they learned recently at home or at church. For example, ask if they have found any new favorite scriptures or heard a message they could share with the class.



### Teach the Doctrine: Younger Children

**AMOS 3:7; 7:14–15**

#### Prophets are messengers of Jesus Christ.

One of the most important things children can know about prophets is that they are messengers of Jesus Christ. The ideas below can help you teach them this significant truth.

#### Possible Activities

- Whisper to one of the children a message for the rest of the class (such as asking the children to stand on one foot or turn around in a circle), and ask him or her to share the message with the other children. Repeat this activity, allowing a few other children to be the messenger. Help them understand how the messenger in this activity is like a prophet, who shares God’s message with us. Share a few examples of recent messages from the living prophet that have helped you grow closer to Jesus Christ.
- Invite a child to stand at the front of the room and pretend to be the prophet Amos. As you share some facts about Amos from Amos 7:14–15, give the child pictures or props to hold that go with each fact, such as pictures of a sheep, a fruit, and the Lord. Explain that Amos was a shepherd whom the Lord called to be His messenger. Then show pictures of the Lord and the living prophet, and explain that the Lord continues to call messengers today. Read Amos 3:7 aloud, and ask the children to point to the appropriate picture when they hear the words “Lord” and “prophets.” Share your testimony that just as in the days of Amos, Jesus Christ speaks to us through His prophets.
- Share a story from a recent Church magazine about the living prophet or about experiences Church members have had when they have followed the prophet’s counsel. (See also “Meet Today’s Prophets and Apostles” at [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org).)

- Sing or play a recording of a song about prophets, such as “Follow the Prophet” (*Children’s Songbook*, 110–11), as the children work on this week’s activity page. Point out to the children phrases in the song that teach how prophets lead the way to Jesus Christ.

**AMOS 5:14**

**If I seek good, the Lord will be with me.**

Amos invited the Israelites to “seek good, and not evil” and promised that if they did, “the Lord . . . shall be with you.” How will you help the children respond to this invitation and receive this promise?

**Possible Activities**

- Display several pictures of children doing good things, such as helping others or taking the sacrament. Let each child take a turn describing one of the pictures while the other children guess which picture he or she is describing. Read Amos 5:14, and help the children think of ways they will “seek good” every day.
- Invite the children to draw pictures of themselves doing something good. Read Amos 5:14, and emphasize the Lord’s promise that He will be with us when we seek good. Invite the children to add to their drawings a picture of Jesus standing with them.



Teach the Doctrine:  
Older Children

**AMOS 3:7**

**Prophets are messengers of Jesus Christ.**

Amos 3:7 is a great scripture passage to help the children recognize that when we listen to the prophet, we are listening to a messenger of Jesus Christ.



The Lord reveals truths to His prophets.

**Possible Activities**

- Help the children memorize all or part of Amos 3:7. For example, give them a few minutes to read the verse several times while you write every other word of the verse on the board. Invite the children to close their scriptures and say the verse out loud together, using the clues on the board. Then erase a few words at a time until the children can repeat the entire verse without any clues. What does this verse teach us about prophets? How has our living prophet helped us know what the Savior wants us to do?
- Write several questions about prophets on strips of paper, such as the following: *Why do we have prophets? What do prophets do? Why do you follow the prophet? What do prophets teach about?* Ask the children to get into pairs, and have one child from each pair pick a question and ask his or her partner to answer it. If children need help answering a question, they can look in “Prophet” in Guide to the Scriptures ([scriptures.ChurchofJesusChrist.org](http://scriptures.ChurchofJesusChrist.org)). After the partner answers the question, the children can switch roles and choose another question.
- Share with the children several facts about an Old Testament prophet they have learned about this year (such as Noah, Moses, or Isaiah). Ask them to guess which prophet you are describing. Repeat this for other prophets.

**AMOS 5:4–15****If I seek good, the Lord will be with me.**

Children have many opportunities to choose between right and wrong. Consider how you will inspire them to “seek good, and not evil” (verse 14).

**Possible Activities**

- Invite the children to search Amos 5:4–15, looking for the word “seek.” What does the Lord want us to seek, and what promise does He make to those who do? How do we seek the Lord?
- Help the children memorize the last sentence of the thirteenth article of faith. How do we “seek after these things”?

**AMOS 8:11–12****The Restoration of the gospel ended the famine of apostasy.**

Understanding what Amos taught about apostasy can help the children feel grateful for the Restoration of the gospel.

**Possible Activities**

- Invite the children to read Amos 8:11–12, and talk about what happens when people don’t have the word of the Lord. Help the children define the words *apostasy* and *famine*, using the Guide to the Scriptures ([scriptures.ChurchofJesusChrist.org](http://scriptures.ChurchofJesusChrist.org)) or a dictionary. How is apostasy like a famine?

- To help the children understand the Great Apostasy, review with them “After the New Testament” (in *New Testament Stories*, 167–70). Then discuss questions like these: Why was there an Apostasy? What happened as a result of the Apostasy? Why did the Lord restore His gospel? (see also “The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)). Encourage the children to write these questions and their answers and to share them with their families at home.

**Encourage Learning at Home**

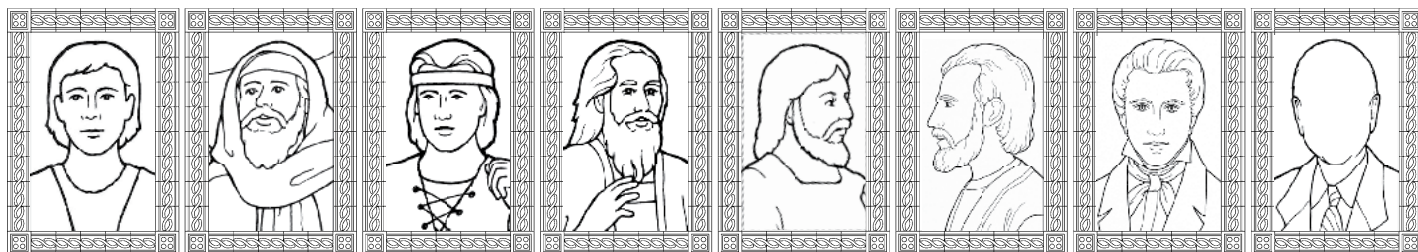
Give the children a few moments to think about something they learned today that they would like to share with a family member. Encourage them to decide who they will share it with and how they will share it.

**Improving Our Teaching**

**Extend invitations that respect agency.** Ask questions that help the children think of personal ways to apply what they have learned. For instance, you could ask, “What is one thing you feel you should do based on what we’ve talked about today?”

**Prophets are messengers of Jesus Christ (Amos 3:7; 7:14–15).**

Draw the face of our prophet today in the row of prophets and in the maze. Write the prophet's name under his picture. Complete the maze by following the prophets to find Jesus Christ.



Adam

Noah

Nephi

King Benjamin

John the Baptist

Peter

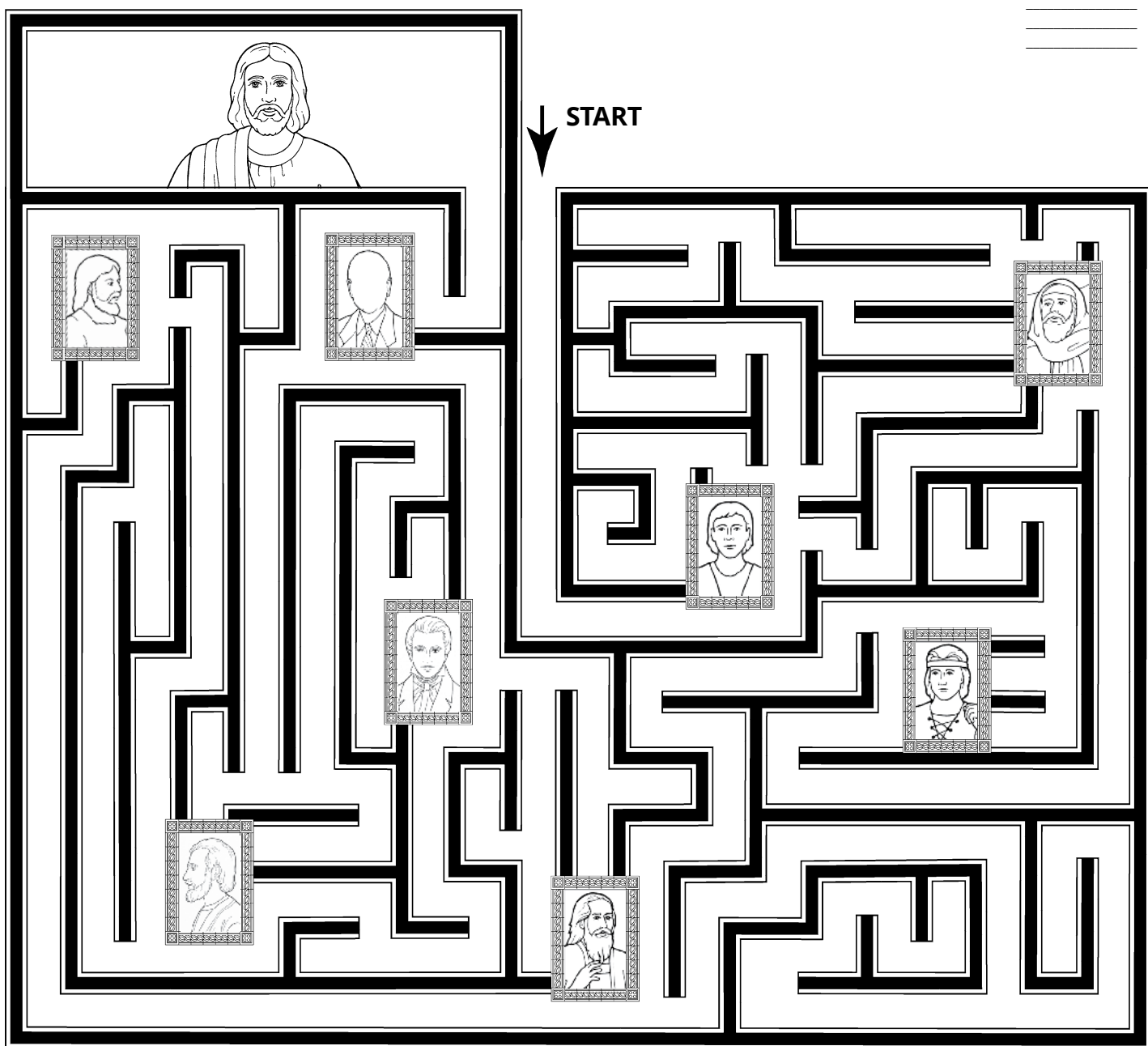
Joseph Smith

Our prophet  
today

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Jonah on the Beach at Nineveh, by Daniel A. Lewis

NOVEMBER 21–27

## Jonah; Micah

“HE DELIGHTETH IN MERCY”

Search for important principles in Jonah and Micah that will bless the children you teach. Ponder ways you can help the children learn these principles. The ideas in this outline can help.



### Invite Sharing

To help the children remember the story of Jonah or other truths they may have learned at home, sing a song together, such as verse 7 of “Follow the Prophet” (*Children’s Songbook*, 110–11).



### Teach the Doctrine: Younger Children

**JONAH 1:4–17; 3:3–5**

#### The Lord blesses me when I obey Him.

When the Lord asked Jonah to preach to the people of Nineveh, Jonah did not obey. Help the children understand that we are blessed when we obey the Lord.

#### Possible Activities

- Show pictures of the story of Jonah, and invite the children to tell what they know about the story (see “Jonah the Prophet” in *Old Testament Stories*; this week’s activity page; or this week’s outline in *Come, Follow Me—For Individuals and*

*Families*). Ask questions like these: What happened when Jonah didn’t obey the Lord? (see Jonah 1:4–17). What happened when he did obey? (see Jonah 3:3–5). Share your testimony that the Lord will bless us when we obey Him.

- Sing together a song about obeying the Lord, such as “Quickly I’ll Obey” (*Children’s Songbook*, 197). Talk about how it would have been best for Jonah to obey the first time. Help the children think of things God wants them to do and then act out how they can obey quickly.

### JONAH 3

#### The gospel is for everyone.

The people of Nineveh repented when Jonah shared the Lord’s message with them. What opportunities do the children have to share the gospel?



Heavenly Father wants everyone to hear the gospel.

### Possible Activities

- Act out parts of Jonah 3:3–8 with the children, such as walking to the city of Nineveh, sharing the Lord’s message, and writing a decree from the king to his people. Show a picture of missionaries (see *Gospel Art Book*, nos. 109, 110). What do missionaries do? How was Jonah a missionary? Help the children think of ways they can share the gospel with others, such as sharing an article of faith or bearing their testimony of Jesus Christ.
- Tell of an experience when you shared the gospel of Jesus Christ. Or, a few days before class, invite someone to visit your class and tell the children about a time when he or she shared the gospel or when someone shared the gospel with him or her. Encourage the person to show pictures, if possible. Help the children think of ways they can be missionaries now.

### MICAH 5:2

#### Jesus Christ was born in Bethlehem.

Micah prophesied that a future “ruler in Israel” would be born in Bethlehem. You can help the children know that the birth of Jesus Christ fulfilled this prophecy.

### Possible Activities

- Display pictures of events surrounding the birth of Jesus Christ (see *Gospel Art Book*, nos. 28, 29, 30, 31). Invite the children to talk about what is happening in each picture. Read Micah 5:2, and invite the children to stand up when they hear the word “Beth-lehem.” Testify that Jesus’s birth was so important that prophets knew about it before He was born.
- Invite the children to draw a picture of Jesus’s birth. As they show their pictures, ask them to share why they are thankful for Jesus Christ.



## Teach the Doctrine: Older Children

### JONAH 1:10–12; 2:1–4, 9; 3:1–5

#### Repentance includes recognizing my sins and asking for forgiveness.

Jonah’s example can inspire the children to turn to the Lord when they have sinned.

### Possible Activities

- Help the children make a list on the board of some of the basic elements of repentance (see Guide to the Scriptures, “Repent, Repentance,” scriptures.ChurchofJesusChrist.org). Review together the story of Jonah, and invite the children to identify evidence that Jonah was repenting (see, for example, Jonah 1:10–12; 2:1–4, 9; 3:1–5). How can we show the Lord that our repentance is sincere?
- Sing a song about repentance, such as “Repentance” (*Children’s Songbook*, 98). Ask the children what words or phrases from the song they would share with Jonah to help him repent.

### JONAH 2:7–10; 3:10; 4:2; MICAH 7:18–19

#### The Lord is merciful to all who turn to Him.

When the children understand that the Lord is merciful and kind, they will turn to Him when they need mercy.

### Possible Activities

- Invite the children to find a definition of the word *mercy* in a dictionary or in Guide to the Scriptures (scriptures.ChurchofJesusChrist.org). Why did Jonah need mercy? Why did the people of Nineveh need mercy? (see Jonah 1:1–3). Ask the children to imagine that they could interview

Jonah. What evidence might Jonah give to show that the Lord is merciful? (see, for example, Jonah 2:7–10; 3:10; 4:2). How has the Lord shown us mercy?

- Ask the children to make a list on the board of things that they “delight” in, such as hobbies, blessings from the Lord, and so on. Invite them to read Micah 7:18–19 to discover one thing the Lord delights in. What truths in these verses would help a person who is afraid to repent?
- Help the children think of examples when the Savior showed mercy to others, such as Mark 2:3–12; Luke 23:33–34; and John 8:1–11. Show pictures of these events, if possible. Help the children think of opportunities they have to be merciful and kind to others.

#### MICAH 6:8

**The Lord wants me to do justly, love mercy, and walk humbly with Him.**

Micah 6:8 provides a pattern for living righteously. How can you help the children discover and live the teachings in this verse?

#### Possible Activities

- Read together Micah 6:8, and help the children understand what these phrases mean: “do justly,”

“love mercy,” and “walk humbly with thy God.”

Invite the children to draw a picture of themselves doing something related to one of the phrases.

- Write on the board “*What doth the Lord require of thee?*” Invite them to find the answer in Micah 6:8. How does obeying the Lord’s commandments help us fulfill what the Lord requires of us in this verse?



### Encourage Learning at Home

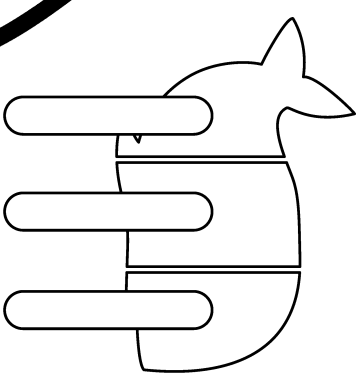
Write on a slip of paper for each child a key phrase from one of the scriptures you discussed as a class. Invite the children to try to memorize the phrase and to ask a family member to share his or her thoughts about it.

#### Improving Our Teaching

**Pay attention to the children.** How are the children in your class responding to learning activities? If they seem restless, it may be time to try another kind of activity. On the other hand, if you notice that the children are engaged in an activity, don’t feel pressure to move on because you haven’t covered all the lesson material.

## The Lord blesses me when I obey Him (Jonah 1:4-7; 3:3-5).

Color the pictures. Cut out the three parts of the fish on the solid lines, and glue craft sticks or pieces of card stock to the back of them. Use the pictures to tell the story of Jonah.



Jonah was a prophet, tried to run away,



But he later learned to listen and obey.  
When we really try, the Lord won't let us fail:



That's what Jonah learned deep down inside the whale.

("Follow the Prophet,"  
*Children's Songbook*, 110-11.)



"His ways are everlasting" (Habakkuk 3:6).  
In the Beginning Was the Word,  
by Eva Timothy

NOVEMBER 28–DECEMBER 4

## Nahum; Habakkuk; Zephaniah

"HIS WAYS ARE EVERLASTING"

Your love for the scriptures can have a powerful influence on the children you teach. Let them see how thankful you are for the word of God.



### Invite Sharing

Invite the children to take turns standing and pretending to be an Old Testament prophet standing "upon the tower" like Habakkuk (Habakkuk 2:1). Ask them to tell the other children something they are learning about Jesus Christ and His gospel.



### Teach the Doctrine: Younger Children

**HABAKKUK 2:3**

**God will always fulfill His promises.**

The prophet Habakkuk was troubled by the wickedness he saw among the people of Judah (see Habakkuk 1:2–4). The Lord reassured him that His promises would be fulfilled in His time (see Habakkuk 2:3).

#### Possible Activities

- Share some examples of things that are good but only after we wait—like fruit that needs to ripen or dough that needs to bake. What would happen

if we tried to eat the fruit or the dough before it was ready? Tell about the prophet Habakkuk, who wanted to know when the Lord would stop the wickedness he saw around him. Read to the children the Lord's answer, found in Habakkuk 2:3. Emphasize that Habakkuk needed to wait for the Lord's promises to be fulfilled, just as we sometimes need to do. Share a time when you had to wait for a blessing.

- Help the children think of things that God has promised—for example, that Jesus Christ will return to the earth or that we can live with God again. With each example, invite the children to repeat the phrase "Wait for it; because it will surely come."

**HABAKKUK 2:14**

**I can help fill the earth with knowledge of Jesus Christ.**

Habakkuk prophesied of the day when the whole world would know about Jesus Christ. That prophecy is beginning to be fulfilled in our day. Consider how you can help the children be part of its fulfillment.

#### Possible Activities

- Display an empty jar, and give each child a small object. Ask each child to share something that Jesus did or taught and then put their object in the jar. Read aloud Habakkuk 2:14, and explain



that just as the children filled the jar with their knowledge of the Lord, we can also fill the world with knowledge of Him.

- Show the children a map of the world (see Church History Maps, no. 7, “Map of the World”). Help them find the place where they live and places where missionaries they know have served. Bear your testimony that Heavenly Father wants all people throughout the earth to know about Jesus Christ. How can we help teach other people about Jesus? Tell the children about things you have seen them do that teach you about Jesus Christ. Help them think of other things they can do.
- Sing together a song about sharing the gospel, such as “I Want to Be a Missionary Now” (*Children’s Songbook*, 168). What can we tell others about Jesus Christ? For some ideas, see the Articles of Faith.

#### **ZEPHANIAH 2:3**

#### **“Seek ye the Lord.”**

Zephaniah taught that we should seek the Lord during times of great wickedness, such as in these latter days. Ponder how you will encourage the children to seek Him.

#### **Possible Activities**

- Display a picture of Jesus, and read to the children Zephaniah 2:3. Invite them to cup their hands around their eyes like glasses and look at the picture every time you read the word “seek.” Explain that the prophet Zephaniah wanted the people to seek the Lord. How do we seek the Lord? Where can we find Him?
- Use this week’s activity page, or think of another game that encourages the children to seek the Lord. Play or sing together a song related to this topic, such as “Seek the Lord Early” (*Children’s Songbook*, 108). Discuss what the song teaches about how we can find Jesus Christ in our lives.



## Teach the Doctrine: Older Children

#### **NAHUM 1:7**

#### **“The Lord is good, a strong hold in the day of trouble.”**

Each of us faces our own “days of trouble.” How will you help the children turn to the Lord, “trust in him,” and find spiritual safety in their days of trouble?

#### **Possible Activities**

- Show the children a picture of a stronghold or a fortress. What are some reasons people might need a fortress? Invite the children to read Nahum 1:7 to find out what the prophet Nahum said is like a stronghold or fortress for us. What can the Savior protect us from?
- Invite the children to draw a picture of themselves and their families inside a stronghold or fortress. Encourage them to write words around the stronghold that describe some of the evil influences in the world. Invite them to write words inside the stronghold that describe Jesus Christ. What does He ask us to do to receive His strength and protection? (see Doctrine and Covenants 35:24).

#### **HABAKKUK 3:17–19**

#### **I can have joy in Jesus Christ, even when things aren’t going well.**

Habakkuk described some trials that might happen to his people, including trees or vines that bear no fruit. He then said that even if these things happened, “yet I will rejoice in the Lord.”

#### **Possible Activities**

- Invite the children to read Habakkuk 3:17 and identify the trials described in this verse. How



might a person feel if these things happened? Help the children think of trials that could happen to them. Then read together verses 18–19 to learn how Habakkuk said he would feel even if these things happened to him.

- Help the children find other examples of people in the scriptures who rejoiced in the Lord even during hard times. They can find examples in Acts 16:19–25; Mosiah 24:10–15; and President Dieter F. Uchtdorf’s message “Grateful in Any Circumstances” (*Ensign* or *Liahona*, May 2014, 70–77), especially the section “Being Grateful in Our Circumstances.” Why were these people able to be joyful in hard times? How can we follow their examples?

#### ZEPHANIAH 3:14–20

### Those who follow Jesus Christ will find peace and joy.

Zephaniah 3:14–20 describes the joyful day when Jesus Christ, “the king of Israel,” will reign among His people and “joy over [us] with singing” (verses 15, 17).

#### Possible Activities

- Read together Zephaniah 3:14. Then invite each child to choose one of the verses in Zephaniah 3:15–20 and study it, looking for something that can help us “be glad and rejoice.” Ask them to share what they find.
- Help the children find hymns or children’s songs that help them “be glad and rejoice with all the heart” (Zephaniah 3:14). Sing a few songs together, and encourage the children to talk about the joy they find in the gospel of Jesus Christ.



### Encourage Learning at Home

Ask the children to write down the reference to a scripture that they want to share with their families (or write it for them).

#### Improving Our Teaching

**Help children recognize the Spirit.** Try to notice moments when the children may be feeling the Spirit’s influence. When this happens, help them understand that these feelings come from the Holy Ghost.

## Seek ye the Lord (Zephaniah 2:3).

Circle the pictures that are hidden within the picture of Jesus. These hidden pictures teach about ways you can seek the Lord. Then color the picture of Jesus.



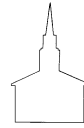
Listen to the prophet



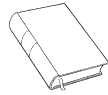
Have a pure heart



Pray to Heavenly Father



Attend church



Read the scriptures





Lale Hawaii Temple

DECEMBER 5-11

## Haggai; Zechariah 1-3; 7-14

"HOLINESS UNTO THE LORD"

Prayerfully read Haggai and Zechariah, pondering the impressions you receive. How can the truths in these books help meet the needs of the children?



### Invite Sharing

Draw a happy face on a piece of paper, and allow the children to take turns holding it. During their turn, invite them to share something they are learning about Heavenly Father and Jesus Christ that makes them happy.



### Teach the Doctrine: Younger Children

**HAGGAI 1:6-8**

#### I can put God first in my life.

Learning about the Lord's counsel to "consider your ways" is an opportunity for the children to make sure they are doing the important things God has asked us to do.

#### Possible Activities

- Explain to the children that the Lord wanted the Israelites to build the temple, but they were doing other things instead. Read aloud Haggai 1:7, and explain that "consider your ways" means that the

Lord wanted the Israelites to think about whether they were doing the most important things.

Read verse 8 to the children, and invite them to pretend to "go up to the mountain," "bring down wood," and "build the house [of the Lord]." What important things does God want us to do?

- Put pictures face down on a table that represent some of the things that are important to God, such as the scriptures, prayer, and the temple. Allow the children to take turns choosing a picture and showing it to the class. Help them understand why it is important to ensure that we make time for each of the things in the pictures.

**ZECHARIAH 3:1-7**

#### Jesus Christ can make my spirit clean.

The high priest Joshua's dirty clothes, described in Zechariah 3:1-7, symbolize what happens when we sin. Through the Atonement of Jesus Christ, we can be made clean, as Joshua was made clean when he received new clothes.

#### Possible Activities

- Let the children pass around a dirty shirt, and read Zechariah 3:3. Then pass around a clean shirt, and read verse 4. Talk with the children about how making wrong choices is like becoming dirty spiritually, but the Savior can make us clean again. How do we feel when we are clean?

Share your testimony that because Jesus Christ suffered and died for us, we will be clean from our sins as we repent.

- If possible, show the children a picture of someone they know dressed in white at his or her baptism (or see *Gospel Art Book*, nos. 103, 104). Why do we wear white at our baptisms? Sing a song about baptism, such as “When I Am Baptized” (*Children’s Songbook*, 103). Invite the children to draw themselves being baptized and share how they feel about being baptized someday.

#### ZECHARIAH 2:10; 9:9; 14:3–9

### Prophets teach us about Jesus Christ.

Like other Old Testament prophets, Zechariah prophesied of Jesus Christ. What can the prophecies in Zechariah 2:10; 9:9; 14:3–9 teach the children about Him?

#### Possible Activities

- Display a picture of Jesus Christ entering Jerusalem on a donkey (see *Gospel Art Book*, no. 50). Tell the children that many years before Jesus came to earth, Zechariah prophesied that Jesus Christ would ride a donkey into Jerusalem before He died for us. As you read Zechariah 9:9, ask the children to point to people in the picture who “rejoice greatly” and also point to the “King.” Who is the King? Ask the children to share why they are thankful for Jesus.
- Read to the children some of the prophecies Zechariah made about the Savior’s Second Coming, such as those in Zechariah 2:10; 14:9. Ask the children to draw pictures of what they think it will be like when Jesus comes again, or sing together a song about the Second Coming, such as “When He Comes Again” (*Children’s Songbook*, 82–83).



## Teach the Doctrine: Older Children

#### HAGGAI 1:2–8

### “Consider your ways.”

It is important for all of us to be aware of our priorities and take time to “consider [our] ways.” How can you inspire the children to make time in their lives for the things of God?

#### Possible Activities

- Invite the children to read Haggai 1:2–5 to find out why the Lord was not pleased with the Israelites. Ask the children to pick a phrase from verse 6 and draw a picture of it. Let the class guess what phrase each drawing represents. Talk about how spending time on things other than what the Lord wants is like eating but not being filled, dressing but not being warm, and so on. Why is it important to make time for the things that are important to the Lord?
- Write “Consider your ways” on the board (verse 7). Invite each child to make a list of things he or she might do in a typical day, including things the Lord has asked us to do. Ask the children to “consider [their] ways” by circling what the Lord might say are the most important things on their list. How can we make sure we give time each day for the things the Lord wants us to do?

#### ZECHARIAH 3:1–7

### Making and keeping covenants can help me be more like Heavenly Father and Jesus Christ.

In a vision, Zechariah saw a high priest named Joshua, who was “clothed with filthy garments” (Zechariah 3:3). An angel gave him clean clothing and explained that this symbolized being cleansed

from his sins. You could use this vision to help the children understand the covenants and blessings associated with baptism.



We wear white at our baptisms to show that Jesus Christ can make us clean as we repent of our sins (see Zechariah 3:3–4).

### Possible Activities

- Read together Zechariah 3:1–7 and discuss questions like these: What did Joshua’s “filthy garments” represent? How do we become clean from our sins? How do our baptismal covenants help us “walk in [the Lord’s] ways”?
- A few days before class, invite a child to come prepared to talk about his or her baptism. Review together the covenant we make at baptism (see Doctrine and Covenants 20:37). How will keeping our promises help us become more like Heavenly Father and Jesus Christ? How does taking the sacrament each week help us keep our baptismal covenants?

**ZECHARIAH 9:9–11; 11:12; 13:6–7**

### Jesus Christ is the promised Messiah.

What can the children learn from Zechariah’s prophecies about Jesus Christ?

### Possible Activities

- Divide the children into pairs. Give each pair one of the following prophecies from Zechariah, along with the New Testament verses describing its fulfillment: Zechariah 9:9 and Matthew 21:5–9; Zechariah 9:11 and 1 Peter 3:18–19; Zechariah 11:12 and Matthew 26:14–16; Zechariah 13:7 and Matthew 26:31. Ask each pair to share with the class what they learned about Jesus Christ from their verses and why they are grateful for Him.
- Display pictures 50, 60, and 64 from the *Gospel Art Book*. Write the following scripture references on the board, and invite the children to match the references to the pictures: Zechariah 9:9; 13:6; 13:7. Invite the children to share their feelings about Jesus Christ.



### Encourage Learning at Home

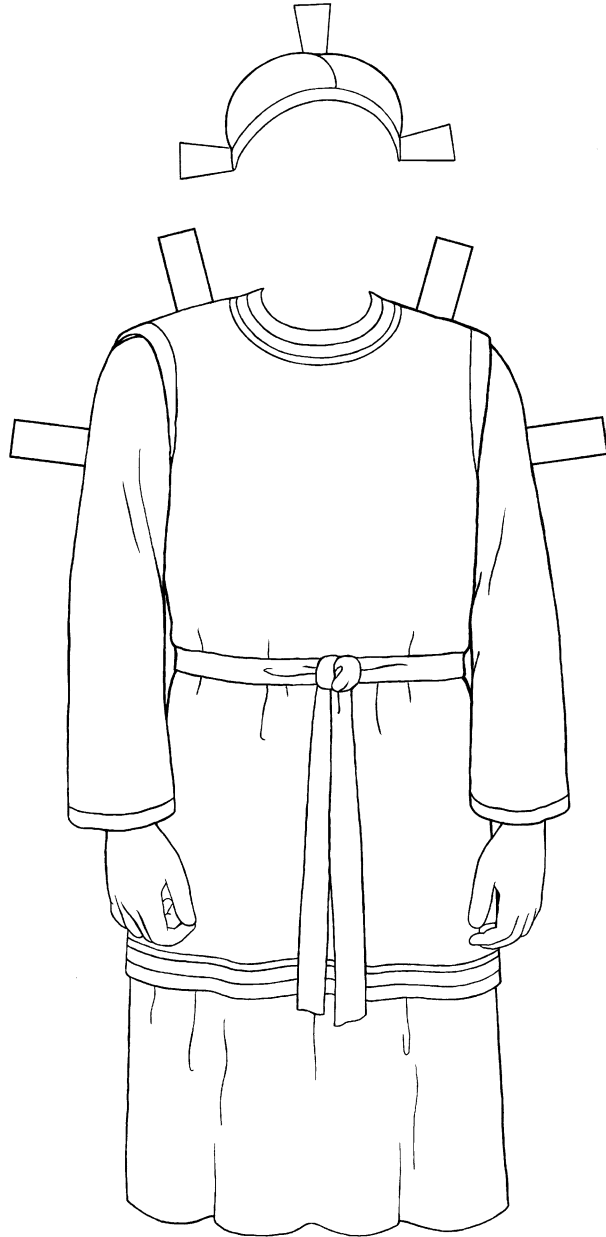
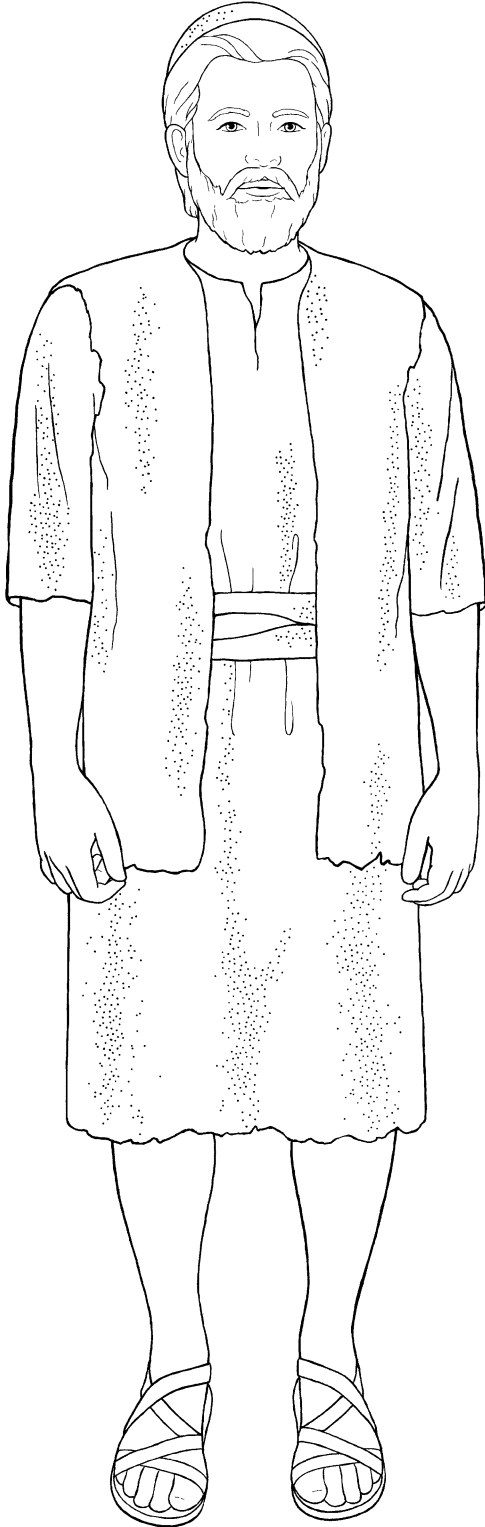
Invite the children to write down a truth they learned in class. Invite them to discuss with their families how they can gain a stronger testimony of that truth.

### Improving Our Teaching

**Use your creativity.** Let the ideas in this outline spark your own creativity. Think about what the children in your class will enjoy and what will help them find connections between the scriptures and their lives.

**Jesus Christ can make my spirit clean (Zechariah 3:1-7).**

Color and cut out the picture of Joshua in dirty clothes and the picture of his clean clothes. Use the pictures to tell the story of the Lord giving Joshua clean clothes and taking away his sins (see Zechariah 3:1-7). Put the clean clothes on Joshua, and fold the tabs toward his back.







DECEMBER 12-18

## Malachi

"I HAVE LOVED YOU, SAITH THE LORD"

The Lord loves the children you teach. How will you help the children feel His love as you teach the doctrine found in the book of Malachi?



### Invite Sharing

Read the following phrase from Malachi 1:2: "I have loved you, saith the Lord." Invite each child to share one way they know that the Lord loves them. After each child shares, thank him or her, and share your testimony of the Lord's love for that child.



### Teach the Doctrine: Younger Children

**MALACHI 3:10-12**

#### Heavenly Father will bless me when I pay tithing.

Even if the young children you teach don't earn money yet, they can still learn about the blessings of paying tithing.

#### Possible Activities

- Help the children count 10 small objects, such as the coins on this week's activity page. Invite them to separate one of the objects from the rest, and explain that this is like the tithing we give to the

Lord. We give Him one-tenth of what we receive. Share your testimony of how the Lord blesses us as we pay tithing. Sing with the children a song about tithing, such as "I Want to Give the Lord My Tenth" (*Children's Songbook*, 150).

- Draw a window on the board, and read Malachi 3:10 to the children. Invite them to point to the window when you read the phrase "windows of heaven." Explain that this means that Heavenly Father gives us great blessings when we pay tithing. As the children color this week's activity page, talk about some of the reasons why we pay tithing.
- Share a story from the *Friend* magazine or from your own life about paying tithing. Invite the children to listen for blessings that can come from paying tithing.

**MALACHI 4:5-6**

#### We are sealed as families in the temple.

Because of the priesthood keys of sealing that Elijah gave Joseph Smith in the Kirtland Temple, families can be united for eternity. As you teach this truth, be sensitive to the feelings of children whose families have not been sealed in the temple.

#### Possible Activities

- Read Malachi 4:5 to the children. Then tell them that this promise was fulfilled when Elijah appeared to Joseph Smith in the Kirtland Temple

(see “Chapter 40: Visions in the Kirtland Temple,” in *Doctrine and Covenants Stories*, 157). Show a picture of this event (see *Gospel Art Book*, no. 95), and invite the children to point to Elijah and to Joseph Smith. Explain that because Elijah came, we can be sealed as families in the temple. Share your testimony of the importance of being sealed as families.

- Tell the children about your love for your family; show a picture, if possible. Invite a few children to share their feelings for their family. Sing together a song about families, such as “Families Can Be Together Forever” (*Hymns*, no. 300), and testify that Heavenly Father wants families to be sealed together and that this is one reason we have temples. Help children understand that because of Jesus Christ, we can even be sealed to family members who were not able to go to the temple in this life. Invite the children to draw a picture of their family together in heaven.



## Teach the Doctrine: Older Children

### MALACHI 3:8–12

#### Heavenly Father will bless me when I pay tithing.

Paying tithing is more about having faith in Heavenly Father and Jesus Christ than it is about finances. What do the children you teach understand about tithing? How will you help them have the faith to pay tithing?

#### Possible Activities

- Write on the board questions about tithing like the following: *What is tithing? How do I pay tithing? What is tithing for? What are the blessings of paying tithing?* Invite the children to search Malachi 3:8–12 and “Tithes, Tithing” in Guide to the Scriptures (scriptures.ChurchofJesusChrist.org) and write

down answers they find. Invite them to share their answers with each other. What kind of people do we become by paying tithing?

- Show the video “Jesus Teaches about the Widow’s Mite” (ChurchofJesusChrist.org), or read together Mark 12:41–44. What does this story teach us about how the Lord feels about our offerings?
- Draw a window on the board, and invite the children to write inside the window blessings that someone might receive for paying tithing (for ideas, see Malachi 3:10–12). Invite the children to share a personal example of how they or their families have been blessed by faithfully paying tithing. Or you could share an example from your own life of how paying tithing has increased your faith in Heavenly Father and Jesus Christ.

### MALACHI 4:5–6

#### “I will send you Elijah the prophet.”

Malachi’s prophecy about Elijah the prophet was fulfilled when Elijah appeared to Joseph Smith in the Kirtland Temple and gave him the priesthood keys that allow families to be sealed together forever. You might consider inviting someone in the ward who has responsibility for temple and family history work (such as a member of the elders quorum presidency or Relief Society presidency) to help you teach this doctrine to the children. Remember to be sensitive to the feelings of children whose families have not been sealed.



Illustration of Elijah appearing to Joseph Smith and Oliver Cowdery in the Kirtland Temple, by Robert T. Barrett

### Possible Activities

- Write each phrase from Malachi 4:5–6 on a separate slip of paper. Give the slips of paper to the children, and ask them to put the phrases in the correct order. Read the verses together, and discuss questions like these: Who did the Lord promise to send? When did He say this person would come? What did the Lord say that this person would do? Why would this person need to come? Where was this prophecy fulfilled? (see Doctrine and Covenants 110:13–16).
- Write on the board a question like *What does it mean for the hearts of the children to turn to their fathers?* (see Malachi 4:6). Invite the children to ponder this question as they watch the video “Their Hearts Are Bound to You” (ChurchofJesusChrist.org). Then invite the children to share their thoughts about the question on the board. Discuss together experiences you or the children have had learning about family history.
- Show the picture of Elijah in this outline. Invite the children to share what they know about the event this picture depicts (see also Doctrine and Covenants 110:13–16). Testify that the sealing power Elijah restored allows families to be united eternally—including families who didn’t have that opportunity in mortality. If you have participated

in a sealing, either for yourself or for a deceased person, talk about what you felt during that ordinance. Ask the children to share their feelings about their families and about God’s plan to help families be together forever.



### Encourage Learning at Home

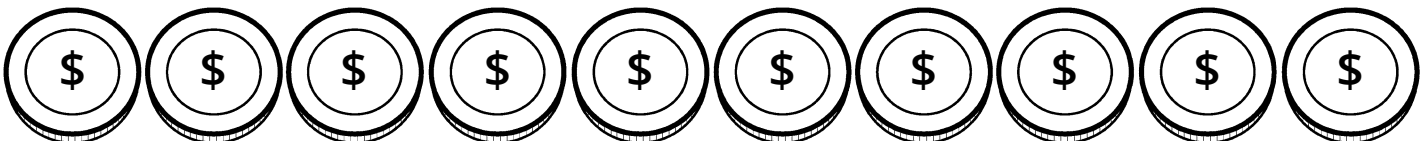
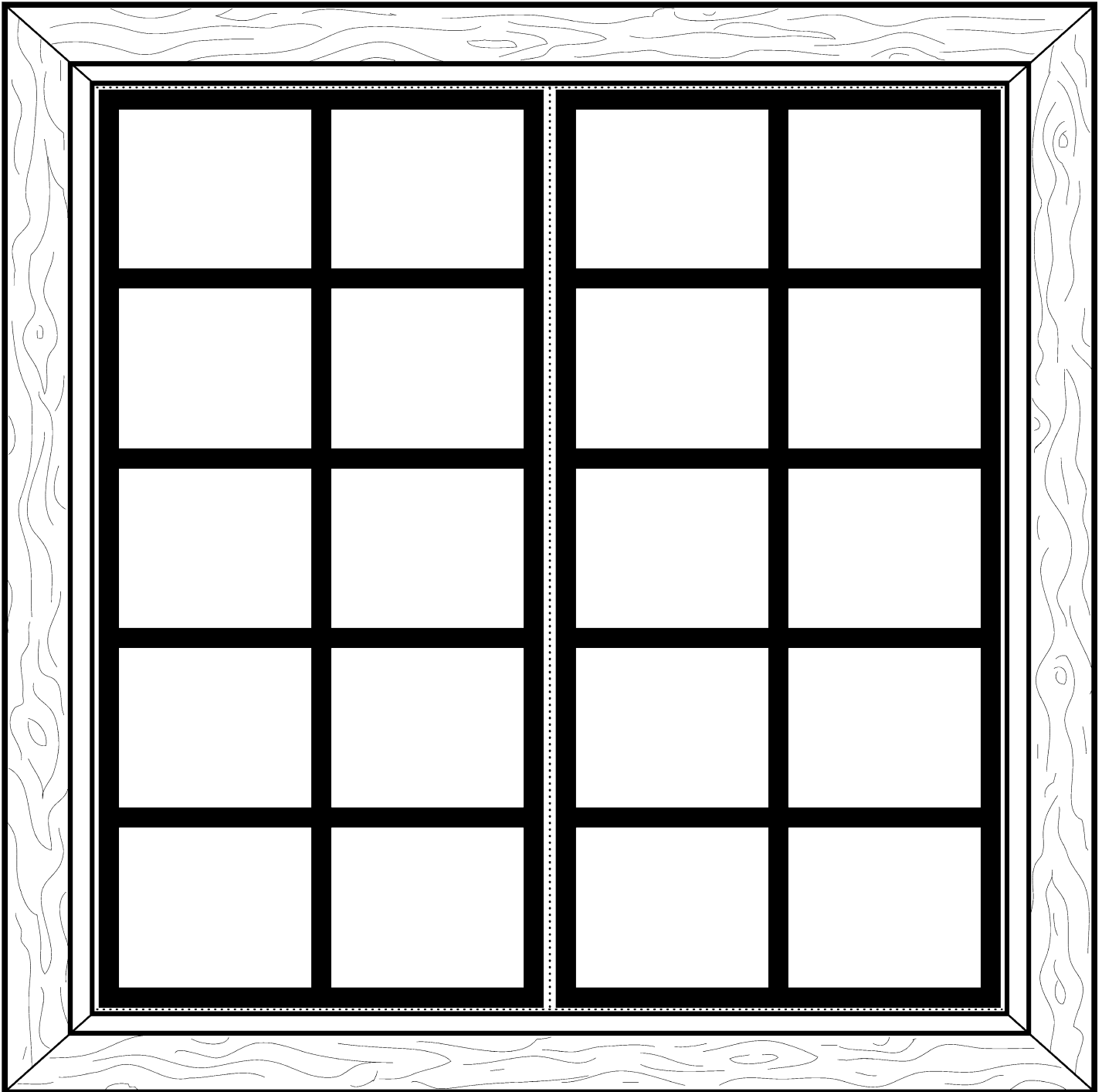
Invite the children to think of something they learned during class today, and ask a few children to share. Encourage all of the children to share with their families something they learned about Malachi’s teachings.

### Improving Our Teaching

**Engage children in gospel discussions.** You may need to think of creative ways to engage younger children in gospel discussions. For example, the children could pass around a ball and share their answer to a question when they are holding the ball.

**Heavenly Father will bless me when I pay tithing (Malachi 3:8-12).**

On a separate piece of paper, draw some of the blessings that we receive because of tithing, such as temples, scriptures, and so on. Cut the window below on the dotted lines. Place the pictures you drew behind the window, and open the window to see them. Use the coins below to learn how to pay one-tenth.





For unto Us a Child Is Born, by Simon Dewey

DECEMBER 19–25

## Christmas

“WE HAVE WAITED FOR HIM, AND HE WILL SAVE US”

The Old Testament prophets looked forward with great joy to the birth of the Messiah (see Isaiah 25:9). As you prepare to teach during the Christmas season, consider how you can help the children find joy in the birth of the Savior Jesus Christ.



### Invite Sharing

Invite the children to share what they know about Jesus Christ’s birth. As they mention a person or object from the story, invite them to draw it on the board. Ask the children what they love about this story.



### Teach the Doctrine: Younger Children

#### The Old Testament teaches me about Jesus.

Help the children focus on the Savior Jesus Christ as the reason we celebrate Christmas. You can do this using scriptures from the Old Testament that testify of Him.

#### Possible Activities

- Display a picture of the nativity (such as *Gospel Art Book*, no. 30, or one of the pictures in this week’s outline in *Come, Follow Me—For Individuals*

and Families). Read Isaiah 9:6, giving each child a turn to point to the baby Jesus when they hear the phrase “a child is born.” Share your testimony that prophets in the Old Testament knew that Jesus would be born.

- Invite each child to say his or her name, and point out that in addition to our names, we can be called other things, like sister or brother or friend. Invite the children to think of other examples. Read Isaiah 9:6 to the children, emphasizing the names that refer to Jesus Christ: “Wonderful, Counsellor, The mighty God, The everlasting Father, The Prince of Peace.” Help the children understand what these names tell us about Jesus.
- Give each child a paper star, and invite the children to hold their stars up when you read the following phrase from Numbers 24:17: “there shall come a Star out of Jacob.” Invite the children to share how Jesus is like a bright star that shines to all the world. Sing together a song about the star that appeared when Jesus was born, such as “Stars Were Gleaming” (*Children’s Songbook*, 37) or “The First Noel” (*Hymns*, no. 213).

#### Jesus Christ is my Savior.

Christmas is a time to celebrate not only Jesus’s birth but also His life and mission as Savior of the

world. How can you help the children feel joy and gratitude for Jesus Christ's Atonement?

### Possible Activities

- Ask the children to think of something that they are looking forward to. Explain that faithful people in Old Testament times looked forward to Jesus Christ's birth. Read Isaiah 25:9 to the children, and have them repeat the phrase "We have waited for him, we will be glad and rejoice in his salvation." Share with them why you are glad and rejoice that Christ was born. Invite the children to share their feelings about the Savior.
- Sing together a song about Jesus's birth, such as "Away in a Manger" (*Children's Songbook*, 42–43) or "Hark! The Herald Angels Sing" (*Hymns*, no. 209). Help the children discover phrases in these songs that teach us about our Savior and the blessings we have because of Him.



## Teach the Doctrine: Older Children

### The Old Testament teaches me about Jesus Christ, the promised Messiah.

The Old Testament is more than just a collection of interesting stories and writings; its purpose, like all scripture, is to testify of Jesus Christ. Help the children learn how to find Him in the Old Testament.

### Possible Activities

- Invite the children to make a list of all the names and titles of Jesus Christ they can find in Moses 7:53; Psalm 23:1; Job 19:25; Isaiah 7:14; 9:6; 12:2; Amos 4:13; and Zechariah 14:16. Let them work in pairs if they would like. Invite

them to share their lists with each other. What do we learn about the Savior from each of these names and titles?

- Show the children a few Christmas decorations (or pictures of some), such as a star, lights, or a gift. Ask the children how each of these things might remind us of the Savior. Explain that the scriptures often use symbols to teach us about Jesus Christ. Invite the children to look in one or more of the following verses for something that could symbolize Jesus Christ: Genesis 22:8; Exodus 17:6; Psalms 18:2; 27:1 (see this week's outline in *Come, Follow Me—For Individuals and Families* for additional examples). How is Jesus like a lamb, water, rock, a fortress, or light?
- At the end of studying the Old Testament this year, invite the children to share their favorite stories or scriptures from the Old Testament. What do these stories or scriptures teach us about Jesus Christ? Why are we grateful to have the Old Testament?

### Jesus Christ is my Savior and Redeemer.

As we celebrate Jesus Christ's birth, we can also rejoice in His life and atoning sacrifice. How might you use scriptures from the Old Testament to help the children build their faith in their Savior and Redeemer?

### Possible Activities

- Read together Isaiah 7:14; then invite the children to share what they know about Christ's birth. Or show the video "The Nativity" ([ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)), and invite each child to choose a person from the video and share how that person may have felt. Share your testimony about the Savior, and invite the children to do the same.



- To help the children better understand Jesus Christ's role as our Savior, invite them to read Isaiah 25:8–9; 53:3–5; and Hosea 13:14. What do these scriptures teach us about how the Lord saves us? How can we “rejoice in his salvation”? (Isaiah 25:9).
- Sing a song together about Jesus Christ's love for us, such as “Away in a Manger” (*Children's Songbook*, 42–43) or “I Stand All Amazed” (*Hymns*, no. 193). Invite the children to share phrases that help them feel the Savior's love.



## Encourage Learning at Home

Invite the children to share with their families or a friend something they have learned about Jesus

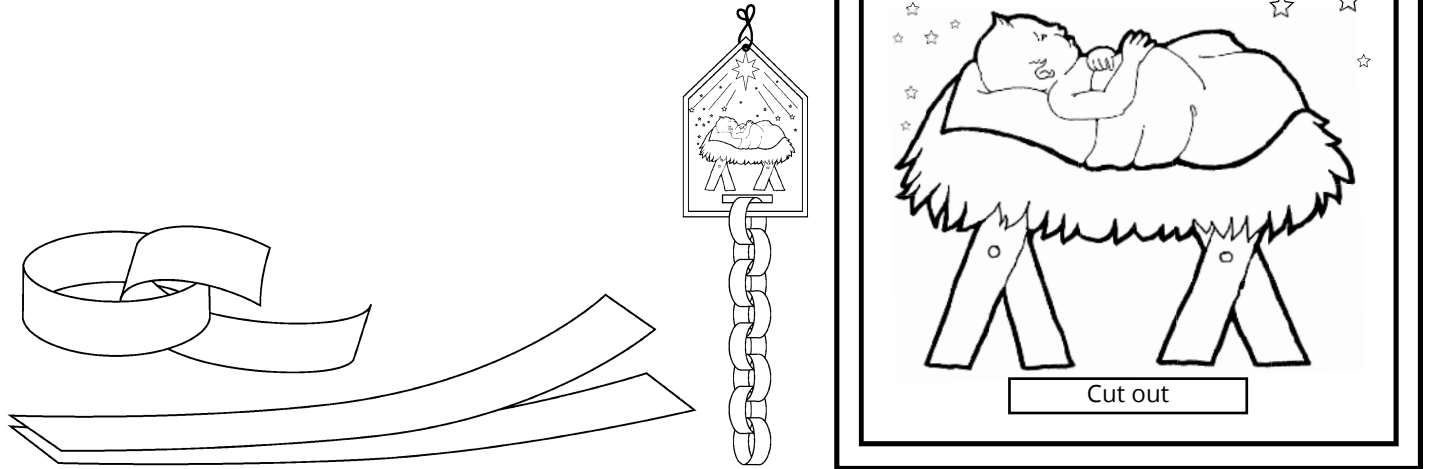
Christ from the Old Testament. Encourage them to begin studying the New Testament this week.

### Improving Our Teaching

**Create an environment that invites the Spirit.** There are many ways you can invite the Spirit into your class. Music can encourage reverence. Expressions of love and testimony can create a warm, spiritual atmosphere. Prayerfully consider what you can do to create a spiritual environment in your class. (See *Teaching in the Savior's Way*, 15.)

## The Old Testament teaches me about Jesus.

Make a paper chain with the names of the Savior from Isaiah 9:6. On the blank slips, write other names of the Savior you have learned in the Old Testament (for example, see Psalm 23:1 and Isaiah 7:14). Attach the chain to the picture of baby Jesus as shown below.



WONDERFUL

COUNSELOR

THE MIGHTY GOD

THE EVERLASTING FATHER

THE PRINCE OF PEACE

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## Instructions for Singing Time and the Children's Sacrament Meeting Presentation

Dear Primary Presidencies and Music Leaders,

Primary songs are a powerful tool to help children learn about Heavenly Father's plan of happiness and the foundational truths of the gospel of Jesus Christ. As children sing about gospel principles, the Holy Ghost will testify of their truthfulness. The words and music will stay in the children's minds and hearts throughout their lives.

Seek the help of the Spirit as you prepare to teach the gospel through music. Share your testimony of the truths you sing about. Help the children see how the music relates to what they are learning and experiencing at home and in Primary classes. The children and their families will be blessed by your devoted efforts.

We love you and extend our gratitude for the dedicated service you are giving to fortify and protect our precious children.

*The Primary General Presidency*

## Instructions for Singing Time

*5 minutes (Primary presidency): Opening prayer, scripture or article of faith, and one talk*

*20 minutes (music leader): Singing time*

The Primary presidency and music leader select songs for each month to reinforce principles the children are learning in their classes and at home. A list of songs that reinforce these principles is included in this guide. These songs are also suggested in the outlines in *Come, Follow Me—For Primary* and *Come, Follow Me—For Individuals and Families*.

As you teach songs to the children, invite them to share what they have already learned about the stories and doctrinal principles in the songs you teach. You may want to review the *Come, Follow Me—For Primary* outlines that the children are studying in their classes. This will help you become aware of the stories and principles they are learning so you can consider how to support their learning with music.

During singing time, you can also review songs the children have previously learned and songs they enjoy singing. As you review, invite the children to share their thoughts and feelings about the truths found in the songs.

The *Children's Songbook* is the basic resource for music in Primary. Hymns from the hymnbook and songs from the *Friend* or *Liahona* are also appropriate. Occasionally children may sing patriotic or holiday songs that are suitable for Sunday and for the children's ages. The use of any other music in Primary must be approved by the bishopric (see *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 12.3.4, [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)).

## Overview of Primary

Each week, Primary includes:

**Singing time:** 25 minutes

**Transition:** 5 minutes

**Classes:** 20 minutes

Leaders of larger Primaries may divide children into two groups and have one group in Primary classes while the other group is in singing time. Then the two groups would switch places. In such cases, Primary leaders may need to adjust the times shown above to suit their circumstances.

## Suggested Music for Singing Time

### January

"I Am a Child of God," *Children's Songbook*, 2–3

"I Know My Father Lives," *Children's Songbook*, 5

"When He Comes Again," *Children's Songbook*, 82–83

### February

"Follow the Prophet," *Children's Songbook*, 110–11 (verse 3)

"He Sent His Son," *Children's Songbook*, 34–35

"Choose the Right," *Hymns*, no. 239

### March

"Love One Another," *Children's Songbook*, 136–37

"Help Me, Dear Father," *Children's Songbook*, 99

"'Give,' Said the Little Stream," *Children's Songbook*, 236

**April**

“Redeemer of Israel,” *Hymns*, no. 6

“Did Jesus Really Live Again?” *Children’s Songbook*, 64

“Keep the Commandments,” *Children’s Songbook*, 146–47

**May**

“I Will Walk with Jesus”  
([music.ChurchofJesusChrist.org](http://music.ChurchofJesusChrist.org))

“Search, Ponder, and Pray,” *Children’s Songbook*, 109

“I Love to See the Temple,” *Children’s Songbook*, 95

**June**

“I Will Be Valiant,” *Children’s Songbook*, 162

“A Child’s Prayer,” *Children’s Songbook*, 12–13

“I’m Trying to Be Like Jesus,” *Children’s Songbook*, 78–79

**July**

“The Holy Ghost,” *Children’s Songbook*, 105

“I Know My Father Lives,” *Children’s Songbook*, 5

“I Love to See the Temple,” *Children’s Songbook*, 95

**August**

“My Redeemer Lives,” *Hymns*, no. 135

“I Feel My Savior’s Love,” *Children’s Songbook*, 74–75

“Teach Me to Walk in the Light,” *Children’s Songbook*, 177

**September**

“Kindness Begins with Me,” *Children’s Songbook*, 145

“Keep the Commandments,” *Children’s Songbook*, 146–47

“I Will Walk with Jesus”  
([music.ChurchofJesusChrist.org](http://music.ChurchofJesusChrist.org))

**October**

“I Feel My Savior’s Love,” *Children’s Songbook*, 74–75

“I Hope They Call Me on a Mission,” *Children’s Songbook*, 169

“Families Can Be Together Forever,” *Children’s Songbook*, 188

**November**

“Follow the Prophet,” *Children’s Songbook*, 110–11  
(verse 7)

“We Thank Thee, O God, for a Prophet,” *Hymns*, no. 19

“I Want to Live the Gospel,” *Children’s Songbook*, 148

**December**

“When He Comes Again,” *Children’s Songbook*, 82–83

“Seek the Lord Early,” *Children’s Songbook*, 108

“Away in a Manger,” *Children’s Songbook*, 42–43



## Using Music to Teach Doctrine

Singing time is intended to help the children feel the influence of the Holy Ghost as they learn the truths of the gospel. The following ideas can inspire you as you plan ways to teach the gospel principles found in hymns and Primary songs.

*Read related scriptures.* In the *Children’s Songbook* and *Hymns*, references to related scriptures are included with many of the songs and hymns. Help the children read some of these passages, and talk about how the scriptures relate to the song. You could also list a few scripture references on the board and invite the children to match each reference to a song or a verse from a song.

*Fill in the blank.* Write a verse of the song on the board with several key words missing. Then ask the children to sing the song, listening for the words that fill in the blanks. As they fill in each blank, discuss what gospel principles they learn from the missing words.

*Use quotations from Church leaders.* Invite the children to listen to a quotation from a Church leader that teaches the same gospel principle as the Primary song. Ask them to raise their hand when they hear something that helps them understand the truth they are singing about. Ask them to share what they heard.

*Testify.* Bear brief testimony to the children of gospel truths found in the Primary song. Help the children understand that singing is one way they can bear testimony and feel the Spirit.

*Stand as a witness.* Invite children to take turns standing and sharing what they learn from the song they are singing or how they feel about the truths taught in the song. Ask them how they feel as they sing the song, and help them recognize the influence of the Holy Ghost.

*Use pictures.* Ask the children to help you find or create pictures that go with important words or phrases in the song. Invite them to share how the pictures relate to the song and what the song teaches. For example, if you are teaching the song “When He Comes Again” (*Children’s Songbook*, 82–83), you could put pictures around the room that depict important words from the song (such as *angels*, *snow*, and *star*). Ask the children to gather the pictures and hold them up in the correct order as you sing the song together.

*Share an object lesson.* You could use an object to inspire discussion about a song. For example, the song “Seek the Lord Early” (*Children’s Songbook*, 108) talks about seeking the Lord. You could hide a picture of the Savior in the room and invite a child to find it. After the child has found the picture, discuss things he or she did to find it. This could lead to a discussion about things mentioned in the song that we can do to seek the Lord.

*Invite sharing of personal experiences.* Help the children connect the principles taught in the song with experiences they have had with those principles. For example, before singing “I Love to See the Temple” (*Children’s Songbook*, 95), you could ask the children to raise their hands if they have seen a temple. Invite them to think as they sing about how they feel when they see a temple.

*Ask questions.* There are many questions you can ask as you sing songs. For example, you can ask the children what they learn from each verse in the song. You can also ask them to think of questions that the song answers. This can lead to a discussion about the truths taught in the song.

*Listen for answers.* Ask the children to listen for answers to questions. For example, the song “He Sent His Son” (*Children’s Songbook*, 34–35) contains questions and answers. You could ask the children the questions and have them listen for answers as they sing.



## Helping Children Learn and Remember Primary Songs and Hymns

Children learn a song by hearing and singing it over and over again. Always sing the words of a new song to the children—don't just read or recite them. This helps the children connect the melody to the words. After a song is taught, review it in a variety of fun ways throughout the year. Below are some ideas to help children learn and review songs.

*Create posters.* Display posters with the words from each verse or pictures that represent the words. As the children sing, cover up some of the words or pictures until they can sing the entire verse without the poster. You can also invite the children to help you create the posters.

*Demonstrate the pitch.* To help children learn the melody of a song, hold your hand in a horizontal position, and as you sing the words, move your hand up to indicate higher pitches and down to indicate lower pitches.

*Echo.* Invite the children to be your echo by repeating what you sing. Sing to the children a short phrase or a line, and then have them sing it back to you.

*Use variation.* Sing songs in a variety of ways, such as whispering, humming, clapping the beat, varying the tempo, or singing while sitting or standing. You could also make a cube out of paper and, on each side of the cube, write a different way to sing. Invite a child to roll the cube to decide how the children will sing the song.

*Sing in groups.* Give each class or individual one phrase to sing while standing, and then have them exchange phrases until each class or individual has had a turn singing each phrase.

*Use hand actions.* Invite the children to think of simple hand actions to help them remember the words and messages of a song. For example,

when you sing “Reverently, Quietly” (*Children's Songbook*, 26), you could invite the children to fold their arms, bow their heads, and touch their hearts when they sing the relevant lines in the song.

*Girls sing, boys sing.* Draw a picture of a boy and a picture of a girl, and glue or tape the pictures onto separate sticks. While reviewing a song, hold up one of the pictures to indicate who should sing that part of the song.

*Basket toss.* Place numbered baskets or other containers at the front of the room—as many containers as there are verses of a particular song. Invite one of the children to toss a beanbag or crumpled piece of paper into or near a numbered container. Have the children sing the verse with the same number as the container.

*Match a picture to a phrase.* Write each line of a song on a different piece of paper, and find a picture that represents each line. Place the pictures on one side of the room and the papers on the other side. Sing the song, and ask the children to match the pictures to the words.



## Guidelines for the Sacrament Meeting Presentation

Under the direction of the bishop, the children's sacrament meeting presentation is normally held during the fourth quarter of the year. As the Primary presidency and music leader, arrange to meet early in the year with the counselor in the bishopric who

oversees Primary to begin discussing plans for the presentation. When you have completed the plans, obtain his approval for them.

The presentation should allow the children to present what they and their families have learned from the Old Testament at home and in Primary, including the Primary songs they have sung during the year. Prayerfully consider which gospel principles and songs support what they have learned. Throughout the year, keep notes of children's talks and personal experiences for possible use in the presentation. Invite children to share scriptures, stories, and their testimonies in the presentation. As you plan the presentation, think of ways it can help the congregation focus on Heavenly Father and the Savior and Their teachings.

Units with small numbers of children may consider ways in which family members can participate with their children. A member of the bishopric may conclude the meeting with brief remarks.

As you prepare the presentation, remember the following guidelines:

- Practices should not take unnecessary time away from Primary classes or families.
- Visuals, costumes, and media presentations are not appropriate for sacrament meeting.

See *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 12.2.1.2, [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org).





