



# Missionary Preparation

## Teacher Manual

*Religion 130*



# Missionary Preparation Teacher Manual

*Religion 130*

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Comments and corrections are appreciated. Please send them, including errors, to:

Seminaries and Institutes of Religion Curriculum Services

50 E. North Temple St., Floor 8

Salt Lake City, Utah 84150-0008

USA

Email: [ces-manuals@ldschurch.org](mailto:ces-manuals@ldschurch.org)

Please list your complete name, address, ward, and stake.

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# Contents

Introduction to the Missionary Preparation Teacher Manual . . . . .	v
1 The Missionary Purpose . . . . .	1
2 Our Need for the Atonement . . . . .	8
3 Learning by the Spirit . . . . .	15
4 Teaching by the Spirit . . . . .	22
5 What Is the Role of the Book of Mormon? . . . . .	29
6 Preparing for Life as a Missionary . . . . .	36
7 Teaching the Message of the Restoration (Part 1) . . . . .	47
8 Teaching the Message of the Restoration (Part 2) . . . . .	54
9 Developing Christlike Attributes . . . . .	62
10 Teaching the Plan of Salvation (Part 1) . . . . .	68
11 Teaching the Plan of Salvation (Part 2) . . . . .	75
12 Finding People to Teach . . . . .	79
13 Teaching the Gospel of Jesus Christ (Part 1) . . . . .	86
14 Teaching the Gospel of Jesus Christ (Part 2) . . . . .	94
15 Temple and Family History Work . . . . .	100



# Introduction to the Missionary Preparation Teacher Manual (Religion 130)

## Our Objective

The Objective of Seminaries and Institutes of Religion states:

“Our purpose is to help youth and young adults understand and rely on the teachings and Atonement of Jesus Christ, qualify for the blessings of the temple, and prepare themselves, their families, and others for eternal life with their Father in Heaven” (*Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], 1).

As an institute teacher, you can help achieve this objective as you effectively teach the gospel: “We teach students the doctrines and principles of the gospel as found in the scriptures and the words of the prophets. These doctrines and principles are taught in a way that leads to understanding and edification. We help students fulfill their role in the learning process and prepare them to teach the gospel to others” (*Gospel Teaching and Learning*, x).

The Fundamentals of Gospel Teaching and Learning will help both you and your students meet the Objective of Seminaries and Institutes of Religion as you study the scriptures, words of the prophets, and *Preach My Gospel* together. These fundamentals are as follows:

- Teach and learn by the Spirit.
- Cultivate a learning environment of love, respect, and purpose.
- Study the scriptures daily, and read the text for the course.
- Understand the context and content of the scriptures and the words of the prophets.
- Identify, understand, feel the truth and importance of, and apply gospel doctrines and principles.
- Explain, share, and testify of gospel doctrines and principles.
- Master key scripture passages and Basic Doctrines.

“When implemented wisely and in harmony with each other, [these fundamentals] contribute to the students’ ability to understand the scriptures and the doctrines and principles they contain. They also encourage students to take an active role in their learning of the gospel and increase students’ ability to live the gospel and teach it to others” (*Gospel Teaching and Learning*, 10). These fundamentals should be seen as outcomes rather than teaching methods (see *Gospel Teaching and Learning*, 10). The teaching suggestions in this manual present ways to achieve these outcomes in your teaching.

## Purpose of This Course

Religion 130: Missionary Preparation is designed to help prepare students for full-time missionary service by focusing on the doctrines, principles, and counsel found in the scriptures, words of the prophets, and *Preach My Gospel*. This manual, the scriptures,

and *Preach My Gospel* are your primary texts as you prepare and teach this course. *Preach My Gospel* serves as the student manual for this course, so you should encourage students to obtain a personal copy for their own study and to use in class. You will bless the lives of your students as you help them become familiar with it and use it in their preparation to serve a mission.

## How the Lessons Are Organized

This manual is designed to help newly called teachers as well as experienced ones. The course is designed to last one semester, and it is divided into 15 lessons. Each lesson is designed to be taught during a 90-minute class period. If your class period lasts less than 90 minutes, you may choose to either shorten the lessons or divide them into multiple parts to be taught over two or more class periods.

Each lesson in the manual consists of five parts:

- Introduction
- Advance Preparation
- Suggestions for Teaching
- Teaching Helps
- Invitations to Act

### Introduction

Each lesson begins with a brief introduction that summarizes the doctrines, principles, and major ideas covered in the lesson.

### Advance Preparation

This section includes key resources to study and also lists resources (for example, videos, handouts, and so on) that are used in each lesson outline and that you will need to prepare in advance. For instance, when the lesson suggests showing a video, it may be wise to download or otherwise prepare the video ahead of time.

### Suggestions for Teaching

This section gives suggestions for teaching the prescribed course topics. As the teacher, you should carefully study this section. The teaching suggestions in this manual follow the pattern described in chapter 3 of *Gospel Teaching and Learning*. They demonstrate how to incorporate the Fundamentals of Gospel Teaching and Learning in your teaching to help students understand and apply gospel principles and increase their personal conversion.

In the body of each lesson, you will find several key doctrines, principles, and truths that are set in bold print. These doctrines and principles are identified in the curriculum because (1) they reflect important truths found in the scriptures and *Preach My Gospel*, (2) they are particularly applicable to the needs and circumstances of prospective missionaries, or (3) they are key truths that can help students deepen their relationships with the Lord and prepare them for full-time missionary service. President Henry B. Eyring of the First Presidency has counseled: “As you prepare a lesson, look in it for converting principles. . . . A converting principle is one that leads to obedience to the will of God” (“Converting Principles” [address to CES religious educators, Feb. 2, 1996], 1; si.lds.org). Be aware that this manual does not attempt to identify all the doctrines and principles that might be taught in a lesson, and you may



be led by the Spirit to teach other principles and doctrines that are not addressed in the lesson materials. For more ideas on adapting lessons, see the “Decide What and How to Teach” section below.

### Teaching Helps

Teaching helps appear in boxes throughout the lessons, and they offer guidance on various teaching methods, skills, and techniques. They are designed to provide added insight into the basic principles of religious education. Look for ways to apply these helps effectively and consistently in your teaching.

### Invitations to Act

Elder David A. Bednar of the Quorum of the Twelve Apostles taught: “My earnest hope for each of you [prospective missionaries] is that you will not simply go on a mission—but that you will become missionaries long before you submit your mission papers, long before you receive a call to serve, long before you are set apart by your stake president, and long before you enter the MTC” (“Becoming a Missionary,” *Ensign* or *Liahona*, Nov. 2005, 45). In accordance with this concept, each lesson contains suggested activities to encourage prospective missionaries to begin thinking, acting, and serving like missionaries before they enter a missionary training center. The activities found in this section encourage class members to put into practice at home what they have learned in class. There are different ways to assign or suggest these activities. For example, you could distribute a handout during the first class that lists the recommended activities for each week in the semester. You could also write the weekly list of activities on the board or send your students a weekly text or email message.

## Decide What and How to Teach

### Select Teaching Ideas That Meet Students’ Needs

As you prepare to teach, you might ask yourself questions like these: What methods or learning activities will help my students understand what they need to know? What will help my students identify, understand, and explain key doctrines and principles? What can I do to help students feel the truth and importance of those doctrines and principles? How can I help students apply these doctrines and principles in their own lives?

This manual is designed to aid you in the lesson planning process. Carefully review the lesson material. Select the teaching ideas that best meet the needs of your students, and personalize them to your individual teaching style. The Holy Ghost will guide you in this process. You may choose to use all or part of the curriculum suggestions, or you may adapt the suggested ideas to the needs and circumstances of your class. As you determine how to adapt lesson materials, remember to prepare thoroughly and also allow the Spirit to guide you. Consider this counsel from Elder Dallin H. Oaks of the Quorum of the Twelve Apostles: “We first adopt, then we adapt. If we are thoroughly grounded in the prescribed lesson that we are to give, then we can follow the Spirit to adapt it” (“A Panel Discussion with Elder Dallin H. Oaks” [Seminaries and Institutes of Religion satellite broadcast, Aug. 7, 2012], 6; si.lds.org).

### Provide Teaching Opportunities to Students

One of the most important things you can do as the teacher of this course is to provide students with many opportunities to practice teaching and testifying during class, since

many young people lack confidence in teaching doctrines and principles of the gospel. Give students the chance to respond to questions, explain gospel truths to other members of the class, and teach the missionary lessons found in *Preach My Gospel*. As prospective missionaries come to understand how gospel doctrines and principles lead to salvation, they will teach the gospel with greater sincerity and power.

In addition to learning what to say and do, prospective missionaries must learn to focus on the needs of investigators and discern by the Spirit what each investigator needs in order to continue on the path to conversion. Help students understand that an investigator's lasting conversion depends less on what a missionary says and does than on whether the investigator acts in faith. The most effective missionaries pay careful attention to what investigators say and do and then lovingly help them progress toward conversion.

### Define Expectations for Students

The following suggestions may be helpful as you prepare and teach lessons:

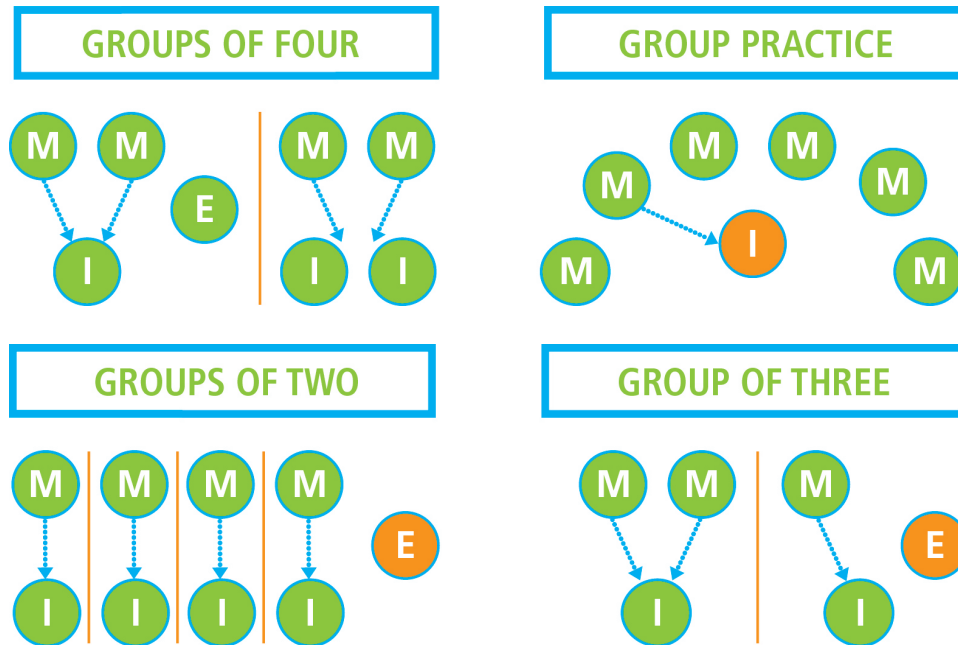
- Assign students to read applicable sections of *Preach My Gospel* or general conference messages before each lesson. Consider giving students a syllabus or course outline at the beginning of the course that explains what will be taught during each class and what students should read in preparation for each class. Students who prepare themselves ahead of time will be more likely to be taught by the Holy Ghost during the lessons.
- Expect students to fulfill their role as learners (see *Gospel Teaching and Learning*, 6, 15, 55).
- Allow students to discover gospel truths for themselves. Students are edified when you lead them through a learning process that is similar to what you experienced during lesson preparation. As students discover doctrines and principles for themselves, give them opportunities to explain these truths in their own words and to share and testify of what they know, how they feel, and what they plan to do.
- Create an environment where students can feel the Spirit of the Lord as they teach and learn from one another (see D&C 88:78, 122).
- Encourage students to bring a personal copy of the scriptures, a copy of *Preach My Gospel*, and a study journal to each class. Explain what a study journal is and how to use it.

As you decide what and how to teach, keep in mind these words by Elder David A. Bednar of the Quorum of the Twelve Apostles:

“I have observed a common characteristic among the instructors who have had the greatest influence in my life. They have helped me to seek learning by faith. They refused to give me easy answers to hard questions. In fact, they did not give me any answers at all. Rather, they pointed the way and helped me take the steps to find my own answers. I certainly did not always appreciate this approach, but experience has enabled me to understand that an answer given by another person usually is not remembered for very long, if remembered at all. But an answer we discover or obtain through the exercise of faith, typically, is retained for a lifetime” (“Seek Learning by Faith” [an evening with Elder David A. Bednar, Feb. 3, 2006], 5; si.lds.org).

## Teaching Activities

There are a number of ways to configure the classroom teaching activities suggested in the lesson outlines. It is generally helpful to vary the configurations of activities to help keep students interested and focused. For example, during role plays, consider inviting students to rotate as both missionary and investigator and as evaluator where applicable. You could also participate in any of the roles when needed.



*M = Missionary; I = Investigator; E = Evaluator*

## Training Model

The training model used in MTC curriculum can be adapted for use in this course to help students develop skills and abilities. The elements of this model may be used in any sequence and repeated to best accomplish the goal of helping students improve through practice.

Explain—Demonstrate—Practice—Evaluate—Repractice

### Explain

Explain concepts and skills that students should know, and teach them how these skills and concepts help fulfill a missionary's purpose.

### Demonstrate

Provide an example of what students are to do. This can be accomplished with live demonstrations, videos, or other means.

### Practice

Have students practice skills in pairs or groups.

### Evaluate

With the students' input, identify things they do well and ways they can improve their skills. Give them encouragement.

### **Repractice**

When possible, allow time for repeated practice.

### **Online Missionary Work**

As full-time missionaries, your students will use the Internet as a proselyting tool to find and contact investigators, contact members, work with local priesthood and mission leaders, answer questions, receive and contact referrals, follow up on commitments, confirm appointments, and teach principles from *Preach My Gospel*. Various suggestions throughout this manual will help you encourage students to begin sharing the gospel using online tools.

As the instructor for this course, you might take advantage of electronic tools by contacting your students during the week using text messages or social media to follow up on class assignments, to encourage them to study before they come to class, or to remind them to read the Book of Mormon daily.

### **Adapting the Manual to Those with Disabilities**

When instructing students with disabilities, teachers may adapt the lessons to meet student abilities. For example, to adapt lessons for students who cannot read, you might consider reading aloud yourself, having students read, or using prerecorded materials (such as audio or video versions of the scriptures, of *Preach My Gospel*, and of general conference talks). When lessons call for written responses, you might encourage students to give oral responses instead. Other students may also assist those with disabilities by individually reading the materials to them or writing the responses for them.

For more ideas and resources, consult the Disability Resources page at [disabilities.lds.org](http://disabilities.lds.org) and the S&I policy manual section titled “Adapted Classes and Programs for Students with Disabilities.”

# The Missionary Purpose

# 1

## Introduction

*Preach My Gospel* teaches that a missionary's purpose is to "invite others to come unto Christ by helping them receive the restored gospel through faith in Jesus Christ and His Atonement, repentance, baptism, receiving the gift of the Holy Ghost, and enduring to the end" (*Preach My Gospel*, 1). Elder Neil L. Andersen of the Quorum of the Twelve Apostles said, "Your mission will be a

sacred opportunity to bring others to Christ and help prepare for the Second Coming of the Savior" ("Preparing the World for the Second Coming," *Ensign* or *Liahona*, May 2011, 50). This course can help prepare your students to participate in the sacred opportunity of missionary work.

## Advance Preparation

- Study 2 Nephi 31:2, 10–21; 3 Nephi 11:31–41; and 3 Nephi 27:13–21.
- Study *Preach My Gospel*, chapter 1.
- Prepare to show the video "The Purpose of Missionary Work: Robles Family" (9:19), available on LDS.org.
- Prepare the handout titled "Our Missionary Purpose," found at the end of the lesson.

## Suggestions for Teaching

### The Purpose of Missionary Work

Ask students to identify activities and tasks that missionaries regularly perform, and list them on the board. (Responses might include tracting, studying, teaching, praying, and serving.)


Invite a student to read the text in the "Your Purpose" box on page 1 of *Preach My Gospel*. (Since this is the first class meeting, many students may not have a copy of *Preach My Gospel* with them, so you may need to distribute photocopies of this and other relevant pages.)

Next, invite students to compare the missionary purpose statement with the list of tasks on the board, and ask:

- How does understanding the missionary purpose statement broaden your understanding of what missionaries do? How does this purpose give meaning to the tasks missionaries perform?
- Which parts of this purpose statement identify the responsibility of the missionary, and which parts identify the responsibility of the investigator?
- How might making this purpose statement the guiding principle in your work make you a more effective missionary? (The purpose statement gives direction to the work a missionary does. It helps missionaries focus less on performing tasks and more on fulfilling their true purpose.)

To help class members better understand the purpose of missionary work, invite them to turn to page 2 of *Preach My Gospel*, and then ask a student to read aloud the final paragraph, beginning with "You are called."

**Inviting the Holy Ghost.** Often a well-prepared, student-led devotional that includes a prayer, a hymn, and a brief thought from the scriptures invites the Spirit, unites the students, and prepares their minds and hearts for spiritual learning.

 **Note:** Explain to students that the student manual for this course is Preach My Gospel. Encourage them to bring a print or electronic copy of Preach My Gospel with them to class each week. You might also wish to obtain copies of the Preach My Gospel pamphlets to be used with the practice activities outlined in the teacher manual.

As a class, discuss the following questions:

- According to this paragraph, what must a person do to come to the Savior?
- According to this paragraph, what does a missionary do to help others come unto Jesus Christ?

Provide each student with a copy of the handout “Our Missionary Purpose.” The handout contains a portion of an address given by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles. Arrange students into small groups, or invite them to form their own. Ask the groups to read the handout together and discuss the questions at the end.

After students have had sufficient time to study and discuss Elder Christofferson’s remarks, call on several students to share their answers to the discussion questions. Then ask the following:

- How can you begin to focus on the missionary purpose statement? (Responses might include any of the following: students might choose to memorize it, they might write it down and put it where they can see it every day, they might pray for help to better understand it, or they might look for elements of this purpose as part of their scripture study.)

Have a student read aloud the following quote from Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:




“We do not preach and teach in order to ‘bring people into the Church’ or to increase the membership of the Church. We do not preach and teach just to persuade people to live better lives . . . We invite all to come unto Christ by repentance and baptism and confirmation in order to open the doors of the celestial kingdom to the sons and daughters of God [see D&C 76: 51–52]. No one else can do this” (“The Purpose of Missionary Work,” missionary satellite broadcast, Apr. 1995).

- Why is it important to remember that preaching the gospel is about something far greater than merely helping someone become a member of the Church? (See also 3 Nephi 11:33–34.)
- What thoughts do you have as you consider that you will help “open the doors of the celestial kingdom” to those you will teach?



Invite students to consider how they might apply the missionary purpose in their lives, and ask them to consider whether their personal motivations for serving a mission match the missionary purpose statement found in *Preach My Gospel*. Ask students to take a moment to write down on a sheet of paper or in a study journal what specific actions they might take to bring their reasons for serving a mission better in line with this purpose statement.

 *Note: A study journal can be a bound journal, a notebook, or pages in a binder. Students might also use the notes and journal tool on LDS.org or a note-taking app on an electronic device. Students should use their study journals to take notes and record impressions during lessons and personal study.*

### Teaching the Doctrine of Christ

Explain to the class that the Savior declared that one of the primary purposes of the Book of Mormon is to “bring to light my gospel [and] the true points of my doctrine” (D&C 10:62). Christ’s doctrine includes the commandment that all mankind believe in Jesus Christ as Lord and Savior, repent of sin, be baptized, and receive the Spirit (see 3 Nephi 11:32). Write the following on the board:

<i>2 Nephi 31:2, 10–21</i>	<i>3 Nephi 11:31–41</i>	<i>3 Nephi 27:13–21</i>
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Divide the class into three groups. Ask one group to study 2 Nephi 31:2, 10–21; ask the second group to study 3 Nephi 11:31–41; and ask the third group to study 3 Nephi 27:13–22. Ask each group to read their verses and identify what is required of those who seek to follow Jesus Christ. You might encourage students to highlight or mark in their scriptures specific truths about the doctrine and gospel of Jesus Christ.

After students have had a few minutes to review these passages, ask them to list under each reference on the board specific actions that are required of followers of Jesus Christ.

Then ask questions like the following:

- If someone were to ask you if Mormons believed in Jesus Christ, how would these three scripture passages on the board help you answer the question?
- In your own words, how would you explain the doctrine or gospel of Jesus Christ to someone who does not know what it is?
- Some people may ask you why missionaries are preaching to people who already believe in Jesus Christ. How does the doctrine of Christ, as outlined in these scriptures on the board, help you answer that question?

As students respond, make sure they understand that the doctrine of Christ consists of (1) what Jesus Christ has done and continues to do to draw us unto the Father (see Alma 33:22; D&C 76:40–42) and (2) what we must do to access the blessings of the Atonement of Jesus Christ, including having faith, repenting, being baptized, receiving the gift of the Holy Ghost, and enduring to the end (see 3 Nephi 27:16–21).

Refer students back to the missionary purpose statement on the board and ask:

- How is the doctrine of Christ related to the purpose of missionary work?

As students discuss this question, they are likely to express the following truth:

**Missionaries fulfill their purpose by helping investigators accept the doctrine of Christ, develop faith, repent, be baptized, receive the gift of the Holy Ghost, and endure to the end.**


**Application.** Teachers should give students time in class to ponder, meditate on, or write about the specific actions they might take in order to apply principles in their lives. Teachers should encourage students to ask for guidance and direction from the Lord as they seek to know how to personally apply principles.

To deepen students' understanding that investigators must act on the doctrine of Christ to receive the restored gospel, have students turn to page 5 in *Preach My Gospel*, and ask a student to read aloud the first two paragraphs in the section titled "The Gospel of Jesus Christ." Then ask questions like the following to help your students see why it is important for investigators to act in faith:

- What evidence could a missionary look for to determine whether an investigator is exercising faith in Jesus Christ and His Atonement, repenting, and preparing to receive the covenant of baptism?

After students respond, explain that missionaries are often concerned with saying and doing the right thing. However, more important than what missionaries say and do is that investigators act in faith on what they are taught. One of the most important skills a missionary can develop is to discern by the Spirit whether an investigator is truly acting in faith and becoming converted.

- What evidence could a missionary look for to determine whether the Holy Ghost was present during a lesson and being felt by an investigator?
- What can prospective missionaries do to better understand and apply the doctrine of Christ? (Answers might include any of the following: pray in faith for greater understanding, study in the scriptures specific aspects of the doctrine of Christ such as the Atonement of Jesus Christ and the first principles and ordinances of the gospel, talk with others about what they have done to increase their faith in Jesus Christ, study the sacrament prayers for greater understanding of baptismal covenants, and so on.)

 Show the video "The Purpose of Missionary Work: Robles Family" (9:19), and ask class members to take notes on what the missionaries did to help the Robles family come unto Christ.

After showing the video, ask questions like the following to help students explain what the missionaries did to fulfill their purpose:

- What did these missionaries do to help the Robles family grow in faith? (Answers might include the following: they encouraged them to pray about the Book of Mormon, answered their questions, taught them why it is important to obey the commandments, committed them to obey the commandments, helped them receive the ordinance of baptism, made sure the ward was involved in their lives, and pointed them to the temple.)
- Why are both *teaching* investigators and *inviting* them to come unto Christ important aspects of what missionaries do?
- What evidence did you see that the faith of the Robles family members increased and that they felt more in tune with the Spirit of Christ?

Give your students several minutes to study the section titled "Helping Others Make Commitments: The Door to Faith and Repentance" in *Preach My Gospel*, page 8. Then assign students to pair up and take turns sharing how they feel about inviting others to keep commitments. What fears or concerns do they have? What helps them to have confidence that they will be able to do it? Then ask the following questions:

- How could understanding the doctrine of Christ help you invite investigators to make commitments?



- Why did Elder Jeffrey R. Holland say that a missionary should be “devastated” when people do not follow through on a commitment to read or pray about the Book of Mormon?

Invite the class to imagine how it might feel to help people make changes and be baptized. Ask if any of them have helped a friend or family member to come unto Christ, and invite them to share how it felt to assist in that process.

### The Greatest Duty

Discuss how missionaries have the authority to teach Heavenly Father’s children the gospel and to help them receive the ordinances that will allow them to enjoy the blessings of the Atonement. Display the following statements, and ask a student to read them aloud to the class:



“After all that has been said, the greatest and most important duty is to preach the Gospel” (Joseph Smith, quoted in *Preach My Gospel*, 12).



“Teaching the gospel is more important than other good deeds. You are in the greatest work in the world, and nothing in this world can compare to it. Building homes and bridges is nothing. Building worlds is nothing compared to the lives you are building. The saving of mortal lives isn’t any important accomplishment as compared to what you are doing. You might go out here to one of these cemeteries and raise the dead, even a thousand or ten thousand of them, and you haven’t done anything compared to what you are doing when you are saving people” (*The Teachings of Spencer W. Kimball* [1982], 547).

Ask your students if a few of them would share why they think preaching the gospel is the most important duty that we have. Make sure students understand that by preaching the gospel, we help others access the blessings of the Atonement.

Ask a student to read aloud Doctrine and Covenants 18:10, 15–16 while the class follows along, looking for the blessings that come to those who preach the gospel and to those who accept the gospel. Then ask:

- What are some of the blessings that come to those who preach the gospel and to those who are taught the gospel?

Explain that missionary work can also be challenging. Have a student read the following quote from Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:




“I am convinced that missionary work is not easy because *salvation is not a cheap experience*. Salvation *never* was easy. We are the Church of Jesus Christ, this is the truth, and He is our Great Eternal Head. How could we believe it would be easy for us when it was never, ever easy for Him? It seems to me that missionaries and mission leaders have to spend at least a few moments in Gethsemane. Missionaries and mission leaders have to take at least a step or two toward the summit of Calvary.

“... I believe that missionaries *and* investigators, to come to the truth, to come to salvation, to know something of this price that has been paid, will have to pay a token of that same price” (“Missionary Work and the Atonement,” *Ensign*, Mar. 2001, 15).

- How will this perspective on missionary work help you when you experience challenges as a missionary?

As you end class, consider giving students a few minutes to write down what they have learned about the relationship between missionary work and the doctrine of Christ. Encourage students to set a goal of what they might do to better understand the doctrine of Christ as they prepare for their missions. Ask students if any of them would like to share their testimonies with the class. Express your testimony that if students will learn and act on the doctrine of Christ, they will be more successful missionaries.

## Invitations to Act

 *Note: Each lesson includes suggested activities that are designed to help students become more prepared to serve a mission. There are different ways to assign or suggest these activities. For example, you could distribute a handout during the first class that lists the recommended activities for each week in the semester. You could also write the weekly list of activities on the board, or if possible you might send your students a weekly text or email message about these activities.*

Explain to students that effective preparation for a full-time mission requires effort outside of the classroom. Therefore, at the conclusion of each lesson, you will provide suggested activities designed to help them become more prepared to serve a mission. To help students to begin now to participate in the Lord's work, challenge them to do one or more of the following:

- Using social media, share with others why you are excited to serve a mission and what you are doing to prepare.
- Watch a few of the videos found on the Hastening the Work of Salvation section of LDS.org and write down in a study journal the feelings you have as you consider your opportunity to participate in the work of salvation.
- Invite a friend to attend this missionary preparation class with you. (You might extend this invitation to students at the end of each class period.)
- Invite a nonmember or less-active member friend to be taught the missionary lessons.

# Our Missionary Purpose

Elder D. Todd Christofferson

Seminar for New Mission Presidents, 2008

Consider some examples of the difference between what happens when missionary work is centered in the missionary purpose versus what may happen when the focus is only on missionary activities:

- (1) If missionaries are purpose-driven, they teach people in a way that helps them truly understand the gospel and why and how they should repent. If the missionaries' focus is not on their purpose, they may simply teach to achieve a certain number of lessons taught per week. In that case, they will be trying to get through the lesson rather than really listening and responding to what is in the investigator's mind and heart. They will be sharing information rather than offering salvation, and those are two very different experiences for an investigator (and for a missionary).
- (2) Missionaries who forget their purpose might "open their mouths" and engage in finding activities to fill the teaching pool with a particular number of bodies without seeking and listening to the Spirit to discern who is feeling the Spirit as they talk. Finding will be focused on numbers without reference to the potential for conversion.
- (3) Without the missionary purpose in mind, the daily planner is likely to serve simply as a schedule and appointment calendar. However, with the purpose uppermost, the planner will become a tool for ensuring that the things that need to happen to produce an outcome, that is, to bring about conversion and baptism, are, in fact, identified, remembered, and made to happen with regard to each individual investigator. Otherwise, a missionary is likely to fall into the trap of thinking that the measure of his success is busyness.
- (4) A missionary who has internalized his purpose will look forward to his daily opportunity to feast upon the word of God because his study will have purpose. He will be searching for answers to his investigators' questions of the soul, as well as his own. He will be looking for guidance on how to teach

and lead investigators in the path of repentance. Without this sense of purpose, a missionary is likely to be less enthusiastic about individual and companion study. While he may devote the time, it will be without the fire that could later imbue his teaching with the spirit of revelation and prophecy. (See Alma 17:2–3; 43:2; D&C 11:21, 25–26.)

(5) A missionary might go through the motions of inviting people to attend Church because he believes that that is what missionaries are supposed to do. However, when the missionary purpose is burning in his heart, the missionary understands that participation in Church is essential for the investigator to develop a stronger desire for baptism and to establish a foundation for enduring to the end in the gospel covenant. With the ultimate purpose in mind, the invitation to attend Church will have greater urgency, the explanation of the importance of Sabbath worship and what to expect in an LDS Sunday service will be different, the spirit that attends the missionaries' words will have a persuasive power that would not otherwise be present.

Please do not ignore chapter one of *Preach My Gospel* and its question: "What is my purpose as a missionary?" When missionaries have internalized the purpose of bringing people to Christ through the principles and ordinances of the restored gospel, they will understand that missionary work is not a program, it is a cause—the cause of the Father, the Son, and the Holy Spirit. They will understand that they are not salesmen or technicians but divinely authorized and commissioned teachers of righteousness. They will understand that the world has no access to atoning grace and salvation but through them and the Church they represent, The Church of Jesus Christ of Latter-day Saints. They will understand what they and this work are all about, and they will be up and about their Father's business. As the sons of Mosiah, they will teach "with power and authority of God" (Alma 17:3).



## Discussion Questions

1. How can a missionary determine if his or her actions are being guided by the missionary purpose?
2. How could focusing on the purpose of missionary work affect how you perform daily missionary activities?
3. How does the last paragraph help you understand the eternal nature of what you will do as a missionary?



# 2

## Our Need for the Atonement

### Introduction

The Atonement of Jesus Christ is central to God’s plan of salvation. Through His Atonement, Jesus Christ fulfilled His Father’s purposes by redeeming us from spiritual and physical death, satisfying the demands of justice, and cleansing us from our individual sins on condition of repentance. The Savior also comforts us in our infirmities, gives us strength to accomplish things that we would

not be able to do on our own, and gives us hope that we can return to live with Him and Heavenly Father. Full-time missionaries participate in the work of salvation by helping others learn how to access the blessings of the Atonement through faith in Jesus Christ, repentance, baptism, confirmation, and enduring to the end.

### Advance Preparation

- Study the following to better understand why we need the Atonement: Romans 3:23; 2 Nephi 9:6–10; and Alma 42:9–14.
- Study the following to see some of the blessings available through the Atonement: Mosiah 3:19; 4:3; 24:12–15; and Alma 5:12–13; 7:11–13.
- Study Elder Jeffrey R. Holland, “Missionary Work and the Atonement,” *Ensign*, Mar. 2001, 8–15.
- Study *Preach My Gospel*, pages 51–52 and 60–61.
- Prepare to show the video “He Lives! All Glory to His Name!” (2:51; clip from the talk by Elder Richard G. Scott, *Ensign* or *Liahona*, May 2010, 75–78), available on [lds.org/media-library](http://lds.org/media-library).

### Suggestions for Teaching

#### Why We Need the Atonement

Begin by asking students the following:

- How do people come to understand that they need the Atonement of Jesus Christ in their lives?

Next, display the following statement:



“Just as a man does not really desire food until he is hungry, so he does not desire the salvation of Christ until he knows why he needs Christ.

“No one adequately and properly knows why he needs Christ until he understands and accepts the doctrine of the Fall and its effect upon all mankind” (President Ezra Taft Benson, *A Witness and a Warning* [1988], 33).

Then ask:

- What are we referring to when we talk about the Fall of Adam?

Display the following quote and have a student read it aloud to the class:

“Because Adam and Eve ... partook of the fruit of the tree of the knowledge of good and evil, they were cast out from the presence of the Lord (see D&C 29:40–41). In other words, they experienced

**Fostering a climate of love and respect.** As students come to class, greet them by name, tell them you are happy to see them, express appreciation for them, or ask about their family, work, or school. Students who feel loved, trusted, and valued by their teacher and other students will likely be more willing to come to class, be more open to the influence of the Spirit, and have a greater desire to participate.

spiritual death. They also became mortal—subject to physical death. This spiritual and physical death is called the Fall. ...

"As descendants of Adam and Eve, we inherit a fallen condition during mortality (see Alma 42:5–9, 14). We are separated from the presence of the Lord and subject to physical death. We are also placed in a state of opposition, in which we are tested by the difficulties of life and the temptations of the adversary (see 2 Nephi 2:11–14; D&C 29:39; Moses 6:48–49)" (*True to the Faith* [2004], 56).

Help students identify doctrines taught in this quotation by asking:

- How does the Fall of Adam affect each of us as descendants of Adam and Eve?  
**(Like Adam and Eve, we too are subject to both physical and spiritual death. We live in a fallen world and are subject to the difficulties of life and temptations of the adversary. We have been cut off from the presence of the Father and need the help of the Savior in order to return to Him.)**

Write the following scripture references on the board, and give students a few minutes to study them:

*Romans 3:23*

*2 Nephi 9:6–10*

*Alma 42:9–11, 14*

As they study, encourage students to look for how each of us is affected by the Fall of Adam and Eve.

- How do these scriptures explain how each of us is affected by the Fall of Adam and Eve? (As students respond, write their answers on the board. Though their answers may vary, they may look like the following: **We all sin and become unclean in the sight of God; because we sin, we are cut off from the presence of God; we will experience physical death; we live in a fallen world and must overcome the "natural man"** [Mosiah 3:19].)

Ask students what questions they have about the doctrines and terms they identified. Allow for class discussion to explore these questions. Then ask:

- How do these scriptures help explain why we all need Jesus Christ? (**The Atonement of Jesus Christ redeems us from the Fall of Adam and from our own acts of disobedience.**)

Explain that as part of God's merciful plan, the Atonement of Jesus Christ permits us to escape the "monster" of death and hell (see 2 Nephi 9:10), meaning physical and spiritual death. We will all be resurrected. Through Jesus Christ's Atonement, we can be washed clean of our sins as we repent. Without Jesus Christ, we would not only perish, but we would be subject to the devil for all eternity.

Share a brief testimony of the wisdom and mercy of God's plan. Assure students that all of the results of the Fall can be overcome through the Atonement of Jesus Christ.

### The Importance of Teaching the Atonement



Consider reading or showing the video clip of the following statement from Elder Richard G. Scott of the Quorum of the Twelve Apostles. Ask students to look for why it is important for us to increase our understanding of the Atonement.

#### Explaining doctrine.

One of the skills necessary for all missionaries is the ability to understand the doctrines they teach and explain them in simple terms. You can increase your students' ability to do this by regularly asking them to explain a doctrine and why it is important for them and for investigators to understand it.



“As you remember the Resurrection and the price paid and the gift given through the Atonement, ponder what the scriptures teach of those sacred events. Your personal witness of their reality will be strengthened. They must be more than principles you memorize. They must be woven into the very fiber of your being as a powerful bulwark against the rising tide of abomination that infects our world. ...

“Without the Atonement, Father in Heaven’s plan of happiness could not have been placed fully into effect. The Atonement gives all the opportunity to overcome the consequences of mistakes made in life. When we obey a law, we receive a blessing. When we break a law, there is nothing left over from prior obedience to satisfy the demands of justice for that broken law. The Savior’s Atonement permits us to repent of any disobedience and thereby avoid the penalties that justice would have imposed.

“My reverence and gratitude for the Atonement of the Holy One of Israel, the Prince of Peace and our Redeemer, continually expand as I strive to understand more about it. I realize that no mortal mind can adequately conceive, nor can human tongue appropriately express, the full significance of all that Jesus Christ has done for our Heavenly Father’s children through His Atonement. Yet it is vital that we each learn what we can about it. The Atonement is that essential ingredient of our Father in Heaven’s plan of happiness without which that plan could not have been activated. Your understanding of the Atonement and the insight it provides for your life will greatly enhance your productive use of all of the knowledge, experience, and skills you acquire in mortal life. ...


“There is an imperative need for each of us to strengthen our understanding of the significance of the Atonement of Jesus Christ so that it will become an unshakable foundation upon which to build our lives. ...

“Profound personal pondering of the scriptures accompanied by searching, heartfelt prayer will fortify your understanding of and appreciation for His priceless Atonement” (“He Lives! All Glory to His Name!” *Ensign or Liahona*, May 2010, 75–76).

Help students analyze Elder Scott’s statement by asking questions like the following:

- What parts of Elder Scott’s address emphasized the importance of understanding the Atonement? (Make sure students identify statements like the following: the Savior’s suffering “will affect us not only in this life but throughout all eternity”; “His Atonement made fully active the plan of happiness of His Father in Heaven”; “Jesus administers the balance between justice and mercy conditioned upon our obedience”; “the Atonement gives all the opportunity to overcome the consequences of mistakes made in life”; and “your understanding of the Atonement and the insight it provides for your life will greatly enhance your productive use of all of the knowledge, experience, and skills you acquire in mortal life.”)
- Elder Scott stated that the principles of the Atonement “must be more than principles you memorize. They must be woven into the very fiber of your being.” How can a prospective missionary make this happen?

Many young people do not understand the blessings, other than forgiveness of sins, that come into their life through the Atonement. To help deepen students’ understanding of these other blessings, give the class a few minutes to study the following scripture passages, looking for blessings that come through the Atonement of Jesus Christ: Mosiah 3:19; 4:3; 24:12–15; Alma 5:12–13; 7:11–13. After sufficient time, ask students to explain some of the many blessings of the Atonement. Summarize their responses on the board.

 *Note: Before moving on, you might take a few minutes to read and discuss with students the Bible Dictionary entry for Atonement.*

Display the following quote and have a student read it aloud:

**"As your understanding of the Atonement of Jesus Christ grows, your desire to share the gospel will increase"** (*Preach My Gospel*, 2).

Help your students better understand this principle by asking:

- Why would a person's desire to share the gospel increase when he or she understands the Atonement?

Assign students to work with another member of the class to take turns reading aloud 1 Nephi 8:10–12; Enos 1:5–9; and Mosiah 27:34–36 and 28:1–4. Have them look for a pattern found in these passages. After sufficient time, invite a few students to explain the pattern they found. (After Lehi, Enos, and the sons of Mosiah had experienced the blessings of the Atonement, they felt a desire to share the gospel and help others receive the same blessings.)

To help students feel the truth and importance of the principle you wrote on the board, ask the following:

- If not too personal, what experiences have you had with the Atonement that motivate you to share the gospel with others?
- How do your knowledge of and feelings about the Atonement motivate you to bring others closer to Jesus Christ?

Give students a moment to ponder whether their understanding of the Atonement of Jesus Christ is part of their motivation to serve a mission and what they might do to increase their level of gratitude for what Jesus Christ has done for them.

### Helping Investigators Receive the Blessings of the Atonement

Tell your students that no doctrine they will teach as missionaries is more important for both investigators and missionaries to understand and accept than the Atonement of Jesus Christ.

Have students study 2 Nephi 2:6–8 and look for what Lehi taught we should do with our knowledge of the Atonement. After a few students have responded, help them understand the need for investigators to understand and accept the Atonement by displaying and reading the following statement from Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



"In zone conferences, which are some of the greatest teaching moments we as General Authorities have with these young elders and sisters, I have asked missionaries what it is they want investigators to do as a result of their discussions with them.

"Be baptized!" is shouted forward in an absolute chorus.

"Yes," I say, "we do want them to be baptized, but what has to precede that?" ...

"... Almost never do the missionaries get around to identifying the two most fundamental things we want investigators to do prior to baptism: have faith in the Lord Jesus Christ and repent of their sins. Yet 'we believe that the first principles and ordinances of the Gospel are: first, Faith in the Lord Jesus Christ; second, Repentance; [then] third, Baptism by immersion for the remission of sins; fourth, Laying on of hands for the gift of the Holy Ghost' (A of F 1:4; emphasis added).

"A convert's new life is to be built upon faith in the Lord Jesus Christ and His redeeming sacrifice—a conviction that He really is the Son of God, that He lives this very moment, that He really is the door of

the sheepfold, that He alone holds the key to our salvation and exaltation. That belief is to be followed by true repentance, repentance which shows our desire to be clean and renewed and whole, repentance that allows us to lay claim to the full blessings of the Atonement" ("Missionary Work and the Atonement," *Ensign*, Mar. 2001, 10–11).

Then ask:

- What must an investigator do to lay claim to the full blessings of the Atonement? (Have faith in Jesus Christ, repent, and be baptized.)

Explain to students that Doctrine and Covenants 20:37 describes the qualifications for baptism. Have students read the verse and look for what investigators should do before being baptized. Ask:

- What are some things investigators should do that show they are developing faith in Jesus Christ? (They will humble themselves, repent of their sins, manifest good works, and so on.)
- What role do missionaries play in helping investigators meet the qualifications for baptism? How does this relate to your purpose as a missionary? (If necessary, remind students of the principles from the last lesson.)

### **Missionaries Are Commanded to Teach Repentance**

On the board, write the following question:

*What is the most important thing that missionaries can do to help bring God's children unto Christ?*

Have students read Doctrine and Covenants 18:11–14 and look for the answer to the question on the board. Discuss students' responses to the question, then ask:

- Why is repentance the only way in which God's children can gain access to the full blessings of the Atonement? (See Mosiah 16:13; Alma 11:37; and Helaman 14:13.)

On the board, write the following answer to the question that is already displayed:


*Missionaries are commanded to teach repentance so that those they teach can access the full blessings of the Atonement and begin a new life in Christ.*



Divide the class in half. Have half of the class study the section titled “The Atonement” on pages 51–52 of *Preach My Gospel*. Have the other half of the class study the section titled “Through Christ We Can Be Cleansed from Sin” on pages 60–61 of *Preach My Gospel*. Give students several minutes to read and to prepare to teach a two-minute overview of the material they read. As part of their overview, encourage students to (1) identify and explain the essential points of the doctrine, (2) share a personal experience or scripture that supports the doctrine, and (3) bear testimony of what they teach. Summarize these three steps on the board.

After students have had sufficient time to prepare, you might have students from the first group pair up with someone from the other group and take turns teaching each other. After every student has had the opportunity to teach another class member, you might invite a student to volunteer to come to the front of the class and teach his or her overview to the class. After the presentation is finished, compliment the student who presented and ask the class for any feedback on the experience. Ask if they have any questions, and then ask:

- How did it feel to teach and bear testimony of the Atonement of Jesus Christ?
- What are some things you discovered that might help you when you teach investigators about the Atonement of Jesus Christ?
- Why are you looking forward to teaching the Atonement of Jesus Christ to others?

 *Note: If time permits, you might consider using the following teaching idea to help students develop greater confidence in teaching the Atonement of Jesus Christ. Otherwise, conclude by inviting a few students to share their feelings about the Savior and His Atonement.*

### Using the Scriptures

Explain to students that as missionaries, they can teach with greater power when they use the scriptures. Have half of the class search the scripture passages in the “Atonement” section of the Scripture Study box on page 52 of *Preach My Gospel*. Have the other half of the class search the scripture passages in the Scripture Study box on page 61 of *Preach My Gospel*. Encourage students to select a passage about the Atonement of Jesus Christ that they understand and would feel comfortable bearing testimony of. After allowing sufficient time for students to share, ask:

- How might you use the scripture you selected to help someone better understand the Atonement of Jesus Christ? (Encourage several students to respond.)
- Why do you think it is important for missionaries to use the scriptures when they teach?

Have students turn to the section titled “Use the Scriptures” on page 180 of *Preach My Gospel*. Have a student read the first paragraph, including the four bulleted points, and then ask the class members to consider how their ideas about the importance of using the scriptures match with the statement in *Preach My Gospel*.

Tell your class that in a few minutes they will teach another student, using the scripture on the Atonement that they selected earlier. Explain that there are principles in *Preach My Gospel* that will help them as they teach. Have a student read aloud the subsection titled “Introduce the scripture” on pages 180–81 of *Preach My Gospel*. Ask if students have any questions about this step, and give them a moment to consider how they would introduce the scripture they selected.

Next, have another student read aloud the subsection titled “Read the passage” on page 181 of *Preach My Gospel*. Give students a moment to silently read their selected

**Explain, share, and testify.** A basic teaching pattern that all missionaries should learn and become comfortable with is: (1) explain a doctrine using their own words, (2) share a scripture or a personal experience that helps explain the doctrine, and (3) bear testimony of how they feel about the doctrine and why it is important.

scripture passage and identify any words or phrases they may need to explain to an investigator. Then have a third student read aloud the subsection titled “Apply the scripture” on page 181. Again, ask students if they have any questions.

To help students be successful in teaching from the scriptures, you should model the skill for them. Consider choosing a verse or two from Mosiah 3:7–11 and 16–19 to teach so that you do not use one of the scripture passages that students selected. Be simple and brief as you demonstrate the three steps: introduce, read, and apply the scripture passage. This demonstration will help students to not feel overwhelmed by what is expected of them. When you are done, ask students if they have any questions.

Give students a few minutes to prepare to teach their selected scripture passage using the three steps found in *Preach My Gospel*. Then pair each student up with another member of the class, and have them teach each other. When students have finished teaching, assure them that as they study the scriptures and *Preach My Gospel*, their ability and confidence in teaching the gospel will increase.

To conclude today’s lesson, ask your students if any of them would like to share their feelings about Jesus Christ, especially about the Atonement of Jesus Christ.

### **Invitations to Act**

Invite your students to do one or more of the following to help them better understand the Atonement of Jesus Christ:

- During your personal scripture study, mark or highlight passages that help you to understand Jesus Christ and His Atonement.
- Share your testimony of the Atonement with someone at home, at church, or online.
- As circumstances allow, bear testimony of the Atonement during a teaching appointment with the full-time missionaries.
- Take time each day to study the Atonement of Jesus Christ in the scriptures.

# Learning by the Spirit

# 3

## Introduction

For missionaries to grow in the gospel and stay on the path that leads to eternal life, they need to develop a habit of gospel study. At missionary training centers, missionaries spend several hours each day studying by themselves and with their companions. In the mission field they are expected to continue their gospel study each

day. They must learn “by study and also by faith” (D&C 88:118) in order to build a reservoir of gospel knowledge and increase their own conversion. It is essential for missionaries to have this reservoir of knowledge gained through Spirit-guided study in order to teach with power and fulfill their purpose.

## Advance Preparation

- Study Doctrine and Covenants 8:2–3; 9:7–8; 11:12–17, 21–22, 26–28; and 138:1–2, 11.
- Study *Preach My Gospel*, pages 17–18, 22–24.
- Provide sheets of paper for students to use if they do not have a study journal.
- Prepare to show the video “Advice for Studying the Scriptures” (2:07), available on LDS.org.
- Prepare the handout titled “Personal Scripture Study Habits,” found at the end of the lesson.
- Prepare to show an image of Joseph and Hyrum Smith.

## Suggestions for Teaching

### The Importance of Gospel Study

Show students a picture of Joseph Smith and his brother Hyrum and ask them to open their scriptures to Doctrine and Covenants 11. Help students understand the context of this section by explaining that while Joseph Smith was translating the Book of Mormon, his older brother Hyrum became deeply interested in the work and desired to share the message of the Restoration with others. Seeking the Lord’s will, Hyrum asked Joseph to ask for a revelation in his behalf. The Lord’s response is recorded in Doctrine and Covenants 11. In many respects, Hyrum was in the same position as the members of your class, who are themselves preparing to share the message of the restored gospel.

Have a couple of students take turns reading aloud Doctrine and Covenants 11:15–17 while the class follows along, looking for counsel the Lord gave to Hyrum. Then ask:

- Why did the Lord tell Hyrum to “wait a little longer” before sharing the gospel message with others?

Have students read Doctrine and Covenants 11:21–22 and 26, looking for counsel that is applicable to prospective missionaries today.


- What did the Lord direct Hyrum to do as he prepared to share the gospel with others? What does it mean to obtain God’s word? What does it mean to treasure up the Lord’s word in your heart?
- How could the Lord’s counsel in these verses help someone today who is preparing to serve a mission? (Though they may use different words, students should identify



Joseph and Hyrum Smith

the following principle: **Gospel study prepares missionaries to preach the gospel with the Spirit and with power.**)

- What blessings did the Lord promise to those who “seek to obtain [His] word”?

 *Note: As missionaries learn gospel doctrines and gain stronger testimonies, their ability to teach with the Spirit will increase. Missionaries are encouraged to learn and grow by reading the Book of Mormon and studying the lessons found in chapter 3 of Preach My Gospel. Help your students recognize that this study can help them begin to “obtain [God’s] word” now.*

Have students turn to page 180 in *Preach My Gospel*, and have a student read aloud the paragraph that begins with “Your ability to teach with power.” Then ask:

- What ideas in this paragraph reinforce the importance of daily scripture study for those who want to become effective missionaries? (Scripture study prepares missionaries to teach the gospel with power.)

Tell students that the remainder of the lesson will focus on how they can get more out of their personal scripture study. Encourage students to ponder throughout the lesson how to apply what they learn in order to improve the effectiveness of their scripture and gospel study.

### Using a Study Journal

Instruct the class to turn to page x in the introduction of *Preach My Gospel*. Invite two students to read aloud the two paragraphs in the “Study Journal” subsection. After the students read, ask:

- According to this section, how can using a study journal help you as you study the gospel?
- Why would it be important to record the ideas and feelings that you receive during gospel study?

Consider asking your students if any of them have a study journal, and invite those who do to share how their journal has benefited them. Encourage students to begin using a study journal if they have not yet done so. Remind them that a study journal can be as simple as an inexpensive bound journal, a notebook, or pages in a binder. They could also use the notes and journal tools on LDS.org or a note-taking app on an electronic device. Encourage students to bring a study journal to each class to record the ideas, feelings, and insights they have during class.

## Learning by the Spirit

Divide students into pairs. Invite them to work together to read the second paragraph on page 17 of *Preach My Gospel* and then discuss what is required to have meaningful learning experiences with the scriptures. After students have had time to discuss the paragraph, invite a few of them to share a few of the main ideas from their discussion. You might ask questions like these:

- What does it mean to study with “real intent”? (*Real intent* means that we intend to obey or put into practice what we learn.)
- How might studying with “real intent” and “hungering and thirsting after righteousness” affect a person’s gospel study? (As students respond, consider asking follow-up questions to encourage them to think more deeply about their answers. For instance, if students respond that real intent will be reflected in how someone prays, you might ask them to explain how one’s prayers would be different. If a student responds that it will show in their desires, ask them to expound on that idea.)

Ask three students to take turns reading aloud the paragraphs in the section titled “Learning by the Holy Ghost” on page 18 of *Preach My Gospel*. Have the rest of the class follow along and mark the blessings that come to us when the Holy Ghost helps us learn the gospel. Then ask:

- What blessings can come to us when the Holy Ghost guides our gospel learning? (Consider writing this principle on the board as students respond: **When the Holy Ghost guides our gospel learning, we receive greater light and understanding.**)

To help students better understand how they might invite the Holy Ghost to teach them while studying the gospel, read or display the following quotation from Elder D. Todd Christofferson of the Quorum of the Twelve Apostles. Invite your students to look for what they can do to gain more from their scripture study.



“For the gospel to be written in your heart, you need to know what it is and grow to understand it more fully. That means you will study it. When I say ‘study,’ I mean something more than reading. It is a good thing sometimes to read a book of scripture within a set period of time to get an overall sense of its message, but for conversion, you should care more about the amount of time you spend in the scriptures than about the amount you read in that time. I see you sometimes reading a few verses, stopping to ponder them, carefully reading the verses again, and as you think about what they mean, praying for understanding, asking questions in your mind, waiting for spiritual impressions, and writing down the impressions and insights that come so you can remember and learn more. Studying in this way, you may not read a lot of chapters or verses in a half hour, but you will be giving place in your heart for the word of God, and He will be speaking to you” (“When Thou Art Converted,” *Ensign or Liahona*, May 2004, 11. For additional study ideas, see Elder Richard G. Scott, “How to Obtain Revelation and Inspiration for Your Personal Life,” *Ensign or Liahona*, May 2012, 45–47).

Help students analyze Elder Christofferson’s statement by asking the following questions:

- What actions did Elder Christofferson identify that can lead to greater understanding of the scriptures?
- How do these actions better permit the Holy Ghost to teach you?

### Follow-up questions.

Follow-up questions can help students think more deeply about a principle and respond with greater sincerity. For example, when students respond with a simple or brief answer, you might ask, “Can you give me an example of what you mean?” Or, “Can you think of a time when you have felt the truth of what we are talking about?”

- How has one or more of these actions helped you deepen your understanding of the gospel?

Explain that it is helpful when studying the scriptures to understand how the Holy Ghost communicates with us. Divide the class into pairs (perhaps the same pairs from the previous activity). Write the following scripture references on the board, and ask students to copy them into their study journals or on a sheet of paper: Doctrine and Covenants 8:2–3; 9:7–8; 11:12–14; and 138:1–2, 11.

Give students time to study these passages and mark words or phrases that describe how the Holy Ghost communicates with us. They might also write a few notes in their study journal about what they learn from these passages. Ask students to discuss with their partner what they marked in these verses and what they learned. After allowing sufficient time, ask the following questions:

- What words or phrases did you find that describe how the Holy Ghost communicates with us? (Write students' responses on the board.)
- How has the Holy Ghost taught you in one of these ways and deepened your understanding of a gospel doctrine or principle? What specific experiences have you had?

Invite students to turn to page 22 of *Preach My Gospel*, and have a student read aloud the first four bulleted items under the heading "Study Ideas and Suggestions."

Consider asking the following:

- How might these recommendations affect a missionary's ability to effectively share the gospel with others?
- How could you adapt these ideas and put them into practice now as prospective missionaries?
- How could improving your scripture study skills and habits contribute to your success as missionaries? (Students will likely state a principle similar to this: **As missionaries develop habits of effective gospel study, they will be taught by the Spirit, their experience will be more rewarding, and they will be better prepared to teach the gospel.**)

Divide the class into groups of three or four. Ask each group to divide among themselves the six subsections under "Study Ideas and Suggestions" on pages 22–24 of *Preach My Gospel*, and have group members study their assigned subsections. Some group members may need to study more than one subsection. Appoint a leader in each group to direct a discussion about what group members learned and what they can do now to make their gospel study more powerful and effective. After the groups have had time to discuss, ask the class:

- How have these study skills or habits helped you to study the scriptures more effectively?

To help students personally apply what has been discussed, give each student a copy of the "Personal Scripture Study Habits" handout. Give the class several minutes to complete the activity in the handout.

After allowing sufficient time, ask students to share any thoughts or insights they gained from this exercise. Encourage them to follow through with incorporating the scripture study skills and habits they selected into their personal study. Assure them that as they do this, the Holy Ghost will enlighten their minds and increase their understanding of the gospel.

Help the class understand that in addition to *how* they study, *when* and *what* they study are also very important in helping them be effective missionaries. Have class members turn to page viii in the introduction of *Preach My Gospel* and look over the Missionary Daily Schedule found in the “Personal Study, Companion Study, District Meetings, and Zone Conferences” section. Then ask:

- How does the Missionary Daily Schedule illustrate the importance of gospel study?
- How could having consistent daily scripture study now prepare you for this rigorous schedule as a missionary?

### Scripture Marking



If you have enough time remaining, consider showing the video “Advice for Studying the Scriptures” (2:07) to help the class think of ways in which they could improve the way they mark their scriptures.

After showing the video, ask:

- What did you learn from Elder Bednar that would help you improve your scripture study?
- What is the purpose of marking the scriptures? (To help you recall what you have learned later when you need it again.)
- Why is it important that missionaries have an effective way of recalling what they have learned?

### Live What You Learn

Have a student read to the class the first paragraph under the heading “Live What You Learn” in *Preach My Gospel*, page 19. Then have a student read aloud John 7:17. Help students identify a principle taught in *Preach My Gospel* and John 7:17 by asking:

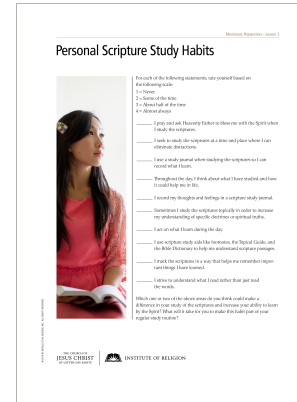
- What difference is there between knowing about the scriptures and living the teachings found in the scriptures? (Though they may use different words, students should understand this principle: **When we live according to gospel teachings, the Holy Ghost will testify of the truth of those principles and will strengthen our faith, knowledge, and testimony.**)

Explain that Elder David A. Bednar of the Quorum of the Twelve Apostles taught the importance of acting on what we learn. Display the following quotation, and ask for a volunteer to read it aloud to the class:



“As gospel learners, we should be ‘doers of the word, and not hearers only’ (James 1:22). Our hearts are opened to the influence of the Holy Ghost as we properly exercise agency and act in accordance with correct principles—and we thereby invite His teaching and testifying power” (“Watching with All Perseverance,” *Ensign* or *Liahona*, May 2010, 42).

- What does it mean to be doers of the word and not hearers only?



- How does acting in “accordance with correct principles” deepen our understanding in a way that study alone cannot?
- How has acting in accordance with correct principles allowed you to gain a deeper understanding and testimony of a gospel principle you were seeking to live?

Have a student read the second paragraph on page 19 of *Preach My Gospel* while the class follows along, looking for additional ways that living the gospel affects missionaries’ hearts and abilities. After reading, ask the following questions:

- What additional blessings come to missionaries when they live gospel principles that they know are true? (Help the students state this principle: **As missionaries live the gospel, the Holy Ghost increases their desire and ability to share the gospel.**)
- As you have been preparing to serve a mission, how has the Holy Ghost increased your desire to serve?

### Inviting Investigators to Attend Church

Missionaries help investigators progress toward baptism by inviting them to keep commitments. For example, explain to students that when investigators attend church, they can receive increased revelation through the Holy Ghost and desire to draw closer to God. Attending church can help investigators gain a testimony of the restored gospel and prepare to be baptized.

Demonstrate how to invite someone to attend church. First, briefly share the blessings that come through church attendance. Then use the missionary pamphlet *The Restoration* (pages 22–23) to explain what happens during sacrament meeting. Then demonstrate how to extend an invitation to an investigator to attend Church meetings. Following your demonstration, have students practice role-playing the steps you demonstrated with a partner. Allow each of them to take a turn to briefly share the blessings they receive through church attendance, to explain what happens during sacrament meeting, and to invite the other person to attend church.

Testify of the gospel doctrines and principles covered in the lesson.

### Invitations to Act

Invite students to make personal gospel study a priority as they prepare to serve a mission. The following suggested activities might help students focus on learning with the Spirit:

- Establish a habit of daily personal gospel study, including studying and pondering the Book of Mormon.
- Pray at the beginning of your personal gospel study to invite the Spirit to help you. If you have not yet done so, begin to use a study journal during your personal gospel study.
- Choose one of the gospel study ideas and suggestions found on pages 22–24 of *Preach My Gospel*, and incorporate it into your personal study this week.



# Personal Scripture Study Habits



For each of the following statements, rate yourself based on the following scale:

- 1 = Never
- 2 = Some of the time
- 3 = About half of the time
- 4 = Almost always

- \_\_\_\_\_ I pray and ask Heavenly Father to bless me with the Spirit when I study the scriptures.
- \_\_\_\_\_ I seek to study the scriptures at a time and place where I can eliminate distractions.
- \_\_\_\_\_ I use a study journal when studying the scriptures so I can record what I learn.
- \_\_\_\_\_ Throughout the day, I think about what I have studied and how it could help me in life.
- \_\_\_\_\_ I record my thoughts and feelings in a scripture study journal.
- \_\_\_\_\_ Sometimes I study the scriptures topically in order to increase my understanding of specific doctrines or spiritual truths.
- \_\_\_\_\_ I act on what I learn during the day.
- \_\_\_\_\_ I use scripture study aids like footnotes, the Topical Guide, and the Bible Dictionary to help me understand scripture passages.
- \_\_\_\_\_ I mark the scriptures in a way that helps me remember important things I have learned.
- \_\_\_\_\_ I strive to understand what I read rather than just read the words.

Which one or two of the above areas do you think could make a difference in your study of the scriptures and increase your ability to learn by the Spirit? What will it take for you to make this habit part of your regular study routine?



# 4

## Teaching by the Spirit

### Introduction

Successful missionaries understand that “when a man speaketh by the power of the Holy Ghost the power of the Holy Ghost carrieth it unto the hearts of the children of men” (2 Nephi 33:1). By themselves, missionaries cannot bring the blessings of testimony and conversion to another person, no matter how expert or


experienced they are. Only the Holy Ghost can bring true conversion. When investigators feel the Spirit working within them, or when they see evidence of the Lord’s love and mercy in their lives, they are edified and strengthened spiritually, their faith in Jesus Christ increases, and they are more likely to be converted.

### Advance Preparation

- Study Doctrine and Covenants 42:14; 50:12–14, 17–23.
- Study the following to see some ways in which the Holy Ghost may influence gospel teachers and learners: Luke 12:12; John 14:26; 1 Nephi 2:16; 2 Nephi 33:1; Alma 18:16; Moroni 10:5; and Doctrine and Covenants 6:14–15, 23.
- Study *Preach My Gospel*, pages 92–93, 176–78, and 182–86.
- Prepare to show the video “A Man without Eloquence” (6:06), available on LDS.org.
- Prepare to show the video “Teach People, Not Lessons: Jynx” (6:34), *The District 2*, available on youtube.com.
- Prepare to show the video “Teaching about the Holy Ghost and Prayer: John” (5:00), *The District 2*, available on LDS.org.

### Suggestions for Teaching

#### Teaching by the Spirit

 Explain to students that President Brigham Young once spoke of his conversion to the gospel and of the missionary who helped him to gain a testimony. Then show the video “A Man without Eloquence” (6:06). Ask students to pay attention to how the Spirit influenced President Brigham Young and helped him to become converted.

After watching the video, ask the following questions:

- How did hearing the humble man bear his testimony help Brigham Young become truly converted?
- From Brigham Young’s experience, what principles do you learn about teaching by the Spirit? (Students may identify these principles: **Teaching by the Spirit can lead to the conversion of others; when we teach by the Spirit, we must be sincere and speak from the heart; we must be humble [see D&C 136:33].**)

Give students a moment to study Doctrine and Covenants 42:14; 50:13–14 and 17–23, looking for the Lord’s instructions to those who teach His gospel. Then ask:

- What principles of teaching the gospel are given in these revelations? (There are several correct answers that students may give. Answers might include the following principle: **The Lord has commanded that the gospel is to be taught by the Spirit and by no other way.**)

- According to Doctrine and Covenants 50:22, what happens when a missionary teaches by the Spirit? (Both the missionary and the investigator “understand one another, and both are edified and rejoice together.” Clarify for students that **teaching by the Spirit can only occur when the Holy Ghost is present and felt by the teacher, the learner, or both.** Consider writing this principle on the board.)

Remind students that the presence of the Spirit is not always manifest through emotion and tears. If needed, read to the class the following from President Howard W. Hunter:



“Let me offer a word of caution on this subject. ... I get concerned when it appears that strong emotion or free-flowing tears are equated with the presence of the Spirit. Certainly the Spirit of the Lord can bring strong emotional feelings, including tears, but that outward manifestation ought not be confused with the presence of the Spirit itself.

“I have watched a great many of my brethren over the years and we have shared some rare and unspeakable spiritual experiences together. Those experiences have all been different, each special in its own way, and such sacred moments may or may not be accompanied by tears. Very often they are, but sometimes they are accompanied by total silence. Other times they are accompanied by joy. Always they are accompanied by a great manifestation of the truth, of revelation to the heart” (“Eternal Investments” [address to Church Educational System religious educators, Feb. 10, 1989], 3; si.lds.org).

To help students better understand how the Holy Ghost can influence teachers and learners, write the following scripture references on the board, or distribute them to students on a handout. (Note: provide students with the references only; the material in parentheses is for the benefit of the teacher):

- Luke 12:12 (teaches what to say)
- John 14:26 (brings things to remembrance)
- 1 Nephi 2:16 (softens hearts)
- 2 Nephi 33:1 (carries truths to the heart)
- Alma 18:16 (helps discern thoughts of others)
- Moroni 10:5 (bears witness of all truth)
- Doctrine and Covenants 6:14–15, 23 (enlightens mind, gives joy and peace)

Assign students to study these scripture passages in pairs. Have one student in each pair look for ways in which the Holy Ghost might influence a gospel teacher while the other student looks for ways in which the Holy Ghost might influence someone who is being taught. Then have them discuss with each other what they learned. After each pair has had sufficient time to discuss what they learned, ask questions like the following to help them further analyze what they read:

- According to the verses you studied, what are some ways in which the Spirit influences those who teach? (As students respond, you might ask them in which scripture passages they found their answers.)
- How does the Spirit influence others to become converted to the gospel of Jesus Christ?
- How do these passages demonstrate why it is important for missionaries to teach by the Spirit?

#### **Working in pairs.**

Working in pairs allows each student to participate in an activity, and it can provide a safe environment in which students can teach one another and share their feelings, thoughts, and testimonies.

### Inviting the Spirit as You Teach

Tell your class that *Preach My Gospel* has several sections that explain what missionaries can do to invite the guidance of the Spirit as they teach. Divide your class into small groups of no more than four students each. Assign each group to study one of the following sections of *Preach My Gospel*:

1. "How to Begin Teaching," pages 176–77 (not including the Activity box)
2. "Adjust Your Teaching to Meet Needs," pages 177–78 (not including the Activity and Scripture Study boxes)
3. "Teach for Understanding," pages 182–83 (not including the Scripture Study box)
4. "Listen," pages 185–86 (not including the Activity box)


Write the following instructions on the board so the groups will know what they are to do:

*Read your section of Preach My Gospel.*

*Discuss in your groups what principles you read that allow missionaries to be more effective teachers and to have the Spirit with them as they teach.*

After allowing sufficient time, ask a student from each group to summarize how the skill they read about can contribute to a missionary's ability to teach with the Holy Ghost. Assign a student to summarize important points on the board. As groups summarize their ideas, consider asking questions like the following:

- How might beginning a lesson in a proper manner invite the Holy Ghost to accompany the teaching of the lesson?
- How might keeping the gospel message simple invite the Holy Ghost to teach and edify an investigator?
- How does keeping the lesson focused on the needs of the investigator invite the Holy Ghost?
- How would listening to what an investigator says contribute to a missionary's ability to teach by the Spirit?

 To help students see what some of the above teaching skills look like, show the video “Teach People, Not Lessons: Jynx” (6:34). Encourage students to look for evidence that the missionaries were teaching by the Spirit. Students might specifically watch to see how the missionaries used the skills the class studied in *Preach My Gospel* and how using these skills invited the Spirit into the missionaries’ teaching.

After watching the video, discuss the following:

- What did the missionaries do in their teaching that allowed them to teach by the Spirit?
- What evidence did you see that Jynx was learning by the Spirit?

Before continuing, give students a moment to write down an answer to the following question:


- How will you apply the principles we have discussed so far in this lesson?

### Helping Investigators to Recognize the Spirit

Ask several students to take turns reading aloud the section “The Power of the Spirit in Conversion” on pages 92–93 of *Preach My Gospel* (not including the Activity and Scripture Study boxes). Have the rest of the class follow along and mark phrases that describe what an investigator must feel in order for conversion to take place. Then ask:

- What do investigators need to feel in order for conversion to take place? (Make sure students identify the following principle: **If investigators feel the Spirit working with them, they are more likely to become converted to the gospel of Jesus Christ.**)
- How might you tell when an investigator is feeling the influence of the Holy Ghost? (Possible answers: the missionary feels the Holy Ghost; the investigator feels safe asking questions, wants to learn more, and is willing to make and keep commitments; there is understanding, a feeling of joy, and a closeness to God; and there is deeper friendship between the missionary and the investigator.)
- Elder M. Russell Ballard taught, “Experiences with the Spirit follow naturally when a person is willing to experiment upon the word” (“Now Is the Time,” *Ensign*, Nov. 2000, 75). What can a missionary do to encourage investigators to experiment upon the word?

Explain to students that one of their most challenging roles as missionaries will be to help investigators recognize the promptings of the Holy Ghost and then to help them to act on those thoughts and feelings. By inspiration through the Holy Ghost, missionaries can know what spiritual promptings an investigator needs to receive in order to be converted, and they can facilitate an environment where those promptings can occur.

 To demonstrate how this can be done, show the video “Teaching about the Holy Ghost and Prayer: John” (5:00). Invite the class to look for how the missionaries helped John learn to recognize the Spirit.

After the video, ask the following questions:

- How did the missionaries help John to recognize the Spirit?
- What did the missionaries do to help John know how to receive answers from the Lord?

**“Look for.”** Teachers can increase the effectiveness of scripture passages, video presentations, and quotations by instructing students ahead of time about what they should look for as they watch or read. Teachers might do this by writing on the board specific things students could look for or questions to consider. This increases the likelihood that students will identify and learn the relevant and important points.

Invite students to read Doctrine and Covenants 11:12, and then have them discuss the following question in pairs:

- If an investigator asked you what the Holy Ghost feels like, how would Doctrine and Covenants 11:12 help you to respond?

### Acting on the Promptings of the Spirit

Display the following, and have a student read it aloud:



“Communication with our Father in Heaven is not a trivial matter. It is a sacred privilege. It is based upon eternal, unchanging principles. We receive help from our Father in Heaven in response to our faith, obedience, and the proper use of agency” (Richard G. Scott, “How to Obtain Revelation and Inspiration for Your Personal Life,” *Ensign* or *Liahona*, May 2012, 47).

Then ask:

- In what ways can our communication with Heavenly Father become trivial? What can we do to keep our prayers more meaningful?
- What does it mean to you that “we receive help from our Father in Heaven in response to our faith, obedience, and proper use of agency”? (Though they may use different words, students will likely respond with something like the following: **We receive help from our Father in Heaven when we focus on increasing our faith, obedience, and proper use of agency.** Write this principle on the board.)

To help deepen student understanding of this principle, display the following two quotes by President Boyd K. Packer of the Quorum of the Twelve Apostles, and have a student read them aloud to the class:



“This voice of the Spirit speaks gently, prompting you what to do or what to say, or it may caution or warn you.

“Ignore or disobey these promptings, and the Spirit will leave you. It is your choice—your agency” (“Personal Revelation: The Gift, the Test, and the Promise,” *Ensign*, Nov. 1994, 60).



“The Spirit does not get our attention by shouting or shaking us with a heavy hand. Rather it whispers. It caresses so gently that if we are preoccupied we may not feel it at all. ...

“Occasionally it will press just firmly enough for us to pay heed. But most of the time, if we do not heed the gentle feeling, the Spirit will withdraw and wait until we come seeking and listening” (“The Candle of the Lord,” *Ensign*, Jan. 1983, 53).

- What do you learn from these teachings of President Packer?
- Since the Holy Ghost speaks gently, what kinds of things can make it difficult to hear or recognize the Spirit in today’s world?

As students respond, consider discussing how the excessive use of electronic devices might make it difficult to recognize the Spirit. (For more on this topic, see Elder M. Russell Ballard, “Be Still, and Know That I Am God” [Church Educational System devotional for young adults, May 4, 2014].)

Next, consider reading the following statement from Elder Richard G. Scott of the Quorum of the Twelve Apostles:



*"Humility is essential to the acquiring of spiritual knowledge. To be humble is to be teachable. Humility permits you to be tutored by the Spirit and to be taught from sources inspired by the Lord, such as the scriptures. The seed of personal growth and understanding germinate and flourish in the fertile soil of humility. Their fruit is spiritual knowledge to guide you here and hereafter.*

"A proud individual cannot know the things of the Spirit. Paul taught this truth, saying:

"The things of God knoweth no man, but the Spirit of God. ...

"But the natural man receiveth not the things of the Spirit of God: for they are foolishness unto him: neither can he know them, because they are spiritually discerned' (1 Cor. 2:11, 14)" ("Acquiring Spiritual Knowledge," *Ensign*, Nov. 1993, 87).

- What role does humility play in our ability to receive and recognize promptings of the Spirit?
- Have you had experiences when you were directed by the Spirit? What did it feel like? How did you know it was the Spirit? (See Moroni 7:13.)

If time permits, divide your class in half. Explain to your students that they are going to look at two scriptural case studies to see how the Lord's Spirit directed the work of His servants. Have half of the class read Acts 4:5–13. Tell this half of the class that in Acts 3, Peter and John healed a man. In Acts 4, they were arrested and brought before Jewish leaders for questioning about the healing. Have the other half of the class study Acts 16:6–15. Tell this half of the class that these verses are about Paul during one of his missionary journeys. Assign both halves of the class to look for how the Holy Ghost helped either Peter or Paul to preach the gospel. After sufficient time, ask students to report on how the Holy Ghost guided Peter and Paul respectively. Then ask:

- How did Peter and Paul use their agency to follow direction from the Spirit?
- What evidence is there that Peter and Paul were following the Spirit?
- What specifically happened to Peter in Acts 4 and to Paul in Acts 16 because they each followed the direction of the Spirit?
- How have you been blessed by following the direction of the Holy Ghost?

**Student testimonies.**

Students can better understand how gospel principles can be applied and can feel more inspired to apply them in their lives when they hear the teacher and other students bear testimony of the value of those principles. Teachers can encourage students to testify of gospel truths by asking questions that invite them to share their experiences and beliefs.

Conclude by inviting students to testify how the Lord has blessed them through His Spirit. Ask them to consider how learning more about teaching by the Spirit has affected their desire to invite others to Christ. Assure them that as they seek the Spirit in their lives, they will increase their ability to teach by the Spirit.

**Invitations to Act**

Invite students to prepare to teach the gospel by the Spirit by completing one or more of the following suggested activities:

- Watch some of the episodes of *The District* (found on LDS.org) as you prepare to serve a mission.
- Practice different ways to begin teaching a lesson with a few of the powerful Spirit-inviting phrases in *Preach My Gospel*, pages 176–77.
- Ponder and pray about a person you would like to strengthen in the gospel. Pray about a gospel message you could share with this person. Share the message and your testimony with the person, either face-to-face or through social media.



# What Is the Role of the Book of Mormon?

# 5

## Introduction

The Book of Mormon is powerful evidence of the divinity of Jesus Christ and proof of the Restoration through the Prophet Joseph Smith. It answers the “questions of the soul” (see *Preach My Gospel*, 107) that many of Heavenly Father’s children have about their lives. An essential part of conversion is receiving a witness

from the Holy Ghost that the Book of Mormon is true. A prospective missionary should study the Book of Mormon daily, have a personal testimony of the Book of Mormon, and gain experience in sharing that testimony with others.

## Advance Preparation

- Study 1 Nephi 10:14; 2 Nephi 3:12; 3 Nephi 16:4–5; 20:13.
- Study “The Book of Mormon: A Witness with the Bible,” *Ensign*, Oct. 2011, 24–27.
- Study *Preach My Gospel*, pages 103–9.
- Prepare to show the video “The Book of Mormon—a Book from God” (1:55; clip from Elder Tad R. Callister’s talk, *Ensign* or *Liahona*, Nov. 2011, 74–76, available on [lds.org/media-library](http://lds.org/media-library)).
- Prepare to show the video “A Book of Mormon Story” (5:15), available on [LDS.org](http://LDS.org).

## Suggestions for Teaching

### The Book of Mormon Is Powerful Evidence of the Divinity of Jesus Christ

Invite students to look at their copies of the Book of Mormon, or hold up a copy for the class to examine. Then ask the following:

- If you did not know anything about the Book of Mormon, what would you learn from simply reading the subtitle (*Another Testament of Jesus Christ*)?
- What would you expect to find within the book?

Have students turn to the title page of the Book of Mormon and read the second paragraph, paying attention to what the Book of Mormon writers wanted to convince the world of. Then ask:

- What did the Book of Mormon writers want to convince the world of?

Write the following on the board: **A central purpose of the Book of Mormon is to convince all people that Jesus is the Christ.**

Have a student read aloud the section titled “The Book of Mormon Testifies of Christ” on page 105 in *Preach My Gospel* while the class follows along, looking for ways in which the Book of Mormon serves as a witness of Jesus Christ.

Then ask students:

- In what ways does the Book of Mormon serve as a witness of Jesus Christ?
- How has the Book of Mormon strengthened your testimony of Jesus Christ?

Invite class members to share with another member of the class their personal testimonies of the Book of Mormon, their experiences reading and praying about it, or their favorite passages about the Savior and His mission. Tell students that one of the

most important things they can do before entering the MTC is to read the Book of Mormon in its entirety and pray about its truthfulness. Encourage students to follow President Ezra Taft Benson’s advice to Church members to read 30 minutes a day from the Book of Mormon.

### The Bible and Book of Mormon Support Each Other

Have students turn to page 106 in *Preach My Gospel*. Ask several students to take turns reading aloud from the section entitled “The Book of Mormon and the Bible Support Each Other.”

Then ask:

- What are some of the ways in which the Book of Mormon and the Bible support each other?
- Why should missionaries use both the Book of Mormon and the Bible as they help others to learn the gospel of Jesus Christ? (Student responses should reflect the following truth: **The Book of Mormon and the Bible work together as witnesses of Jesus Christ and His teachings.**)

To help the class understand this concept, ask a student to read aloud 2 Nephi 3:12. Have another student read aloud Ezekiel 37:15–17. Have the class watch for phrases that refer to the Bible and phrases that refer to the Book of Mormon. After reading these passages, ask the class:

- How do these scriptures support the idea of two witnesses?
- What blessings were promised as a result of the Book of Mormon and the Bible coming together?



To further illustrate how the Book of Mormon and the Bible together serve as witnesses of Jesus Christ, have a student read the following from Elder Tad R. Callister of the Seventy, or show the video clip of the quotation.



“Why is the Book of Mormon so essential if we already have the Bible to teach us about Jesus Christ? Have you ever wondered why there are so many Christian churches in the world today when they obtain their doctrines from essentially the same Bible? It is because they interpret the Bible differently. If they interpreted it the same, they would be the same church. This is not a condition the Lord desires, for the Apostle Paul declared that there is ‘one Lord, one faith, one baptism’ (Ephesians 4:5). To help bring this oneness about, the Lord established a divine law of witnesses. Paul taught, ‘In the mouth of two or three witnesses shall every word be established’ (2 Corinthians 13:1).


“The Bible is one witness of Jesus Christ; the Book of Mormon is another. Why is this second witness so crucial? The following illustration may help: How many straight lines can you draw through a single point on a piece of paper? The answer is infinite. For a moment, suppose that single point represents the Bible and that hundreds of those straight lines drawn through that point represent different interpretations of the Bible and that each of those interpretations represents a different church.

“What happens, however, if on that piece of paper there is a second point representing the Book of Mormon? How many straight lines could you draw between these two reference points: the Bible and the Book of Mormon? Only one. Only one interpretation of Christ’s doctrines survives the testimony of these two witnesses.

“Again and again the Book of Mormon acts as a confirming, clarifying, unifying witness of the doctrines taught in the Bible so that there is only ‘one Lord, one faith, one baptism’ ” (“The Book of Mormon—a Book from God,” *Ensign or Liahona*, Nov. 2011, 75).

After showing the video or reading the quotation, ask:

- What is the value of having two scriptural witnesses of Jesus Christ?
- What do you learn from Elder Callister’s talk that could help you teach others about how the Book of Mormon and the Bible work together?

 *Note: If you feel that students need to see examples of how the Book of Mormon and the Bible work together to clarify the teachings of Jesus Christ, consider using some of the examples found in “The Book of Mormon: A Witness with the Bible,” Ensign or Liahona, Oct. 2011, 24–27.*

### The Book of Mormon’s Role in the Gathering of Israel

To provide context as you teach the next principle, you might have students reread the second paragraph on the title page of the Book of Mormon and underline or highlight the promise that readers can “know the covenants of the Lord, that they are not cast off forever.” Explain that this paragraph alludes to the fact that God’s children in the scattered house of Israel must be gathered. Remind students that God made covenants anciently with His children. However, the Lord scattered members of the house of Israel across the earth as a result of their unrighteousness and rebellion.

Assign students to read one of the following scripture passages and look for how God’s children are gathered: 1 Nephi 10:14; 3 Nephi 16:4–5; or 3 Nephi 20:13. Then ask questions like the following to help them identify the doctrine taught in these scripture passages:

- According to these passages, what must happen for individuals to be gathered as part of the house of Israel? (They must be brought to the knowledge of Jesus Christ.)
- What is the role of the Book of Mormon in this process? (Though students may use different words, they should identify the following truth: **The Book of Mormon serves as a tool to help gather God’s children by helping them come to a knowledge of Jesus Christ.**)

Read the following statement, in which Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles addresses the role of the Book of Mormon in the gathering of Israel.



“As far as the gathering of Israel is concerned, the Book of Mormon is the most important book that ever has been or ever will be written. It is the book that gathers Israel and that reveals, in plainness and perfection, the doctrine of the gathering. ... It is the Book of Mormon that causes people to believe the gospel and join the Church, and, as we have heretofore seen, it is the power that brings to pass the gathering of Israel”

(*A New Witness for the Articles of Faith* [1985], 554).

#### Identifying doctrines.

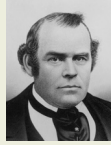
Learning to identify and understand doctrines and principles helps students to liken the scriptures to their own lives and can guide them in making decisions. Sometimes you will point out doctrines and principles. However, you should strive to help students learn to identify doctrines and principles on their own.

Next, ask questions like the following:

- How do missionaries participate in the gathering of the house of Israel? (By helping others study and understand the Book of Mormon so that they can come unto Christ through faith, repentance, baptism, confirmation, and enduring to the end.)
- Why is it vital that missionaries use the Book of Mormon as they help others to come unto Christ?

## Receiving a Testimony of the Book of Mormon Is an Essential Part of Conversion

Have a student read aloud the following account from the autobiography of the Apostle Parley P. Pratt (1807–1857), in which he describes his experience of reading the Book of Mormon for the first time:



"I opened it with eagerness, and read its title page. I then read the testimony of several witnesses in relation to the manner of its being found and translated. After this I commenced its contents by course. I read all day; eating was a burden, I had no desire for food; sleep was a burden when the night came, for I preferred reading to sleep.

"As I read, the spirit of the Lord was upon me, and I knew and comprehended that the book was true, as plainly and manifestly as a man comprehends and knows that he exists"  
*(Autobiography of Parley P. Pratt, ed. Parley P. Pratt Jr. [1874], 38).*

- How did the Spirit of the Lord affect Parley P. Pratt as he read the Book of Mormon?
- Can you share a time when the Spirit touched you as you have read a particular Book of Mormon scripture or passage?

Invite students to underline or highlight the following sentence in *Preach My Gospel*, page 104: "The Book of Mormon, combined with the Spirit, is your most powerful resource in conversion." To help students understand this truth, have them read the section "The Book of Mormon Draws People Nearer to God" on page 108 of *Preach My Gospel*. Then ask:

- According to this section in *Preach My Gospel*, what are some of the specific things that can happen when a person begins studying the Book of Mormon?
- Why is helping investigators study and gain a testimony of the Book of Mormon one of a missionary's most important objectives?

Explain to the class that they can help investigators feel the converting power of the Book of Mormon by helping investigators find answers to life's most important questions within its pages. Have a few students take turns reading aloud the paragraphs and questions found on page 107 of *Preach My Gospel*. Ask the class to look for the meaning of the phrase "questions of the soul." Then discuss the following:

- What does the phrase "questions of the soul" mean to you?

On the board, write the following truth:

***The teachings of the Book of Mormon answer the questions of the soul.***

Discuss the following with students:


- How would you use the Book of Mormon to find answers to your questions of the soul?
- What questions of the soul have you found answers to in the Book of Mormon?

Consider giving a short demonstration to the class on how to use the Book of Mormon to find answers to questions of the soul. Select one of the questions in the list on page 107 in *Preach My Gospel*. Using the Book of Mormon passages listed with the question, demonstrate how the Book of Mormon answers the question you selected. Consider also demonstrating how to use the Topical Guide, Bible Dictionary, or Guide

to the Scriptures to find answers to questions. Share your feelings with the class about how the Book of Mormon can also help them and their investigators to find answers to their questions.

After providing this model to students, invite them to follow the same process. Ask them to select one of the questions from the list and then review the accompanying passage in the Book of Mormon to find doctrines or principles that answer the question. After giving them sufficient time to prepare, invite students to briefly share what they found with another student. When they have finished, discuss the following:

- How can missionaries use the Book of Mormon to help investigators find answers to the questions of the soul?

 To further illustrate how the Book of Mormon answers the questions of the soul, show the video “A Book of Mormon Story.” Ask students to watch for how the Book of Mormon answered some of Brother Cook’s questions before he joined the Church.

After the video you might ask:

- What were some of the important questions that were answered for Brother Cook when he read the Book of Mormon?
- How did finding these answers affect him?


Invite students to consider an important gospel-related question that they or a friend desires an answer to. Testify that the Lord will help answer their question through their study of the Book of Mormon.

### The Book of Mormon Confirms the Truth of the Restoration

Invite students to take turns reading aloud the section in *Preach My Gospel* entitled “The Book of Mormon Is the Keystone of Our Religion,” starting on page 103 and continuing up to the table on page 104. As they read, ask them to reflect on Joseph Smith’s statement about the importance of the Book of Mormon. Then ask:

- In what ways is the Book of Mormon the “foundation of testimony”?
- Why do you think the adversary opposes the Book of Mormon and seeks to keep people from reading it? (Because it is the keystone of our religion.)

Explain that there are many people in the world who have difficulty believing the account of Joseph Smith and the origin of the Book of Mormon. Missionaries should be prepared to address investigators’ doubts about the Book of Mormon’s divine origin.

 *Note: While it is important to make students aware that they may face objections from some who are critical of the Book of Mormon, it would not be helpful in class to discuss in detail the arguments that critics use in their attempts to refute Joseph Smith and the Book of Mormon. Make it clear to students that a missionary’s assignment is not to prove the truthfulness of Joseph Smith’s history or the Book of Mormon. Rather, missionaries are to teach and testify of the Book of Mormon and help investigators read and find out for themselves that the Book of Mormon is true through personal revelation from the Spirit of the Lord. Consider recommending that students read at home Elder Jeffrey R. Holland’s address “Safety for the Soul” (Ensign or Liahona, Nov. 2009, 88–90).*

*As you consider the needs of your students and impressions of the Spirit, you might take just a few minutes and show the class how to find doctrinally accurate information using resources such as the Gospel Topics section of LDS.org or Church magazine articles.*

As a class, read together the section entitled “Use the Book of Mormon to Respond to Objections” found in *Preach My Gospel*, pages 108–9. Ask students to look for counsel

#### Providing a model.

When helping students to learn skills, it is helpful to demonstrate or provide a model for students, provide time for practice, and then give encouraging feedback.

that would help them to strengthen the faith of investigators who have concerns or doubts. Ask questions like the following to help students identify a principle found in their reading:

- According to President Benson, why is it important for a person with concerns about our beliefs to know whether the Book of Mormon is true?
- In what ways can the Book of Mormon help a person to resolve spiritual concerns and doubts?

To summarize principles that students identify, you might write this principle on the board: **Receiving a testimony that the Book of Mormon is true can help investigators overcome spiritual concerns and doubts.**

Display the following statement from President Gordon B. Hinckley (1910–2008), and have several students each read one or two paragraphs aloud:



“Each time we encourage others to read the Book of Mormon, we do them a favor. If they read it prayerfully and with a sincere desire to know the truth, they will know by the power of the Holy Ghost that the book is true.

“From that knowledge there will flow a conviction of the truth of many other things. For if the Book of Mormon is true, then God lives. ...

“If the Book of Mormon is true, then Jesus is verily our Redeemer, the Savior of the world. The great purpose of its preservation and coming forth, according to its own statement, is ‘to the convincing of the Jew and Gentile that Jesus is the Christ, the Eternal God, manifesting himself unto all nations.’ (Title page of the Book of Mormon.) ...

“If the Book of Mormon is true, Joseph Smith was a Prophet of God, for he was the instrument in the hands of God in bringing to light this testimony of the divinity of our Lord. ...

“If the Book of Mormon is true, the Church is true, for the same authority under which this sacred record came to light is present and manifest among us today. It is a restoration of the Church set up by the Savior in Palestine. It is a restoration of the Church set up by the Savior when he visited this continent as set forth in this sacred record” (“The Power of the Book of Mormon,” *Ensign*, June 1988, 6).

Consider asking the following questions:

- Why is it so important for investigators, missionaries, and members to obtain a testimony of the Book of Mormon?
- How does the truthfulness of the Book of Mormon confirm that Joseph Smith was a prophet of God? (see Matthew 7:13–15).
- How has your testimony of the Book of Mormon helped confirm to your heart the eternal importance of the Restoration?

Consider sharing your own testimony that the Book of Mormon is evidence of the truthfulness of the Restoration. Conclude your lesson by inviting a few students to share their testimonies of the Book of Mormon and to explain why they are excited to help others read the Book of Mormon and pray about it.



*Note: Be aware that in lesson 8 students will have an opportunity to practice inviting someone to read and pray about the truthfulness of the Book of Mormon.*

## Invitations to Act

Remind prospective missionaries that the best way to prepare for a full-time mission is to begin doing missionary work now. Invite class members to set personal goals to do the following:

- Read the entire Book of Mormon and pray to know of its truthfulness, even if they have already done so in the past.
- Establish a habit of reading daily from the Book of Mormon.
- Introduce someone to the Book of Mormon during the coming week (either in person or through social media) and invite them to read and pray about it.

# 6

## Preparing for Life as a Missionary

### Introduction

To serve a full-time mission is to accept a call to represent the Lord Jesus Christ. A mission is a joyful experience, but it also involves hard work. To be effective missionaries, young men and women must be prepared to trust in the Lord when they face challenges. As

prospective missionaries establish healthy expectations of mission life, they will be better prepared to serve with all of their “heart, might, mind and strength” (D&C 4:2).

### Advance Preparation

- Study 2 Nephi 4:19–26 and Alma 17:2–3, 9; 26:11–13; 29:10.
- Study Elder David A. Bednar, “Becoming a Missionary,” *Ensign* or *Liahona*, November 2005, 44–47.
- Prepare to show the videos “Becoming a Missionary, Part 1” (2:26) and “Becoming a Missionary, Part 2” (1:01; clips from Elder David A. Bednar’s talk, *Ensign* or *Liahona*, Nov. 2005, 44–47), available on [lds.org/media-library](http://lds.org/media-library).
- Prepare to show the video “Stay within the Lines” (5:10), available on [youth.lds.org](http://youth.lds.org).
- Prepare to show the video “Preparation of Gordon B. Hinckley: Forget Yourself and Go to Work” (2:04), available on [LDS.org](http://LDS.org).
- Prepare the handout titled “Demands of Missionary Life,” found at the end of the lesson.

### Suggestions for Teaching

#### Becoming a Missionary

Begin the lesson by asking the class these questions:

- In what ways do you expect your lifestyle to change when you begin your service as a missionary?
- What can you begin doing now to prepare for those lifestyle changes?



Display and invite a student to read the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles, or show the video clip of the statement. Explain that although Elder Bednar was addressing young men in a general conference priesthood session, the principles he teaches apply to young women as well.



“In meetings with young members of the Church around the world, I often invite those in attendance to ask questions. One of the questions I am asked most frequently by young men is this: ‘What can I do to prepare most effectively to serve as a full-time missionary?’ Such a sincere question deserves a serious response.

“My dear young brethren, the single most important thing you can do to prepare for a call to serve is to *become* a missionary long before you *go* on a mission. Please notice that in my answer I emphasized *becoming* rather than *going*. Let me explain what I mean.



“In our customary Church vocabulary, we often speak of *going* to church, *going* to the temple, and *going* on a mission. Let me be so bold as to suggest that our rather routine emphasis on *going* misses the mark.

“The issue is not going to church; rather, the issue is worshipping and renewing covenants as we attend church. The issue is not going to or through the temple; rather, the issue is having in our hearts the spirit, the covenants, and the ordinances of the Lord’s house. The issue is not going on a mission; rather, the issue is becoming a missionary and serving throughout our entire life with all of our heart, might, mind, and strength. It is possible for a young man to *go* on a mission and not *become* a missionary, and this is not what the Lord requires or what the Church needs.

“My earnest hope for each of you young men is that you will not simply go on a mission—but that you will become missionaries long before you submit your mission papers, long before you receive a call to serve, long before you are set apart by your stake president, and long before you enter the MTC” (“Becoming a Missionary,” *Ensign* or *Liahona*, Nov. 2005, 45).

- What did Elder Bednar say was the most important thing you can do to prepare for a call to serve a mission? (Become a missionary long before you go on a mission.)



Have a student read the next part of Elder Bednar’s quotation, or show the video clip of the statement:



“Obviously, the process of becoming a missionary does not require a young man to wear a white shirt and tie to school every day or to follow the missionary guidelines for going to bed and getting up, although most parents certainly would support that idea. But you can increase in your desire to serve God [see D&C 4:3], and you can begin to think as missionaries think, to read what missionaries read, to pray as missionaries pray, and to feel what missionaries feel. You can avoid the worldly influences that cause the Holy Ghost to withdraw, and you can grow in confidence in recognizing and responding to spiritual promptings. Line upon line and precept upon precept, here a little and there a little, you can gradually become the missionary you hope to be and the missionary the Savior expects” (“Becoming a Missionary,” 45–46).

Then ask:

- According to Elder Bednar, in what ways can you become a missionary before you enter the missionary training center?

After students answer, write the following truth on the board: **I can become a missionary now in the way I think, feel, and act.** To illustrate this principle, ask students to turn to Alma 17:2–3, 9, 11, and explain that these verses describe the sons of Mosiah, who were serving a mission to the Lamanites. Invite a student to read the verses aloud while the class follows along, looking for what the sons of Mosiah did to prepare to teach with power and authority. Then ask students:

- What did the sons of Mosiah do in order to prepare to teach with power and authority?
- How can prospective missionaries follow the example of the sons of Mosiah as they prepare to become missionaries now?

Have students turn to page 137 in *Preach My Gospel*, and have a student read aloud the third paragraph. Then ask questions like the following:

- According to the missionary call letter, what are missionaries expected to devote to the Lord, and what are they expected to leave behind?

**Learning by the Spirit.**

When the Spirit is present during a lesson, the Holy Ghost will carry your message to the hearts of students and will help them to personally apply principles according to their individual needs and circumstances (see 2 Nephi 33:1). You can help students learn by the Spirit and apply principles by encouraging them (1) to pay more attention to what they *feel* in class than what they see or hear, and (2) to act on what they feel.

- What are examples of “personal affairs” that missionaries are asked to leave behind when they begin their missionary service?
- When have you been blessed by making sacrifices in order to serve God?

Next, give students a few minutes to ponder and write responses to the following questions in their study journals. Encourage students to specifically write down what they feel the Holy Ghost is communicating to them personally. Then ask:

- What are some things you could do now to begin thinking, feeling, and acting like a missionary?
- How can you prepare to leave behind personal affairs and devote all your time and attention to serving the Lord?
- How might doing these things help prepare you to teach with power and authority like the sons of Mosiah?

Encourage students to write down specific goals in their journals. Ideas might include studying the Book of Mormon every day, praying morning and night, attending all church meetings, going to bed before 10:30 p.m. and getting up by 6:30 a.m., cutting back on their use of electronic devices, or striving to be more obedient to the commandments.

**The Standard of Worthiness**

Write the word “prerequisite” on the board, and ask students to think of settings in which prerequisites are necessary. Give students a moment to search Doctrine and Covenants 88:74 for some prerequisites for serving a mission. Then ask:

- What did the Lord counsel laborers in His kingdom to do to prepare to preach the gospel? (Sanctify themselves, purify their hearts, cleanse their hands.)
- What does it mean to be sanctified? (To be clean, to be worthy of the Holy Ghost.)
- What principle regarding missionaries is taught in Doctrine and Covenants 88:74? (After students respond, write the following on the board: **The Lord commands His servants to be clean.**)

To help explain what it means for a missionary to be clean and worthy to serve a mission, display the following excerpt of a talk given by Elder M. Russell Ballard of the Quorum of the Twelve Apostles, and invite a student to read it aloud:



“As an Apostle of the Lord Jesus Christ, I call upon you to begin right now—tonight—to be fully and completely worthy. Resolve and commit to yourselves and to God that from this moment forward you will strive diligently to keep your hearts, hands, and minds pure and unsoiled from any kind of moral transgression. Resolve to avoid pornography as you would avoid the most insidious disease, for that is precisely what it is. Resolve to completely abstain from tobacco, alcohol, and illegal drugs. Resolve to be honest. Resolve to be good citizens and to abide by the laws of the land in which you live. Resolve that from this night forward you will never defile your body or use language that is vulgar and unbecoming to a bearer of the priesthood” (“The Greatest Generation of Missionaries,” *Ensign* or *Liahona*, Nov. 2002, 47).

Ask questions like the following to help students analyze Elder Ballard’s counsel:

- What commandments did Elder Ballard specifically mention that prospective missionaries should obey?

- What does it mean to have your heart, hands, and mind “unsullied from any kind of moral transgression”? (If needed, you might refer to the section “Sexual Purity” in *For the Strength of Youth* [booklet, 2011], 35–37.)
- Why is it wise to avoid pornography as we would an insidious disease, and how might avoiding pornography help you think, feel, and act like a missionary?



Show the video “Stay within the Lines” (5:10) to help students to feel the truth and importance of being worthy to serve a mission. Prior to showing the video, consider discussing why boundary lines are important in certain sports. Discuss the difference between “in bounds” and “out of bounds” and the way boundary lines affect athletes’ actions during the game. Tell students that Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles has spoken about what it means to stay within spiritual lines before a mission.

After watching the video, consider asking students the following questions:

- What is the relationship between “staying within the lines” and preparing to serve a mission?
- Elder Holland pleaded for those on the Lord’s team to stay on the team and not go “out of bounds.” What does this mean to you?
- Why would failing to repent of past sins prevent a missionary from effectively helping others come unto Christ?

Give students a moment to ponder their own level of worthiness to serve a mission. Explain to students that if they have any concerns about their worthiness, they should seek guidance in sincere prayer and discuss these concerns with their bishop or branch president.

### Physical and Emotional Preparation

Display the following statement issued by the First Presidency in 2002, and invite students to read it silently. Or have a student read the statement aloud.

“Full-time missionary service is a privilege for those who are called through inspiration by the President of the Church. Bishops and stake presidents have the serious responsibility to identify worthy, qualified members who are spiritually, physically, and emotionally prepared for this sacred service and who can be recommended without reservation” (First Presidency letter, Dec. 11, 2002).

Then ask:

- In addition to preparing spiritually, why would a person need to prepare physically and emotionally to serve a mission?

Display the following quotation, and invite one or more students to read it aloud:


**“Regular (daily) exercise.** A missionary must be able to walk an average of six miles (10 km) per day and ride a bicycle 12 miles (19 km) per day. Prospective missionaries who aren’t walking more than from the car to a class or a job will likely get sore feet and blisters when they reach the mission field. ... A missionary who is out of shape will be fatigued by missionary work, and a tired missionary is more open to discouragement and health concerns than a missionary who is physically fit.

“Prospective missionaries can prepare for the rigors of missionary life by establishing a regular pattern of aerobic exercise—walking, running, or cycling for one hour every day. ...

**“Adequate sleep.** Although sleep needs vary, young adults generally need to sleep seven to eight hours per day. Ideally, they should be in bed by 10:30 to midnight and out of bed by 6:30 to 8:00 a.m. Staying up until 2:00 or 3:00 a.m. and sleeping until 10:00 a.m. leaves a person feeling tired all the time and wanting to sleep until noon. . . . Missionaries live a scheduled life. They are in bed by 10:30 p.m. and up by 6:30 a.m. every day. This schedule will be difficult unless prospective missionaries get into a similar routine well in advance of the call to service.

**“Healthy eating habits.** Rather than living on sugar and fat, young people should learn to enjoy meals consisting of protein and fiber, such as lean meat, yogurt, vegetables, and fruit. Also, drinking more than 12 ounces of carbonated beverage per day is too much” (Donald B. Doty, “Missionary Health Preparation,” *Ensign*, Mar. 2007, 64).

- If a missionary is not physically fit, what effect can this have on the progress of the work, the missionary’s companion, and the missionary’s own well-being?

 *Note: Some young adults are not able to serve proselyting missions due to physical, mental, or emotional challenges. These young men and women can do a great deal of good in the Church throughout the world as Church-service missionaries. You can help students learn more about these opportunities by directing them to the Young Church-Service Missionary (YCSM) Program website at [lds.org/yescm](http://lds.org/yescm).*

Ask students to silently ponder the following questions:


- How would you describe your current physical preparation to serve a mission?
- What are some things you can do now to prepare to meet the physical demands of a full-time mission?

Encourage students to make a plan to begin now to get enough sleep, to eat healthy food, and to exercise so they will have the physical stamina they need to succeed as missionaries. As time allows, invite students to write their plans in their study journals.

Have a student explain how the body responds to physically stressful activities such as racing up and down a flight of stairs (increased heart rate, heavier breathing, perspiration, tired muscles, and so on). Explain that *physical* stress is only one type of challenge missionaries face. Then ask:

- How might a missionary’s body and mind respond to *emotional* or *psychological* stress that results from difficult challenges or unexpected problems?

Explain that all missionaries experience some degree of emotional stress, feelings of homesickness and inadequacy, sorrow, or other emotions that may weigh them down, and these are a normal part of missionary life.

 Show the video “Preparation of Gordon B. Hinckley: Forget Yourself and Go to Work” (2:04). Encourage students to watch for reasons why President Gordon B. Hinckley felt discouraged as a young missionary in England.

Ask the class:

- What were some of the reasons that President Hinckley felt discouraged after arriving in the mission field?
- What did President Hinckley do that helped him to overcome discouragement?

Explain to the class that some of the greatest missionaries in scripture experienced discouragement and other struggles in their missionary labors. Write the following scripture references on the board: Jeremiah 1:4–9; Alma 17:5; 26:27; and Moses 6:31–32. Have class members select and silently read one of the scripture passages,

looking for challenges that the individuals they read about identified or encountered. As students respond, consider summarizing their answers on the board, as shown:

*Jeremiah 1:4–9. Jeremiah was afraid that the people would not listen to him because he was too young.*

*Alma 17:5; 26:27. Ammon and his fellow missionaries suffered in body and mind. They felt depressed and were ready to quit.*

*Moses 6:31–32. Enoch worried no one would listen to him because he was slow of speech and still very young.*

Then ask:

- What do you learn from these three accounts about the emotional challenges of preaching the gospel? (As students respond, you may want to write this truth on the board: **Physical and emotional challenges are a normal part of missionary life.**)
- What thoughts do you have when you read the statement that physical and emotional challenges are a *normal* part of missionary life?
- How might knowing that all missionaries face challenges affect how you prepare to serve?

Help students understand that almost all missionaries experience emotional or physical challenges. Therefore, missionaries should learn how to deal with stress in a healthy and mission-appropriate way. Often, healthy ways to deal with stress that are effective outside of the mission field, such as spending time alone, listening to music, or playing sports, are not feasible for missionaries on a regular basis. Missionaries must learn to deal with stress in ways that comply with mission rules.

Divide the class into small groups, and distribute the “Demands of Missionary Life” handout to students. Have each group (1) read aloud the first section, titled “Demands of Missionary Life,” and (2) discuss how being aware of the demands of missionary life can help them be better prepared for the challenges of mission life.

**Small groups.** Group work is more effective when there are no more than four people in each group—this encourages participation by each group member. Assigning someone to be the leader of each group also leads to greater success. The leader can encourage each group member to contribute and ensure that the group stays on task to complete the assignment.

**Demands of Missionary Life**




**General**  
The demands of missionary work will be non-accidental challenges. You will face many changes and require development. You will experience a change in your social structure, your culture, your language, and your way of life. You will be required to live in a new environment, and you will be required to live in a new way of life. You will be required to live in a new way of life. You will be required to live in a new way of life.

**Physical**  
You will be required to live in a new environment, and you will be required to live in a new way of life. You will be required to live in a new way of life. You will be required to live in a new way of life. You will be required to live in a new way of life.

**Emotional**  
You will be required to live in a new environment, and you will be required to live in a new way of life. You will be required to live in a new way of life. You will be required to live in a new way of life. You will be required to live in a new way of life.

**Adjusting to New Experiences**



**1. Anticipation**  
You will be required to live in a new environment, and you will be required to live in a new way of life. You will be required to live in a new way of life. You will be required to live in a new way of life.

**2. Unpleasant Experiences**  
You will be required to live in a new environment, and you will be required to live in a new way of life. You will be required to live in a new way of life. You will be required to live in a new way of life.

**3. "I Can Do This!"**  
You will be required to live in a new environment, and you will be required to live in a new way of life. You will be required to live in a new way of life. You will be required to live in a new way of life.

**4. Emotional Self-Reliance**  
You will be required to live in a new environment, and you will be required to live in a new way of life. You will be required to live in a new way of life. You will be required to live in a new way of life.

After groups have had sufficient time to read and discuss the section, ask several students to share some of the main points that their groups discussed. Then, as a class, take a few minutes to read and discuss the next section of the handout, titled “Adjusting to New Experiences,” and talk about how understanding the typical stages of adjustment might help students when they enter the MTC.

**Look to the Lord for Help with Challenges**


To encourage students to begin thinking about how they will deal with challenges when they experience them in the mission field, explain that Nephi faced deep feelings of inadequacy and discouragement and wrote about what he did to overcome those feelings. Have a student read aloud 2 Nephi 4:17–19. Then ask:

- What words or phrases did Nephi use to describe the results of his weaknesses?

Ask students to study 2 Nephi 4:19–26, looking for the things that helped Nephi overcome his feelings of discouragement. Then ask:

- What phrases did Nephi use to describe how he overcame his deep negative feelings? (Students should identify that Nephi trusted in the Lord [see verse 19], he remembered what the Lord had done for him in the past [see verses 20–23], he offered mighty prayers [see verse 24], and he remembered the Lord’s mercy [verse 26].)
- How has remembering the Lord and His goodness helped you during times of discouragement or stress?
- Earlier in the lesson, we acknowledged that it is normal for missionaries to experience emotional stress, feelings of homesickness and inadequacy, sorrow, or other emotions that may weigh them down. Considering what Nephi wrote in 2 Nephi 4:19–26, what advice would you give to a missionary who experiences these kinds of feelings? (Help students identify the following principle, and consider writing it on the board: **When missionaries trust in the Lord, the Lord can help them manage the physical and emotional demands of missionary life.**)

Consider sharing with students the following statement from Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



“I don’t believe missionary work has ever been easy, nor that conversion is, nor that retention is, nor that continued faithfulness is. I believe it is supposed to require some effort, something from the depths of our soul.

“If He could come forward in the night, kneel down, fall on His face, bleed from every pore, and cry, ‘Abba, Father (Papa), if this cup can pass, let it pass’ [see Mark 14:36], then little wonder that salvation is not a whimsical or easy thing for us. If you wonder if there isn’t an easier way, you should remember you are not the first one to ask that. Someone a lot greater and a lot grander asked a long time ago if there wasn’t an easier way.

“The Atonement will carry the missionaries perhaps even more importantly than it will carry the investigators. When you struggle, when you are rejected, when you are spit upon and cast out and made a hiss and a byword, you are standing with the best life this world has ever known, the only pure and perfect life ever lived. You have reason to stand tall and be grateful that the Living Son of the Living God knows all about your sorrows and afflictions. The only way to salvation is through Gethsemane and on to Calvary. The only way to eternity is through Him—the Way, the Truth, and the Life” (“Missionary Work and the Atonement,” *Ensign*, Mar. 2001, 15).

Then ask:

- According to Elder Holland, what reason do missionaries have to stand tall during times of struggle?

Tell students that when dealing with trying circumstances in the mission field, they should remember that the work they are doing is helping to bring others to Jesus Christ. Write the following scripture references on the board: Alma 26:11–13; 29:10; and Doctrine and Covenants 18:15–16. Ask a few students to take turns reading these passages aloud while the class follows along, looking for what the passages teach about missionary life. Invite students to share insights, and then assure them that although full-time missionary service is hard work and can sometimes be discouraging, **when we labor to bring others unto Jesus Christ, the Lord blesses us with joy.** Consider asking students to share experiences when they have already experienced this principle.

Point out to students that from time to time they may have a companion who deals with emotional or mental health problems. In such cases, they should listen and show love to their companion, because a companion's supportive attitude can be crucial to helping overcome issues. They should never suggest that if a struggling missionary just had more faith his or her challenges would go away.

Explain also that some challenges require additional help from priesthood leaders and mental health professionals, and that most missions make appropriate health professionals available for missionaries. Missionaries who are struggling emotionally should discuss their situations with their mission presidents to determine what help might be appropriate.

To help students further consider how they might deal with physical and emotional challenges they may face as missionaries, give them several minutes to write about a time when they had to overcome difficult circumstances. Follow up by asking students what they learned about the Lord and about themselves from the experience and how they might use the experience to strengthen them in the future.

In closing, express your confidence in your students and their ability to deal with the changes that accompany missionary life. Share your testimony that the Lord helps individuals who turn to Him to manage the physical and emotional demands of their lives.

## Invitations to Act

Invite class members to prepare for mission life by completing one of more of the following activities:

- Consider what you need to do to become clean and worthy to serve a mission. If needed, eliminate inappropriate thoughts and behaviors that are offensive to the Spirit.
- Set personal goals to follow a daily exercise program, to eat healthier, or to develop sleeping habits that follow the daily missionary schedule.
- Review the dress standards for full-time missionaries located on LDS.org.
- Ask a returned missionary to discuss what he or she did to manage stress and overcome the challenges of missionary life.

- Discuss with parents or priesthood leaders ways to relate to a missionary companion with whom you may not have much in common or with whom you have difficulty relating.



# Demands of Missionary Life

Adapted from *Adjusting to Missionary Life* (resource booklet, 2013)

As you begin any new experience (like joining the Church or attending a new school), you feel excited about the opportunity—and nervous because you don't know quite what to expect. Over time you learn to meet these challenges, and you grow in the process.

Missions are no different. Sometimes a mission feels like a wonderful spiritual adventure—or at least a challenge you can handle. At other times, however, you may face unexpected problems or experiences that are more difficult or unpleasant than you anticipated. You might wonder how you can succeed. Resources you once relied on to help you cope may not be available. Instead of feeling motivated to try, you might become anxious, irritable, exhausted, or frustrated. You might have physical symptoms like pain, upset stomach, sleeplessness, or illness. You could have trouble learning or connecting with people. You might feel discouraged or want to quit.

The demands of missionary work fall into several categories:

## General

You experience many changes and transitions throughout your mission. Familiar ways of coping are not always available, and you must learn new ones. Evenings and weekends that used to be relaxing are now your busiest times. You may feel awkward. At times you may struggle. You may wonder how to help other missionaries who struggle.

## Physical

You may be on your feet 11–12 hours a day, walking, biking, climbing stairs, and standing. You may not get as much sleep as you are used to. The food may be unfamiliar. You will be out in bad weather and exposed to new germs. Just the newness of the situation can be fatiguing.

## Emotional

You may feel anxious about all you have to do, and you may have trouble unwinding. You may get homesick, become



discouraged, get bored, or feel lonely. You may face rejection, disappointment, or even danger. You may worry about family and friends when you are not there to help them.

## Social

You will live in close quarters with a companion with whom you may or may not have much in common. You are expected to talk to strangers, interact with Church leaders, get to know Church members quickly, and learn to love investigators.

## Intellectual

You may be learning a new language. You will need to master lessons and scriptures, acquire teaching skills, and resolve concerns that arise. You will need to plan, manage goals, adapt to changes, and solve all kinds of practical problems.

## Spiritual

You will stretch to strengthen your testimony, resist temptation, and learn to feel and recognize the Spirit. You will need to take correction, repent, face your weaknesses and regrets humbly, and rely on the Lord more than ever before.

# Adjusting to New Experiences

Like many who are entering a new situation, missionaries often go through four phases or stages in their emotional adjustment when they enter the MTC and again when they enter the mission field:

## 1. Anticipation

You may feel eager for the challenge (see 1 Nephi 3:7).

You may feel an increased sense of purpose and allegiance to Heavenly Father (see 3 Nephi 5:13).

## 2. Unexpected discoveries

You may begin to miss home, family, and friends and even question your decision to serve (see Alma 26:27).

You may notice physical manifestations of stress, such as disturbed sleep, appetite changes, or irritability.

You may unexpectedly find yourself critical and impatient with rules and expectations.

These feelings are normal. If you have any or all of these issues, please know this is a temporary situation that many new missionaries go through. Take courage in the knowledge that these feelings will pass and you will be able to adjust.

## 3. “I can do this”

Your teaching and language skills begin to improve.

You learn to willingly comply with mission rules and expectations.



You display patience with yourself as you learn “precept upon precept” (see Isaiah 28:10; Mosiah 4:27).

Your physical symptoms of stress, if you had any, begin to diminish.

## 4. Emotional self-reliance

You feel comfortable navigating the daily routine.

You recognize your personal strengths and progress.

You attain an understanding of what it means to take life one step at a time (see D&C 98:12).

You develop greater self-confidence and an increased desire to serve.



# Teaching the Message of the Restoration (Part 1)

# 7

## Introduction

The gospel of Jesus Christ has been taught by prophets in all dispensations, allowing God's children to understand eternal truths and obtain eternal life. After Jesus Christ's death, gospel truth and priesthood authority were lost from the earth, resulting in the Great Apostasy. The latter-day Restoration overcame the effects of the


Apostasy and established Christ's Church on earth once again. Prospective missionaries should clearly understand the concepts of the Apostasy and the Restoration and should be prepared to explain them simply and testify of them with power.

## Advance Preparation

- Study *Preach My Gospel*, pages 31–35.
- Prepare to show the video “The Great Apostasy” (16:33), available on LDS.org.
- Prepare a copy of “The Family: A Proclamation to the World” for each student.

## Suggestions for Teaching

### God Is Our Loving Heavenly Father

 *Note: Chapter 3 of Preach My Gospel contains the lessons that missionaries teach to prepare others for baptism. Missionaries should study these lessons and teach them from the heart, using their own words as prompted by the Spirit (see “Statement on Missionary Work,” First Presidency letter, Dec. 11, 2002, quoted on pages 29–30 of Preach My Gospel). To help students better understand the doctrines and principles contained in the first three missionary lessons, this course covers each lesson in two 90-minute class periods.*

Begin class by having students consider the following case study:

Tonight before going to bed, you receive a message from a friend who is discouraged and wonders whether God is real and if He cares about us. Your friend asks, “Do you believe God is real? What do you believe God is like?”

Invite a few students to share how they might respond to their friend. Then, tell your class that today's lesson focuses on some of the doctrines and principles found in the first missionary lesson, including the nature of our Heavenly Father.

Have a student read aloud the section titled “God Is Our Loving Heavenly Father” on pages 31–32 of *Preach My Gospel*. Invite students to underline or highlight phrases that they might use to help someone better understand God's nature as our loving Heavenly Father.

Give students a few minutes to search three or four of the scripture passages listed in the Scripture Study box on page 32 of *Preach My Gospel*. Have them think about how the passages might help answer questions from someone who has questions about God, as in the case study at the beginning of the lesson. You might encourage students to highlight one or more passages in their scriptures or to write them in the margin of their copy of *Preach My Gospel*. Then ask:

- What might be a short summary statement of the most significant doctrines you read about in *Preach My Gospel* and in the scripture passages? (Responses might include the doctrine that **God is our loving Heavenly Father and He desires that we all return to live with Him.**)

**Case studies.** Case studies are real or fictitious situations that are true to life. Case studies prompt learners to ponder or discuss what they might do in similar situations. Be careful to avoid using case studies that seem to portray a known individual or group.

- Why might it be important for individuals to first understand this principle before learning about other doctrines?

### The Gospel Blesses Families

Have students silently read the section titled “The Gospel Blesses Families” on page 32 of *Preach My Gospel* and formulate a summary statement of the role of the home and family in God’s plan of happiness. After they have had time to read, invite students to share their summary statements. (Statements may include the doctrine that **families are ordained of God and are part of God’s plan to bring happiness to His children**. Write this bolded principle on the board.)

As you evaluate the needs of your students and time available, consider presenting the following activity: Focus your students’ attention on the last line that they read in *Preach My Gospel*: “Through prophets in every age, including our own, God has revealed His plan of happiness for individuals and families.”

To help students better understand why this truth is so important in today’s world, display a copy of “The Family: A Proclamation to the World” or distribute copies to the class. Then invite students to take a few minutes to read the proclamation and identify phrases or principles that help us better understand the role of marriage and family in Heavenly Father’s plan. Have a student record these items on the board.

Display the following quote from President Boyd K. Packer of the Quorum of the Twelve Apostles:



“The ultimate purpose of the adversary, who has ‘great wrath, because he knoweth that he hath but a short time’ (Revelation 12:12), is to disrupt, disturb, and destroy the home and the family” (“The Father and the Family,” *Ensign*, May 1994, 19).

Ask students:

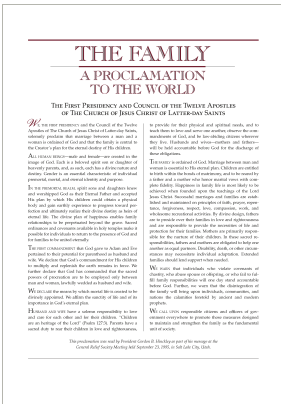
- Why would the adversary’s “ultimate purpose” be to destroy the home and the family? (It is “the best place to teach, learn, and apply principles of the gospel of Jesus Christ.”)
- What are some worldly trends that oppose Heavenly Father’s plan for marriage, home, and family? (Note: Do not spend a lot of time discussing these trends. It will be enough just to identify them and then to use the instruction that follows to keep the focus on Heavenly Father’s plan for families.)

Invite students to share how they might use “The Family: A Proclamation to the World” in teaching situations to distinguish between Heavenly Father’s plan and the worldly trends that oppose His plan for marriage, home, and family.

Explain to students that some people they will meet have views that differ from or even oppose the Church’s teachings about marriage, home, and family. Share your testimony that when missionaries use the scriptures and the words of the prophets to teach, they will be guided by the Holy Ghost to help those they teach better understand the roles of marriage, home, and family in Heavenly Father’s plan for His children.



Note: If students have questions about the position of the Church on same-sex attraction or on same-sex marriage, encourage them to read the articles “Same-Sex Attraction” and “Same-Sex Marriage,”



found on the *Gospel Topics* page at [lds.org/topics](http://lds.org/topics). As needed, you might also visit with students after class about these sensitive issues.

## Prophets and Dispensations

Explain to students that one important way that God shows His love for us is by calling prophets. Display the following quote by Elder M. Russell Ballard of the Quorum of the Twelve Apostles, and have a student read it aloud. Have students look for what blessings come to those who follow the prophet:



"We might well ask, 'Is there a voice that will always give us clear directions to find our way in today's troubled world?' The answer is *yes*. That voice is the voice of the living prophet and apostles. ...

"It is no small thing, my brothers and sisters, to have a prophet of God in our midst.

Great and wonderful are the blessings that come into our lives as we listen to the word of the Lord given to us through him. ... When we hear the counsel of the Lord expressed through the words of the President of the Church, our response should be positive and prompt. History has shown that there is safety, peace, prosperity, and happiness in responding to prophetic counsel as did Nephi of old: 'I will go and do the things which the Lord hath commanded' (1 Nephi 3:7). ...

"Today I make you a promise. It's a simple one, but it is true. If you will listen to the living prophet and the apostles and heed our counsel, you will not go astray" ("His Word Ye Shall Receive," *Ensign*, May 2001, 65–66).

After reading the quote, ask:

- What blessings come to those who follow the counsel of the Lord's prophet?

Give students a moment to silently read Doctrine and Covenants 1:37–38. Then ask:

- What does this passage teach about prophets and their counsel?
- Can you think of a specific time when following the counsel of the Lord's prophet blessed your life?

Have a student read aloud the first paragraph under the title "Heavenly Father Reveals His Gospel in Every Dispensation" on page 32 of *Preach My Gospel*. Help students identify doctrines taught in the paragraph by asking:


- What are some doctrines we can learn about prophets in this paragraph? (While there are several principles that students might share, help students identify the doctrine that **prophets learn the gospel of Jesus Christ by revelation and have the responsibility to teach others and to testify of Jesus Christ.**)

**MTC training model.** To help students become more effective at teaching gospel principles, consider implementing the training model used in missionary training centers: explain, demonstrate, practice, evaluate, and repractice. There are a variety of ways to use this pattern to help students practice teaching like missionaries. For further guidance, see the subsection titled “Training Model” found in the introduction to this manual.

Consider using the MTC training model as you help students teach about the importance of prophets. Explain to students that they should read the definition of prophet found on page 44 of *Preach My Gospel* and then prepare to role-play teaching an investigator about prophets. Then demonstrate role-playing by teaching a class member about prophets. Next, have students find a partner and practice role-playing, imagining that the student being taught is a nonmember who has heard that the Church is led by a prophet. The students acting as teachers should briefly explain what a prophet is and bear testimony of modern prophets. Then the students being taught should evaluate their partners by expressing what they found most meaningful and inspiring about the presentation. Then have students repractice, repeating the role play with students’ roles reversed to give the other students a chance to teach and receive feedback.

Have several students take turns reading aloud the last four paragraphs on page 33 of *Preach My Gospel*. Have the rest of the class follow along, looking for the relationship between prophets, apostasy, and dispensations. As needed, invite students to also study “Dispensations” in the Bible Dictionary. Help students discuss the truths found in these paragraphs by asking questions like the following:

- Why would it be helpful for investigators to understand that all previous dispensations ended in apostasy?
- What has God done throughout history to end periods of apostasy? How would understanding this pattern prepare investigators to learn about the Restoration of the gospel through the Prophet Joseph Smith?

 *Note: If class members have difficulty understanding what gospel dispensations are, consider referring them to the definitions of terms such as apostasy, dispensation, and prophet located on page 44 of Preach My Gospel.*

If time permits, you might give students a few minutes to practice explaining to one another the material on page 33 of *Preach My Gospel*. Encourage them to include in their explanations the words *apostasy*, *dispensation*, and *prophet*.

### The Savior’s Earthly Ministry and Atonement

Have students look at the picture on page 34 of *Preach My Gospel*, which depicts the ordination of the Twelve Apostles by Jesus Christ. Ask students:

- What are some of the things Jesus Christ did to establish His Church on the earth in His day? (You may invite students to silently read the section titled “The Savior’s Earthly Ministry and Atonement” on page 34 of *Preach My Gospel* for reference.)
- How did the Savior’s ministry and eventual rejection follow the pattern established in previous dispensations? (Prior to Jesus Christ’s birth, people were in a state of apostasy. Jesus Christ restored the gospel to the earth, just as Noah, Abraham, and Moses had done in earlier dispensations. Following the deaths of Jesus Christ and the Apostles, God’s children again fell into a state of apostasy until God would once more call a prophet to restore the gospel of Jesus Christ.)

### The Great Apostasy

To help students better understand the need for a restoration of the gospel of Jesus Christ, write the following question on the board.

*What factors led to the Great Apostasy, and what were its results?*

Have students look for answers to these questions in the first two paragraphs of the section titled “The Great Apostasy” on page 35 of *Preach My Gospel*. After sufficient time, have students respond to the questions on the board. Be sure students understand that **following the deaths of Jesus Christ and His Apostles, unauthorized changes corrupted Church doctrines and practices, eventually leading to the removal of priesthood keys and authority from the earth.**

Invite students to silently study several of the scripture passages listed in the Scripture Study box located at the bottom of page 35 of *Preach My Gospel*. Have students search for what scriptural writers prophesied would eventually happen to Jesus Christ’s Church. After students have had sufficient time to study, have them share what they found with another member of the class. You might list some of the responses on the board and then consider writing this summary statement: **Ancient prophecies foretold that there would be a universal falling away from the truth.**

Divide students into pairs and instruct them to prepare to teach a four- to five-minute lesson together on the Apostasy. Explain that their teaching should be simple, clear, and focused on the recipient. Have students use the material on page 35 of *Preach My Gospel* (or they might use the missionary pamphlet titled *The Restoration of the Gospel of Jesus Christ*). Encourage pairs to share one or two scriptures related to the Apostasy and explain what they mean.

After students have had sufficient time to prepare, have each pair teach another pair. As students conclude their teaching experience, instruct the group to discuss the following: What went well in your lessons? What might you have done better? What was most effective in helping others understand what took place following the death of the Apostles?

Then, switch roles and allow the pair who was taught to teach the other pair. Make sure there is time for them to give and receive feedback.

After all students have had the opportunity to teach, invite class members to share insights from their experiences with the rest of the class.



To illustrate the impact that the Great Apostasy had on the world and to prepare students for the next lesson on the Restoration of the gospel of Jesus Christ, show the video “The Great Apostasy” (16:33). As they watch, encourage students to consider how the restored gospel of Jesus Christ overcame the consequences of the Great Apostasy.

After watching the video, ask:

- In what ways did the Restoration of the gospel of Jesus Christ overcome the consequences of the Great Apostasy?
- As you watched the story of Wilford Woodruff’s conversion, what thoughts did you have about the opportunity to share the message of the Restoration of the gospel of Jesus Christ with others?

Conclude by asking students if any of them would like to share their testimony of the Restoration of the gospel with the class.

## Invitations to Act

Invite students to review the doctrines covered in this lesson by completing one or more of the following suggested activities:

- Using the Topical Guide entry “Apostasy of the Early Christian Church,” study more about the Great Apostasy. Use your study journal to take notes on the scripture passages that you might use to teach about the Apostasy.
- Study and ponder the Gospel Topics article “Are Mormons Christian?” found at [lds.org/topics](https://www.lds.org/topics).
- In preparation for the next class, begin memorizing Joseph Smith’s description of the First Vision, as found on page 37 of *Preach My Gospel* (see also Joseph Smith—History 1:16–19).



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# THE FAMILY

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## A PROCLAMATION TO THE WORLD

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### THE FIRST PRESIDENCY AND COUNCIL OF THE TWELVE APOSTLES OF THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

**W**E, THE FIRST PRESIDENCY and the Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints, solemnly proclaim that marriage between a man and a woman is ordained of God and that the family is central to the Creator's plan for the eternal destiny of His children.

**A**LL HUMAN BEINGS—male and female—are created in the image of God. Each is a beloved spirit son or daughter of heavenly parents, and, as such, each has a divine nature and destiny. Gender is an essential characteristic of individual premortal, mortal, and eternal identity and purpose.

**I**N THE PREMORTAL REALM, spirit sons and daughters knew and worshipped God as their Eternal Father and accepted His plan by which His children could obtain a physical body and gain earthly experience to progress toward perfection and ultimately realize their divine destiny as heirs of eternal life. The divine plan of happiness enables family relationships to be perpetuated beyond the grave. Sacred ordinances and covenants available in holy temples make it possible for individuals to return to the presence of God and for families to be united eternally.

**T**HE FIRST COMMANDMENT that God gave to Adam and Eve pertained to their potential for parenthood as husband and wife. We declare that God's commandment for His children to multiply and replenish the earth remains in force. We further declare that God has commanded that the sacred powers of procreation are to be employed only between man and woman, lawfully wedded as husband and wife.

**W**E DECLARE the means by which mortal life is created to be divinely appointed. We affirm the sanctity of life and of its importance in God's eternal plan.

**H**USBAND AND WIFE have a solemn responsibility to love and care for each other and for their children. "Children are an heritage of the Lord" (Psalm 127:3). Parents have a sacred duty to rear their children in love and righteousness,

to provide for their physical and spiritual needs, and to teach them to love and serve one another, observe the commandments of God, and be law-abiding citizens wherever they live. Husbands and wives—mothers and fathers—will be held accountable before God for the discharge of these obligations.

**T**HE FAMILY is ordained of God. Marriage between man and woman is essential to His eternal plan. Children are entitled to birth within the bonds of matrimony, and to be reared by a father and a mother who honor marital vows with complete fidelity. Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ. Successful marriages and families are established and maintained on principles of faith, prayer, repentance, forgiveness, respect, love, compassion, work, and wholesome recreational activities. By divine design, fathers are to preside over their families in love and righteousness and are responsible to provide the necessities of life and protection for their families. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners. Disability, death, or other circumstances may necessitate individual adaptation. Extended families should lend support when needed.

**W**E WARN that individuals who violate covenants of chastity, who abuse spouse or offspring, or who fail to fulfill family responsibilities will one day stand accountable before God. Further, we warn that the disintegration of the family will bring upon individuals, communities, and nations the calamities foretold by ancient and modern prophets.

**W**E CALL UPON responsible citizens and officers of government everywhere to promote those measures designed to maintain and strengthen the family as the fundamental unit of society.

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*This proclamation was read by President Gordon B. Hinckley as part of his message at the General Relief Society Meeting held September 23, 1995, in Salt Lake City, Utah.*

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# 8

## Teaching the Message of the Restoration (Part 2)

### Introduction

The message of the Restoration is that the gospel of Jesus Christ, which includes eternal doctrine, priesthood authority, and the ordinances of salvation, has been restored to the earth through the Prophet Joseph Smith. Through the restored gospel of Jesus Christ—the same gospel that has been revealed in every gospel


dispensation—all of God’s children can obtain eternal life. Prospective missionaries should clearly understand the concepts of the Apostasy and the Restoration and should be prepared to explain them simply and testify of them with power.

### Advance Preparation

- Study Moroni 10:3–5 and Joseph Smith—History 1:1–19.
- Study *Preach My Gospel*, pages 36–39.
- Study Gordon B. Hinckley, “The Marvelous Foundation of Our Faith,” *Ensign or Liahona*, Nov. 2002, 78–81.
- Prepare to show the videos “‘Come, All Ye Sons of God,’ Part 1” (1:17) and “‘Come, All Ye Sons of God,’ Part 2” (2:00; clips from President Thomas S. Monson’s talk, *Ensign or Liahona*, May 2013, 66–69), available on [lds.org/media-library](http://lds.org/media-library).
- Prepare to show the video “Invitation to Read the Book of Mormon: Jynx” (8:06), *The District 2*, available on [youtube.com](http://youtube.com).
- Prepare the handout titled “The Marvelous Foundation of Our Faith,” found at the end of the lesson.

### Suggestions for Teaching

#### Joseph Smith’s Vision of Heavenly Father and Jesus Christ

 Show the first video clip from President Thomas S. Monson’s talk “Come, All Ye Sons of God,” in which President Monson shares the conversion experience of Elmer Pollard:



“When I served as a mission president in Canada more than 50 years ago, one young missionary who came from a small, rural community marveled at the size of Toronto. He was short in stature but tall in testimony. Not long after his arrival, together with his companion, he called at the home of Elmer Pollard in Oshawa, Ontario, Canada. Feeling sorry for the young men who, during a blinding blizzard, were going house to house, Mr. Pollard invited the missionaries into his home. They presented to him their message. He did not catch the spirit. In due time he asked that they leave and not return. His last words to the elders as they departed his front porch were spoken in derision: ‘You can’t tell me you actually believe Joseph Smith was a prophet of God!’

“The door was shut” (“Come, All Ye Sons of God,” *Ensign or Liahona*, May 2013, 68).

After showing the clip, ask:

- If you were one of these missionaries, what thoughts and feelings might you have as you departed Mr. Pollard’s house?
- What would you have done at this point?



Show the second video clip, containing the remainder of President Monson's story:



"The elders walked down the path. Our country boy spoke to his companion: 'Elder, we didn't respond to Mr. Pollard. He said we didn't believe Joseph Smith was a true prophet. Let's return and bear our testimonies to him.' At first the more experienced missionary hesitated but finally agreed to accompany his companion. Fear struck their hearts as they approached the door from which they had just been ejected. They knocked, confronted Mr. Pollard, spent an agonizing moment, and then with power borne of the Spirit, our inexperienced missionary spoke: 'Mr. Pollard, you said we didn't really believe Joseph Smith was a prophet of God. I testify to you that Joseph was a prophet. He did translate the Book of Mormon. He saw God the Father and Jesus the Son. I know it.'

"Some time later, Mr. Pollard, now Brother Pollard, stood in a priesthood meeting and declared, 'That night I could not sleep. Resounding in my ears I heard the words "Joseph Smith was a prophet of God. I know it. I know it. I know it." The next day I telephoned the missionaries and asked them to return. Their message, coupled with their testimonies, changed my life and the lives of my family'" ("Come, All Ye Sons of God," *Ensign or Liahona*, May 2013, 68).

Ask:

- Why do you think the missionary's testimony of the Prophet Joseph Smith had such a profound effect on Mr. Pollard?

Have students turn to Joseph Smith—History in the Pearl of Great Price. Ask a student to read aloud verses 5–6, and then have another student read aloud verses 7–9. Then ask students:

- How could you summarize these verses in just one or two sentences?

Have a student read aloud Joseph Smith—History 1:10. As the verse is read, ask students to consider how Joseph Smith's search for religious truth is similar to that of many people they will meet on their missions. Then ask:

- What were the questions young Joseph Smith was grappling with?
- What made it so difficult for Joseph to decide which church to join?
- How might Joseph Smith's questions be similar to the questions that people in the world have today?

Have a student read aloud Joseph Smith—History 1:11–13. Then ask:


- What principle did Joseph Smith learn about how to find spiritual truth? (Though they may use different words, students will likely state this principle: **We can learn spiritual truth from God if we pray to Him for answers and are willing to act.**)
- How can you use Joseph Smith's example to help others who desire to find spiritual truth?

Have students silently read Joseph Smith—History 1:14–19. As they do so, have them think about the lasting impact that the First Vision has had on the world and on their personal lives. After they have had a few quiet moments to complete the reading, ask questions like the following:

- What might be some reasons that the adversary attacked Joseph Smith before Heavenly Father and His Son Jesus Christ appeared? (The adversary wanted to

prevent Joseph from learning spiritual truth and thereby prevent the eventual Restoration from taking place.)

- In what ways did the First Vision begin to overcome the consequences of the Great Apostasy? (Emphasize this truth to students: **Through the First Vision, the heavens were again opened and the Restoration began.**)
- What doctrinal truths can be learned from the First Vision? (The Father and the Son are separate beings, the heavens are open, we may receive revelation, and so on.)
- Why do you think *Preach My Gospel* suggests that missionaries teach about the First Vision during their very first contact with an investigator?
- How could learning about the appearance of Heavenly Father and His Son Jesus Christ help investigators in their search for spiritual truth?

 **Note:** If available, you may want to show students a video clip of the quotation from the handout: President Gordon B. Hinckley, “The Marvelous Foundation of Our Faith.” The clip runs approximately from 9:30 to 17:29.

To help students deepen their understanding of the importance of the First Vision, give each student a copy of the handout titled “The Marvelous Foundation of Our Faith,” which contains a portion of a talk by President Gordon B. Hinckley.

Have a student read aloud the first three paragraphs. Then ask:

- Why does the “whole strength” of The Church of Jesus Christ of Latter-day Saints rest upon the validity of the First Vision? (Students should understand that if Joseph Smith’s account of his vision is true, then the claim is also true that The Church of Jesus Christ of Latter-day Saints is the only church on earth with the full approval and authority of Heavenly Father and Jesus Christ.)
- According to President Hinckley, in what way was Joseph Smith’s work different from the work done by previous religious leaders who reformed worship practices and doctrinal teachings?

Give students a few minutes to silently read the rest of the handout. As they read, encourage them to mark words, phrases, or statements that stand out to them. After students have finished reading, invite a few of them to share what they marked and explain why it was significant to them. Consider asking questions like the following:

- Why might it be difficult for some people to accept the truthfulness of Joseph Smith’s vision?
- Considering the principles studied in our previous lesson, how does the First Vision fit into the pattern of dispensations, apostasy, and restoration? (Following a period of apostasy, the First Vision initiated a restoration and a new gospel dispensation. As in previous dispensations, a prophet was called by God to restore gospel truths and priesthood authority. Joseph Smith was called as the prophet of the “dispensation of the fullness of times” [Ephesians 1:10]. This means the gospel will not be lost through apostasy but will remain on the earth until the Second Coming of Christ.)
- How could helping an investigator understand this scriptural pattern of apostasy and restoration help him or her to accept the reality of the First Vision and of the modern Restoration of the gospel?

Invite the class to turn to page 37 in *Preach My Gospel* and silently read the last three paragraphs on the page, looking for things that were restored or reestablished through



the Restoration. Then ask students to share what they found. You may want to ensure that the class mentions (1) the restoration of priesthood authority, keys, and ordinances, (2) the reestablishment of Christ's Church, (3) the calling of twelve Apostles, (4) the initiation of a new gospel dispensation, and (5) the calling of a living prophet.

To help students feel the truth and importance of the First Vision and the Restoration, ask your class to respond to questions like the following:

- How have you come to gain a testimony of the reality and significance of the First Vision?
- How has your testimony of the First Vision influenced your belief in the Restoration of the gospel of Jesus Christ?

Ask if any students would like to share with the class their testimony of the First Vision or the Restoration.

Divide the class into pairs. Organize students into small groups of four (two pairs in each group). Give students sufficient time to prepare how they will teach a brief three-to-four-minute lesson on the First Vision and the Restoration. Explain that their teaching should be simple and clear. Have students review the material in *Preach My Gospel*, pages 36–37, or on page 11 in the missionary pamphlet titled *The Restoration of the Gospel of Jesus Christ*. Encourage students to use their own words to explain the experience of Joseph Smith (except when they quote or read from Joseph Smith—History 1:16–17). Remind them to conclude with their testimonies. Assign one pair in each group to teach the other pair.

As students conclude their teaching experience, have each group discuss among themselves what went well during the teaching and how the teachers might have done better.

Then, switch roles and allow the other pair to teach. Make sure there is time for feedback. After all pairs have taught, invite class members to share insights from their experiences with the rest of the class.

**Helping students respond to difficult questions.** Students will sometimes face difficult questions that challenge their faith. As a teacher, you can help prepare students to answer these questions and to withstand challenges to their faith (see Ephesians 6:11–13; 1 Nephi 15:24; Helaman 3:29). It is helpful to address challenging questions during class; however, such questions should be discussed carefully and faithfully. Remind students that there are many resources available to help answer difficult questions on official Church websites; for example, the Gospel Topics section of LDS.org.

It may be helpful for your students to know how to respond to difficult questions regarding the various accounts of the First Vision written by Joseph Smith. Explain that the account of the First Vision found in Joseph Smith—History was written by the Prophet in 1838 as part of an official history of the Church that was to be published to the world. Because Joseph Smith recorded his experience more than once, there are other existing accounts of the First Vision. Explain to students that each account varies somewhat in its emphasis and details. Some critics have mistakenly argued that any variations in the retellings are evidence of fabrication. However, when an individual retells an experience in multiple settings to different audiences over many years, each account will tend to emphasize various aspects of the experience and contain unique details. For example, differences similar to those in the First Vision accounts exist in Paul’s accounts of his vision on the road to Damascus (see Acts 9:3–9; 22:6–11; 26:12–18).



*Note: For help in explaining the various accounts of the First Vision, see the article “First Vision Accounts” in the Gospel Topics section of [lds.org/topics](https://www.lds.org/topics). Consider sharing this link with students so they can read the material on their own.*

### Inviting Others to Read the Book of Mormon

Begin establishing the relevance of this portion of the lesson by having a student read aloud the last two paragraphs in the introduction to the Book of Mormon. Invite students to look for the promises given to those who choose to read the Book of Mormon, ponder it, and ask God if it is true. Invite students to share what they found.

Have students turn to page 38 in *Preach My Gospel*, and have a student read aloud the first paragraph in the section “The Book of Mormon: Another Testament of Jesus Christ.” Help students identify a principle taught in this paragraph by asking:

- Why is the Book of Mormon a valuable and powerful tool for missionaries? (Help students to see that the Book of Mormon contains the everlasting gospel, is convincing evidence that Joseph Smith was a prophet of God, and is another testament of Jesus Christ. (See D&C 20:8–11.)

To help students better understand this doctrine, ask a few questions like the following:

- Why is the Book of Mormon convincing evidence that Joseph Smith is a prophet? (If someone concludes that the Book of Mormon is true, then they must also conclude that Joseph Smith was acting by divine direction to discover and translate it and is a prophet of God.)
- How are investigators blessed when they read the Book of Mormon and gain a witness that it is true? (They will know that Joseph Smith is a prophet, and they will be prepared to accept the Restoration of the gospel of Jesus Christ and receive the saving ordinances.)

Have a student read aloud Moroni 10:3–5. Ask the following:

- What steps must a person take in order to gain a witness that the Book of Mormon is true? (Though they may use different words, students will likely state this principle: **As we read, ponder, and pray with real intent about the Book of Mormon, God will reveal its truthfulness to us by the power of the Holy Ghost.**)
- What does it mean to “ask with real intent” (Moroni 10:4)? (Sincerely desiring to receive an answer through the Holy Ghost and being committed to act upon the answer.)



To illustrate why it is important that an investigator read the Book of Mormon and pray with real intent about its truthfulness, show the video “Invitation to Read the Book of Mormon: Jynx” (8:06).

Stop the video at 0:55 and ask the class to ponder for a moment what thoughts and feelings they might have if they were one of the missionaries teaching Jynx. Call on a few students to share what they would say to her.

While showing the rest of the video, consider having half of the class watch for why investigators must read and pray about the Book of Mormon in order gain a witness of its truthfulness. Have the other half of the class watch for what the missionaries said that helped Jynx feel motivated to read the Book of Mormon. After the video, discuss the following with students:

- What did the missionaries say and do to motivate Jynx to read and pray about the Book of Mormon?
- What did the missionaries say or do that invited the Holy Ghost to bear witness of their words?
- Why is it crucial for an investigator to read and to pray about the truthfulness of the Book of Mormon? (Make sure students understand that it is not enough for missionaries to just distribute copies of the Book of Mormon. A missionary’s role is to help others feel the importance of reading and praying about the Book of Mormon so that they can find out that Joseph Smith was a prophet of God and that Jesus Christ’s gospel was restored.)

Explain to the class that they will now have an opportunity to role-play inviting someone to read the Book of Mormon. Demonstrate introducing the Book of Mormon and extending an invitation to read it and pray to know that its message is true. Then divide the class into pairs, or consider using one of the other suggested teaching configurations found in the “Teaching Activities” section in the introduction to this manual.

Give students sufficient time to prepare to invite an investigator to read the Book of Mormon and to pray to know if it is true. Invite students to read the box titled “Use the Book of Mormon to Confirm the Truth of the Restoration,” located at the top of page 39 of *Preach My Gospel*. Students might also use page 15 of the missionary pamphlet titled *The Restoration of the Gospel of Jesus Christ*. They should conclude the practice activity by sharing their testimony of the Book of Mormon and extending an invitation to read and pray about its truthfulness.

After all students have had the opportunity to practice sharing their testimony of the Book of Mormon and extending the invitation to read and pray, ask class members to share insights from their experiences with the rest of the class.

As you conclude the lesson, remind students of the blessings of reading and strengthening their personal testimonies of the Book of Mormon before beginning full-time missionary service. Ask if any of them would like to share their testimony of the Book of Mormon. Share your testimony of the Book of Mormon, and assure students that they will find joy as they invite others to read this powerful witness of Jesus Christ.

## Invitations to Act

Encourage students to apply what they have learned in this lesson during the coming week. They might consider doing the following:

- Pray for a stronger testimony of the First Vision and the truthfulness of the Book of Mormon.
- Read the article “First Vision Accounts” in the Gospel Topics section of [lds.org/topics](https://www.lds.org/topics).
- Memorize the account of the First Vision recorded in Joseph Smith—History 1:16–17. Share it with a friend or family member and bear your testimony of the importance of the event.
- Pray for help to identify someone to whom you might give a copy of the Book of Mormon. Act on the spiritual promptings you receive.



# The Marvelous Foundation of Our Faith

President Gordon B. Hinckley

*Ensign, Nov. 2002, 80–81*



We declare without equivocation that God the Father and His Son, the Lord Jesus Christ, appeared in person to the boy Joseph Smith. . . .

. . . Our whole strength rests on the validity of that vision. It either occurred or it did not occur. If it did not, then this work is a fraud. If it did, then it is the most important and wonderful work under the heavens.

Reflect upon it, my brethren and sisters. For centuries the heavens remained sealed. Good men and women, not a few—really great and wonderful people—tried to correct, strengthen, and improve their systems of worship and their body of doctrine. To them I pay honor and respect. How much better the world is because of their bold action. While I believe their work was inspired, it was not favored with the opening of the heavens, with the appearance of Deity.

Then in 1820 came that glorious manifestation in answer to the prayer of a boy who had read in his family Bible the words of James: “If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him” (James 1:5).

Upon that unique and wonderful experience stands the validity of this Church.

In all of recorded religious history there is nothing to compare with it. The New Testament recounts the baptism of Jesus when the voice of God was heard and the Holy Ghost descended in the form of a dove. At the Mount of Transfiguration, Peter, James, and John saw the Lord transfigured before them. They heard the voice of the Father, but they did not see Him.

Why did both the Father and the Son come to a boy, a mere lad? For one thing, they came to usher in the greatest gospel dispensation of all time, when all of previous dispensations should be gathered and brought together in one. . . .

The instrument in this work of God was a boy whose mind was not cluttered by the philosophies of men. That

mind was fresh and without schooling in the traditions of the day.

It is easy to see why people do not accept this account. It is almost beyond comprehension. And yet it is so reasonable. Those familiar with the Old Testament recognize the appearance of Jehovah to the prophets who lived in that comparatively simple time. Can they legitimately deny the need for an appearance of the God of heaven and His resurrected Son in this very complex period of the world’s history?

That They came, both of Them, that Joseph saw Them in Their resplendent glory, that They spoke to him and that he heard and recorded Their words—of these remarkable things we testify.

I knew a so-called intellectual who said the Church was trapped by its history. My response was that without that history we have nothing. The truth of that unique, singular, and remarkable event is the pivotal substance of our faith.

But this glorious vision was but the beginning of a series of manifestations that constitute the early history of this work.

As if that vision were not enough to certify to the personality and the reality of the Redeemer of mankind, there followed the coming forth of the Book of Mormon. Here is something that a man could hold in his hands, could “heft,” as it were. He could read it. He could pray about it, for it contained a promise that the Holy Ghost would declare its truth if that witness were sought in prayer. . . .

There followed the restoration of the priesthood—first, of the Aaronic under the hands of John the Baptist, who had baptized Jesus in Jordan.

Then came Peter, James, and John, Apostles of the Lord, who conferred in this age that which they had received under the hands of the Master with whom they walked, even “the keys of the kingdom of heaven,” with authority to bind in the heavens that which they bound on earth (see Matthew 16:19).

Subsequently came the bestowal of further priesthood keys under the hands of Moses, Elias, and Elijah.

Think of it, my brothers and sisters. Think of the wonder of it.

This is the restored Church of Jesus Christ. We as a people are Latter-day Saints. We testify that the heavens have been opened, that the curtains have been parted, that God has spoken, and that Jesus Christ has manifested Himself, followed by a bestowal of divine authority.

We testify that the heavens have been opened, that the curtains have been parted, that God has spoken, and that Jesus Christ has manifested himself.



# 9

## Developing Christlike Attributes

### Introduction

Missionaries should strive to become more like the Savior as they labor to invite others to come unto Him. The Savior is our perfect example and instructed us to become as He is (see 3 Nephi 27:27), and His Atonement enables us to become more like Him and our Heavenly Father. An important part of becoming like Jesus Christ is

to learn about how He lived, behaved, and taught. As we personally develop Christlike attributes more fully, we will be better prepared to serve God and others during our missions and throughout our lives.

### Advance Preparation

- Study Alma 17:22–37; 18:1–3, 8–10; Moroni 7:45–48; and Doctrine and Covenants 4:1–7.
- Study *Preach My Gospel*, pages 115–122, 126.
- Make copies of the Attribute Activity on page 126 of *Preach My Gospel* for each student in your class (optional).
- Prepare to show the video “Christlike Attributes” (2:54), available on LDS.org.
- Prepare to show the video “Impressions of Missionaries” (4:32), available on youtube.com.

### Suggestions for Teaching

#### The Importance of Christlike Attributes

Invite students to open to page 123 in *Preach My Gospel* and look at the photo of the missionary name tag. Ask:

- What are the two most prominent parts of the missionary name tag? (The missionary’s name and the Savior’s name.)
- Why would it be important for you and for others to associate your name with the Savior’s?

Have students take turns reading aloud the five paragraphs on page 115 in *Preach My Gospel* while the class follows along, looking for how we can accept the invitation to follow Jesus Christ. After they have finished reading, ask:

- How do we accept Jesus Christ’s invitation to follow Him? (Students should identify the principle: **We accept Jesus Christ’s invitation to follow Him by becoming like Him and developing His attributes.**)
- How could developing Christlike attributes make you a more powerful and effective minister of the gospel of Jesus Christ?

Ask the students to each select one of the scriptures in the Scripture Study box on page 116 of *Preach My Gospel*. Have students read their selected scripture passage and look for what it says about following Jesus Christ’s example. Invite students to share what they learned with the class. After several students have responded, ask:

- What are some character attributes you associate with Jesus Christ?



Show the video “Christlike Attributes” (2:54), which illustrates some of the Savior’s attributes. Have students watch for how the Savior’s divine attributes were made evident through his actions—particularly in the way he interacted with others.

After viewing the video, ask questions like the following, making sure to allow enough time for students to ponder their answers:

- How were the Savior’s divine attributes evident in his actions, particularly in the way he interacted with others?
- What effect did Jesus’s actions have on others?

Have students share with someone sitting next to them an experience in which they were impacted by someone’s Christlike behavior. Then give them a moment to ponder the following question:

- What attributes of Christ shown in the video would you like to develop more fully?

### Developing Christlike Attributes

Have a few students take turns reading aloud Doctrine and Covenants 4:1–7.

- According to Doctrine and Covenants 4:5–6, what is the relationship between Christlike attributes and the qualifications for being called to the work? (Though they may use different words, students should identify this principle: **Individuals who possess Christlike attributes are qualified to serve in the Lord’s work.**)

Invite the class to turn to the Attribute Activity on page 126 of *Preach My Gospel*. After explaining the instructions found at the top of the page, invite students to complete the activity. It may be helpful to tell students how much time they will have to spend on the activity. Consider providing photocopies of the activity for students. If students choose to complete the activity in their own copies of *Preach My Gospel*, you might encourage them to write in pencil. Allow sufficient time for all students to finish the activity. Then ask class members to share what they learned and felt as they worked through this self-evaluation. As needed, consider asking questions like these:

- Which attributes from the activity stand out to you, and why?
- What did you learn from this activity?

Help students deepen their understanding of Christlike attributes by inviting them to select one attribute that they would like to learn more about and develop more fully in their own lives. Ask students to locate the section describing their chosen attribute on pages 116–22 of *Preach My Gospel*. Then give them time to study their section, along with the associated scriptures. It may be helpful to let students know how much time they will have to study. Write the following questions on the board for students to consider as they read:

- *What new insights about this attribute did you gain?*
- *What must change in your heart, mind, or actions to develop this attribute?*
- *How might developing this attribute increase your effectiveness as a missionary?*

Walk around the room to see how each student is doing and to answer any questions students may have. After allowing sufficient time, invite students to share their responses to the questions written on the board.

**Allowing time to ponder answers.** Class members are more likely to respond with thoughtful answers to questions if they are given sufficient time to think about their response. For example, after asking a question, you could say, “Please take a moment to think about your response, and then I will ask for answers.”

Display the following statement by President Dieter F. Uchtdorf, and ask students to look for what President Uchtdorf says we must do in order to develop Christlike attributes:



"The scriptures describe a number of Christlike attributes we need to develop during the course of our lives. ... Christlike attributes are gifts from God. They cannot be developed without His help. The one help we all need is given to us freely through the Atonement of Jesus Christ. Having faith in Jesus Christ and in His Atonement means relying completely on Him—trusting in His infinite power, intelligence, and love. Christlike attributes come into our lives as we exercise our agency righteously. ... In seeking to become more like the Savior, we need to reevaluate our lives regularly and rely, through the path of true repentance, upon the merits of Jesus Christ and the blessings of His Atonement" ("Christlike Attributes—the Wind beneath Our Wings," *Ensign or Liahona*, Nov. 2005, 102–103).

- What does it mean to you that "Christlike attributes are gifts from God"? (They are gifts that cannot be fully developed without God's help.)
- According to President Uchtdorf, what can we do to draw upon God's help in developing these attributes? (You might summarize student responses by writing the following on the board: **We can develop Christlike attributes as we repent, have faith in Jesus Christ, and rely on the Atonement.**)
- How can repenting and having faith in the Atonement help us to develop Christlike attributes? (Through faith and repentance, we invite the Lord to bless us with Christlike attributes. When we repent, we show our desire to become more Christlike, and we invite a greater measure of the Holy Ghost into our lives.)

Display the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles, and invite a student to read it aloud to the class:



"In teaching the Nephites, the Savior referred to what they must become. He challenged them to repent and be baptized and be sanctified by the reception of the Holy Ghost, 'that ye may stand spotless before me at the last day' (3 Ne. 27:20). He concluded: 'Therefore, what manner of men ought ye to be? Verily I say unto you, even as I am' (3 Ne. 27:27).

"The gospel of Jesus Christ is the plan by which we can become what children of God are supposed to become. This spotless and perfected state will result from a steady succession of covenants, ordinances, and actions, an accumulation of right choices, and from continuing repentance. 'This life is the time for men to prepare to meet God' (Alma 34:32)" ("The Challenge to Become," *Ensign*, Nov. 2000, 33).

Ask:

- According to Elder Oaks, what must we do in order to become more like Jesus Christ? (We must make and keep sacred covenants, worthily receive ordinances, make right choices, and repent.)

Invite students to turn to Moroni 7:47–48. Explain that although these verses deal specifically with charity, they teach a more general principle about gaining Christlike attributes. Invite a student to read the verses while the class follows along, looking for what we can do to invite Heavenly Father's help in becoming like His Son (answers should focus on the importance of asking Heavenly Father to help us and becoming "true followers" of Christ). Point out that since Christlike attributes are gifts from God, we should ask Him for help in developing them.

To help students consider how they might apply what they have learned, you might ask students to share examples of actions that a prospective missionary might take when seeking to develop the attribute they studied about. Then give students a few minutes to write down a plan, including some consistent right choices they can make, to help them better develop that attribute. Encourage them to share their plan with their parents or a trusted friend. Also, encourage students to not delay following their plan. Efforts they make now can have a big impact on their mission experiences.

Conclude this portion of the lesson by assuring students that the Lord will bless them as they exercise faith in the Atonement and seek to become like Him.

### Christlike Attributes in Missionary Work

Write on the board the following statement by President Dieter F. Uchtdorf of the First Presidency, who was sharing a quote that is often attributed to Saint Francis of Assisi. Ask a student to read the statement aloud:

*“Preach the gospel at all times and if necessary, use words” (“Waiting on the Road to Damascus,” Ensign or Liahona, May 2011, 77).*

Then ask questions like the following:

- How can we preach the gospel without using words?
- How can gaining Christlike attributes allow us to better preach the gospel, both with and without using words?
- What happens to individuals’ hearts when they are treated in a Christlike manner? (Their hearts are softened and they will be more receptive to listening to the gospel message).
- Why are the Christlike attributes of a missionary so important to the success of missionary work? (Student responses could include this truth: **Christlike attributes can be a powerful influence in bringing people to the Savior.**)



Show the video “Impressions of Missionaries” (4:32). Have students take notes on the attributes that investigators observed in the missionaries and the effect those attributes had on the investigators.

After the video, ask:

- What were some of the missionaries’ positive attributes that investigators identified?
- Why do you think these qualities made such a positive impression on investigators?
- Some of the investigators mentioned less-positive qualities. How did these qualities impact the investigators?
- How might missionaries avoid leaving these less-positive impressions?

To further illustrate how Christlike attributes and behaviors can help missionaries prepare those they teach to receive the gospel, ask a student to summarize the story of Ammon’s efforts to preach the gospel among the Lamanites. Split the class into four groups, and assign one of the following scripture passages to each group. Have students silently read their assigned passage and identify the Christlike qualities that Ammon exhibited.

#### Learner application.

Application takes place when students (1) accept a doctrine or principle in their hearts and minds and (2) begin to act on and live according to it. Teachers can facilitate application by giving students time in class to ponder or write about what they have understood and felt and to consider what specific actions they should take to apply in their lives what they have learned.

*Alma 17:22–25*

*Alma 17:28–31*

*Alma 17:33–37*

*Alma 18:1–3, 8–10*

After students have had time to read, discuss the following with the class:

- Which Christlike attributes did Ammon exhibit in the verses you read?
- How did Ammon’s attributes impact the people he was teaching?
- What are some ways that modern missionaries could follow Ammon’s example?

Invite students to think of a person they have observed who exemplified Christlike attributes. Ask:

- How has this person influenced you through their Christlike behavior?

### Serving with a Companion

Remind students that missionaries are always assigned to serve with a companion. Invite students to suggest potential challenges that might occur when working with a companion. Ask students the following questions:

- Why do you think missionaries serve in companionships?

Read aloud Doctrine and Covenants 42:6 and 2 Corinthians 13:1 to help students see that missionaries serve in companionships because it is a pattern given by the Lord. Then ask:

- Why is it important that missionaries manifest Christlike attitudes and actions toward their companions? (See D&C 38:24–25, 27.)

Display the following statement by President James E. Faust (1920–2007) of the First Presidency, and ask a student to read it aloud to the class:



“Never permit contention in your companionships. Some of your missionary companions will be your life’s dearest friends. Be the kind of companion you would like to be with. Be unselfish in your relationship with your companions. When there is contention, the Spirit of the Lord will depart, regardless of who is at fault. Each of us is an individual with unique strengths and talents, different from any other person in the world. Each of us has weaknesses. In a harmonious companionship, there is teamwork—where one is weak, the other is strong” (“What I Want My Son to Know before He Leaves on His Mission,” *Ensign*, May 1996, 41).

- What did President Faust say would happen when there is contention between missionary companions? (See also 3 Nephi 11:29.)
- How can the attributes we have been studying help companions avoid contention and have a more harmonious relationship? (Help students identify the principle that **when missionary companions manifest Christlike attitudes and behaviors toward each other, they are blessed with the Spirit.**)
- Why might having a harmonious relationship make a companionship more effective in preaching the gospel?

Consider reading aloud the first five paragraphs under the subsection entitled “Your Companion” (in the “Relationships with Others” section) in the *Missionary Handbook* (pages 29–30). Then ask:

- How have you used a principle found in these paragraphs to strengthen your relationship with a family member or friend?

Conclude by inviting your students to bear their testimonies about Christ and the importance of becoming like Him.

### **Invitations to Act**

Help students recognize that the process of developing Christlike attributes requires the Lord’s help and much personal effort. Encourage students to complete one or more of the following suggested activities as part of their efforts to become more like the Savior:

- Choose one of the Christlike attributes from chapter 6 in *Preach My Gospel* and study it further using the scriptures, including the Bible Dictionary, Topical Guide, index, and so forth. Create a plan to more fully develop that attribute in your life. Share your plan with your parents or a trusted friend.
- Think about what you can do to be more Christlike toward your family, friends (both member and nonmember), and Church leaders. Write down specific ideas you have and act on them this week.
- Make some goals on how you might prepare to avoid contention with a future missionary companion.
- Find ways to express love to family members and friends and to serve them with patience and charity.

# 10

## Teaching the Plan of Salvation (Part 1)

### Introduction

The plan of salvation is Heavenly Father's plan for the happiness of His children. It is centered on the Atonement of Jesus Christ and teaches why the Atonement is necessary. Heavenly Father's plan also answers the questions "Where did I come from?" "What is my

purpose in life?," and "Where will I go after I die?" Prospective missionaries should have a clear understanding of the doctrine of the plan of salvation and be prepared to explain it simply and testify of it with power.

### Advance Preparation

- Study 2 Nephi 2:22–25; Alma 12:32–34; Moses 1:39.
- Study *Preach My Gospel*, pages 48–50.
- Prepare to show the video "God Is Our Father" (3:05), available on LDS.org.
- Prepare to show the video "The Plan of Salvation" (4:30), available on LDS.org.

### Suggestions for Teaching

#### Pre-Earth Life: God's Purpose and Plan for Us

Consider having the class sing the hymn "I Am a Child of God" as part of the opening devotional. To begin the lesson, have students silently review the lyrics to the first verse of "I Am a Child of God," and ask them to look for any doctrines or principles found in the lyrics.

*I am a child of God,  
And he has sent me here,  
Has given me an earthly home  
With parents kind and dear.  
Lead me, guide me, walk beside me,  
Help me find the way.  
Teach me all that I must do  
To live with him someday.*

("I Am a Child of God," Hymns, no. 301)



**Note:** As another option, you might consider beginning class by showing the video "God Is Our Father" (3:15). After taking a few moments to discuss the video, have the class sing "I Am a Child of God."

After a few moments, invite students to explain any important doctrines or principles they found in the hymn. If needed, you might consider asking the following questions:

- What do these lyrics indicate about our life before we came to earth?
- What do these lyrics indicate about the purpose of life here on earth?

Tell students that as missionaries, they will have the opportunity to teach about the purpose of life. Have one or more students read aloud the first two paragraphs of the section titled "Pre-Earth Life: God's Purpose and Plan for Us" on page 48 of *Preach My Gospel*.



You might also share the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles:



"No more profound truth has been conveyed to us in the restoration than the knowledge of our premortal existence. No other church knows or teaches this truth. The doctrine is given only in outline form, but salient facts are repeated often enough in the revelations to assure us of certain fundamental truths" (*Our Father's Plan* [1984], 14).

Ask:

- How can knowing about our premortal life and that we lived as spirit children with our Father in Heaven help give greater meaning to our lives? (As students respond, you might choose to emphasize this principle: **When we understand that we are Heavenly Father's children, we find greater meaning in our life on earth.**)



To help students deepen their understanding of this principle, show the video "God Is Our Father" (3:05), and have students listen for the blessings described by the people in the video.

After students have watched the video, ask the following questions:

- What were some blessings people in the video described that came from knowing they are children of God?
- How has the knowledge that you are a child of God helped you find greater meaning in your life?

Have several students take turns reading aloud the final four paragraphs on page 48 of *Preach My Gospel*. Instruct the class to look for doctrines and principles that teach what God's purpose is for His children and how the plan of salvation fulfills that purpose.

Then ask:

- What is God's plan designed to do for His children? (Among their responses, students might include the doctrine that **the plan of salvation makes it possible for all of God's children to enjoy the blessings of immortality and eternal life.** If clarification is needed, you might refer to the definitions of *immortality* and *exaltation* on pages 58–59 in *Preach My Gospel*. Emphasize that eternal life is the kind of life that God lives.)

**Memorization.**

Memorization can help students come to know and love selected passages of scripture. It also increases the likelihood that the Holy Ghost will bring these passages to their remembrance in a time of need (see John 14:26). As you invite students to memorize scriptures, be careful to tailor expectations to each student's capabilities and circumstances. Students should not be made to feel embarrassed or overwhelmed if they have difficulty memorizing passages.

To help students understand this doctrine, have them read and memorize Moses 1:39. After they have had a few moments to memorize and practice reciting this passage, ask:

- How could teaching investigators that God's purpose is to bring about our immortality and eternal life impact the choices they make in their daily lives?

Give students a moment to ponder the role of missionaries in assisting Heavenly Father in His work "to bring to pass the immortality and eternal life of man" (Moses 1:39). Invite students to share their thoughts with another student or write their thoughts in a study journal.

**The Creation and Our Physical Bodies**

Have a student read aloud the section titled "The Creation" on page 49 of *Preach My Gospel*. Instruct students to look for the significance of the Creation in God's plan of salvation. Then ask:

- Why do we consider the creation of the earth to be a significant part of God's plan of salvation? (**In order to progress and become like God, each of us had to come to earth to obtain a body and be tested during a time of probation.**)

To help students understand the importance of receiving a physical body, display and read aloud the following statement, which was made by Sister Susan W. Tanner while she was serving as the Young Women general president. Have students look for why each of us was excited to receive a physical body.



"In the premortal realm we learned that the body was part of God's great plan of happiness for us. As it states in the family proclamation: 'Spirit sons and daughters knew and worshiped God as their Eternal Father and accepted His plan by which His children could obtain a physical body and gain earthly experience to progress toward perfection and ultimately realize his or her divine destiny as an heir of eternal life.' In fact, we 'shouted for joy' (Job 38:7) to be part of this plan.

"Why were we so excited? We understood eternal truths about our bodies. We knew that our bodies would be in the image of God. We knew that our bodies would house our spirits. We also understood that our bodies would be subject to pain, illness, disabilities, and temptation. But we were willing, even eager, to accept these challenges because we knew that only with spirit and element inseparably connected could we progress to become like our Heavenly Father (see D&C 130:22) and 'receive a fullness of joy' (D&C 93:33)" ("The Sanctity of the Body," *Ensign* or *Liahona*, Nov. 2005, 13).

Then ask:

- In the premortal world, what truths did we understand that made us excited to come to earth and receive a physical body?
- Why were we willing and eager to come to earth even though we knew we could face difficult challenges in mortality?

Give students a moment to ponder the following question: How would you explain to an investigator how our mortal experience helps us progress to become like our Heavenly Father? If time permits, invite them to study the scripture references in the Scripture Study box below "The Creation" on page 49 of *Preach My Gospel*. After a minute or so, have students turn to someone sitting next to them and explain their answer to the question.

## Agency and the Fall of Adam and Eve

Write the following headings on the board:

<i>What Adam and Eve could do in the Garden</i>	<i>What Adam and Eve could not do in the Garden</i>
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Invite students to study 2 Nephi 2:22–25 and the “Agency and the Fall of Adam and Eve” section on page 49 of *Preach My Gospel*. As they read, have half of the class make a list of what Adam and Eve *could* do in the Garden of Eden (they could live forever in an innocent state, they could use their own agency to make decisions). Have the other half of the class make a list of what Adam and Eve *could not* do in the Garden of Eden (they could not progress or experience opposition, they could not experience joy or sorrow or pain or misery, they could not sin, they could not experience disease or suffering, they could not have children). After a few minutes, ask students to share what they found. As they respond, consider having a member of the class write students’ responses on the board.

Draw students’ attention to the terms *physical death* and *spiritual death* on page 49 of *Preach My Gospel*. Perhaps all of the students will understand that physical death refers to death of the physical body. Help them to understand that spiritual death refers to separation from God’s presence. Both deaths are a result of the Fall of Adam. It is only through the Atonement of Jesus Christ that we can overcome both deaths.

You can deepen students’ understanding of the Fall’s importance in the plan of salvation by displaying the following quote from President Joseph Fielding Smith (1876–1972) and having a student read it aloud to the class:



“When Adam was driven out of the Garden of Eden, the Lord passed a sentence upon him. Some people have looked upon that sentence as being a dreadful thing. It was not; it was a blessing. I do not know that it can truthfully be considered even as a punishment in disguise.

“In order for mankind to obtain salvation and exaltation it is necessary for them to obtain bodies in this world, and pass through the experiences and schooling that are found only in mortality. The Lord has said that his great work and glory is, ‘to bring to pass the immortality and eternal life of man’ [Moses 1:39]. Without mortality this great blessing could not be accomplished. Therefore, worlds are created and peopled with the children of God, and they are granted the privilege to pass through the mortal existence, with the great gift of agency in their possession. Through this gift they choose good or choose evil, and thus receive a reward of merit in the eternities to come. Because of Adam’s transgression we are here in mortal life. ...

“The fall of man came as a blessing in disguise, and was the means of furthering the purposes of the Lord in the progress of man, rather than a means of hindering them” (*Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [1954–56], 1:113–14).

Then ask:

- Why is it appropriate to view the Fall of Adam and Eve as a crucial part of God’s plan of salvation? (**The Fall of Adam and Eve allowed God’s spirit children to obtain physical bodies and made it possible for them to progress and become like Him.**)

Invite students to review the “Teaching about the Fall” box on page 50 of *Preach My Gospel*. Then have students explain the doctrine of the Fall in their own words to the student sitting next to them.

### Our Life on Earth



Show the video “The Plan of Salvation” (4:30) or have a student read aloud the following quote from President Boyd K. Packer of the Quorum of the Twelve Apostles. Have students look for ways that a three-act play symbolizes the plan of salvation:



“The plan of redemption, with its three divisions, might be likened to a grand three-act play. Act 1 is entitled ‘Premortal Life.’ The scriptures describe it as our first estate (see Jude 1:6; Abraham 3:26, 28). Act 2, from birth to the time of resurrection, is the ‘Second Estate.’ And act 3 is called ‘Life After Death’ or ‘Eternal Life.’

“In mortality, we are like actors who enter a theater just as the curtain goes up on the second act. We have missed act 1. The production has many plots and subplots that interweave, making it difficult to figure out who relates to whom and what relates to what, who are the heroes and who are the villains. It is further complicated because we are not just spectators; we are members of the cast, on stage, in the middle of it all!

“As part of the eternal plan, the memory of our premortal life, act 1, is covered with a veil. Since we enter mortality at the beginning of act 2 with no recollection of act 1, it is little wonder that it is difficult to understand what is going on. . . .

“If you expect to find only ease and peace and bliss during act 2, you surely will be frustrated. You will understand little of what is going on and why things are permitted to be as they are.

“Remember this! The line ‘And they all lived happily ever after’ is never written into the second act. That line belongs in the third act, when the mysteries are solved and everything is put right. . . .

“There exists something of a script for this great play, the drama of the ages. It outlines, in brief form at least, what happened in act 1—the premortal life. While there is not much detail, the script makes clear the purpose of it all, and it reveals enough of the plot to help you figure out what life is all about.

“That script, as you should already know, is the scriptures—the revelations. Read them. Study them. They tell you what man is, why God is ‘mindful of him,’ and why we are made ‘a little lower than the angels’ and yet ‘crowned . . . with glory and honour’ (Psalm 8:4–5).

“The scriptures speak the truth. From them you can learn enough about all three acts to get your bearings and get direction in your life. They reveal that ‘ye were also in the beginning with the Father; that which is Spirit, even the Spirit of truth;

“‘And truth is knowledge of things as they are, and as they were, and as they are to come’ (D&C 93:23–24)” (Boyd K. Packer, “The Plan and the Plan” [Church Educational System fireside, May 7, 1995], 2–3; si.lds.org).

Then ask questions like the following:

- In what ways does a three-act play symbolize some of the elements of the plan of salvation?
- According to this analogy, why is it difficult for many people to understand the purpose of life on earth?
- According to this analogy, where can we find the script for this grand three-act play?

- How can the scriptures help God’s children better understand their purpose in God’s plan?

Explain to students that when missionaries teach the plan of salvation, they help investigators to better understand the purpose of mortality and how we can return to live again with Heavenly Father (see Alma 12:32–34). Have students read the section titled “Our Life on Earth” on page 50 of *Preach My Gospel*. After they have had sufficient time to read the section, ask:

- How would you explain the purpose of this life in one or two sentences?

Tell students that it is important for investigators to understand that our preparation to return to God’s presence depends on the decisions that we make during our life on earth. Decisions to follow God’s commandments can help us draw closer to our Heavenly Father, while breaking God’s commandments keeps us from returning to His presence. Write the following on the board:

<i>Consequences of sin:</i>
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Then ask:

- What are the consequences of sin? (As needed, encourage students to review the second paragraph of “Our Life on Earth” on page 50 of *Preach My Gospel*. Though they will use slightly different words, students should understand these truths: **Sin leads to unhappiness and causes feelings of guilt and shame.** It makes us unclean and unworthy to enter God’s presence. Sin prevents us from returning to our Father in Heaven unless we are forgiven.)
- How will understanding the consequences of sin help prepare investigators to accept the message of the Atonement?

Remind students that in this life we all experience a spiritual death—we are separated from God’s presence. Ask students:

- How does the gospel of Jesus Christ help us to overcome spiritual death and return to God’s presence? (As students respond you may want to ask them how faith in Jesus Christ, repentance, baptism by immersion, and the gift of the Holy Ghost each help us to overcome the effects of the Fall and prepare us to return to God’s presence.)

It is important that students be given the opportunity to practice explaining the elements of the plan of salvation that are covered in this lesson. This will help them to better understand the doctrines and principles that they will be teaching to investigators.

Divide students into pairs. Give sufficient time for pairs to prepare to teach a five- to ten-minute lesson about the purpose of our life on earth. Have students review the material on pages 49–50 of *Preach My Gospel*, including scriptures from the Scripture Study boxes. If available, they may also study pages 2–9 of the missionary pamphlet entitled *The Plan of Salvation*. As students are preparing, walk around the class and help them to prepare simple and brief explanations of the elements of the plan of salvation. Reaffirm that using scripture passages in their message and testifying of the doctrines and principles they teach will add power to their lesson.

After students have had enough time to review the material and prepare a short lesson, assign each pair of students to teach another pair. Then have them rotate so that each

pair has the opportunity to teach once. As each pair concludes their teaching experience, have them discuss the following with the students they taught:

- What did the teachers do well?
- What methods could have made the presentation even more effective?

After each pair has had the opportunity to practice and evaluate their teaching, invite class members to share insights from their experiences with the rest of the class.

Conclude the lesson by writing the following statements on the board and asking students to consider how these principles can increase their desire to serve a mission:

*Every person you meet is a child of Heavenly Father and is loved by Him.*

*Each person you meet carries a burden of unhappiness that comes from sins that haven't been resolved through Christ's cleansing Atonement.*

Invite a few students to share what they feel as they ponder these statements. Consider concluding the lesson by asking students if any of them would like to bear testimony to the class of the doctrines related to the plan of salvation.

### Invitations to Act

Invite students to deepen their understanding of the plan of salvation and improve their teaching skills by choosing one of the following activities to work on outside of class:

- Review the "Key Definitions" section on pages 58–59 of *Preach My Gospel*. Practice explaining each of the terms in your own words using simple statements of truth.
- Review the scripture passages found in the Scripture Study boxes on pages 49–50 of *Preach My Gospel*. Select one or two passages that you would want to use to teach each of the different parts of the plan of salvation and mark them in your scriptures. Consider committing one or more of these passages to memory.
- Create an outline for teaching the plan of salvation. Consider using the lesson plan ideas on pages 55–58 of *Preach My Gospel* as a reference.
- Think of a time when your knowledge of the plan of salvation has blessed your life. Write a summary of that experience in your study journal or share it with a friend.

#### Continuing to improve.

Both teachers and missionaries must learn principles of effective teaching and master effective teaching skills line upon line through study, faith, practice, and experience. The goal of every missionary should be to represent as well as possible the Savior of the world and be "a teacher come from God" (John 3:2). Those who call on the Lord daily will feel His help as they strive to improve.

# Teaching the Plan of Salvation (Part 2)

# 11

## Introduction

The plan of salvation provided a Savior to overcome the effects of the Fall of Adam. Through the Savior's Atonement, we can overcome death, sin, and sorrow. In addition, we will be resurrected and the righteous will return to God's presence and

become like Him. Prospective missionaries should have a clear understanding of the doctrine of the plan of salvation and be prepared to explain it simply and testify of it with power.

## Advance Preparation

- Study Isaiah 53:3–5; 1 Corinthians 15:20–22; Alma 7:11–13; Alma 11:42–44; Alma 34:8–9; and Doctrine and Covenants 19:15–19.
- Study *Preach My Gospel*, pages 51–54.
- Prepare to show the video “For God So Loved the World” (4:48), available on LDS.org.

## Suggestions for Teaching

### The Atonement of Jesus Christ

Before class begins, write the following on the board:

*“[John 3:16] summarizes the whole plan of salvation” (Elder Bruce R. McConkie).*

When class starts, ask students to silently read John 3:16 and consider how this verse “summarizes the whole plan of salvation.”

After students have had a few moments to read and ponder, invite them to discuss how this scripture summarizes the plan of salvation. If needed, you might read the fuller statement on John 3:16 made by Elder Bruce R. McConkie (1915–85) of the Quorum of the Twelve Apostles:



“This is perhaps the most famous and powerful single verse of scripture ever uttered. It summarizes the whole plan of salvation, tying together the Father, the Son, his atoning sacrifice, that belief in him which presupposes righteous works, and ultimate eternal exaltation for the faithful” (*Doctrinal New Testament Commentary*, 3 vols. [1965–73], 1:144).

Have a student read aloud the first paragraph in the section “The Atonement” on page 51 of *Preach My Gospel*. Then ask:

- How would you state, in a single sentence, why the atoning sacrifice of Jesus Christ is so important for each of God's children? (Student responses should include the doctrine that **the Atonement of Jesus Christ made it possible for us to overcome the effects of the Fall.**)
- What are the effects of the Fall that we all experience? (The major effects are [1] physical death, [2] sin and spiritual death [separation from God], and [3] suffering and sorrow.)

As students reply, consider listing their responses in a column on the board under the heading “Effects of the Fall.” Then fill in a column to the right with the heading “How the Atonement overcomes the effects of the Fall” (or display this table using another method):

<i>Effects of the Fall</i>	<i>How the Atonement overcomes the effects of the Fall</i>
<i>Physical Death</i>	<i>1 Corinthians 15:20–22</i> <i>Alma 11:42–45</i> <i>Preach My Gospel, 51, “The Atonement,” paragraph 2</i>
<i>Sin and Spiritual Death</i>	<i>Alma 34:8–9</i> <i>D&amp;C 19:15–19</i> <i>Preach My Gospel, 51–52, “The Atonement,” paragraphs 3–5</i>
<i>Suffering and Sorrow</i>	<i>Isaiah 53:3–5</i> <i>Alma 7:11–13</i> <i>Preach My Gospel, 51–52, “The Atonement,” paragraph 6</i>

Divide the class into thirds, and assign each third to study the references in one of the three categories on the chart. Ask students to prepare to share how the materials they studied help explain how the Atonement of Jesus Christ overcomes the effects of the Fall. Tell students that the scriptures on this chart are representative of many passages that could be used to illustrate the doctrine of the Atonement and that they should study additional passages for deeper understanding of this doctrine. After giving them sufficient time to study, invite a few students from each third of the class to explain what they studied and how it helps us understand how the Atonement can bless us.

Give students a few minutes to write down several sentences that summarize or outline what they would want to teach an investigator about the Atonement of Jesus Christ. After a few minutes, consider calling on a few students to read to the class what they wrote.

**Feeling the truth and importance of a doctrine or principle.**

Although students may be able to identify and understand principles and doctrines of the gospel, they will often not feel motivated to apply them until they feel their truth and importance through the Spirit.



Invite the Spirit to help students feel the truth and importance of the Atonement of Jesus Christ by showing the video “For God So Loved the World” (4:48). Have students look for ways that Jesus Christ demonstrated His love for the world.

After showing the video, ask:

- What were some of the ways that Jesus Christ demonstrated His love for others?
- How does this video help you to appreciate the Savior’s ministry and atoning mission?



Invite students to look back at what they wrote about the things they would want to teach an investigator about the Atonement of Jesus Christ. Give them a few more minutes to write additional sentences that summarize what they believe and can testify of about the Atonement of Jesus Christ. After a few minutes, assign students to pair up with another member of the class and role-play with each other how they would testify to an investigator of the Atonement of Jesus Christ.

After each student has had the opportunity to role-play, conclude this portion of the lesson by asking:

- Why is it important for missionaries to regularly share their testimony of Jesus Christ with those they teach? (You may want to emphasize that one of the Holy Ghost's roles is to testify of Jesus Christ [see John 15:26; 3 Nephi 11:32]; therefore, when we testify of Jesus Christ to others, we invite the Holy Ghost to confirm our witness in the hearts of those we are teaching.)

Encourage students to consider what they might do to deepen their gratitude for and testimony of Jesus Christ and His Atonement. Assure students that by deepening their testimony of the Savior they will become better prepared to invite others to come unto Christ.

### Our Eternal Destiny

Refer students to the diagram found in the “Plan of Salvation” box on page 54 of *Preach My Gospel*. Invite students to first study the diagram and then draw their own version without looking at *Preach My Gospel*. Their own diagrams may take any form, as long as they include the major parts of the plan of salvation. Remind students that missionaries need to be able to explain the main elements of the plan of salvation in simple terms to an investigator.

To help students understand the content found in the three remaining sections of lesson 2 in *Preach My Gospel* (pages 52–53), ask students to take a few minutes to read the sections and identify doctrines, principles, and ideas that investigators need to know. As students read, display the section titles in a chart on the board:

<i>What does an investigator need to know?</i>		
<i>The spirit world</i>	<i>The Resurrection, the Judgment, and immortality</i>	<i>Kingdoms of glory</i>

It may be helpful to have students study one section at a time and share doctrines, principles, or ideas that they identified before moving on to read the next section. You might invite a student to record class responses under the appropriate heading on the board. Consider asking students to copy the chart into their study journals and fill it in as the class discusses each section.

Questions like the following may help students analyze what they read:

- What impact will our decisions here on earth have on us after we die?
- How can our understanding of the Judgment affect our decisions now?
- How does the Atonement of Jesus Christ affect each phase of our existence (premortal, mortal, and postmortal)?

**Student testimony.** You can help students feel more comfortable bearing their testimony by giving them many opportunities to do so in class. President Boyd K. Packer of the Quorum of the Twelve Apostles taught, “A testimony is to be *found* in the *bearing* of it! ... It is one thing to receive a witness from what you have read or what another has said ... It is quite another to have the Spirit confirm to you in your bosom that what *you* have testified is true” (“The Candle of the Lord,” *Ensign*, Jan. 1983, 54–55).

- Why is it important to be clear and simple when introducing these truths to others?

Explain to students that one of the important doctrines of the Restoration is that God’s children have the potential to become like Him. Our understanding of Heavenly Father provides us the hope that through the Atonement of Jesus Christ, we can progress and receive the blessing of exaltation (see “Exaltation,” in *Preach My Gospel*, page 58). Even though we may one day become like God, we will always worship Him. Our progression will never change His identity as our Father and our God. (For more information on this subject, see the Gospel Topics article titled “Becoming Like God” on [lds.org/topics](https://www.lds.org/topics).)

Divide the class into pairs, and invite each pair to prepare to teach someone about the purpose of life and what happens to us after we die. As they prepare, students should refer to pages 51–54 of *Preach My Gospel* or to pages 10–15 in the missionary pamphlet *The Plan of Salvation*, if it is available. Encourage students to use at least one scripture as they teach. Also encourage them to use the diagrams of the plan of salvation that they created or the diagram on page 54 of *Preach My Gospel*. Explain that their teaching should be simple and clear and should conclude with their testimony. Allow enough time for pairs to prepare to teach, and then invite each pair to team up with another pair. Assign one pair of students to teach the other two students.

As companionships conclude their teaching experience, have each group discuss the following among themselves: What went well in the teaching? How could the students who taught improve?

Then, switch roles and allow the students who were taught to teach the other pair of students. Make sure there is time for them to receive feedback. After each pair has taught, invite class members to share insights from their experiences with the rest of the class.

As time allows, conclude the lesson by bearing your testimony of the plan of salvation, or invite class members to do the same.

### **Invitations to Act**

Invite students to choose one or more of the following activities to work on outside of class to deepen their understanding of the plan of salvation:

- Practice drawing the diagram on page 54 of *Preach My Gospel* and explaining the main elements of the plan of salvation, using a scripture to support each element.
- Consider how you might teach the plan of salvation in order to help someone who has recently lost a family member or loved one. Write a short summary or outline of your ideas in your study journal.
- Study a talk about the Atonement of Jesus Christ from a recent general conference address. Identify principles from the talk that will help you better understand the Atonement of Jesus Christ. Make a list of ways the Atonement blesses you daily.
- Pray for the opportunity to share the plan of salvation with someone who could be blessed by better understanding Heavenly Father’s plan. Then act in faith and teach this doctrine to bless the life of the person.

# Finding People to Teach

# 12

## Introduction

Missionaries cannot share the gospel until they find someone to teach. Finding people requires exercising faith—faith to talk to people about the gospel of Jesus Christ, faith to watch for teaching opportunities, and faith that God will lead them to people who are prepared to listen. The most effective way to find people to teach is

through members of the Church. All Church members, including prospective missionaries, have a personal responsibility to help find people who are ready to receive the restored gospel. Young people can prepare for full-time service by sharing the gospel now, both in person and through online resources.

## Advance Preparation

- Study Doctrine and Covenants 18:10, 14–16; 33:6–11; 100:5–6.
- Study *Preach My Gospel*, pages 155, 160, 162, 170.
- Prepare to show the video “Developing the Faith to Find” (2:55), *The District 1*, available on LDS.org
- Prepare to show the video “The Lord of the Harvest: The Adams Family” (4:41), available on LDS.org.
- Prepare to show the video “Sharing Your Beliefs” (2:02), available on LDS.org.
- Assign one or two students ahead of time to demonstrate one or both of the following during class: (1) how to use LDS.org or mormon.org to share videos or other materials using social media and (2) how to create a profile on mormon.org.

## Suggestions for Teaching

### Developing the Faith to Find People to Teach

Explain that President Wilford Woodruff served as a missionary in England soon after he was ordained an Apostle. Display and ask students to take turns reading aloud the following account to introduce the importance of seeking the Lord’s help in finding people to teach. Have the class look for what Elder Woodruff did to find people to teach:



“Elder Woodruff sought the Lord in prayer . . . , asking where he should go. He recounted: ‘Believing it to be my privilege and duty to know the will of the Lord upon the subject, therefore, I asked my Heavenly Father in the name of Jesus Christ to teach me his will in this thing, and as I asked, the Lord gave, and showed me that it was his will that I should go immediately to the south of England. I conversed with brother William Benbow upon this subject, who had lived in Herefordshire and had friends still residing there, and much wished me to visit that region of country, and [he] generously proffered to accompany me to his brother’s house and pay my fare, which I readily accepted.’

“On March 4, 1840, Elder Woodruff and William Benbow arrived at the home of William’s brother John. ‘In one hour after I arrived at his house,’ recalled President Woodruff, ‘I learned why the Lord had sent me there. . . . I found a company of men and women, some six hundred, who had banded together under the name of United Brethren, and were laboring for the ancient order of things. They wanted the Gospel as taught by the prophets and apostles, as I did in my youth.’

“Through diligent Bible study, John Benbow and his family and friends prepared themselves to embrace the restored gospel.

“The Benbow family quickly accepted the message of the Restoration, and William returned to Staffordshire ‘after having the happy privilege of seeing his brother John Benbow, and all his household, ... baptized into the new and everlasting covenant.’ Elder Woodruff stayed in the area for about eight months. He later recalled: ‘The first thirty days after I arrived in Herefordshire I baptized forty-five preachers and several hundred members. ... We brought in two thousand in about eight months’ labor.’

“Referring to this experience, President Woodruff wrote: ‘The whole history of this Herefordshire mission shows the importance of listening to the still small voice of God and the revelations of the Holy Ghost. The Lord had a people there prepared for the Gospel. They were praying for light and truth, and the Lord sent me to them’” (*Teachings of Presidents of the Church: Wilford Woodruff* [2004], 90–91).

Ask students:

- What did Elder Woodruff do to determine where to find people who were ready to receive the gospel?
- In what ways did the Lord assist Elder Woodruff? (You might point out to students that not only did the Lord inspire Elder Woodruff to go to the south of England, but He also opened the way for Elder Woodruff to teach at John Benbow’s farm, where hundreds of men and women had been prepared to receive the restored gospel.)
- What principle about finding people to teach was illustrated by Elder Woodruff’s story? (Student responses could be summarized by writing the following principle on the board: **The Lord can help us to find people who have been prepared to accept the gospel when we pray for help, listen to the Spirit, and then act in faith.**)

Ask the class to turn to page 155 in *Preach My Gospel*, and ask a student to read aloud the first paragraph under the heading “Developing the Faith to Find.” Then ask:

- How does knowing that “the Lord is preparing people to receive you and the restored gospel” help motivate you to prepare to serve a mission?

Have students read the next paragraph on page 155 of *Preach My Gospel*, under the subheading “The Family of God.” Then ask:

- How does the doctrine that all men and women are part of God’s family influence your feelings about finding people to teach?
- In the quotation from Alma 31:34–35, what did Alma pray for as he prepared to preach to the Zoramites?
- What can we learn from Alma’s prayer?



Show the video “Developing the Faith to Find” (2:55), and have students look for insights about finding people to teach. You might encourage students to take notes on what they learn.

Ask:

- What insights about finding people to teach did the missionaries give in this video? (Students might give responses like these: Missionaries should pray for opportunities, love others and see them as God sees them, and remember that the Lord is preparing His children to receive the gospel and leading His missionaries to find them. Because God loves His children, he wants everyone to have the opportunity to hear and accept the gospel.)

- Why is it important to act on the feelings to reach out to others and invite them to learn about the gospel?

Have students read the three paragraphs in the subsection entitled “Find Them That Will Receive You” on page 156 in *Preach My Gospel*. Then ask:

- What are some challenges we may face when trying to find people to teach? (We usually do not know who is ready for the gospel. People may not immediately recognize us as the Lord’s servants. They may not realize that they are looking for the restored gospel.)
- How does the Lord assist us in finding people to teach? (He sends the Holy Ghost to guide us.)
- What do you think the Lord would have missionaries do when they do not see immediate results of their efforts to find people to teach?

If there are students in the class who are converts to the Church, consider inviting one or more of them to share how they came in contact with the Church and how they came to recognize that the missionaries were teaching them the truth. If there are no converts in the class, invite the students to think of a convert they know well in their family or in their ward. Consider inviting them to share how that person came to accept the gospel.

### The Importance of Member Missionary Work

Display the following statement by President Thomas S. Monson and invite a student to read it aloud:



“Now is the time for members and missionaries to come together, to work together, to labor in the Lord’s vineyard to bring souls unto Him. He has prepared the means for us to share the gospel in a multitude of ways, and He will assist us in our labors if we will act in faith to fulfill His work” (“Faith in the Work of Salvation” [address given at the Work of Salvation worldwide leadership broadcast, June 23, 2013]).

You might ask students questions like the following:

- Why is it important to remember that a prophet of God has asked us to participate in member missionary work? (You may consider referring to Doctrine and Covenants 88:81, which highlights the Lord’s expectations for those who have received the gospel.)
- Why do you think President Monson said that “now is the time” for members and missionaries to work together?

Then invite students to turn to page 160 in *Preach My Gospel*, and have three students take turns reading aloud the first three paragraphs under the heading “The Importance of Members.” Then ask:

- What can be the result when members and missionaries work together to preach the gospel? (Student responses might include this principle: **When members invite others to be taught and are present for the teaching, more people are baptized and remain active in the Church.**)



Show the video “The Lord of the Harvest: The Adams Family” (4:41), and ask students to pay attention to what Church members did to help the Adams family receive the blessings of the gospel.

Ask:

- What were some of the efforts that led to the Adams family receiving the blessings of the gospel?
- What do you think motivated the members in the video to share the gospel with the Adams family?

Have students read aloud the two paragraphs in the section titled “No Effort is Wasted” in *Preach My Gospel*, page 170. Then consider asking questions like the following:

- Even if people do not accept the invitation to investigate the restored gospel, why is no effort to serve and teach wasted?
- How can a missionary maintain a healthy attitude when people choose not to investigate the gospel?

Invite students to share what they have done in the past to participate in member missionary work. Ask them to explain how they felt as they tried to share the gospel with others.

### Participating in Member Missionary Work

List the following scriptures on the board, then have each student silently read one of the passages and look for the blessings promised to those who choose to participate in missionary work.

*D&C 18:10, 14–16*

*D&C 33:6–11*

*D&C 100:5–6*

#### Encouraging all students to participate.

Teachers should strive to find ways to appropriately invite all students to participate in classroom discussions, even those who are hesitant to do so. Sometimes one or more students tend to dominate class discussion. Teachers may need to visit privately with such individuals and thank them for their willingness to contribute to class discussions, and then enlist their help in getting others to participate as well.

After allowing students a few moments to review the passage they selected, ask students to explain the verses they read and share how the promised blessings might motivate them to find people to receive the gospel message. Encourage all class members to participate in this discussion. You might list students’ responses on the board next to the appropriate scripture.

Consider writing the following principle on the board: **As member missionaries, we can begin now to find people for the missionaries to teach.**

To help students better understand how they can participate in member missionary work, have a student read aloud the following quote from Elder M. Russell Ballard of the Quorum of the Twelve Apostles. Ask the class to listen for counsel on how to gain confidence and courage in reaching out to others:



“Brothers and sisters, fear will be replaced with faith and confidence when members and the full-time missionaries kneel in prayer and ask the Lord to bless them with missionary opportunities. Then, we must demonstrate our faith and watch for opportunities to introduce the gospel of Jesus Christ to our Heavenly Father’s children, and surely those opportunities will come. These opportunities will never require a forced or a contrived response. They will flow as a natural result of our love for our brothers and sisters. Just be positive, and those whom you speak with will feel your love. They will never forget that feeling, though the timing may not be right for them to embrace the gospel. That too may change in the future when their circumstances change.

“It is impossible for us to fail when we do our best when we are on the Lord’s errand. While the outcome is a result of the exercise of one’s agency, sharing the gospel is our responsibility.

“Trust the Lord. He is the Good Shepherd. He knows His sheep, and His sheep know His voice; and today the voice of the Good Shepherd is your voice and my voice. And if we are not engaged, many who would hear the message of the Restoration will be passed by. Simply stated, it’s a matter of faith and action on our part. The principles are pretty simple—pray, personally and in your family, for missionary opportunities. ...

“You don’t have to be an outgoing person or an eloquent, persuasive teacher. If you have an abiding love and hope within you, the Lord has promised if you ‘lift up your voices unto this people [and] speak the thoughts that [He] shall put into your hearts, ... you shall not be confounded before men;

“‘[And] it shall be given you ... in the very moment, what ye shall say’ (D&C 100:5–6)” (“Put Your Trust in the Lord,” *Ensign or Liahona*, Nov. 2013, 44).

Ask:

- What did Elder Ballard suggest that members can do to develop greater confidence to introduce the gospel to others?
- In what ways is finding people to teach a matter of faith?

Have students take a few moments to search through the list of “Ideas for Helping Members” on page 162 in *Preach My Gospel* and look for specific ways that members can participate in missionary work. Have students choose one or two ideas that they might use now to participate in member missionary work. Then ask:

- Which of these ideas could you do now to invite others to hear the gospel message?
- Why do you think some Church members hesitate to reach out to others in the ways found on this list?

Encourage students to take a few minutes to write down a few things they will do in order to find people for the missionaries to teach. Suggest to students that their plans might be more effective if they write down the names of specific nonmember friends and family members with whom they might share the gospel message. You might suggest that students include actions such as praying regularly for missionary opportunities, reaching out to speak with others about gospel topics, inviting others to worship services or other Church activities, inviting others to hear lessons from the missionaries, inviting others to read the Book of Mormon, and so on. As directed by the Spirit, you might call on a few students to share their plans with the class.

### Use All Tools That God Has Prepared

Have a student read aloud the following statement by Elder L. Tom Perry (1922–2015) of the Quorum of the Twelve Apostles, and ask the class to listen for how the process for finding people to teach is changing:



“When I was a young missionary, we were able to speak with contacts on the street and knock on doors to share the gospel. The world has changed since that time. Now, many people are involved in the busyness of their lives. They hurry here and there, and they are often less willing to allow complete strangers to enter their homes, uninvited, to share a message of the restored gospel. Their main point of contact with others, even with close friends, is often via the Internet. The very nature of missionary work, therefore, must change if the Lord is to accomplish His work of gathering Israel ‘from the four corners of the earth’ [2 Nephi 21:12]. The missionaries are now authorized to use the Internet in their proselyting efforts. ...

#### Writing assignments.

Writing assignments provide students with opportunities to participate personally, receive inspiration, and to prepare to teach and share their feelings with others.

“As missionaries enter this new age where they will use computers in the work of the Lord, we invite the young and the old, the adults, the young adults, the youth, and the children everywhere to join with us in ... sharing their gospel messages online. ...

“Just as missionaries must adapt to a changing world, members must also change the way they think about missionary work. In saying this, I wish to make it clear that what we, as members, are asked to do has not changed; but the way in which we fulfill our responsibility to share the gospel must adapt to a changing world” (“Missionary Work in the Digital Age” [address given at the Work of Salvation worldwide leadership broadcast, June 23, 2013]).

Ask:

- According to Elder Perry, why must members and missionaries begin using online resources as they share the gospel? What are the advantages of using these resources?
- What are some of the online tools or resources that you could use to share your testimony of the gospel and invite others to learn more?
- What are some specific ways you could use these tools to share the gospel message? (This discussion will help students identify the principle that **followers of Jesus Christ can use modern technology to share their testimony of the gospel with people all over the world.**)



*Note: As the class discusses online missionary resources, consider mentioning [mormon.org](http://mormon.org), which is designed and written to reach nonmembers. The site is an excellent resource for investigators. It contains answers to many frequently asked questions, and its content is aligned with the Preach My Gospel lessons. [Mormon.org](http://mormon.org) also features thousands of profiles that have been posted by Church members around the globe. You may want to encourage class members to create their own profiles, in which they can share their feelings about the gospel.*

Display the following guidelines from [LDS.org](http://LDS.org), and invite a student to read aloud the first paragraph. Then call on other students to read aloud the list of guidelines for using social media. Ask the class to look for ways that this information can help them to become better at sharing the gospel online.

“Social media can be a powerful influence in the lives of those who use it. It can provide ways to express our faith in Jesus Christ and strengthen relationships. The Church encourages the use of social media so long as it supports the mission of the Church, improves relationships, and facilitates revelation among children of our Heavenly Father. Church members are encouraged to be examples of their faith at all times and in all places, including when participating in the global conversations available through social media. ...

“The following are suggestions for using social media in our personal lives: ...

“Be civil in your online interactions with others. Latter-day Saint teachings require members to treat others with respect, regardless of the situation.

“Express your personal witness of the restored gospel, as guided by the Spirit. Such messages should be personal; do not leave people with the impression that you speak for the Church, and do not form groups that give the impression that they officially represent or are sponsored by the Church.

“Always be an example of a follower of Christ in your interactions with others in social media. Your positive example can influence those with whom you associate. It’s wise to cease associating with those who consistently seek to drag others down and particularly those who post inappropriate material. ...



“Exercise good judgment when posting to a social media site. There is no ‘delete’ button on the Internet. Images and posts can remain for many years and can be detrimental when you are seeking employment or admission to college, as well as other occasions in which your public Internet record may be reviewed. Ensure that your communications align with your commitment to take upon yourself the name of the Savior” (“Social Media Helps for Members,” LDS.org).

Ask students to share with the class their thoughts about why the suggestions on this list would be important for them to remember as they share the gospel online.

If there is enough time available, consider having a student demonstrate in class how to share videos or other materials on LDS.org or mormon.org using social media. You might have another student demonstrate how to create a profile on mormon.org.



Consider showing the video “Sharing Your Beliefs” (2:02) to help students feel confident in their ability to use technology to share their feelings and testimony of the gospel. Before showing the video, encourage students to look for the potential influence a person can have by using technology to share his or her feelings about the gospel.

After the video, ask:

- How can technology enhance the efforts of members who desire to share the message of the gospel?

Invite students to describe how they could use technology to share their testimony with others. Conclude by sharing your testimony of the doctrines and principles taught in the lesson.

## Invitations to Act

Help students begin now to find people who are ready to hear the gospel message by completing one or more of the following suggested activities:

- Complete the items you listed during this lesson’s writing assignment in order to find people for the missionaries to teach.
- Review the contact list on your cell phone and find a less-active member or nonmember. Call or text that person and invite him or her to join you at church this Sunday.
- Explore the mormon.org website and explore the site’s resources, such as videos, articles, and profiles posted by members of the Church. Share a video, article, or other page with others using social media.
- Create your own profile on mormon.org. Share your profile with others using social media.
- Share a *Mormon Messages* video and your feelings about it using social media.

# 13

## Teaching the Gospel of Jesus Christ (Part 1)

### Introduction

The gospel of Jesus Christ includes the eternal doctrines, principles, laws, covenants, and ordinances needed for mankind to enter back into the presence of God and be exalted in the celestial kingdom. The first principles and ordinances of the gospel are faith in Jesus

Christ, repentance, baptism by immersion, and the gift of the Holy Ghost. Prospective missionaries should be prepared to help investigators have faith in Jesus Christ and repent of their sins before they are baptized and receive the Holy Ghost.

### Advance Preparation

- Study Mosiah 3:19; 4:1–3; 5:2; and Alma 36.
- Study *Preach My Gospel*, pages 60–63.
- Prepare to display the picture Conversion of Alma the Younger (*Gospel Art Book* [2009], no. 77) or a similar picture.
- Prepare to show the video “Jesus Christ Is the Way” (5:02), available on LDS.org.
- Make copies of the handout titled “Repentance,” found at the end of the lesson, to use with the teaching idea on repentance (optional).

### Suggestions for Teaching

#### Through Christ We Can Be Cleansed from Sin

To help students prepare to learn from the lesson, write this question on the board before class begins:

*How does the world’s standard of right and wrong differ from Heavenly Father’s standard?*

After class starts, invite a few students to respond to the question on the board. After a few students have responded, have a student read aloud the box titled “Sin” on page 61 of *Preach My Gospel*. Then ask:

- Why is it important for investigators to understand what sin is and what its consequences are before learning about the gospel of Jesus Christ?

Write the following question on the board and invite students to look for an answer as they study the section “Through Christ We Can Be Cleansed from Sin” on pages 60–61 in *Preach My Gospel*:

*What are some of the truths taught in this section that might help investigators desire to draw closer to Jesus Christ?*

After allowing sufficient time for students to read, invite students to share what they found. Their responses may include the following truths:

- God sent His Beloved Son, Jesus Christ, into the world so that we would have the possibility of returning to live in His presence after we die.

#### Readiness to learn.

Teachers can help focus students’ minds on the learning experience by beginning each lesson in a way that captures the students’ attention. For example, you might have a relevant thought-provoking question written on the board, or you could display an object or picture that triggers students’ interest as they enter the class.

- Only through the Savior’s grace and mercy can we become clean from sin.
- Through the Atonement and Resurrection of Jesus Christ, all people will be brought back into the presence of the Lord to be judged.
- No unclean thing can live in God’s presence.
- Jesus Christ stood in our place and suffered the penalty for our sins.
- Jesus Christ forgives our sins when we accept Him, repent, and obey His commandments.

Next, give students a few minutes to study or mark several of the scripture passages listed in the paragraphs they just read or in the Scripture Study box on page 61 that illustrate one of the principles they just identified. Consider having half the class choose passages in the paragraphs they just read and the other half choose passages in the Scripture Study box. Ask students to be prepared to explain how they might use one or more of those scripture passages to help an investigator understand and appreciate what Heavenly Father and His Son Jesus Christ have done to help us overcome the effects of sin. After a few minutes, invite a few students to explain what they learned.

### Faith in Jesus Christ

Review with students the missionary purpose statement found in the box titled “Your Purpose” on page 1 of *Preach My Gospel*. Then ask:

- What is the difference between (1) helping someone “come unto Christ” and become converted to His restored gospel and (2) merely helping someone become a member of the Church?
- Why is it more important for missionaries to help people come unto Christ than to help them become members of the Church?

Invite students to study the first paragraph in the section titled “Faith in Jesus Christ” on page 61 of *Preach My Gospel*. As they study, have students look for ways that faith in Jesus Christ can help a person become converted to His restored gospel. Then ask:

- From what you read, what does it mean to have faith in Jesus Christ?
- How does faith in Jesus Christ lead someone to become converted to His restored gospel?

Write on the board: **Faith in Jesus Christ leads to action.** Invite students to read the rest of the “Faith in Jesus Christ” section on pages 61–62 of *Preach My Gospel*. As they read, invite them to mark some of the actions that demonstrate a person’s faith in Jesus Christ and His Atonement. After a few minutes, ask:

- What are some actions that might show that an investigator is developing faith in Jesus Christ? (Answers may include: repenting, learning about and becoming like the Savior, obeying the commandments, avoiding sin, praying for strength to conquer temptation, learning the word of God, and keeping commitments to follow gospel principles.)
- According to what you read, when we exercise faith in Jesus Christ, how does He bless us in our daily lives? (Answers may include: He gives us power to meet life’s challenges; He helps us change the desires of our hearts; He heals us physically and spiritually.)

Have students write answers to the following questions in their study journals:

- How has your faith in Jesus Christ motivated you to act in the ways described in this section?
- What else might you do to further show that you have faith in Jesus Christ?

Divide students into pairs or companionships. Invite pairs to prepare a two- to three-minute lesson about faith in Jesus Christ. As they prepare, have students use the material in *Preach My Gospel*, pages 61–62, including one or two scriptures from the Scripture Study box. Students might also use the missionary pamphlet titled *The Gospel of Jesus Christ*. After students have had sufficient time to prepare, organize pairs into groups of four students (two pairs in each group). Assign one pair of students to teach the other pair. Explain that they should use their own words and be simple and clear as they teach.

As students conclude their teaching experience, have the small groups discuss among themselves what went well, what they felt was a challenge to teach and why, and how their teaching helped those being taught to feel the importance of having faith in Jesus Christ.

Then, switch roles and allow the other pair to teach. Make sure to allow time for them to receive feedback as well.

At the conclusion of this practice activity, ask students what questions they had or what insights they gained. If students hesitate to respond, you might ask, “What are some of the things you liked that you heard from those who taught you?” Ask if any students would like to share with the class an experience from their lives when they were blessed by having faith in Jesus Christ.

### Repentance

Display a picture of Alma and the sons of Mosiah (see *Gospel Art Book*, 77), and invite a student to briefly summarize the account of Alma the Younger’s conversion (see Alma 36:6–24). Then have a few students take turns reading aloud Alma 36:13, 17–21, and 23–25.



Then ask:

- How did Alma demonstrate that he had faith in Jesus Christ?
- What occurred as a result of Alma’s demonstration of faith?
- What was the result of Alma’s sincere repentance?

Give students one minute to write in their study journals a one-sentence definition of repentance. Invite several students to read their sentences to the class. To help your students solidify in their minds a simple definition of repentance, display the following quote from Elder Neil L. Andersen of the Quorum of the Twelve Apostles, and ask a student to read it aloud:



"When we sin, we turn away from God. When we repent, we turn back toward God. . . .  
 "... Repentance is turning away from some things, such as dishonesty, pride, anger, and impure thoughts, and turning toward other things, such as kindness, unselfishness, patience, and spirituality. It is 're-turning' toward God" ("Repent ... That I May Heal You," *Ensign* or *Liahona*, Nov. 2009, 40–41).

- How could this simple definition help you to explain the meaning of repentance? (After students respond, write this principle on the board: **Repentance is turning back toward God.**)

To help students better understand the process and results of repentance, consider having students study Mosiah 3:19; 4:1–3; and 5:2. As they study, have students identify words and phrases that help define what it means to repent. After allowing sufficient time, have a few students explain to the class what they found. Then ask:

- What evidence do you see in these verses that King Benjamin's people exercised faith in Jesus Christ in order to ultimately receive forgiveness of their sins?

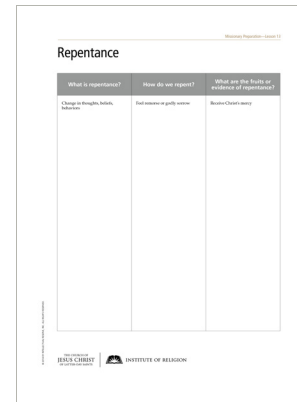
Distribute handouts containing the following table, or draw it on the board and have students copy it into their study journals:

What is repentance?	How do we repent?	What are the fruits or evidence of repentance?
Change in thoughts, beliefs, behaviors	Feel remorse or godly sorrow	Receive Christ's mercy

Ask students to study the section titled "Repentance" on pages 62–63 of *Preach My Gospel*. As they read, have students fill in the columns of their charts or handouts using words, phrases, or sentences from *Preach My Gospel*. To help students see the types of phrases they might include, an example is provided in each column. When finished, their charts might look like the following:

**Responding positively.**

When a student gives a response, the teacher should acknowledge it in a positive way. This acknowledgment can be a simple "thank you" or a validating comment about the answer. When an incorrect response is given, the teacher could rephrase the question to provide the student another opportunity to respond. The teacher should develop a classroom atmosphere of trust so that all students feel comfortable sharing their thoughts and feelings.



What is repentance?	How do we repent?	What are the fruits or evidence of repentance?
Change in thoughts, beliefs, behaviors Fresh view of self, God, and world Bring our life in line with God's will Turn away from sin and do it no more Continually try to correct transgressions and improve	Feel remorse or godly sorrow Stop doing wrong things Continue doing right things Recognize sins Confess sins Ask God for forgiveness Correct problems our actions may have caused Resist any desire to sin Develop Christlike qualities, grow in knowledge, serve Show love for God by obeying	Receive Christ's mercy View of self and the world changes Understand our relation to God Desire to follow God grows stronger Feel God's forgiveness Feel God's peace Guilt and sorrow swept away Feel Spirit in greater abundance More prepared to live with God and Jesus Christ Become more like Jesus Feel joy

**Understanding doctrines and principles.** When students truly understand a doctrine or principle, they can do more than give a simple definition of it. They can also understand how the doctrine or principle can affect their lives. Once students identify and understand a doctrine or principle, they can apply it more readily. Teachers can help students better understand and apply doctrines and principles by asking questions that help students to analyze what they have studied.

After allowing sufficient time for students to complete their charts, invite students to discuss with another member of the class the phrases and words they included in their charts. Consider asking the class some or all of the following questions to deepen students' understanding of the doctrines and principles they read:

- How can the principles you identified in the first and second columns help you to know if an investigator is truly repenting?
- According to what you wrote in the third column, what blessings come from repentance, in addition to receiving a forgiveness of sins?
- Consider the items in the first and third columns. Why must we have faith in Christ if these things are to truly happen?

As students respond, you might point out that missionaries teach the gospel in order to help people build faith in Jesus Christ and to motivate them to repent. Faith in Jesus Christ and repentance are conditions for accessing the Atonement. Repentance will also help investigators come closer to Heavenly Father and Jesus Christ. To prepare students to practice teaching about repentance, share the following scenario with the class:

You and your companion have been teaching two roommates for about three weeks. One of them has been progressing very well. The other roommate seems to have lost interest and now leaves the room when your lessons begin. When you finally have an opportunity to question the uninterested roommate, he explains that he knows he is not currently living in accordance with God's will, but he has lived like this his whole life and has settled on the idea that this is just who he is, and there's not much that can be done about it.

Divide students into pairs or companionships. Give pairs sufficient time to prepare how they will work together to teach another pair of students a short three- to four-minute lesson about repentance. Encourage students to prepare to role-play teaching the two roommates in the scenario. Explain that their teaching should be simple, clear,

and focused on the needs of the roommates. They should consider how they might help the uninterested roommate understand why he needs to change and how to help him realize that with the Savior’s help, repentance is possible. Have students use the material in *Preach My Gospel*, pages 62–63, or the missionary pamphlet titled *The Gospel of Jesus Christ*. Encourage them to include one or two scripture passages to illustrate the importance of repentance.

Organize students into small groups, with two pairs in each group. Assign one pair of students to teach the other pair, who will take the role of the roommates described in the scenario. Explain to students that when they take the role of investigators, they should feel free to express potential concerns sincerely but should not attempt to be dramatic or antagonistic to the students who are teaching.

As students conclude their teaching experience, have the group discuss among themselves what went well and what the teachers might have done better.

Then have students switch roles so that the other pair of students has the opportunity to practice teaching. Make sure there is time for them to receive feedback.

After role-playing, ask students what questions or insights they gained from the teaching experience.



To help students feel the truth and importance of repentance being the way for people to turn back toward God, show the video “Jesus Christ Is the Way” (5:02).

After the video, ask:

- What evidence did you see in this video that this sister was truly changed through repentance and that she had turned back to God?
- What feelings did you have as you viewed how the message of the gospel helped this sister to change and turn to God?

Conclude by asking students if any of them would like to share their testimony of the power of faith and repentance and to say why they desire to share the gospel. End by sharing your testimony also.

## Invitations to Act

Invite students to learn more about the blessings of having faith in Jesus Christ and obtaining forgiveness of sin and joy through repentance by doing one or more of the following suggested activities:

- Teach an upcoming family home evening lesson on the importance of faith in Jesus Christ and repentance.
- Study the scripture passages about faith located in the Scripture Study box on page 62 in *Preach My Gospel*. Mark or highlight the ones that you would like to use to teach others on your mission.
- Use the Topical Guide and the words of modern prophets and apostles to study about the doctrine of repentance. Take notes on what you learn in a study journal. Consider whether you have a testimony about this doctrine that you can share with others during your mission. Strengthen your faith in the principle of repentance by seeking to repent daily, and record your experiences in your study journal.

- Use online tools such as social media to post the video “Jesus Christ Is the Way” (or another video about the Savior and His Atonement) for others to view. Include an explanation about why the video was meaningful to you.



# Repentance

What is repentance?	How do we repent?	What are the fruits or evidence of repentance?
<p>Change in thoughts, beliefs, behaviors</p>	<p>Feel remorse or godly sorrow</p>	<p>Receive Christ's mercy</p>



# 14

## Teaching the Gospel of Jesus Christ (Part 2)

### Introduction

The gospel of Jesus Christ includes the eternal doctrines, principles, laws, covenants, and ordinances needed for mankind to enter back into the presence of God and be exalted in the celestial kingdom. The first principles and ordinances of the gospel are faith in Jesus Christ, repentance, baptism by immersion, and the gift of the Holy Ghost. Missionaries have the important duty of inviting others to be baptized and receive the gift of the Holy Ghost. In addition,

once God's children become members of the Church, they must endure to the end by accepting other principles and ordinances and remaining true to the commandments of God. Prospective missionaries should have a clear understanding of these doctrines and be prepared to explain them simply and to testify of them with power.

### Advance Preparation

- Study Matthew 3:13–17; John 3:3–6; 2 Nephi 31:17–20; and Doctrine and Covenants 20:37.
- Study *Preach My Gospel*, pages 63–66.
- Prepare to display a picture of Jesus being baptized.
- Prepare to show the video “Invitation to Be Baptized: German,” (2:43), *The District 2*, available on LDS.org

### Suggestions for Teaching

#### Baptism, Our First Covenant

To prepare students to identify principles about baptism, display a picture of John baptizing Jesus, and invite students to summarize what they know about the baptism of Jesus Christ.

You may choose to review the account of the Savior's baptism by having a student read Matthew 3:13–17 aloud. Then invite students to turn to someone sitting next to them and answer this question:

- What important truths are taught in this account of Jesus's baptism?

Write the following words on the board:

<i>Ordinance</i>	<i>Covenant</i>
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Ask half of the class to study the first four paragraphs in the section “Baptism, Our First Covenant” on page 63 of *Preach My Gospel*, looking for ways to explain the term *ordinance*. Have the other half study the same section, looking for ways to explain the term *covenant*.

Once students have had sufficient time to study, ask for volunteers to define the terms *ordinance* and *covenant*. Then ask:

- How do the terms *ordinance* and *covenant* relate to baptism? (Help students identify this truth: **Through the ordinance of baptism, we make a sacred covenant with God.**)



John baptizing Jesus

Focus your students' attention on the fourth paragraph of the "Baptism, Our First Covenant" section, and then ask:

- When we receive the ordinance of baptism, what do we covenant to do? (**When we are baptized, we make a sacred covenant to take upon ourselves the name of Jesus Christ, to always remember Him, and to keep His commandments.** If you feel students need more instruction on this idea, you might take a few minutes with them to examine Doctrine and Covenants 20:37.)

You can help students better understand their baptismal covenant by displaying the following quote by Elder Robert D. Hales of the Quorum of the Twelve Apostles and asking a student to read it aloud:



"At baptism we make a covenant with our Heavenly Father that we are willing to come into His kingdom and keep His commandments from that time forward, even though we still live in the world. We are reminded from the Book of Mormon that our baptism is a covenant to 'stand as witnesses of God [and His kingdom] *at all times and in all things, and in all places* that ye may be in, even until death, that ye may be redeemed of God, and be numbered with those of the first resurrection, that ye may have eternal life' [Mosiah 18:9; emphasis added].


"When we understand our baptismal covenant and the gift of the Holy Ghost, it will change our lives and will establish our total allegiance to the kingdom of God. When temptations come our way, if we will listen, the Holy Ghost will remind us that we have promised to remember our Savior and obey the commandments of God" ("The Covenant of Baptism: To Be in the Kingdom and of the Kingdom," *Ensign*, Nov. 2000, 7).

- What do you think it means to "establish our total allegiance to the kingdom of God"?
- In what ways might baptism change a person's life?

Invite students to read the remaining paragraphs about baptism on page 64 of *Preach My Gospel*. Ask them to find and mark additional aspects of the doctrine of baptism that would be important to share with investigators. Give them a few moments to complete this activity, and then ask a few students to share what they found. As students respond, you might ask follow-up questions like these:

- Why would it be important for an investigator to understand these doctrines?
- What is the relationship between the covenant of baptism and the principles of faith in Jesus Christ and repentance, which we discussed last class?
- Why is immersion an important part of the ordinance of baptism? (It symbolizes the death, burial, and Resurrection of Jesus Christ. It also symbolizes the end of our old life and our rebirth as a disciple of Christ [see Romans 6:3–6].)

Explain that it is important that investigators properly prepare for baptism. Ask a student to read aloud Doctrine and Covenants 20:37. Then have students turn to another member of the class and discuss the following:

 *Note: After each of the following questions, pause long enough for students to discuss their answer with someone sitting near them.*

- How might this verse help you determine when an investigator is prepared for baptism? (If students have difficulty answering this question, refer them to the box titled "Before Baptism" on the bottom of page 64 of *Preach My Gospel*.)

**Writing activities.**

Writing can be an effective tool in helping students reflect and ponder on the doctrines and principles taught in class. The writing assignment should be clearly explained, and adequate time should be provided for students to complete it. Once the activity is finished, time may be given to allow a few students to share their responses with the rest of the class.

- What do you think it means to “come forth with a broken heart and a contrite spirit”?
- How does a person manifest that they have truly “received the Spirit of Christ”?

Give students a moment to write in their study journals about specific ways that keeping their baptismal covenant has brought blessings into their lives. After sufficient time, ask two or three students to share what they wrote with the rest of the class.



Show the video “Invitation to be Baptized: German” (2:43). As students watch the video, invite them to look for how the missionaries teach German about the importance of baptism.

- What did the missionaries say to help German understand the importance of baptism?
- What evidence was there that German felt the Holy Ghost and had a desire to be baptized?

Divide the class into pairs, and invite each pair to use the material on pages 63–64 of *Preach My Gospel* and one or two scriptures from the Scripture Study box on page 65 to prepare a four- to five-minute lesson focused on introducing baptism to an investigator. Students might also use the material on page 8 of the missionary pamphlet *The Gospel of Jesus Christ*.

After allowing for sufficient time for students to prepare, organize the class into small groups of four students, with two pairs in each group. Ask one pair in each group to teach the other pair about baptism for four to five minutes. Encourage the students acting as missionaries to turn to their selected scripture passages and read them aloud as part of their teaching. As students conclude their teaching experience, have the small groups discuss among themselves the following: What went well? How did the lesson help those being taught to understand the importance of baptism? What might the teachers have changed to make their teaching more effective?

Then, switch roles and allow the pair of students who were taught to teach the other pair. Make sure there is time for the second pair to receive feedback. During this activity, walk around the room to observe students teaching, and give praise and offer suggestions on how they might improve.

When all students have had the opportunity to teach, take a few minutes to discuss the experience together as a class. To start discussion, ask questions like the following:

- What are some things you learned from teaching this doctrine?
- Why is it important that you prepare now to teach these principles, truths, and doctrines to others?
- What is something you could do now to be better prepared to teach about the gospel of Jesus Christ on your mission?

### The Gift of the Holy Ghost

To ready students for this portion of the lesson, ask the class what ordinance is performed shortly after a person is baptized (confirmation, by which individuals become members of the Church and receive the gift of the Holy Ghost.) Ask students to take thirty seconds to ponder why people are confirmed shortly after they are baptized. Before students respond, consider reading them this quote by the Prophet Joseph Smith:



“You might as well baptize a bag of sand as a man, if not done in view of the remission of sins and getting of the Holy Ghost. Baptism by water is but half a baptism, and is good for nothing without the other half—that is, the baptism of the Holy Ghost”  
 (*Teachings of Presidents of the Church: Joseph Smith* [2007], 95).

Ask:

- Why might baptism be considered only “half a baptism” if it is not followed by the “baptism of the Holy Ghost”? (After several responses, you might encourage students to listen for further answers to this question as the lesson progresses.)

Explain to students that a Jewish leader named Nicodemus came secretly at night to ask questions of Jesus of Nazareth. Have a student read aloud John 3:3, and ask:

- What do the Savior’s words in John 3:3 imply about what is needed to enter the kingdom of God?

Read John 3:4–6 to the class and ask:

- What did Nicodemus ask that suggests he did not understand the Savior’s teaching in verse 3?
- How did Jesus answer Nicodemus’s questions? (He taught Nicodemus a basic gospel doctrine: **We must be born of water and of the Spirit to enter the kingdom of God.** He taught that being “born again” refers to a spiritual rebirth, not a physical one.)

Write on the board:

### **Born Again**

*Born of water*

*Born of the Spirit*

Then ask:

- What does it mean to be “born of water”? (It means to be baptized by immersion.)
- What does it mean to be “born of the Spirit”? (It means to receive the gift of the Holy Ghost. If the students have trouble answering this question, have them look up John 3:5, footnote *a*.)
- Why do you think the word “born” is used to describe what needs to happen to us spiritually? What aspects of a physical birth are comparable to our spiritual rebirth? (If needed, consider reading Moses 6:58–59 to help answer this question.)

Ask several students to take turns reading aloud the paragraphs in the section “The Gift of the Holy Ghost” on page 65 of *Preach My Gospel*. Have the rest of the class follow along, looking for blessings that accompany the gift of the Holy Ghost.

Ask the class:

- What are some of the blessings that accompany the gift of the Holy Ghost? (One of the doctrines that students should identify is this: **The gift of the Holy Ghost can bring a sanctifying and cleansing effect upon those who receive it.**)

To help students better understand the doctrine, ask them to study one or two of the scriptures under the heading “Blessings and Influence of the Holy Ghost” in the Scripture Study box on page 66 of *Preach My Gospel*. As they study, invite them to highlight in their scriptures some of the blessings that come from receiving the gift of the Holy Ghost. Then ask:

- Why is it important for a person to receive the Holy Ghost after being baptized?

Ask the following question, but before students respond, allow them a moment to silently ponder their answers. Once they have had enough time, invite several students to respond and share their own experiences with the class.

- What blessings have you received from the gift of the Holy Ghost?

Divide the class into pairs. Ask students to use information from *Preach My Gospel* (or the section titled “Why Do I Need to Receive the Holy Ghost?” on pages 8–10 of the missionary pamphlet *The Gospel of Jesus Christ*) and prepare a four- to five-minute lesson on the gift of the Holy Ghost. Remind them to include in their lesson one or two scriptures from the Scripture Study box at the top of page 66 of *Preach My Gospel*.

After allowing sufficient time to prepare, organize the class into small groups of four students, with two pairs in each group. Have one pair of students teach another pair. As the students teach, walk around the room to observe, giving praise and offering suggestions on how they may improve. As students conclude their teaching experience, have the small groups discuss among themselves the following: What went well? What might the teachers have done differently to make their teaching more effective? How did their lesson help those being taught to understand the gift of the Holy Ghost?

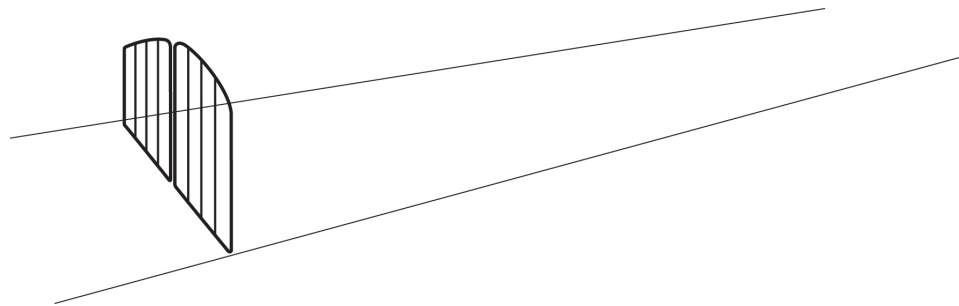
Then have the pairs in each group switch roles, allowing the pair of students who were taught to teach the other pair. Make sure there is time for the second pair to receive feedback.

When each pair of students has had the opportunity to teach, take a few minutes to assess the experience by asking questions like the following:

- What are some things you learned from teaching this doctrine?
- Based on this experience, what is something you could do to improve your teaching as a missionary?

### Endure to the End

On the board, draw a picture of a gate with a path behind it:



Ask a student in the class to read aloud 2 Nephi 31:17. Then ask the class:

- What did Nephi identify as the gate leading to our eternal life?

**Pondering.** By giving your students time to ponder in class, you encourage them to learn by the Spirit. One of the roles of the Spirit is to show us “all things what [we] should do” (2 Nephi 32:5). Most effective lessons include some time for students to reflect on the truths they are learning.

Ask a different student to read aloud 2 Nephi 31:18–20 while the class follows along, looking for what we must do after we are baptized.

- What did Nephi say lies beyond the gate? (The strait and narrow path leading to eternal life.)
- According to Nephi, what must a person do after being baptized in order to receive eternal life?
- How is enduring to the end related to following the Savior’s example?

Ask students to read through the section titled “Endure to the End” on page 66 of *Preach My Gospel*. Encourage them to look for what we can do to endure to the end. Then ask:

- Why is it important for us to endure to the end? (Students should identify this principle: **As we earnestly strive to endure to the end, we will qualify for eternal life.**)
- How will following the Savior’s example help you endure to the end?

Conclude by sharing your own testimony of the importance of the gospel of Jesus Christ, especially baptism, the gift of the Holy Ghost, and enduring to the end.

### Invitations to Act

Consider inviting students to deepen their understanding of the gospel of Jesus Christ by doing one or more of the following activities during the coming week:

- Practice explaining the requirements for baptism as found in Doctrine and Covenants 20:37. Write a couple of sentences in your study journal that describe what you are doing now to live according to the baptismal covenant outlined in this verse.
- Read the passages about the gift of the Holy Ghost found in the Scripture Study box on page 66 of *Preach My Gospel*. Also read the entry “Holy Ghost” in the Bible Dictionary. Mark in your scriptures or write in your study journal the verses that you would like to use when teaching someone about the gift of the Holy Ghost.
- Teach the principles of “Lesson 3: The Gospel of Jesus Christ” to a family member or friend (preferably someone who is not a member of the Church, or a person who is less active), in person or online. Share your own testimony of these principles as you teach them.

# 15

## Temple and Family History Work

### Introduction

Prospective and full-time missionaries can further the work of salvation by learning about temple and family history work and then helping others to experience the feelings of the Spirit that accompany this work. Family history can be a powerful means of finding people to teach and strengthening the faith of recent

converts and less-active members. Participating in family history work turns the hearts of people to their ancestors and to the Lord. Family history is a tool that missionaries can use to invite others to come unto Christ and to receive the ordinances of salvation.

### Advance Preparation

- Study Doctrine and Covenants 109:22–23; 110:13–16; 138:29–35; and Joseph Smith—History 1:38–39.
- Study *Preach My Gospel*, pages 85–86, 163–65.
- Prepare to show the video “The Time Is Now” (3:20), available on LDS.org.
- Prepare to show the video “Family History and Missionary Work—Finding” (3:53), available on LDS.org.
- Prepare to show the video “Family History and Missionary Work—Activation” (3:05), available on LDS.org.
- Make a copy of a fan chart printed from FamilySearch.org.
- Familiarize yourself with basic search tools on FamilySearch.org, or invite a ward or branch family history consultant to teach about these tools during the lesson.
- Prepare to display a picture of a nearby temple.
- Make a copy of a blank four-generation pedigree chart (found at the end of the lesson) for each student.

### Suggestions for Teaching

#### The Importance of the Temple Endowment

Display a picture of a nearby temple, and then read the following quote from President Howard W. Hunter:



“Let us prepare every missionary to go to the temple worthily and to make that experience an even greater highlight than receiving the mission call” (“Follow the Son of God,” *Ensign*, Nov. 1994, 88).

For emphasis, you might read the quote again and then ask students:

- In what ways might going to the temple be a “greater highlight” than receiving a mission call? (Possible answers may include the following: whereas a mission is temporary, the covenants we make in the temple are eternal; temple blessings bring power to worthy missionaries.)



Have a student read the first paragraph under “Temples and Family History” on page 86 in *Preach My Gospel*. Then ask:

- What are some of the blessings we can receive in the temple?
- How might these blessings help a person who is striving to come unto Christ?

To see how missionaries are blessed by attending the temple prior to missionary service, ask the class to turn to Doctrine and Covenants 109:22–23, and explain that these verses are part of the dedicatory prayer for the Kirtland Temple. Invite a student to read the verses aloud while the class follows along, looking for the blessings of the temple that the Lord’s servants receive. Then help students identify a principle taught in these verses by asking the following:

- How do these verses help you to understand why it is so important for missionaries to receive temple blessings before leaving on a mission? (Student responses might be summarized by this principle: **Receiving temple blessings enables missionaries to go forth into the world with divine help and power.** Consider writing this principle on the board.)

Display the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles, and ask a student to read it aloud:



“It is so important for you to understand that going to the temple for your own endowment ... [is] an integral part of your mission preparation. ... [You should] understand the significance of those temple covenants [and] the inextricable link between your endowment there and your missionary success. Indeed, the very word *endowment* conveys the essence of that vital link. An endowment is a gift. ...

“You know you cannot do this work alone. We have to have heaven’s help, we have to have the *gifts* of God. ... This work is so serious and the adversary’s opposition to it so great that we need every divine power to enhance our effort and move the Church steadily forward” (“Keeping Covenants: A Message for Those Who Will Serve a Mission,” *New Era*, Jan. 2012, 3–4).

Ask:

- How does Elder Holland’s statement reinforce what is taught in Doctrine and Covenants 109:22–23?

Explain that before receiving the temple endowment, worthy members must receive a temple recommend from their local priesthood leaders. Then display the following statement and invite a student to read it aloud to the class:

“A temple recommend signifies that we have been found worthy through an interview with a member of our bishopric or our branch president and also an interview with a member of our stake presidency or mission presidency. Temple recommend interviews are opportunities for us to examine our worthiness. In each of the interviews, our priesthood leaders will ask us about our personal conduct and faith. Our priesthood leaders keep these interviews private and confidential. ...


“The following are some of the topics your priesthood leaders will ask you about:

1. Your testimony of Heavenly Father, Jesus Christ, and the Holy Ghost.
2. Whether you sustain the President of the Church.
3. Whether you live the law of chastity, pay tithing, are honest with others, and keep the Word of Wisdom.

4. Whether you strive to attend church, keep the covenants you have made, and keep your life in harmony with the commandments of the gospel" ("Being Worthy to Enter the Temple," *Ensign*, Aug. 2010, 8–9; or *Liahona*, Aug. 2010, 12–13).

- In what ways do the requirements for worthiness help you to understand the sacred nature of the temple and of your calling as a missionary?
- If they are not too sacred or personal, what experiences can you share that have helped you to understand and feel the importance of the temple and the work that is done there?

Have students consider what they will need to do to worthily receive their temple endowment.

 *Note: Encourage students to be worthy of and obtain a temple recommend. You might suggest that they prepare for a mission by attending the temple as often as their circumstances allow to perform work for their own ancestors and others.*

Before moving on, you might point out to your students that as missionaries they should do all they can to encourage new converts to prepare to go to the temple. New converts who go to the temple to perform vicarious baptisms for their ancestors are more likely to remain active and then go to the temple later to receive their temple endowment and sealing. Conclude this portion of the lesson by sharing your testimony of the temple and the spiritual strength you have received from worshipping there.

### God's Plan to Redeem the Dead

Remind students that following Jesus Christ's death, He visited the spirit world (see 1 Peter 3:18–20; 4:6). Then ask students to turn to Doctrine and Covenants 138:29–35. Explain that this section contains the account of President Joseph F. Smith's vision of the spirit world. Invite a couple of students take turns reading the verses aloud. Then ask:

- What did the Savior do to organize the preaching of the gospel to the dead in the spirit world?
- How do verses 33–35 help us understand the means by which those who accept the gospel in the spirit world can receive the ordinances of salvation? (Those who accept the gospel message can have saving ordinances performed vicariously on their behalf.)

Have a couple of students take turns reading aloud the last two paragraphs in the "Temples and Family History" section on page 86 of *Preach My Gospel*. Then ask:

- How does the Lord's plan provide for people who die without receiving essential gospel ordinances? (**The living can perform saving ordinances on behalf of those who have died.**)

### The Mission of Elijah

Explain that Elijah was an Old Testament prophet who lived about 900 B.C. The prophet Malachi prophesied that Elijah would return to the earth (see Malachi 4:5–6), and when Moroni appeared to Joseph Smith in 1823, he reiterated that Elijah would return. Have a student read aloud Joseph Smith—History 1:38–39 while the class follows along, looking for what Moroni taught about Elijah. Ask:

- What did Joseph Smith learn about Elijah? (Though they may use different words, students should understand that **before the Second Coming of Jesus Christ, Elijah would return to the earth and turn the hearts of the children to their fathers.**)
- What does it mean that the hearts of the children would turn to their fathers? (Individuals would become interested in and concerned for the eternal well-being of their families of the past, present, and future. This interest is part of what motivates people to search out records of their kindred dead and to participate in vicarious ordinances on their behalf.)

Explain to students that one week after the Kirtland Temple was dedicated in 1836, special events occurred that are recorded in Doctrine and Covenants 110. Invite a student to read aloud Doctrine and Covenants 110:13–16 while the class follows along, looking for what Elijah restored to the earth. Ask students:

- What keys did Elijah restore to Joseph Smith? (As needed, invite students to look at Doctrine and Covenants 110:16, footnote *a*, to help them understand that Elijah restored the sealing keys of the priesthood.)

To help students understand how the sealing keys of the priesthood bless families, ask a student to read aloud the first paragraph in the section titled “Eternal Marriage” in *Preach My Gospel*, page 85. Then ask:

- According to this paragraph, what is a purpose of the sealing keys that Elijah restored to the earth? (Students may use different words, but they should identify the following doctrine: **Through the sealing keys of the priesthood, sacred ordinances can be performed in temples that bind families together for eternity.**)
- How have these keys blessed you, your family, your relatives, or your friends?

On the board, write “The Spirit of Elijah.” Display the following quotations and invite a couple of students to read them aloud to the class:



Elder Russell M. Nelson of the Quorum of the Twelve Apostles defined the spirit of Elijah as “a manifestation of the Holy Ghost bearing witness of the divine nature of the family” (“A New Harvest Time,” *Ensign*, May 1998, 34).



Elder David A. Bednar of the Quorum of the Twelve Apostles provided additional insights on how the spirit of Elijah influences individuals: “This distinctive influence of the Holy Ghost draws people to identify, document, and cherish their ancestors and family members—both past and present.

“The Spirit of Elijah affects people inside and outside of the Church. However, as members of Christ’s restored Church, we have the covenant responsibility to search out our ancestors and provide for them the saving ordinances of the gospel. . . .

“For these reasons we do family history research, build temples, and perform vicarious ordinances. For these reasons Elijah was sent to restore the sealing authority that binds on earth and in heaven” (“The Hearts of the Children Shall Turn,” *Ensign* or *Liahona*, Nov. 2011, 25–26).


#### Displaying quotations.

When possible, it is a good idea to display quotations that are to be read aloud. When learners can both see and hear a quote, they often better understand what is being taught. Both displaying and reading aloud quotations can also allow students with disabilities to better understand the material being presented.

Help students to identify and better understand the doctrines taught by Elder Nelson and Elder Bednar by asking:

- What do we mean when we refer to the “spirit of Elijah”?
- In what way can the Holy Ghost influence our feelings about family? (**The spirit of Elijah, which is a distinctive influence of the Holy Ghost, bears witness of the divine nature of the family and helps us cherish our family members, both past and present.** It also instills in us a desire to provide saving ordinances for our ancestors.)
- Have you ever felt your heart turn to your forefathers in some way? If so, what were you prompted to do? (If necessary, remind students of earlier lessons in the course about how the Holy Ghost communicates with us.)

### Participating in Family History Work

 *Note: As you teach this section of the lesson, you will need (1) a completed four-generation pedigree chart, a fan chart printed from FamilySearch.org, or both to show the class, (2) a blank pedigree chart to give to each student, and (3) a story about one of your ancestors to share with the class.*


Show students a completed four-generation pedigree chart or a fan chart printed from FamilySearch.org. Ask students to explain what information these documents contain.

Distribute a blank four-generation pedigree chart to each student. Give students a moment to examine the pedigree chart and to fill in the names of their ancestors to the best of their ability.

Ask students:


- Where might you be able to find the information needed to complete your pedigree chart or fan chart? (Remind students that they should first seek help from parents, grandparents, or other family members. Ward or branch family history consultants can also be a great help in family history research. Additionally, students should be aware of the Church’s website for family history research, FamilySearch.org.)

Ask if any students would like to share their experiences using FamilySearch to learn about their ancestors. If students have not used FamilySearch, give them a quick overview of what they can find there. You might even pull up FamilySearch.org on a computer and do a search using the name of one of your students’ deceased ancestors. Emphasize that FamilySearch is a tool that helps us to identify our ancestors and to prepare their information to submit to the temple for vicarious ordinances.

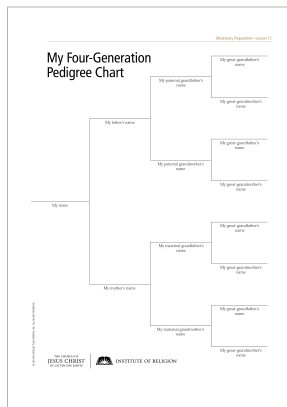
 *Note: If you are not familiar with FamilySearch, you might invite a ward or branch family history consultant to demonstrate how to use the website.*

Explain to students that another way to experience family history is to gather stories about their ancestors and family members. Family history stories can help us to feel the spirit of Elijah and increase our love and appreciation for family members who have gone before us. Consider sharing a brief story about one of your ancestors. Then ask:

- How can family history stories influence your feelings for your family members?
- How do they help you better understand who you are and what you can become?

 Show the video “The Time Is Now” (3:20). As they watch the discussion with Elder David A. Bednar of the Quorum of the Twelve Apostles, encourage students to consider reasons why they have begun or might want to begin participating in family history work.

- What did you learn about family history work from Elder Bednar and the youth in this video?



- What feelings did these young people experience when they participated in family history?

Tell students that Elder Bednar made a promise to youth who participate in temple and family history work. Display the following quote and invite a student to read it aloud:



“As you respond in faith to this invitation [to participate in family history work and perform proxy baptisms for your ancestors], your hearts shall turn to the fathers. The promises made to Abraham, Isaac, and Jacob will be implanted in your hearts. Your patriarchal blessing, with its declaration of lineage, will link you to these fathers and be more meaningful to you. Your love and gratitude for your ancestors will increase. Your testimony of and conversion to the Savior will become deep and abiding. And I promise you will be protected against the intensifying influence of the adversary. As you participate in and love this holy work, you will be safeguarded in your youth and throughout your lives” (“The Hearts of the Children Shall Turn,” *Ensign* or *Liahona*, Nov. 2011, 26–27).

Ask students:

- Which blessings mentioned by Elder Bednar would you like to receive, and why? (Responses may include the principle that **participating in family history work strengthens our conversion to the Savior and brings spiritual protection against the influence of the adversary.**)

You can help students share personal experiences related to family history work by asking questions like the following:

- How have you experienced one or more of these promised blessings in your life?
- Have any of you or a member of your family found the name of an ancestor and then gone to the temple to be baptized vicariously for that person? How was that experience different from being baptized for someone who was not a relative?
- If no students have had this experience, consider asking: How have you experienced the promised blessings by doing baptisms for the dead?

If during your class discussion you become aware of one or more students who participated in and have strong feelings about family history, you might ask them what counsel they would give to someone their age who has not yet begun to do family history work.

### Using Family History to Invite Others to Come unto Christ

Tell students that searching out family history information has become a popular activity in the world today. Have a student read aloud the following statement by President Gordon B. Hinckley:



“There are millions across the world who are working on family history records. Why? Why are they doing it? I believe it is because they have been touched by the spirit of this work, a thing which we call the spirit of Elijah. It is a turning of the hearts of the children to their fathers. Most of them do not understand any real purpose in this, other than perhaps a strong and motivating curiosity.

“There has to be a purpose in this tremendous expenditure of time and money. That purpose, of which we bear solemn witness, is to identify the generations of the dead so that ordinances may be performed in their behalf for their eternal and everlasting blessing and progress” (“A Century of Family History Service,” *Ensign*, Mar. 1995, 62).

#### Sharing experiences.


When students share personal experiences, the Holy Ghost often testifies of the truthfulness of what they learned through the experience. Another benefit of sharing experiences is that students are often motivated when they hear how their peers have applied doctrines and principles of the gospel in their lives.

Ask:

- How could missionaries use this growing, global interest in family history to introduce others to the gospel?

Ask students to read aloud the first three paragraphs and the final paragraph of the section entitled “Family History” in *Preach My Gospel*, pages 163–65. Have them look for why talking about family history work with nonmembers is a natural and nonthreatening way for missionaries to start a conversation. After reading these paragraphs, ask:

- How can speaking to others about family history work be an effective tool for missionaries to find people to teach? (Students should understand that **family history can be a powerful resource to use in finding those whom the Lord is preparing to receive the gospel.**)

 After student responses, show the video “Family History and Missionary Work—Finding” (3:53). As they watch, have students consider how they could use the topic of family history to begin conversations with others.


After the video, ask:

- What did the missionaries in the video do to begin conversations with others about family history work?
- What effect did the conversations about family history work have on the potential investigators?

Tell students that they will now practice using a pedigree chart to invite someone to learn more about the Church. (Alternatively, you might have students consider how they might use a story about one of their ancestors to begin a conversation about the gospel). To help students be successful in this assignment, ask students for their ideas of how to use a pedigree chart (or a story about an ancestor) to begin a conversation about family history work and how it can lead into a message about the restored gospel of Jesus Christ. As students respond, write their ideas on the board.

Draw upon a few of their ideas and demonstrate for the class how to use the pedigree chart to start a conversation with someone about the gospel. Then, pair students up with another member of the class and have them practice doing the same. After each student has had a chance to teach another member of the class, ask a few follow-up questions like:

- What do you think went well in this teaching practice?
- What would you like to do better?

 If time allows, explain to students that in many areas where they will serve, missionaries are asked to assist in strengthening the faith and commitment of less-active members of the Church. Family history may be a valuable tool to help these individuals feel the Holy Ghost and come unto Christ. Then show the video “Family History and Missionary Work—Activation” (3:05), and have students look for ways that family history work can be used to help activate less-active members:

After the video, ask:

- How might talking about family history work and the doctrine of eternal families help strengthen the faith of less-active members?

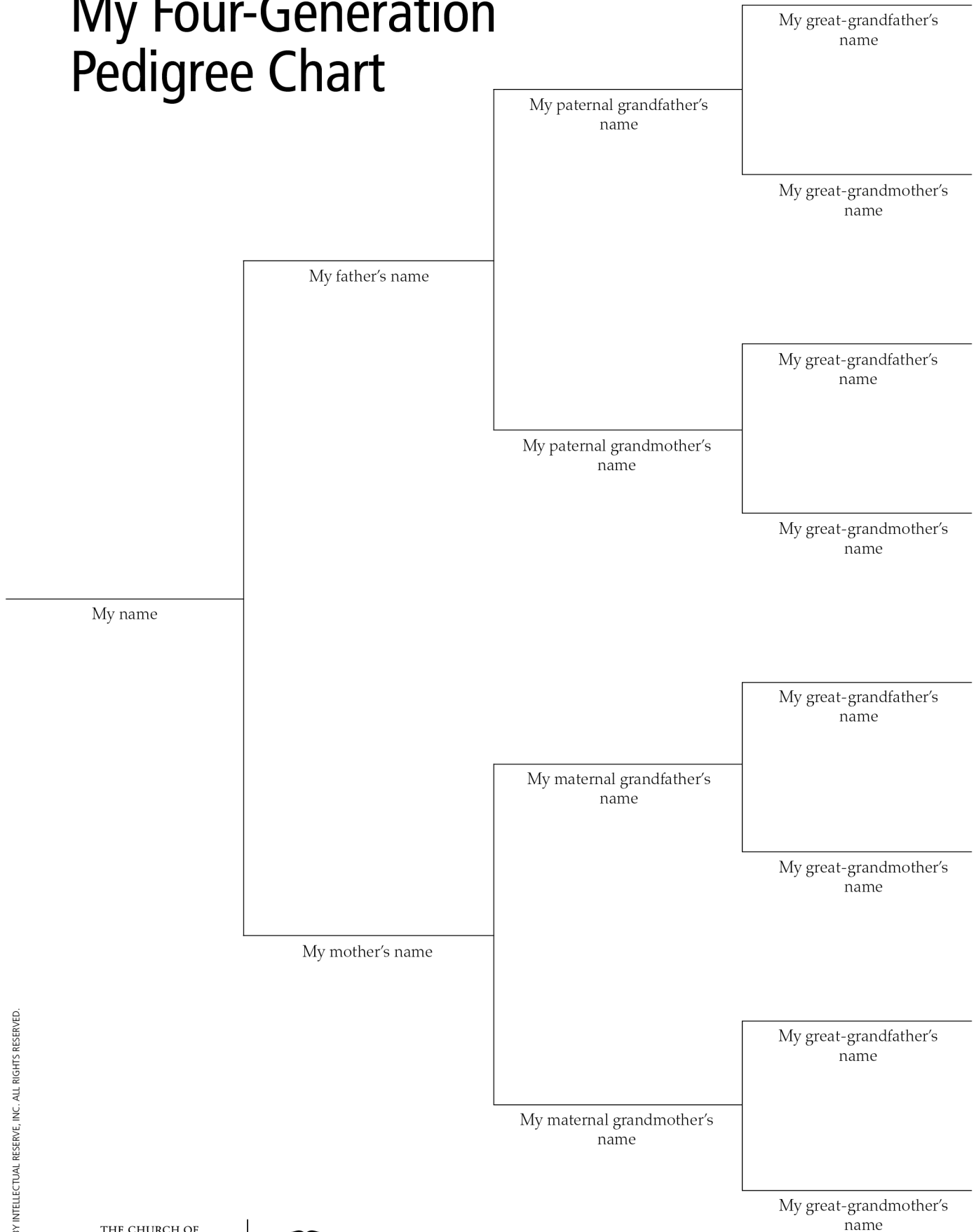
Give students a moment to consider what they can do now and what they might do as missionaries to use family history work as a tool to invite others to come unto Christ. (As prompted by the Spirit, you might call on a few students to share their answers with the class.) Share your testimony of the principles taught in this lesson.

### **Invitations to Act:**

Invite students to participate now in the work of salvation by doing one or more of the following activities:

- Set up an LDS Account so that you can access FamilySearch.org. If possible, create and print a four-generation pedigree chart or a fan chart with your family's information.
- Show your four-generation pedigree chart to a friend or neighbor and invite him or her to learn more about family history. Set a date to take your friend to a family history consultant or visit a family history library.
- Using FamilySearch.org, identify one or more of your ancestors who need temple ordinances performed on their behalf. If possible, prepare the information for their temple work to be performed and complete the ordinances of baptism and confirmation in their behalf.

# My Four-Generation Pedigree Chart









SEMINARIES AND  
INSTITUTES OF RELIGION

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THE CHURCH OF  
**JESUS CHRIST**  
OF LATTER-DAY SAINTS