

# Primary 6

Old Testament  
Ages 8–11

# Primary 6

## Old Testament

For teaching children ages eight through eleven

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# Helps for the Teacher

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

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

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## **Courses of Study**

All children who are ages eight through eleven on 1 January are to be taught from the Primary 4, 5, 6, and 7 manuals. Only one course of study is used each year for all children of this age-group. Over a four-year period the children will study each of the standard works. Primary 4 is based on the Book of Mormon; Primary 5 on Church History, the Doctrine and Covenants, and Joseph Smith—History in the Pearl of Great Price; Primary 6 on the Old Testament and the books of Moses and Abraham in the Pearl of Great Price; and Primary 7 on the New Testament.

Classes should be organized according to local needs and the number of children ages eight through eleven. However your class is arranged, you need to make sure each child receives adequate attention.

When children turn twelve years old, they begin attending Young Women or Aaronic Priesthood meeting during sharing time. However, they continue to attend their Primary class during Sunday School time until the next 1 January, when they begin attending Sunday School.

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

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## **Teaching with This Manual**

This course of study centers on teachings from the Old Testament and from the books of Moses and Abraham in the Pearl of Great Price. As you discuss these scripture accounts, the children should better understand the importance of the covenants the Lord made with his people and in turn the importance of the

covenants we make with the Lord. They will also understand that Jesus Christ is the God of the Old Testament. They should learn how to apply the teachings of the Old Testament to their own lives and gain a stronger desire to keep the commandments of Jesus Christ.

Encourage the children to read at home the selected passages from the Old Testament and the Pearl of Great Price given in the “Suggested Home Reading” section at the end of each lesson. By doing this, the children will learn how Jesus Christ was foreordained to be the Savior of the world and how he directed and inspired the Old Testament prophets. As the children read the accounts of the people who lived on the earth before the birth of Jesus Christ, they will learn to follow those who set righteous examples. These lessons will strengthen the class members’ testimonies, help prepare them to give service in the Church throughout their lives, and help them gain strength to resist temptations in today’s world.

#### Preparing Yourself to Teach

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

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

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

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

#### Preparing Your Lessons

This manual will help you organize lessons that focus on the scriptures. The lessons use accounts and references from the Old Testament and from the books of Moses and Abraham in the Pearl of Great Price. Each lesson focuses on one gospel principle and teaches the children how to apply that principle in their lives. The main purpose of all the lessons is to help the children develop testimonies of the divinity of God the Father and his Son, Jesus Christ, and of the divine mission of The Church of Jesus Christ of Latter-day Saints.

It is not intended that you should use every question and activity in the lesson. Teach according to the ability of your class, remembering that the class members' understanding is more important than covering all the material in a lesson. When your lessons are well prepared and interesting, the children will be more motivated to participate and learn. As you prepare and teach by the Spirit, you will help the children increase their testimonies of the truthfulness of the restored gospel.

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

1. Prayerfully study the lesson's purpose and the scripture passages listed in the "Preparation" section a week or two before the lesson is to be taught. Reread the purpose and the scripture passages, and consider how they apply to the children in your class. Ask yourself: "What are the most important concepts or truths for the children to learn from this lesson? How can this lesson help the children develop faith in Jesus Christ, strengthen their testimonies, and enable them to withstand the evil temptations they face?" Write down ideas that come to you.

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

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

#### Teaching from the Scriptures

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

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



Try different ways of presenting the material to keep the children's interest. The following suggestions can help you use a variety of methods as you teach.

1. Tell the scripture accounts in your own words. Try to help the children visualize the events and the people in them. Help the children understand that the people you are talking about really lived and that the events actually happened.
2. Have the children read selected passages directly from the scriptures. Keep in mind that the children may not all read well and that reading ability is not determined by age. If all the children can read, you might give them a few minutes to read silently. Afterward, you could discuss what they read. Use the discussion time after the children have finished reading to help them understand difficult words and passages.
3. Use the suggested pictures to help the children visualize what happened. Most of the lessons list suggested pictures in the "Materials needed" section. These pictures are numbered and included in the picture packet. Some of the pictures are also in the Gospel Art Picture Kit (34730 or 34735) or in the meetinghouse library (library numbers are listed in the "Materials needed" section). Some of these pictures have corresponding stories on the back. You may also use other appropriate pictures.
4. Have the children dramatize a scripture account. (Make sure that the dramatizations do not detract from the sacredness of the scriptures.) You might bring simple props, such as a robe, scarf, and so forth, and let the children act out all or part of the account. Ask the children how they would feel if they were the people they represent.
5. Draw simple figures or illustrations on the chalkboard, or use pictures or cutouts, as you relate the scripture accounts.
6. Conduct a readers' theater where several children read a script that tells part of a scripture account. Where appropriate, have the children read directly from the scriptures.
7. Invite a parent, ward or branch member, or class member to tell a scripture account. Allow the person a week or two of preparation time, and be sure to give him or her a time limit for the presentation.
8. Give the children a simple pretest, such as a true-false or short-answer quiz, before teaching a principle or scripture account. Explain to the class that you want to find out how much they know about the principle or account. Give them the same test after the lesson so they can see what they have learned.
9. List on the chalkboard or make wordstrips of important words or names of people from the scripture accounts. Have the children listen for these words or names as you relate the accounts. Help the children increase their vocabulary so they will better understand the scriptures and enjoy reading them at home.
10. Before giving the lesson, write questions about the scripture account on the chalkboard. As the children hear the answers during the account, stop to discuss the questions and answers.
11. Tell the scripture account, and then let the children volunteer to retell their favorite parts. You could ask one class member to start the account and then call on other children to continue.

12. Play a recording of selected verses from the scriptures.
13. Play a matching game. Prepare sets of matching 3" x 5" cards or papers. In the following example, you would put the name of a person described in the Old Testament on one card and words or ideas associated with that person on the other card of the set. Mix the cards or papers up and place them face down on a table or the floor. Have the children come up one at a time and turn over two cards. Read aloud what each card says. If the cards match, they are left face up. If the cards do not match, they are turned face down again and another child takes a turn. Continue until all the cards have been matched correctly.

These are sets you could use for a matching game about people from the Old Testament:

Set 1: Adam—Lived in the Garden of Eden

Set 2: Enoch—Founded the city of Zion

Set 3: Noah—Built an ark

Set 4: Abraham—Was asked to sacrifice his son

Set 5: Rebekah—Left her family to marry Isaac

Set 6: Joseph—Forgave his brothers

Set 7: Moses—Led the Israelites from Egypt

Set 8: Ruth—Followed her mother-in-law

Set 9: David—Fought a giant

Set 10: Elijah—Was fed by ravens

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

#### Conducting Class Discussions

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

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

Helping Children  
Apply the  
Scriptures

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

1. As you are prompted by the Spirit, bear personal testimony of the truths you are teaching. Your lessons will be more powerful when you teach with sincerity and conviction.
2. Encourage the children to bring their own copies of the scriptures with them to class. If the children do not have personal copies of the scriptures or forget to bring them, have extra copies for the children to use in class. If you have a ward or branch library, you may obtain copies of the scriptures there. Throughout the year encourage class members to mark in their personal copies of the scriptures (not in library copies) specific verses that apply meaningfully to their lives.
3. Ask the children to share what they have learned. Ask them how they can apply the gospel principles taught in the lesson to their own lives.
4. Act as a reporter, and interview the children as if they were people from the scriptures. Ask them to tell you the details of the scripture account and how they feel about what took place.
5. Divide the class into two or more small groups. After you relate a scripture account, have each group write down the important principles from the account. Then let the groups take turns discussing how these principles apply in their lives.
6. Do a scripture search: Give class members a clue, such as an event, situation, or problem; then challenge them to locate a scripture that applies. Have the first children to find an appropriate scripture help the rest of the class find the scripture. Then have them tell why the scripture fits the clue.
7. Share specific instances when you have seen the children obeying the principle being discussed. For example, if you are teaching a lesson on being kind, you could point out some instances when you saw the children being kind to others.
8. Encourage the children to share what they have learned with their families. Seek the inspiration of the Spirit as you consider which part of the lesson you could suggest that the children share at home. They could tell a story, discuss a question, or conduct an activity from the lesson with their families. Be sensitive to children who have special family circumstances and who may need to share what they have learned with other important adults in their lives.
9. Follow up on assignments. Whenever you give an assignment or challenge, be sure to ask the children about their experiences at the beginning of class the following week.

Encouraging  
Children to Read  
the Scriptures at  
Home

Your attitude regarding the scriptures will have an important influence on the children in your class. Prayerfully determine ways to encourage the children to read the scriptures individually and with their families. Help the children have the experience of planting the word of God in their hearts and nourishing it. Then it will grow and become delicious to them (see Alma 32:28). A “Suggested Home Reading” is given at the end of each lesson; you could give each child a piece of paper listing these verses each week, or you could give the children a bookmark on which they could write the reading for each week. Be positive and creative in the ways you encourage the children.

Helping Children  
Memorize  
Scriptures

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

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



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

2. Divide the scripture into short phrases. Repeat each phrase out loud, starting at the end and working backward so that the children are repeating the least familiar part first. For example, in memorizing Genesis 1:27, "So God created man in his own image, in the image of God created he him; male and female created he them," the children could repeat "male and female created he them" several times. Then they could add the next phrase, "in the image of God created he him." Then they could repeat the entire scripture.
3. If the children read well, prepare a written copy of the scripture for each child. Cut each copy into word or phrase strips. After saying the verse together a few times, give each child a set of the strips and have the children each arrange their strips in the right order.
4. Repeat the scripture several times, stopping to let a child say the next word or phrase. Then have another child add another word or phrase. Continue until all the children have had at least one turn.
5. Use music to help the children memorize. For example, you could teach the Articles of Faith from the *Children's Songbook* (pages 122–32).
6. Give each child (or group of children) a word or phrase from a scripture, making sure all the words from the scripture are assigned. Have the children say their words or phrases in order (for example, the first child says the first word or phrase, the next child the second, and so on through the verse). Repeat several times.
7. Write a scripture on the chalkboard or on a chart. Repeat the passage several times, gradually erasing or covering more and more words until the children have memorized the whole scripture.

## Using Extra Time Wisely

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

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

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## Music in the Classroom

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

You do not have to be a musician to use appropriate music to help children feel the Spirit and learn the gospel. You could play an audiocassette tape or have guests perform a musical number from *Hymns* or the *Children's Songbook* during or at the beginning of a lesson to emphasize a principle. You may also sing or read the words to songs with the children to involve them in your lesson. Use Primary songs as often as possible. If the *Children's Songbook* audiocassettes (music only, 52505; words and music, 52428) or compact discs (music only, 50505; words and music 50428) are available, you may use them to help you learn the songs or to accompany singing in the classroom.

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## Sharing Time

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

1. Dramatize a scripture story.
2. Recite memorized scriptures as a class.
3. Repeat or sing an article of faith and explain its meaning.
4. Role-play a modern application of a gospel principle.
5. Adapt an enrichment activity.

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**Articles of Faith**

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

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**Understanding Children Eight through Eleven Years of Age**

To help children learn and gain self-confidence, you need to understand their needs and characteristics and plan appropriate activities and classes. For information about characteristics of children this age, see *Teaching—No Greater Call* (33043), pages 37–38. This manual may be available from your meetinghouse library, or it can be purchased from your local distribution center.

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**Special Guidelines for Including Those with Disabilities**

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

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

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

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

Some class members may be challenged by learning disabilities, intellectual impairments, language or speech problems, vision or hearing loss, behavioral and social problems, mental illness, movement and mobility problems, or chronic health impairments. Some may find the language or cultural setting unfamiliar and difficult. Regardless of individual circumstances, each child shares the same needs to be loved and accepted, to learn the gospel, to feel the Spirit, to participate successfully, and to serve others.

These guidelines can help you teach a child with disabilities:

- Look beyond the disability and get to know the child. Be natural, friendly, and warm.
- Learn about the child’s specific strengths and challenges.
- Make every effort to teach and remind class members of their responsibility to respect every class member. Helping a class member with a disability can be a Christlike learning experience for the entire class.

- Find the best methods for teaching the child by consulting with parents, with other family members, and, when appropriate, with the child.
- Before calling on a child with disabilities to read, pray, or otherwise participate, ask how he or she feels about participating in class. Emphasize each child's abilities and talents and look for ways each child can participate comfortably and successfully.
- Adapt lesson materials and physical surroundings to meet the individual needs of children with disabilities.

Additional materials for teaching children with disabilities are available from Church distribution centers (see "Materials for Those with Disabilities" in the distribution center catalog).

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### **Dealing with Problems of Abuse**

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

# Heavenly Father's Plan for Us

Lesson

# 1

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**Purpose** To help the children understand that they are spirit children of Heavenly Father and that he has a plan that will help them become like him and return to live with him again.

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**Preparation**

1. Prayerfully study:
  - Romans 8:16—We are the children of God.
  - Abraham 3:22–26—The plan of salvation was presented to us before we were born on earth.
  - Doctrine and Covenants 138:55–56; Job 38:4, 7—Many were prepared in premortal life to be prophets and leaders on earth.
  - *Gospel Principles*, chapter 2, “Our Heavenly Family.”
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible and a Pearl of Great Price for each child.
  - b. Ten cutout figures of the plan of salvation: 6-A through 6-J (located in the back of the manual).
  - c. The following wordstrips:

Where?

Who?

What?

Note: The second part of the story of the Council in Heaven, our choosing to follow Jesus Christ and Heavenly Father rather than Lucifer, will be covered in lesson 2.

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**Suggested  
Lesson  
Development**

Invite a child to give the opening prayer.

**Attention Activity**

Display the wordstrips you have prepared or write the following words on the chalkboard: *Where? Who? What?*

Ask the children to listen as you sing or read the words to the first verse of “I Lived in Heaven” (*Children’s Songbook*, p. 4) so they will know the answers to some important questions that you will ask them.

“I lived in heaven a long time ago, it is true;  
Lived there and loved there with people I know. So did you.  
Then Heav’nly Father presented a beautiful plan,  
All about earth and eternal salvation for man.”

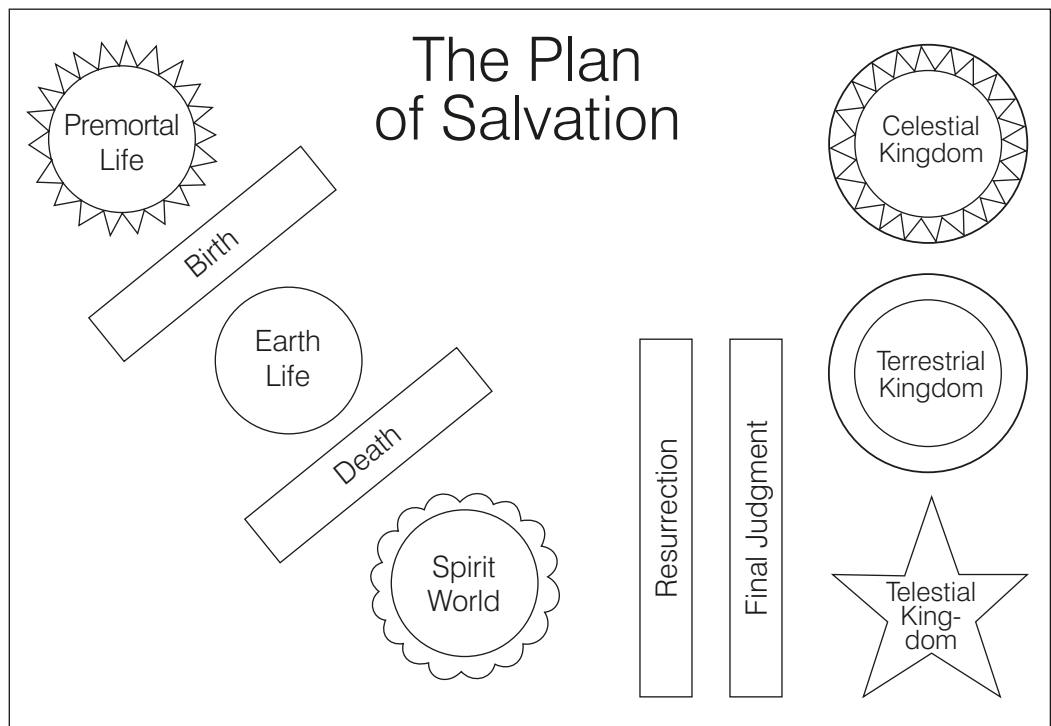


- Where did we live a long time ago? (In heaven; see D&C 93:29, first sentence; Abraham 3:22–23.) “Long before this world was created, all of the spirits of the men and women who were assigned to this earth lived in a spiritual existence” (Spencer W. Kimball, *The Teachings of Spencer W. Kimball*, ed. Edward L. Kimball [1982], p. 30).
- Who lived there with us?
- What was Heavenly Father’s plan for us? Explain that Heavenly Father wanted us to be able to receive a physical body, to learn to choose between right and wrong (note: lesson 2 deals with agency), and have the opportunity to become like him.

Scripture Account

Teach the children the account of our premortal life as revealed in Abraham 3:22–26 and Doctrine and Covenants 138:55–56 and explained in *Gospel Principles*, chapter 2. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Note: *the first estate* refers to our premortal life, and *the second estate* is our life on earth. Explain that *intelligences* as used in these scriptures refers to the spirit children of Heavenly Father and that *premortal life* means our life before we were born on the earth. Teach Heavenly Father’s plan using the cutout figures of the plan of salvation.

Emphasize that the main purpose of Heavenly Father’s plan is to give us the opportunity to become like him.



Discussion and Application Questions

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

- Who is the Father of our spirits? (Romans 8:16.) How are we as mortals like our heavenly parents? (Genesis 1:27.)

- What did we do in the spirit world? (D&C 138:56.)
- What did we do when Heavenly Father presented his plan to us? (We shouted for joy; see Job 38:4, 7.)
- Why don't we remember our premortal life? Explain to the children that when each of us was born on the earth, we forgot our life with Heavenly Father. This allowed us to develop faith in him and in Jesus Christ. We can do this through believing the prophets, studying the scriptures, praying, and following the guidance of the Holy Ghost.
- How is earth life different from our premortal life? (See enrichment activity 6.)
- What are we supposed to do while we live on earth? (Abraham 3:25; Alma 34:32–33.) What will happen if we keep the commandments while we are on earth? (Abraham 3:26.)
- What happens to our physical bodies when we die? Where do our spirits go? (Ecclesiastes 12:7; Alma 40:11–14. Help the children understand that at death our spirits do not actually go into God's presence but go to the spirit world, where we receive a partial judgment.)
- What does it mean to be resurrected? (2 Nephi 9:12.) Who will be resurrected? (1 Corinthians 15:22.)
- What will happen after we are resurrected? (2 Corinthians 5:10.) Who will be worthy to live in the celestial kingdom? (D&C 76:51–53. Help the children understand that to be able to enter the celestial kingdom, they must have faith in Jesus Christ, repent, be baptized, and receive the Holy Ghost. Then they must live worthy and prove their faithfulness. See enrichment activity 3.) Who will live in the terrestrial kingdom? (D&C 76:71–79.) Who will live in the telestial kingdom? (D&C 76:81, 101–3.)
- What will it be like to live in the celestial kingdom? (D&C 76:92–94.) What are we promised if we are worthy of living in the celestial kingdom? (We will be like God; see D&C 76:95.)

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## Enrichment Activities

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

1. Tell the children that this year they will be studying the gospel mostly from the Old Testament and Pearl of Great Price. Show the children a copy of each of these books, or if they have their own set of scriptures, have them locate each of these books. Explain that the Old Testament is the history of God's dealings with his people from the creation of the earth until about four hundred years before Jesus Christ was born. The Pearl of Great Price contains sacred writings by several prophets, including two Old Testament prophets, Moses and Abraham. They tell about our premortal life, the early history of the world, Heavenly Father's plan for us, and the restoration of the gospel.

You may wish to compare some verses in the Old Testament with those in the Pearl of Great Price, such as Genesis 1:5 with Moses 2:5. Encourage the children to bring their own scriptures each week if possible.

2. Read and discuss Abraham 3:23 with the children.
  - What kinds of things might we have been chosen to do on earth? Explain that we are free to choose what we will do in this life, but each of us has been foreordained to do an important work on the earth.
3. Put the cutout figures of the plan of salvation around the room and have the children physically move from place to place as you briefly review each one (emphasize in the review that we all lived with Heavenly Father in the premortal life and that we can live with him again). Or have the children put the cutouts in the proper order on a table. Encourage the children to decide to make right choices so they will someday be worthy to return and live forever in the celestial kingdom. (You may also wish to have each child make a set of cutouts to take home and share with his or her family.)
4. Explain that our life on earth is like a school. We are here to learn and be tested. If we make right choices, we will pass the tests and be able to return to Heavenly Father. Read and discuss the following quotation: “My brothers and sisters, we’re away from home. We’re off to school. Our lessons will not be easy. The way we react to them, the way we conquer and accomplish and live will determine our rewards, and they will be permanent and eternal” (Spencer W. Kimball, *The Teachings of Spencer W. Kimball*, p. 28).
5. Help the children understand and memorize Abraham 3:25.
6. Discuss with the children how earth life is similar to and different from our premortal life. You may wish to prepare slips of paper with items from the following list written on them. Have the children take turns picking a slip of paper, reading it to the class, and placing it under the cutout figure, Earth Life or Premortal Life, to which it belongs. (Some of these belong under both. You could make an additional wordstrip or put these between the two cutout figures.)
  - Live with Heavenly Father and Jesus Christ (premortal)
  - Be with our family (both)
  - Have the Bible and Book of Mormon to guide us (earth)
  - Have only a spirit body (premortal)
  - Have a physical body (earth)
  - Be taught Heavenly Father’s plan (both)
  - Experience hard work, sorrow, and death (earth)
  - Be able to have children (earth)
7. Talk with the children about the importance of living righteously in order to be able to return to Heavenly Father and live in the celestial kingdom. Have the children role-play situations such as the following, showing the decision that will help them return to live with Heavenly Father:
  - a. Your friend asks you to go to a movie with him on Sunday.
  - b. You forgot to do your homework and you are tempted to tell your teacher that you could not do it because you were sick.
  - c. Your mother asks you to stay home to tend your younger brother instead of going somewhere with your friends.
8. Sing or read the words to “I Am a Child of God” (*Children’s Songbook*, p. 2), “I Will Follow God’s Plan” (*Children’s Songbook*, p. 164), “I Lived in Heaven” (*Children’s Songbook*, p. 4), or “The Books in the Old Testament” (*Children’s Songbook*, p. 114).

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**Conclusion**

Testimony	You may want to bear testimony that we are all children of a loving Heavenly Father. Express gratitude for the plan of salvation, which will help us return with our loved ones to live with Heavenly Father someday.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Job 38:4, 7 and Abraham 3:22–26 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Jesus Christ Was Chosen to Be Our Savior

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**Purpose** To help the children understand the importance of using their agency to choose and act for themselves.

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**Preparation**

1. Prayerfully study:
  - Abraham 3:27–28—Jesus was chosen to be our Savior.
  - Moses 4:1–4—Satan rebelled against Heavenly Father’s plan.
  - *Gospel Principles*, chapter 3, “Jesus Christ, Our Chosen Leader and Savior,” and chapter 4, “Freedom to Choose.”
2. Additional reading:
  - Revelation 12:7–9—War in heaven; Satan and his followers cast out.
  - Doctrine and Covenants 29:36–37—We have always had agency.
  - Doctrine and Covenants 76:25–28—Lucifer fell and became Satan.
  - LDS Bible Dictionary “Michael” (p. 732).
  - 2 Nephi 2:27.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A triple combination for each child.
  - b. A copy of the standard works.
  - c. The plan of salvation cutouts used in lesson 1 (6-A through 6-J).

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## Suggested

### Lesson

#### Development

Invite a child to give the opening prayer.

#### Attention Activity

Distribute the cutouts depicting the plan of salvation among the children. Have them place the cutouts in the correct order, beginning with “Premortal Life.” Have the children tell what they know about Heavenly Father’s plan as they put up each cutout.

#### Scripture Account

Teach the children the account in Moses 4:1–4 and Abraham 3:27–28 of Jesus Christ being chosen in the premortal life to be our Savior, of our choosing to accept him as our Savior, and of the War in Heaven. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Explain that agency is the ability and privilege given to us by Heavenly Father to choose and act for ourselves. We can use our agency to choose right or wrong, but we are responsible for our decisions.

#### Discussion and Application Questions

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

- When Heavenly Father asked his spirit children whom he should send to be our Savior, what was the difference between Jesus' response and Lucifer's response? (Moses 4:1–2.) How did Lucifer want to change Heavenly Father's plan? (Moses 4:1, 3; see also enrichment activity 1.)
- Why did Heavenly Father choose Jesus to be our Savior? (Moses 4:2.) Why did he reject Satan's offer? (Moses 4:3.)
- What happened after Heavenly Father chose Jesus as our Savior? (Revelation 12:7.) What happened to Lucifer and the spirits who followed him? (Revelation 12:8–9; D&C 29:36–37; 76:25–27; Abraham 3:28.) What kind of bodies do they have? (Explain that because they rebelled and were cast out of heaven, they will never be able to be born on the earth and have physical bodies.) What are these spirits trying to do now? (Moses 4:4.)
- How can we avoid being influenced by Satan? (Matthew 26:41; 3 Nephi 18:18; see also enrichment activity 4.) What happens to those who follow Satan in this life? (Alma 30:60.) What happens to those who choose to follow Jesus Christ? (2 Nephi 31:20.)
- What happened to the spirits who followed Heavenly Father and Jesus? How do you know that in the premortal life you chose to follow Jesus? What can you do to follow Jesus now?
- What is agency? Why did Heavenly Father and Jesus want us to have our agency? Why is it so important that we use our agency to choose the right? (2 Nephi 2:27.)

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## Enrichment Activities

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

1. To help the children imagine what it might be like to live under Lucifer's plan, tell them that for the next few minutes they must do exactly what you say and nothing else (make sure they know they cannot talk). Have them stand and remain standing perfectly still for a few seconds. Then tell each child where to sit. (Do not seat friends near each other.) Tell the children they must sit erect, feet flat to the floor, looking straight ahead, not moving or speaking. Have them hold the position until you tell them otherwise. After about thirty seconds, let them stand again and sit where they want.
  - What would it be like to live under Lucifer's plan? (Help the children understand that Lucifer wanted us to do exactly as we were told, without being able to decide for ourselves.) Why wouldn't his idea have worked?
 

Have the children talk about how they felt and how they would feel if they were forced to do exactly what they were told to do all day every day. Express your gratitude for the blessing of agency.
2. Write the following choices on separate pieces of paper. Have the children take turns picking a choice and talking about the consequences that come with making that choice. One of the consequences the children might think of is listed in parentheses after the choice.
  - Pray (receive Heavenly Father's help)
  - Attend church (learn the gospel)

- Lie (people will not believe you next time)
- Be cheerful at home (home is a happier place to be)
- Steal or cheat (lose the influence of the Holy Ghost)
- Be kind to a new neighbor (make a new friend)
- Be reverent in church (feel Heavenly Father's Spirit)
- Be grouchy at home (family does not get along)
- Do not keep the Word of Wisdom (damage your body)

Discuss the consequences, good and bad, that come when we use our agency. Emphasize that Heavenly Father blesses us when we use our agency to make right choices.

3. Discuss and help the children memorize the second article of faith. Help the children see that each of us is responsible for how we use our agency.
4. Prepare a list of situations the children might face when they would need to choose between right and wrong. (See the following list. You could also have the children suggest situations.) Have the children read and discuss them one at a time, or have them role-play each situation. Talk about how we feel when we choose to do wrong and how we feel when we choose to do right.
  - a. A friend encourages you to steal from the store.
  - b. You are about to buy a ticket to a movie when you see an advertisement showing that it is not an appropriate movie.
  - c. Several neighborhood children are unkind to a child.
  - d. You see someone tormenting an animal.
5. Sing or read the words to "I Lived in Heaven" (*Children's Songbook*, p. 4) or "I Know My Father Lives" (*Children's Songbook*, p. 5).

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## Conclusion

Testimony	You may want to bear your testimony about the importance of what Jesus Christ did for us as our Savior. Encourage the children to use their agency wisely by choosing the right.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study Moses 4:1–4 at home as a review of this lesson. Invite a child to give the closing prayer.

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**Purpose** To increase each child's appreciation for the earth that Heavenly Father and Jesus Christ created for us.

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**Preparation**

1. Prayerfully study:
  - Genesis 1 or Moses 2—Jesus Christ created the earth, heaven, and all forms of life under the direction of Heavenly Father.
  - Genesis 2:1–3 or Moses 3:1–3—The Lord rested on the seventh day.
2. Additional reading:
  - Abraham 4:1–31—The Gods planned the creation of the earth.
  - Abraham 5:1–21—The Gods followed their plan of creation.
  - Moses 1:31–39—Moses learned that Jesus Christ created worlds without number.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible or a triple combination for each child.
  - b. A container of puzzle pieces (if you do not have a puzzle, cut a picture from a magazine into several pieces).
  - c. Picture 6-1, Creation—Living Creatures (Gospel Art Picture Kit 100; 62483).

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**Suggested Lesson**

**Development** Invite a child to give the opening prayer.

**Attention Activity** Show the children the container of puzzle pieces. Ask one of the children to shake the container and try to dump the pieces on the table so that all the pieces fall into place to form a complete picture. Point out that a puzzle cannot fall into place by chance—it requires an intelligent being to organize the pieces and carefully put them together.

Show the picture Creation—Living Creatures and discuss some things that show that the creation of the earth was carefully planned. For example, the earth has to be the right distance from the sun or everything on it would burn or freeze. Without the right amount of oxygen, humans and animals could not breathe. If there was too little gravity, we would float off the earth. Help the children understand that the earth did not come about by accident or chance. A loving Heavenly Father directed Jesus Christ to organize this beautiful earth for us.

**Scripture Account** Teach the children the account from Genesis 1:1–2:3 or Moses 2:1–3:3 of the creation of the earth (see enrichment activity 1). (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)



Discussion and  
Application  
Questions

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

- Who created the earth? (Moses 1:33; 2:1.) Explain that the earth was created by Jesus Christ under the direction of Heavenly Father.
- Why did Heavenly Father want the earth to be created? (Abraham 3:24–26.)
- Why are there so many wonderful types of plants on the earth? (Genesis 1:29–30; D&C 59:18–19.) What plants do you most enjoy? What do you use them for?
- What is in each fruit? (Genesis 1:12 or Moses 2:12; see enrichment activity 6.) Why are seeds important?
- What did God command the fish and animals and birds to do? (Genesis 1:22 or Moses 2:22.)
- What commandment did God give Adam and Eve (and all people) about having a family? (Genesis 1:28 or Moses 2:28.)
- In whose image were we created? (Genesis 1:27 or Moses 2:27.)
- What is our responsibility to the earth and all living things on it? (Genesis 1:26 or Moses 2:26.) Explain that *dominion* means to have power over something (see enrichment activity 5).
- What did God say about his creations? (Genesis 1:31 or Moses 2:31.) How should we feel about the good things we make or do?
- What did God do on the seventh day? (Genesis 2:2–3 or Moses 3:2–3.) What should we do on the Sabbath day?

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**Enrichment  
Activities**

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

1. Prepare a slip of paper using either the Genesis or Moses account for each day of the Creation:

First day: Genesis 1:3–5 or Moses 2:3–5

Second day: Genesis 1:6–8 or Moses 2:6–8

Third day: Genesis 1:9–13 or Moses 2:9–13

Fourth day: Genesis 1:14–19 or Moses 2:14–19

Fifth day: Genesis 1:20–23 or Moses 2:20–23

Sixth day: Genesis 1:24–27 or Moses 2:24–27

Seventh day: Genesis 2:1–3 or Moses 3:1–3

Divide the chalkboard or a large piece of paper into seven sections and number them one through seven. Give one of the scriptures to each child. If you have more than seven children, have the children work together and decide what they could draw to illustrate the day of Creation they read about. Help them look up their scripture references (if they need help), and give them time to read them silently.

Have each child (or a representative from each group of children) draw, in the appropriate space, what was created on that day without telling the other children what they are drawing. After the other class members guess what is being drawn, have the child read aloud the pertinent part of the scripture reference to show if they guessed correctly. Ask the other children to follow along in their scriptures. After the seven pictures have been drawn, you could quickly review what occurred during each of the seven days of Creation.

After the children have reviewed the seven days of Creation, give them each a piece of paper and pencil or marking pen and have them draw another picture of one of the days of the Creation that they can take home and share with their families.

2. Tell the children you are thinking of something you saw on the way to church that reminded you of how much Heavenly Father and Jesus Christ love us. (This could be a bird, tree, clouds, and so on.) Ask them to guess what it was as you give them clues. Let the children take turns giving clues of something they saw that reminds them of the love Heavenly Father and Jesus have for them. Discuss the first article of faith and how the evidence we see in nature can strengthen our testimonies of Heavenly Father, Jesus Christ, and the Holy Ghost. Have the children repeat the first article of faith.
3. Prepare a large circle of paper that represents the earth and give the children colored paper, pencils, and scissors to “create” one of their favorite things found on the earth. Give them several minutes to make their “creations” and then place them all on the paper earth. Explain that the word *create* means to organize, not to make something from nothing. Discuss this statement from Joseph Smith when he was speaking of the creation of the earth: “Now, the word create came from the word *baurau*, which does not mean to create out of nothing; it means to organize; the same as a man would organize materials and build a ship” (*History of the Church*, 6:308).
4. Show the children a container of salt or sand and ask how many particles of salt or sand they think there are in the container. You may want to take a pinch of salt or sand out of the container and have someone try to count the particles. Explain that God has created many more worlds than there are particles of salt or sand in the container or even on the whole earth. Many of these worlds have been inhabited or will be inhabited by people who have been created in the image of God, just as we have, yet Heavenly Father knows and loves us all. Read and discuss Moses 7:29–30.
5. Discuss ways the children can take care of the creations we have been given, such as being kind to animals, taking care of a garden, keeping parks and buildings free from litter, and so on. Ask each child to tell one way that he or she will take care of the wonderful things Heavenly Father has given us.
6. Bring to class a variety of fruits and vegetables that have been cut open to expose the seeds. Discuss the importance of seeds and how God planned from the beginning for the plants to produce more of their own kind. If fruits and vegetables are not available, show pictures of or draw pictures of fruits and vegetables and seeds on the chalkboard.
7. Sing or read the words to “I Feel My Savior’s Love” (*Children’s Songbook*, p. 74) or “My Heavenly Father Loves Me” (*Children’s Songbook*, p. 228).

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## Conclusion

Testimony	Share your feelings with the children about the beautiful earth we have and how it helps you feel close to Heavenly Father and Jesus Christ. Explain that each of us is Heavenly Father's greatest creation. Express gratitude and love for each class member.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children read Genesis 1:26–31 at home as a review of this lesson.  Invite a child to give the closing prayer.

# The Fall of Adam and Eve

Lesson

## 4

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**Purpose** To help the children understand the fall of Adam and Eve and to have a desire to return to the presence of Heavenly Father.

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**Preparation**

1. Prayerfully study:
  - Moses 2:27–28—Adam and Eve are commanded to be fruitful and multiply.
  - Moses 3:8–9, 15–17—The tree of knowledge and the tree of life.
  - Moses 4—The fall of Adam and Eve.
  - Moses 5:9–12—Adam and Eve praise God and are glad for the Fall.
  - LDS Bible Dictionary “Fall of Adam” (p. 670).
2. Additional reading:
  - *Gospel Principles*, chapter 6, “The Fall of Adam and Eve.”
  - 2 Nephi 2:14–27—The importance of opposition.
  - Alma 42:2–9—Spiritual and temporal death.
  - Helaman 14:16–17—Christ redeems us from both deaths.
  - Genesis 3—The fall of Adam and Eve.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible and a Pearl of Great Price for each child.
  - b. A Book of Mormon and a Doctrine and Covenants.
  - c. Four small, undesirable items—such as a bottle cap, twig, or wad of tissue—with string tied around each one; one small object to represent something of value (such as a ring to symbolize eternal life) with string tied around it; and a small bag or container (see the attention activity).
  - d. Pictures 6-2, The Garden of Eden; 6-3, God the Father and Jesus Christ; and 6-4, Adam and Eve (Gospel Art Picture Kit 101; 62461).

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### Suggested

### Lesson

### Development

Invite a child to give the opening prayer.

### Attention Activity

Place the objects you have tied with string into the bag or container so that the objects are hidden but an equal amount of each string hangs over the side of the bag. Ask a child to choose a string and pull an item out of the bag. Then replace the object and string, let another child take a turn, and so on. Show the class all the hidden objects, and explain the value of the desirable one.

Explain that it is difficult to make a correct choice when we don't know what we are choosing. Heavenly Father wants us to know good from evil so we can choose what is right. Tell the class that this lesson will explain how we were given the knowledge of good and evil and the ability to choose for ourselves.

Scripture Account Teach the account of the fall of Adam and Eve from the scriptures listed in the “Preparation” section, using the pictures where appropriate. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) The following three points are the major ideas to be taught in this lesson:

1. The fall of Adam and Eve was foreseen by Heavenly Father and “was a necessary step in the plan of life and a great blessing to all of us” (*Gospel Principles*, p. 33). We accepted this condition in the spirit world when we supported Heavenly Father’s plan.
2. “Because of the Fall, we are blessed with physical bodies, the right to choose between good and evil, and the opportunity to gain eternal life. None of these privileges would have been ours had Adam and Eve remained in the garden” (*Gospel Principles*, p. 33).
3. After Adam and Eve “fell” from the presence of God and became mortal, we needed a Savior so we could live again and return to our Father in Heaven. Jesus Christ was chosen to be our Savior before the world was created. (See lesson 2.)

You might want to keep the following points in mind as you discuss the scriptures with the class:

1. Before he was placed on the earth, Adam was known as Michael, the archangel (see D&C 107:54).
2. Michael led the battle against Lucifer and his angels before they were cast out of heaven (see Revelation 12:7–9).
3. “Adam and Eve were among [Heavenly] Father’s noblest children” (*Gospel Principles*, p. 31).

Discussion and Application Questions

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

- What was the first commandment given to Adam and Eve after their creation? (Moses 2:28.) Explain that Adam and Eve could not obey this commandment before the Fall. Because their bodies were not yet mortal, they could not have children.
- What beautiful place did Heavenly Father prepare for Adam and Eve? (Moses 3:8–9.) What do you think it was like in the Garden?
- What trees are mentioned in the description of the Garden of Eden? (Moses 3:9.) Which fruit did God tell Adam and Eve not to eat? (Moses 3:16–17.) Even though God gave Adam and Eve clear instructions about the tree of knowledge of good and evil, what did he allow them? (See enrichment activity 5.) What did God tell Adam would happen if he ate the fruit of the tree of knowledge of good and evil? Why does Heavenly Father allow us to choose for ourselves? What choices will bring us closer to our Father in Heaven?
- What happened when Adam and Eve ate the forbidden fruit? (They could tell good from evil, and they became mortal, or subject to physical death. They could now have children and keep the commandment to multiply and replenish the earth. They were separated from Heavenly Father and Jesus Christ, which

is referred to as spiritual death [see *Gospel Principles* p. 33].) (See enrichment activity 3.)

- How does the Fall fit into the plan of salvation, or what Alma called “the great plan of happiness?” (Alma 42:8.) Explain that our Heavenly Father wants us to be happy. As his spirit children, we chose to become mortal and prove ourselves so that we could be more like him. Repeat with the children 2 Nephi 2:25: “Adam fell that men might be; and men are, that they might have joy.” How does Adam and Eve’s eating the forbidden fruit affect each of us? (We were born, we experience opposition, we know good from evil, we can choose to become like God, we will die.) How does this make you feel about Adam and Eve? (See enrichment activity 3.)
- How are we saved from physical death? (Through the Resurrection of Jesus Christ we will all live again after we die.) Who will be resurrected? (1 Corinthians 15:22.)
- How can Jesus save us from spiritual death or separation from Heavenly Father? (Jesus suffered for our sins through his great Atonement. We will be forgiven and return to our Father in Heaven if we choose to repent. [See 3 Nephi 27:19.]
- What did God do to make sure Adam and Eve did not eat the fruit of the tree of life? (Alma 42:2–5.) Why was it so important for Adam and Eve not to eat the fruit of the tree of life at that time? (Alma 42:5.)
- What were some differences between the life Adam and Eve led in the Garden of Eden and their life outside the Garden? Help the children understand that even though life was difficult, Adam and Eve were happy because now they could learn and become like Heavenly Father (see Moses 5:10–11). They worked hard to supply themselves with food, clothing, and shelter. They also worked hard to keep the commandments and live close to the Lord. How can we follow the example of Adam and Eve when our life seems hard?
- What would have happened to us if Adam and Eve had not partaken of the fruit of the tree of knowledge of good and evil? (President Joseph Fielding Smith taught: “Let’s thank the Lord, when we pray, for Adam. If it hadn’t been for Adam, I wouldn’t be here; you wouldn’t be here; we would be waiting in the heavens as spirits” [in Conference Report, Oct. 1967, p. 122; see also 2 Nephi 2:22].)
- What did Adam and Eve later say about their choice to partake of the fruit of the tree of knowledge of good and evil? (Moses 5:10–12.)

### **Enrichment Activities**

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

1. Place the picture of Adam and Eve next to the one of God the Father and Jesus Christ. Explain that when Adam and Eve lived in the Garden of Eden, they could walk and talk with Heavenly Father and Jesus. To help the children understand why the result of Adam and Eve’s choice is known as the Fall, take the picture of Adam and Eve and move it down below the picture of God the Father and Jesus Christ as you tell of Adam and Eve eating the forbidden fruit. Adam and Eve “fell” or were removed from the presence of God. Explain

that because Adam and Eve could no longer freely associate with Heavenly Father and Jesus Christ, this is referred to as the Fall. Adam and Eve's separation from Heavenly Father and Jesus began mortal life on earth and was an important step in the great plan of happiness.

2. Discuss the second article of faith. Explain that some people believe that we will all be punished because Adam and Eve partook of the forbidden fruit. It was revealed to the Prophet Joseph Smith that this is not true. Jesus paid the price for Adam and Eve's transgression. We will be held responsible for the wrong choices we make, but not for the choices of others. Help the children memorize this article of faith.
3. At the top of a piece of paper or on the chalkboard write the words *Because of Adam and Eve* and invite the children to share ideas that fit under this heading, such as:

We could choose to be born on the earth.  
We know good from evil.  
We became separated from Heavenly Father.  
We will someday die.

Help the children understand that we were happy to have the chance to come to earth (see Job 38:7). We would not have had this opportunity if Adam and Eve had not partaken of the forbidden fruit. We needed a chance to prove that we could choose good over evil. Gaining a physical body, having the privilege of choice, being separated from God, and being subject to death were all part of Heavenly Father's plan for us to become like him.

Write another heading: "Because of Jesus Christ." List and explain the following blessings:

We will live again after we die.  
We can return to Heavenly Father if we will repent.  
We have a perfect example to follow.

Give the children each a piece of paper and pencil and have them write *Because of Adam and Eve* at the top and *Because of Jesus Christ* in the middle. Encourage the children to take the paper home and discuss with their families the things we have and the things we will be able to do because of Adam and Eve and Jesus Christ.

4. On the chalkboard or on two strips of paper write *Resurrection* and *Return to Heavenly Father*. Make the following wordstrips and let the children take turns choosing one and placing it under the correct heading:

#### Resurrection

- Immortality—we will all live forever
- We overcome physical death
- For everyone who was born
- Christ's victory over death

#### Return to Heavenly Father

- Eternal Life—live with Heavenly Father
- We overcome spiritual death
- For those who choose to repent
- For those who keep the commandments

Ask the children who made these things possible (Jesus Christ, following the plan of Heavenly Father). These blessings are our Savior's great gifts to us. Through him we can overcome the conditions of the Fall and return to our Father in Heaven.

5. Ask the children to think of opposites—such as happy and sad, hot and cold, hard and soft, smooth and rough, heavy and light, high and low, or fast and slow—to illustrate the importance of opposition (see 2 Nephi 2:11, 15). Let the children describe their experiences with opposites. To help them get started, you might use the following examples: After someone has been sick, they can better appreciate feeling well. Or without darkness, you cannot recognize light, which is why you cannot see the stars during the day. To illustrate this second example, you might bring a flashlight and show how its light is barely noticeable in a well-lit room, but the light is much brighter when you darken the room.
6. Sing or read the words to “He Sent His Son” (*Children’s Songbook*, p. 34).

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## Conclusion

Testimony	Have someone read the testimony of Adam and Eve from Moses 5:10–12. Express your appreciation for what Adam and Eve did for us. Testify that because of our Savior, Jesus Christ, we will all be resurrected and can choose to become like Heavenly Father and return to his presence.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Moses 5:9–12 at home as a review of this lesson. Invite a child to give the closing prayer.



# Adam and Eve and Their Family Offered Sacrifices

**Purpose**

To help the children want to always remember Jesus Christ.

**Preparation**

1. Prayerfully study:
  - Moses 5:1–3—Adam and Eve bear children.
  - Moses 5:4–16, 58–59—Adam and Eve offer sacrifices and serve God.
  - Moses 5:17–28—Cain and Abel are born. They make sacrifices. Cain rebels and loves Satan more than God.
  - Hebrews 11:4—Abel offers his sacrifice in faith.
  - Moses 5:29–41—Cain kills Abel and becomes a fugitive.
  - 3 Nephi 9:19–20—Sacrifice by the shedding of blood is replaced by the sacrament.
2. Additional reading:
  - Genesis 4:1–7—Cain and Abel offer sacrifices.
  - Genesis 4:8–12—Cain slays Abel and is cursed by the Lord.
3. Study the lesson and decide how you want to teach the children the scripture accounts (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible and a Pearl of Great Price for each child.
  - b. A Book of Mormon.
  - c. Ten to twelve small objects—such as a pencil, eraser, paper clip, cup, ball, spoon, and so on—and a cloth to cover them. If these objects are hard to get, you could use a picture that has several different objects in it. (See the attention activity.)
  - d. A piece of paper and pencil for each child.
  - e. Picture 6-5, Adam and Eve Kneeling at an Altar.

**Suggested Lesson Development**
**Attention Activity**

Invite a child to give the opening prayer.

**Attention Activity**

Place the objects you have gathered on the table and cover them with the cloth. Uncover the objects, have the children look at them for about fifteen seconds, and cover them again. Give the children each a piece of paper and pencil, and have them list as many objects as they can remember on their papers. After they have made their lists, let the children look at the objects again to see which objects they have forgotten. Ask the children what they do to help them remember things better. Explain that remembering the objects on the table is not very important, but there are things that are very important to remember. Ask the children what things are important to remember. Explain that Heavenly Father has commanded us to always remember his Son, Jesus Christ. Ask the

children to listen as you give the lesson to learn ways Heavenly Father has taught his children to remember Jesus.

#### Alternate Attention Activity

Show the children a CTR ring if available.

- What does a CTR ring help us remember?
- What symbols help us remember the sacrifice Jesus Christ made for each of us? (The bread and water of the sacrament.)

#### Scripture Account

Explain the purpose of offering sacrifices to the Lord as you teach the children the account of Adam and Eve and their family from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Use the picture at an appropriate time.

#### Discussion and Application Questions

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

- How was life different for Adam and Eve after they left the Garden of Eden? (Moses 5:1–4.)
- What were Adam and Eve commanded to sacrifice to the Lord? (Moses 5:5.) Why did Adam offer sacrifices? (Moses 5:6.) Why is it wise to obey Heavenly Father's commandments even if we do not completely understand why?
- What did the angel tell Adam was the purpose for offering sacrifices? (Moses 5:7.) What does *similitude* mean? (A likeness or comparison.) Explain that the offering of sacrifices was to remind the ancient people about the sacrifice that Jesus Christ would one day make in taking our sins upon him and giving his life for us. This was a way for the people to always remember Jesus.
- Why was it important for Adam and Eve and their family to know about Jesus Christ? (Moses 5:15.) Why is it so important for each of us to remember Jesus?
- How did Adam and Eve's children learn about the gospel of Jesus Christ? (Moses 5:12, 58.) How are you learning about the gospel? Why didn't some of Adam's children believe what Adam and Eve taught them? (Moses 5:13.) How can you avoid being led astray by Satan and his followers?
- How did Cain feel about the Lord? (Moses 5:16, 18.) Why was Abel's sacrifice accepted while Cain's was not? (Moses 5:18; Hebrews 11:4.) Explain that God knew that Cain loved Satan more than God and was offering a sacrifice at Satan's command rather than following the commandment of the Lord. Cain's offering was done without faith in Jesus Christ. Abel had faith in Jesus Christ and was sincerely worshiping the Lord.
- How does Satan feel when we disobey God's commandments? (Moses 5:21.)
- Even though the Lord did not accept Cain's offering, he did not reject Cain. He gave Cain specific warnings about the dangerous choices he was making. What was the Lord's warning to Cain? (Moses 5:23.) How did Cain react to this warning? (Moses 5:26.) How should you react to warnings from the Lord as given through the Spirit, parents, or Church leaders? What are some things we have been warned about?

- What did Satan want Cain to swear to him? (Moses 5:29–31.) Who knew of the murder of Abel even though Cain kept his secret? (Moses 5:34–35.) Why can't people hide their actions from God?
- How was Cain to be cursed? (Moses 5:36–37.) What does it mean to be a fugitive and a vagabond? (A fugitive is someone who is being hunted or chased. A vagabond is a wanderer without a home.) How did the Lord protect Cain from being murdered? (Moses 5:40.)
- Why don't we offer animal sacrifices today as a reminder of Christ's Atonement? (3 Nephi 9:19–20.) Explain that offering blood sacrifices "continued until the death of Jesus Christ, which ended the shedding of blood as a gospel ordinance. It [was] replaced in the Church by the sacrament of the bread and the water, in remembrance of the offering of Jesus Christ" (LDS Bible Dictionary, p. 766).
- What did Christ say the bread and wine represented in the sacrament? (Luke 22:19–20.) What can we do during the sacrament to help us think about Jesus Christ? (See enrichment activity 2.) How can we prepare ourselves to partake of the sacrament more worthily?
- Why is it important for Heavenly Father's children to remember the sacrifice of Jesus Christ? (To show our gratitude for the great blessing of the remission of our sins and the resurrection of our bodies after death; to remind us to keep his commandments so that we will have his Spirit to be with us.) How can you better remember Jesus and his sacrifice? (See enrichment activity 3.)

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## Enrichment Activities

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

1. Have the children fill in the blanks of the following statements or use the statements to play tic-tac-toe. The children may use their scriptures as needed.

Instructions for playing tic-tac-toe:

Divide the class into two groups (team A and team B). Begin the activity by drawing a tic-tac-toe frame on the chalkboard and numbering the spaces one through nine, as shown:

1.	2.	3.
4.	5.	6.
7.	8.	9.

Each number on the chalkboard corresponds to a fill-in-the-blank statement. The members on each team take turns choosing a number. When a player

chooses a number, read the statement with the same number. If a player answers correctly, erase the number in that frame and replace it with the letter of the child's team (either an A or a B). If the answer is wrong, give an opposing team member a chance to answer. If that child is correct, replace the number with his or her team's letter. Another member of that team then picks the number of a question he or she wishes to try for. Play continues until one of the teams gets three symbols in a row either vertically, horizontally, or diagonally.

After one team has three symbols in a row, draw a new tic-tac-toe frame. Fill the spaces of this new frame with the numbers of the statements that were not used in the first round and then with the numbers of the rest of the following statements:

1. Adam's sacrifices were a (similitude) of the sacrifice of the Only Begotten of the Father. (Moses 5:6–7.)
  2. Adam and Eve's son (Cain) was a tiller of the ground. (Moses 5:17.)
  3. Abel was a keeper of (sheep). (Moses 5:17.)
  4. Cain loved (Satan) more than God. (Moses 5:18.)
  5. Abel offered as a sacrifice the (firstlings) of his flock. (Moses 5:20.)
  6. Cain's offering was of the (fruit) of the ground. (Moses 5:19.)
  7. The Lord did not accept Cain's (offering). (Moses 5:21.)
  8. Satan promised to deliver Abel into Cain's hands if he would swear to keep it a (secret). (Moses 5:29–30.)
  9. When the Lord asked Cain where Abel was, Cain said: "I know not. Am I my brother's (keeper)?" (Moses 5:34.)
  10. A (vagabond) is a wanderer without a home.
  11. Someone who is being hunted or chased is a (fugitive).
  12. The Lord set a (mark) on Cain so that people who saw him would know that they must not harm him. (Moses 5:40.)
  13. The (sacrament) took the place of blood sacrifice after the death of Jesus Christ.
  14. The gospel was taught from the beginning by angels, God's own voice, and by the gift of the (Holy Ghost). (Moses 5:58.)
  15. "As many as believed in the Son, and (repented) of their sins, should be saved" (Moses 5:15).
2. Read the sacrament prayers in Moroni 4:3 and 5:2. Ask the children to discuss how they concentrate on thinking about Jesus Christ during the sacrament. You could share ideas from the following list to help them in the discussion:
- a. Think about how Jesus suffered for our sins and died so that we can someday be resurrected and, if we repent, gain eternal life.
  - b. Read scriptures about Jesus before you go to church.
  - c. Repeat the sacrament prayers silently as the priests bless the sacrament.

- d. Sit quietly and think about the good things you have done during the past week and also the things you need to do better.
  - e. Think about the message in the sacrament song.
  - f. Think about the way Jesus treated people. Think about how you can be more like Jesus.
3. Remind the children how important it is to remember Jesus Christ. Suggest some things the children might do to remember him: put a picture of Christ in their room, keep their scriptures close to their bed as a reminder to read them, bring their scriptures to church, say their personal and family prayers, encourage their family to have family home evening, ask themselves, “What would Christ do?” when they have decisions to make, listen carefully to the sacrament prayers, keep the commandments.
  4. Have the children each put a button or coin inside one of their shoes at the beginning of class. After the objects have been there for a while, ask the children questions such as: What do you have in your shoe? Can you see the object? How do you know it is there? If you kept the object in your shoe for a week, do you think you would still remember it was there? Explain to the children that they remember the object because they can always feel it. Explain that we can remember Christ by always feeling his influence in our hearts as we make right choices, heed the promptings of the Holy Ghost, follow the prophets, read the scriptures, and honor our parents.  
  
Have the children take their buttons or coins home with them and try this activity with their families. Encourage them to share with their families the idea that even though they cannot see the coin or button in their shoe, they can always feel that it is there.
  5. Discuss the third article of faith and help the children memorize it.
  6. Sing or read the words to “The Sacrament” (*Children’s Songbook*, p. 72).

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## Conclusion

Testimony	Express your gratitude for the sacrifice of Jesus Christ. Share with the children how much you appreciate the opportunity to be reminded of Jesus each week during the sacrament.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Moses 5:4–8 at home as a review of this lesson. Invite a child to give the closing prayer.

# Adam and Eve Lived the Gospel of Jesus Christ

## Lesson 6

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**Purpose** To help the children understand that the gospel of Jesus Christ is eternal and is based on truths that will help us gain exaltation.

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**Preparation**

1. Prayerfully study:
  - Moses 5:58–59—The gospel was preached to Adam by angels.
  - Moses 6:1—Adam obeyed God and called upon his sons to repent.
  - Moses 6:48–63—Adam was taught the plan of salvation.
  - Moses 6:64–68—Adam was baptized and received the Holy Ghost and the priesthood.
2. Additional reading:
  - 2 Nephi 31:5, 9–12, 15–21—Nephi teaches the same principles that were taught to Adam.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Pearl of Great Price and a Book of Mormon for each child.
  - b. A Doctrine and Covenants.
  - c. A piece of bread or fruit and a rock, a picture of a rock, or a piece of metal that does not rust (see the attention activity).

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**Suggested  
Lesson  
Development**

Invite a child to give the opening prayer.

Attention Activity Show the children the piece of bread or fruit, and ask questions similar to the following ones:

- Will this be different if I keep it a month? a year?
- Will it change if the hot sun shines on it for a week?
- Will it change if I keep it in water for a week?
- Will it change if I step on it?

Show the children the rock, piece of metal, or picture, and ask the same questions about the object or the object in the picture.

Explain that some things around us change and some do not. Ask the children to think of other examples of things that change and things that do not.

- Does the gospel of Jesus Christ change? Help the children understand that the gospel of Jesus Christ existed before the creation of the earth to give us the opportunity to become like Heavenly Father, and it is part of his plan for

us (see Mosiah 3:17). The gospel that Adam and Eve received after they ate the forbidden fruit and became mortal is the same gospel we have today.

Scripture Account

Teach the children the account from Moses 5:58–59; 6:1, 48–68 of Adam and Eve being taught and then living the gospel. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

Discussion and Application Questions

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

- What did angels teach Adam and Eve? (Moses 5:58.) Why do you think we are taught the same gospel that Adam and Eve were taught? (The gospel is based on unchanging, eternal truths.)
- Why did Adam and Eve need the gospel of Jesus Christ? (Moses 6:48–52, 57.) Why do we all need the gospel?
- What are the first principles and ordinances of the gospel? (Articles of Faith 1:4.) What principles and ordinances were Adam and Eve taught? (Moses 6:52.) Point out that the first principles and ordinances of the gospel were the same in Adam’s day as they are today.
- What is the difference between a principle of the gospel and an ordinance? (A principle is a basic doctrine or law. An ordinance is a sacred ceremony with spiritual meaning that is performed by someone with priesthood authority.)
- What did Adam do that showed he had faith in Jesus Christ? (Moses 5:4–6.) Help the children understand that after Adam learned these teachings, he lived them. How do we show that we have faith in the Savior?
- How do we know that Adam repented of his transgression in the Garden of Eden? (Moses 6:53.) How can we be forgiven for the wrong things we do? Why must we repent? (Moses 6:57.)
- By what method was Adam baptized? (Moses 6:64.) Point out that “laid under the water” means being immersed in the water. How are we baptized?
- What was Adam taught about the Holy Ghost? (Moses 6:61; He is a Comforter, giver of peace, teacher of truth.) What did Adam receive after he was baptized? (Moses 6:65–66.) How do we receive the gift of the Holy Ghost? (D&C 20:41.) How can the Holy Ghost help you?
- What is the difference between the Holy Ghost and the gift of the Holy Ghost? (The Holy Ghost is a member of the Godhead and a personage of spirit who can help anyone who is worthy. The gift of the Holy Ghost is the right we receive after baptism, when we are confirmed, to have the Holy Ghost as a constant companion if we keep our baptismal covenants.) “A person may be temporarily guided by the Holy Ghost without receiving the gift of the Holy Ghost” (*Gospel Principles*, p. 138).
- Why are the first principles and ordinances of the gospel important throughout our lives? Explain that we need to always have faith in Jesus Christ and obey his commandments. We need to repent daily. We renew our baptismal covenants each Sabbath day as we partake of the sacrament. We can be guided and blessed throughout our life by listening to the promptings of the Holy Ghost. We can eventually become like Heavenly Father.

## Enrichment Activities

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

1. Display the plan of salvation cutouts used in lesson 1.

- Where are we in this plan right now?

Remove all the cutouts except *Birth*, *Earth Life*, *Death*, and *Celestial Kingdom*. Explain that we are all trying to go from *Earth Life* to the *Celestial Kingdom*. Point out that there are certain things we must do in order to achieve this goal. Have each child look up one or more of the following scriptures to find these key words:

- 2 Nephi 31:19—Faith in Christ
- 2 Nephi 31:11—Repentance
- 2 Nephi 31:5—Baptism
- 2 Nephi 31:12—Receiving the Holy Ghost
- 2 Nephi 31:15—Enduring to the end

Discuss the information in 2 Nephi 31:17–21 to help the children understand what we must do throughout our lives to reach the celestial kingdom. Help them realize the importance of our life here on earth.

2. Read statements similar to the following to emphasize how the gospel of Jesus Christ does not change. Have the children stand if the statement is true.

- Jesus Christ was baptized by immersion, so we are to be baptized by immersion. (True)
- My parents were taught to dress modestly and appropriately, but I should be able to dress any way I want. (False)
- Adam and Eve prayed to Heavenly Father, and I pray to Heavenly Father. (True)
- Adam and Eve were taught the same principles and ordinances of the gospel as we have in the fourth article of faith. (True)
- The Holy Ghost helped only those people who lived long ago. (False)
- The people we read about in the scriptures were taught to have faith in Jesus Christ, and I am taught to have faith in Jesus Christ. (True)
- Adam and Eve repented of their transgressions, so I don't have to repent when I do wrong. (False)
- We read about paying tithing in the scriptures, but that law was only for people who lived long ago. (False)
- Jesus Christ taught people to love and serve others, and I have been taught to love and serve others. (True)

3. Discuss the meaning of faith in Jesus Christ. It is a strong belief in Jesus that inspires us to obey his teachings. Help the children understand that when we have faith in Jesus Christ, we not only believe in him but we also do what he wants us to do.

4. Discuss the meaning of repentance. "Repentance is the way provided for us to become free from our sins and to receive forgiveness for them." To repent, we must feel sincere sorrow for our sins. We must stop sinning and begin keeping the commandments. (See *Gospel Principles*, pp. 123–25.)



5. Share your feelings about your baptism, and let the children tell what they remember about their baptisms.
6. Help the children understand the importance of receiving the gift of the Holy Ghost. Share an experience you have had or someone you know has had of being helped by the Holy Ghost. Invite the children to share experiences they have had.
7. Explain what it means to “endure to the end.” Help the children understand that baptism into The Church of Jesus Christ of Latter-day Saints is just the beginning. We endure to the end and receive eternal life by obeying the commandments for the rest of our lives. Give the children each a piece of paper and have them write down things they can do throughout their lives, such as pray, pay tithing, attend church, read the scriptures, and so on, that will help them endure to the end. Encourage the children to take these papers home and discuss with their families how they can help each other endure to the end.
8. Sing or read the words to “Faith” (*Children’s Songbook*, p. 96), “When I Am Baptized” (*Children’s Songbook*, p. 103), or “The Holy Ghost” (*Children’s Songbook*, p. 105).

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## Conclusion

Testimony	Express your feelings about Jesus Christ and what he has done for you. Emphasize the importance of developing faith in him and living his gospel, which includes repenting of our sins, being baptized, receiving the gift of the Holy Ghost, and enduring to the end by obeying his commandments.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Moses 6:52, 64–68 and 2 Nephi 31:15–21 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Enoch and a Zion People

Lesson

# 7

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<b>Purpose</b>	To help the children want to become pure in heart as was Enoch.
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<b>Preparation</b>	<ol style="list-style-type: none"><li>1. Prayerfully study:<ul style="list-style-type: none"><li>• Moses 6:26–47—Enoch is called of God. He feels inadequate but is blessed.</li><li>• Moses 7:1–4—Enoch talks to the Lord face to face.</li><li>• Moses 7:11–33, 41, 44, 47—The city of Zion is established. Enoch has a vision of all the inhabitants of the earth.</li><li>• Moses 7:62–65, 69; Articles of Faith 1:10—The return of the city of Zion.</li></ul></li><li>2. Additional reading:<ul style="list-style-type: none"><li>• D&amp;C 107:48–49—Enoch walks and talks with the Lord.</li><li>• Genesis 5:21–24—Enoch walks with God.</li><li>• The rest of Moses 6 and 7.</li></ul></li><li>3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.</li><li>4. Materials needed:<ol style="list-style-type: none"><li>a. A Pearl of Great Price for each child.</li><li>b. A Book of Mormon and a Doctrine and Covenants.</li><li>c. A small, clear container of clean water that will fit into a larger container of dirty or muddy water (see the attention activity).</li><li>d. Picture 6-6, The City of Enoch.</li></ol></li></ol>
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<b>Suggested Lesson Development</b>	Invite a child to give the opening prayer.
Attention Activity	Display a small, clear container of clean water inside a larger container of dirty water. Point out that it is possible for the water in the small container to remain pure even when it is surrounded by filthy water. Liken the clean water to people who are trying to live clean lives in an evil world. It is possible for us to remain pure and righteous if we do not allow any impurity or unrighteousness into our lives. Tell the children that in this lesson they will learn about Enoch, an Old Testament prophet, who was pure in heart.
Scripture Account	Teach the children the account of Enoch from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Emphasize the following points about Enoch’s life: <ul style="list-style-type: none"><li>• When Enoch was first called to be a prophet, he felt inadequate. He was young and “slow of speech” (Moses 6:31), but he exercised faith and obeyed the Lord’s will.</li></ul>

- Enoch talked with the Lord face to face and saw many visions. He prophesied of the Restoration of the gospel and the coming forth of the Book of Mormon (“truth will I send forth out of the earth” [Moses 7:62]), the preaching of the gospel to all the world, the building of the New Jerusalem, and the ushering in of the Millennium.
- Enoch taught, helped convert, and baptized many people, who became so righteous that they lived in a “City of Holiness, even Zion” (Moses 7:19).
- This holy city was “taken up into heaven” and will return at the time of the Millennium. When it returns it will join with the earthly Zion, which is the New Jerusalem.

### Discussion and Application Questions

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

- How did Enoch receive his calling? (Moses 6:26–27, 42.) What was Enoch called to do?
- How were most of the people living at the time Enoch received his call? (Moses 6:27–29.)
- Why did Enoch feel his calling was too difficult for him? (Moses 6:31.) What specifically did the Lord tell Enoch to do before he would be blessed? (Moses 6:32.) What did the Lord tell Enoch to say? (Moses 6:33.) How were the Lord’s promises in Moses 6:34 fulfilled? (Moses 7:13.)
- Think of a time when you struggled or had a problem that was difficult. What can you learn from Enoch’s example in dealing with challenges? (See enrichment activity 1.)
- What can we learn about the Lord from Enoch’s visions? (Moses 7:4.) What did Enoch learn about the people of the world? (Moses 7:41.)
- Display the picture The City of Enoch. How were the people who heard and obeyed Enoch’s words blessed? (Moses 7:16–17.) Why was their city called Zion? (Moses 7:18–19.) What do you think it means to be “of one heart and one mind”? How can you help your family be more like the people who lived in Zion? (See enrichment activity 4.)
- What happened to Enoch and all the people in the city of Enoch? (Moses 7:21, 69; D&C 107:49.) What does it mean to be “taken up into heaven,” or translated? Help the children understand that when people are translated, their bodies are changed so they will not experience pain and will “never taste of death” (3 Nephi 28:7). At the time of the Second Coming they will “be changed in the twinkling of an eye from mortality to immortality” (3 Nephi 28:8).
- Why did the Lord weep? (Moses 7:28, 32–33.) How do you want your parents and the Lord to feel when they see your actions? How do we know that each individual is important to the Lord?
- When Enoch wept, how did the Lord comfort him? (Moses 7:44–45, 47.) How can thinking about Jesus Christ and his love and sacrifice for us comfort us even though there is great wickedness in the world?
- When will Zion, or a city of the pure in heart, again be established? (Moses 7:62.) What is the “truth” that must “sweep the earth” to prepare for the

establishment of Zion? (President Ezra Taft Benson defined this truth as the Book of Mormon [in Conference Report, Oct. 1986, p. 102; or *Ensign*, Nov. 1986, p. 79.] How can we help fulfill this prophecy about the Book of Mormon?

- Where will Zion, the New Jerusalem be located? (Articles of Faith 1:10.)
- How long will Jesus Christ dwell on the earth with the righteous in Zion? (Moses 7:64–65.) Point out that this period of one thousand years is called the Millennium.
- How can you take part in preparing for this joyous time when Zion will be established? (See enrichment activity 3.)

## Enrichment Activities

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

1. Compare the story of Enoch's call with the account in Ether 12:27 of God's promises to those who feel inadequate to accept callings. Invite the children to mark in their own copies of the Pearl of Great Price any of the following verses that could strengthen and help them when they feel inadequate:

Moses 6:31—Enoch felt weak so he prayed in humility.

Moses 7:13—Enoch had faith and his weaknesses became his strengths.

Moses 6:35—Enoch was obedient.

Moses 6:37—Enoch worked hard.

Moses 7:41, 44—Enoch had compassion.

2. Discuss the following statement from President Spencer W. Kimball:

“For many years we have been taught that one important end result of our labors, hopes, and aspirations in this work is the building of a Latter-day Zion, a Zion characterized by love, harmony, and peace—a Zion in which the Lord's children are as one. . . .

“This day will come; it is our destiny to help bring it about! . . .

“. . . That can only be done through consistent and concerted daily effort by every single member of the Church. . . . May I suggest three fundamental things we must do if we are to ‘bring again Zion.’ . . .

“First, we must eliminate . . . selfishness. . . .

“Second, we must cooperate completely and work in harmony one with the other. . . .

“Third, we must . . . sacrifice whatever is required by the Lord” (in Conference Report, Apr. 1978, pp. 121–23; or *Ensign*, May 1978, pp. 80–81).

On the chalkboard list the three things President Kimball said we must do to “bring again Zion.” Let the children think of specific ways to do each one.

3. Help the children memorize Articles of Faith 1:10. Explain that the time when the earth will be renewed and Jesus Christ will come to reign personally on the earth will be the Millennium.
4. Tie a bundle of slender sticks together with a string. Ask one of the children to try to break the sticks while they are tied together. Explain that it is too difficult for one person. Untie the string and give each child a stick to break.

Discuss the importance of each person doing his or her part in establishing a Zion-like society in his home and circle of friends. You might suggest to the children that they could try this activity at home and then discuss with their families ways they can each do their part to make their home more like the city of Enoch.

5. Have the children name things they can do each day that will help them become more pure in heart. Have them name things that will take away that purity. (Help them think of more positive than negative things.) Write their ideas on slips of paper and put them in a container. Designate the front of the classroom as “Zion,” and have the children stand side by side in a row facing “Zion.” Pull a slip of paper out of the container, read what is written on it, and have the children move forward one step if the idea will help them become pure or move back one step if the idea would influence them to become unrighteous. Keep reading ideas until the children reach “Zion.”
6. Sing or read the words to “Follow the Prophet” (*Children’s Songbook*, p. 110), “I’m Trying to Be like Jesus” (*Children’s Songbook*, p. 78), or “When He Comes Again” (*Children’s Songbook*, p. 82).

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## Conclusion

Testimony	You may want to bear testimony that being pure in heart as Enoch and his people were brings happiness. Encourage the children to decide on one or two specific things they can do during the coming week to become more pure and thus help others around them become better also.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Moses 7:18–21 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Noah and the Flood

Lesson

# 8

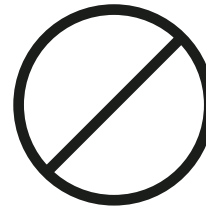
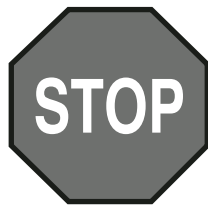
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**Purpose** To strengthen each child's desire to listen to and follow the counsel of the living prophet.

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**Preparation**

1. Prayerfully study:
  - Genesis 6:1–22—The people become wicked. The Lord tells Noah to build an ark.
  - Moses 8:13–22—Noah preaches the gospel and is ordained to the priesthood.
  - Genesis 7:1–24—Noah's family and animals enter the ark and the Flood comes.
  - Genesis 8:1–22—The Flood ends and Noah offers sacrifice to the Lord.
2. Study the lesson and decide how you want to teach the children the scripture account (see "Preparing Your Lessons," p. vi, and "Teaching from the Scriptures," p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Prepare three signs such as the following:



Write *Listen* on the back of the first sign, *Believe* on the back of the second sign, and *Obey* on the back of the third sign (see the attention activity).

4. Materials needed:
  - a. A Bible and a triple combination for each child.
  - b. A picture of the living prophet.
  - c. Pictures 6-7, Building the Ark (Gospel Art Picture Kit 102; 62053), and 6-8, Noah and the Ark with Animals (Gospel Art Picture Kit 103; 62305).

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**Suggested Lesson Development**

Invite a child to give the opening prayer.

**Attention Activity**

Display the three signs you have prepared. Have class members tell what each sign means.

- What could happen if people did not obey each of these signs?
- How do these signs help us? (They warn us of possible danger and tell us what to do to be safe.)

Explain that Heavenly Father wants us to be safe from the evils and temptations of the world. He has given us someone to warn and teach us. Display the picture of the living prophet and discuss how he warns and teaches us. Turn over the three signs to display the words *Listen*, *Believe*, and *Obey*, and explain that if we will listen, believe, and obey the prophet, Heavenly Father will bless us.

#### Scripture Account

Using the pictures at appropriate times, teach the children the account of the prophet Noah and the Flood from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Emphasize that Noah was obedient to the Lord in spite of the ridicule of his friends and neighbors. Help the children understand that because Noah’s family listened and obeyed his teachings, they were saved from the Flood, but the wicked people who would not listen and obey were drowned.

#### Discussion and Application Questions

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

- What kind of a man was Noah? (Genesis 6:9, 22.) What characteristics must he have had to respond to the assignment to build an ark? What qualities can you develop that will help you do what Heavenly Father wants you to do?
- How did Noah try to help the people before the Flood? (Moses 8:20.)
- How did the people react to Noah’s teachings? (Moses 8:21–22.) Why do you think the people wanted to kill Noah? (Moses 8:18.)
- What were the consequences for those who obeyed Noah? (Genesis 7:1, 7.)
- What were the consequences for those who didn’t obey Noah? (Genesis 7:23.) What are the consequences if we don’t obey the living prophet?
- What did Noah do after he was able to leave the ark? (Genesis 8:20.) Why should we express gratitude to Heavenly Father even when we have been through a difficult experience?
- What messages have our modern-day prophets given us? (Write the children’s responses on the chalkboard.) How can each of these messages help us? (See enrichment activities 1, 3, and 5.)

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#### Enrichment Activities

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

1. Show a picture of the living prophet and tell a little about his life. Discuss a message that he has given in general conference.
2. Conduct an interview with Noah, his wife, and his family. (You could use scarves and robes for the children to dress up in as these characters or make signs for them to hang around their necks.) Ask questions similar to the following ones:
  - What did God tell you to do?
  - How did you feel when the wicked people laughed at you and did not listen to you?

- How did you feel during and after the Flood?
3. Discuss the phrase, “If there is anything virtuous, lovely, or of good report, or praiseworthy, we seek after these things” (Articles of Faith 1:13), and apply it to the books we read and the movies and television programs we watch. Explain that inappropriate movies, television programs, and books are offensive to our Heavenly Father. Read the following quotation from President Ezra Taft Benson, thirteenth President of the Church: “Your thoughts will determine your actions, and so they must be controlled. It’s difficult to control those thoughts if you submit yourself to temptation. So you will have to carefully select your reading material, the movies you see, and the other forms of entertainment in order to have good thoughts rather than unwholesome desires” (in Conference Report, Apr. 1985, pp. 47–48; or *Ensign*, May 1985, p. 36). Discuss how we can avoid exposure to negative influences and fill our minds with virtuous and lovely thoughts.
  4. Write on slips of paper temptations or difficulties the children in your class may have to face, such as cheating in school, being unkind to others, or taking something from a store without paying for it. Put the slips of paper in a container. Have the children each choose a slip of paper and tell what the prophets have taught us about handling the situations.
  5. Choose a teaching from the prophets, such as keeping a journal (Spencer W. Kimball, *Ensign*, Dec. 1980, pp. 60–61) or preaching the gospel (Ezra Taft Benson, in Conference Report, Apr. 1986, pp. 57, 59; or *Ensign*, May 1986, pp. 44–45). Prepare a simple class activity centered on the teaching, such as writing in a journal or planning a class activity to friendship a less-active class member.
  6. Discuss the significance of the rainbow (see Genesis 9:12–15 and “Rainbow” in the LDS Bible Dictionary [p. 759]).
  7. Put the following review on the chalkboard or make copies for each child. Have them match the letters to the appropriate statements.
    1. \_\_\_ How many of each clean beast were taken on the ark? (Genesis 7:2.)  
(Note: A clean beast was one that the people were allowed to eat.)
    2. \_\_\_ How many days and nights did it rain? (Genesis 7:12.)
    3. \_\_\_ How old was Noah when the flood came? (Genesis 7:6.)
    4. \_\_\_ How many of each unclean beast were taken on the ark? (Genesis 7:2.)  
(Note: An unclean beast was one that the people were forbidden to eat.)
    5. \_\_\_ How many days did the waters prevail on the earth? (Genesis 7:24.)
    6. \_\_\_ How many days was Noah on the ark before it started to rain?  
(Genesis 7:10.)
      - a. 600; b. 150; c. 7; d. 2; e. 40; f. 7.
  8. Sing or read the words to “We Thank Thee, O God, for a Prophet” (*Hymns*, no. 19) or “Follow the Prophet” (*Children’s Songbook*, p. 110).



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## Conclusion

Testimony and Challenge	Express your gratitude for the teachings of the prophets found in the scriptures and for modern-day prophets who warn, teach, and guide us. Challenge the children to listen to the next general conference, give special attention to the teachings of the prophet, and discuss these teachings with their families.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children read Genesis 6:11–22; 7:1–6; and 8:15–20 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Jehovah Makes Covenants with Abraham

Lesson

## 9

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**Purpose** To help the children understand that as God's covenant people we each have the responsibility to live the gospel and share it with others.

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**Preparation**

1. Prayerfully study:
  - Abraham 1:1–20—Abraham seeks the blessings of the priesthood. He is persecuted by false priests and is saved by Jehovah.
  - Abraham 2:1–21—All of the gospel blessings are promised to Abraham and his seed.
  - Genesis 22:17–18—Abraham is promised numerous posterity.
  - Hebrews 11:8–13—Abraham lived by faith.
2. Additional reading:
  - Genesis 12:1–10—Great blessings are promised to Abram.
  - Genesis 17:1–8—God makes covenants with Abram and changes his name to Abraham.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible and a triple combination for each child.
  - b. An item that you have inherited from your family (see the attention activity).
  - c. Pictures 6-9, An Angel Saves Abraham (Gospel Art Picture Kit 104; 62607), and 6-10, Facsimile No. 1 from the book of Abraham.

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### Suggested

### Lesson

### Development

Invite a child to give the opening prayer.

### Attention Activity

Show something you value that you have inherited from your family, such as an old book, a piece of jewelry, or a family pedigree chart. (If you can't bring something, tell about an item that belonged to your parents or grandparents.) Ask the children to tell about special family items they have been given.

Next tell about a character trait that you have inherited. Ask the class to name traits they may have inherited. Help the children understand that when we think about inheritances, we usually think about things such as possessions or objects.

Write the word *heir* on the chalkboard and discuss its meaning with the children. Help them understand that an heir is anyone who inherits an item, property, or a character trait from a parent or ancestor. Tell the children that in this lesson they will learn about the great blessings they are heirs to through their ancestor the prophet Abraham.

Scripture Account Using the pictures at appropriate times, teach the account of Abraham from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Help the children understand the following points:

- Abraham wanted to be righteous and receive the blessings of happiness and peace.
- Because of Abraham’s faithfulness, the Lord made a covenant with him.
- This covenant gave Abraham the right to receive the priesthood with its accompanying blessings and responsibilities.
- Abraham was promised that he would have numerous descendants, who would inherit these same priesthood blessings if they lived faithfully.
- We are Abraham’s descendants and have the responsibility to take the gospel and the priesthood to all nations and people of the earth.

Discussion and Application Questions

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

- How did Abraham’s father and the people of Ur of Chaldea worship? (Abraham 1:5–7.) How had Abraham tried to help them? (Abraham 1:5.)
- What were the desires of Abraham’s heart? (Abraham 1:2, 4.) What blessings are appropriate for you to seek? Point out that Heavenly Father has many blessings in store for each of us. He has told us to ask for them and then to live worthy to receive them.
- What happened to three young women who refused to worship idols? (Abraham 1:11.) Explain that even though they lost their lives, they will be blessed eternally for their righteousness. Sometimes bad things happen to good people. In what ways is it challenging to live righteously today?
- How was Abraham’s life saved? (Abraham 1:15–16.) Who is Jehovah? (*Jehovah* is the name Jesus Christ was known by in the Old Testament. See “Jehovah” in the LDS Bible Dictionary [p. 710].) (See enrichment activity 2.)
- How did the Lord help Abraham as he left Ur? (Abraham 1:18, 20.)
- Because of Abraham’s faithfulness, the Lord made a covenant (a sacred, two-way promise) with him. What did the Lord promise Abraham if he remained faithful? (Abraham 2:8–11.) (See enrichment activity 1.)
- When will all these promises to Abraham be fulfilled? Explain that Abraham had to wait many years before the blessings came, and the promises are still being fulfilled today. Even though he had to wait a long time, Abraham continued to have faith and be obedient. He knew the Lord’s promises are certain but that blessings do not always come immediately nor always in the way that we expect. Sometimes our blessings are spiritual and come to us in the eternities rather than during this earth life. (See Hebrews 11:13.)
- Explain that everyone who accepts the gospel of Jesus Christ receives the right to inherit the blessings of Abraham (see Galatians 3:29). What are these blessings? (Abraham 2:11; the blessings of the priesthood, such as baptism, the gift of the Holy Ghost, the temple endowment, temple marriage, and so

on. Through these priesthood blessings we can attain exaltation, become like God, and live with our families eternally.)

- What is our responsibility as God’s covenant people? (Abraham 2:9; have faith, keep our baptismal covenants, help take the gospel to all the people of the world, and so forth.) (See enrichment activities 5 and 6.)

## Enrichment Activities

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

1. Have the children take turns choosing slips of paper with the following scripture references on them that tell of the promises made to Abraham. Explain that *seed* means descendants. Have them read each verse aloud and, if they desire, mark the verses in their own scriptures.
  - Abraham 2:9—His name would be great among all nations.
  - Abraham 2:10—All who accept the gospel through baptism would be known as Abraham’s descendants.
  - Abraham 2:11—The Lord would bless those who blessed Abraham and curse those who cursed Abraham.
  - Abraham 2:11—His descendants would have the priesthood.
  - Abraham 2:11—His seed would have the responsibility to be missionaries and take the gospel to all nations.
  - Abraham 2:19—Abraham and his descendants would be given the land of Canaan.
  - Genesis 22:17—The Lord would multiply Abraham’s seed greatly (Abraham would have many descendants).
2. Look at Facsimile No. 1 in the book of Abraham or use the enlarged version from the manual. Have the children guess whom the figures in the drawing represent. Help them identify numbers 1 through 8. Refer to the explanation on that page and to Abraham 1:12–14. Then compare the facsimile with the picture *An Angel Saves Abraham*.
3. Bring some sand in a container. Let the children try to count the grains they can hold between their thumb and forefinger. Imagine the vastness of Abraham’s posterity. Ask the children how they personally can help fulfill the promises made to Abraham that his seed would become as numerous as the grains of “sand which is upon the sea shore” (Genesis 22:17).
4. On the chalkboard or with letters written on paper, scramble the letters of the word *covenant* and then have the children unscramble them. One important part of honoring our covenants is sharing the gospel with others. Ask the children what they can do now to prepare to share the gospel on full-time missions when they are older. They may include such things as keeping their baptismal covenants; learning the gospel through studying the scriptures; listening in family home evening and Church meetings; living clean lives in thought, language, and deed; and saving money. Encourage the children to discuss with their parents ways they can be missionaries now and ways they can prepare to be full-time missionaries later.

5. Discuss who should be missionaries and what missionaries should do. Read President Spencer W. Kimball's statement:

"Every man, woman, and child—every young person and every little boy and girl—should serve a mission. This does not mean that they must serve abroad or even be formally called and set apart as full-time missionaries. But it does mean that each of us is responsible to bear witness of the gospel truths that we have been given. We all have relatives, neighbors, friends, and fellow workmen, and it is our responsibility to pass the truths of the gospel on to them, by example as well as by precept" ("It Becometh Every Man," *Ensign*, Oct. 1977, p. 3).

Have the children think of ways they can be missionaries now, such as being a good friend, inviting someone to church, setting a good example in the home and community, and explaining the teachings of the Church to others.

Provide situations and let the children role-play how to be missionaries in each instance.

6. Sing or read the words to "Called to Serve" (*Children's Songbook*, p. 174, or *Hymns*, no. 249) or "I Want to Be a Missionary Now" (*Children's Songbook*, p. 168).

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## Conclusion

Testimony	You may want to bear testimony that because we are God's covenant people, we have the privilege and responsibility of honoring the priesthood and sharing the gospel with all people so that they can receive the blessings of Abraham.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study Abraham 2:9–11 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Abraham and Lot

## Lesson 10

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**Purpose** To strengthen each child's desire to show love to others.

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**Preparation**

1. Prayerfully study:
  - Genesis 13:1–18—Abraham and Lot divide the land.
  - Genesis 14:8–16—Lot is held captive. He is rescued by Abraham.
  - Genesis 18:16–33—Abraham asks the Lord to save the righteous people in Sodom and Gomorrah.
  - Genesis 19:1, 12–17, 24–29—Angels visit Lot in Sodom. His family is saved from destruction.
2. Additional reading:
  - Genesis 11:27–32—The family relationships of Abraham and Lot.
  - Abraham 2:1–6, 14–15—The families of Abraham and Lot are called out of Ur.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible for each child.
  - b. A large piece of paper and a pencil.

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### Suggested

### Lesson

### Development

Invite a child to give the opening prayer.

### Attention Activity

Draw a large circle on the chalkboard or a piece of paper and write *Love* in the center. Ask the children to tell you what love means to them. Write their answers around the outside of the circle.

Ask the children to name people they love, write these names inside the circle, and call it the Circle of Love. Explain that as we become more Christlike, we learn to love and serve others better and include more people in our circles of love. Tell the class that in this lesson they will learn how the prophet Abraham treated those he loved.

### Scripture Account

Teach the children the account of Abraham and Lot from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.)

### Discussion and Application Questions

Study the questions and scripture references that go with each account. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why couldn't Abraham and Lot live in the same area? (Genesis 13:5–7.) How did Abraham show his unselfishness and love for Lot? (Genesis 13:8–9; see enrichment activity 2.) How can we show love and unselfishness when dividing something to share with another person?
- Which part of the land seemed more desirable? Which did Lot choose? (Genesis 13:10–12.)
- What can we learn from Abraham's example of love for a family member? Why do we sometimes treat our friends more kindly than members of our family? What might happen if we treated our friends the way we treat our family? What might happen if we treated our family like our friends?
- When Abraham heard that Lot had been captured in the battles of the kings, what did he do to show his love and concern for Lot? (Genesis 14:14–16.)
- How did Abraham show love for others when the Lord was going to destroy the cities of Sodom and Gomorrah? (Genesis 18:22–24.)
- What did the messengers from God do before they destroyed these wicked cities? (Genesis 19:12, 15–16.)
- How does the destruction of Sodom and Gomorrah show Heavenly Father's love for his children? (He destroyed the wicked to protect the righteous from their evil influence.)

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## Enrichment Activities

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

1. Tell the children these true stories in your own words:

a. Visiting Another Primary:

Brother Black took his sons on a trip during which they visited another ward. As Brother Black was going to his own class, he noticed a member of the bishopric coming down the hall with Brother Black's youngest son, who was crying.

"Dad, I went into the classroom and was just about to sit down when one of the boys slid into the chair and said, 'You can't sit here. You don't belong in our class.' Then someone else said, 'Why are you here anyway?' They all laughed at me, Dad. I don't want to go to this Primary."

b. A Poor Boy:

"We couldn't afford much clothing either. I had a pair of shoes that I'd wear to church. They weren't the best shoes. They had holes in the bottom sole, so I'd cut out pieces of cardboard and slide them in. . . . I'd go off to church that way, and everything was fine until those shoes wore out. Then I didn't know what I would do. . . . I went to a little box of shoes some neighbors had given us. I went through them, but I could find only one pair of shoes that would fit me. . . . They were a pair of women's nurses' shoes. I thought, 'How can I wear those? They'll laugh me to scorn over at church.' And so I decided I wouldn't wear them, and I wouldn't go to church.

"I went through that night, and the next morning—. . . I knew I had to go! . . . I decided what to do. I would run over there very early and sit down

close to the front before anybody got there. I thought, 'I'll put my feet back under the [bench] so no one can see them, and then I'll wait till everyone leaves. . . .' I dashed over to church half an hour early, and it worked. Nobody was there. I put my feet back under the bench. Pretty soon everyone came in, and then all of a sudden someone announced: 'We will now be separated for classes.' I had forgotten you had to go to class. . . . I just sat there. I couldn't move. . . . That whole meeting just seemed to stop and wait until I moved, so I had to move. I got up and just followed the class downstairs.

"I think I learned the greatest lesson I have ever learned in my life that day. I went downstairs, and the teacher had us sit in a big half-circle. Each of my shoes felt two feet in diameter. I can't tell you how embarrassed I was. I watched, but, do you know, not one of those eight- and nine-year-old children in that class laughed at me. . . . No one pointed at my shoes. My teacher didn't look. . . . I was watching everybody to see if anyone was looking at me. . . . Of course they saw those nurses' shoes that I had to wear to church. But they had the fine instinct (courtesy) not to laugh" (Vaughn J. Featherstone, "Acres of Diamonds," *Speeches of the Year, 1974* [1975], pp. 351–52).

- How were the circles of love different in these two classes?
- To which class would you rather belong? Why?
- How could you help our class be the kind of class that Elder Vaughn Featherstone attended as a child?

Invite the children to share experiences when they have been included in someone's circle of love, or when they have included someone else in their circle of love.

2. To illustrate the love Abraham had for others, draw a large circle on the chalkboard or paper. Write Abraham's name in the circle. As you tell the stories from the scriptures, add the names of those whom Abraham included in his circle of love (the herdsmen, Lot and his family, people in the cities of Sodom and Gomorrah).
3. Make a circle on the floor with a long string, cord, or rope. Choose one child to be in the center of the circle. Call the circle "The circle of love." Distribute small signs to each child in the class representing people who may need to be drawn into our circle of love ("New Child," "Older Neighbor," "Visitor," "Someone Who Has Offended You," "Lonely Relative," "Shy Child," "Troublemaker," and so on). Have the child in the center choose a child outside the circle and think of an action that could include that child in the circle of love. For example, the child may choose the "Lonely Relative" and invite him or her to family home evening. The child chosen enters the circle, selects another child, and tells what could be done to bring that person into the circle of love. Continue until every child is within the circle.

Point out that each child's circle of love will become larger as he or she shows love and kindness to others. This could be illustrated by drawing the circle or cord close to the first child, then enlarging it as more join.

4. Give the children each a piece of paper and have them draw a circle on it and write *My Circle of Love* around the edge. Challenge them to make their circles larger by including someone who may have been shut out of their circle.



Encourage the children to talk to their families about their circles of love and together think of a person to whom they have not shown love. Suggest that they write the person's name outside the circle. Challenge the children to treat that person with love no matter how he or she acts, as Abraham did for Lot, and see if by next week they can put the person's name inside their circle of love. (If you use this activity, be sure to follow up next week to see if the children accomplished their goal.)

5. Let the class participate in a choral reading to emphasize the value God places on all his children. Begin by reading aloud Genesis 18:23–24 while the children follow along silently in their Bibles. (Explain that *peradventure* means “perhaps.”) Then have the children read together Genesis 18:26.

Continue through the chapter this way, with you reading Abraham's questions and the children reading the Lord's answers.

6. Sing or read the words to “I’ll Walk with You” (*Children’s Songbook*, p. 140) (the children could act out the words), “Love One Another” (*Children’s Songbook*, p. 136), or “I’m Trying to Be like Jesus” (*Children’s Songbook*, p. 78).

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## Conclusion

Testimony	Express your love for the children, mentioning something good you have noticed about each child. Testify that each of us is included in Heavenly Father's circle of love.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Genesis 13:1–11 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Abraham and Isaac

Lesson

# 11

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**Purpose** To help the children understand that we should trust Heavenly Father and Jesus Christ completely.

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**Preparation**

1. Prayerfully study:
  - Genesis 18:1–16—Abraham entertains three holy men, who promise that Sarah will have a son.
  - Genesis 21:1–8—Isaac is born to Sarah and Abraham.
  - Genesis 22:1–14—Abraham is commanded to sacrifice Isaac, but Isaac's life is spared.
  - Genesis 22:15–19—Abraham is promised great blessings.
2. Additional reading: Jacob 4:5—Abraham's offering of Isaac was in similitude of Heavenly Father and Jesus Christ.
3. Study the lesson and decide how you want to teach the children the scripture account (see "Preparing Your Lessons," p. vi, and "Teaching from the Scriptures," p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible for each child.
  - b. A Book of Mormon and a Pearl of Great Price.
  - c. Pictures 6-11, Abraham Taking Isaac to Be Sacrificed (Gospel Art Picture Kit 105; 62054); 6-12, The Crossing of the Red Sea (62100); 6-13, Daniel in the Lions' Den (Gospel Art Picture Kit 117; 62096); and 6-14, Three Men in the Fiery Furnace (Gospel Art Picture Kit 116; 62093).

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## Suggested

## Lesson

## Development

Invite a child to give the opening prayer.

### Attention Activity

Write on the chalkboard: *Is anything too hard for the Lord?* Invite the children to discuss this question.

- How hard do you think it would have been for Heavenly Father and Jesus Christ to create our beautiful world and everything in it?
- Do you think they could move a mountain or change the direction of a river if they wanted to?

Show the pictures The Crossing of the Red Sea, Daniel in the Lions' Den, and Three Men in the Fiery Furnace. Briefly explain that the Lord parted the waters of the Red Sea to let Moses and the Israelites escape from the Egyptian army, he protected Daniel from a den of lions, and he kept three young men from being burned when they were cast into a fiery furnace. (Note: Do not teach these stories in detail. Tell the children that they will learn more about these

stories later in the year.) Point out that these people trusted in the Lord and had faith that his will would be done. Their faith was rewarded with miracles.

Refer again to the question on the chalkboard, and tell the children they are going to learn about a time when Abraham and Sarah were asked this question.

Scripture Account

Teach the children the account of the birth of Isaac to Abraham and Sarah from Genesis 18:1–16 and 21:1–8. Help the children understand that Isaac's birth was a miracle because Sarah was too old to have a baby. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.)

Discussion and Application Questions

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

- How did Abraham treat the three holy men who visited him? (Genesis 18:3–8.) What did these men tell Abraham? (Genesis 18:10.) Why did Sarah laugh when she heard what they said? (Genesis 18:11–12; *laugh* in these verses probably means to rejoice.)
- What important lesson did the Lord teach Abraham? (Genesis 18:14.) What can we learn from this? (Anything is possible if it is the Lord's will.)
- What did Abraham and Sarah name their son? (Genesis 21:3.) How old were Abraham and Sarah when Isaac was born? (Genesis 17:17.) How do you think Abraham and Sarah felt when they finally had a baby after so many years? (Genesis 21:6; see the footnote to Genesis 21:6 in the LDS edition of the Bible.)
- How did Abraham and Sarah learn to have greater trust in the Lord through this experience? How can we develop more trust in Heavenly Father and Jesus Christ? How can we show our trust in them? (See enrichment activities 3 and 4.)

Scripture Account

Teach the children the account of God commanding Abraham to sacrifice his son Isaac from Genesis 22:1–14. Display the picture Abraham Taking Isaac to Be Sacrificed at an appropriate time.

Discussion and Application Questions

- What did God command Abraham to do? (Genesis 22:2.) Why did God ask Abraham to do such a difficult thing? (Genesis 22:1; see the footnote to Genesis 22:1 in the LDS edition of the Bible. *Tempt* in this case means to test or prove.)
- What did Abraham do when God told him to take his son to Moriah to sacrifice him? (Genesis 22:3.) Why would it have been difficult for Abraham to sacrifice Isaac? (Genesis 17:19.) Remind the children that Abraham was nearly sacrificed himself, and he knew human sacrifice was wrong (see lesson 9 and Abraham 1:7–8, 15). Why do you think Abraham quickly obeyed? How does this show that Abraham trusted Heavenly Father?
- How do you think Abraham felt when Isaac asked him where the lamb was for the sacrifice? (Genesis 22:7–8.)
- Why did the Lord send an angel to stop Abraham from killing his son? (Genesis 22:12.) How do you think Abraham felt then?
- What blessings did the Lord promise Abraham because of his faithfulness? (Genesis 22:16–18.) Explain that *seed* refers to descendants or children. All those who have been baptized become the "seed" of Abraham.

- Can you think of another Father who had to sacrifice his Son? Emphasize that one reason Abraham was asked to sacrifice his son was to teach about the atoning sacrifice of Jesus Christ (see Jacob 4:5). Why was it necessary that Heavenly Father's Son not be saved from his sacrifice? Point out the parallels between Heavenly Father sending Jesus Christ to earth to be sacrificed and the near-sacrifice of Isaac by Abraham (see enrichment activity 1).
- How does Abraham's near-sacrifice of Isaac help you better understand Heavenly Father's love for you in sacrificing his Son? What does the sacrifice that Heavenly Father and Jesus Christ made mean to you? How does this help you have greater trust in what Heavenly Father and Jesus ask us to do?

### Enrichment Activities

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

1. Discuss the following parallels between Heavenly Father sending Jesus Christ to earth to be sacrificed and the near-sacrifice of Isaac by Abraham:
  - a. Isaac was the only son of Abraham and Sarah.  
 Jesus Christ is Heavenly Father's Only Begotten Son in the flesh (Heavenly Father is the father of Jesus' spirit *and* body).
  - b. Abraham loved Isaac.  
 Heavenly Father loves Jesus.
  - c. Abraham was obedient to Heavenly Father.  
 Isaac was obedient to his father.  
 Jesus was obedient to his Father.
  - d. The Lord provided a ram for Abraham's sacrifice.  
 Heavenly Father provided Jesus, the Lamb of God, for a sacrifice for us.
2. Read and discuss Proverbs 3:5–6. Help the children memorize all or part of this scripture. Encourage the children to recite this scripture for their families and discuss its meaning with them.
3. Suggest the following or similar situations when the children need to trust Heavenly Father. Help them decide how to show this trust.
  - When we pray. (Ask that Heavenly Father's will be done.)
  - When we come to Primary. (Listen and learn.)
  - When we are tempted to do something wrong. (Remember what Jesus taught, and refuse to do the wrong thing.)
  - When someone hurts our feelings. (Be forgiving and show love instead of anger.)
  - When we think we need our tithing money for something else. (Pay tithing.)
  - When our friends want us to play soccer or go to a movie on the Sabbath. (Keep the Sabbath day holy.)
  - When it's time to get up for family scripture reading and we are still sleepy. (Get up and read.)

4. Write on slips of paper blessings we might receive from trusting in Heavenly Father and Jesus Christ and doing what they ask. Use the following or similar blessings:

Happiness  
Health  
Love for others  
A peaceful home  
A testimony of the gospel  
Stronger faith in Jesus Christ  
Enjoyment when we attend church  
The Holy Ghost as a companion

- Place the slips of paper in a bag and ask, “How many of you like to receive good things?”

Remind the children that we have already received the great blessing of having the gospel of Jesus Christ. Tell them that Heavenly Father and Jesus have promised us many more blessings if we trust in them and live the gospel. Have the children take turns reading a blessing from the bag and discussing how they might gain that blessing. Be sure that ideas such as the following are covered:

Participate willingly in family home evening and family prayer  
Attend church  
Help family members  
Obey parents  
Keep the Word of Wisdom  
Read the scriptures

Help the children realize that blessings do not always come immediately. Some blessings may come years later and some may not come while we are on the earth. Have the children each decide on something they can do during the coming week to show their trust in Heavenly Father and Jesus.

5. Sing or read the words to “He Sent His Son” (*Children’s Songbook*, p. 34).

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## Conclusion

Testimony	Express your gratitude for the sacrifices Heavenly Father and Jesus Christ made for you. Bear testimony that when we trust in them and obey their commandments, we will be blessed.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Genesis 22:1–13 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Isaac and Rebekah

Lesson

# 12

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**Purpose** To teach the children that the same eternal blessings promised to Abraham, Isaac, and Jacob can be theirs if they make and honor temple marriage covenants.

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**Preparation**

1. Prayerfully study:
  - Genesis 24:1–6—Abraham commands Isaac not to marry a Canaanite. His servant is sent to find a wife for Isaac.
  - Genesis 24:7–59—The Lord guides Abraham’s servant in choosing Rebekah as a wife for Isaac.
  - Genesis 24:60–67—Rebekah is blessed to be the mother of thousands of millions. Rebekah marries Isaac.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Practice cutting the paper ring that you will use for the attention activity. Fold a 5" x 7" piece of paper lengthwise and cut along the dotted lines as shown in the diagram. Finally, cut along the fold from X to Y, leaving the two folded ends uncut. Unfold and carefully stretch the paper into a ring. A full-size pattern is provided on the next page.
4. Materials needed:
  - a. A Bible for each child.
  - b. A 5" x 7" piece of paper and a pair of scissors.
  - c. Picture 6-15, Rebekah at the Well (62160).

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**Suggested Lesson Development**

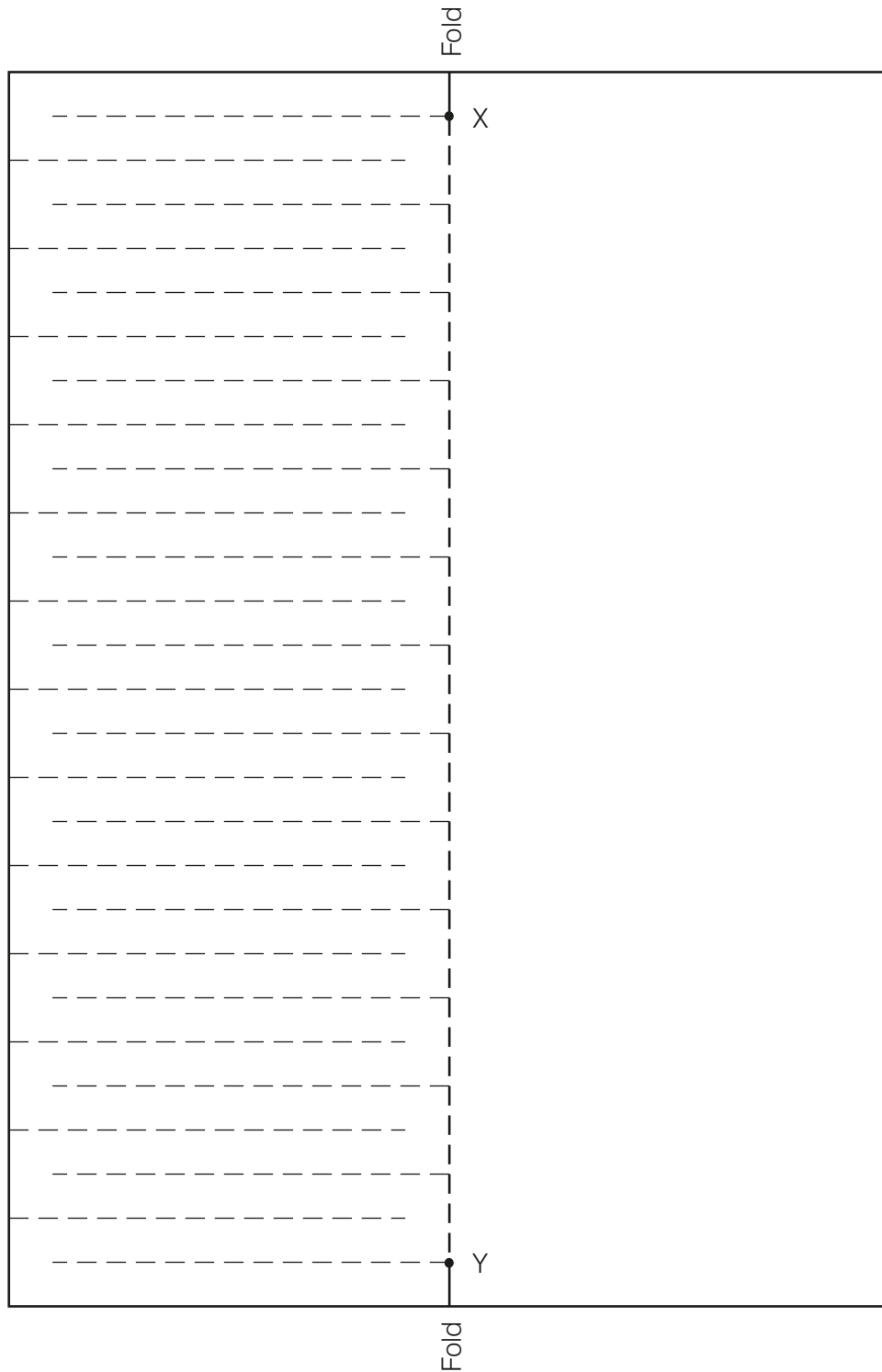
Invite a child to give the opening prayer.

**Attention Activity**

Tell the children that you are going to show them how to make a large paper ring out of a 5" x 7" piece of paper. Explain that to do this you must follow the directions exactly. Cut the paper according to the directions and open it carefully into a ring. Have a child stand and gently slip the paper ring over his or her head and guide it to the floor.

- How is eternal marriage like a ring? (It has no end.) What is required for a temple marriage to last forever and have no end? (Both the husband and wife must obey Heavenly Father’s commandments and keep their covenants.)

Tell the children that in this lesson they will learn more about eternal marriage. Explain that Heavenly Father has provided a way for us to receive the same blessings that he promised Abraham. Review the promises from Genesis 22:17–18 and explain that the Lord made the same covenants with Isaac and



**Instructions:**

1. Fold paper in half lengthwise.
2. Cut all dotted lines through both halves of the paper.
3. Cut on fold from X to Y.
4. Do not cut past X or Y to the edge of the paper.

Jacob that he did with Abraham and that he promises the same things to everyone who marries in the temple and keeps his or her temple covenants.

#### Alternate Attention Activity

Show the children a ring and discuss how it is like eternal marriage.

#### Scripture Account

Teach the account from Genesis 24 of how Abraham chose a wife for Isaac, and discuss the qualities Rebekah developed to prepare her for this eternal marriage. Explain the importance of preparing for celestial marriage and seeking Heavenly Father's help in choosing the right partner. Show the picture at an appropriate time. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.)

#### Discussion and Application Questions

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

- Why was Abraham concerned that Isaac not marry a Canaanite woman? (Genesis 24:3–4; Canaanites worshiped false gods. If Isaac married someone of another faith, he would marry outside the covenant. Abraham wanted Isaac to marry a woman who would help him remain faithful. Only in this way would the priesthood remain with Abraham's descendants and would they receive the special blessings the Lord had promised to Abraham and his seed.) (See enrichment activity 1.)
- How would you feel if someone arranged a marriage for you to a person you didn't know, as happened with Isaac and Rebekah? What kind of person would you trust to choose your marriage partner?
- What characteristics did the servant of Abraham have that showed he could be trusted to find the right wife for Isaac? (Genesis 24:12–14, 33, 48. He prayed for help by asking the Lord to confirm his plan rather than solve his problem. He was more concerned about completing his assignment than he was for his own comfort. He expressed gratitude for the Lord's help.) In seeking the Lord's help, how can you follow the example of the servant of Abraham?
- What did Rebekah's willingness to water the servant's camels show about the type of person she was? (Genesis 24:18–19.) What could you do to develop the qualities of being a hard worker, unselfish, and dependable? When you are given a hard task to do, what could you do to make the job more pleasant? How did Rebekah complete her difficult task? (Genesis 24:20.) (See enrichment activity 2.)
- How did Rebekah's father and brother respond to the request for Rebekah to marry Isaac? (Genesis 24:50–51.) How can the examples set by parents affect their children?
- What great quality did Rebekah demonstrate when she answered her family about going with the servant? (Genesis 24:58; she had faith in God.) Why do you think Rebekah was willing to marry a stranger from another land? (Rebekah wanted to marry in the covenant and provide the blessings of Abraham for herself and her children.)
- What did Rebekah's family do before she left them? (Genesis 24:60.) How do you think a father's blessing could help a person preparing for marriage?



- When should you start preparing for your eternal marriage? A latter-day prophet, Spencer W. Kimball, has said, “We recommend . . . that all boys and girls from their infancy up plan to be married only in the temple . . . to keep their lives spotless so that this can be accomplished” (“The Matter of Marriage” [address delivered at the Salt Lake Institute of Religion, 22 Oct. 1976]).
- What are some things you might do to prepare for your eternal marriage? What can you do in your family right now to help your family be more celestial?
- What was one important thing that Isaac did to make his marriage happy? (Genesis 24:67; he loved his wife.) How can you show more love for the members of your family?

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## Enrichment Activities

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

1. Show the children some pictures of temples and bear testimony of the importance of being married in a temple of God. Explain that by marrying in the temple they can qualify for all the blessings of Abraham, Isaac, and Jacob. Review the blessings promised to Abraham (see lesson 9, enrichment activity 1). Being sensitive to those children who may come from homes where the parents are divorced, ask the children how they might encourage parents who have not yet had the privilege of being sealed in the temple to prepare for these blessings. If you have been to the temple, share some of your feelings with the class.
2. Show the children a picture of a camel (6-15, Rebekah at the Well, 62160; or The Wise Men, Gospel Art Picture Kit 203; 62120). Explain that though a camel can go for days without a drink of water, in the summer a camel may drink five gallons of water a day. Imagine how many trips Rebekah made to the well to fill her pitcher to draw water for ten camels to have enough to drink. Point out how willing Rebekah was to serve others. Have the children draw several pitchers on a piece of paper and write in each one something they would be willing to do to serve someone else.
3. Have the children sit on their chairs in a semicircle. Place an extra chair in the semicircle. Ask the children to imagine that they are in heaven and their families are seated on these chairs. What would heaven be like if you looked around and found one of your family members missing?

You may want to share this quotation from President Ezra Taft Benson, thirteenth President of the Church:

“God intended the family to be eternal. With all my soul, I testify to the truth of that declaration. May He bless us to strengthen our homes and the lives of each family member so that in due time we can report to our Heavenly Father in His celestial home that we are all there—father, mother, sister, brother, all who hold each other dear. Each chair is filled. We are all back home” (*The Teachings of Ezra Taft Benson* [1988], p. 493).

Discuss with the children ways they can follow President Benson’s counsel now and in the future. (Be sensitive to those children in your class who come

from part-member families.) Encourage them to go home and discuss these ideas with their families and make a list of ideas that they can work on together.

4. Have the children role-play the story of Rebekah and Isaac. You may wish to bring a few simple costumes or props.
5. If you have a temple recommend, you could show it to the children and express what a sacred privilege it is to be permitted into the temple of the Lord. Share with the children some of the things that are necessary for a member of The Church of Jesus Christ of Latter-day Saints to do to receive a temple recommend:

Keep your body and mind clean and pure.  
Sustain the President of the Church as a prophet, seer, and revelator.  
Pay a full tithe.  
Live the Word of Wisdom.  
Be totally honest.  
Attend Church meetings and keep the commandments.  
Treat your family with kindness.

Encourage the children to set the goal now to be married in the temple so they can qualify for the blessings of Abraham and so they can make these blessings available to their children.

6. Share the following quotation from President Spencer W. Kimball, twelfth President of the Church:

“Having in mind the importance of temple work, wouldn’t it be wonderful if every Latter-day Saint home had in the bedroom of each boy and each girl, or on the mantel of the living room, a fairly good-sized picture of a temple which would help them recall, frequently, the purpose of these beautiful edifices. I believe there would be far more marriages in the temple than there are today, because the children would have as a part of their growing experience the picture of one of our temples constantly before them as a reminder and a goal. I recommend that to the Saints” (“The Things of Eternity—Stand We in Jeopardy?” *Ensign*, Jan. 1977, p. 7).

7. Sing or read the words to “Families Can Be Together Forever” (*Children’s Songbook*, p. 188) or “I Love to See the Temple” (*Children’s Songbook*, p. 95).

## Conclusion

Testimony	You may want to bear your testimony of the great blessings of temple marriage. Express your gratitude for the love that Heavenly Father has for each of us. Encourage the children to develop the good qualities that will enable them to be part of an eternal family.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Genesis 24:42–51, 58 at home as a review of this lesson.  Invite a child to give the closing prayer.

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**Purpose** To help the children recognize how our values influence our choices.

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**Preparation**

1. Prayerfully study:
  - Genesis 25:21–28—Twins Esau and Jacob are born to Isaac and Rebekah.
  - Genesis 25:29–34—Esau sells his birthright.
  - Genesis 26:34–35—Esau marries out of the covenant.
  - Genesis 27:1–40—Jacob receives the greater blessing.
  - Genesis 27:41–46, 28:1–5—Jacob leaves home and seeks a wife in the covenant.
  - Genesis 31:3, 32:3–20—Jacob returns and prepares to meet Esau.
  - Genesis 33:1–16—Jacob and Esau are reunited.
  - Genesis 35:9–12—Jacob is blessed.
2. Study the lesson and decide how you want to teach the children the scripture accounts (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. The following wordstrips:
 

Temporary

Eternal
  - c. Several items, pictures of items, or wordstrips to represent things of lasting worth—such as scriptures, temple marriage, eternal life, good health, a happy home, and so on—and things of temporary worth—such as a ball game, money, entertainment, having your own way, a toy, or candy.

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**Suggested****Lesson****Development**

Invite a child to give the opening prayer.

## Attention Activity

Display the wordstrips you have prepared (or write *Temporary* and *Eternal* on the chalkboard). Discuss as a class what each word means. (Temporary: lasting only a short while, not permanent. Eternal: something that will last forever.) Show the objects, pictures, or wordstrips that represent things of temporary and eternal value. Have the children decide which wordstrip each item belongs under. Briefly discuss each item and why it gives either lasting satisfaction or temporary pleasure.

- If you had to choose between going on a picnic and being baptized, which would you choose? Which would give temporary pleasure? Which would make eternal happiness possible?

Explain that some choices we make have either immediate or eternal results. The choices we make show what our values are, or what is most important to us.

Tell the children that in this lesson they will learn about the values of two brothers and how their choices affected their lives.

**Scripture Accounts** Teach the children the accounts of Jacob and Esau from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.) Point out that Esau and Jacob were the twin sons of Isaac and Rebekah, whom the children learned about in the last lesson.

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

#### Jacob and Esau Are Born; Jacob Obtains the Birthright

- What did Rebekah learn through prayer about her unborn sons? (Genesis 25:22–23.) Which of the twin boys was born first? (Genesis 25:25.) Who was to rule over the other? (Genesis 25:23.) Explain that in those days the oldest son usually received the birthright, which meant that when his father died he inherited a larger portion of his father’s possessions and became the next patriarch, or head, of the family.
- Why did Esau give up his birthright? (Genesis 25:30–32.) Which of the two choices had temporary value? Which choice had eternal value? Explain that Esau was hungry, but his life was not in danger. He placed more value on satisfying his hunger than on the blessings and covenants of his birthright. In what ways do we sometimes choose things of temporary value instead of things of eternal value?
- What other choices did Esau make that showed he was not concerned with eternal values? (Genesis 26:34–35.) Why were his parents upset over whom he married? Explain that Esau’s wives did not believe in the gospel of Jesus Christ or follow God’s teachings and commandments. Why is it important to marry someone who believes the gospel of Jesus Christ?
- Why was it important for Jacob to receive Isaac’s first blessing? (The Lord knew that Jacob would be worthy of the birthright blessing from the beginning and had revealed this to Rebekah before the twins were born. [See Genesis 25:23.]) Explain that when Isaac became aware that he had blessed Jacob instead of Esau, he could have revoked the blessing, but he did not. Isaac recognized that the blessing was right when he stated, “And he shall be blessed” (Genesis 27:33). (See enrichment activity 5.)
- How did Esau feel when he realized Jacob had been given the birthright blessing? (Genesis 27:41.)

**Jacob Marries in the Covenant** (Note: The story of Jacob and his wives will be covered in next week’s lesson.)

- Why did Isaac send Jacob to choose a wife from among the daughters of Laban? (Genesis 28:1, 3–4.) Explain that Laban was Rebekah’s brother. If Jacob married one of Laban’s faithful daughters, he would marry in the covenant.

## Jacob and Esau Forgive One Another and Are Reconciled

- More than twenty years after Jacob went to Padan-aram to marry, he returned to the land of Canaan. Why was he concerned about meeting Esau on his return? (Genesis 32:6–7, 11.) What did Jacob do when he saw Esau? (Genesis 33:3.) What did Esau do? (Genesis 33:4.) What did Esau say when Jacob tried to give him gifts? (Genesis 33:8–11.) How do you think Esau’s feelings about Jacob had changed?
- Even though Jacob had the birthright, what did he want to do for Esau? (He wanted to share what he had with Esau.) What were some of Jacob’s values? Point out that each brother had to forgive the other. (See enrichment activity 4.) What do we value most when we are willing to forgive?

## Jacob’s Name Is Changed to Israel

- When God changed Jacob’s name to Israel, what did he promise Jacob? (Genesis 35:11–12.) Who else received these promises? (See lesson 9.) Explain that the blessings of the Abrahamic covenant go from Abraham to Isaac, then to Jacob and his children. Through the Prophet Joseph Smith these blessings were restored and are available to members of the Church through temple ordinances.

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### Enrichment Activities

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

1. Have the children tell about good experiences they have had with their own brothers and sisters. Remind the children that because families can be together forever, they should love and help their brothers and sisters.

Share the following quotation with the children:

“Your most important friendships should be with your own brothers and sisters and with your father and mother. Love your family. Be loyal to them. Have a genuine concern for your brothers and sisters. Help carry their load” (Ezra Taft Benson, in Conference Report, Apr. 1986, p. 56; or *Ensign*, May 1986, p. 43).

2. Have the children discuss family situations such as the following (adapt these if needed and add others to suit the needs of your class):
  - Your younger sister wants you to play with her instead of going to your friend’s house.
  - Your older brother is preparing dinner and asks you to help even though it is not your turn.
  - Your brother is studying for a test in school. You are watching a television program that is distracting him from his studies.

How many solutions can you think of for these situations? Which solutions would bring temporary pleasure? Which solutions would bring eternal happiness? Encourage the children to be forgiving and understanding at home.

3. Read the following list to the children. Have them point their thumbs up for choices that represent eternal values and down for choices that do not (adapt this list according to the needs of your class):

Going to a movie on the Sabbath  
 Saying a prayer at mealtime  
 Cheating on a test  
 Reading the scriptures each day  
 Befriending a student at school who does not have many friends  
 Complaining when your parents call you to Family Home Evening  
 Cleaning up after yourself  
 Doing your chores cheerfully  
 Smoking  
 Listening reverently in Primary

4. Have a child put a large coin or cardboard circle up to one eye, close the other one, and then slowly move the object away from the eye that is open. Have the child tell what he or she could see with the coin up close and how much more there is to see when the coin is moved away.

Explain that the coin could represent an immediate desire, such as hunger, that blinds us to other things around us. Like Esau, sometimes we experience failure or unhappiness because we trade what we want most for what we want at the moment.

Present several situations such as the following for the children to discuss:

- You are tempted to miss church to watch a sports event or go hunting.
- You are tempted to buy a toy rather than pay your tithing.

Explain that temptations, like the coin, keep us from seeing the entire picture. Encourage the children not to be blinded by such temptations.

5. See the entry in the LDS Bible Dictionary “Abraham, Covenant of” (p. 602). Review the blessings the Lord gave to Abraham that were recorded in Genesis 28:4, 13–15. Explain that Esau gave up these blessings when he married outside the covenant. Emphasize the importance of being married in the temple, and explain that the blessings promised to Abraham and his posterity will come to all who accept and live the gospel of Jesus Christ.
6. Review the story of Jacob and Esau with the children by having different class members tell one portion of the story. Encourage the children to share this story with their families and discuss why Esau gave up his birthright.
7. Sing or read the words to “Help Me, Dear Father” (*Children’s Songbook*, p. 99).

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## Conclusion

Testimony	You may want to bear your testimony of the importance of having eternal values. Remind the children that they can choose that which has eternal worth. Encourage them to think about the choices they make and pray for guidance to choose wisely.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Genesis 33:1–15 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Jacob and His Family

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**Purpose**

To help the children have a desire to be honest and have integrity.

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**Preparation**

1. Prayerfully study:
    - Genesis 28:1–5—Jacob is sent to seek a wife from among the daughters of Laban.
    - Genesis 29:1–30—Jacob marries Leah and Rachel.
    - Genesis 29:31–35; 30:1–13, 17–24; 35:16–19—Jacob’s sons are born.
    - Genesis 30:25–35, 43—Jacob works longer for Laban and prospers.
    - Genesis 31:1–18, 38–46, 52–55—Jacob and his family leave Laban.
  2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
  3. Materials needed:
    - a. A Bible for each child.
    - b. A large chart as shown at the end of the lesson. (Note: Save this chart to use in lesson 15.)
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**Suggested**
**Lesson**
**Development**

Invite a child to give the opening prayer.

**Attention Activity**

Display the chart you have prepared. Explain that this chart shows how some of the people in the book of Genesis are related to one another. Have the children fill in the blanks on the chart with the names of the people described in the clues below.

- The Lord covenanted with him that his descendants would hold the priesthood and take the gospel to all the world. (Abraham)
- She was blessed to give birth to a son in her old age. (Sarah)
- His father was directed by the Lord to offer him as a sacrifice. (Isaac)
- She was the righteous mother of twin sons. (Rebekah)
- He sold his birthright for food. (Esau)
- He obeyed his father by traveling to his uncle’s home to seek a wife. (Jacob)

Explain the relationship among these six people. Tell the children that the remaining blanks will be filled in during the lesson.

**Scripture Account**

Teach the children the account of Jacob and his wives and children from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) As you teach the account, emphasize that Jacob tried hard to have integrity and deal honestly with others.

Discussion and  
Application  
Questions

You might also want to explain that Jacob was commanded to have more than one wife. Have the children add the names of Jacob's wives and sons to the chart when they are mentioned during the lesson. (If you want to add Jacob's daughter, Dinah, to the chart, create a space for her.)

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

- Why did Jacob travel to Laban's home? (Genesis 28:1–5; remind the children that Jacob would marry in the covenant by marrying a faithful daughter of Laban.) Why is marriage in the covenant so important? (The full blessings of the covenant Abraham made with the Lord are available only to those who marry under that covenant [in the temple].)
- What was the covenant the Lord made with Abraham? Explain that this covenant continued through Jacob's sons and their families and has been restored in our day. Remind the children that all who are baptized become children of Abraham and may receive all the blessings of the priesthood, which include the gift of the Holy Ghost, patriarchal blessings, and all the temple ordinances. How can we be worthy to receive the same blessings promised to Abraham?
- How was Jacob received by Laban? (Genesis 29:13.) Why was Jacob welcomed into Laban's home? (Genesis 29:14.)
- When Laban offered Jacob wages for his work, what did Jacob request? (Genesis 29:18.) What did Laban say? (Genesis 29:19.) Why was Jacob willing to work seven years to marry Rachel? (Genesis 29:18, 20.) When the seven years were over, how did Laban break his promise? (Genesis 29:21, 23, 25.) What reason did Laban give for his actions? (Genesis 29:26.) What could Laban have done differently? As you discuss these questions, help the children understand that Jacob worked very hard to keep his part of the agreement with Laban, but Laban did not deal with him honestly. You might want to take a few minutes to talk about how careful we should be when we make promises and how hard we should work to keep them. (See enrichment activity 2.)
- Explain that a week later Jacob married Rachel. How many more years did Jacob agree to work for Laban after he married Rachel? (Genesis 29:30.) Whom else did Jacob marry? (Genesis 30:4, 9.) What were the names of Jacob's twelve sons? (Genesis 35:23–26.) Explain to the children that these twelve sons were the beginning of the twelve tribes of Israel. When each son married and had children, grandchildren, great-grandchildren, and so on, the families became so large that they were referred to as tribes.
- When Jacob decided to take his family and return to his former home, why did Laban want Jacob to stay? (Genesis 30:27.)
- In deciding what Laban owed Jacob for wages, what did Jacob suggest? (Genesis 30:30–32.) How did Laban and his sons feel about Jacob's prosperity? (Genesis 30:43; 31:1–2.) What did the Lord tell Jacob to do? (Genesis 31:3.)
- What had Jacob done for Laban in the twenty years he worked for him? (Genesis 31:38–41.) In what ways had Laban wronged Jacob through the years? (Genesis 31:7.) How had the Lord blessed Jacob for his patience?



(Genesis 31:8–9.) Point out that if we do what is right, when someone else wrongs us the Lord is aware of our situation and will bless us for our patience and righteousness (see Genesis 31:12).

- Why is it important to be truthful at all times? Why can't you trust someone who doesn't always tell the truth? Point out that if we tell the truth only when it is convenient, others will not be able to trust us and may not believe us when we do tell the truth. How can we earn the trust of our parents?

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## **Enrichment Activities**

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

1. Make a copy for each child of the worksheet at the end of the lesson, or do the activity as a class.
2. Discuss making promises with the children.
  - What does it mean to make a promise? (To agree to do or not to do something.) Remind the children that when we were baptized, we made a covenant, or promise, to keep Heavenly Father's commandments. One of the things we promised was to tell the truth and keep our word.
  - Why is it important to keep our promises? Explain that it is hard to trust someone who does not keep promises. Encourage the children to think promises through carefully before they make them. Some promises are better not made, such as promising not to tell the truth about something that happened.

Have the children listen to the following list of things they might promise to do. Have them raise their right hands if they think it is a good promise to make. Then discuss each promise and the consequences of making or breaking that promise.

You told your friend you would meet him at a certain time to walk to school together.

You said you would give a talk in Primary next week.

You told your friend you would help her play a trick on her brother.

You told your mother you would tend your little sister after school.

You told your friend you wouldn't tell who broke the neighbor's window.

You told your mother you would be home at five o'clock.

3. Display a wallet or other desirable object. Have the children pretend they found this object on the way to church. They do not know who the owner is, and they are tempted to keep what they have found. Have them discuss what they could do with it. You may want to tell the children where lost and found items are put in your meetinghouse. Encourage them to return valuable items they find to someone who can help find the owner.
4. Write each of the children's names on separate slips of paper and place them in a container. Read one of the following situations; then draw a name from the container and ask that child to tell what should be done. Afterward, let that child draw out the next name. If the class is small, replace the names in

the container after each use so a child may answer more than one question. You might want to add other examples.

You are given too much change at the store.

You forgot to do a school assignment. You are tempted to tell the teacher you were ill.

You are playing with a friend's toy when it breaks.

You want some money to buy a treat and your mother's purse is on the table.

You used one of your father's belongings without permission and lost it.

Your friend left a toy at your house by mistake. It is something you would really like to have.

You are setting out a game to play while your friend goes to get a drink of water. You realize that while she is out of the room you could arrange the game so you would win.

You accidentally knock over a breakable object belonging to someone else. Your friend tells you that if it is an accident, you don't need to admit you did it.

You can see another child's test paper. You know his answers are usually correct.

5. Have the children read Exodus 20:15–16. Explain that these are two of the ten commandments given by the Lord. (Explain that “to bear false witness” means to tell a lie about someone.) Why is each of these commandments important to obey?
6. Sing or read the words to “I Believe in Being Honest” (*Children's Songbook*, p. 149).

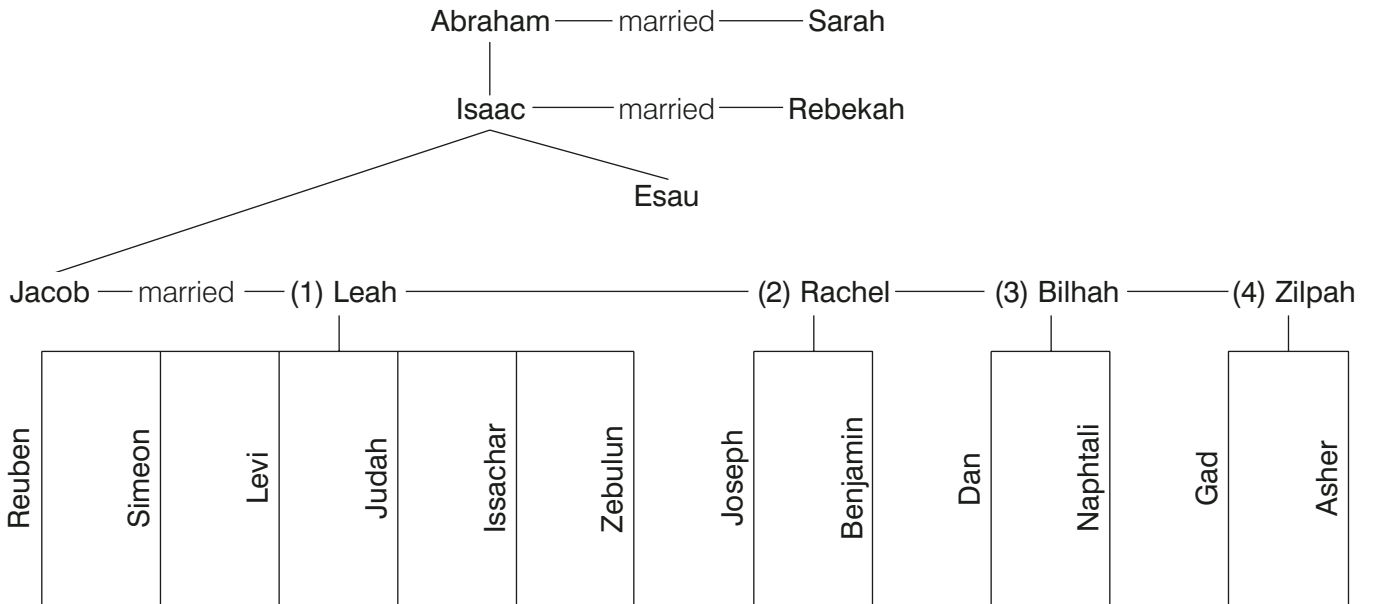
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## Conclusion

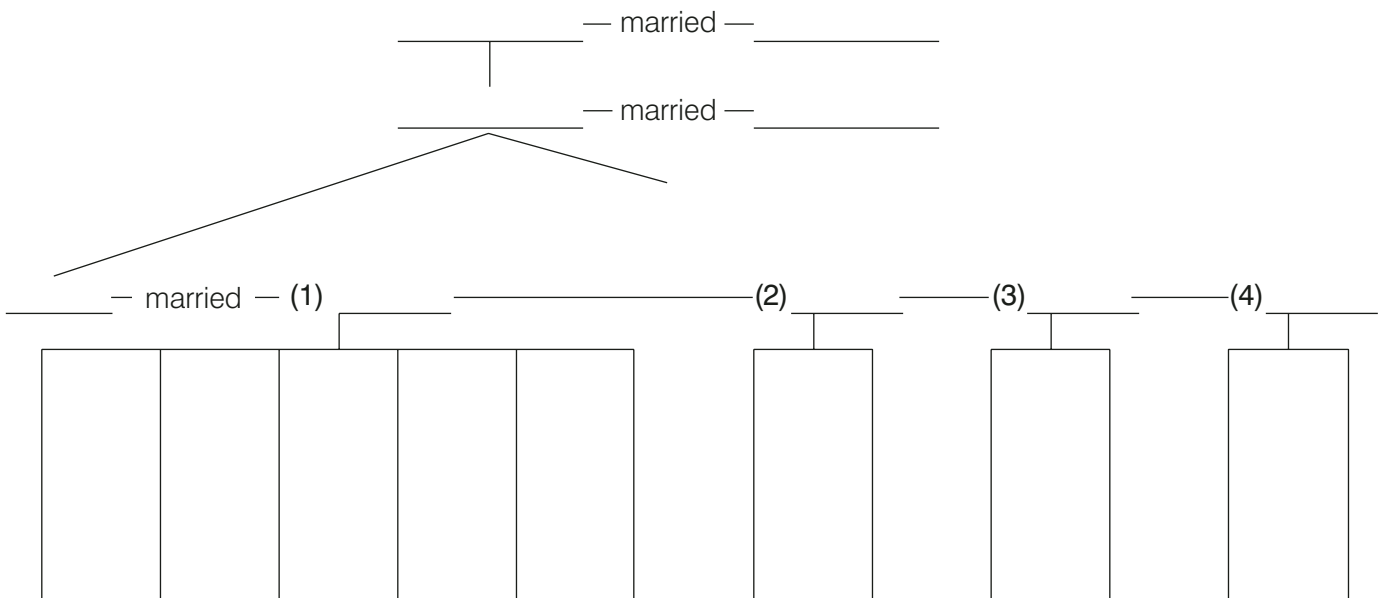
Testimony	You may want to bear your testimony of the value of being honest. Encourage the children to be careful to tell the truth and be honest in all they do. Testify that as they do this, Heavenly Father will help and bless them. Encourage the children to discuss the importance of being honest with their families.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Genesis 29:15–30 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Jacob's Family

You may want to use the filled-in chart with the names covered, or you may want to draw the chart on the chalkboard and make photocopies of the blank chart for the class members. The completed chart will look like this:



# Jacob's Family



# I Can Be an Honest Person

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Fill in each blank with the appropriate answer.

- A. When I follow the rules in a game, I am being honest. An honest person doesn't \_\_\_\_\_ .
- B. I do not take things that do not belong to me. An honest person doesn't \_\_\_\_\_ .
- C. If I am asked what I know about something that happened, I tell what I know. An honest person \_\_\_\_\_ .
- D. I could get someone I don't like in trouble by telling a lie about them. I will not do this because an honest person does not \_\_\_\_\_ .
- E. I borrowed a book from my friend. I really like it and am tempted to keep it, but I will return it when I am finished reading it, because an honest person \_\_\_\_\_ .
- F. I know something bad about someone, but I will not spread it around because an honest person does not \_\_\_\_\_ .
- G. I forgot to study for a test in school. If I look carefully, I can see the answers on the paper of the student next to me. I am not going to copy someone else's answers though, because an honest person does not \_\_\_\_\_ .
- H. I promised my little sister I would spend the afternoon playing with her. Then my friend invited me to go to a movie. I am going to play with my little sister because an honest person \_\_\_\_\_ .

Lesson  
**15**

# Joseph Was Sold into Egypt

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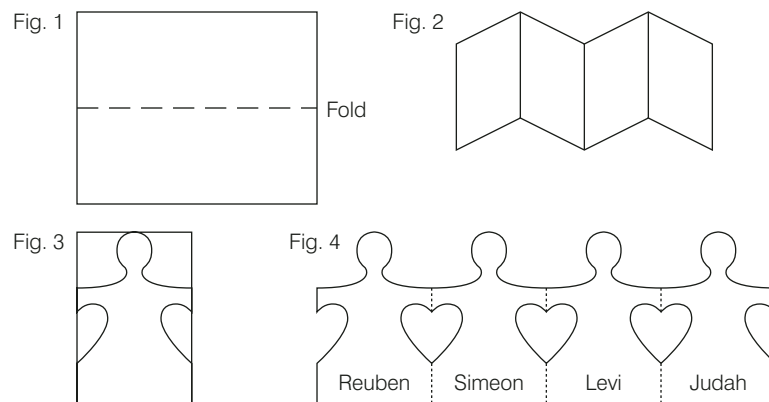
**Purpose**

To teach the children that even though we may not always be able to control the things that happen to us, we can control our attitudes.

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**Preparation**

1. Prayerfully study:
  - Genesis 37:1–4—Jacob loves and favors Joseph; his brothers hate him.
  - Genesis 37:5–11—Joseph dreams that his parents and brothers bow to him.
  - Genesis 37:12–36—Joseph's brothers sell him into Egypt.
  - 1 Nephi 5:14—Joseph was sold into Egypt to preserve his family.
2. Study the lesson and decide how you want to teach the children the scripture account (see "Preparing Your Lessons," p. vi, and "Teaching from the Scriptures," p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Make a set of paper figures representing the twelve sons of Jacob by folding an 8 1/2" x 11" sheet of paper in half lengthwise (see figure 1), folding it fanlike (see figure 2), making a simple drawing (see figure 3), and cutting it out, leaving the arms and legs connected (see figure 4). After you have made twelve figures, fasten them together in a row. Write the names of Jacob's sons on the figures: Reuben, Simeon, Levi, Judah, Issachar, Zebulun, Dan, Naphtali, Gad, Asher, Joseph, Benjamin.



4. Materials needed:
  - a. A Bible for each child.
  - b. A pearl and some sand (if they are available).
  - c. Pictures 6-16, Joseph Is Sold by His Brothers (Gospel Art Picture Kit 109; 62525), and 6-17, Oyster and Pearl.

**Suggested****Lesson****Development**

Invite a child to give the opening prayer.

## Attention Activity

Ask the children if they have ever had something small, like a piece of sand, in their eye. How did it feel? Show the children the picture of the oyster and the pearl, or, if available, show a pearl and some sand. Explain that something as beautiful as a pearl can develop from the irritation caused by a small grain of sand inside an oyster shell. Explain that there are things in our lives that can cause irritations, like being hurt, disappointed, mistreated, or misjudged. We can complain, be sad, be angry, or be jealous, or we can have a positive attitude and make the best of the situation. Our actions toward others should depend more on what we want than on what *they* do. Explain that our attitudes determine our actions. As we learn of Joseph and his brothers we will see how their attitudes affected them.

Review with the children that Jacob, whose name was changed to Israel, was Isaac's son and Abraham's grandson, that he had four wives: Leah, Rachel, Bilhah (Rachel's handmaid), and Zilpah (Leah's handmaid), and that he and his wives had twelve sons and at least one daughter, whose name was Dinah. Holding the paper figures in your hand, pull them out one by one while you name the sons, emphasizing Joseph's name and position in the family (or you could list the names of Jacob's sons on the chalkboard).

## Scripture Account

Using the picture of Joseph and his brothers at an appropriate time, teach the children the account from Genesis 37 of Joseph being sold into Egypt. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Discuss with the children how the attitudes of Joseph and his brothers affected their actions.

Discussion and  
Application  
Questions

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

- How old was Joseph when he received his special coat? (Genesis 37:2–3.)
- When Joseph's brothers saw that Jacob loved Joseph more than he loved them, how did they react? (Genesis 37:4.) What do you think it means that the brothers "could not speak peaceably" to Joseph? When other people have possessions, talents, or attention that we would like to have, how can we avoid feelings of jealousy or dislike toward them?
- What did Joseph dream? (Genesis 37:5–9.) Explain that *obeisance* means to bow down before a superior to show deep respect. How did Joseph's brothers and his father feel about Joseph's dreams? (Genesis 37:8, 10–11.)
- What was Joseph's response when his father asked him to travel over forty-five miles to Shechem to find out if his brothers were all right? (Genesis 37:13–14.) What can we learn of Joseph's attitudes when he continued his search for his brothers even after they had gone to Dothan? (Genesis 37:16–17.) In addition to his willingness to serve, he showed persistence and obedience in going at least twelve miles further to complete his assignment.
- When Joseph's brothers saw him coming in the distance, what did their attitudes of jealousy and hate lead them to do? (Genesis 37:18–20.) Explain that *to conspire* means to secretly make a plan against someone.

- Which brother tried to help Joseph? (Genesis 37:21–22, 29–30.) Explain that Reuben planned to come back secretly and remove Joseph from the pit. When Reuben found Joseph gone, he tore his clothes as a sign of sorrow.
- How did the brothers deceive their father about Joseph? (Genesis 37:31–33.) How do you think Joseph’s brothers felt after they got rid of Joseph and caused their father pain?
- How would you feel if you were unjustly treated as Joseph was? How can attitudes of hate, jealousy, discouragement, and resentment be harmful? Explain to the children that they will continue studying about Joseph in the next two lessons, and they will learn that, even though Joseph had many trials as a servant, a prisoner, and a great leader, he always did the right things with the right attitude. (See enrichment activity 3.)

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## Enrichment Activities

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

1. Have the class dramatize the story of Joseph being sold into Egypt. You may want to use a few simple props, such as a robe, twenty coins or something to represent the coins, a piece of cloth, and so on. Prepare slips of paper from the scripture story such as the following, or have the children read the account directly from the scriptures:

Joseph: I dreamed we were binding sheaves in the field and my sheaf arose and stood upright and your sheaves stood round about and bowed down to my sheaf.

Brother 1: Will you really reign over us? Because of your dreams we hate you even more.

Brother 2: Look, the dreamer is coming. Let’s kill him and cast him into a pit.

Reuben: We shouldn’t kill him. It will be enough to cast him into the pit.

Judah: Let us sell him to the Ishmaelites. That way we will get money for him and we won’t have his blood on our hands.

Brother 3: We will kill a lamb and dip Joseph’s coat in the blood.

Brother 4: We will show it to our father and tell him we found it.

Jacob: It is my Joseph’s coat. A beast has killed him.

2. If a lemon is available, bring one cut in thin slices for the children to taste. Then explain that we can make the lemon less sour by adding sugar and water to the lemon juice and making lemonade. Share the following quotation by Elder Hartman Rector Jr.:

“Joseph was sold by his own brothers as a slave and was purchased by Potiphar, a captain of the guard of Pharaoh. But even as an indentured servant, Joseph turned every experience and all circumstances, no matter how trying, into something good.

“ . . . Joseph, although a slave and wholly undeserving of this fate, nevertheless remained faithful to the Lord and continued to live the commandments and made something very good of his degrading circumstances. People like this

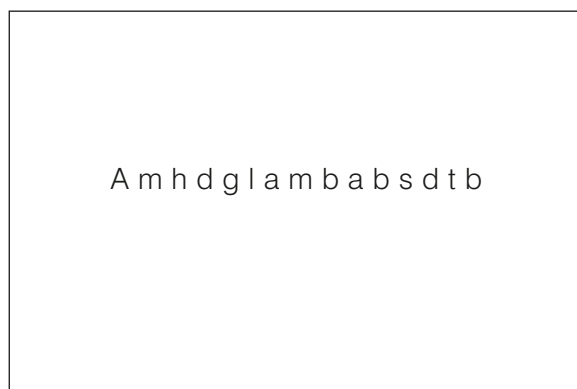
cannot be defeated, because they will not give up. They have the correct, positive attitude, and Dale Carnegie's expression seems to apply: "If you feel you have a lemon, you can either complain about how sour it is, or you can make lemonade. It is all up to you" (in Conference Report, Oct. 1972, p. 170; or *Ensign*, Jan. 1973, p. 130; see also Genesis 37; 39:1–4).

3. Help the children understand and memorize one or both of the following scriptures:

"A merry heart doeth good like a medicine: but a broken spirit drieth the bones" (Proverbs 17:22).

"And we know that all things work together for good to them that love God" (Romans 8:28).

Write on the chalkboard or make a chart of the first letter of each word to be memorized. For example, make the following chart for the words in Proverbs 17:22:



Point to the letters as you repeat each corresponding word. Repeat it a few times and let the children repeat it as they are able. Before long they will not need the chart. (For additional ideas on memorizing scriptures, see page xi in "Helps for the Teacher.")

4. Ask the children what they might do in the following situations if they had a poor attitude, and what they would do if they had a good attitude:
- You have moved into a new neighborhood and are worried that you will not have any friends.
  - Your little brother ate a treat that was yours.
  - Your school teacher is often cross with the class.
  - You are sick and cannot get out of bed.
  - You have a hard time understanding your homework.
5. Share the following counsel on attitudes by President Howard W. Hunter:

"I want you to know that there have always been some difficulties in mortal life, and there always will be. But knowing what we know, and living as we are supposed to live, there really is no place, no excuse, for pessimism and despair. . . .

". . . I hope you won't believe all the world's difficulties have been wedged into your decade, or that things have never been worse than they are for you



personally, or that they will never get better. I reassure you that things have been worse and they *will* always get better. They always do—especially when we live and love the gospel of Jesus Christ and give it a chance to flourish in our lives” (“An Anchor to the Souls of Men,” *Ensign*, Oct. 1993, p. 70).

6. Have the children say the thirteenth article of faith in unison. Explain that this article of faith tells what attitudes we need to have to be happy.
7. Review the story of Joseph with the children. You might want to show portions of the video *Joseph and His Brothers* (53152), which contains the complete text of the King James Version of Genesis 37–50. You might also encourage the children to watch this video with their families.
8. Sing or say the words to “I’m Trying to Be like Jesus” (*Children’s Songbook*, p. 78) or “Choose the Right Way” (*Children’s Songbook*, p. 160).

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## Conclusion

Testimony	You may want to testify to the children that through our faith in Jesus Christ we can have a good attitude, which will help us make the best of every situation. As we do so we will be much happier and be able to do good rather than be depressed, lacking the energy and desire to accomplish worthwhile things.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Genesis 37:18–36 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Joseph in Egypt

## Lesson 16

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**Purpose** To encourage the children to keep themselves pure by staying away from temptation and living close to the Lord.

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**Preparation**

1. Prayerfully study:
  - Genesis 39—Joseph, who was sold into Egypt, serves Potiphar, is falsely accused, and is cast into prison. (Note: The word *wotteth* in Genesis 39:8 was translated *knoweth* by the Prophet Joseph Smith.)
  - Genesis 40—Joseph interprets the dreams of Pharaoh’s butler and baker.
  - Genesis 41—Joseph interprets Pharaoh’s dreams, prepares for famine, and rules in Egypt. (Note: The word *kine* in Pharaoh’s description of his dream refers to cows or cattle.)
2. Additional reading: Psalm 24:3–5—Those with clean hands and pure hearts will stand in the Lord’s holy place.
3. Study the lesson and decide how you want to teach the children the scripture accounts (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible for each child.
  - b. Two magnets, one labeled “God” and the other labeled “Satan,” and a nail, pin, or paper clip. Or for the alternate attention activity draw a simple figure of a person on a piece of paper.
  - c. Pictures 6-18, Joseph Resists Potiphar’s Wife (Gospel Art Picture Kit 110; 62548), and 6-19, Joseph and the Butler and Baker.

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### Suggested

### Lesson

### Development

Invite a child to give the opening prayer.

### Attention Activity

Tell the class that the nail, pin, or paper clip represents us. Place it between the two magnets on a flat surface so it can be attracted by one or the other. Show that the further away from “Satan” we are, the less power he has to tempt us. As you move the metal object toward the magnet representing God, explain that the closer we live to the Lord, the more we are influenced by his goodness. When we seek after good, we are less influenced by that which is evil.

### Alternate Attention Activity

Ask the children in your class to be the “winds of temptation.” Hold the sheet of paper with the drawing on it by one corner and move it near the children while they blow toward the paper. Show that as you move the paper farther away from bad influences, it is less affected by them. If we want to remain steadfast and immovable in the face of evil, we should stay away from temptation.

Scripture Accounts Using the pictures at appropriate times, teach the accounts of what happened to Joseph while he was in Egypt from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture accounts, see “Teaching from the Scriptures,” p. vii.) You might want to show portions of the video *Joseph and His Brothers* (53152) during the lesson.

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

#### Joseph Remains Pure

While Joseph serves in Potiphar’s household, he stays committed to personal purity and keeping God’s commandments.

- How was Joseph treated while he was Potiphar’s servant? (Genesis 39:3–6.) Why do you think Potiphar trusted Joseph and gave him such responsibility? How can we earn other people’s trust?
- When Potiphar’s wife tried to tempt Joseph to do wrong, how did he keep himself pure? (Genesis 39:8–10, 12.) Note that in verse 8 Joseph Smith translated *wotteth* as *knoweth* (see footnote *b*). Explain that *hearkened not* means that he didn’t listen or follow. *Fled* means that he ran away. What can we do when we are tempted to do wrong? (See enrichment activity 1.)
- Even though Joseph was falsely accused and cast into prison, how was he blessed by the Lord? (Genesis 39:21–23.) When you are treated unfairly or unjustly punished, what can you do to keep the Spirit of the Lord?

#### Joseph Is Guided by the Power of the Lord

Joseph interprets the dreams of Pharaoh’s butler and baker while he is in prison and later Pharaoh’s dream about the need to prepare for famine.

- How was Joseph able to interpret the dreams of Pharaoh’s butler and baker? (Genesis 40:8.) After Joseph interpreted these dreams, what favor did he ask in return? (Genesis 40:14–15.) What did the chief butler forget? (Genesis 40:23.) How can we show appreciation to those who help us?
- Why did the chief butler finally remember Joseph? (Genesis 41:1, 8–9.) How much time had passed? What did the chief butler tell Pharaoh? (Genesis 41:9–13.)
- What did Joseph tell Pharaoh about his ability to interpret dreams? (Genesis 41:16.) What does this indicate about Joseph’s character? To whom should we give credit for our talents, blessings, and spiritual gifts?
- How did Joseph explain Pharaoh’s dreams? (Genesis 41:2–7, 26–31; note: *kine* means cows [see LDS Bible Dictionary, p. 721].) What solution did Joseph give to help Egypt survive the famine? (Genesis 41:33–36.) What do our Church leaders today teach us about food storage? Why is this a good idea?
- Why did Pharaoh choose Joseph to be in charge of gathering and distributing food? (Genesis 41:38–39.) What quality in your character might you use to bless the lives of others? (Help the children recognize areas of personal strength.)
- What privilege and power was Joseph given in Egypt? (Genesis 41:41–43.) What did Joseph do during the seven years of plenty? (Genesis 41:48–49.)

- When the famine arrived as foretold, who besides the Egyptians came to Joseph's storehouses to buy food? (Genesis 41:56–57.) Explain that in the next lesson the children will learn about Joseph's family, who came from Canaan to Egypt to buy food during the famine.

## Enrichment Activities

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

1. Heavenly Father and Jesus Christ know that it is harder to avoid temptation when we allow ourselves to get close to it. Discuss with the children how they could distance themselves from temptation in the following situations:
  - a. A plate of your favorite dessert is on the table, ready to be taken to a sick neighbor.
  - b. Your parents have warned you not to swim without someone watching. You are alone by the water on a very hot day; perhaps you could just wade up to your knees . . .
  - c. Some of your friends are trying to convince you to try smoking a cigarette. Whenever you are with them, they dare you to take just one puff.
  - d. You are troubled by bad thoughts when you read a certain book.

You could make a list on the chalkboard of other temptations, such as gossiping, looking at vulgar magazines, using bad language, dressing immodestly, watching inappropriate movies or television shows, telling unclean jokes or stories, listening to improper song lyrics, or using drugs. Discuss strategies for resisting evil, such as removing ourselves from the situation and replacing the temptation with something wholesome. Erase each harmful influence from the chalkboard as it is discussed.

2. Explain that deciding to stay clean and pure before temptation comes can be a protection. President Spencer W. Kimball taught:
 

“Make certain decisions only once. . . . We can push some things away from us once and have done with them . . . without having to brood and redecide a hundred times what it is we will do and what we will not do” (in Conference Report, Apr. 1976, pp. 69–70; or *Ensign*, May 1976, p. 46).

Discuss with the children some decisions they can make right now, such as never to smoke; not look at bad books, magazines, television shows, or videos; pray each morning and evening; read the scriptures daily; and stay morally clean. Challenge each child to write down one or more decisions he or she will make now.
3. Explain that instead of concentrating on evils to avoid, we should fill our lives with wholesome influences. Recite the thirteenth article of faith with your class and discuss with the children what good things they can seek after in their lives.
4. Challenge the children to commit to being clean and pure. Ask a child to read Psalm 24:3–5. Let the children discuss how this description fits Joseph (“clean hands and a pure heart”—fled temptation; “hath not lifted up his soul unto vanity”—gave credit to God for his abilities). Help your class members understand how this scripture could apply to them.

Give the children each a pencil and paper and ask them to complete the sentence: "I will keep my mind and heart pure by \_\_\_\_\_." They might write the following ideas: praying, reading the scriptures, attending church, being honest, attending only uplifting movies, reading good books, and following Joseph's example of avoiding evil. Encourage the children to take their papers home and discuss what they have written with their families.

5. Sing "I Will Be Valiant" (*Children's Songbook*, p. 162) with the children. Divide your class into two groups, "truth" and "right." When you sing the line "I'll stand for truth," have that group stand up and remain standing. Do the same thing for the line "I'll stand for right."

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## Conclusion

Testimony	Testify to your class members that when they decide in advance to keep themselves pure, the Lord will give them greater strength to resist evil. Encourage them to stay as far away from temptation as possible.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study Genesis 39 at home as a review of this lesson. Invite a child to give the closing prayer.

# Joseph Forgives His Brothers

## Lesson 17

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**Purpose** To help each child have the desire to forgive others.

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**Preparation**

1. Prayerfully study:
  - Genesis 42:1–38—Jacob sends his sons to buy grain in Egypt. They bow before Joseph.
  - Genesis 43:1–34—Jacob sends Benjamin to Egypt.
  - Genesis 44:1–34—Joseph arranges to stop the return of his brothers to Canaan.
  - Genesis 45:1–19—Joseph makes himself known to his brothers, and they rejoice together.
2. Additional reading: Matthew 6:14–15 and Doctrine and Covenants 64:10.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible for each child.
  - b. A Doctrine and Covenants.
  - c. A piece of paper and a pencil for each child.
  - d. Picture 6-20, Joseph Forgiving His Brothers.

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**Suggested  
Lesson  
Development**

Invite a child to give the opening prayer.

**Attention Activity**

Give the children each a piece of paper and a pencil, and have them write the numbers 1 through 5 down the left side of the paper. Explain that you are going to give them a quiz about forgiving. All the questions can be answered yes or no.

1. Are you forgiving when you say, “I forgive you, but I will never forget how unkind you have been to me”?
2. Are you forgiving when you are happy that something bad happens to someone you do not like?
3. Are you forgiving when you want to get even with someone who pushed or hit you?
4. Are you forgiving when you stop talking to someone who told lies about you?
5. Are you forgiving when you speak unkindly about the person who does not choose you to be on his or her team?

Point out that the correct answer to all the questions is no. Explain that to truly forgive we must:

1. Overcome our angry feelings.
2. Not judge or criticize others.
3. Forget about what was done.

Invite the children to briefly retell how Joseph's brothers sold him into Egypt (see lesson 15), and explain that this lesson is about how Joseph forgave his brothers for being unkind to him.

#### Scripture Account

Using the picture at an appropriate time, teach the children the account from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) You might want to show portions of the video *Joseph and His Brothers* (53152) during the lesson.

#### Discussion and Application Questions

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

- Why did Jacob send his sons to Egypt to buy corn? (Genesis 41:56–57; 42:1–2.) Which of Jacob's sons did not go? Why? (Genesis 42:3–4.)
- What prophetic dream did Joseph's brothers fulfill when they bowed down to him? (Genesis 37:7–8; 42:6.)
- Why did Joseph's brothers not recognize him? (Genesis 42:7–8, 23; it had been twenty-two years since they had seen Joseph. When they sold him into Egypt he was seventeen, and now he was a mature man. They didn't expect to ever see Joseph again, nor did they expect him to be the second most powerful man in Egypt. Also, he spoke to them in another language, communicating with them through an interpreter.)
- How did Joseph know that his brothers felt guilty about what they had done to him? (Genesis 42:21–23; remind the children that the brothers didn't know Joseph could understand what they were saying.) How can we get rid of feelings of guilt?
- What did Joseph tell his brothers they needed to do before he would sell grain to them? (Genesis 42:15–16, 20.)
- Why did Jacob not want Benjamin to go to Egypt? (Genesis 42:36, 38.) Why did Jacob finally agree to let Benjamin go with his brothers? (Genesis 43:1–4.)
- How did Joseph feel when he saw his brother Benjamin? (Genesis 43:29–30.) Why do you think Joseph felt especially close to Benjamin? (Joseph and Benjamin had the same mother.)
- What did Joseph do to prevent his brothers from returning to Canaan? (Genesis 44:1–5, 11–13.) Why do you think he did that?
- What did Judah do that showed he had repented and become a kinder, more caring person? (Genesis 43:8–9; 44:31–34; remind the children that it had been Judah's idea to sell Joseph to the Ishmaelites.) What could you do to be kinder and more caring in your family?

- What benefits did Joseph realize had come because of his being sold into Egypt? (Genesis 45:5–8.) Point out that each time Joseph faced a difficult situation, he had a good attitude, and he turned a bad experience into a positive experience. What difficult situations do you face that you could turn into positive experiences?
- How did Joseph show that he had forgiven his brothers? (Genesis 45:9–11, 14–15.) How do you think he felt? How do you feel when you forgive someone who has been unkind? (See enrichment activity 1.) How do you feel when someone forgives you?
- Why do we all need to learn to forgive others? (Matthew 6:14–15; D&C 64:10.) (See enrichment activity 4.) Invite the children to share positive experiences they have had with forgiveness.

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### Enrichment Activities

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

1. Write words such as *angry*, *peaceful*, *happy*, *jealous*, *loving*, *unhappy*, *critical*, and *friendly* on separate slips of paper. Write the words *Forgiving* and *Unforgiving* on the chalkboard, and pass out the slips of paper to the children. Have the children take turns telling what their word is and putting it on the chalkboard under the word that it goes with.
2. Bring simple props such as robes and scarves and have the children role-play one part or several parts of the story of Joseph and his brothers.
3. Make a “medal” for each child. Attach a ribbon or string to it so it can be worn as a necklace. Read Matthew 6:14–15 with the children and discuss its meaning. Help them understand that if they forgive others, they will feel happier and Heavenly Father will forgive them of their wrongdoings. Ask the children to think of someone who has hurt their feelings. Challenge them to pray for that person and then do something kind for them. In the Olympics the best athletes receive medals for their performances. Spiritual performance is much more important than athletic performance, and each of us will be blessed by forgiving those who offend us. As each child accepts the challenge to return kindness for an unkind deed, give her or him a “medal” as a reminder of what the child promised to do.





4. Talk with the children about forgiveness. You may wish to bring a bag and some rocks, books, or other heavy items. Have a child hold the bag as you put each rock in. Explain that each rock represents an angry or hurt feeling. Have the child walk around the room or just hold the bag for a while. Explain that when we keep our angry and hurt feelings, they become burdens to us. If we can forgive others, our burden will be gone and we will feel better. (Take the rocks out.) Emphasize that people are more important than problems. It is important to forgive others and continue to love and care about them. Encourage the children to be as forgiving as Joseph was to his brothers.  
  
Suggest that the children share this activity with their families. Encourage them to discuss how keeping angry or hurt feelings is like carrying around a bag of heavy rocks.
5. Write *Doctrine and Covenants 64:10* on the chalkboard; then read it and discuss it with the children. Explain that when we are full of angry feelings toward others, we cannot have the Holy Ghost to be with us. Heavenly Father wants us to forgive so we can be free of those angry feelings and enjoy the companionship of the Holy Ghost. Help the children memorize the scripture by having them recite it while you erase one word at a time.
6. Sing or read the words to the first verse of “Help Me, Dear Father” (*Children’s Songbook*, p. 99).

## Conclusion

Testimony	Share your testimony about the importance of forgiving others. You may want to describe the peace you have felt after you were able to forgive someone.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Genesis 45:1–8 at home as a review of this lesson.  Invite a child to give the closing prayer.

# The Birth and Calling of Moses

## Lesson 18

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**Purpose** To help the children understand that they are beginning to prepare for their own earthly missions.

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**Preparation**

1. Prayerfully study:
  - Genesis 46:1–7—The Israelites go to Egypt.
  - Exodus 1:1–22—The Israelites have many children and are made slaves by the Egyptians. Pharaoh orders that all sons born to the Israelites be killed.
  - Exodus 2:1–10—The baby Moses is saved and raised by Pharaoh's daughter.
  - Exodus 2:11–25—Moses flees to Midian and marries one of Jethro's daughters.
  - Exodus 3:1–20; Moses 1:1–6, 25–26—The Lord calls Moses to lead the Israelites from Egypt.
2. Additional reading:
  - Acts 7:17–24; Hebrews 11:24–26—Moses chooses to serve the Lord.
  - Doctrine and Covenants 84:6—Moses receives the priesthood from Jethro.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible for each child.
  - b. A Book of Mormon, a Doctrine and Covenants, and a Pearl of Great Price.
  - c. A piece of string or yarn approximately two yards (two meters) long (see the attention activity).
  - d. Pictures 6-21, Moses in the Bulrushes (Gospel Art Picture Kit 106; 62063); 6-22, Israelites in Bondage; and 6-23, Moses and the Burning Bush (Gospel Art Picture Kit 107; 62239).

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### **Suggested**

### **Lesson**

### **Development**

Invite a child to give the opening prayer.

### Attention Activity

Tie the ends of the yarn together. Hand the yarn to a child and tell him or her to hold it up in a circle using only his or her hands. When the child cannot do so, ask another child to help, then another until all the children are helping form the yarn into a circle. (If you have only two or three children in the class, have them make a square or a six-sided figure.)

Explain that as each person was needed to help make the shape, each of us has a mission to fulfill in the kingdom of God. Tell the children that in this lesson they will learn about the prophet Moses and the mission he was called to perform.

Scripture Account	<p>Teach the children the account of the Israelites and the account of the birth, youth, and calling of Moses from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Use the pictures at appropriate times.</p>
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.</p> <ul style="list-style-type: none"> <li>• What name did the Lord give to Jacob? (Genesis 32:28; 46:2.) Where did the Lord tell Jacob to take his family? Why? (Genesis 46:3–4.)</li> <li>• What were the names of Jacob’s (Israel’s) twelve sons? (Exodus 1:1–5.)</li> </ul> <p>Review with the children the information from lesson 14 about the twelve tribes of Israel. Then explain that when Joseph’s brothers and father moved to Egypt, they became known as Israel and the children of Israel. They were also known as Hebrews. (You may want to write <i>Israelites</i> and <i>Hebrews</i> on the chalkboard.) At first the Israelites were treated well by the Pharaoh, who gave them lands and gifts (see Genesis 45:17–23; 47:5–6). But then a different Pharaoh came to power, and he did not like the Israelites.</p> <ul style="list-style-type: none"> <li>• Why didn’t the new Pharaoh like the Israelites? (Exodus 1:7–10; explain that <i>King of Egypt</i> and <i>Pharaoh</i> are both names for the ruler of Egypt.) What did the new Pharaoh propose to do about the Israelites? (Exodus 1:11–14.) What happened to the Israelites as the Egyptians enslaved them? (Exodus 1:12.)</li> <li>• What did Pharaoh want the Hebrew midwives to do? (Exodus 1:15–16.) Why? How did the midwives handle this problem? (Exodus 1:17–19.) Whom did Pharaoh next order to kill the Hebrew babies? (Exodus 1:22.) What can we do if we are asked to do something we know is wrong?</li> <li>• What did Moses’ mother do to save his life? (Exodus 2:2–4.) Who watched over the baby Moses? (Exodus 2:4; his sister, Miriam, and Heavenly Father.) What did Pharaoh’s daughter decide to do with the baby Moses when she found him? (Exodus 2:5–10.) Who took care of Moses?</li> <li>• What happened when Moses tried to defend a Hebrew? (Exodus 2:11–12.) Why did Moses leave Egypt? (Exodus 2:13–15.)</li> <li>• How did Moses find out what the Lord wanted him to do? (Exodus 3:2–10; Moses 1:1–2, 25–26.) What was Moses’ mission? Why was this a difficult mission? (Exodus 3:19–20; 4:10.) Why do you think the Lord sometimes asks us to do things that are difficult? You may want to share an experience when you had to do something difficult and how you benefited from doing it.</li> <li>• How did Moses feel when God told him what his mission would be? (Exodus 3:11.) What did the Lord tell Moses that gave him strength and courage? (Moses 1:6.) What encouragement could you give to someone who feels overwhelmed by an assignment or trial? (1 Nephi 3:7.)</li> <li>• What important mission was performed by the Hebrew midwives? by Miriam? by Moses’ mother? by the daughter of Pharaoh? How did each of these people help make it possible for Moses to fulfill his mission?</li> </ul>

- How can you know what work the Lord has for you to perform? (See enrichment activity 2.) How can you prepare yourself to fulfill your future callings? (See enrichment activities 3 and 5.)
- What did Moses give up to become the leader of the Hebrews? (Hebrews 11:24–26.) If you had to choose only one of the following, would you rather be a disciple of Jesus Christ or rich and famous? Why?
- How did Moses help the daughters of the priest of Midian? (Exodus 2:16–17.) Explain that the priest of Midian (also known as Reuel or Jethro) conferred the Melchizedek priesthood on Moses (see D&C 84:6). Emphasize that Moses married in the covenant when he married one of Jethro’s daughters.

## Enrichment Activities

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

1. Discuss different types of missions we may serve. The children could tell about family members or friends who are serving or who have served as missionaries. Explain that there are many important things that Heavenly Father and Jesus need us to do. Ask the children to take turns writing their suggestions on the chalkboard. These may include being a parent, a teacher, a Church leader, or a good example. Emphasize that each of us has at least one mission to perform on earth and that God needs all of us to help build his kingdom.

Share the following quotation by President Brigham Young:

“There is neither man nor woman in this Church who is not on a mission. That mission will last as long as they live, and it is to do good, to promote righteousness, to teach the principles of truth, and to prevail upon themselves and every body around them to live those principles that they may obtain eternal life” (*Discourses of Brigham Young*, sel. John A. Widtsoe [1941], p. 322).

Have the children find in their chalkboard list missions that will accomplish the things President Young mentioned. You may want to give the children each a copy of Brigham Young’s statement to share with their families.

2. Discuss the following quotation by Virginia H. Pearce:
  - “• Heavenly Father and Jesus Christ live, and they are in charge of this world.
  - “• They know me.
  - “• They love me.
  - “• They have a plan for my future.
  - “• I will obey the commandments, work hard, and trust in their plan. Sooner or later, everything will be okay” (“Faith Is the Answer,” *Ensign*, May 1994, p. 92).
3. Read Moses 1:25–26 with the children. Explain that we can learn about our mission in life, as Moses did, by revelation from Heavenly Father. Talk with the children about patriarchal blessings. Explain that patriarchs are ordained to give patriarchal blessings to members of the Church. These blessings may give us some understanding of our callings on earth. They are the word of the Lord personally to us.

You may want to tell about receiving your own patriarchal blessing. Remember that each patriarchal blessing is sacred and not to be shared in detail with people outside your family.

4. Make a copy of the maze on page 80 for each child, or have the children take turns tracing the route on the teacher's copy with their finger. Have the children read the signs aloud as they pass them.
5. Have the children tell what they are doing to prepare for their mission in life. List the responses on the chalkboard under the heading *I Am Doing*. Suggestions might include being baptized, attending church, reading the scriptures, serving others, working hard, and so on. Then have them list what they can do in the future under the heading *I Will Do*. Ideas here could include serving a mission, marrying in the temple, teaching their children the gospel, receiving their patriarchal blessings, learning another language, and so on. Encourage the children to decide now to work toward goals that will prepare them to serve the Lord throughout their lives.

Share the following quotation from President Gordon B. Hinckley:

“Every one of you was endowed by your Father in Heaven with a tremendous capacity to do good in the world. Train your minds and your hands that you may be equipped to serve well in the society of which you are a part. Cultivate the art of being kind, of being thoughtful, of being helpful. Refine within you the quality of mercy which comes as a part of the divine attributes you have inherited” (“The Light within You,” *Ensign*, May 1995, p. 99).

6. Relate the following account about Hugh B. Brown, former counselor in the First Presidency:

On Elder Brown's farm grew a currant bush that had grown very large. Because it had been allowed to grow freely, it produced no blossoms and no currants. As Elder Brown cut off most of the long branches, he imagined what the currant bush might say if it could talk. “How could you do this to me? I was making such wonderful growth. I was almost as big as the shade tree and the fruit tree that are inside the fence, and now you have cut me down. Every plant in the garden will look down on me, because I didn't make what I should have made.” He thought, “I am the gardener here, and I know what I want you to be. I didn't intend you to be a fruit tree or a shade tree. I want you to be a currant bush.” As time passed, the currant bush grew blossoms and bore fruit.

Years later Elder Brown was in the British Army, working toward becoming a general. He had passed all the necessary tests and felt confident he would receive the promotion. When he learned that he had been assigned to a less important position because he was a member of The Church of Jesus Christ of Latter-day Saints, he was very disappointed. He wondered why God had allowed this to happen to him. He felt he had done everything he could to deserve the promotion. Then he remembered his own words years before. “I am the gardener here. I know what I want you to do.” He knelt to pray for forgiveness. He realized that the Lord knew what his mission in life was to be and would bless him in fulfilling it as he continued to live righteously. (See “The Currant Bush,” *New Era*, Jan. 1973, pp. 14–15.)

Tell the children that rather than spending his life as an important army officer, President Brown eventually was called to be an Apostle of Jesus Christ and served in the First Presidency of the Church. Explain that sometimes we want

things that would take our time and attention away from our life's mission. We need to rely on the Lord's guidance to help us choose wisely and accept what comes to us.

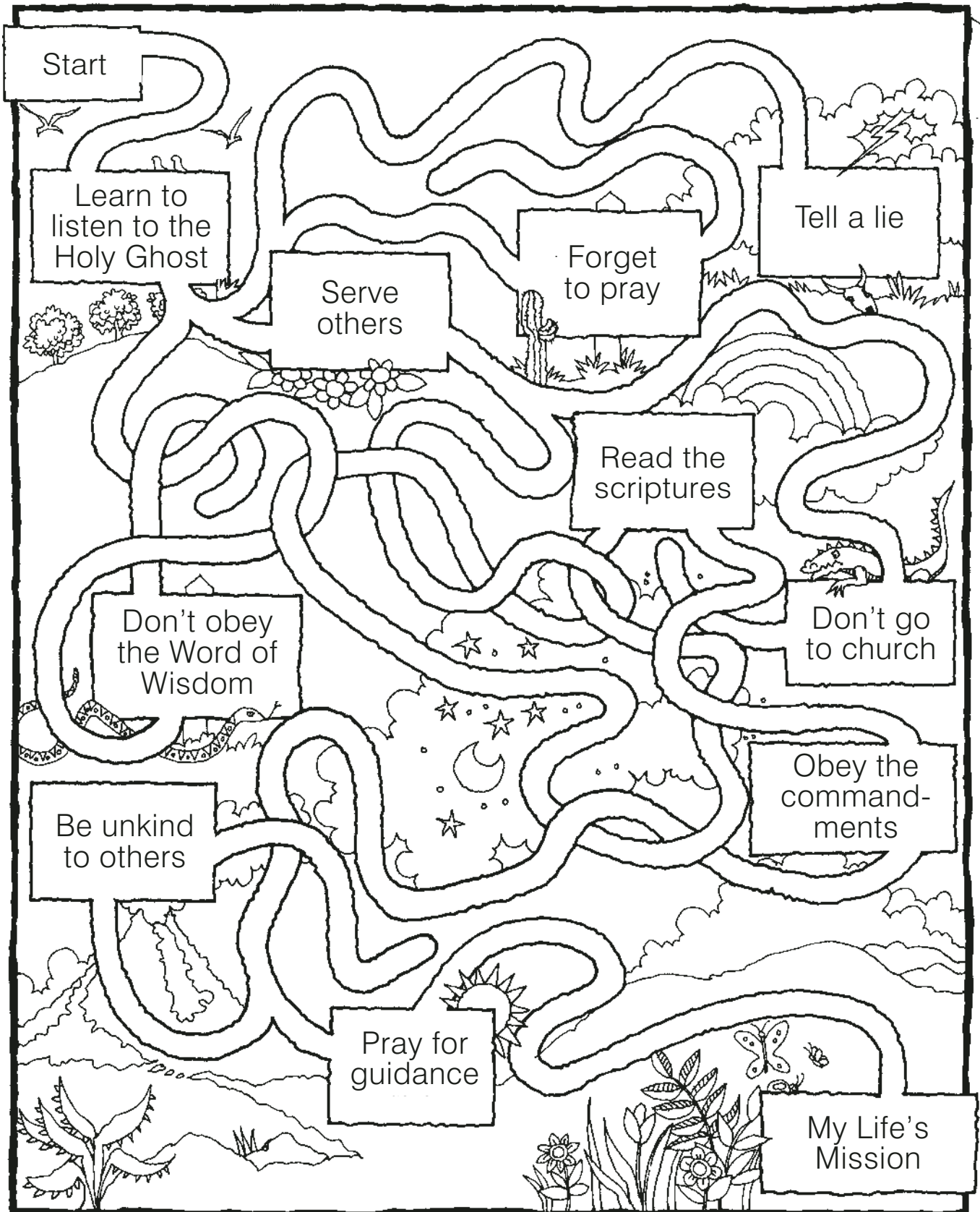
7. Sing or read the words to "I Will Follow God's Plan" (*Children's Songbook*, p. 164), the chorus to "Nephi's Courage" (*Children's Songbook*, p. 120), or "I Am a Child of God" (*Children's Songbook*, p. 2; or *Hymns*, no. 301).

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## Conclusion

Testimony	You may want to bear testimony that each of us has a mission to perform in this life. Emphasize the importance of living righteously in order to be worthy and able to serve. Assure the children that Heavenly Father will help and bless us as we strive to learn about and perform our mission.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study Exodus 3:1–10 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Fulfilling My Life's Mission



# Moses Delivers the Israelites from Bondage

## Lesson 19

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**Purpose** To teach the children that the priesthood is the power of God.

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**Preparation**

1. Prayerfully study:
  - Exodus 5:1–9—Moses and Aaron ask Pharaoh to free Israel.
  - Exodus 7:1–3, 8–25—Moses is to give the word of the Lord to Pharaoh. He turns a rod into a serpent and the river to blood.
  - Exodus 8:6–24—The Lord sends plagues of frogs, lice, and flies.
  - Exodus 9:6, 10, 23—The Lord destroys the cattle of the Egyptians and sends plagues of boils and hail.
  - Exodus 10:14–15, 22—The Lord sends plagues of locusts and darkness.
  - Exodus 11:5—The Lord declares that every firstborn in the land of Egypt shall die.
  - Exodus 12:21–40—The Lord institutes the Passover.
  - Exodus 13:3, 21–22—The Lord provides a pillar of cloud and a pillar of fire to guide the Israelites.
  - Exodus 14:5–31—The Israelites cross the Red Sea on dry ground.

Note: Where the Bible indicates that the Lord hardened Pharaoh's heart, the Joseph Smith Translation states that Pharaoh hardened his own heart.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. A Doctrine and Covenants.
  - c. Picture 6-12, The Crossing of the Red Sea (62100).

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**Suggested  
Lesson  
Development**

Invite a child to give the opening prayer.

Attention Activity Give the children the following clues, and ask them to raise their hands when they think they know what it is that you are describing:

The Lord blesses his children through it.  
Moses received it from his father-in-law, Jethro.  
It makes eternal families possible.  
It can be bestowed upon worthy, baptized males, ages twelve and older.  
It is a great power.  
Its name begins with the letter *p*.  
What is it?

When the children have guessed that the answer is *priesthood*, ask them if they know what the priesthood is. Help them understand that it is the authority and



power of God, which he gives to men so that they can act for him. Tell the children that they will learn more in this lesson about how Moses used the priesthood to deliver the Israelites out of bondage.

#### Scripture Account

Teach the children the account of Moses delivering the Israelites from bondage as found in the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Use the picture at an appropriate time. Remind the children that the Israelites had lived in Egypt since the days of Joseph (about 400 years) and that a Pharaoh had come to power who opposed the Israelites and enslaved them. During your discussion in this lesson, emphasize the following points:

- The Pharaoh refused Moses’ request to set the Israelites free (Exodus 5).
- The Lord commanded Moses to use the priesthood to call down plagues upon the Egyptians, but still Pharaoh refused to set the Israelites free (Exodus 7:20–21; 8:6, 17, 24; 9:6, 10, 23; 10:14–15, 22; 11:5).
- When the children of Israel finally escaped from Egypt, Moses used the power of the priesthood again to save his people from Pharaoh’s armies, who tried to recapture them (Exodus 13:3, 21–22; 14:5–31).

#### Discussion and Application Questions

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

- When Moses and Aaron asked Pharaoh to let the Israelites worship in the desert for three days, how did Pharaoh respond? (Exodus 5:2.) What extra burdens did he put on the Israelites? (Exodus 5:6–9.)
- When the Lord told Moses to go to Pharaoh and again ask him to let the people go, Moses felt inadequate. How did the Lord help Moses fulfill this calling? (Exodus 7:1–2; point out that the clarification of the Joseph Smith Translation in footnotes *1b* and *1c* reads: “I have made thee a prophet . . . and Aaron thy brother shall be thy spokesman.”) How did Pharaoh respond to this request? (Exodus 7:3; Pharaoh hardened his heart.)
- What was the first miracle that Moses and Aaron performed before Pharaoh? (Exodus 7:10.) By what power was this miracle performed?
- By what power were the magicians able to imitate this miracle? (Exodus 7:11–12.) Why was Aaron’s serpent able to swallow the magicians’ serpents? Explain that the power of the priesthood is far greater than any other power.
- What were the ten plagues the Lord commanded Moses to call down upon Egypt because Pharaoh refused to let Israel go? (See enrichment activity 1.)
  - (1) Exodus 7:20–21, river turns to blood
  - (2) Exodus 8:6, frogs
  - (3) Exodus 8:17, lice
  - (4) Exodus 8:24, flies
  - (5) Exodus 9:6, cattle die
  - (6) Exodus 9:10, boils
  - (7) Exodus 9:23, hail and fire
  - (8) Exodus 10:14–15, locusts
  - (9) Exodus 10:22, darkness
  - (10) Exodus 11:5, death of firstborn

- What pattern did Pharaoh follow with each plague? (Exodus 8:8, 13, 15.)
- After the first two miracles the magicians could no longer imitate the plagues. What did the magicians recognize? (Exodus 8:18–19.) What effect may signs and miracles have on our faith? (D&C 63:9.) Explain that miracles and signs will not give us a testimony. After we have done our part to gain a testimony, we are sometimes blessed with signs or miracles that strengthen our faith.
- On the tenth plague, how did the destroying angel know to pass over the homes of the Israelites? (Exodus 12:21–23.) How were the Israelites blessed by obeying the prophet Moses? Why should we be obedient to our Church leaders?
- How many people did Moses lead out of the land of Egypt? (Exodus 12:37. Note: the scripture refers to the number of men. There were also women and children in addition to the 600,000 men.) How did they know which way to go? (Exodus 13:21.)
- How did the children of Israel react when they saw that all the chariots of Egypt were pursuing them? (Exodus 14:10–12.) How should we act when challenges come into our lives? How did Moses respond to the people as the chariots approached? (Exodus 14:13–14.) How did the Lord protect them? (Exodus 14:19–20.)
- How did the Israelites cross the Red Sea? (Exodus 14:16, 21–22.) By what power was Moses able to control the water? What happened to the Egyptians? (Exodus 14:26–31.) How did this miracle partially fulfill a promise Moses received earlier in his life? (Moses 1:25–26.) How have you been blessed by the power of the priesthood in your life?

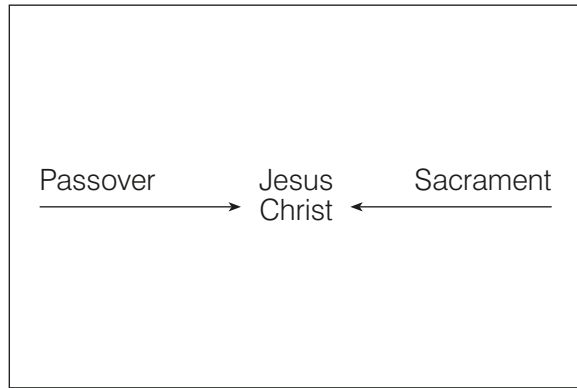
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### **Enrichment Activities**

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

1. Pass out numbered slips of paper with the scripture references for each of the ten plagues on the corresponding numbered paper. Have each child look up his or her reference and tell the class about it. You could supply the class with art materials and let them draw pictures of the plague that they read about. They could then show the picture to the class as they tell about the plague.
2. Have everyone in the class stand. Ask those who are the oldest children in their families to sit down. Explain that if those class members who are sitting had been in Egyptian families at the time of Moses, they would have been killed in the tenth plague. All of the children in the Israelite families who put the blood of a lamb on their door posts were safe; they were passed over by the destroying angel. Every year the Israelites observed the Feast of the Passover in remembrance of the time when the destroying angel passed over them and they were delivered from bondage.

When Jesus lived on the earth, he and his family celebrated the Feast of the Passover (Luke 2:41; 22:7–8). A lamb without blemish was killed for the feast. The lamb represented the Lamb of God, or Jesus Christ, who died to save us. After the Crucifixion, the disciples partook of the sacrament, which Christ instituted at the Last Supper, instead of the Feast of the Passover. You may want to draw the following illustration on the chalkboard to emphasize this point:



3. Discuss and memorize the fifth article of faith.
4. If you have boys in your class who will be turning 12 during the coming year, discuss the importance of them preparing themselves to receive the Aaronic Priesthood. Have them each list the duties of a deacon (found in *Gospel Principles*, chapter 14) on a piece of paper. Discuss the importance of keeping the commandments so as to be worthy of this responsibility. Encourage the boys to respect and honor the priesthood throughout their lives and use it to serve the Lord.
5. Sing or read the words to “Follow the Prophet” (*Children’s Songbook*, p. 110), “The Priesthood Is Restored” (*Children’s Songbook*, p. 89), “A Young Man Prepared” (*Children’s Songbook*, p. 166), or “Love Is Spoken Here” (*Children’s Songbook*, p. 190).

## Conclusion

Testimony	Share your feelings about the courage and faith Moses displayed when he used the power of the priesthood to free the Israelites. Express your gratitude that the priesthood has been restored to the earth again. You could share an experience when you have seen the power of the priesthood used to act in God’s name here on earth.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Exodus 14:21–31 at home as a review of this lesson.  Invite a child to give the closing prayer.

# The Israelites Receive Food from Heaven

Lesson  
**20**

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**Purpose** To help each child observe the Sabbath as a day of worship and joy.

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**Preparation**

1. Prayerfully study:
  - Exodus 16:1–35—The Israelites are sent manna from heaven except on the Sabbath.
  - Doctrine and Covenants 59:9–19, 23—The Sabbath helps us remain unspotted from the world. If we keep the Sabbath with cheerful hearts and thanksgiving, the fulness of the earth is ours.
2. Additional reading:
  - Exodus 31:12–13, 16–17—Keeping the Sabbath day holy is a sign and a covenant. The Lord rested on the seventh day and was refreshed.
  - Isaiah 58:13–14—Call the Sabbath a delight.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible for each child.
  - b. A Doctrine and Covenants.
  - c. Six pieces of paper with one of the following phrases on each (do not include the number), or simple drawings to represent each day of the creation:
    - Light divided from the darkness (1)
    - Firmament or sky (2)
    - Dry land, sea, and plants (3)
    - Sun, moon, and stars (4)
    - Birds and fish (5)
    - Animals and people (6)

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## **Suggested Lesson**

**Development** Invite a child to give the opening prayer.

**Attention Activity** Help your class review the Creation of the world by arranging the creation papers in order. If you have at least six children in your class, a child could hold each paper and stand in the proper order. Ask the children what happened on the seventh day. Invite a child to read Genesis 2:1–3. The seventh day was blessed and made holy.

**Scripture Account** Teach the children the account of the Israelites in the wilderness from Exodus 16. Explain to the children that *murmur* means to complain or rebel. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

Discussion and  
Application  
Questions

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

- Why did the children of Israel murmur against Moses and Aaron in the wilderness? (Exodus 16:2–3.) What food did the Lord provide for the Israelites in the mornings? What food did the Lord provide in the evenings? (Exodus 16:11–15.) How is manna described in the scriptures? (Exodus 16:14, 21, 31.)
- How much manna did the Lord want the Israelites to gather each day? (Exodus 16:16–18.) What happened to the manna when more was gathered than was needed for that day? (Exodus 16:19–20.)
- What did the Lord instruct the Israelites to do on the sixth day? (Exodus 16:22–23.) What were the Israelites being taught about the Sabbath by the way they were to gather manna? (Exodus 16:24–30.) What happened when people did not prepare ahead and expected to gather manna on the Sabbath? (Exodus 16:27.)
- What did the Israelites do on the Sabbath? (Exodus 16:30.) What did the Israelites learn by resting on the Sabbath? How can we keep the Sabbath day holy today? (D&C 59:9–10.) Why do you think Heavenly Father wants us to have the Sabbath every week?
- How many years did the Lord provide food for the Israelites in the wilderness? (Exodus 16:35.)

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**Enrichment  
Activities**

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

1. Ask one of the children to read aloud Exodus 31:16–17. Have your entire class repeat the phrase “and on the seventh day he rested, and was refreshed.” Ask the children to share their ideas about what the word *refreshed* might mean. How can keeping the Sabbath day holy be refreshing?

Use a pitcher of water, a bowl, and a cup to illustrate how we might become spiritually filled. Pour water from the pitcher into the cup, explaining that as we attend our Church meetings, worship, and keep the Sabbath day holy, we are filled with the spirit of the Lord. During the week we are involved in activities that may drain our spiritual reserves. Name several possibilities, such as school, chores, sports, friends, a disagreement with a family member, or making a wrong choice, as you pour water from the cup into the bowl. We can replenish our cup a little each day as we read the scriptures, pray, and keep the commandments (pour a little water from the pitcher into the cup for each suggestion). The Sabbath day is for spiritual refreshment (finish filling the cup). When our cup is filled, it is easier to follow the teachings of Jesus throughout the week.

2. Doctrine and Covenants 59:9–19, 23 gives us modern-day instructions on keeping the Sabbath day holy. Invite several children to take turns reading verses 15–19. Explain that we are promised that as we keep the Sabbath with thanksgiving and cheerfulness, we will be greatly blessed. Have the children name some of the blessings mentioned in these verses. The Lord has

promised that the fulness of the earth is ours if we keep this important commandment.

- How can we make the Sabbath a day of thanksgiving?

Encourage the children to look around and appreciate what they have and give thanks to Heavenly Father for his great love, the Savior, their friends, families, the gospel, and the beauties of the world. Give the children each a piece of paper and pencil, and have them write down the things they enjoy or draw a picture that represents some of the blessings they are thankful for. You could sing or read the words to “For the Beauty of the Earth” (*Hymns*, no. 92) or “My Heavenly Father Loves Me” (*Children’s Songbook*, p. 228).

3. Have the children name things, such as the following ideas, that are good to do on the Sabbath, and list them on the chalkboard:

Write letters to missionaries  
 Make cards of appreciation for family members  
 Write in your journal  
 Play or listen to sacred music  
 Study the scriptures  
 Read or tell a scripture story to a younger brother or sister  
 Visit relatives  
 Give a family home evening lesson  
 Work on your Gospel in Action award  
 Visit someone who is ill or lonely  
 Play quiet games with your brothers and sisters  
 Take turns acting out and guessing scripture stories  
 Read from your baby journal or family history  
 Look at family photographs

Give each child a pencil, eight slips of paper, and a little box, envelope, or other simple container. Have the children write a Sabbath activity from the list on the chalkboard on each individual piece of paper. The children may take these home to use in a family home evening lesson, or they could draw them out one at a time as they need appropriate Sabbath activities.

4. Sing or read the words to “Saturday” (*Children’s Songbook*, p. 196). Ask the children to name or pantomime some things they should do the day before the Sabbath to prepare for the Lord’s day. Help the children understand that just as the Israelites had to gather twice as much food the day before, so must we plan ahead to make our Sabbath restful and refreshing.

Explain that not all religions consider Sunday to be the Sabbath. Some observe the Sabbath on the seventh day of the week, which is Saturday on our calendar, and some observe it on what would be our Friday. Before the Resurrection of the Savior, the Jews kept the Sabbath on the seventh day. After Christ was resurrected on a Sunday, the first day of the week, Jesus instructed the Church to meet and worship on this day instead. The Lord revealed to the Prophet Joseph Smith that Sunday is the proper day of worship today. (See “Sabbath” in the LDS Bible Dictionary [p. 764].)

5. Explain to the children that they may notice people doing things on the Sabbath that do not seem proper, such as yard work, attending or watching sporting events, spending money on entertainment, or shopping at a store. Some may have observed the Sabbath on Saturday or Friday, so we must be

careful not to judge. Many people in the world, however, use the Sabbath as a day for work or recreation. Ask the children what they can do when they are not sure if something is right to do on the Sabbath (ask their parents, pray to Heavenly Father for guidance). Tell them that they can also ask themselves, “What would Jesus want me to do?” This will help them choose wisely. Retell the following experience about a Primary boy who chose to keep the Sabbath day holy:

“One day I received a phone call from my grandson Joel, who will soon be a deacon. He was having a difficult time making a decision. He had been invited to go with a group of students from his school to Sea Camp in San Diego, California. It sounded very exciting to a young boy! There would be behind-the-scene experiences at Sea World—watching the trainers and helping to feed the sea animals. His dilemma was that the camp would be on a weekend, with scuba diving and beach exploring on Sunday.

“His parents had discouraged him in going but had allowed him to make his own choice, believing he would choose what was right. He had assured them that although he couldn’t attend church on Sunday, he would not swim. He said, ‘I can sit on the beach and be surrounded by God’s creations. Heavenly Father couldn’t feel bad about that, could He?’

“Joel wanted to know what Grandpa Rex thought he should do. I answered with the question, ‘Joel, what do you think Jesus would want you to do?’ His voice was a little choked up as he answered, ‘Grandpa, I don’t think He would be very happy with me if I do that on Sunday. Do you?’

“It hadn’t been an easy decision to make, but it was the right one” (Rex D. Pinegar, in Conference Report, Oct. 1991, pp. 56–57; or *Ensign*, Nov. 1991, p. 41).

6. Give the children a simple yes-or-no “The Sabbath is a good day to . . .” quiz. Tell them that if the answer is yes, they should hold their thumbs up. For no they should point their thumbs down. Complete the sentence with a variety of activities, such as attend church, go for a swim, visit relatives, go shopping, sing the hymns with enthusiasm, attend a movie, read the scriptures, participate in sports, make a card for your grandparents, write letters, go for a walk, and so forth. If the children do not know for sure if something is an appropriate activity, they can ask themselves two questions about it: “Does doing this bring me closer to Heavenly Father?” and “Would Jesus approve of me doing this today?” If the answers to these questions are yes, the activity is probably a good thing to do on the Sabbath.
7. The Lord gives us commandments to make our lives happier. How can keeping the Sabbath day holy make us happy? (We feel closer to Jesus Christ and Heavenly Father, we have a break from school, chores, and homework, and we can enjoy being with our parents and families.) Tell of a time when you or someone you know made the decision to keep the Sabbath day holy and was blessed.

Explain that the holiness of the Sabbath is in our hearts as much as in our actions. Henry Ward Beecher expressed this truth when he said, “A world without a Sabbath would be like a man without a smile, like a summer without flowers, and like a homestead without a garden. It is the joyous day of the whole week” (quoted in Ezra Taft Benson, “Keeping the Sabbath Day Holy,” *Ensign*, May 1971, p. 5).

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**Conclusion**

Testimony	Express your love for the Sabbath, which was given to help us and to refresh our spirits. Promise the children that as they worship God and keep the Sabbath day holy, they will feel renewed and be given greater strength to keep their covenants and make good decisions during the week.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Exodus 16:2–8, 11–31 at home as a review of this lesson.  Invite a child to give the closing prayer.



# The Ten Commandments

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**Purpose** To teach the children that keeping the Ten Commandments helps us be happy.

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**Preparation**

1. Prayerfully study:
  - Exodus 19—The Lord covenants with the people and appears on Mount Sinai.
  - Exodus 20:1–22—The Ten Commandments are revealed.
  - Exodus 24:12, 18—Moses stays on Mount Sinai for forty days.
  - Exodus 31:18—The tablets are written by the finger of the Lord.
  - Exodus 32:1–24, 30–32—Aaron makes a golden calf.
2. Additional reading:
  - Mosiah 12:34–36, 13:15–24—The Ten Commandments are given to the Nephites.
  - Doctrine and Covenants 59:5–9—The Lord repeats some of the Ten Commandments to the Prophet Joseph Smith.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible for each child.
  - b. A list of the ingredients in a cake for each child.
  - c. Picture 6-24, Moses and the Ten Commandments.
  - d. The chart of the Ten Commandments at the end of this lesson or from the meetinghouse library (65038).

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**Suggested**

**Lesson**

**Development**

Invite a child to give the opening prayer.

Attention Activity

Without providing instructions, give the children a list of ingredients and ask them how they would use them to make a cake. When they start asking questions about how to make the cake, explain that instructions are necessary to be able to do what you asked them. Then discuss how rules and laws are like instructions. Explain that the children could make a cake even if they didn't follow instructions, but they might not want to eat it. But if they carefully followed the instructions of a good recipe, the cake would be good to eat.

Explain that rules are necessary in other aspects of our lives. Ask the children to name some rules we should follow to be safe, to have good health, to have good relationships with others, or to have eternal life. Point out that rules bring order into our lives and are necessary for us to know how to live happily. Tell the children that in this lesson they will learn about Moses and the children of Israel

receiving the Ten Commandments, which are laws given by God to help us know what to do and how to live so we can be happy.

### Scripture Account

Teach the children the account of Moses receiving the Ten Commandments from the scriptures listed in the “Preparation” section. Show the picture and chart where appropriate. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Help the children understand that the Israelites were not happy when they did not follow the Ten Commandments and that they were denied the blessings when they disobeyed the commandments they had been given.

### Discussion and Application Questions

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

- After the children of Israel came out of Egypt and were miraculously helped by the Lord to cross the Red Sea, they traveled to the wilderness of Sinai. When the Lord talked to Moses from Mount Sinai, he asked Moses to remind the children of Israel how he had saved them from the Egyptians (see Exodus 19:4). Why was it important for them to remember this incident? Why should we always remember blessings we receive from Heavenly Father and Jesus Christ?
- What was required of the Israelites to become God’s “peculiar treasure”? (Exodus 19:5–6.) Explain that in the Old Testament “the Hebrew term from which *peculiar* was translated is *segullah*, which means ‘valued property’ or ‘treasure’” (Russell M. Nelson, in Conference Report, Apr. 1995, p. 44; or *Ensign*, May 1995, p. 34). What can we do to show Heavenly Father that we want to be part of his “peculiar,” or covenant, people?
- What did the Israelites say when they covenanted with the Lord? (Exodus 19:8.) What similar covenants have we made with the Lord? (Our covenants at baptism to keep his commandments.) When do we renew our covenants with the Lord? (When we partake of the sacrament each week.) Why is it important to renew and remember our covenants each Sunday?
- What sacred opportunity did the Lord promise the Israelites if they washed their clothes and purified themselves? (Exodus 19:9–11.) Explain that they were preparing themselves to be presented to God.
- After the children of Israel had prepared themselves to be in the presence of the Lord, what did they see and hear? (Exodus 20:18, 22.)
- What did the Lord give Moses on Mount Sinai? (Exodus 24:12; 31:18.) What are the Ten Commandments? (See enrichment activities 1, 2, and 3.) (Help the children understand that the Ten Commandments were part of a more complete spiritual law that God gave Moses.)
  1. Thou shalt have no other gods before me (Exodus 20:3).
  2. Thou shalt not make unto thee any graven image (Exodus 20:4).
  3. Thou shalt not take the name of the Lord thy God in vain (Exodus 20:7).
  4. Remember the sabbath day, to keep it holy (Exodus 20:8).
  5. Honour thy father and thy mother (Exodus 20:12).
  6. Thou shalt not kill (Exodus 20:13).

7. Thou shalt not commit adultery (Exodus 20:14).
  8. Thou shalt not steal (Exodus 20:15).
  9. Thou shalt not bear false witness (Exodus 20:16).
  10. Thou shalt not covet (Exodus 20:17).
- How long was Moses on Mount Sinai? (Exodus 24:18.) What did the children of Israel do because he was gone? (Exodus 32:1–4.) Why do you think they asked Aaron to make the golden calf? Why do you think Aaron agreed to do it?
  - Whom did Aaron blame for his actions? (Exodus 32:22–24.) What should we do instead of blaming others when we do something wrong?
  - Which one of the Ten Commandments were the Israelites breaking in worshipping the golden calf? (Exodus 20:4–5.) What kind of “graven images” or idols do people in our modern world worship? (Point out that some people worship gods made of brass or wood, the way the Israelites worshiped the golden calf. But idol worship can also be more than that. An idol can be anything that becomes so important that it takes an inappropriate amount of our time and thought. It becomes a god to us. Today our false gods can take such forms as money, material possessions, physical appearance, recreation, or idolizing famous athletes, actors, or musicians.)
  - How did Moses react when he saw what the people had done? (Exodus 32:19.) Why did he break the tablets of stone? (He couldn’t share such sacred things with people who were not ready to receive them.) What did the Lord have Moses do after Moses broke the first set of tablets? (Exodus 34:1, 28.) Note: The Joseph Smith Translation of Deuteronomy 10:2 explains that these later tablets had the Ten Commandments written on them, but they no longer contained the “words of the everlasting covenant of the holy priesthood.” Because of their wickedness, the children of Israel lost the opportunity to have the higher spiritual laws.
  - How did Moses show great love for his people even though they had done wrong? (Exodus 32:30–32.) How did the Lord show his love for the Israelites? (Joseph Smith Translation, Exodus 32:14; the Lord promised to spare the Israelites if they would repent of the evil they had done.)
  - How would keeping the Ten Commandments have blessed the children of Israel? How will keeping the Ten Commandments bless us? Why is it so important to obey the commandments? (See enrichment activity 4.)

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## **Enrichment Activities**

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

1. Display the chart of the Ten Commandments with a few of the words covered, and let the children take turns filling in the blanks. (Or you could make copies of this chart, with some of the words missing, for each child and let the children fill in the blanks on their own copies.) They could then take their copies home to remind them to obey the Ten Commandments.
2. Briefly discuss what each commandment means and help the children learn them by playing a game. Give the children each a number or numbers, de-

pending on the class size, from one to ten. Have them learn the commandment that corresponds to their number. Then call out various numbers. When each child's number is called, have him or her say (or read from the chart) that commandment. After several turns give the children new numbers and play again.

3. Notice that all of the Ten Commandments fit under the two great commandments that Jesus Christ gave in Matthew 22:37–40: to love God and to love our neighbors. Write *Love God* and *Love Neighbors* on the chalkboard. Let the children take turns reading each commandment from Exodus 20:3–17 or from the chart. Have them write on the chalkboard a few key words from each commandment under the appropriate heading. Discuss specific ways to live these commandments, and challenge the children to choose one specific way to show love for God and to show love for their neighbors this week.
4. Place the wordstrip “Loss of Freedom—Unhappiness” on one wall of the classroom and the wordstrip “Freedom—Happiness” on the other. Explain that although Satan often makes it look like fun to break the commandments, all the choices we make have consequences. When people follow Satan’s plan, at first it seems to give them more freedom. But as they continue to make wrong choices, the consequences begin to bind them. For example, if people lie and cheat, they are not worthy to be in the presence of God. People who choose to keep the commandments may at first feel restricted. But as they continue to make right choices, their lives begin to open up to greater freedoms. For instance, if young people stay pure and morally clean, later they will have the privilege of going to the holy temple to receive all the blessings of Abraham, Isaac, and Jacob. Have the children choose slips of paper with an action written on each paper, such as “don’t steal,” “control your temper,” “smoke and drink,” “lie,” “stay pure and clean,” and so on.  
  
Depending on what their papers say, have the children stand by the appropriate wordstrip and read the action and tell what the consequence might be and why it brings us happiness and freedom or unhappiness and loss of freedom.
5. Sing or read the words to “Keep the Commandments” (*Children’s Songbook*, p. 146) or “The Commandments” (*Children’s Songbook*, p. 112).

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## Conclusion

Testimony	You may want to bear testimony that because the Lord loves us, he gives us commandments. Obeying these laws brings us happiness. You might share a time when you felt joy and received blessings from keeping a specific commandment.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Exodus 20:1–22 at home as a review of this lesson.  Invite a child to give the closing prayer.



## THE TEN COMMANDMENTS

- 1 Thou shalt have no other gods before me.
- 2 Thou shalt not make unto thee any graven image.
- 3 Thou shalt not take the name of the Lord thy God in vain.
- 4 Remember the sabbath day, to keep it holy.
- 5 Honour thy father and thy mother.
- 6 Thou shalt not kill.
- 7 Thou shalt not commit adultery.
- 8 Thou shalt not steal.
- 9 Thou shalt not bear false witness.
- 10 Thou shalt not covet.

# Israel and the Brass Serpent

Lesson  
**22**

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**Purpose** To encourage the children to be humble and have faith in Jesus Christ.

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**Preparation**

1. Prayerfully study:
  - Numbers 21:4–7—Israel is plagued with fiery serpents (poisonous snakes).
  - Numbers 21:8–9—The Lord tells Moses to make a serpent of brass to heal those who look at it.
  - 1 Nephi 17:40–42—Nephi recalls how the Lord led the Israelites to the promised land, but because of the hardness of their hearts many Israelites died from serpent bites.
  - Alma 33:18–22—The Israelites died because they would not believe they could be healed. We are to look to Christ and believe.
  - Deuteronomy 8:1–2, 4, 7–10—The Israelites are in the wilderness for forty years to learn humility and obedience. The Israelites are to be humble and remember the Lord, who has given them everything.
  - Deuteronomy 8:11–20—The Lord warns Israel not to forget him and boast of their own power.
  - Helaman 8:14–15—As the brass serpent was lifted up on the pole, so Christ also was to be lifted up on the cross. By looking to him we can gain eternal life.
  - John 3:14–15—Any member who believes in Jesus Christ and follows gospel principles will not perish but will gain eternal life.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. A Book of Mormon.
  - c. Pictures 6-25, Moses and the Brass Serpent (62202); 6-26, Jesus Washing the Apostles’ Feet (Gospel Art Picture Kit 226; 62550); 6-27, The Crucifixion (Gospel Art Picture Kit 230; 62505); and 6-28, The Second Coming (Gospel Art Picture Kit 238; 62562).

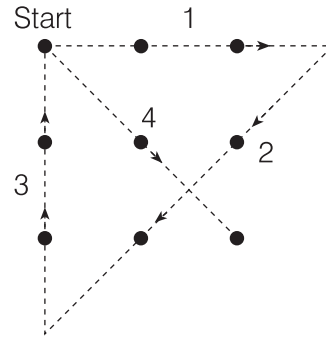
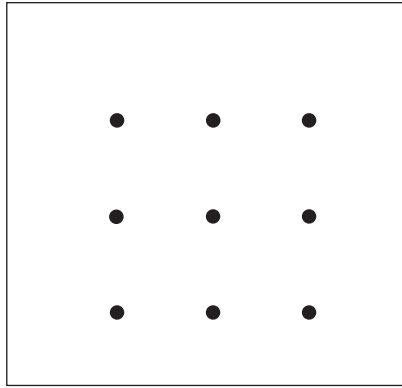
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**Suggested Lesson Development**

Invite a child to give the opening prayer.

**Attention Activity**

Before class teach one of the children how to do the following puzzle. Give each of the children a piece of paper and a pencil. Ask them to draw three even rows of dots with three dots in each row—nine dots in all. Ask the children to start in the upper left corner and draw through all nine dots with four straight lines without lifting their pencils. After the children have attempted to connect the dots, have the child you explained the puzzle to show the other children how it is done by following the accompanying illustration.



Explain that because the children could not figure out the puzzle by themselves, they had to be taught by someone else. We can learn from everyone, and to be willing to learn from others is to be humble. A humble person is not too proud to get help and gain knowledge from others. A humble person is teachable.

Display the picture of Jesus washing the Apostles' feet, and read and discuss the account from John 13:3–5, 8–9, and 12–15. Explain that even though Jesus was the leader and the most important person there, he knelt and washed the feet of the other men. Write the word *Humility* on the chalkboard. Explain that Christ was showing humility as he served his Apostles. A humble person serves others and accepts service from others.

#### Scripture Account

Using the pictures at appropriate times, teach the children the accounts of the Israelites in the wilderness and of the brass serpent from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Explain that looking to the brass serpent to be saved was a symbol of looking to Christ for salvation.

#### Discussion and Application Questions

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

- How long did the Israelites wander in the wilderness? (Deuteronomy 8:2.) Why did the Lord keep the Israelites in the wilderness so long? What was the promised land to be like? (Deuteronomy 8:7–9.) What did the Lord warn the people could happen to them living in such a land? (Deuteronomy 8:11–14, 17–18.) What in this case does it mean to have your heart lifted up? (To be proud and boastful and to take credit for the blessings the Lord has given.) Why do you think the Israelites needed to become more humble? What are the characteristics of a humble person? How can we be humble? (See enrichment activities 1 and 2.)
- Why did the Lord send fiery serpents (poisonous snakes) to bite the Israelites? (Numbers 21:5–6; even though the Lord had provided food for the Israelites, they complained because they had been in the wilderness for so long and were tired of eating manna.) When we are feeling sad about difficult things that happen to us, what can we do to feel better? (Point out that one thing that will help us feel better is remembering how the Lord has blessed us.) What are some of the things the Lord did to bless the Israelites? (Deuteronomy 8:4, 14–16.) How are we blessed?

- What did the Lord tell Moses to do after he prayed about the serpents? (Numbers 21:8–9.) What did the people need to do to be healed? Why did some people still die from snake bites? (1 Nephi 17:41; Alma 33:20; those who died hardened their hearts and did not have faith that such a simple thing would heal them.) What does it mean to have a hard heart? (To be proud instead of humble and to be unwilling to believe in and obey the Lord.)
- The children of Israel were to look to the brass serpent to be healed. What did the brass serpent represent? (John 3:14–15.) How was Christ lifted up? (Christ was raised up on the cross and crucified that we may be saved.) How can we look to Christ to be saved spiritually? (Learn of him through prayer, scripture study, and the teachings of Church leaders and parents; have faith in him; repent; be baptized; obey his commandments; and be humble.)
- What are some things Jesus has done that show his humility? (He washed the feet of his disciples; he was baptized, even though he had not sinned; he had love and compassion for everyone, including sinners; he gave credit to Heavenly Father for all the good things he did; he forgave his enemies; and he suffered for our sins and died for us.)
- What are some of the blessings promised to the humble? (See enrichment activity 3.) How can a person who has been given many things, such as wealth or beauty or talents, be humble? (See enrichment activity 4.) What does it mean to be teachable?

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### Enrichment Activities

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

1. As you read the following words at random, ask the children to put their thumbs up if the word describes someone who is humble and their thumbs down if the word describes someone who is not humble.

Humble:	Not Humble:
teachable	proud
confident	self-righteous
thoughtful	snobbish
helpful	boastful
respectful	vain
patient	conceited
understanding	critical
grateful	hard-hearted
obedient	unchanging
gentle	selfish

2. Have the children act out or discuss some of the following situations and then determine who is humble in each situation:
  - a. A person who talks during an entire meal, not giving others a chance to talk.
  - b. A brother who says to his younger sister, “That’s a good idea; I wouldn’t have thought of that.”
  - c. A person who says, “Okay, I need help; it’s harder to pound nails straight than I thought it would be.”



- d. A person who insists that his room is clean and who refuses to clean it even after his parents tell him that they have noticed dust and dirt.
  - e. A person who loses a tennis match and honestly says to the winner, "Thanks for the game. You are a good player."
  - f. A person in school who thinks, "I don't need to listen; I already know all this stuff."
  - g. A sister who helps a younger brother play a simple game, even though she would rather play something else.
  - h. A Primary teacher who says, "I don't know the answer to that question; I'll have to study more and pray for understanding."
  - i. A person who brags about her possessions and refuses to play with children who do not dress as nicely as she does.
  - j. A person who takes credit for everything good that happens to him.
  - k. A person who, when asked to give a talk, says, "Yes, I'll do it. It is hard for me, but I'll prepare and do my best."
3. To help the children understand some of the blessings Heavenly Father has promised those who are humble, have them match the following promises and scripture references. Assign each class member a scripture, and have the children read their assigned scriptures silently. Then read aloud the promises in the column on the right and match the promise with its verse.

Scriptures:

Promises to the Humble:

- |                      |   |
|----------------------|---|
| a. 2 Chronicles 7:14 | If we turn away from sin, God will hear our prayers and forgive our sins. |
| b. Matthew 18:4      | We can be great in the kingdom of heaven.                                 |
| c. D&C 1:28          | We can be made strong and receive knowledge.                              |
| d. D&C 112:10        | The Lord will guide us and answer our prayers.                            |

4. Ask the children to each write on a piece of paper a few of their talents. Ask if we can be talented and humble at the same time. Explain that each of us has been given talents to develop. Some people want to take credit for their talents, thinking that they did all the work to develop them. Other people belittle themselves, saying they have no talents. True humility is not to belittle or make light of our abilities. It is seeing ourselves as God sees us and recognizing that, as children of God, he has given us all that we have, and that each of us has been blessed with many talents.

Before class make the following wordstrips:

I have no gifts or talents.

My talents come from my own efforts and are not a gift from Heavenly Father.

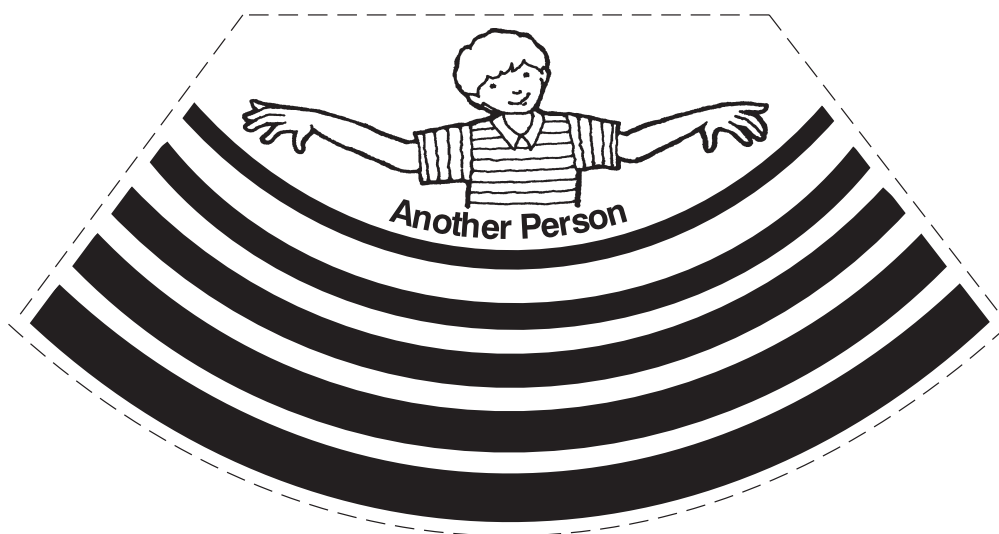
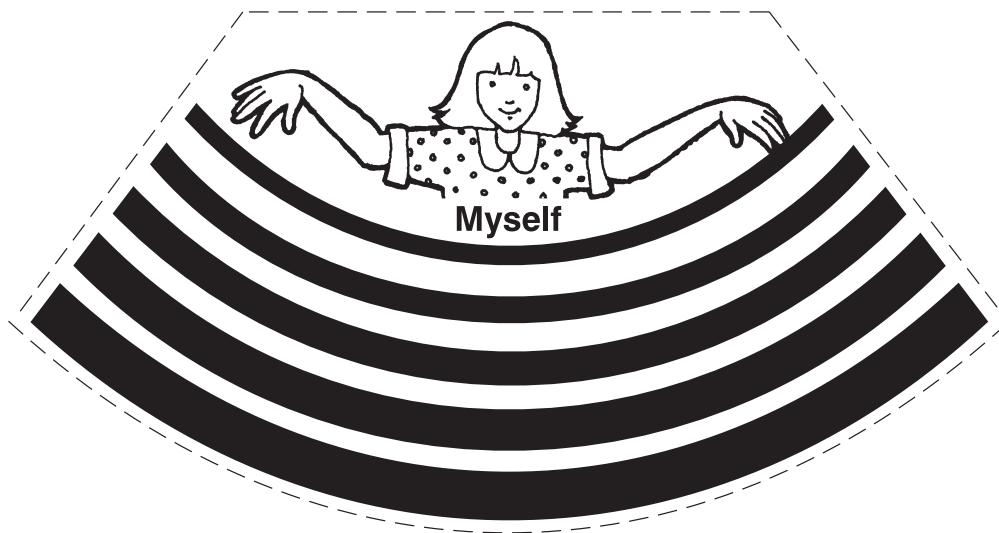
I know that Heavenly Father gave me my talents, and I need his help to develop them.

Write each of the following words on separate pieces of paper:

<i>Humble</i>	<i>Fearful</i>	<i>Snobbish</i>
<i>Grateful</i>	<i>Discouraged</i>	<i>Bragging</i>
<i>Ungrateful</i>	<i>Selfish</i>	<i>Truthful</i>

Place the papers, with the words facing down, in three columns on the floor. Let the children take turns tossing a beanbag onto one of the papers. Then decide together which attitude each word best describes and why.

5. A humble person is not jealous of another's accomplishments and talents but rejoices in the successes of others. Make a copy of the following figures and cut them out. Place the figure titled "Myself" on the floor; then put the figure titled "Another Person" directly below it. Ask which figure is larger. Reverse the positions of the figures and ask which one looks larger. Then hold the figures side by side to show that they are actually the same size. Point out that no person is more important than another person, even when it may appear that he or she is. Help the children understand that we are all sons and daughters of God and are all equally important.



Read and discuss the following quotation from President Gordon B. Hinckley, fifteenth President of the Church:

“There is something of divinity within each of you. . . . Every one of you was endowed by your Father in Heaven with a tremendous capacity to do good in the world. . . .

“Some of you may feel that you are not as attractive . . . as you would like to be. Rise above any such feelings. . . .

“You need never feel inferior. You need never feel that you were born without talents or without opportunities to give them expression. Cultivate whatever talents you have, and they will grow. . . .

“In summary, try a little harder to measure up to the divine within each of you” (“The Light within You,” *Ensign*, May 1995, p. 99).

6. Display a picture of Jesus Christ. On the chalkboard write *Christ's Example* and *Christ's Atonement*. Explain that we look to the life and example of Jesus to know how to live. We look to his Atonement so we can be forgiven of our sins. Looking to Christ will help us find happiness and eternal life. Have the children share some examples from the Savior's life that we can follow. Ask the children what we need to do to be forgiven of our sins.
7. Sing or read the words to “Beautiful Savior” (*Children's Songbook*, p. 62) or “Be Thou Humble” (*Hymns*, no. 130).

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## Conclusion

Testimony	Express your feelings of the importance of being humble and looking to Jesus Christ in faith so that we can have eternal life. Bear testimony that Heavenly Father has given us everything and encourage the children to be grateful for these blessings.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Numbers 21:6–9, John 3:14–15, and Doctrine and Covenants 112:10 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Joshua Leads Israel

## Lesson 23

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**Purpose** To help the children choose to serve the Lord.

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**Preparation**

1. Prayerfully study:
  - Deuteronomy 34:9—Joshua is ordained by Moses to be the prophet and leader of Israel.
  - Joshua 1:1–3, 5–11—The Lord tells Joshua to take possession of the promised land.
  - Joshua 1:16–18—Joshua is commanded to have courage.
  - Joshua 2:1–24—Joshua sends spies to Jericho, where Rahab protects them. They promise to save Rahab and her household.
  - Joshua 3:6–17; 4:13–18—The Israelites cross the Jordan on dry ground.
  - Joshua 6:1–25—The walls of Jericho fall and the city is destroyed; only Rahab and her household are saved.
  - Joshua 24:14–15, 24, 31—Joshua and his people covenant to serve the Lord.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. A Book of Mormon.
  - c. A blindfold.
  - d. Pictures 6-29, Joshua Taking Jericho, and 6-30, Moses Ordaining Joshua.

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### **Suggested**

### **Lesson**

### **Development**

Invite a child to give the opening prayer.

### Attention Activity

Tell the children of a group of people who went on a tour of a dimly lit cave. When the people were deep in the heart of the cave, the lights were turned off. The guide told them not to panic; he was just demonstrating total darkness. Before the guide turned the lights back on, he asked the people to point in the direction they would go to leave the cave and keep pointing until they could see again. When the lights were turned back on, everyone was pointing in a different direction. They had lost their way in the dark.

Ask for a volunteer to be blindfolded so you can demonstrate how easy it is to lose our way in the dark (have the child close his or her eyes to block out any light that might get through the blindfold). Ask the children to be very quiet. Turn the blindfolded child around several times, and walk him or her around the room a few steps. Before you remove the blindfold, have the child try to point to his or her chair.

Ask the children if they would like to live in total darkness. Explain that the kind of light you have been talking about during this activity is physical light, but even more important is spiritual light. Have the children read John 8:12 and 1 Nephi 12:17. Explain that if we choose to follow Jesus, we will live in the light, but if we choose to follow Satan, we will be in spiritual darkness. Ask the children to listen to the account of Joshua to see whom he chose to follow.

#### Scripture Account

Teach the children the account of Joshua leading the children of Israel into the promised land as found in the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Use the pictures at appropriate times.

#### Discussion and Application Questions

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

- What did the Lord promise Joshua as Joshua prepared to enter the promised land? (Joshua 1:5.) What was Joshua to do to receive help from the Lord? (Joshua 1:7–8; explain that the book of the law is the scriptures.) What was Joshua told to do with the scriptures? (Joshua 1:8.) How does this counsel apply to us today?
- Before the children of Israel entered the promised land, Joshua was asked to be strong and courageous four times (see Joshua 1:6–7, 9, 18). Why do you think he would need to be strong and have courage at that particular time? Why do we need to be spiritually strong and courageous today?
- How did Rahab help the two spies who were sent by Joshua? (Joshua 2:4–6, 15–16.) What favor did Rahab ask of the spies? (Joshua 2:12–13.) What did Rahab say that showed she believed in the God of Israel? (Joshua 2:11.) Point out to the children that Rahab joined the Israelites after Jericho was destroyed. Both Paul and James wrote about her (see Hebrews 11:31; James 2:24–25).
- What did the Lord do to show the children of Israel that he was with Joshua just as he had been with Moses? (Joshua 3:7–8, 15–17; explain that the ark of the covenant was a portable altar that contained sacred writings, including Moses’ writings and the tablets containing the Ten Commandments.) Why is it important for us to follow the living prophet?
- What did the priests have to do before the waters of the Jordan parted? (Joshua 3:13, 15–17.) How do you think the priests felt walking toward the overflowing river carrying the ark of the covenant? How can we follow the example of the priests in our lives? Help the children understand that sometimes we must obey even when it looks as though we are not being blessed. The blessings come after the test of our faith and obedience.
- How did the Israelites take control of Jericho? (Joshua 6:11–16, 20; see enrichment activity 1.) How do you think the people of Jericho felt as they watched the Israelites march around their city day after day? Emphasize that the walls of the city fell because of the power of the Lord and the faith and obedience of the Israelites. What do you think would have happened if the Israelites had not chosen to do things the Lord’s way?
- What did Joshua do before he asked the people to choose whom they would serve? (Explain that as the prophet he set an example for the children of Israel

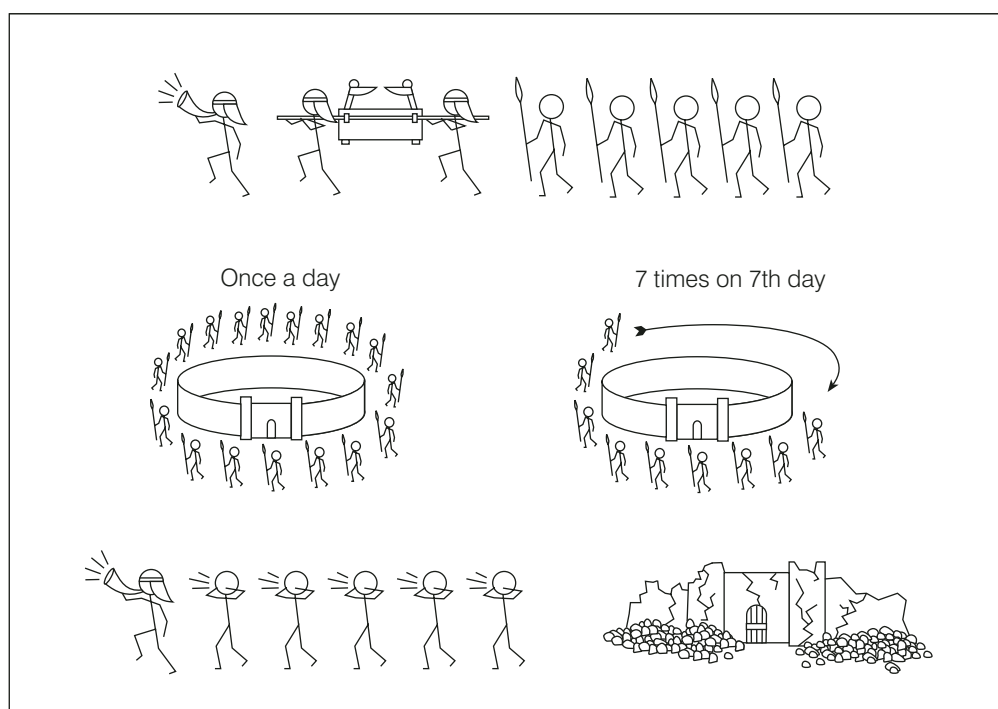
to follow.) When Joshua asked the children of Israel to choose whom they would serve, what was their choice? (Joshua 24:15, 24, 31.) How can we serve the Lord? (By having faith in our Church leaders and following their words.) President Spencer W. Kimball said, “Loyalty to the Lord also includes loyalty to those leaders he has chosen” (“Give the Lord Your Loyalty,” *Ensign*, Mar. 1980, p. 4). Why can’t we serve the Lord and Satan at the same time? (See enrichment activity 2.)

- Why is it important that we make a choice now to follow the Lord? (See enrichment activity 3.)

## Enrichment Activities

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

1. Draw simple figures, similar to the following, on the chalkboard to illustrate the events of the Israelites taking the city of Jericho as you tell the story:



2. Without the other children hearing your instructions, ask two children to pantomime movers lifting a very large, heavy object. Have the two children stand three feet (one meter) apart facing each other. They then should pretend to lift the object, try to simultaneously move it toward each other, but be unable to make any progress forward or backward. As the children are pantomiming, tell the class that two movers struggled for several minutes one day trying to move a heavy object through a doorway. Finally, exhausted, the movers gave up. One mover said, “I’ve used all my energy, but I don’t think I’ll ever be able to get this thing inside the door.” “Inside the door?” said the other. “I thought we were trying to move it out the door!”

Explain that it is impossible to go two directions at the same time. We have to choose which direction to go. Ask the children why it is not possible to follow both Jesus and Satan at the same time. (See Matthew 6:24; Alma 5:38–40.)

3. Help the children memorize the following scripture: "Choose you this day whom ye will serve; . . . but as for me and my house, we will serve the Lord" (Joshua 24:15).
4. Before class make a copy of the following wordstrips and tape them under the children's chairs:

The Holy Ghost stays with us.
The Holy Ghost leaves us.
We gain faith.
We lose faith.
We are more able to resist temptation.
We are less able to resist temptation.
We gain spiritual blessings.
We lose spiritual blessings.
We find happiness.
We find misery.

Write the following headings on a chart or chalkboard:

*Results of Following Jesus Christ*  
*Results of Following Satan*

Have the children find the wordstrips and put them under the correct heading. Explain that if we choose to serve the Lord now, we can avoid much pain and sorrow and we receive greater happiness. A latter-day prophet has told us that Satan loves it when we are discouraged and hesitant to make decisions because it is easier for him to tempt us. The prophet said, "If you have not done so yet, decide to decide!" (Spencer W. Kimball, in Conference Report, Apr. 1976, p. 70; or *Ensign*, May 1976, p. 46).

5. Discuss and memorize the eleventh article of faith. Point out that Heavenly Father gives us our agency in everything, including the choice of whom we will worship. We know that all of the Lord's children can worship as they please, but through the scriptures and our prophets, we know that the right choice is to worship God.
6. Sing or read the words to "Can a Little Child like Me?" (*Children's Songbook*, p. 9), "Seek the Lord Early" (*Children's Songbook*, p. 108), or "Choose the Right Way" (*Children's Songbook*, p. 160).

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**Conclusion**

Testimony	You may want to testify that only as we serve the Lord will we find true and eternal happiness. Repeat as a class the following in unison: “Choose you this day whom ye will serve; . . . but as for me and my house, we will serve the Lord” (Joshua 24:15).
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Joshua 3:13–17, 6:1–5, and 24:15 at home as a review of this lesson.  Invite a child to give the closing prayer.



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**Purpose**

To teach the children the value of trusting in the Lord.

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**Preparation**

1. Prayerfully study:
    - Judges 6:1–16—Gideon is called to deliver the Israelites from bondage.
    - Judges 6:25–32—Gideon destroys the altar of Baal.
    - Judges 6:33–40—The Lord gives Gideon a sign.
    - Judges 7:1–8—Gideon’s army is reduced to 300 men.
    - Judges 7:9–23; 8:4, 11–12—The Israelites defeat the Midianites.
    - Judges 8:22–23—Gideon refuses to be king.
  2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
  3. Write several questions, such as the following, on separate slips of paper (see the attention activity):
    - My little sister scribbled on my book. What should I do?
    - How can I show respect to my parents?
    - Why should I help keep our home clean?
    - Should I trust my friend if he has lied to me before?
  4. Materials needed:
    - a. A Bible for each child.
    - b. Picture 6-31, Gideon Defeats the Midianites.
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**Suggested**

**Lesson**

**Development**

Invite a child to give the opening prayer.

Attention Activity

Have a child sit on a chair in front of the class. Explain that he or she will be the judge. Give each of the other children a question (see the “Preparation” section) to ask the judge. Have the judge answer each question.

Explain that after Joshua there was no one leader over Israel. Instead, judges gave advice, made decisions, and served as military leaders. These judges were successful only as they relied on the Lord for guidance.

Scripture Account

Teach the children about Gideon, one of the judges of Israel, from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Explain that the Midianites, Amalekites, and other groups of people mentioned in the scriptures lived in or near Canaan and considered the Israelites their enemies. Use the picture at an appropriate time.

Discussion and  
Application  
Questions

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

- What did the Midianites and other groups do to the Israelites? (Judges 6:3–6.) Why didn't the Lord help Israel with these problems? (Judges 6:1, 8–10.) What are some other reasons why the Lord might not take away our problems? (See enrichment activity 4.)
- When the angel came to Gideon, what did Gideon ask? (Judges 6:12–13.) How did the Israelites' trials help them turn to the Lord? (Judges 6:6.)
- Who did the Lord say would save Israel from the Midianites? (Judges 6:14, 16.) How did Gideon react when the angel of the Lord told him that he would save Israel? (Judges 6:15.) Who else have we studied this year who felt as Gideon did? Remind the children of the stories of Enoch (Moses 6:31) and Moses (Exodus 3:11; 4:10). What qualities did Gideon have that would help him fulfill this calling? (Judges 6:12; also, he lived his life so he could receive the guidance and direction of the Lord.)
- What did the Lord tell Gideon to do to the altar of Baal that his father had built and the grove that was by it? (Judges 6:25–26; explain that Gideon's father and others worshiped false gods and were sinning when they used the altar of Baal and the grove.)
- What did Joash say to the men who wanted to kill his son Gideon? (Judges 6:31; explain that although Joash had worshiped Baal, he realized that if Baal were a real god, he would have the power to defend his altar.)
- What did Gideon ask the Lord to do to the fleece of wool so he would know the Lord would be with him? (Judges 6:37–40; explain that Gideon was not seeking a sign to know if Heavenly Father was the one true God; he needed to be assured that the Lord would be with him in battle.) Why do you think Gideon reversed the conditions of the sign the second night? (So he could know that it was truly an act of God and not a natural event or chance.)
- Out of an army of 32,000 men that had come together to fight the Midianites, the Lord wanted only 300 to fight the battle. How was Gideon to reduce the number of his army? (Judges 7:3, 5–7.) Why did the Lord want only 300 men? (Judges 7:2; explain that *vaunt* means to boast or brag. The Lord wanted the Israelites to trust in him, not in their own strength.) How might Gideon's faith have been tested by this? How might you have felt if you had been left in Gideon's situation with such a small army?
- How did the Lord's instructions help the Israelites defeat the Midianites? (Judges 7:20–22; the Midianites became confused and killed one another in the darkness.) Point out that because Gideon's men carefully followed his instructions and Gideon followed the Lord's instructions exactly, they were successful. (See enrichment activity 3.) How are we blessed by obeying Heavenly Father's commandments?
- When the men of Israel wanted to make Gideon a king, whom did Gideon say should rule them? (Judges 8:23.) Whom should we follow? Who leads the Church today? Explain that we have a prophet and other leaders chosen by God to teach us, but Jesus Christ is the head of the Church.

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## Enrichment Activities

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

1. Discuss the following statement with the children:

“We can take strength from the example of Gideon. You will remember how Gideon and his army faced the overwhelming strength of forces vastly superior in equipment and in number. . . . The outcome of that mighty battle is recorded in one short sentence: ‘And they stood every man in his place . . .’ (Judges 7:21), and the victory was won.

“Today, we are encamped against the greatest array of sin, vice, and evil ever assembled before our eyes. Such formidable enemies may cause lesser hearts to shrink or shun the fight. But the battle plan whereby we fight to save the souls of men is not our own. It was provided . . . by the inspiration and revelation of the Lord. . . . I pray that each of us will stand in his or her appointed place, that the battle for the souls of men will indeed be won” (Thomas S. Monson, “Correlation Brings Blessings,” *Relief Society Magazine*, Apr. 1967, pp. 246–47).

Think of several challenges facing the children in your class that could be considered some of the battles of life. (For example: You are tempted to smoke a cigarette, or your favorite team is on television at the same time you should be in church.) Toss a beanbag to one of the children. Describe one of the battles of life. Have that child tell what the Lord’s battle plan would be and then toss the beanbag back to the teacher. Continue until each child has had a turn. Encourage the children to follow the Lord’s plan in deciding how to handle such situations.

2. On large pieces of paper write one word on each sheet of paper from the following quotation: “And they stood every man in his place” (Judges 7:21).

Hand the papers out to the children in random order. Have them stand so that the message can be read correctly. (You may need to give some of the children two papers that belong side by side if your class is small.) Emphasize the importance of each person standing in the right place, just as Gideon’s men did, in order to accomplish what the Lord wanted them to do.

Talk about times when we stand in the right place, such as attending church each week, not being in places of temptation, and so forth.

3. Have the children stand while you give them instructions such as turn around, raise your right hand, and so forth. Have the children list some of the specific instructions Gideon was given (see Judges 6:25–26 and 7:3–6). Explain that because Gideon followed these instructions exactly, he and his army were successful. Point out that sometimes we are asked to do things that may not seem important or even make sense to us at the time. If we are given specific directions by Church leaders or parents acting in righteousness, we need to be obedient and have faith that what we are asked to do is important and right.

You may wish to choose a child who obeyed your directions exactly to be the leader next and do the activity again.

4. Have the children name reasons why the Lord would give us trials (for example, dealing with them helps us become stronger and more valiant, they humble

us so we will turn to God, they are a natural part of mortal life, they are the consequences of sin or bad decisions, and so forth). Share an appropriate personal experience when you have grown by overcoming a trial. Explain that the Lord might not take away our problems, but if we trust in him, he will bless us with comfort and strength.

5. Sing or read the words to “I Want to Live the Gospel” (*Children’s Songbook*, p. 148) or “Keep the Commandments” (*Children’s Songbook*, p. 146).

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## Conclusion

Testimony	You may want to bear your testimony of the importance of trusting the Lord and his chosen servants. Encourage the children to listen to the prophet and other Church leaders and to obey the commandments carefully as Gideon did.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Judges 6:12–16 and 7:15–22 at home as a review of this lesson.  Invite a child to give the closing prayer.

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**Purpose** To teach the children that by keeping our covenants, we will develop spiritual strength.

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**Preparation**

1. Prayerfully study:
  - Judges 13:1–5, 24—Manoah’s wife is promised a son who will begin to deliver Israel from bondage. Samson is born.
  - Judges 14:5–6—Samson slays a lion with his bare hands.
  - Judges 15:3–8, 11–15, 20—Samson burns the corn of the Philistines and slays a thousand Philistines with the jawbone of an ass.
  - Judges 16:2–3—Samson carries away the doors of the city gates.
  - Judges 16:4–20—Samson is betrayed by Delilah and loses his strength.
  - Judges 16:21–31—Samson is blinded and put in prison. He destroys a building, killing himself and 3,000 others.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. A large stick (optional).
  - c. Picture 6-32, Samson Pulls Down Pillars.

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**Suggested Lesson Development**

Invite a child to give the opening prayer.

**Attention Activity**

Ask for a volunteer to demonstrate how to flex his or her arm muscles. Let the whole class try it to see if they can feel their own muscles. You may want to let two children arm wrestle or pull sticks (a game Joseph Smith enjoyed). To pull sticks, have two boys sit on the floor facing each other, legs extended, knees bent, and the soles of their feet touching. Have each boy grasp the same large stick and try to pull the other up until he is standing on his feet.

- How do muscles help us? Discuss what happens when we exercise our muscles and what happens when we do not use them. Help the children realize that exercise helps us develop strong muscles.
- Explain that our spirits also need to grow stronger. How can we become stronger spiritually? (By keeping our baptismal covenants, obeying our parents, praying, attending church, reading the scriptures, and so on.)
- Why is it important to become spiritually strong? (So we can avoid temptation, be guided in our decisions by the Holy Ghost, and know good from evil.)

Help the children understand that we need to develop spiritual strength just as we need to develop physical strength.

Scripture Account Using the picture at an appropriate time, teach the children the account of Samson from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Use the following guidelines and information when discussing Samson:

- Samson was called by the Lord to help free the Israelites from the Philistines.
- Samson’s mission would require physical strength. The Lord made a covenant with Samson that as long as he obeyed the Lord, he would be physically strong. Samson’s long hair (see Judges 13:5) was a sign of this covenant.
- Emphasize the times Samson was allowed to use his physical strength against the Philistines rather than discuss in detail his private life.
- Samson served as a judge in Israel for twenty years.
- When Samson kept his covenants he was blessed with the ability to help his people, but when he broke his covenants he lost both his spiritual and physical strength.

Discussion and Application Questions

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

- Why were the Philistines able to defeat the children of Israel? (Judges 13:1; point out that the Israelites had become spiritually weak.)
- What message did an angel of the Lord give to Manoah’s wife? (Judges 13:3–5.) What did the angel say her son would be called to do? You may want to explain that Nazarites made a covenant to separate themselves from the things of the world and become holy unto the Lord. As part of this covenant, each Nazarite made a vow not to drink alcoholic drinks or cut his hair (see Numbers 6:2–6, 8; “Nazarite” in the LDS Bible Dictionary [p. 737]).
- When Manoah heard what the angel told his wife, what did he do that showed he had spiritual strength? (Judges 13:8.) How can prayer help us develop greater spiritual strength?
- Samson was able to use his physical strength many times to protect himself and to fight against the Philistines. Where did Samson get this physical strength? (Judges 14:5–6; 15:13–14.) Help the children understand that the Lord blessed Samson with physical strength to accomplish his mission. When Samson kept his covenants and was strong spiritually, he was blessed with this physical strength. How are we blessed when we keep our covenants and are spiritually strong? (See enrichment activity 4.)
- What did the Philistines offer Delilah if she would help them capture Samson? (Judges 16:4–5.) Why do you think people are sometimes tempted to do wrong for money? How can we avoid being tempted by riches?
- Why did Samson finally give in and tell Delilah the secret of his strength? (Judges 16:16.) Why did Samson lose his strength? (Judges 16:19–20.) Help the children understand that Samson’s strength was not actually in his hair. His hair was a sign of his covenant with the Lord. When Samson broke his covenant by sinning, the Lord took away his physical strength. (See “Samson” in the LDS Bible Dictionary [p. 768].)

- What did the Philistines do to Samson after they captured him? (Judges 16:21.) Later, when they brought him out of prison for their own amusement and ridicule, what did Samson pray for? (Judges 16:28.)
- Which kind of strength is more important, physical or spiritual? Why? Help the children understand that it is good to be strong physically, but it is much more important to be strong spiritually. Point out that some people are unable to develop physical strength, but anyone who tries can develop spiritual strength by keeping covenants and obeying commandments.
- What happens when people become spiritually weak? (They give in to temptations, they sin, they lose the guidance of the Holy Ghost, and they lose the ability to fulfill their callings and bless others.)
- How can we develop the spiritual strength we need to live the way Heavenly Father and Jesus Christ want us to live? (See enrichment activity 1.)

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### **Enrichment Activities**

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

1. Have the children take turns naming something they can do to become stronger spiritually, such as attend church, do something nice for someone, pray daily, be a peacemaker at home, read the scriptures, and so on. Write their answers on the chalkboard. When they have named all they can, give the children each a pencil and a piece of paper with the heading “I can be stronger spiritually by:” and have them write down one or more “spiritual muscles” they would like to “exercise,” or ideas they would like to work on, during the coming week. Encourage them to put the paper where they will be able to see it often.
2. Using the ideas listed in enrichment activity 1, let the children take turns choosing one and either pantomiming it or drawing it on the chalkboard and having the others guess which idea they are illustrating.
3. Remind the children that Samson made a covenant with the Lord but did not keep it.
  - What covenants did you make with Heavenly Father and Jesus Christ when you were baptized? (See Mosiah 18:8–10.) Discuss how keeping these covenants will help us be spiritually strong. You might want to point out that the children will also make covenants when they go to the temple, that making and keeping these covenants provide great spiritual strength in our lives, and that the children can prepare now for this great blessing by keeping the covenants they have already made.
4. Before class identify a strength you have observed in each child. Write a note to each one telling of this strength, such as, “Dear \_\_\_\_\_, you are strong in coming to Primary each week.” Some other ideas might include:
  - Being kind to others
  - Sharing your testimony
  - Helping your parents
  - Being a peacemaker
  - Being a good friend
  - Reading the scriptures

Point out that we all have different kinds of strengths. Heavenly Father needs us to use these strengths to serve him and to serve others. Read aloud each note you have prepared, without reading the names, and then give them to the children. Help the children realize that these are only some of the many strengths Heavenly Father has blessed them with. Give the children an opportunity to mention other strengths they have observed in class members. Encourage them to develop these and other strengths during the coming week.

5. Pass out pictures of Adam and Eve, Noah, Abraham, Rebekah, and so on, and have the children tell how these people were spiritually strong.
6. With the approval of the Primary president, invite a ward or branch member to share an experience with the class that helped him or her develop spiritual strength. (Be sure to give the visitor a time limit.)
7. Sing or read the words to “I Want to Live the Gospel” (*Children’s Songbook*, p. 148) or “I Will Be Valiant” (*Children’s Songbook*, p. 162).

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## Conclusion

Testimony	Share your feelings about the importance of developing spiritual strength and living so that we can someday return to be with Heavenly Father and Jesus Christ.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Judges 13:1–5, 24; 15:20; and 16:25–30 at home as a review of this lesson.  Invite a child to give the closing prayer.



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**Purpose** To help the children have the desire to follow the example of righteous people and to be good examples themselves.

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**Preparation**

1. Prayerfully study:
  - Ruth 1:1–5—Naomi and her family move to Moab. Her husband and sons die.
  - Ruth 1:6–22—Ruth stays with Naomi when Naomi returns to Bethlehem.
  - Ruth 2—Ruth gleans in the fields of Boaz.
  - Ruth 4:9–17—Boaz marries Ruth and they have a son named Obed.
2. Additional reading:
  - John 7:42—Christ was to be a descendant of David and be born in Bethlehem.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible for each child.
  - b. Several large paper footprints. Before class arrange these footprints so they lead from the door of the classroom, around part of the room, and then to where the children will be sitting.
  - c. Picture 6-33, Ruth Gleans in the Fields of Boaz.

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**Suggested Lesson Development**

As the children enter the room, direct them to walk on the footprints you have placed on the floor around to where they can find a seat.

Invite a child to give the opening prayer.

Attention Activity

- What did you walk on as you came into class?

Explain that we all leave footprints as we travel through life. Sometimes we follow in someone else’s footsteps and try to do as they do. But others are watching us, and they may try to follow in our footsteps. Everything we do leaves an impression on someone, just as our step would leave a footprint in soft ground. When we do something good, we set a good example for others; when we do something wrong, we set a bad example.

Tell the children that they are going to learn about two women who knew the importance of both following and being good examples.

Scripture Account Using the picture at an appropriate time, teach the children the account of Ruth and Naomi from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

Discussion and  
Application  
Questions

Help the children understand that Ruth followed the good example of Naomi, and then she set a good example herself that others could follow.

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

- Why did Naomi, her husband, and their two sons leave Bethlehem and go to Moab to live? (Ruth 1:1.) What happened while they were there? (Ruth 1:3–5.)
- When the famine was over and Naomi decided to go back to Bethlehem, who started the trip with her? (Ruth 1:7.) Why did Naomi ask her daughters-in-law to leave her and go back to their mothers? (Ruth 1:8–13.)
- How did the two young women respond to Naomi's request? (Ruth 1:14–17.) Why do you think Ruth chose to stay with Naomi? Explain that Naomi was of the house of Israel and understood the gospel. Ruth was from Moab, where they did not worship Heavenly Father. Ruth was not only showing love for her mother-in-law, she was accepting the gospel of Jesus Christ. She wanted to follow Naomi's good example and worship Heavenly Father as Naomi did. Whose good example do you try to follow? How do they set a good example for you? (See enrichment activity 1.)
- What did Ruth volunteer to do so that she and Naomi would have food to eat? (Ruth 2:2.) Explain that *glean* means to go into the fields after the grain has been harvested and pick up what is left.
- Whose field did Ruth glean in? (Ruth 2:3.) Who was Boaz? (Ruth 2:1, 3.) How did Boaz help Ruth when he first met her? (Ruth 2:15–16.) Why did he do this for her? (Ruth 2:11–12; explain that Ruth's example of taking care of Naomi made Boaz realize that Ruth was a very good person.)
- Why did Boaz feel even more of a responsibility to help Ruth? (Ruth 3:11–13.) Whom do you have a responsibility to help? How can you help your parents, brothers, and sisters? How can you help grandparents, aunts, uncles, and cousins?
- What kind of example did Ruth set for others? (See enrichment activity 4.) How can you be a good example to others? (See enrichment activity 2.)
- Whom did Ruth marry? (Ruth 4:13. Help the children understand the information in chapter 4 by explaining the marriage customs in Israel. Because Ruth's husband had died, the closest male relation in the family was expected to marry her so she could have children. Boaz was not Ruth's nearest male relation. Her nearest kinsman said he did not want to marry Ruth, but Boaz wanted to because he knew she was a good, kind, caring woman.) What was the name of their first son? (Ruth 4:17.) Who was Obed's grandson? Point out that Ruth's great-grandson was David, the boy who fought Goliath and who later became king of Israel, and that David was an ancestor of Jesus Christ (see John 7:42).

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**Enrichment  
Activities**

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

1. Have the children think of righteous people who have been good examples to them. Ask them to identify outstanding traits of these people and write these traits on the footprints used in the attention activity. You may want to put the footprints back down on the floor so the children can take turns following the footsteps. Say the trait written on each footprint as each child steps on it.
2. Give the children each a piece of paper and a pencil and have them trace their own footprint. Have them name traits they would like to develop so they can set good examples for others. Write these traits on the chalkboard. Have them choose one, or more, they want to work on and write it on their footprint.
3. Who set a perfect example for us? If available, show pictures of Jesus Christ helping others and discuss how we can follow his example. Or invite the children to each choose an incident from the Savior's life and talk about what we can learn from it that will help us set good examples for others.
4. Assign each of the following scriptures to one or more children to look up:

Ruth 1:8  
 Ruth 1:16  
 Ruth 2:2

Then read the following statements about Ruth, one at a time, and let a child read the scripture it applies to:

Ruth was kind. (1:8)  
 Ruth was loyal. (1:16)  
 Ruth wanted to worship Heavenly Father. (1:16)  
 Ruth worked hard. (2:2)

Discuss how Ruth can be an example for us. Help the children decide which traits of Ruth they want to develop.

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

## Conclusion

Testimony	Express your love for the Savior and your gratitude for the perfect example he set for us to follow. Express to the children your desire to be a good example for them in all you do and your hope that they too will be good examples. Testify of the importance of their choosing good examples to follow.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study Ruth 1:16–17, 2:1–18, and 4:13–17 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Samuel, the Boy Prophet

## Lesson 27

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**Purpose** To encourage the children to listen for the promptings of the Holy Ghost.

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**Preparation**

1. Prayerfully study:
  - 1 Samuel 1:1–5, 9–11—Hannah and Elkanah have no children. Hannah prays for a son and promises him to the Lord.
  - 1 Samuel 1:17–28—Eli tells Hannah her prayer will be answered. Samuel is born, and Hannah fulfills her promise by bringing him to the temple.
  - 1 Samuel 2:18–21, 26—The child Samuel ministers at the temple. Eli blesses Samuel’s parents for letting him serve the Lord.
  - 1 Samuel 3:1–10, 19–20—The Lord calls to the child Samuel.
  - Revelation 3:20—Christ stands at the door, but we must listen for his voice.
  - Amos 3:7—The Lord speaks to Church members through his prophets.
2. Additional reading:
  - Moroni 7:13–17—The Spirit of Christ helps us know good from evil.
  - Doctrine and Covenants 6:23, 8:2—Peace is spoken to the mind as a witness from God. The Holy Ghost speaks to our minds and hearts.
  - Doctrine and Covenants 9:8–9—Study it out in your mind; then ask for spiritual confirmation.
  - Alma 32:23—Little children are given words from God.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. A Bible for each child.
  - b. A Book of Mormon and a Doctrine and Covenants.
  - c. Pictures 6-34, Hannah Presenting Samuel to Eli at the Temple; 6-35, Boy Samuel Called by the Lord (Gospel Art Picture Kit 111; 62498); and 6-36, Jesus at the Door (Gospel Art Picture Kit 237; 62170).

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### Suggested

### Lesson

### Development

Invite a child to give the opening prayer.

### Attention Activity

After the children have entered the classroom, choose a child to go outside and knock at the door. Have another class member let the child in; then show the picture Jesus at the Door. Read and discuss Revelation 3:20. Let the children discuss why the artist painted the outside of the door with no doorknob. (Jesus is waiting to help us, but we must open the door ourselves to invite him in.) Ask the children how they can let the Savior into their lives. Help the children understand that one way the Lord speaks to us is through his Holy Spirit. If we listen to the Holy Ghost, we can receive guidance from Heavenly Father and Jesus

Christ. Tell the class that this lesson is about a young boy who heard the voice of the Lord, listened, and obeyed.

#### Scripture Account

Using the pictures at appropriate times, teach the children the account of Samuel's birth and childhood from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.)

#### Discussion and Application Questions

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

- Hannah traveled every year with her husband, Elkanah, to the temple to offer sacrifices to the Lord. She had no children, and at the temple she wept and prayed fervently for a son. What promise did Hannah make to the Lord as she prayed? (1 Samuel 1:11.) When Hannah left the temple after praying for a child, how did Eli comfort her? (1 Samuel 1:17–18.) How did Hannah keep her promise to the Lord? (1 Samuel 1:24–28.) Why is it important to keep the promises we make?
- What did Hannah bring for Samuel when she and Elkanah came up to the temple every year? (1 Samuel 2:19.) How was Hannah blessed after taking Samuel to be raised in the temple to serve the Lord? (1 Samuel 2:20–21.)
- Who spoke to Samuel in the night? (1 Samuel 3:4.) Whom did Samuel first think was calling him? (1 Samuel 3:5–6, 8.) How did Samuel learn it was the Lord calling? (1 Samuel 3:8–9.)
- How do we receive promptings from the Lord? (Through the Holy Ghost, the scriptures, and the words of Church leaders.) Who helps us recognize what the Lord wants us to do? (The Holy Ghost, our parents, teachers, and Church leaders.) How can we prepare ourselves to receive and understand the influence of the Holy Ghost? (Keep our thoughts and actions pure, keep the commandments, ask Heavenly Father to send the influence of the Holy Ghost, and take time to listen for the Spirit after we pray for guidance. [See enrichment activity 3.])
- When the Lord has a message for the whole Church, how does he send it? (Amos 3:7.) Why do you think the Lord spoke to Samuel, a child? (1 Samuel 3:1.) Elder Harold B. Lee explained that at this time "there was no prophet upon the earth through whom the Lord could reveal his will" (*But Arise and Stand upon Thy Feet*—*And I Will Speak with Thee*, Brigham Young University Speeches of the Year [7 Feb. 1956], p. 2). Because there was no other prophet, the Lord prepared Samuel from the beginning of his life to be His prophet.
- Which other prophets of God were called from boyhood? (Mormon [see Mormon 1:2–5] and the Prophet Joseph Smith.)

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#### Enrichment Activities

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

1. Tell the class of a time when a child (you or someone you know) heard and heeded the promptings of the Holy Ghost. You could tell the following true story:

A young boy was pedaling quickly, making deliveries on his bicycle. Suddenly he had a strong impression to stop. He immediately did so. As he stood with his bike by the side of the road, a car at a crossroad just ahead ran the red light and went through the intersection where the boy would have been had he not obeyed this prompting.

Invite the children to tell of times when they or someone in their families received impressions from the Holy Ghost that guided, warned, or comforted them. Explain that we do not have to hear an actual voice; we may have a strong feeling about something. When this happens, what should we do?

2. Ask the children the following question: When an impression or idea comes, how can we know it is from God? On the chalkboard or a large piece of paper write *From God* and *Not from God*. Then write *Moroni 7:13, 16–17* and *Doctrine and Covenants 6:23; 9:8–9*. Read and discuss the references with the children, and put their ideas under the appropriate heading.

#### FROM GOD

Warm feeling inside  
 You want to do good  
 You want to love and serve God  
 Peace in your mind

#### NOT FROM GOD

Confusion  
 You want to do what is wrong  
 You do not want to follow Jesus  
 You doubt Jesus Christ

3. Assign a child to represent the boy Samuel in the temple. Have another child pretend to be Eli, and choose a third to be the voice of the Lord. (Be careful about whom you ask to represent the Lord, and make sure that the child you choose uses only those words that are recorded in the scriptures.) Let the children act out the account of Samuel hearing the voice of the Lord (see 1 Samuel 3:1–10). Other children in the class could take turns reading the verses or directing the account.
4. Sing or read the words to “The Still Small Voice” (*Children’s Songbook*, p. 106).
5. Show the picture *Jesus at the Door*. Sing or read the words to “Seek the Lord Early” (*Children’s Songbook*, p. 108). Ask the class members to name the ways to seek the Lord mentioned in this song (search the scriptures, pray, obey the prophet, keep the commandments). Tell the children that as they do these things, they are inviting Jesus into their lives. Have the children sing this song with you again.

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## Conclusion

Testimony	Share with the children a time when you felt the Savior’s love or heeded the promptings of the Holy Spirit. Testify that Jesus Christ is our Savior and guide, and that as we live righteously we may hear his voice through the power of the Holy Ghost.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study 1 Samuel 3:1–10, 19–20 at home as a review of this lesson.  Invite a child to give the closing prayer.

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**Purpose** To encourage each child to seek Heavenly Father's help in overcoming obstacles.

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**Preparation**

1. Prayerfully study:
  - 1 Samuel 17:1–11—Israel and the Philistines engage in war. Goliath challenges any Israelite man to personal combat.
  - 1 Samuel 17:12–58—David slays Goliath. Israel defeats the Philistines.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. Three flat rocks (or three pieces of paper) that the children can step on, each labeled with a challenge or difficulty a child might have to face such as, “You get very sick and your illness lasts several days,” “Some of your neighbors are trying drugs, and they are working very hard to get you to try them too,” and “Someone you care very much about dies.”
  - c. Picture 6-37, David Slays Goliath (Gospel Art Picture Kit 112; 62073).

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**Suggested Lesson Development**

**Invite a child to give the opening prayer.**

**Attention Activity** Ask the children if they have ever used stepping-stones to cross a stream or puddle. Have one of the children demonstrate how this is done using the three flat rocks (or pieces of paper) that you have placed on the floor. Discuss how stones can help us, but they can also cause us to stumble and fall if we aren't careful. Have a child read the label by the first rock. Ask the children how that challenge could be a stumbling block. Then ask how the challenge can become a stepping-stone to make them better people.

Continue the discussion with the other two rocks. Help the children understand that the challenges in our lives can be stumbling blocks or stepping-stones depending on how we handle them. If we become unhappy and angry because of the difficulties we face in life, they are stumbling blocks to us. If we handle our difficulties with a positive attitude and learn from them, then we become better people and our challenges are like stepping-stones to us. You may want to have the children take turns using the rocks as stepping-stones. Tell the children that you are going to teach them about a boy named David who turned a difficult challenge into a stepping-stone.

**Scripture Account** Teach the children the account of David slaying Goliath from 1 Samuel 17, using the picture at an appropriate time. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Help the children

Discussion and  
Application  
Questions

understand how David used his challenge as a stepping-stone rather than a stumbling block.

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

- What could the Israelites gain or lose in the fight with Goliath? (1 Samuel 17:8–9; explain that they were fighting to preserve their freedom.)
- Why didn't any of the Israelites want to fight Goliath? (1 Samuel 17:4–7.) Goliath was approximately 9 feet 9 inches tall (3 meters), and it is estimated that his armor weighed 150 pounds (67.5 kilos). (See enrichment activity 1.)
- Why was David at the battlefield? (1 Samuel 17:17–18.) Why was David's oldest brother angry with him when he heard David asking about Goliath? (1 Samuel 17:26–28.) How did David's brother misjudge him? How can we avoid misjudging our brothers or sisters? How can we overcome jealousy of others' strengths or abilities?
- What does David's question, "Is there not a cause?" tell us about him? (1 Samuel 17:29.) Explain that a cause is a situation that can be resolved or made better by people getting involved in a positive way. What was the cause David was referring to? What righteous causes do young members of the Church have today? (Sharing the gospel, obeying the Word of Wisdom, keeping a clean mind, being a good example, giving service to those in need, and so on.)
- What did David tell King Saul to convince him that he could kill Goliath? (1 Samuel 17:34–37.) Whom did David give credit to for delivering him from the bear and lion? (1 Samuel 17:37.) Whom should we give credit to when we succeed in overcoming a stumbling block?
- How did Goliath prepare for the battle? (1 Samuel 17:5–7.) What weapons did David use? (1 Samuel 17:38–40.) What did David have that Goliath did not? (1 Samuel 17:45–47; explain that David's real weapon against Goliath was help from the Lord.) (See enrichment activity 3.) Whom should we depend on when we face challenges? What do we have to do to be worthy of that help? Explain that the Lord helps us if our desires, like David's, are righteous and if it is the Lord's will that what we want to do should be done.
- How did Goliath react when he saw David coming to fight him? (1 Samuel 17:42–44.)
- How did David kill Goliath in spite of all the armor that Goliath was wearing? (1 Samuel 17:45–50.) Explain that while Goliath tried to protect himself physically, David protected himself spiritually. Most of Goliath's body was covered with armor, but since his forehead was unprotected, his physical armor was not enough to save him. What can happen to us if our spiritual armor leaves us unprotected in some area? How can we better protect ourselves spiritually?



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## Enrichment Activities

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

1. Show the children a string or rope that you have cut to the length of 9 feet 9 inches (3 meters). You may want to attach it to the wall or ceiling or have children hold the two ends and pull it out to its full length so they can see how tall Goliath was. To help them visualize how much Goliath's armor weighed, invite the children to volunteer their weights and see what combined weight would be close to the 150 pounds (67.5 kilos) that his armor is estimated to have weighed. Let the children describe how they would feel if they had to fight such an opponent.
2. Show a stone or a piece of paper that you have colored to look like a stone. Ask the children to put their chairs in a circle while you stand in the middle. Give the stone to one of the class members and have the children pass the stone around the circle while you hum a song such as "Dare to Do Right" (*Children's Songbook*, p. 158). When you stop humming have the children stop passing the stone. Explain that you are Goliath and will tell them of a challenge. The child who ended up with the stone must respond with a positive solution to the challenge. You could use the following challenges or come up with ones of your own:
  - a. You have a younger brother who seems to get all the attention. It makes you so angry that you feel like hitting him.
  - b. Your best friends are starting to swear and they make fun of you because you do not swear. You want to be accepted by them, but you know it is wrong to swear.
  - c. You have a very difficult time doing well in school.
3. Have the children play the parts of David and Goliath by having one child read 1 Samuel 17:44 and another read 1 Samuel 17:45. Discuss how David's courage came from his faith in the Lord. Explain that we all have obstacles, or "Goliaths," in our lives. They can block our way to peace and happiness, as Goliath tried to block the way for peace and freedom of the Israelites. Ask the children to listen to the following story to find out what obstacle President David O. McKay, ninth President of the Church, faced when he was young and what he did about it to find peace.

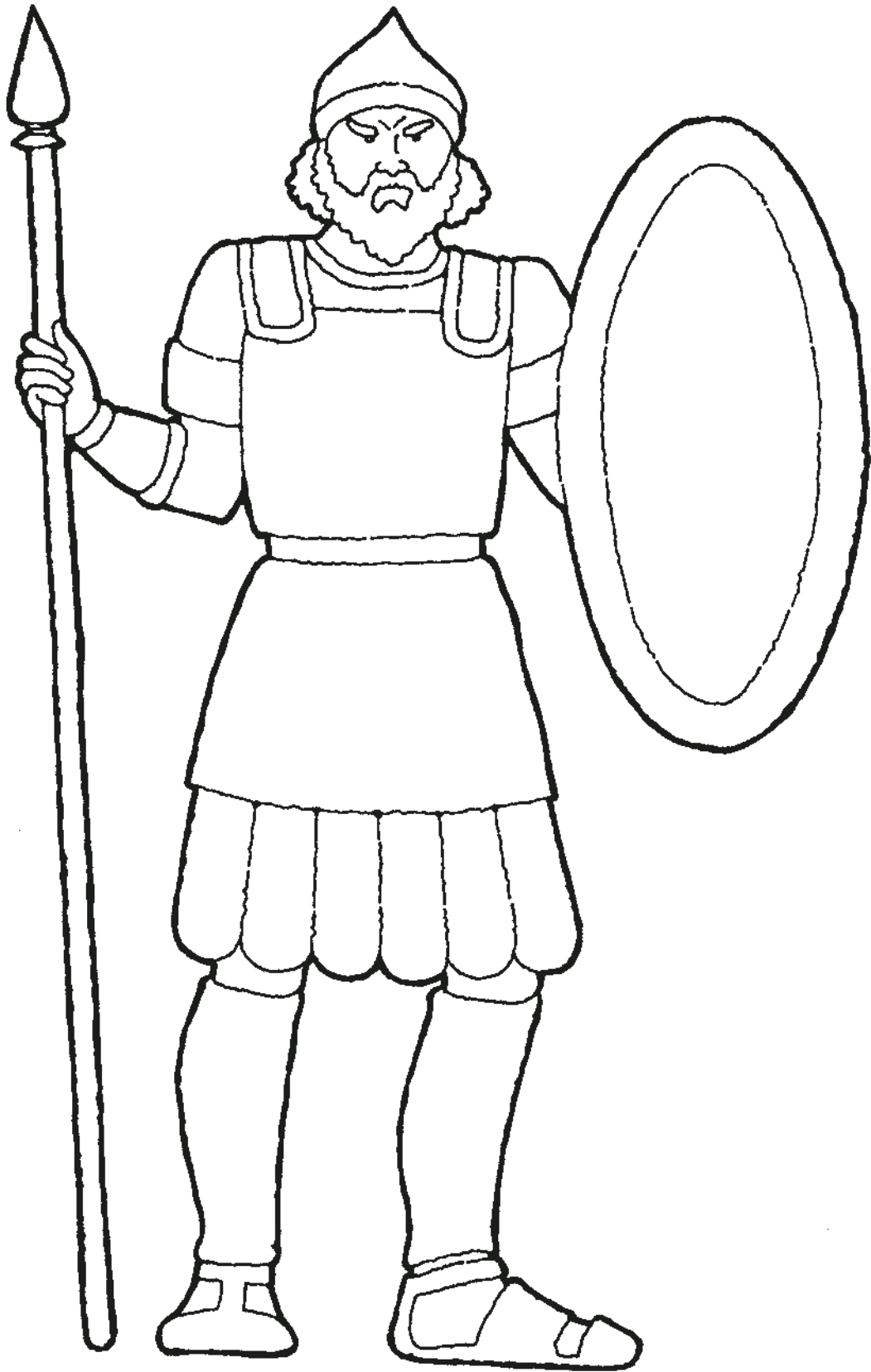
"One night [when I was young] . . . I awoke and soon imagined I could hear footsteps near the window. . . . My fears must have been at a pretty high pitch, for I breathed heavily, and it seemed I could hear my heart thumping. . . .

"True to my mother's training and the natural yearning of my soul, I sought the Lord in prayer. To me there was only one way to pray and that was to kneel at the bedside. It was no small effort to get out of bed and kneel in the dark, but I did it, and prayed as never before for God's comfort and protection. Just as I said 'Amen,' I heard a voice say as distinctly as I ever heard a voice in my life, 'Don't be afraid, nothing will hurt you.' Immediately all fear left me. I felt comforted at once and crept back to bed to a sweet and peaceful sleep" ("A Lesson in Faith," *Improvement Era*, Aug. 1964, p. 637).

4. If possible, make a copy of the visual at the end of the lesson for each child. Ask the children to choose “Goliaths,” or challenges, in their lives they would like to overcome and write them on the giant. Then have them think of ways to overcome their challenges, write them on pieces of paper, and cut these papers to look like stones. Explain that all challenges can’t be overcome, but if we ask Heavenly Father for his help, he will give us strength to cope with them. Encourage each child to choose a challenge that he or she can work on and to include faith and prayer as part of the solution.
5. Sing or read the words to “Dare to Do Right” (*Children’s Songbook*, p. 158) with the children.

## Conclusion

Testimony	Express your appreciation to Heavenly Father for the help you have received in overcoming your personal “Goliaths” (you may want to share an experience). Testify that if we will pray, have faith, and do our part, Heavenly Father will help us.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study 1 Samuel 17:44–50 at home as a review of this lesson.  Invite a child to give the closing prayer.



# David and Jonathan

## Lesson 29

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**Purpose** To help the children understand how to be a true friend.

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**Preparation**

1. Prayerfully study:

- 1 Samuel 18:1–16—Jonathan, King Saul’s son, becomes David’s friend. King Saul is jealous of the people’s love for David and tries to kill him.
- 1 Samuel 19:1–10—Jonathan tries to persuade Saul not to kill David.
- 1 Samuel 20:1–5, 12–24, 27, 31–42—Jonathan warns David of Saul’s intent. Jonathan and David make a covenant of friendship.
- 1 Samuel 23:14–18—David is strengthened by Jonathan while hiding from Saul.
- 1 Samuel 24:9–10, 16–20—David spares Saul’s life, and Saul recognizes David’s righteousness.
- 2 Samuel 1:4, 11–12—David mourns the deaths of Jonathan and Saul.
- 2 Samuel 9:1–3, 6–7, 13—David fulfills his covenant of friendship by caring for Jonathan’s son.

Note: All references that say Saul had an evil spirit from God are corrected in the Joseph Smith Translation to say that the evil spirit was not of God.

2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.

3. Make a fishing pole by attaching a long string to one end of a stick and a paper clip, hairpin, or safety pin to the other end of the string for a hook. Make one crab and several fish out of folded paper using the patterns at the end of this lesson. Punch a hole through both sides of the crab and each fish so that the hook can slip through. On the inside of each fish write a quality of a true friend, such as being loyal, kind, understanding, helpful, unselfish, willing to share, comforting, honest, forgiving, supportive, and so on. Leave the inside of the crab blank. (See the attention activity.)

4. Materials needed:

- a. A Bible for each child.
- b. The fishing pole, crab, and fish that you have made.
- c. Picture 6-38, David and Jonathan.

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**Suggested**

**Lesson**

**Development**

Invite a child to give the opening prayer.

Attention Activity

Stand the fish and the crab on the floor. Ask the children if they have ever gone fishing with a friend. Explain that in this fishing activity the children will learn about friendship. One at a time have the children catch a fish or the crab by hooking it on the pole. As the fish are caught, have the children read the quality of a friend that is written on their fish. Write the words on the chalkboard, or tape

the fish with the word displayed on a chart under the heading “A Friend Is.” When the crab is caught, teach the following lesson about crabs and friends.

“There’s a marvelous lesson to be taught by those who live in the islands. When they catch crabs, they place them in a small, flat basket. If you place one crab in the basket, it crawls right out. If you place two crabs in the basket, every time one crab starts to crawl out, it is pulled back in by the other crab.” Would a true friend be like the crabs? True “friends are people who make it easier to live the gospel of Jesus Christ.” If our friends lead us away from the right path, no matter how popular, fun, or smart they seem, we should ask ourselves, “Do they make living the gospel easier? Do they help me out of the basket? Will they [leave with me if I sense a trap]?” (Robert D. Hales, “This Is the Way; and There Is None Other Way,” *Brigham Young University 1981–82 Fireside and Devotional Speeches* [1982], p. 67).

#### Scripture Account

Using the picture at an appropriate time, teach the children the account of David and Jonathan from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) During the discussion help the children understand the following points:

- Saul, Jonathan’s father, was the first king of Israel and was anointed to be king by the prophet Samuel.
- When Saul was called to be king he was “a choice young man, and a goodly: and there was not among the children of Israel a goodlier person than he” (1 Samuel 9:2).
- After Saul became king he began to love power more than obeying God’s laws, and because of this Samuel prophesied that Saul’s children would not inherit his kingdom (see 1 Samuel 13:13–14; 15:26, 28).
- Samuel anointed David to be the next king of Israel.
- If Saul had remained faithful to the Lord, Jonathan would probably have inherited his father’s throne. But Jonathan showed no signs of jealousy when he knew David would be the next king.

#### Discussion and Application Questions

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

- Whom did David live with after he slew Goliath? (1 Samuel 18:2.) How did David show that he was a loyal friend to King Saul? (1 Samuel 18:5.) What did Saul let ruin his friendship and love for David? (1 Samuel 18:6–11.) How does a true friend feel about another friend’s successes?
- How did Saul’s son Jonathan feel about David? (1 Samuel 18:1, 3–4.) Why did Jonathan tell David to hide? (1 Samuel 19:1–2.) How did Jonathan try to help his father overcome his angry feelings for David? (1 Samuel 19:4–7.) Saul promised Jonathan that he would not harm David. How did Saul break his promise to Jonathan? (1 Samuel 19:9–10.)
- Jonathan and David made a covenant of friendship and peace that was to last through their descendants forever (see 1 Samuel 20:14–17, 42). What is a covenant? (A solemn promise between two or more people. Remind the children of some of the important covenants we make with God.) Why do you think Jonathan and David thought their friendship was important enough to make a covenant about?

- How was Jonathan to let David know if it was safe to come back to Saul's court? (1 Samuel 20:18–22.) How did Saul react to David's absence and Jonathan's defense of his friend? (1 Samuel 20:27, 31–33; explain that because of the severity of Saul's sins, he was withdrawing even further from the Lord.)
- What did Jonathan do to help David when he later found him hiding from Saul in the woods? (1 Samuel 23:16–17.) How can we strengthen and encourage our friends?
- How did David prove that he was still loyal to King Saul even when Saul continually tried to kill him? (1 Samuel 24:9–10.) What should we do when others are unkind to us? What did Saul do when David spared his life? (1 Samuel 24:16–19.)
- What did David do when he heard that both Jonathan and Saul were dead? (2 Samuel 1:11–12.) After David became king, what did he do to show that he remembered the covenant of friendship that he had made with Jonathan? (2 Samuel 9:1, 3, 6–7, 13.)
- How was David a true friend to Saul even when Saul wasn't a friend to him? How did David and Jonathan show they were true friends? How can we be true friends? Help the children understand that true friendship creates a bond of love. It causes people to care as much about what the other person wants as about what they want. How can we develop true friendships? Explain that the best way to have a friend is to be a friend. Remind the children that Jesus Christ is a true friend. How can we follow Jesus' example of friendship?

## Enrichment Activities

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

1. If possible, have the children use each of the following words at least once as they fill in the blanks in the following paragraphs. Make a copy of the paragraphs for each child or write the key words on the chalkboard and read the statement to the children for them to complete as a class.

*signal*  
*covenant*  
*safety*  
*danger*  
*arrows*  
*three*

Jonathan and David entered into a (1) of friendship, and Jonathan said he would find out whether or not David could safely return to King Saul's court. After (2) days Jonathan would go into a field as though he were practicing archery and shoot (3) (4) into the air. This was to be a (5) to David. Saul was still angry with David, and he became angry with Jonathan, whose own (6) was then in real (7) because he defended David. After dodging the javelin his father threw at him, Jonathan went out onto the field and shot (8) (9). David was waiting anxiously for the (10) Jonathan was to give, which was actually a command to the lad who had been brought to fetch the (11). The command, "Behold, the (12) are on this side of thee," would mean (13) for David, but the command, "Behold, the (14) are beyond thee," would mean (15).

After the sign of (16) was given, the lad was sent away so Jonathan could see and speak with his beloved friend. As David approached Jonathan from his hiding place, he bowed himself (17) times. After kissing and embracing each other, which was the custom at that time, these two men renewed their (18), which would last forever between them and their descendants. (See 1 Samuel 20:12–42.)

Key: *signal*—5, 10; *covenant*—1, 18; *safety*—6, 13; *danger*—7, 15, 16; *arrows*—4, 9, 11, 12, 14; *three*—2, 3, 8, 17

2. Explain that a true friend is someone who helps you become a better person and never tries to persuade you to do things that are wrong. Invite the children to share experiences about times when someone has been a true friend to them and ask how it made them feel. You may also wish to share an experience you have had.
3. Spread out five or six pieces of different-colored papers so the class can see all of them. Ask the children which color they think is the best and which color they think is the worst. After all the children have answered, explain that there is no color that is better or worse than any other. They are just different, and even knowing that one color is our favorite color does not make it a better color. Variety in color helps make our world beautiful, and variety in people makes our world better too. Ask the children to discuss how people are different. Point out the obvious things—such as hair color, eye color, age, size, and personality—but try to sensitively discuss other things too.

You might demonstrate how it feels to be different by having the children pretend that they are in a country where everything is different to them. Their neighbors eat different food, wear different clothes, and speak a different language than the children are used to. Using a foreign language, ask the children to do something for you. Use the following examples or others that you know.

English: Please stand up and tell us your name.

German: Bitte stehen Sie auf, und sagen Sie uns wie Sie heißen.

French: Levez-vous, s'il vous plaît. Comment vous appelez-vous?

- Whom should we choose as our friends? Help the children understand that if we limit our friendships to those who are just like we are, we will be missing out on many good experiences. Explain that rather than avoid those who are different than we are, we should do what we can to understand them. We should always be ready to be friends with people who share our values and ideals.
4. Tell the children that one way to strengthen friendships is to get to know one another better. To help the class members know each other better, play the following game.

Pass around a bowl of small pieces of candy or dried beans. As you pass the bowl around, have each child name something he or she likes to do, take a piece of candy or a bean, and pass the bowl to the next child. Keep passing the bowl until all the children have had at least one turn.

Alternate game: Have the children sit in a circle. Play spin the bottle by placing a narrow bottle on its side on the floor. Tell one thing about yourself and spin the bottle. Whoever the mouth of the bottle points to when the bottle stops

spinning will be next to tell one thing about himself or herself, plus one good thing that he or she knows about someone in the class (this could be something the children have learned during the game or something they already knew about the person). Have the child spin the bottle to determine who has the next turn.

5. Review the thirteenth article of faith and discuss what it teaches us about being a true friend.
6. Sing or read the words to “I’m Trying to Be like Jesus” (*Children’s Songbook*, p. 78) or “We Are Different” (*Children’s Songbook*, p. 263).

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## Conclusion

### Testimony and Challenge

Emphasize that if we develop qualities of a true friend, we will be blessed with friendships that can be eternal. Challenge the children to strengthen their friendship with Christ by keeping his commandments and remembering him always.

### Suggested Family Sharing

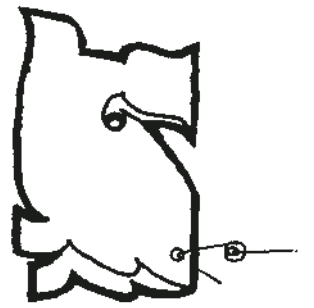
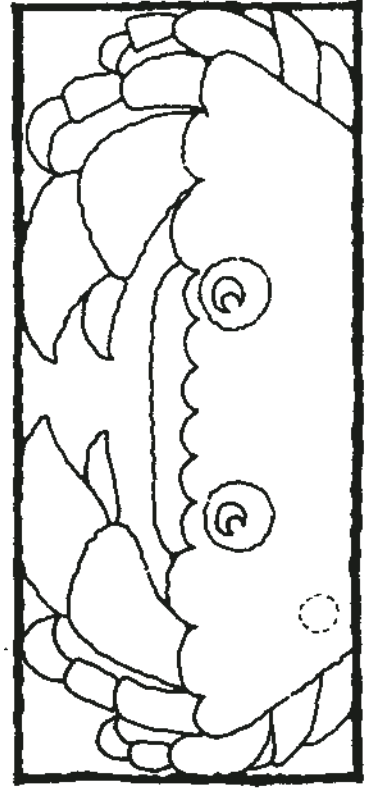
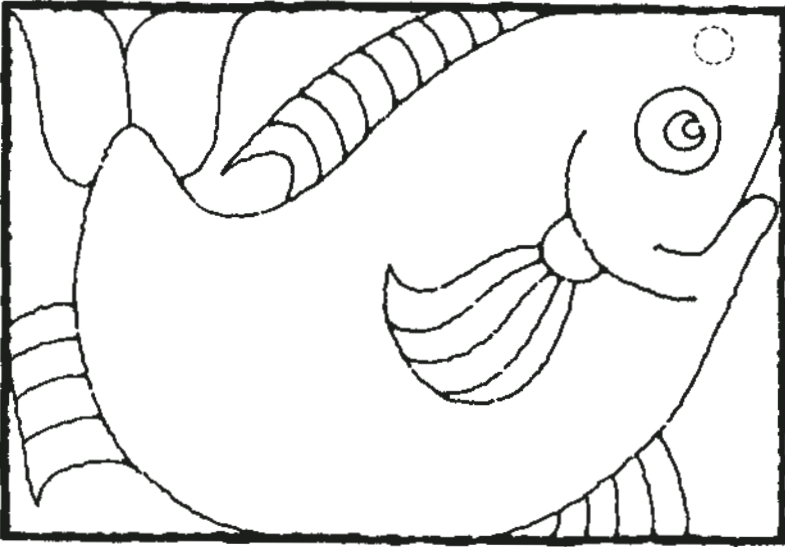
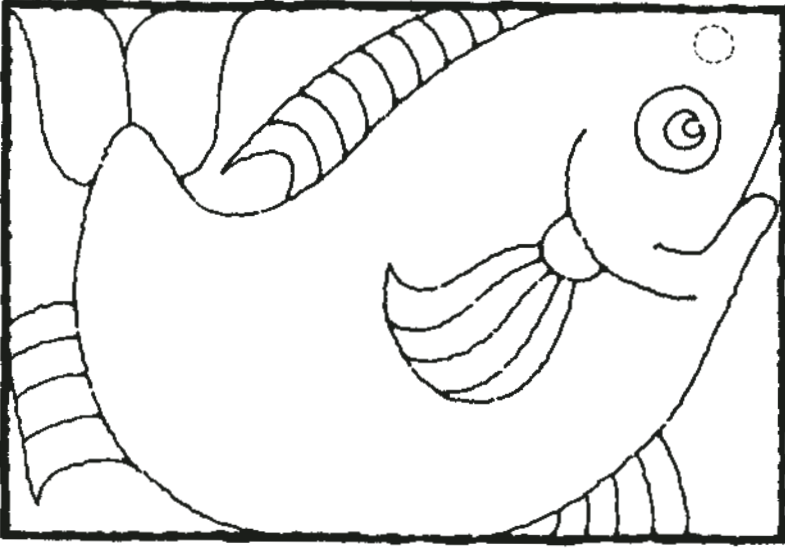
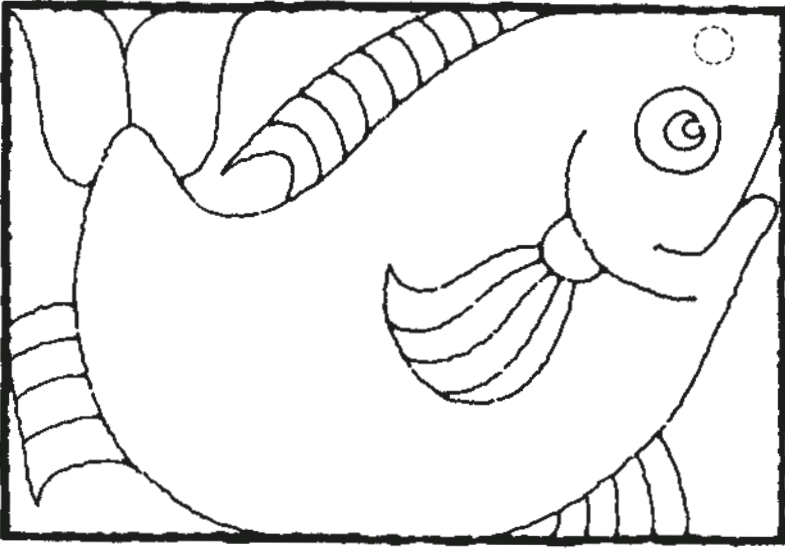
Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”

### Suggested Home Reading

Suggest that the children study 1 Samuel 18:1–4, 20:35–42 at home as a review of this lesson.

Invite a child to give the closing prayer.





# King David and Bathsheba

Lesson  
**30**

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**Purpose** To help the children keep their thoughts and actions pure.

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**Preparation**

1. Prayerfully study:
  - 2 Samuel 11:1–11, 14–17, 26–27—King David covets Uriah’s wife, which leads David to commit adultery and murder.
  - 2 Samuel 12:1–10—The prophet Nathan tells David the parable of the ewe lamb.
  - 2 Samuel 12:13—King David, when confronted, admits his sins. (Note: The Joseph Smith Translation corrects this verse to read, “hath not put away thy sin that thou shalt not die.”)
  - Doctrine and Covenants 88:86—The Lord counsels us to keep ourselves free from the entanglements of sin.
  - Doctrine and Covenants 14:7—If we keep the commandments and endure to the end, Heavenly Father promises us his greatest gift.
2. Additional reading:
  - Mosiah 4:30—Watch your thoughts, words, and deeds and continue in faith.
  - Genesis 39:12—Joseph flees Potiphar’s wife.
  - Alma 41:10—Wickedness never was happiness.
  - Exodus 20:17—Thou shalt not covet.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.

Note: As you teach this lesson, be sensitive to the children’s understanding of the Lord’s standard of morality. Do not explain the exact nature of David’s sin with Bathsheba. Instead, it may be sufficient to explain that David and Bathsheba committed a serious sin in breaking one of the Ten Commandments.
4. Materials needed:
  - a. A Bible for each child.
  - b. A Book of Mormon and a Doctrine and Covenants.
  - c. Thread or thin string (see the attention activity).

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**Suggested  
Lesson**

**Development** Invite a child to give the opening prayer.

Attention Activity Have one of the children read Doctrine and Covenants 88:86. Ask the class what they think it means to become entangled in sin. Have a volunteer stand at the front of the class with his or her hands forward. Place a strand of thread loosely around both of the child’s wrists and tie it. Explain that this one thread, which

by itself is not much of an entanglement, represents an unclean thought. Then have the child break the thread by pulling his or her hands sharply outward (make sure you have thread that the child can break). When an unclean thought appears in our mind, we should stop it immediately, just as the child snapped the thread. Wrap the child's wrists with several strands of thread, and now have him or her try to break the threads (wrap enough strands to make it impossible). Explain that if we allow unclean thoughts and desires to grow in our minds, we may become entangled in sin and find it difficult to escape.

#### Scripture Account

Teach the children the account of King David and Bathsheba from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Remind the children that this is the same David who fought Goliath, served King Saul, and was a friend to Jonathan.

#### Discussion and Application Questions

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

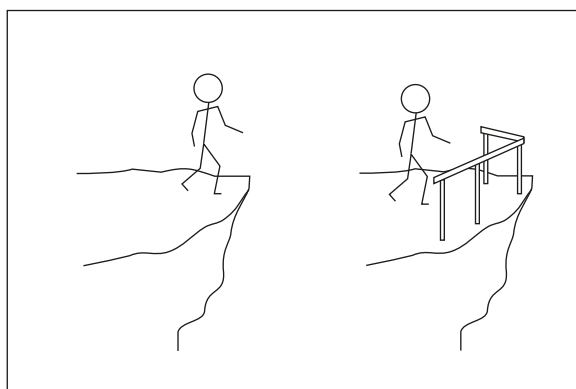
- What started King David's downfall? (2 Samuel 11:2–3.) What did Joseph do when he was tempted by Potiphar's wife? (Genesis 39:12.) What could David have done to be more like Joseph and avoid becoming entangled in sin? (Closed his eyes, turned away, gone inside, and prayed for self-control.) (See enrichment activity 3.) When we see something that puts bad thoughts into our minds, what can we do? (See enrichment activity 4.)
- Where have we heard the word *covet* in our lessons? (Exodus 20:17; "thou shalt not covet" is one of the Ten Commandments.) Explain that this use of the word *covet* describes an intense desire for something that belongs to another. How might David have been protected if he had kept this commandment? What can we do if we find ourselves desiring something that belongs to someone else? (See enrichment activity 5.)
- Since David did not personally kill Uriah, why is he still held accountable for this sin? (2 Samuel 11:14–17.) Explain that although David did not kill Uriah himself, his intent was to have Uriah killed. Why do you think we need to control our thoughts and our words as well as our actions? (Mosiah 4:30.)
- Why did Nathan tell King David the parable of the ewe lamb? What did David realize after hearing the parable? (2 Samuel 12:13.) Explain that David did not escape punishment even though he tried to conceal what he had done (see footnote 13*b* and D&C 132:39).
- When we break any of the Lord's commandments, we invite unhappiness into our lives (see Alma 41:10). What can we do if we have done something wrong? During this discussion help the children understand that Heavenly Father loves us even when we do wrong, and he still wants us to stay close to him through prayer. Although David had committed a terrible sin, he still prayed to God. And although David suffered much unhappiness as a result of his sins, God did not forget him. How can prayer help someone who has done wrong?
- What does it mean to endure to the end? Help the children understand that we must each work to remain faithful throughout our lives. The good works

and blessings of David's earlier life did not prevent later temptations. King David still needed to work to keep his thoughts and heart pure. What gift has the Lord promised members of the Church who keep his commandments throughout their lives? (D&C 14:7.)

## Enrichment Activities

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

1. On the chalkboard or a piece of paper draw a simple figure of a person standing at the top of a tall cliff. Tell the children that when we allow ourselves to entertain bad thoughts, we are on the brink of falling to temptation. Improper thoughts can lead to improper words and actions. Draw a protective railing between the person and the edge. Explain to your class that pure thoughts are like a guardrail by the edge of a cliff. We should not step over the guardrail by thinking bad thoughts, but we should replace bad thoughts with uplifting ideas.



2. Show a seed or a package of seeds and a fruit or vegetable (or a picture of one) of a different variety. Ask the children if the seed could produce that particular fruit or vegetable. Emphasize that seeds only produce their own kind. Have the children read 3 Nephi 14:16–18. Explain that the thoughts we plant in our minds produce the words we say and the things we do.
3. Discuss some ways the children can interrupt impure thoughts that may come to them (turn away, leave the situation, replace the bad thoughts with good thoughts and actions, say a prayer, think of an uplifting song or verse of scripture, recite the thirteenth article of faith, and so forth). Challenge the class members to be prepared in advance with a specific replacement for an undesirable thought. Allow them a minute to choose something uplifting they can think of instead. To help the children practice what they will do when a bad thought comes into their mind, play the following game.

### What Should You Do?

Think of situations, such as the following, that the children might find themselves in (you need enough situations so that each child can have at least one turn). Toss a beanbag to a child, describe one of the situations, have that child explain what he or she could do to avoid the bad thoughts, and have the child return the beanbag to you.

- You hear someone swear. The thought comes into your mind to swear also.

- Someone tries to show you pictures of people who are immodestly dressed. You are tempted to look.
  - Someone starts to tell a dirty joke or story. You want to listen.
  - A friend tells an unkind story about someone. The thought comes into your mind to spread the gossip.
  - You are watching a television program that shows immoral behavior. This program is popular with your friends and you want to watch it.
  - You are angry with someone and feel like punching him or her.
  - You see your favorite candy bar at the store. The thought comes into your mind to steal it.
4. Ask the children why they think we are warned not to covet something that belongs to someone else. Explain that when we allow ourselves to think about having something that belongs to another person, we may be tempted to do something wrong in order to get it. Mention that this type of coveting can lead to stealing, lying, and even murder. It can also lead us away from the gospel of Jesus Christ.
- One way to avoid wanting the belongings of others is to notice and be grateful for our own blessings. Pass out pieces of paper and pencils and ask the children to list or draw some of the things they enjoy and appreciate. Invite the children to share their ideas with the class. Suggest that the children record in their personal journals a “thank-you” letter to their Father in Heaven for their blessings.
5. Help the children act out the prophet Nathan’s parable of the ewe lamb. Have the children take the roles of the poor man, the ewe lamb, the rich man, the traveler, and the rich man’s sheep. Ask the class members to explain how this story relates to the actions of King David. Ask them how this can apply to us today.
6. Sing or read the words to “Keep the Commandments” (*Children’s Songbook*, p. 146) or “I Am Glad for Many Things” (*Children’s Songbook*, p. 151).

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## Conclusion

Testimony	Testify to the children that pure thoughts lead to clean lives, and that clean lives lead to happiness. Invite the children to look for the Lord’s blessings in their lives and be content with what they have. Promise them that they will be further blessed as they keep the commandments and endure to the end.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study 2 Samuel 12:1–7 at home as a review of this lesson.  Invite a child to give the closing prayer.

# The Wisdom of King Solomon

## Lesson 31

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**Purpose** To strengthen each child's desire to become more like Jesus Christ by developing wisdom and an understanding heart.

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**Preparation**

1. Prayerfully study:
  - 1 Kings 1:39—Solomon is anointed.
  - 1 Kings 2:1–4—David charges Solomon to keep the commandments.
  - 1 Kings 2:10, 12—David dies; Solomon is king of Israel.
  - 1 Kings 3:3–15—Solomon asks for an understanding heart.
  - 2 Chronicles 1:7–12—Solomon asks for wisdom and knowledge.
  - 1 Kings 3:16–28—Solomon determines the mother of a child.
  - 1 Kings 4:29–30, 34—God blesses Solomon with wisdom and understanding.
  - Chapter headings for 1 Kings 5–8—Solomon builds and dedicates a beautiful temple.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed: a Bible for each child.

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### **Suggested**

### **Lesson**

### **Development**

Invite a child to give the opening prayer.

### Attention Activity

Ask the children to name things they would ask for if they knew they could ask Heavenly Father for anything and he would give it to them. Write the children's ideas on the chalkboard.

Show the children some waterproof items that could represent worldly goods, such as a piece of jewelry, a coin, a pretty rock, and so on. Put the items in a large pitcher or container as you talk about them and discuss how some people spend most of their efforts accumulating material goods. Then add some water to the container to represent good deeds or spiritual gifts as you discuss the kind deeds we can do and the spiritual gifts we can develop, such as helping a family member or friend, gaining a testimony, being honest, or having an understanding heart. Pour the contents of the container through a strainer into another container. Explain that the first container represents someone's life, the strainer represents death, and the second container represents life after death. Discuss how we cannot take material goods with us when we die, but we do take with us the spiritual gifts we have developed and the good deeds we have done.

Ask the children which of the items on the chalkboard represent things that could last forever and if they would like to change anything they named before. Tell the children that they are going to learn about someone who was able to

ask God for one thing, and he chose an eternal, spiritual gift instead of a temporary, earthly one.

#### Scripture Account

Teach the children the account of King Solomon found in the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

#### Discussion and Application Questions

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

- Who was to succeed David as king of Israel? (1 Kings 1:39; 2:12.) What advice did David give to his son Solomon? (1 Kings 2:1–3.) How can we apply this same advice in our lives?
- Why do you think Solomon referred to himself as “a little child”? (1 Kings 3:7; he felt inadequate in his calling to rule and judge his people.) What did Solomon do because he felt inadequate? (1 Kings 3:3–9; he prepared himself to receive spiritual gifts.) What should we do if we are facing a difficult or overwhelming task and we are unsure of our abilities? How can we become worthy to receive spiritual gifts? (See enrichment activity 1.) How can we develop these gifts? (Through study, service, prayer, and following the promptings of the Holy Ghost.) (See enrichment activity 2.)
- Who appeared to Solomon in a dream? (1 Kings 3:5.) What was Solomon told to do? What did Solomon ask for? (1 Kings 3:9; 2 Chronicles 1:10.) Why were wisdom and an understanding heart so important to Solomon? Why should they be important to us?
- How did the Lord feel about Solomon’s request? (1 Kings 3:10.) Explain that God was pleased with Solomon when he asked for spiritual gifts instead of riches or selfish desires. What did the Lord give Solomon in addition to what Solomon asked for? (1 Kings 3:11–14.)
- What was King Solomon known for throughout his own country and other nations? (1 Kings 4:29–30, 34.) Why was this more important than being known for his wealth and power? What Christlike quality would you like to be known for among your family and friends? What can you do to develop this quality? (See enrichment activity 2.)
- Because Solomon, through his wisdom and understanding, was able to judge righteously, the people brought their problems to him. In one such case, why did both women claim to be the mother of the living child? (1 Kings 3:16–22.) How did Solomon’s wisdom help him discover the real mother? (1 Kings 3:24–27; Solomon’s understanding helped him know how the baby’s mother was feeling.) How does it make others feel when you are kind and understanding toward them? How have you helped someone by being kind and understanding? How has someone helped you this way?
- What do you think it means to have “largeness of heart”? (1 Kings 4:29; to show love for everyone and to be kind and generous to others.) How can we have “largeness of heart” in our families? with our friends?
- What did Solomon accomplish because the Lord blessed him with wisdom and understanding? (1 Kings 3:27–28; chapter headings to 1 Kings 5–8.)

Explain that Solomon did much good during his reign as king. He received permission from the Lord to build a temple in Jerusalem, which he built with the finest materials that had been collected by his father, David, for that purpose. (See enrichment activity 3.) Solomon also shared his wisdom with others. Many of his wise sayings were recorded in the book of Proverbs in the Bible. (See enrichment activity 4.)

Despite these accomplishments, Solomon eventually turned away from God. He used his riches and wisdom for his own glory. He also married women outside of the covenant. These women worshiped idols and persuaded Solomon to worship idols also. Emphasize that when God gives us a gift, we should use it to glorify him and serve others. Point out the importance of using these gifts properly throughout our lives, not just when we are young.

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## Enrichment Activities

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

1. Write *knowledge*, *wisdom*, and *an understanding heart* on the chalkboard. Discuss the meaning of each one. Explain that knowledge is learning gained through study or experience; wisdom is using what we have learned in the best way to make right choices; and an understanding heart enables us to know how others feel.

Have the children suggest situations, such as the following, where they might ask Heavenly Father to bless them with knowledge, wisdom, or an understanding heart:

- A younger brother or sister is hurt or afraid.
- A friend has hurt your feelings.
- Someone has a problem and asks you for advice.

Help the children realize that they can receive these gifts if they seek them and live worthy lives.

2. Refer to the children's ideas on the chalkboard of what gifts they might ask for (see the attention activity). If the ideas listed are spiritual gifts, discuss how to develop them and use them. If some or all of them are worldly gifts, have the children suggest spiritual gifts in place of the worldly ones before discussing them.
3. Explain to the children that David, Solomon's father, had wanted to build a temple but was denied the privilege. The Lord instead chose Solomon to direct the seven years of construction. When the elaborate temple (much of it was overlaid with gold) was finished, the priests carried the ark of the covenant, which contained the two tablets of stone the Lord gave Moses, "to the most holy place" of the building (1 Kings 8:6). Then the glory of the Lord filled the temple (see 1 Kings 8:10–11), and Solomon offered the dedicatory prayer (see 1 Kings 8:22–53.)

Show the picture Temple Baptismal Font (Gospel Art Picture Kit 504; 62031). Point out that each temple today has a baptismal font resting on twelve oxen, similar to that in Solomon's temple. In Solomon's day this font was used to baptize the living; in our temples today the fonts are used to perform baptisms for the dead.



4. Have the children find the book of Proverbs in their Bibles. Explain that most of these proverbs (wise sayings) were written by Solomon, and because of his great wisdom, these sayings can help us today.

Choose some of the following passages from Proverbs and write their corresponding letters on separate pieces of paper. Place the papers in a container and have the children take turns choosing a letter. Read the proverb or have the children find it in their Bibles and read it. Help them state it in their own words. Then help them decide how it applies to them. The children may want to mark some of these proverbs in their own Bibles.

- a. "Hear the instruction of thy father, and forsake not the law of thy mother" (1:8).
- b. "If sinners entice thee, consent thou not" (1:10).
- c. "Trust in the Lord with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths" (3:5–6).
- d. "Happy is the man that findeth wisdom, and the man that getteth understanding" (3:13).
- e. "Lying lips are abomination to the Lord: but they that deal truly are his delight" (12:22).
- f. "A soft answer turneth away wrath" (15:1).
- g. "A merry heart maketh a cheerful countenance" (15:13).
- h. "The Lord is far from the wicked: but he heareth the prayer of the righteous" (15:29).
- i. "How much better is it to get wisdom than gold!" (16:16).
- j. "Pride goeth before destruction, and an haughty spirit before a fall" (16:18).
- k. "Pleasant words are as an honeycomb, sweet to the soul, and health to the bones" (16:24).
- l. "He that is slow to anger is better than the mighty" (16:32).
- m. "A friend loveth at all times" (17:17).
- n. "A merry heart doeth good like a medicine" (17:22).
- o. "Wine is a mocker, strong drink is raging: and whosoever is deceived thereby is not wise" (20:1).
- p. "Even a child is known by his doings, whether his work be pure, and whether it be right" (20:11).
- q. "As he thinketh in his heart, so is he" (23:7).
- r. "Say not, I will do so to him as he hath done to me" (24:29).
- s. "A faithful man shall abound with blessings" (28:20).
- t. "Whoso putteth his trust in the Lord shall be safe" (29:25).

Help the children choose one of the proverbs to write down or memorize and share with their families.

5. Sing or read the words to “Love One Another” (*Children’s Songbook*, p. 136; or *Hymns*, no. 308) or “A Special Gift Is Kindness” (*Children’s Songbook*, p. 145).

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## Conclusion

Testimony	Express your appreciation to the children for specific times you have seen them show kindness and understanding to others. Testify that as they develop the ability to be wise and to have an understanding heart toward their family and friends, they will become more like the Savior.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study 1 Kings 3:5–28 at home as a review of this lesson. Invite a child to give the closing prayer.

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**Purpose** To encourage each child to be a positive influence on others and to withstand negative peer pressure.

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**Preparation**

1. Prayerfully study:
  - 1 Kings 11:43—Rehoboam, Solomon’s son, becomes king.
  - 1 Kings 12:1–5—Jeroboam tells Rehoboam that Israel will serve him if he lightens their burdens.
  - 1 Kings 12:6–11—Rehoboam seeks counsel of the old men and young men.
  - 1 Kings 12:12–21—Rehoboam rejects the counsel of the old men. The ten tribes revolt and follow Jeroboam.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed: a Bible for each child.

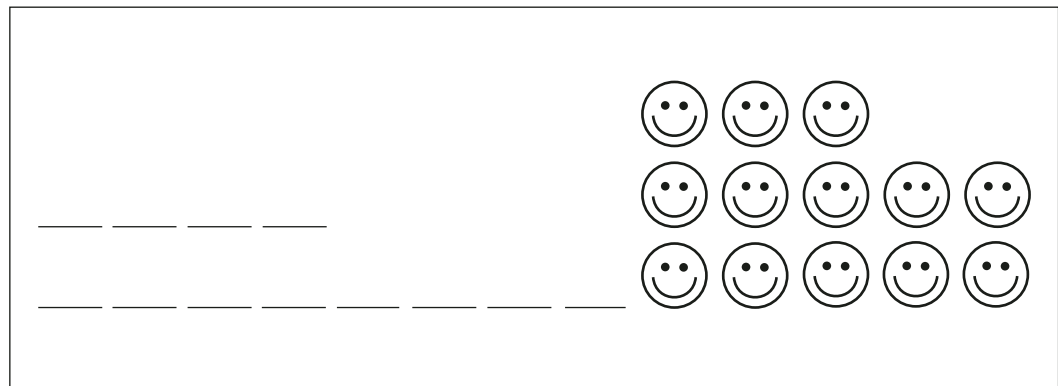
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**Suggested Lesson Development**

Invite a child to give the opening prayer.

**Attention Activity**

Put the following diagram on the chalkboard or a piece of paper where all the children can see it.



Explain that this lesson can be summed up in two words. In order to discover what the lesson is about, the children must find out what the two mystery words are. As the children guess letters, fill in the appropriate space or spaces if that letter is part of the words. If the letter does not appear in the words, cross out or erase one of the faces and write down the unused letter so it won’t be chosen again. Have the children try to discover what the two mystery words are before all the faces are crossed out or erased. The mystery words are *Peer Pressure*.

Discuss the meaning of peer pressure. Help the children understand that peer pressure is the influence they and their friends have on one another. Discuss how peer pressure can be negative or positive. Give the children examples of both negative and positive peer pressure, such as joining in with a group that is being unkind to someone to avoid being teased or being kind to someone and encouraging others to join in. Explain that the children will learn about a king who was influenced by negative peer pressure and the consequences he suffered as a result of his decisions.

#### Scripture Account

Teach the children the account of Rehoboam from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

#### Discussion and Application Questions

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

- Who was Rehoboam's father? (1 Kings 11:43.) After Solomon died and Rehoboam became king, what did the people want him to do for them? (1 Kings 12:3–4.) Explain that Solomon had taxed the people heavily, and the people had grown weary of the tax burden.
- Whom did Rehoboam first consult with? (1 Kings 12:6.) What was their advice to Rehoboam? (1 Kings 12:7.) Why do you think this was good advice? What could we learn from this advice about how we should treat our families, friends, and neighbors?
- Whom did Rehoboam consult with next? (1 Kings 12:8–9.) What was their advice to Rehoboam? (1 Kings 12:10–11; the reference to scorpions in verse 11 alludes to whips made of several thongs of leather with metal barbs embedded in the ends.)
- How did Rehoboam respond when the people came to him to get his answer? (1 Kings 12:13–14.) Why do you think Rehoboam decided to follow the advice of the younger men rather than the older men? How do you think the people felt about Rehoboam's decision? What are some of the consequences of being unkind to others?
- What was the result of Rehoboam following the advice of his young friends instead of the wiser old men? (1 Kings 12:19–21.) Explain that because Rehoboam followed unwise advice, only the tribes of Judah and Benjamin accepted him as their king. Jeroboam led a revolt against Rehoboam and became king of the other ten tribes. This is how the twelve tribes of Israel became divided into two kingdoms, the kingdom of Judah (Rehoboam) and the kingdom of Israel (Jeroboam). (Note: Although the names *Rehoboam* and *Jeroboam* are similar, the two men were not brothers nor related.)
- Why should we seek counsel from wise people? (See enrichment activity 3.) Why is it important to choose friends with wholesome values? (See enrichment activity 4.) What should we do if someone tries to persuade us to do something we know is wrong? How does negative peer pressure have a bad influence on some young people today? How can we benefit from positive peer pressure? How can we use positive peer pressure to help other young people?

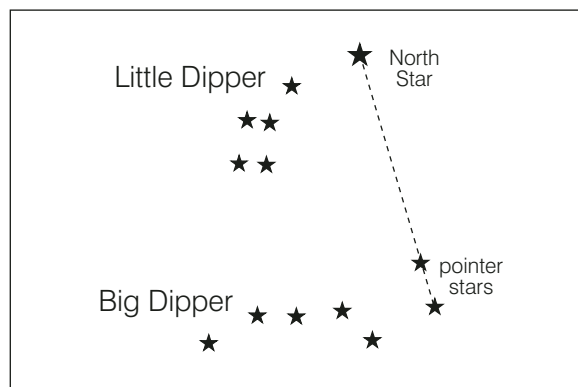
## Enrichment Activities

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

1. Write situations such as the following on slips of paper and put them in a container. Have each class member draw out a slip of paper and then take turns telling how they should respond to the situation. Remind the children that they can be a positive influence on others in many ways.
  - a. You have a friend who often asks you to skip school and spend the day playing. How could you be a positive influence on your friend?
  - b. You are staying the night at a friend's house. Every night before getting into bed you kneel down and say your prayers, but you know your friend does not have that habit. What could you do when it is time to say your prayers?
  - c. A group of your friends wants you to go to a movie with them. You know that your parents consider the movie to be inappropriate, but your friends beg you to go. How could you be a positive influence on your friends?
  - d. You want to go to church on Sundays, but some friends want you to stay home and play soccer with them. How could you be a positive influence on your friends?
  - e. You have a friend who wants you to go with her to help a widow who lives down the street. You would rather play. What should you do? Why?

Ask the children to share experiences they have had or have observed when someone's example has influenced others for good.

2. Draw the following illustration of the Big Dipper, the Little Dipper, and the North Star on the chalkboard and explain that in the Northern Hemisphere (north of the equator) there is a star called the North Star. (Note: If you live in the Southern Hemisphere, please adapt the illustration to the Southern Cross.) It has been a guide to sailors, campers, and explorers throughout the ages. The direction north can always be located by means of this star. The North Star can be found by finding the Big Dipper, a group of seven stars shaped like a pan with a handle. If a line is drawn through the two pointer stars of the Big Dipper, the two farthest stars from the handle, the line points to the North Star. The North Star is also the last star in the handle of the Little Dipper.



Tell the children about President Gordon B. Hinckley's experience when he relied on the North Star for comfort and consistency.

“After a day of good, hard labor, my younger brother Sherm and I would sleep out under the stars in the box of an old farm wagon. . . . We could identify some of the constellations and other stars. . . . [O]ur favorite was the North Star. Each night, like many generations of boys before us, we would trace the Big Dipper, down the handle and out past the cup, to find the North Star.

“We came to know of the constancy of that star. As the earth turned, the others appeared to move through the night. But the North Star held its position in line with the axis of the earth. Because of those boyhood musings, the polar star came to mean something to me. I recognized it as a constant in the midst of change. It was something that could always be counted on, something that was dependable, an anchor in what otherwise appeared to me a moving and unstable firmament” (in Jeffrey R. Holland, “President Gordon B. Hinckley,” *Ensign*, June 1995, p. 5).

Discuss how we can be constant like the North Star. If we decide now that when we face temptations or peer pressure we will choose the right, we will be constant in making righteous decisions and others will look to us for direction. Our decisions will not be affected by fear of what people will think of us or by negative pressure from others.

3. Find out a special skill or talent that a class member or ward member has, such as playing a musical instrument, playing a sport, and so on. Ask him or her to tell the class about it or to demonstrate it for the class. Ask the children whom they would seek help from if they wanted to learn that skill. Discuss the importance of seeking help and following the advice of those who have the knowledge and experience to guide us. Ask the children to name people they could ask for advice about:
  - a. Problems in their families.
  - b. Something a friend is doing that is wrong.
  - c. How to improve their grades in school.
  - d. How to overcome a bad habit.

During the discussion help the children understand that we should always ask Heavenly Father to help us with our decisions and problems. He will help us know what to do or whom to go to for help and advice.

4. Explain that at times we don't know if we should do something that someone is putting pressure on us to do. Read Moroni 7:13 and talk about how this scripture can help us know what we should do in these situations. You may want to discuss some of the situations from enrichment activity 1 as examples. (The thirteenth article of faith could be used with or instead of Moroni 7:13.)
5. Relate and discuss the following story:

“One day in my fourth-grade religion class in Jamaica, my teacher asked all the students to tell about their religious beliefs. Since I was the only Mormon in my prep school, I was chosen as the Mormon representative.

“By the time it was my turn, my heart was beating a hundred miles a minute. I was never much of a public speaker anyway, and I didn't have a loud voice. When I stood up, I just stared at the sea of eyes before me and tried to speak about some of our beliefs. I first spoke about the Word of Wisdom, then talked about the sacrament, about how we used bread and water to represent the

Saviour's body and blood when he died for us.

"Before I could say another word, everyone started laughing at me. Tears stung my eyes as I wondered what I had said to make them laugh. I quickly wiped my eyes and went to my seat amidst the chants of 'Bread and water, bread and water.' By the end of the day I was still being teased. . . . I still don't know why they decided to make fun of what I was saying.

"When I got home, I took my mother's huge Bible off the shelf and began looking at some of the pictures. As I was flipping a page, I glimpsed a scripture and quickly turned back to it. It was Matthew 10:32: 'Whosoever therefore shall confess me before men, him will I confess also before my Father which is in heaven.' As I read the words over and over, a feeling of peace washed over me as I realized it didn't matter who laughed at me as long as I was doing what was right" (Camille Nugent, *New Era*, June 1994, p. 15).

6. Sing or read the words to "Dare to Do Right" (*Children's Songbook*, p. 158).

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## Conclusion

Testimony	Share with the children your desire to remain constant and faithful to Heavenly Father in all circumstances. You may want to tell how a friend has been a positive influence in your life and how you want to help your friends make wise decisions. Challenge the children to not give in to negative peer pressure and to be a positive influence on those around them by being constant in making righteous decisions in all situations.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study 1 Kings 12:1–20 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Elijah Uses the Priesthood

Lesson  
**33**

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**Purpose** To help the children have a greater understanding of how the priesthood blesses their lives.

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**Preparation**

1. Prayerfully study:
  - 1 Kings 16:29–33—Ahab and Jezebel are wicked rulers.
  - 1 Kings 17:1—Elijah declares a drought.
  - 1 Kings 17:2–6—Elijah is fed by ravens.
  - 1 Kings 17:7–16—Elijah is fed by a widow, and her small supplies of food multiply miraculously.
  - 1 Kings 17:17–24—Elijah blesses the widow’s son and brings him back to life.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. A magnet and some pieces of metal or an inflated balloon or a comb and some tiny pieces of paper (see the attention activity).
  - c. Picture 6-39, Elijah Being Fed by the Ravens.

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**Suggested  
Lesson  
Development**

Invite a child to give the opening prayer.

**Attention Activity**

Have the children use the magnet to attract pieces of metal (or rub an inflated balloon on clothing to make it cling to the wall or a child’s shirt; or have a child run a comb through his or her hair several times, and then show how it can pick up small pieces of paper). Ask the children what caused the magnet to attract the metal (or the balloon to cling to the wall or the comb to pick up the paper). Explain that the magnet has a kind of power called magnetism that causes the metal to be attracted to it. A power called electricity held the balloon to the wall and enabled the comb to pick up the paper. These powers cannot be seen, but we can see the effects of these powers.

Tell the children that the power of God also cannot be seen but that we often see its effects. Explain that this lesson is about a prophet of God and his use of the greatest power on earth, the priesthood of God.

**Scripture Account**

Teach the children the account of Elijah performing miracles by the power of the priesthood from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Show the picture at an appropriate time.



Discussion and  
Application  
Questions

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

- Who was Ahab? (1 Kings 16:29–30; one of the most wicked and powerful of the kings of northern Israel.) Who was Jezebel? (1 Kings 16:31; Ahab's wife. They introduced idol worship to Israel in the form of the false god Baal and tried to do away with the worship of God.) (See the entries “Ahab” [p. 605] and “Jezebel” [p. 713] in the LDS Bible Dictionary.) Elijah was a prophet of God during the time that Ahab and Jezebel ruled over the northern kingdom of Israel. (See “Elijah” in the LDS Bible Dictionary [p. 664].)
- What did Elijah do to try to get Ahab to repent of his wickedness? (1 Kings 17:1.) By what power did Elijah seal the heavens so it would not rain? Explain that the drought declared by Elijah through the power of the priesthood lasted for three and a half years. What would happen if there were no rain or moisture for three and a half years?
- When the drought began, how did the Lord take care of Elijah? (1 Kings 17:2–6.) Whom had the Lord prepared to help Elijah after the brook dried up? (1 Kings 17:8–9.) How does the Lord often help those in need? Explain that he often helps us through the services of other people. How might the Lord use us to help others? Explain to the children that if we are in tune with the Spirit, the Lord can direct us in what he would like us to do.
- How do you think the widow felt when she had only a little meal (flour) and oil left to feed her family and Elijah asked her to first make a “cake” for him and then for her and her son? (1 Kings 17:12–13.) What promise did Elijah give the widow? (1 Kings 17:14.) How did the widow show her faith in the Lord and her trust in Elijah? (1 Kings 17:15.) How can we develop the faith in Jesus Christ to follow the words of our prophet and what we feel prompted by the Spirit to do?
- What happened to the widow's barrel of meal and cruse of oil during the remainder of the drought? (1 Kings 17:16.) Whom did the widow feed with this food that was miraculously supplied? (1 Kings 17:15.)
- What did Elijah do when the widow's son got sick and died? (1 Kings 17:19–22.) By what power was Elijah able to bring the widow's son back to life? How do you think the widow felt when Elijah brought her son back to her? How did this miracle strengthen the widow's testimony? (1 Kings 17:24.) How are our testimonies strengthened through priesthood blessings? Explain that we do not gain our testimonies by witnessing miracles, but the testimonies we already have can become stronger.
- How has your life been blessed through the power of the priesthood? (See enrichment activity 1.)

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**Enrichment  
Activities**

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

1. On slips of paper write several different ways, such as the following, that we can be blessed through the power of the priesthood:

Blessing of babies  
 Baptism  
 Laying on of hands for the gift of the Holy Ghost  
 Sacrament  
 Administration to the sick  
 Father's blessing  
 Ordination to the priesthood  
 Being set apart for missions or other callings  
 Temple ordinances

Place the papers face down on the table or the floor. Using either the magnet (place a paper clip on each piece of paper or put a straight pin through each one so the magnet will work) or the comb from the attention activity, have the children take turns picking up a paper and reading it aloud. Discuss with the children how they are blessed by each of these priesthood ordinances. Invite the children to share experiences they have had or know about as you discuss each ordinance. You may want to share experiences you have had.

2. Ask the children to name some brethren they know who hold the priesthood. Copy the following puzzle onto the chalkboard or a large sheet of paper, or make a copy for each child. Have the children search for and circle the following titles in the puzzle:

BISHOP	MISSIONARY
BROTHER	PRIEST
DEACON	PROPHET
FATHER	ELDER
HOME TEACHER	TEACHER

C I U N D Y N F S G B K  
 H O M E T E A C H E R P  
 W J I R D F Q V S I O B  
 B I S H O P C G J Y T E  
 R V S B E H K D D I H X  
 K Q I G Z O F A T H E R  
 P R O P H E T M E Y R B  
 F L N E M A W R A P Z L  
 D E A C O N E G C L T A  
 C I R S U D H O H A U W  
 Q A Y N L P R I E S T K  
 T J Z E V H M O R X C P

Discuss with the children how each of these people could or does use the priesthood to bless their lives.

3. Tell the following story:

Before Elder Hugh B. Brown became a member of the First Presidency of the Church, he served in England as an officer of the Canadian army. Because he was an officer of the king, he had great power. Men stood at attention before him and called him “sir.” They often asked favors of him.

One day Brother Brown received a message that he was wanted in the hospital. He first thought that a soldier wanted help from him as an army officer. When he got to the hospital, he felt proud that the doctors and nurses treated him with such respect. Then someone directed him to a little room where a sick young man lay. Brother Brown remembered that he had once been that young man’s Sunday School teacher.

“Brother Brown,” said the young man, “Would you use your authority in my behalf? The doctors say I cannot live. Will you give me a blessing?”

Brother Brown said that his uniform seemed to melt away. And all the pride that he felt in wearing the uniform of the king disappeared. He laid his hands upon the boy’s head and gave him a blessing. The help that the boy needed was not from any authority of an officer in the king’s army but from the authority of the priesthood. Brother Brown said, “I went into that hospital a proud British officer, and I came out a humble Mormon elder. Ever since then I have earnestly tried to remember that there is a power and authority given to man, not from the king or the president, but from the King of Kings.” (Adapted from Hugh B. Brown, *Be What You Will to Be*, Brigham Young University Speeches of the Year [14 Feb. 1967], pp. 8–9.)

4. Review the fifth article of faith with the children. Discuss how we are blessed by having leaders and family members who hold or are called by the priesthood.

5. Sing or read the words to “The Priesthood Is Restored” (*Children’s Songbook*, p. 89) or “A Young Man Prepared” (*Children’s Songbook*, p. 166).

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## Conclusion

Testimony	You may want to testify to the children that the priesthood of God is the greatest power on earth and that it can bless their lives in many ways. You may want to share an experience when the priesthood has blessed your life. Encourage the boys in your class to prepare to receive the Aaronic Priesthood.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study 1 Kings 17 at home as a review of the lesson. Invite a child to give the closing prayer.

# Elijah and the False Prophets of Baal

## Lesson 34

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<b>Purpose</b>	To encourage the children to worship Heavenly Father diligently.
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<b>Preparation</b>	<ol style="list-style-type: none"><li>1. Prayerfully study:<ul style="list-style-type: none"><li>• 1 Kings 18:17–18—Elijah tells Ahab that his wickedness has brought trouble to Israel.</li><li>• 1 Kings 18:19–29—Elijah challenges the false prophets to have Baal send fire down from heaven. The false prophets fail.</li><li>• 1 Kings 18:30–38—Elijah prays and the Lord sends fire to consume the sacrifice and the altar.</li><li>• 1 Kings 18:39—All the people recognize the true God.</li><li>• 1 Kings 19:11–13—The Lord speaks to Elijah through the still, small voice.</li></ul></li><li>2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.</li><li>3. Materials needed:<ol style="list-style-type: none"><li>a. A Bible for each child.</li><li>b. A rock or some other inanimate object.</li><li>c. Pictures 6-40, The First Vision (Gospel Art Picture Kit 403; 62470), and 6-41, Elijah and the Prophets of Baal.</li></ol></li></ol>
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<b>Suggested Lesson Development</b>	Invite a child to give the opening prayer.
Attention Activity	<p>Display the picture of the First Vision and the rock or other object.</p> <p>Ask the children whom they pray to when they need help with a problem. Ask the children why they would not pray to a rock (or other object). Explain that when Joseph Smith needed help, he prayed to our Heavenly Father in the name of Jesus Christ, and his prayer was answered. Like Joseph Smith, we should pray to Heavenly Father in the name of his Son, Jesus Christ. Heavenly Father has the power to hear our prayers and answer them. Point out that a rock (or other object) cannot hear or answer prayers. It has no power, no life, no personality, and no feelings, and it cannot give or show love. Tell the children that they are going to learn how Elijah tried to teach the Israelites to worship and pray to Heavenly Father instead of nonliving objects or graven images.</p>
Scripture Account	Using the picture of Elijah and the prophets of Baal at an appropriate time, teach the children the account of Elijah from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

Discussion and  
Application  
Questions

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

- The prophet Elijah had sealed the heavens so it would not rain. Whom did Ahab blame for the drought? (1 Kings 18:17.) What did Elijah say was the cause of the drought? (1 Kings 18:18.) Explain that Ahab and his wife, Jezebel, had led the Israelites away from Heavenly Father and were worshiping a false god, an idol named Baal (see “Baal” in the LDS Bible Dictionary [p. 617]). The drought had caused a great famine in the land, and Ahab and his people were having a hard time finding water for their crops and animals. Why does the Lord sometimes allow drought and other natural disasters to happen? Point out that sometimes bad things are a normal part of life, but they may also warn us to repent and worship Heavenly Father. They may also be signs that warn us to prepare for the Second Coming.
- After Elijah had gathered together the people of Israel and the false prophets, what question did he ask the people? (1 Kings 18:21.) What did Elijah want the people to do? Explain that he knew they could not serve both Baal and the Lord and that he wanted the Israelites to decide whom they were going to worship. Why is it important for us to decide now to worship Heavenly Father? How do we worship Heavenly Father? (See enrichment activity 2.)
- What do people worship today, perhaps without even realizing they are doing so? (See enrichment activity 5.) Help the children understand that we worship what is most important to us. This is why the Savior said, “Wherefore, seek not the things of this world but seek ye first to build up the kingdom of God, and to establish his righteousness” (Matthew 6:33, footnote a). Explain that we should place Heavenly Father first in our lives so we will worship him. If anything else is more important to us, it is an idol or false god.
- What contest did Elijah suggest to prove to the people whom they should worship? (1 Kings 18:23–24.) How many prophets of the Lord were there that day? How many prophets of Baal? (1 Kings 18:22.) Why did Elijah have more power than the prophets of Baal, even though he was outnumbered?
- What happened when the false prophets called upon Baal? (1 Kings 18:29.) Why didn’t Baal answer the false prophets’ prayers and send down fire?
- When it was Elijah’s turn, why do you think he made it more difficult for the sacrifice to burn? (1 Kings 18:32–35; explain that he wanted to prove without question the power of God.) What happened when Elijah prayed to Heavenly Father? (1 Kings 18:36–38.) What happens when we pray to Heavenly Father? Explain that he hears our prayers and answers them according to our faith and his will but that our answers do not usually come as dramatically as Elijah’s.
- What did the people do when the contest was over? (1 Kings 18:39.)
- Although it began to rain and the drought was over, Jezebel was angry with Elijah and vowed to kill him (see 1 Kings 19:2). Elijah fled into the wilderness, and while he was there the Lord spoke to him. How did the Lord talk to Elijah? (1 Kings 19:11–13.) How do we receive messages from the Lord? Explain that we pray to Heavenly Father in the name of Jesus Christ, and our answers come through the Holy Ghost, usually as a peaceful thought in our minds or

a warm feeling in our hearts (see enrichment activity 3). Point out that by praying to Heavenly Father and listening for and obeying the still, small voice of the Holy Ghost, we are worshiping our Heavenly Father.

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## Enrichment Activities

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

1. After teaching the account of Elijah and the priests of Baal, you may want to have one or two of the children role-play or pantomime the story.
2. Divide the class into groups with two or three children in each group. Give each group a piece of paper and a pencil, and have them take two or three minutes to write down as many things as they can to answer the following question: "What are some things we do to worship Heavenly Father?" Let a child from each group read their answers. The lists might include the following ideas:

- Pray daily and express our gratitude to Heavenly Father
- Attend Primary and sacrament meetings
- Be reverent and listen in our meetings
- Sing hymns of praise
- Participate in family home evenings, prayer, and scripture study
- Treat others with love
- Make right choices
- Read the scriptures by ourselves

Discuss the importance of worshiping Heavenly Father every day and making him an important part of our lives. You may want to have the children write down some of these ideas on a piece of paper to take home and share with their families.

3. Have the class repeat the first article of faith. Review with the children the role of each member of the Godhead, reminding them that they are three separate personages but that they work together as one to help us. Include the following in your discussion:

Heavenly Father is the Father of our spirits. Before we were born on earth, Heavenly Father presented to us the plan of salvation so we could live on earth and become like him. He directed the creation of the earth. We pray to Heavenly Father.

Jesus Christ is the Only Begotten Son of Heavenly Father. He created the earth under the direction of Heavenly Father. He directs the work of Heavenly Father on the earth through living prophets. Jesus is the head of our Church. In the Old Testament, Jesus is known as Jehovah or the Lord. Through the Atonement of Jesus Christ, we will be resurrected and have the opportunity to repent and return to Heavenly Father. We pray to Heavenly Father in the name of Jesus Christ.

The Holy Ghost is a personage of spirit. He does not have a physical body. When we are baptized, we receive the gift of the Holy Ghost, which is the right to have his constant help and comfort in our lives. If we are worthy, Heavenly Father answers our prayers and speaks to us through the Holy Ghost. The Holy Ghost speaks in a still, small voice to our hearts and minds.

4. To review the roles and titles of the three members of the Godhead, prepare the following wordstrips. Make three columns on the chalkboard with the title of a member of the Godhead at the top of each one. Have each child choose a wordstrip and place it under the appropriate heading. Continue until all the wordstrips have been placed and discussed.

<b>Heavenly Father</b>	<b>Jesus Christ</b>	<b>Holy Ghost</b>
Father of our spirits	Savior	Still, small voice
Presented the plan of salvation	Jehovah	Comforter
Directed the creation of the earth	Created the earth	Testifier
God to whom we pray	Atoned for our sins	Spirit of truth
	Head of the Church	
	Perfect example	

5. Write on pieces of paper worldly things we sometimes worship, such as money; power; popularity; celebrities; recreation; sports; physical appearance; clothing; and so on. Display the object used in the attention activity. Have the children take turns choosing one of the papers and attaching it to the object. Have the children discuss how some people place too much value on such things and ask the children what we can do to avoid worshiping worldly things or making them too important in our lives. Help the children realize the importance of putting Heavenly Father and what he wants us to do first in our lives.

Have the children memorize part of 1 Kings 18:21: “How long halt ye between two opinions? if the Lord be God, follow him.” Stress the importance of deciding now to always worship Heavenly Father and to not allow other things to pull us away from him.

6. Tell the children that the first three of the Ten Commandments given by the Lord to Moses tell us how we should worship the only true God (see Exodus 20:3–7). Read the following commandments with the children. Ask them how following each commandment can help them worship Heavenly Father.

“Thou shalt have no other gods before me” (Exodus 20:3).

“Thou shalt not make unto thee any graven image, or any likeness of any thing that is in heaven above, or that is in the earth beneath, or that is in the water under the earth. Thou shalt not bow down thyself to them, nor serve them” (Exodus 20:4–5).

“Thou shalt not take the name of the Lord thy God in vain” (Exodus 20:7).

Explain that during his life on earth Jesus Christ summarized the Ten Commandments into two great commandments, to love God and to love others. Read and discuss the first great commandment:

“Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment” (Matthew 22:37–38).

Ask the children what all these commandments tell us about the importance of worshiping Heavenly Father.

7. Sing or read the words to “I Know My Father Lives” (*Children’s Songbook*, p. 5), “I Am a Child of God” (*Children’s Songbook*, p. 2; or *Hymns*, no. 301), or “I Lived in Heaven” (*Children’s Songbook*, p. 4).

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## Conclusion

Testimony and Challenge

Express your gratitude for the privilege of worshiping Heavenly Father and of praying to him. Encourage the children to decide now to worship Heavenly Father. Challenge them to beware of worshiping false gods and to not let anything become more important than worshiping and obeying Heavenly Father and Jesus Christ.

Suggested Family Sharing

Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”

Suggested Home Reading

Suggest that the children study 1 Kings 18:19–39 at home as a review of this lesson.

Invite a child to give the closing prayer.



**Purpose** To strengthen each child’s desire to obey righteous leaders.

**Preparation**

1. Prayerfully study:
  - 2 Kings 5:1–9—Naaman comes to Elisha to be healed of leprosy.
  - 2 Kings 5:10–19—Naaman is healed.
  - 2 Kings 5:20–27—Gehazi seeks personal gain from Naaman and is cursed with leprosy.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A box containing a surprise for each child, such as pencils, notes of appreciation, or pictures.
  - b. Pictures 6-42, Servant of Elisha and Naaman, and 6-43, Naaman Is Cleansed.

**Suggested Lesson Development**

Invite a child to give the opening prayer.

Attention Activity

Put the box containing the surprises on the table and write the following coded message on the chalkboard or make a copy for each child.

ALLOWOCK SITN STUHEE ABOUTX TOSN STUHEE STEAKBULEE

Tell the children that this message will give them instructions on how to find something they like. Explain that to decode the message they need to obey your instructions exactly. Ask them to erase or cross out every other letter of the message starting with the first letter of each word. When they know what the message is, ask them to not tell anyone until everyone has the chance to figure it out. The message will look like this:

LOOK IN THE BOX ON THE TABLE

After they each receive a surprise or treat from the box, discuss how obedience to instructions led them to a pleasant surprise. (As an alternate activity, you may want to hide a box with a surprise in it somewhere in your classroom before class and then give the children clues to follow to find the box.) Explain that in this lesson they will learn about an important military leader who followed the instructions of a prophet and was healed from a terrible disease.

Alternate Attention Activity

On a map point out a junction in a road where a traveler must decide to go to the right or to the left. Trace the route of each road, and then show how far apart the ending point on the road to the right would be from the ending point on the road to the left. Compare this to obeying or disobeying our Church leaders.

Scripture Account	Using the pictures at appropriate times, teach the children the account of Naaman's healing from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Explain that Elisha was Elijah's close associate and succeeded Elijah as prophet.
Discussion and Application Questions	<p>Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.</p> <ul style="list-style-type: none"> <li>• What kind of a man was Naaman? (2 Kings 5:1.) What disease was he afflicted with? Explain that leprosy is a skin disease and that because people feared catching it, lepers were often cast out of cities and had to live in designated areas with other lepers.</li> <li>• Who told Naaman's wife that there was a prophet of God in Samaria who could heal Naaman of leprosy? (2 Kings 5:2–3.) What does this tell us about this faithful Israelite girl? How can our faith help others?</li> <li>• Why was the king of Israel upset when he received the letter from the king of Syria asking him to heal Naaman? (2 Kings 5:7.) Explain that the power a king has is different from the power of the priesthood that Elisha had. The king did not have the power to heal, and he feared that the king of Syria would be angry if Naaman was not healed.</li> <li>• What instructions did the prophet Elisha send to Naaman through a messenger? (2 Kings 5:10.) Why did Naaman get angry? (2 Kings 5:11–12; because Elisha sent a servant instead of coming himself, and because the answer was so simple.) When might we disregard simple messages from Heavenly Father because we want answers that are more spectacular? Why do we do this? (See enrichment activity 2.)</li> <li>• How did Naaman's servants convince him to do what the prophet Elisha told him to do? (2 Kings 5:13.) What should we do if we don't want to follow the teachings of the prophet? What happened when Naaman obeyed Elisha's instructions? (2 Kings 5:14.) What happens when we obey the prophet? (See enrichment activity 3.) What should we do if we want to receive a special blessing, such as to be healed? (See enrichment activity 4.)</li> <li>• When Naaman offered Elisha money and clothes, why did Elisha refuse? (2 Kings 5:16; see verses 15 through 22 for the whole story.) Explain that Naaman was healed by Heavenly Father through the power of the priesthood and that priesthood holders cannot use the priesthood to gain recognition or wealth. What should we do to express our gratitude for the help we receive and to repay those people who help us?</li> <li>• What lie did Gehazi tell Naaman? (2 Kings 5:21–22.) After putting the money and clothes in his house, how did Gehazi answer Elisha's question of where he had been? (2 Kings 5:25.) What can happen if we tell lies? Who is harmed most when we tell a lie?</li> <li>• What did Elisha say would happen to Gehazi for what he had done? (2 Kings 5:27.) How did Gehazi look when he left Elisha's presence? (2 Kings 5:27.) Explain that Gehazi's appearance, being "as white as snow," was a symptom of leprosy.</li> </ul>

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## Enrichment Activities

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

1. Have the children review the scripture accounts in this lesson and then role-play or pantomime the interaction among Naaman's wife, the Israelite servant girl, Naaman, Elisha, Elisha's messenger, Naaman's servant, and Gehazi. You may want to write the names of these seven people on separate pieces of paper that the children could wear during the pantomime.
2. Read and then discuss the following quotation by President Spencer W. Kimball: "Expecting the spectacular, one may not be fully alerted to the constant flow of revealed communication" (in Conference Report, Apr. 1977, p. 115; or *Ensign*, May 1977, p. 78). Remind the children of the time when, as Joseph Smith read the scriptures, inspiration came to him to go into the woods and pray about which church to join. You may want to share an experience of your own when you were inspired through simple means. Discuss how answers might come in situations such as the following:
  - Someone is praying to know if the Church is true.
  - Someone is praying for help with a difficult class in school.
  - Someone is praying to get along better with friends or family members.
3. Show a picture of the living prophet, and share a message he has given to Church members. Explain to the children how listening to what the prophet is teaching us to do and obeying what he asks us to do will bless our lives. You may also want to discuss something your stake president or bishop has asked members of your stake or ward to do and the blessings that will come if you are obedient.
4. Tell the children the following story:

President David O. McKay was in Berlin, Germany, in 1952 when he received a message from one of the members of the Church in that mission—a sister whose husband and eldest son had both been killed. She had been driven from her home, and because of exposure and lack of nutrition she finally became paralyzed and had been confined to her bed for five years. She expressed the desire that her two little children—a boy and a girl about ten and twelve years of age—be sent over to meet the President of the Church. This good sister said, "I know if I send my children to shake hands with President McKay, and then they come home and take my hand—if I can hold their little hands in mine I know that I shall get better."

Arrangements were made for them to take the trip. President McKay said, "When that little girl and boy came along, I went to them and shook their hands, and said, 'Will you take this handkerchief to your mother with my blessing?' I later learned that after I had shaken hands with them, they would not shake hands with anyone else, for they did not want to touch anyone with their hands until they got back to their mother."

The mission president's wife later reported, "Immediately after the children came home, her feet and toes began to get feeling in them, and this feeling slowly moved up into her legs. And now she gets out of bed alone and seats herself on a chair, and then, with her feet and the chair, works all the way around to the kitchen sink, where she has the children bring her the dishes

to wash, and other things, and is very thankful that she is able to help now.”  
 (Adapted from *Cherished Experiences from the Writings of President David O. McKay*, comp. Clare Middlemiss, rev. ed. [1976], pp. 142–44.)

Explain to the children that people may be healed:

According to their faith in Jesus Christ.  
 If they are worthy and have done their part.  
 If it is the will of the Lord.

5. Sing or read the words to the ninth verse of “Follow the Prophet” (*Children’s Songbook*, p. 110).

## Conclusion

Testimony	You may want to bear testimony of the importance of following the counsel of righteous leaders and the blessings that come to our lives through this obedience.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study 2 Kings 5:9–14 at home as a review of this lesson.  Invite a child to give the closing prayer.

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**Purpose** To teach the children that the prophet Isaiah received revelation for his time and for the latter days.

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**Preparation**

1. Prayerfully study:
  - 2 Kings 18:1–7—Hezekiah is a righteous king of Judah.
  - Isaiah 36:1–2, 4, 13–15—King Sennacherib of Assyria conquers many cities of Judah. He sends his servant, Rabshakeh, to Jerusalem to threaten King Hezekiah and the Jews.
  - Isaiah 37:1–4—King Hezekiah asks Isaiah to pray for help to save Jerusalem.
  - Isaiah 37:5–7—Isaiah prophesies that Assyria will be defeated and King Sennacherib will be killed in his own land.
  - Isaiah 37:15–20—Hezekiah prays for deliverance.
  - Isaiah 37:21, 33–38—Isaiah’s prophecy that the Lord will defend Jerusalem is fulfilled.
  - Isaiah 38:1–5—Hezekiah’s life is lengthened.
  - Isaiah 40:3–5; 45:23—Isaiah prophesies of the Second Coming of Jesus Christ. All people will know Jesus is the Christ.
  - Isaiah 63:1–2—Christ will wear red when he comes.
  - Isaiah 66:15, 18; Doctrine and Covenants 88:96–98—The wicked will be burned, but the righteous will be lifted up.
  - Isaiah 2:4; 11:6–9—Isaiah prophesies of the Millennium.
  - Isaiah 54:10, 13–14, 17—In the last days the righteous will be watched over and blessed.
2. Additional reading:
  - Philippians 2:10–11.
  - Doctrine and Covenants 29:11.
  - *Gospel Principles* chapter 43, “The Second Coming of Jesus Christ,” and chapter 44, “The Millennium.”
3. Study the lesson and decide how you want to teach the children the scripture accounts (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Materials needed:
  - a. The front page of a newspaper.
  - b. Picture 6-28, The Second Coming (Gospel Art Picture Kit 238; 62562).

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**Suggested Lesson Development**

Invite a child to give the opening prayer.

Attention Activity

Show the children the newspaper.

- Why do we have newspapers? (To learn about what is happening in the world.) Invite a child or two to come to the front of the class and read one of the

headlines. Ask the children if they can tell you what the article is about. You might want to take a few minutes to discuss the importance of the event the newspaper article is describing.

Explain that many prophets during Old Testament times told the people about important future events, including some that would occur in the last days. The articles we read in the newspaper often describe events that fulfill these ancient prophecies about the last days. In this lesson the children will learn about some of the important events the prophet Isaiah foretold over 700 years before Jesus Christ was born.

**Scripture Accounts** Using the picture at an appropriate time, teach the children Isaiah's prophecies concerning Hezekiah and his people, the Second Coming of Jesus Christ, and the Millennium from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture accounts, see "Teaching from the Scriptures," p. vii.) Note: Please present information on the Second Coming in a positive way so the children will see it as a joyous event rather than a frightening one.

As you discuss the prophecies of Isaiah, bring out the following points:

- The prophet Isaiah lived over 700 years before the birth of Jesus Christ.
- Many of Isaiah's teachings and prophecies have been quoted by other prophets in the Book of Mormon and the New Testament and by the Savior himself.
- Isaiah prophesied of many events that have already happened and many that will yet come to pass.
- When Jesus visited the Nephites after his Resurrection, he counseled them to study the words of Isaiah (see 3 Nephi 23:1).

**Discussion and Application Questions**

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

**Hezekiah Prays for Guidance and Follows Isaiah's Counsel**

- What kind of person was Hezekiah? (2 Kings 18:3, 5–6.) What did he do to stop the people from worshiping idols? (2 Kings 18:4.) How was he blessed for his righteousness? (2 Kings 18:7.)
- After the Assyrian army conquered many of the cities of Judah, where did Hezekiah turn for help? (Isaiah 37:2, 15.) What did the Lord tell Hezekiah through Isaiah? (Isaiah 37:6–7, 33–34.) If we are ridiculed for trusting in God, how can we receive strength? (Through praying, fasting, and reading the scriptures and obeying the words of the living prophet.)
- How did the Lord protect the people of Jerusalem? (Isaiah 37:36–38.) What happened to the king of Assyria? Help the children understand that although we may not see such dramatic results when we pray, our prayers will be heard and answered. Share an appropriate experience when you have prayed for help and received an answer. Invite the children to also share their experiences. Emphasize that Heavenly Father may not take away our problems, but he will give us strength and comfort.
- When Hezekiah learned he was going to die, what did he ask the Lord to remember? (Isaiah 38:3.) How did the Lord answer his prayer? (Isaiah

38:5–6.) When we ask Heavenly Father to heal us or a loved one, our prayer may be answered in several ways. We must be willing to accept Heavenly Father's will.

Isaiah Prophesied of the Second Coming of Jesus Christ and the Millennium

- Whom did Isaiah say would see the Savior at his Second Coming? (Isaiah 40:5; 66:18.) How did Isaiah say Jesus would be dressed at the Second Coming? (Isaiah 63:2.)
- What did Isaiah prophesy every person would someday do? (Isaiah 45:23; see also Philippians 2:10–11. In these verses *swear* means to testify.) Explain that this does not mean everyone will repent of their sins; however, all people will admit that Jesus Christ is our Savior. Why is it important for us to gain a testimony of Jesus now? How can we strengthen our testimonies?
- How did Isaiah describe Jesus' Second Coming? (Isaiah 66:15.) Explain that for those who have been wicked, this will be a frightening time, but for the righteous it will be a great and glorious day (see Isaiah 66:13). How will the Lord know the wicked from the righteous? (Isaiah 66:18.) Emphasize that Heavenly Father and Jesus know the desires of our hearts. If we are trying to live righteously, we will be watched over and blessed during this time. What did the Lord say will happen to the Saints when the wicked are burned? (D&C 109:75–76.) (See enrichment activities 1 and 2.)
- What do you think it will be like to live on the earth during the Millennium? (D&C 29:11.) What does Isaiah say about war between the nations of the earth? (Isaiah 2:4.) How will the wild animals behave? (Isaiah 11:6–9; 65:25.) Why do you think it will be a blessing to live in a world where everyone has been taught the gospel? (Isaiah 11:9; 54:13–14.) What can we do to be worthy to live on the earth at this time?

Explain that only Heavenly Father knows when the Second Coming will occur and when the Millennium will begin. Nevertheless, we should be preparing for that time.

Emphasize that the Millennium is a time to look forward to. Although there will be difficult times before the Second Coming, we will be blessed and helped through these times if we live righteously. (See enrichment activity 3.)

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## Enrichment Activities

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

1. Discuss several events of the last days. Explain that signs tell us of Jesus' Second Coming, such as wickedness, war, turmoil, the Restoration of the gospel, the coming forth of the Book of Mormon, the gospel preached to all the world, the sealing power restored, the Lamanites becoming a mighty people, and the building of the New Jerusalem.

Conclude the discussion by referring to Isaiah 54:10, 13–14, 17. Emphasize that those who are righteous will be blessed during these difficult times.

2. Have the children close their eyes and imagine a world where all creatures live in peace. Ask the children how such a world might be different from our

world. Help them think of blessings, such as no wars, no crime, no disease, and so on, that would be a part of such a world. Explain that the earth will be like this during the Millennium. Have a child read John 14:27 aloud.

3. Have each child take a turn pantomiming getting ready for something (school, bed, dinner, a test, and so on). Have the rest of the class try to guess what the child is getting ready for. Then discuss how we can prepare for the time when Jesus will come again, and list these ideas on the chalkboard. Such ideas might include: attending church, being kind, reading the scriptures, praying, and so on.

Explain to the children that each of them is already preparing for the Second Coming by attending church and keeping God's commandments. Encourage the children to continue to repent, keep the commandments, and do those things that will help their testimonies grow.

4. Explain that Isaiah prophesied of many events that have already happened. Have the children look up the following scripture references and decide what Isaiah prophesied and how it has come to pass (this could be made into a matching game or handout):

Isaiah 2:1–2 (The kingdom of God to be established in the Rocky Mountains)

Isaiah 7:14 (The birth of Jesus Christ)

Isaiah 29:4 (The coming forth of the Book of Mormon)

Isaiah 52:7–8 (Missionaries spreading the gospel)

Isaiah 53:3–5 (The Atonement of Jesus Christ)

5. Using a large piece of paper, have the children write a headline about the Second Coming based on what they have learned in this lesson. Some of the children may want to write a short article about preparing for the Second Coming.
6. Discuss and help the children memorize the tenth article of faith. Explain that *paradisiacal* means that the earth will return to a state of paradise like it was in the Garden of Eden.
7. Sing or read the words to “When He Comes Again” (*Children’s Songbook*, p. 82), “I Want to Live the Gospel” (*Children’s Songbook*, p. 148), or “I’m Trying to Be like Jesus” (*Children’s Songbook*, p. 78).

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## Conclusion

Testimony	You may want to bear testimony of the love Heavenly Father and Jesus Christ have for each of us and how much they want us to live righteously and be prepared for future events. Encourage the children to look forward to the peace and joy that will come when Jesus Christ returns to the earth.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Isaiah 54:10, 13–14, 17 and 11:6–9 at home as a review of this lesson.  Invite a child to give the closing prayer.



Lesson  
**37**

# Josiah and Ezra Read the Scriptures to the People

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**Purpose**

To teach the children that reading and following the counsel of the scriptures brings joy.

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**Preparation**

1. Prayerfully study:
    - 2 Kings 22:1–2—Josiah reigns in righteousness.
    - 2 Kings 22:3–10—While repairing the temple, Hilkiah finds the book of the law. (Note: *Book of the law* and *book of the covenant* are descriptive terms for the scriptures at that time.)
    - 2 Kings 22:11–13—Josiah sorrows because of the wickedness of the people.
    - 2 Kings 22:14–20—Huldah prophesies the desolation of the wicked but promises that Josiah will be blessed.
    - 2 Kings 23:1–4, 21–25—Josiah reads the book of the law to the people; they make covenants and stop their idolatry.
    - Nehemiah 8:1–12—Ezra reads and interprets the law of Moses. The people rejoice.
  2. Additional reading:
    - Deuteronomy 6:6–7—Moses tells the Israelites to teach the commandments to their children at all times.
    - 2 Chronicles 34—Another account of the story of Josiah (compare 2 Kings 22).
  3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
  4. Materials needed:
    - a. A Bible for each child.
    - b. A journal, scrapbook, photo album, or baby book (see the attention activity).
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**Suggested****Lesson****Development**

Invite a child to give the opening prayer.

## Attention Activity

Ask the children if they remember what the first lessons of this course were about. If they remember the general topics, ask for more specific details. Explain that it is hard for us to remember information that we learned a long time ago. Show the children a journal, scrapbook, photo album, baby book, or similar book, and relate the following true experience or a personal experience you have had keeping records.

Some children asked their mother to tell them about what they said and did when they were younger. Their mother had written a journal of some of those experiences. The family read the journal together. The oldest boy learned that

the first talk he gave in Primary was about two brothers who decided not to quarrel with one another. He liked knowing this because he always tried to be a peacemaker in his family. One daughter learned that when she was three years old she prayed every night for her neighbors to learn not to smoke and for them to be kept safe from harm. This concern showed the same sensitivity toward others that she continued to have as an older child. Another child learned that in her baby blessing her father had blessed her to have an especially close relationship with her mother. Throughout her life, that blessing had been fulfilled. Even the mother was surprised at some of the stories. Over time she had forgotten many of them. Both the mother and her children felt joy as they read the journal and remembered experiences from their past.

Explain that it is easy to forget things that we aren't constantly reminded of. Important information should be studied and reviewed continually so that we do not forget it. Show the children your scriptures, and tell them these books contain Heavenly Father's words to us. Diligent daily study of the scriptures will help us remember and keep his commandments. Tell the children that in this lesson they will learn about the people of Judah at two different historical times: during the reign of King Josiah (about 640 B.C.) and the time of Nehemiah and Ezra (about 450 B.C.) (B.C. means before the birth of Christ). Both groups of people had lost the book of the law—the scriptures the Lord gave to them through Moses—so they forgot the commandments and did not obey them.

#### Scripture Account

Teach the children the account of Josiah, the boy king of Judah, and of Ezra from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.)

#### Discussion and Application Questions

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

- What kind of person was King Josiah? (2 Kings 22:2; 23:25. Note: The David mentioned in 2 Kings 22:2 is King David, who was Josiah's forefather, not his literal father. Josiah's father was Amon.) Explain that Josiah's father was a wicked king who was killed by his servants when Josiah was eight years old. Josiah inherited the throne, and he was a righteous king.
- In the eighteenth year of King Josiah's reign, what was done to the temple? (2 Chronicles 34:8–11.) What did Hilkiyah, the high priest, find in the temple when it was being repaired? (2 Kings 22:8.) Explain that *book of the law* was another name for the scriptures.
- After King Josiah had the book of the law read to him, what did he do that showed his great sorrow? (2 Kings 22:11–13.) Explain that "rent his clothes" means he ripped or tore his clothes to signify his deep sorrow that his people had strayed so far from God's laws.
- How had the people shown they had forgotten the Lord's laws? (2 Kings 22:16–17.) How did King Josiah abolish idol worship and the other evil practices of his people? (2 Kings 23:4, 24–25.)
- How did King Josiah help his people repent of their sins? (2 Kings 23:2–3.) What made the people realize they had done wrong? Explain that reading the scriptures taught the people the Lord's ways. Because the book of the laws and covenants had been lost, the people had forgotten the commandments

and had been led astray. How can the scriptures help us? What habits can we develop that will help us remember God's words? (See enrichment activity 4.)

- What righteous practice did King Josiah reestablish? (2 Kings 23:21–23.)
- Who was Nehemiah? (Nehemiah 8:9. Note: The footnote in Nehemiah 7:65 indicates that *Tirshatha* means governor. Nehemiah was a righteous leader of his people.) (See also “Nehemiah” in the LDS Bible Dictionary [p. 738].)
- Who was Ezra? (Nehemiah 8:9.) Explain that Ezra was a priest and a scribe, and as a scribe he was a teacher of the law. The Jews at this time (about 450 B.C.) had been in captivity in the Persian Empire for many years, and they had not been allowed to have their laws read to them. They had fallen into the evil ways of those around them. Some of the Jews, including Ezra and Nehemiah, were allowed to return to Jerusalem to reestablish their culture and religious beliefs.
- To whom did Ezra read the book of the law of Moses? (Nehemiah 8:1–3, 5.) Explain that the LDS Bible Dictionary under the heading “Ezra” (p. 669) points out that before this time the law had been available only to the priests. Reading the book of the law in the open street made it available to everyone. What was the people’s reaction to hearing the book of the law? (Nehemiah 8:3, 9.) How should we read the scriptures?
- Who helped the people understand the scriptures? (Nehemiah 8:7–8.) Point out that the spirit of the Lord was with the people as the priests explained what was being read to them. How did the people feel when they understood the scriptures that were read? (Nehemiah 8:12.) How do you feel when you read and understand the scriptures? (See enrichment activity 2.) How can we develop the kind of excitement for the scriptures that these people had?

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## Enrichment Activities

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

1. Tell the children you are going to whisper something to them that you want them to try to remember. Whisper this scripture to each child: “The king stood in his place, and made a covenant before the Lord, to walk after the Lord, and to keep his commandments” (2 Chronicles 34:31). After you have whispered this to each child, ask them to repeat it. If they have a hard time remembering it, explain that the value of having written scriptures is that we can study and read them often to help us remember. Then as a class read the verse out loud from the scriptures. At the end of the lesson, ask if the children remember the scripture that you whispered to them and they read together. If you have repeated it several times, some of them will probably remember. Read it out loud in unison again. Point out that we remember important truths by hearing and reading them again and again.
2. Write on the chalkboard two headings: “Why might it be hard to read the scriptures?” and “Ways to overcome these difficulties.” Ask the children why it might be hard for them to read the scriptures, and then have them suggest ways to overcome these difficulties. Discuss each idea with the children, listing their answers in the appropriate column. Problems with reading the scriptures might be that they are hard to understand or that the children can’t read well enough. Possible solutions to these problems could be to read out

loud, to read and discuss with an adult, to pray for understanding, or to read the suggested home reading included at the end of each lesson while the lesson is still fresh in their minds. Challenge the children to read the assigned verses from this lesson and each lesson. Explain that when a person reads regularly from the scriptures, the scriptures become more familiar and easier to understand.

3. If these items are available, dip a toothpick for each child into a small amount of honey. Have the children taste the honey. Emphasize the sweetness of the honey, and then read Psalm 19:8, 10. Have the children think about how the scriptures can be sweeter than honey in their lives. Point out that through the scriptures we can feel Heavenly Father's love for us, and we can receive help in facing our problems. These and other things bring a sweetness, or joy, in our lives. Encourage the children to share something they love about the scriptures.
4. Play charades by having a child pantomime one of the following situations. Have the rest of the class guess what they are doing.
  - a. Driving to a gas station and putting fuel in the gas tank of an automobile.
  - b. Eating dinner.
  - c. Planting and watering a plant.
  - d. Reading the scriptures.

Play until all four situations have been correctly guessed. Discuss what similarities there are in these different activities. Point out that in each case an object needs fuel so that it will have the energy to keep going. Just as a car, a plant, or our physical bodies need fuel or food for energy, our spirit needs to be fed so that it too can be healthy. Discuss how we can feed our spirits. Discuss how often our spirits need to be fed. Read Deuteronomy 6:6–7 with the children, and emphasize that we should think of the Lord's words to us at all times in everything we do. Challenge the children to read from the scriptures each day in the coming week.

5. Remind the children that in order to obey the commandments, they have to be able to remember them. To help them remember, play a memory game. Write the names of the following people from the Old Testament on separate 3" x 5" cards. On other cards write the phrases that describe each person. Have the children take turns matching the card with the name of the person on it with the card that says what he or she did. When the children have matched all the cards, discuss the spiritual qualities they remember about each person.

Person	Action
Adam	Left the Garden of Eden
Enoch	His righteous city was translated
Noah	Built an ark
Abraham	Willing to sacrifice his son
Rebekah	Left her family to marry Isaac
Joseph	Forgave his brothers
Moses	Saved his people from bondage

Ruth	Accepted the gospel from her mother-in-law
David	With the strength of the Lord, killed a giant
Elijah	Fed by ravens during a drought

6. Help the children understand and memorize the eighth article of faith. Or read Isaiah 40:8 and discuss ways in which the scriptures will “stand for ever.” Explain that, for example, the Ten Commandments given to Moses thousands of years ago “stand for ever”; they are still commandments in our time. Invite the children to share their favorite scriptures and the reasons they love them.
7. Sing or read the words to “Search, Ponder, and Pray” (*Children’s Songbook*, p. 109).

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## Conclusion

Testimony	Share your feelings about the great blessing the scriptures are in your life and the joy and peace they bring to you as you remember to obey Heavenly Father’s laws. Encourage the children to read the scriptures regularly at home.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study 2 Kings 23:1–3, 25 and Isaiah 40:8 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Esther Saves Her People

Lesson  
**38**

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**Purpose** To teach the children how fasting can bless their lives.

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**Preparation**

1. Prayerfully study:
  - Esther 2:5–11, 15–23—The king chooses Esther to be his new queen. Mordecai saves the king's life.
  - Esther 3:1–6, 8–11, 13—Mordecai refuses to bow to Haman. Haman plans to kill all the Jews.
  - Esther 4—Esther asks the Jews to fast for her success in pleading with the king for the lives of the Jews.
  - Esther 5—The king receives Esther. She invites the king and Haman to a banquet. Haman plans to hang Mordecai.
  - Esther 6—The sleepless king recalls that Mordecai has not been honored for saving his life. Unknowingly Haman plans Mordecai's reward.
  - Esther 7:1–6, 9–10—Esther reveals Haman's plot to kill the Jews. The king has Haman hanged on the gallows built for Mordecai.
  - Esther 8:1–8, 11, 17—The king makes a new decree saving the lives of the Jews.
  - Esther 10:3—Mordecai is given authority second only to the king.
2. Study the lesson and decide how you want to teach the children the scripture account (see "Preparing Your Lessons," p. vi, and "Teaching from the Scriptures," p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. Optional: 1 tablespoon yeast, 1/2 cup warm water, 1/2 teaspoon sugar, and a container to hold this mixture.
  - c. Picture 6-44, Esther.

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## **Suggested**

### **Lesson**

#### **Development**

Invite a child to give the opening prayer.

#### Attention Activity

Tell the children that yeast is a leavening agent used in bread dough to make the bread light and airy. Explain that when yeast is put into warm water, it begins to grow or increase. Ask the children what they think will happen if sugar is added to the mixture. (If these ingredients are available, combine them to demonstrate what happens.) Explain that the yeast grows when it is put in a warm, moist environment but that it grows even more rapidly if it has sugar to feed on. Tell the children that there are certain elements that, when used together, increase our faith, much like the water and the sugar combine to help the yeast grow.

Ask the children what they need to help their faith and spirituality increase. Explain that sincere prayer can help us have faith and greater spirituality, but if we add fasting to our prayers, our faith and spirituality can be increased even more. To

fast is to go without food and drink by choice. Not only can proper fasting, with prayer as its companion, increase our spirituality and faith, it can also increase our humility, our love of God, and our ability to receive help with our problems. (See Bruce R. McConkie, *Mormon Doctrine*, 2nd ed. [1966], p. 276.) Tell the children that in this lesson they will learn how a courageous woman used fasting to help save her people.

#### Scripture Account

Using the picture at an appropriate time, teach the children the account of Esther from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

As you discuss the account of Esther, explain that King Ahasuerus of Persia held a seven-day feast for his nobles and princes, where he proudly displayed his gold, silver, and beautiful linens for all to see. He then called for Vashti, the queen, to display her beauty. But Vashti refused to come before them, and this made the king angry. It was embarrassing to have the queen refuse to obey the king in front of his guests. The king asked his wise men what should be done about the queen and was counseled to dethrone Vashti and choose a new queen. In order to do this, all the beautiful young girls in the kingdom were presented to the king for him to select a new queen.

#### Discussion and Application Questions

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

- How was Esther related to Mordecai? (Esther 2:5, 7.) Why were the Jews living in Persia? (Esther 2:6. Explain that the Jews were Heavenly Father’s covenant people. This means that they had promised to obey the Lord. They were also one of the tribes of Israel; in other words, they were descendants of Abraham, Isaac, and Jacob. But they had been conquered and taken to the lands of Media and Persia.) When Esther was taken to the king’s palace, why didn’t she let anyone know she was a Jew? (Esther 2:10, 20.)
- What happened when Esther was first presented to the king? (Esther 2:17.)
- What did Mordecai do to protect the king? (Esther 2:21–23.) Explain that Bigthan and Teresh were part of the king’s personal guard. Their plot to kill the king was especially dangerous because they had many opportunities to be near him and could more easily carry out their plan.
- What reason did Mordecai give the people for not bowing to Haman, who held the highest position of all the king’s officials? (Esther 3:2–4.) Why did Mordecai refuse to bow to Haman? (Exodus 20:3. Explain that in addition to having the people bow to Haman, the king had also commanded them to reverence or worship him. If Mordecai had done this, he would have been breaking the first of the Ten Commandments.)
- What did the angry Haman try to do to punish Mordecai and the Jews? (Esther 3:6, 8–9.) How would you feel if a law were passed that all members of the Church were to be killed on a certain day? How did Mordecai and the Jews react to the new law? (Esther 4:1–3.) Explain that sackcloth was a coarse fabric made of camel or goat hair and was worn while fasting or mourning. In addition to wearing sackcloth, the people either sat in piles of ashes or sprinkled ashes on themselves as a symbol that joy had left them.

- Why was Esther afraid to go to the king? (Esther 4:11.) What did Mordecai tell her about going to the king? (Esther 4:13–14.) Explain that Mordecai thought it possible that Heavenly Father had prepared Esther to save the Jews. What did Esther do so she could be successful in pleading with the king? (Esther 4:16–17.) How did the king receive Esther? (Esther 5:2–3.) What are some righteous things we might fast for? (See enrichment activity 4.)
- Esther requested a three-day fast. How long should we fast? Fasting usually means abstaining from food and drink for two consecutive meals, but President Joseph F. Smith stated that this “is not an absolute rule, . . . but it is left with the people as a matter of conscience, to exercise wisdom and discretion. Many are subject to weakness, others are in delicate health . . . ; of such it should not be required to fast” (*Gospel Doctrine* [1968], p. 244).
- Whom did Esther ask to come to the banquet? (Esther 5:4–5.) What was Haman angry about after coming out of the first banquet? (Esther 5:9.) What did Haman’s friends and wife tell him to do about Mordecai? (Esther 5:14.)
- How was the king reminded of Mordecai’s good deed in saving his life? (Esther 6:1–3.) Point out that it is possible that the king’s sleeplessness was a blessing from Heavenly Father as a result of the Jews’ fast. How did the king determine Mordecai’s reward? (Esther 6:6–10.)
- What did Esther request of the king at the second banquet? (Esther 7:3–4.) What happened to Haman when the king discovered his plan to destroy the Jews? (Esther 7:9–10.) What reward was given to Mordecai? (Esther 8:1–2.)
- How should we fast? (Matthew 6:16–18.) How can we better observe the fast? Explain that our fast should include sincere prayer. Point out that often we will also have a specific reason for our fast. We may not always receive the answer we desire, but we should have faith that the Lord’s will should be done. It is important to develop the habit of living the law of the fast so that when we have specific needs we will know how to receive help. Our fast should also give us a desire to help others.
- Why is fasting sometimes difficult? Help the children understand that they may experience feelings of hunger and thirst, but they can grow in spirituality as they continue to cheerfully obey the commandment to fast. What positive experiences have you had in fasting individually or with your families?

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### Enrichment Activities

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

1. Role-play the events in the story from Esther (see Esther 4:1–5:3). Read the lines while the children act the parts or give copies of the lines to the children to read. You might give the children simple props or name tags to identify the characters.

Servant: Mordecai, Queen Esther wonders why you are mourning in sackcloth and ashes.

Mordecai: Haman has gained permission to have all the Jews killed, both young and old, little children and women. Give Esther a copy of the decree, and have her plead with the king for her people.



Servant: Mordecai wants you to go to the king and plead for your people.

Esther: Please take the message to Mordecai that I am afraid to go to the king without being called, for I will be killed unless the king holds out his golden scepter to me. The king has not requested to see me for thirty days, and I fear that I will displease him.

Servant: (Hands a paper to Mordecai.)

Mordecai: Tell Esther that she cannot escape death as a Jew just because she lives in the king's house. I ask again for her to plead with the king for her people. Perhaps this is the very reason the Lord has permitted Esther to be queen—that she might save her people.

Servant: Mordecai asks again that you plead for your people.

Esther: Have Mordecai and the Jews fast for me for three days, night and day. My maidens and I will also fast. I will go before the king, and if I perish, I perish.

King: (Raises scepter and smiles.) What do you want, Esther? I will give you what you want up to half of my kingdom.

2. Make name cards for each of the following scripture characters: King Ahasuerus, Vashti, Mordecai, Esther, and Haman. Pin a card on the back of five children without showing them which one they have. Have them ask their classmates yes or no questions about the character to help them discover which person they are. You could repeat this activity if time permits.

Questions might be similar to the following: Am I a Jew? Am I righteous? Did I fast? Was I friendly to Mordecai? Am I a queen?

3. Tell the following story in your own words:

A group of Latter-day Saints in the early days of the Church lived in Mexico. Pancho Villa, a Mexican revolutionary commander, was raiding many settlements in northern Mexico. One of the settlements that was to be destroyed on a certain night was called Colonia Dublán, a Latter-day Saint settlement. The bishop of the ward in that town asked all the members to fast and pray. He called a meeting at the church for all the people. They prayed and were told to continue fasting and praying to Heavenly Father for protection from Pancho Villa and his army. They were then to go to bed as if it were any other night and trust that the Lord would watch over them.

During the night when Pancho Villa's army approached the town, they saw from a lookout what they thought were campfires of a large army protecting the town. Pancho Villa and his army rode off, thinking it would be unwise to attack Colonia Dublán.

4. List and discuss several things we might appropriately fast for. A possible list could include:

- To help our loved ones recover from an illness or injury
- To help us make important decisions
- To help us gain a testimony
- To help others be willing to hear the gospel
- To receive protection from evil
- To receive relief in time of natural disasters and droughts

To help us feel the Spirit  
 To prepare us to receive special blessings, such as a patriarchal blessing  
 To show gratitude for our blessings  
 To help us overcome sin  
 To help us solve problems  
 To help us know whom to share the gospel with  
 To receive comfort when we mourn  
 To help us understand or accomplish a difficult assignment  
 To help others with their problems

5. Divide the class into two groups and give each group a piece of paper and a pencil. Have them make a list of all the qualities Esther exhibited as she saved her people from destruction. Some of the answers the children might think of are courage, trust in Heavenly Father, love for others, humility, and so on. Have the children share their lists of qualities with each other.
6. Sing or read the words to “Faith” (*Children’s Songbook*, p. 96) or “In Fasting We Approach Thee” (*Hymns*, no. 139).

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## Conclusion

Testimony	You may want to testify that as we sincerely fast and pray, our prayers will be answered and we can become closer to Heavenly Father. Help the children understand that there is also great power in fasting for others. Encourage the children to fast cheerfully and with a purpose.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Esther 4 at home as a review of this lesson. Invite a child to give the closing prayer.

<b>Purpose</b>	To help the children have faith and remain strong through trials.
<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Prayerfully study: <ul style="list-style-type: none"> <li>• Job 1—Job’s property and children are destroyed, but he continues to worship God.</li> <li>• Job 2:1–12—Job is smitten with boils.</li> <li>• Job 19:13–29—Job tells of his afflictions and testifies of the Redeemer.</li> <li>• Job 22:5–10—Job’s friends accuse him of sins.</li> <li>• Job 27:2–5—Job asserts his integrity.</li> <li>• Job 42:7–17—The Lord chastises Job’s friends. Job is blessed with twice as much as he had before.</li> </ul> </li> <li>2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.</li> <li>3. Materials needed: <ol style="list-style-type: none"> <li>a. A Bible for each child.</li> <li>b. A pencil and a piece of jewelry with a diamond (if available).</li> </ol> </li> </ol>

<b>Suggested Lesson Development</b>	Invite a child to give the opening prayer.
Attention Activity	<p>Show the children the pencil and explain that the writing portion of the pencil is graphite, which is a form of carbon. Ask the children to estimate the value of the graphite in the pencil. Then show the diamond (or describe one) and explain that scientists believe diamonds were formed millions of years ago when carbon was subjected to great heat and pressure. Diamonds are very valuable because they are the hardest natural substance, they make beautiful jewelry, and they can be used in industry for cutting and grinding. You may want to have the children estimate the value of the diamond. Discuss how the graphite in the pencil and the diamond are made of the same substance (carbon), yet the diamond is much more valuable. Ask the children what happened to the diamond to make it so valuable.</p> <p>Compare problems and trials we have in life to the heat and pressure that carbon must undergo to become diamonds. Explain that the “heat” and “pressure” that our trials bring us can make us strong like a diamond if we remain faithful to Heavenly Father. Ask the children to listen as you tell them about a man who suffered many trials but never lost his faith in God.</p>
Scripture Account	Teach the children about Job from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) During the discussion help the children understand that

Discussion and  
Application  
Questions

Job was a just and perfect man who was blessed with great riches. The Lord allowed Satan to tempt and try Job so Job could prove his faithfulness.

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

- What kind of a man was Job? (Job 1:1.) How many sons and daughters did he have? (Job 1:2.) What did Satan think would happen if Job lost his wealth and family? (Job 1:11.)
- What happened to Job's children and his wealth? (Job 1:13–19.) How did Job respond to these losses? (Job 1:21–22.) Explain that “nor charged God foolishly” means to not blame God for trials. Why should we not blame the Lord for our trials? (See enrichment activity 1.)
- What did Satan think would happen if Job had to suffer physically? (Job 2:5.) What physical suffering did the Lord allow Satan to test Job with? (Job 2:7.)
- How did Job's friends, family, and servants respond when Job suffered his trials? (Job 19:13–19.) How should we respond when we see others suffering? Whom did Job continue to testify of, even after suffering so much physically and mentally? (Job 19:25–27.) How can we be strengthened through our trials if we continue to testify of the Savior?
- What sins of Job's did his friends think were responsible for his great suffering? (Job 22:5–9.) Explain that sometimes suffering can be brought about by our own sins, but in many cases, as with Job, it is not. Why do trials fall upon the righteous as well as the wicked? (See enrichment activity 2.)
- What did Job resolve to do no matter what happened to him? (Job 27:4–5.) How could this type of resolve help us deal with our daily trials?
- How did the Lord respond to Job's friends after they accused him of wickedness? (Job 42:7–9.) How did the Lord bless Job after he remained faithful through his trials? (Job 42:10–17.) How might the Lord bless us if we remain faithful through our trials? (See enrichment activity 4.) How can your trials be a blessing to you?

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**Enrichment  
Activities**

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

1. Tell the children about baby birds, who, when they are about to hatch, peck at the shell to free themselves. What would happen if we broke the shell away because we felt sorry for the bird? Explain that the bird might die. Through pecking at the shell, birds build up enough strength so when they are free of the shell they will be strong enough to live. Discuss how our trials can make us strong so that we can return to live with Heavenly Father.
2. Tell in your own words the following incident, and then discuss it:

President Spencer W. Kimball, twelfth President of the Church, told of a lady who asked him: “Why is it that those who do the least in the building of the kingdom seem to prosper most? . . . We observe the Sabbath and attend our meetings; they play golf, hunt, fish, and play. . . . We pay much for tithing and

for other Church donations; they have their entire large income to lavish upon themselves. . . . It seems to me that it does not pay to live the gospel—that the proud and the covenant-breakers are the ones who prosper.” President Kimball explained that we will eventually reap what we have sown. He said, “The time of reckoning is as sure as is the passage of time and the coming of eternity. All who live shall eventually stand before the bar of God to be judged according to their works. The final assignments will constitute rewards and punishments according to the kinds of lives they lived on earth. . . . The books are not balanced daily, but rather at the harvest time” (*The Miracle of Forgiveness* [1969], pp. 301–4).

3. Prepare slips of paper with the following words, or words of your own choice, on them: *eyes, bread, book, tree, horse, swim*. Tell the children that you are going to teach them a game called Twenty Questions. Have a child stand in front of the class and choose one of the slips of paper without showing the other children. The class members try to figure out what word is on the paper by taking turns asking questions that can be answered “yes” or “no,” such as: “Is it something to eat? Is it an animal? Is it part of the body?” The child at the front responds with a stare if the answer is “yes” or a blink of the eyes if it is “no.” (This is the only way the girl in the following story could communicate.) They get twenty questions to try to figure out what is on the slip of paper. (You will probably only have enough time to play this game once.)

Tell about a girl named Heather Erickson. She had such a severe disease that she had very little control of her body. The only way she could communicate was by her family asking her questions. If the answer was “yes,” she would look directly at the speaker, and if the answer was “no,” she would blink. Heather and her family became very good at communicating this way. Heather’s special love for Jesus, in spite of her physical handicaps, was often expressed in her communications. One day her speech therapist asked Heather what her favorite song was. Heather became excited and was anxious for her therapist to know what song it was that she loved most. After three days of searching and asking questions, the song was finally identified. It was “There Is Sunshine in My Soul Today” (*Hymns*, no. 227).

The last two lines, “And Jesus listening can hear / The songs I cannot sing,” was Heather’s favorite part. Her therapist asked, “Heather, is that it? Is that what you like about the song? Is it what you want me to know? That Jesus is listening and He can hear the songs you cannot sing?” Heather lifted her head and looked her therapist straight in the eyes with excitement and yet almost relief evident on her face. The testimony had been borne. (Adapted from Bruce and Joyce Erickson, *When Life Doesn’t Seem Fair* [1995], pp. 49–55.)

Discuss with the children how Heather kept a positive attitude and faith in Jesus even though she couldn’t talk or have control of her body. Discuss trials children may have to face and how they can remain faithful through those trials.

4. Ask the children to imagine a long string of yarn wrapped around the earth many times. Tell them that the yarn represents eternity. Have them imagine a half-inch section of that yarn. This section represents the short period of time we live here on earth. Read together Doctrine and Covenants 121:7–10 and

discuss how this life is very short compared to eternity. If we can withstand our trials and remain faithful, we will be blessed throughout all eternity.

5. Sing or read the words to “A Child’s Prayer” (*Children’s Songbook*, p. 12).

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**Conclusion**

Testimony	Share with the children how the trials in your life have made you stronger as you remained faithful to your Heavenly Father.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Job 27:2–5 at home as a review of this lesson. Invite a child to give the closing prayer.

**Purpose**

To strengthen each child's desire to live the Word of Wisdom.

**Preparation**

1. Prayerfully study:
  - Daniel 1:1–7—Daniel and his friends are trained in the king's court.
  - Daniel 1:8–16—They eat plain food and refuse the king's wine (Note: *Pulse* means foods made from seeds and grains).
  - Daniel 1:17–21—God gives them knowledge and wisdom.
  - Doctrine and Covenants 89:1–21—Obedience to the Word of Wisdom brings temporal and spiritual blessings.
2. Study the lesson and decide how you want to teach the children the scripture account (see "Preparing Your Lessons," p. vi, and "Teaching from the Scriptures," p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible and a Doctrine and Covenants for each child.
  - b. Optional: A mousetrap with a small piece of food for bait (or a baited fishing line).
  - c. Picture 6-45, Daniel Refusing the King's Meat and Wine (Gospel Art Picture Kit 114; 62094).

**Suggested Lesson Development**

Invite a child to give the opening prayer.

Attention Activity

Show the children a baited mousetrap that is set and ready to spring closed. Use a stick or similar object to spring the trap. (You could also show a baited fishing line and explain how it works.) Ask the children what a mouse would do if it understood how the trap worked and knew that touching the bait was sure to bring disaster. Discuss with the children the "bait" Satan uses to try to persuade us to disobey the Lord's law of good health, the Word of Wisdom. Help them understand that giving in to advertisements that appear desirable or to pressure from others can be compared to touching the bait in the mousetrap.

Tell the children that in this lesson they will learn about the courage and self-discipline Daniel had in refusing the meat and wine the king ordered him to eat and how Daniel was blessed for obeying the Lord's law of health.

Scripture Account

Using the picture at an appropriate time, teach the children the account of Daniel refusing the king's food from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) During the discussion explain that Nebuchadnezzar, the king of Babylon, had made war on the people of Judah and captured many of the Israelite people. After he returned to his own land, he asked that some of the choicest Israelite youth be brought to live in his household along with some of

Discussion and  
Application  
Questions

the king's children and some of the princes. Among these young men were Daniel and three other Israelites, Shadrach, Meshach, and Abednego.

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

- After King Nebuchadnezzar captured Jerusalem and took many of the people of Judah captive, whom did he want to come live in his household? (Daniel 1:3–4.) What qualities did those who were chosen possess? What were the names of four of the chosen ones of the children of Judah? (Daniel 1:6–7.)
- The king eventually wanted to use these young men in his service, so what did he do to take care of them? (Daniel 1:5.) What commitment had Daniel and his friends made in their hearts? (Daniel 1:8.) Why do you think Daniel did not want to eat the king's food or drink his wine? (Explain that when Moses was Israel's prophet, the Lord gave the children of Israel a law that told them what to eat and drink. The food the king wanted Daniel and his friends to eat was against this law. In our day we have a law of health that has been revealed to us called the Word of Wisdom.) (See enrichment activity 1.)
- If someone offered you something that was against the Word of Wisdom, how could you be like Daniel? (See enrichment activity 2.)
- Why was the king's chief officer worried when Daniel would not eat and drink the king's food? (Daniel 1:10.) What was Daniel's plan? (Daniel 1:12–13; explain that pulse was a food made from seeds and grains.) How was the health of these young men different after the ten-day testing period? (Daniel 1:15.) (See enrichment activity 4.)
- Besides being blessed with good physical health, in what other ways were Daniel and his friends blessed? (Daniel 1:17, 20.) Why do you think their mental abilities were increased?
- How can we receive the same blessings that Daniel and his friends received? What are the Lord's promises to all who obey the Word of Wisdom? (D&C 89:18–21.)

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**Enrichment  
Activities**

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

1. Discuss with the children the healthy foods that are mentioned in the Word of Wisdom (see D&C 89:11–12, 16). Notice that grains are mentioned, which is what Daniel and his friends wanted to eat. Then discuss which substances the Word of Wisdom specifically tells us are harmful to our bodies (see D&C 89:5–9). Explain that the Prophet Joseph Smith defined “hot drinks” as tea and coffee. Modern prophets have added drugs, when used inappropriately, to this harmful list.

Bring to class pictures (or make wordstrips) of foods and substances listed in the Word of Wisdom. Make two signs that say “Good for us” and “Not good for us.” Distribute the pictures or the wordstrips to the children and let them take turns placing their picture by the appropriate sign.



2. Satan tries to convince us through advertising and peer pressure that disobeying the Word of Wisdom is fun and exciting and that it will not harm us. Discuss with the children the ways others might try to get them to use tobacco, alcohol, coffee, tea, or drugs. They might bring out ideas such as, "A little won't hurt you," "It makes you feel good," or "Once won't hurt."

Put words such as the following on small pieces of paper: *tea, beer, cigarettes*. Have class members draw a slip of paper and role-play how they would respond to peer pressure to indulge in that item. Point out that in each case, even though it can be said in various ways, the answer is always "No!"

3. Play "Simon Says" by giving commands of things the body can do, such as "Simon says, 'Stand on one foot'" or "Simon says, 'Wave your right hand.'" As long as the command is preceded by the phrase "Simon says," the children should obey. If you leave off that phrase, they should not obey the command. After a few minutes, discuss with the children all the wonderful things our bodies can do. Remind them of the things our bodies are constantly doing that we don't even have to think about, like breathing, pumping blood through our veins, healing illnesses, sending messages from the brain to nerve endings, and so on. Suggest that the children express gratitude in their prayers to Heavenly Father for the great gift of their physical bodies. Encourage the children to show their gratitude for their physical bodies by following the Word of Wisdom.

4. Tell the children the following story:

In 1919 Creed Haymond was a runner representing his college in an annual athletic meet involving 1,700 men. The night before the meet, Creed's coach said, "Creed, I'm having the boys take a little sherry wine tonight. I want you to have a little."

"I can't do it, Coach."

"But Creed, I'm not trying to get you to drink. I know what you Mormons believe. I'm giving you this as a tonic."

The coach continued trying to coax Creed into taking some of the wine, but Creed refused.

But later Creed thought, "What if I make a poor showing tomorrow; what can I say to the coach?" He was going against the fastest man in the world. Nothing less than his best would do. His teammates were doing as they were told. They believed in their coach. What right had he to disobey? Only one right, his belief in the Word of Wisdom. He prayed that the Lord would increase his testimony of the Word of Wisdom, and then he went to sleep.

The next morning, all the boys on the team except Creed were sick.

During the meet it was evident that something was wrong with Creed's team. One after another his teammates fell far below their own records. Then the 110-yard (100-meter) dash was announced; it and the 220-yard (200-meter) dash were Creed Haymond's races.

The starter shot the pistol, and every man started running except Creed Haymond. The earth gave way because of a hole made by a previous runner, and Creed came down on his knees. But in a flash he was up again, and at the last moment he swept past the leader to win the race.

Through a mistake in arrangement, the finals of the 220 came immediately after the semifinals. Creed had already run three races and had just barely finished his semifinal heat in the 220. He went to the starter to ask for some time to catch his breath. But the starter had been ordered to begin the race, so he had to call the men to their marks.

This time Creed shot from his marks and sprinted away from the field. Creed ran that race in twenty-one seconds, the fastest time the 220 had ever been run by any human being. (Adapted from “I Can’t Do It, Coach,” in *Inspiring Stories for Young Latter-day Saints*, comp. Leon Hartshorn [1975], pp. 123–28.)

Discuss with the class the blessings that Creed Haymond received because he kept the Word of Wisdom.

5. Sing or read the words to “The Word of Wisdom” (*Children’s Songbook*, p. 154).

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## Conclusion

Testimony	Share your feelings of gratitude for the Word of Wisdom, and express your testimony that keeping this law of health blesses you both physically and spiritually. You may wish to share an experience when you have been blessed by living the Word of Wisdom.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Daniel 1:5–17 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Shadrach, Meshach, and Abednego

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**Purpose** To help the children be valiant in their testimonies of the gospel of Jesus Christ.

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**Preparation**

1. Prayerfully study:
  - Daniel 3:1–7—King Nebuchadnezzar commands the people to worship a golden image.
  - Daniel 3:8–18—Shadrach, Meshach, and Abednego refuse to worship the idol.
  - Daniel 3:19–27—Shadrach, Meshach, and Abednego are cast into a fiery furnace and come forth unharmed.
  - Daniel 3:28–30—Nebuchadnezzar recognizes the power of God and gives Shadrach, Meshach, and Abednego more responsibility in his kingdom.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. A *T* puzzle for each child or a large one for the class (see the attention activity).
  - c. Picture 6-14, Three Men in the Fiery Furnace (Gospel Art Picture Kit 116; 62093).

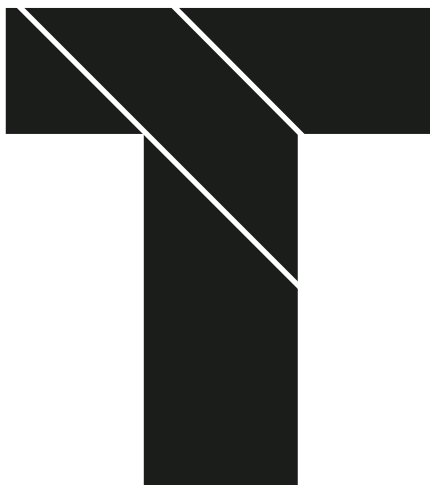
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**Suggested  
Lesson  
Development**

Invite a child to give the opening prayer.

Attention Activity

Draw a large *T* on the chalkboard. Give the children the puzzle pieces you have prepared and give them a minute to try to form the pieces into a *T*. If some of them accomplish the task, let them show the others how it is done. If no one can complete the *T*, show the class how to do it. Explain that when we have the necessary knowledge, we can accomplish the task. Point out that we must have a knowledge of the gospel before we can live it. When we know the gospel is true, we say we have a testimony. Write *Testimony* on the chalkboard by the *T*.



Tell the children that they are going to learn about three young men who had strong testimonies of the gospel and were valiant in living the gospel.

Alternate Attention Activity

Ask the class to name people they admire from the lessons they have had so far this year in Primary. Write the names of the people they mention on the chalkboard, and then ask what these people have in common. After the children have had a chance to comment, point out that all of these people were valiant in their testimonies of Jesus Christ. Tell the children that in this lesson they will learn about three young men who were also valiant in their testimonies.

Scripture Account

Using the picture at an appropriate time, teach the children the account of Shadrach, Meshach, and Abednego from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.)

Discussion and Application Questions

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

- What did King Nebuchadnezzar create for everyone in his kingdom to worship? (Daniel 3:1.) Explain that this was a huge image. It was as high as fifteen men, each six feet (two meters) tall, standing on top of each other, and it was as wide as the height of one and a half of these men. You may want to illustrate these dimensions on the chalkboard using stick figures to represent the men.
- What was to be the signal for everyone to fall down and worship this idol? (Daniel 3:4–5.) What was to happen to anyone who refused to do this? (Daniel 3:6.)
- Who did not fall down and worship the idol when the music played? (Daniel 3:12.) Why do you think Shadrach, Meshach, and Abednego refused to worship the idol? Remind the children that when Daniel refused to eat the king’s food (see lesson 40), three other Israelites who also wanted to do what was right were Shadrach, Meshach, and Abednego. They had been taken captive in Jerusalem, brought to Babylon, and trained to hold positions in the court. They had been taught the gospel, and they knew it was wrong to worship idols. What do the Ten Commandments teach us about not worshiping idols? (Exodus 20:3–5.)

- How did Nebuchadnezzar feel when he heard that Shadrach, Meshach, and Abednego would not worship his idol? (Daniel 3:13.) When Nebuchadnezzar said he would give them another chance to fall down and worship the image, how did the three young men answer him? (Daniel 3:16–18.) Although Shadrach, Meshach, and Abednego did not know for sure that God would protect them, why were they still able to do what they knew was right? Explain that their testimonies were so strong and they were so valiant in their testimonies that they were willing to die rather than disobey God’s commandments. How can we develop such strong testimonies? (See enrichment activity 3.)
- Why do you think the king ordered the furnace to be heated seven times hotter than usual and the soldiers to bind up the three men before they were cast into the fire? (Daniel 3:19–20.) What happened to the men who threw Shadrach, Meshach, and Abednego into the furnace? (Daniel 3:22.)
- What did Nebuchadnezzar see when he looked into the furnace? (Daniel 3:24–25.) Why were Shadrach, Meshach, and Abednego able to walk out of the fire unharmed? (Daniel 3:28.) What did this prove to Nebuchadnezzar? (Daniel 3:29.)
- Although the Lord did protect Shadrach, Meshach, and Abednego because they were valiant, why doesn’t he always protect righteous people? What would happen if all faithful people were protected from hardships? Explain that we all have trials and problems during our lives that teach us and help us grow. Choosing the right does not guarantee that we will always be protected, but it does guarantee us eternal blessings.

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## Enrichment Activities

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

1. Help the children practice saying the names *Shadrach*, *Meshach*, and *Abednego*. Divide the children into three groups and give each group one of these names. Explain that as you teach the story of these three men, the children are to say the name of the person they have been assigned when you point to their group. Practice this a few times; then proceed with the account, pointing to the three groups when referring to Shadrach, Meshach, and Abednego.
2. Write the word *Valiant* on one side of the chalkboard. Ask the children what words they can think of to describe someone who is valiant.  
  
As the children suggest words, write them below the word *Valiant*. The list could include such words as *brave*, *obedient*, *courageous*, *loving*, *kind*, *loyal*, *strong*, *true*, *faithful*, *honest*, *unselfish*, *righteous*, and *forgiving*.  
  
Ask the children how Shadrach, Meshach, and Abednego were valiant.
3. Tell the children that they are already valiant in many ways and that you hope they can become even more valiant. Explain that they are going to discover how many valiant words can be made a part of their names. Give the children each a piece of paper and a pencil. Have them write their names vertically down the center of the paper.

To demonstrate how to do this, write Shadrach, Meshach, or Abednego vertically on the chalkboard and see how many of the words in the valiant list have a letter that is also in this name. For example:



Help the children write valiant words that include the letters of their names, as was done in the above example. Encourage them to make these traits part of their lives. Suggest that they take their papers home and share the ideas on being valiant with their families.

4. Prepare the following five wordstrips:

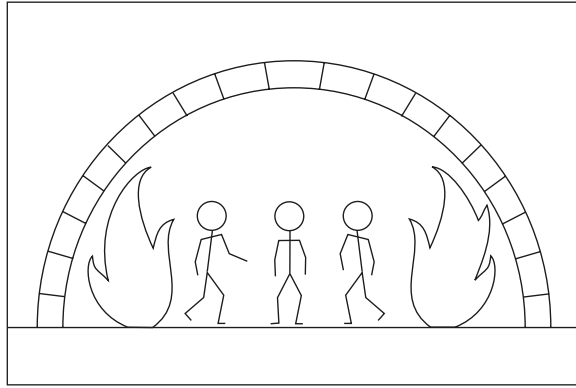
desire
pray
learn
obey
Holy Ghost

Ask the children how we strengthen our testimonies of Jesus Christ and his gospel. To help answer this question, have a child choose a wordstrip and read it to the class. Help the children decide how that word or phrase relates to strengthening our testimonies. Include the following ideas:

- Desire:** We have the desire to gain a stronger testimony. This desire helps us want to work to receive a testimony.
- Pray:** We pray to Heavenly Father and tell him of our desire to know that Jesus Christ is our Savior and that the gospel is true. We ask him to help us gain a strong testimony.
- Learn:** We learn about Jesus and about what he wants us to do. We do this by reading the scriptures; attending family home evening, Primary, and sacrament meeting; and listening to our parents, teachers, the living prophet, and other righteous leaders.
- Obey:** If we want to know the gospel is true, we live it. We obey the commandments and follow the teachings of Jesus.
- Holy Ghost:** Our testimonies come to us through the Holy Ghost. He speaks to our hearts and minds and lets us know within ourselves that the gospel is true.

Refer to the *T* and the word *Testimony* on the chalkboard. Have the children write *Testimony* on one piece of their individual puzzles and have them write something they can do this week to strengthen their testimonies on each of the other three pieces. Suggest that they share these ideas with their families.

5. Draw the following illustration on the chalkboard. Remind the children that when Shadrach, Meshach, and Abednego were in the fiery furnace, they were protected and not burned. When they walked out, their clothing and hair did not even smell of smoke or fire. (See Daniel 3:27.)



Explain that the fire in the furnace could be compared to temptation. Have the children imagine that they are the figures surrounded by fire. Ask the children how we can help protect ourselves from temptation so it does not burn us or harm us in any way.

Explain to the children that we can be protected from temptation by learning the commandments of the Lord and being valiant in obeying them. Then, even if we are surrounded by temptations, we can resist them and be protected.

6. Review the first article of faith and discuss the importance of gaining a strong testimony of each member of the Godhead and of their roles in our lives.
7. Sing or read the words to “I Will Be Valiant” (*Children’s Songbook*, p. 162) or “Dare to Do Right” (*Children’s Songbook*, p. 158).

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## Conclusion

Testimony	You may want to bear your testimony that Jesus Christ is our Savior and that his gospel is true. Express your desire to be valiant in doing what you know is right. Encourage the children to do what they know is right even when it is hard or inconvenient.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Daniel 3 at home as a review of this lesson. Invite a child to give the closing prayer.

# Daniel in the Lions' Den

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**Purpose** To help each child understand the value of daily prayer.

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**Preparation**

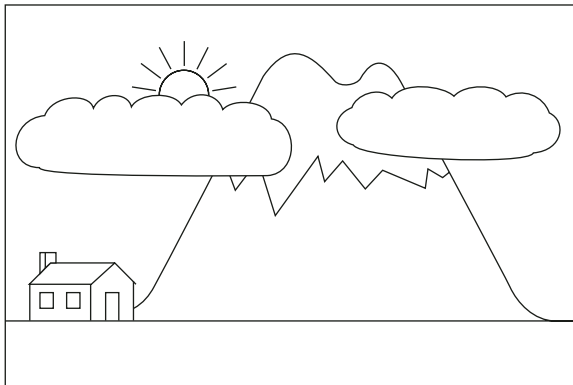
1. Prayerfully study:
  - Daniel 5:29–31, 6:1–3—Darius becomes the king of Babylon. Daniel is given power in the kingdom.
  - Daniel 6:4–9—King Darius makes a decree that the people may not petition anyone but the king.
  - Daniel 6:10–17—Daniel prays in defiance of King Darius's decree and is thrown into a den of lions.
  - Daniel 6:18–24—King Darius fasts. Daniel is not harmed by the lions.
  - Daniel 6:25–27—King Darius testifies of God.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible for each child.
  - b. Picture 6-13, Daniel in the Lions' Den (Gospel Art Picture Kit 117; 62096).

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**Suggested  
Lesson  
Development**

Invite a child to give the opening prayer.

Attention Activity Make a simple chalkboard drawing of a house and a mountain as shown below.



Ask the children to pretend that the house drawn on the chalkboard is their home. Have them pretend that they have to go a long way from home to visit a relative, stay in a hospital, or go on a mission. Draw a stick figure on the other side of the mountain.

- How would you communicate with your family when you were that far away from home? What would you want to talk about?



Explain that when we lived with Heavenly Father, we could communicate with him as we can with our families and our parents here on earth. And now, even though we were separated from our Heavenly Father when we came to earth, we can still communicate with him.

- How has Heavenly Father told us we can communicate with him? Why does Heavenly Father want us to pray to him? Explain that he loves us, he wants us to love him, he wants us to ask for help, and he wants to bless us.

Scripture Account Using the picture at an appropriate time, teach the children the account of Daniel being thrown into the lions' den from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.)

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

- What was Daniel's position in the government of King Darius? (Daniel 5:29–31; 6:1–3.) Explain that Nebuchadnezzar, the king of Babylon when Shadrach, Meshach, and Abednego were cast in the fiery furnace, had a grandson named Belshazzar, who became king of Babylon. Daniel correctly interpreted a message from God to Belshazzar and was rewarded by being made one of the three highest rulers in the kingdom. After Belshazzar was killed, Darius became the king of Babylon. Why was Daniel chosen to be the highest of the 120 princes? (Daniel 6:3.) Explain that "an excellent spirit was in him" means that Daniel had the Spirit of God to guide him. Why would someone who has the Spirit of God be a good person to trust and give responsibility to?
- What did the other presidents and princes want to do to Daniel? (Daniel 6:4.) Why do you think they wanted to find fault with him? What did they finally decide to use against Daniel? (Daniel 6:5, 7.) How can we handle situations where others find fault in us for living righteously? (See enrichment activity 1.)
- Why do you think King Darius signed the decree? (Daniel 6:6–9.) Explain that the princes and presidents used flattery to trick the king into making the decree. What is the difference between sincere compliments and flattery? How did Darius feel when he realized what he had done? (Daniel 6:14.)
- What did Daniel do when he heard the decree? (Daniel 6:10–11.) Why do you think Daniel continued to pray? Why is it so important to pray each day? What do you think you would do in a situation like Daniel's?
- When Daniel was put into the den of lions, whom did Darius put his trust in? (Daniel 6:16.) What did Darius do while Daniel was in the lions' den? (Daniel 6:18.) How have prayer and fasting helped you and your family?
- What was the result of Daniel's prayers and Darius's fasting? (Daniel 6:22–23.) How was Daniel blessed for obeying God? How have you been blessed for obeying God? How has the Lord answered your prayers? Explain that sometimes our prayers are not answered in the ways we would like, but we are always blessed for praying daily and for doing what is right.
- What was King Darius's second decree? (Daniel 6:25–27.) How was King Darius's second decree different from his first decree? (See Daniel 6:7–8.)

Whom did he seek praise for in the first decree? Whom did he seek praise for in his second decree? Explain that his second decree was actually a statement of his testimony of the living God.

### Enrichment Activities

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

1. Have the children think of situations when they have been or might be persecuted for living the gospel, such as being teased for refusing to listen to a vulgar joke or not joining in a certain activity on the Sabbath day. Have them give suggestions for handling such situations.
2. Using the chalkboard or a large piece of paper, have the children make a list of what they could pray for (see Alma 34:18–27). Then have them list what they are thankful for. Emphasize the importance of gratitude in prayer. Encourage the children to recognize and thank Heavenly Father daily for their blessings.

Instead of listing these items, you may wish to bring a narrow-necked bottle and toothpicks or small sticks. Have each child say one thing that he or she could either pray for or show gratitude for and place a toothpick across the top of the bottle. Continue until the toothpicks fall.

3. Have the children decide what they could do in situations such as the following. Remind them of Daniel's prayers and King Darius's fast:
  - a. You hear your mother up in the night with your sick brother.
  - b. You become separated from your family in a crowd.
  - c. A friend shows you a magazine that contains vulgar pictures.
  - d. You are discouraged about your grades in school.
  - e. Someone in your ward or branch is seriously ill.

Explain that prayer, fasting, and doing what we can to help are all important ways we can deal with problems.

4. Discuss the importance of daily prayer. Have the children think of times they might pray. You may wish to have the children list on the chalkboard what they might ask for and be thankful for in their prayers. Be sure to include prayers during Primary class in the discussion and to encourage the children to pray for those who are not in attendance. Emphasize the importance of always expressing gratitude for blessings, asking for the Lord's help throughout the day, and praying with our families whenever possible.
5. Sing or read the words to "I Love to Pray" (*Children's Songbook*, p. 25), "I Pray in Faith" (*Children's Songbook*, p. 14), or verse 8 of "Follow the Prophet" (*Children's Songbook*, p. 110).

### Conclusion

#### Testimony

You may want to bear your testimony that Heavenly Father hears our prayers and will answer them for our good. Encourage the children to pray each morning and night.

Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Daniel 6:16–23 at home as a review of this lesson. Invite a child to give the closing prayer.

# Jonah and the People of Nineveh

## Lesson 43

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**Purpose** To help each child understand that Heavenly Father forgives all who truly repent.

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- Preparation**
1. Prayerfully study:
    - Jonah 1:1–2—Jonah is called to go to Nineveh to preach repentance to the people.
    - Jonah 1:3–17—Jonah flees on a ship, is cast into the sea, and is swallowed by a great fish.
    - Jonah 2:1–2, 10—Jonah prays to the Lord, and the fish vomits him onto dry ground.
    - Jonah 3—Jonah prophesies the downfall of Nineveh. The people repent and the city is saved. (Note: Jonah 3:9–10 states that God repented of the evil that he said he would do to the people of Nineveh. The Joseph Smith Translation corrects these verses to say, “Who can tell if we will repent, and turn unto God, but he will turn away from us his fierce anger, that we perish not? And God saw their works, that they turned from their evil way; and repented; and God turned away the evil that he had said he would bring upon them.” God does not sin and so he does not need to repent.)
  2. Additional reading:
    - Jonah 4:1–2—Jonah is displeased that the Lord has mercy upon the people of Nineveh.
    - Matthew 12:38–41—Just as Jonah was three days and three nights in the belly of the whale, so shall Christ be three days and three nights in the heart of the earth.
  3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
  4. Materials needed:
    - a. A Bible for each child.
    - b. A Doctrine and Covenants.
    - c. A mirror, a pencil or chalk, and a copy of the maze from this lesson. (You might like to make a copy of the maze for each child to do at home.)
    - d. Picture 6-46, Jonah Tries to Flee from God.
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### Suggested Lesson

**Development** Invite a child to give the opening prayer.

**Attention Activity** Display the maze. Ask one of the children to look at the maze through a mirror and draw a line through the maze beginning at *Start* and ending with *Nineveh*. Allow the child to back up in the maze and turn another direction if he or she makes a wrong turn, but emphasize that the child should watch the maze through the mirror. (If a mirror is not available, you can use the maze without it.)

If you were traveling to a city and became confused and got on the wrong road, what would you do? (Turn around and get on the right road.)

Sometimes we get on the wrong road, or make wrong choices, in life. Have the children think of a word that means to stop doing wrong and start doing right. Give the children time to make suggestions; then write *Repentance* on the chalkboard.

- What does *repentance* mean?

#### Scripture Account

Teach the children that we can all be forgiven if we truly repent as you discuss the account of Jonah from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) Show the picture at an appropriate time.

#### Discussion and Application Questions

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

- Why did the Lord want Jonah to go to Nineveh? (Jonah 1:2.) The people of Nineveh were not Israelites and therefore were not part of the covenant people; why would the Lord send Jonah to preach repentance to them? As you discuss these questions, help the children understand two points: First, those people who are part of the house of Israel have the responsibility to take the gospel to those who are not part of the covenant people. Second, Heavenly Father loves all his children and wants them all to be worthy to come back into his presence. What can repentance do for us? (See enrichment activity 1.)
- Where did Jonah go instead of going to Nineveh? (Jonah 1:3.) Why is it impossible to flee from the presence of the Lord? Why do you think someone might want to flee from the Lord’s presence?
- When the Lord caused a great wind to blow, what did the shipmaster want Jonah to do? (Jonah 1:6.) What did Jonah want the mariners to do with him to stop the tempest? (Jonah 1:11–12.) When the men were reluctant to throw Jonah into the sea, what did they do to try to save the ship? (Jonah 1:13.)
- How long was Jonah in the belly of the great fish? (Jonah 1:17.) What did Jonah do while he was in the fish? (Jonah 2:1–2.) How did the Lord answer Jonah’s prayer? (Jonah 2:10.) What did Jonah do that showed he was repenting? (Jonah 2:1; 3:1–4.)
- What did the people of Nineveh do when they heard Jonah? (Jonah 3:5–8.) Explain that sackcloth was a coarse, dark cloth made of the hair of camels and goats. This cloth was made into rough garments for people to wear as a symbol of sorrow and mourning. What did the people of Nineveh do to repent? (Jonah 3:5, 8; they recognized they had been doing wrong, prayed to God, and turned away from their evil practices.)
- Who needs to repent? (See enrichment activity 2.) How do we know when we need to repent? Who made it possible for us to repent and be forgiven? (Jesus Christ.)
- Why is it important that we repent of our sins? (D&C 1:31–33.) Emphasize that we cannot enter Heavenly Father’s presence unless we repent of our sins. What do we need to do to repent? (Recognize our sin, feel bad about it, ask

forgiveness, do what we can to make restitution, and never do it again. You may want to summarize the answers on the chalkboard.) What does the Lord promise to do if we repent? (D&C 58:42; see enrichment activity 3.)

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## Enrichment Activities

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

1. Discuss with the children what sins do to us. Then ask for a volunteer from the class, tie his or her ankles together with a rope, tie, old nylon stocking, or sash, and have the child try to step up on a stool or a chair without jumping or hopping.

Read Doctrine and Covenants 88:86. Explain that mistakes and wrongdoings can be compared to the rope. They limit us and keep us from progressing, or climbing, toward Heavenly Father's kingdom. They also prevent us from being as happy as we would have been if we had not sinned.

Ask the children what we can do to untie the ropes of our wrongdoings. Help the children understand that because of the Atonement, we can repent, overcome our mistakes, and be forgiven. Untie the rope and have the person step up on the stool or chair (if using a chair, hold it while the child steps up on it). Explain that repentance is similar to untying the rope. We are free from the errors that bring us unhappiness and are able to progress toward being worthy of living with Heavenly Father.

2. Ask the families of the children in your class for a baby picture of each child, if possible, or use one picture of a baby. Display the picture(s). (If you have a picture of each child, you may wish to have the children guess who each baby is.) Explain that when we left Heavenly Father to come to the earth, we were pure and did not have any sins. Heavenly Father knew that we would not remain pure but would make mistakes as we grew and learned. Because of his love for us, Jesus Christ suffered for our sins, making it possible for us to be forgiven through repentance.
3. Using the patterns at the end of the lesson as a guide, make nine squares of fish and nine squares of boats. Make fifteen squares, number them 1 through 15, and lay them on the table or floor in a horizontal row. Divide the class into two teams. Give the fish to one team and the boats to the other team. The object of the game is to get three fish or three boats in a row. Ask the fish team a question. If they answer it correctly, they place one fish over one of the fifteen numbers. Ask the boat team a question. If they answer it correctly, they place a boat over one of the numbers. Only one card may be placed on each number. Continue to ask each team questions until one team gets three of their cards in a row. Sometimes players will have to decide whether to block the other team or go for the win themselves. If no team gets three in a row before all the numbers are covered, the team with the most fish or boats is the winner.

Suggested questions:

- a. Will everyone automatically be forgiven of their sins when they die? (No)
- b. Who made it possible for our sins to be forgiven? (Jesus Christ)
- c. Where did the Lord tell Jonah to go? (Nineveh)

- d. Why did Jonah get on the ship? (To flee from the Lord)
  - e. What was Jonah doing on the boat when the wind started to blow? (Sleeping)
  - f. What did the shipmaster want Jonah to do? (Pray)
  - g. What did Jonah tell the sailors to do to calm the sea? (Throw him overboard)
  - h. Did the sailors want to throw Jonah overboard? (No)
    - i. How did Jonah get to the shore? (The fish vomited him onto the shore)
    - j. Will Heavenly Father always love us, even when we sin? (Yes)
  - k. What did Jonah do when he was in the belly of the fish? (He prayed and was sorry)
  - l. Is feeling guilty about our sins bad for us? (No, feeling guilty is how we know we need to repent)
  - m. Were the people of Nineveh too wicked for the Lord to forgive them? (No, they were forgiven because they truly repented)
  - n. What did Jonah tell the people of Nineveh? (That they would be overthrown in forty days unless they repented)
  - o. What were some of the things the people of Nineveh did to help them repent? (They believed Jonah, they fasted and prayed in sackcloth and ashes, and they turned from their evil ways)
  - p. What did the people and the animals wear while they were fasting? (Sackcloth)
  - q. Does Satan want us to think we are too bad to be forgiven of our sins? (Yes)
    - r. If we do not repent of our sins, can we live again with Heavenly Father and Jesus Christ? (No)
4. Sin is not just doing wrong; it is also not doing right. Ask the children what some examples of this might be. You may need to help the children with examples such as the following:
- You see someone hurting a child, and you do nothing about it.
  - You know the gospel is true, but you never try to share it with nonmembers.
  - Your parents have made great sacrifices to pay for your education, but you do not study.
  - A widow you know is lonely, but you never visit her.
  - You do not go to church on Sunday.
  - You forget to be thankful when things are done for you.
5. Read Doctrine and Covenants 58:42–43. Have the children read the verses again to themselves and choose what they think are four of the most important words in each verse. Allow the children to tell you what words they chose and why they think they are important. Remember, any word the child chooses

is important; there is no wrong answer. You may want to help the children memorize these verses.

6. Sing or read the words to “Repentance” (*Children’s Songbook*, p. 98) or “Help Me, Dear Father” (*Children’s Songbook*, p. 99).

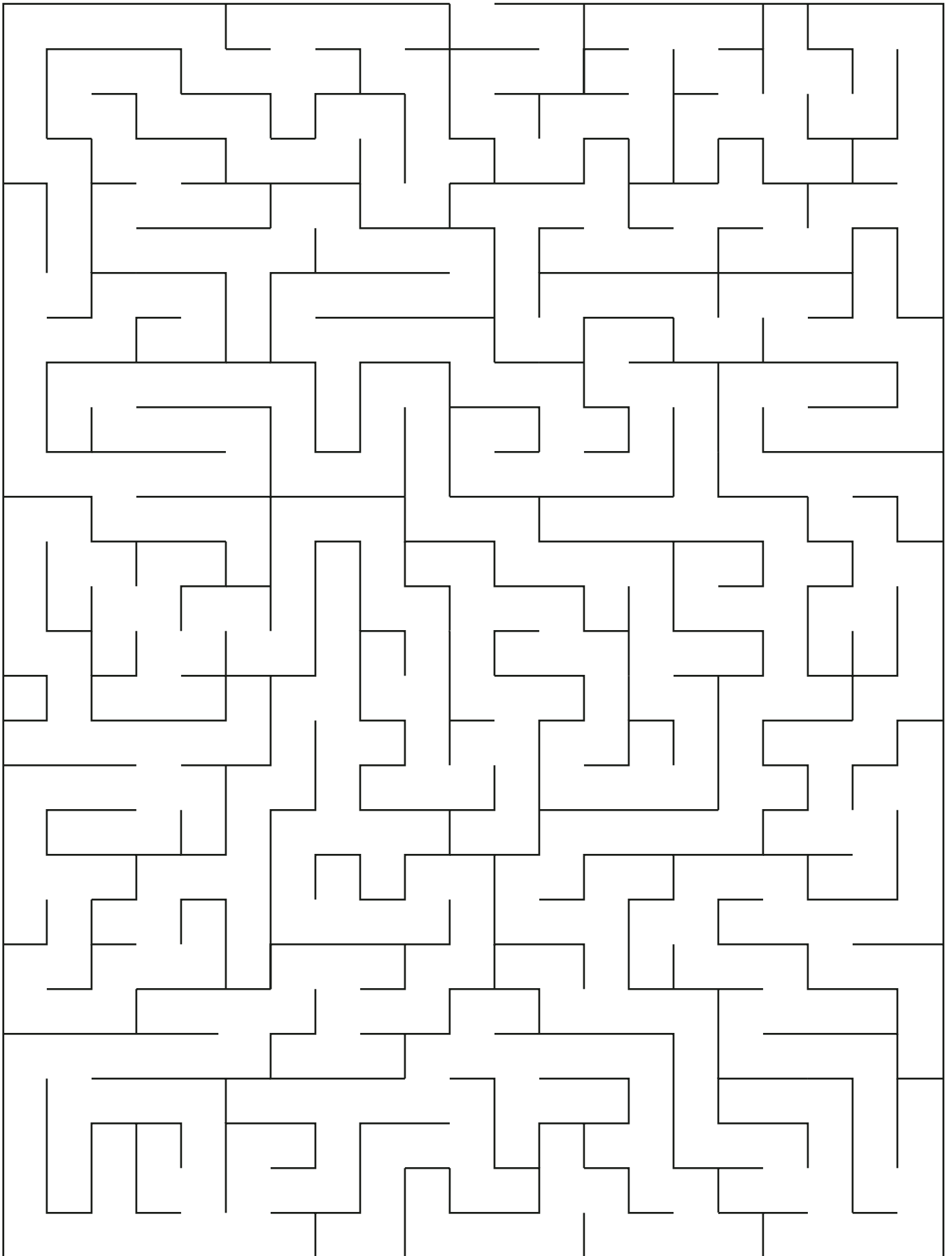
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## Conclusion

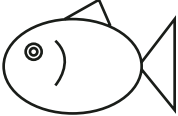
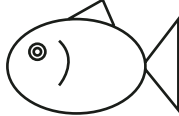
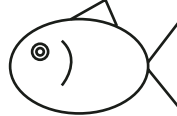
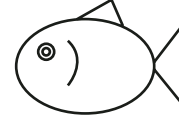
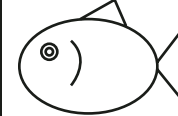
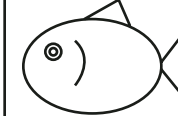
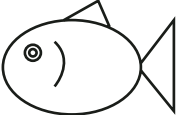
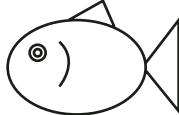
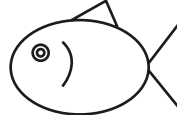
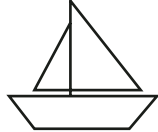
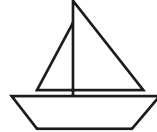
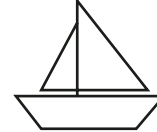
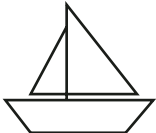





Testimony	You may want to testify that Christ has made it possible for us to be forgiven of our sins through the Atonement, and that Heavenly Father will gladly forgive all who truly repent. Express your gratitude for the great gift of repentance, and emphasize how important it is that we all take advantage of this gift.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Jonah 1:1–3, 11–17; 2:1–2, 10; and 3:3–5, 10 at home as a review of this lesson.  Invite a child to give the closing prayer.



Nineveh



Start

					
					
					
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15			

# Malachi Teaches about Tithes and Offerings

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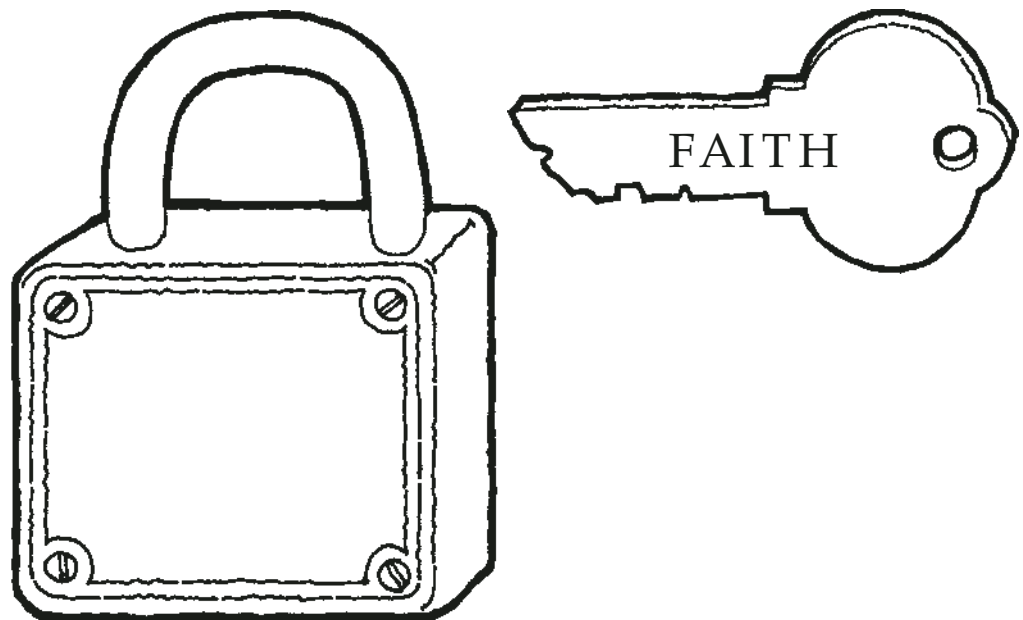
**Purpose**

To strengthen each child's commitment to pay an honest tithe.

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**Preparation**

1. Prayerfully study:
  - Malachi 3:7–12—Israel is commanded to pay tithes and offerings and is promised great blessings.
  - Doctrine and Covenants 119:3–4—The Saints are to pay one-tenth of their interest annually as tithing.
  - Doctrine and Covenants 64:23–24—Those who are tithed shall not be burned at the Second Coming.
  - 1 Corinthians 2:9—The Lord has prepared great things for those who love him.
2. Additional reading:
  - Alma 13:15—Abraham pays tithes to Melchizedek.
  - Doctrine and Covenants 104:14–18—All things belong to God. We should share with the poor.
3. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
4. Make or trace a copy of a lock and key. Tape or glue the illustration of the lock on the lid of a small box. Put in the box slips of paper with the following references: Malachi 3:10–12; Doctrine and Covenants 64:23–24; and 1 Corinthians 2:9. Before class, hide the illustration of the key somewhere in your classroom.



5. Materials needed:
  - a. A Bible for each child.
  - b. The visual “Ways Tithes and Offerings Are Used” (at the end of the lesson).

## Suggested

### Lesson

#### Development

Invite a child to give the opening prayer.

#### Attention Activity

Show the children the box with the lock on it and explain that it contains something important. Tell them there is a key hidden somewhere in the room that will open the box. Ask the children to quietly look for the key, and then have the child who finds it read aloud the word on it. Explain that the scriptures tell us that if we obey the law of tithing we will receive great blessings. Place the key by the box and explain that later in the lesson you will use the key to open the box and discover what blessings are in store for us if we faithfully pay our tithes and offerings.

#### Scripture Account

Teach the children about tithing from the scriptures listed in the “Preparation” section. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) During the discussion, help the children understand that the people of Israel had been taught the law of tithing many years before (see Genesis 14:20; Alma 13:15). The people paid tithing by giving one-tenth of their crops or animals, but they had begun to give blind and sick animals and polluted bread as tithing. The Lord was not pleased with the way they were paying their tithes and offerings, so he sent the prophet Malachi to teach them.

#### Discussion and Application Questions

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

- What did Malachi say the Lord would do if the people would “return unto [Him]”? (Malachi 3:7.) Discuss the phrase “return unto me, and I will return unto you” (Malachi 3:7). What did the Lord tell the people to do to repent and “return unto me”? (Malachi 3:8–10.) If we repent of wrongdoing, how does the Lord “return unto [us]”?
- How did the Lord say the people had robbed him? (Malachi 3:8–9.) Why is not paying tithing, or paying tithing grudgingly, robbing God? How much of what we have has the Lord given us? How much of what we have are we asked to give back to the Lord? (D&C 119:3–4.) During the discussion emphasize that everything we have and use comes from Heavenly Father and Jesus Christ. Point out that while someone else may make our clothes or build our homes or package our food, all these things come from the animals, plants, and minerals placed on this earth during the Creation. Help the children understand that one-tenth of what we have is not much to give back to the Lord.
- How is tithing money used? (Show and discuss the visual at the end of the lesson.) How does this money bless our lives? How are fast offerings used? (To provide food, clothing, and shelter for the poor and needy.) What other offerings can we give to the Lord? (We can pay into the ward or general missionary fund, we can contribute to the Book of Mormon fund, we can contribute to a temple if one is being built in our area, we can give of our time by serving others in our neighborhoods, and so on.)

Take the key and pretend to open the box. Have three children each take out a slip of paper from the box. As they look up the references, explain that these scriptures tell us about the blessings we are promised if we pay our offerings and an honest tithe.

Malachi 3:10–12

- What do you think it means when the Lord promises those who are honest in their tithes and offerings that he will “open you the windows of heaven, and pour you out a blessing, that there shall not be room enough to receive it”? What other blessings are promised? (Malachi 3:11–12; explain that *the devourer* refers to Satan.) How does paying tithing protect us from the powers of Satan? (Help the children understand that as we make sacrifices for the Lord, we draw closer to him and are therefore less influenced by the power of Satan.)

Doctrine and Covenants 64:23–24

- What promise about the last days does the Lord make to those who faithfully pay their tithes and offerings?

1 Corinthians 2:9

- How does paying our tithing show that we love the Lord? Why do you think we cannot imagine some of the blessings the Lord has in store for us if we are faithful? When might these blessings come? When blessings do not seem to be pouring out on us, what should we do? (Help the children understand that blessings often come in unexpected ways and may not be recognized at first. Sometimes we must continue to be faithful and wait until the time is right before we can receive blessings or until we can recognize blessings we have already received.)

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## Enrichment Activities

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

1. Give a tithing and other donations slip to each child. Give the children each different amounts of pretend money, and have them fill out the tithing slip according to how much money they received. (Some children may need help figuring out what 10 percent of the amount is.) Discuss what fast offerings are and how the Church uses this money to help those who are worthy and in need. Discuss how money donated to the missionary fund is used, and talk about offerings that might be included in the “Other” category. After filling out all the applicable information on the tithing slip, spend a few moments talking about where the money goes after people give their donations to the bishop. (See the visual at the end of the lesson for ideas about how tithing money is used and what other offerings we can make.)
2. Read 2 Corinthians 9:6–7 and discuss how it relates to the way we pay our tithes and offerings. Have the children smile for the following sentences that represent a cheerful giver and frown for those that represent giving grudgingly:
  - a. I feel good when I pay an honest tithe.
  - b. I know if I do not pay my tithing, my parents will be angry with me.

- c. I feel blessed to have enough food to eat, so I am willing to fast. I know the money my parents pay as fast offerings will help the poor. I want everyone to have enough to eat.
- d. Just think of all the toys I could buy with my tithing money.
- e. The Lord has given me so many blessings; I want to pay an honest tithe to show my gratitude.
- f. The Lord has commanded us to pay 10 percent for tithing, so why does he ask us to give more for other things? My tithing should be enough.
- g. The Lord wants the gospel preached to everyone on the earth, and I want to do my part in helping the missionaries do this.

3. Write on the chalkboard a simple budget, such as the following:

Income	\$10.00
Savings	2.50
Candy	.50
Gift for Mom's birthday	5.00
Entertainment	2.00
Tithing	1.00
<u>Offerings</u>	<u>.50</u>
Total	\$11.50

Ask the children what is wrong with this budget. Explain that if we pay tithes and offerings last, there may not be enough money left. Help the children understand that the first thing they should do when they get money is pay their tithes and offerings. Then they have made the Lord a partner and he will help them have enough for their needs as they use the rest of the money wisely. Discuss how the budget might be adjusted so there would be enough money to pay tithes and offerings.

4. Tell the following story by Elder Dallin H. Oaks:

“During World War II, my widowed mother supported her three young children on a schoolteacher’s salary that was meager. When I became conscious that we went without some desirable things because we didn’t have enough money, I asked my mother why she paid so much of her salary as tithing. I have never forgotten her explanation: ‘Dallin, there might be some people who can get along without paying tithing, but we can’t. The Lord has chosen to take your father and leave me to raise you children. I cannot do that without the blessings of the Lord, and I obtain those blessings by paying an honest tithing. When I pay my tithing, I have the Lord’s promise that he will bless us, and we must have those blessings if we are to get along’” (in Conference Report, Apr. 1994, pp. 43–44; or *Ensign*, May 1994, p. 33).

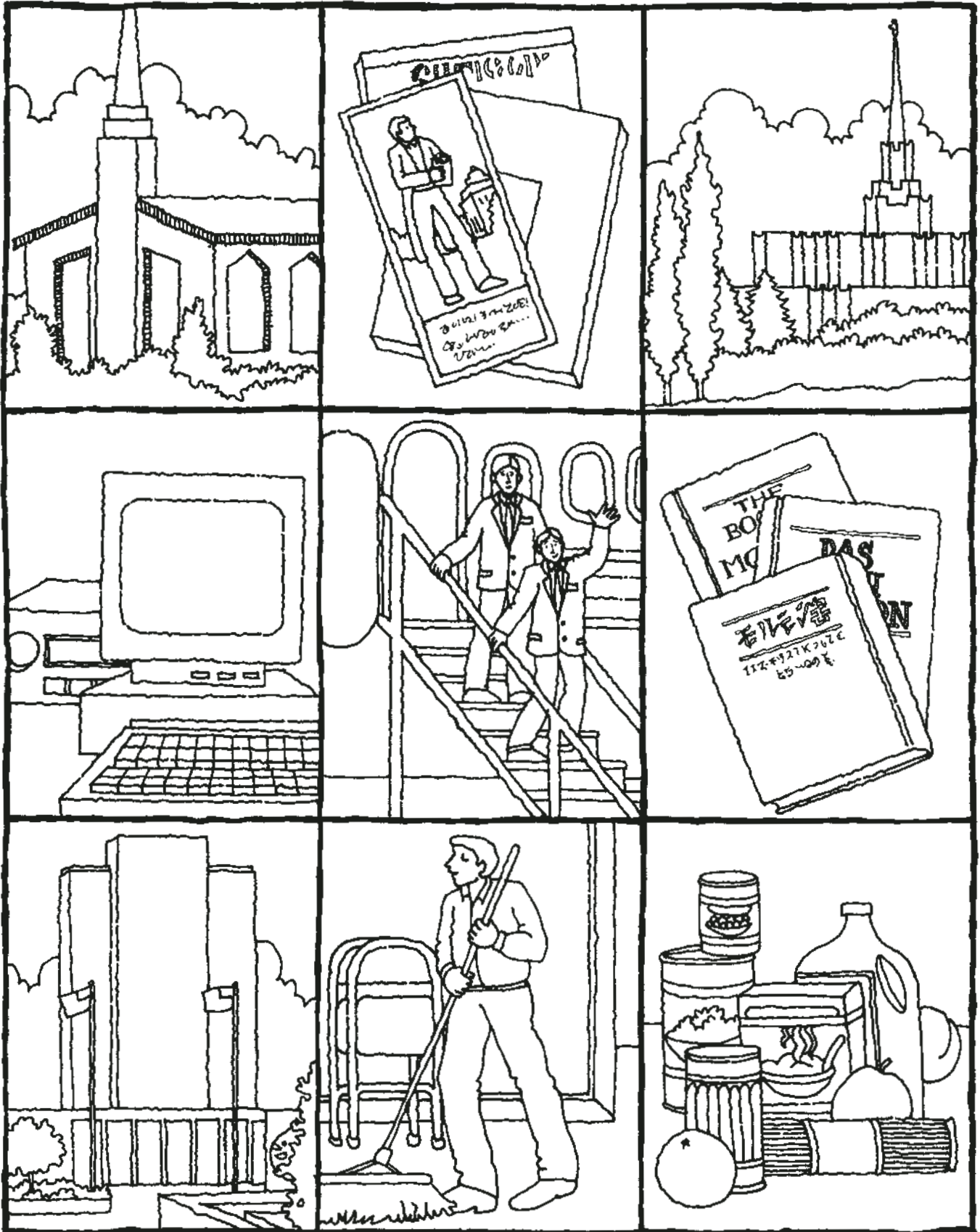
5. Sing or read the words to “I’m Glad to Pay a Tithing” (*Children’s Songbook*, p. 150) or “I Want to Give the Lord My Tenth” (*Children’s Songbook*, p. 150).

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## Conclusion

Testimony	You may want to share your testimony of the importance of paying tithes and offerings. You may want to share a personal experience of when you were blessed by obeying this commandment. Challenge the children to exercise their faith by paying their tithes and offerings.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Malachi 3:8–12 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Ways Tithes and Offerings Are Used





# The Gift of the Atonement (Easter)

**Purpose**

To help the children understand that through the Atonement of Jesus Christ, each of us may receive the gifts of immortality and eternal life.

**Preparation**

1. Prayerfully study:
  - Moses 1:39—God’s plan is to make immortality and eternal life possible for each of us.
  - Isaiah 53:5–7—The Messiah will atone for our sins.
  - Matthew 26:36–46—Jesus Christ suffers in Gethsemane.
  - Luke 22:44 (or D&C 19:18)—Jesus Christ sweat great drops of blood.
  - Psalm 22:16, 18—The wicked will pierce the hands and feet of the Savior. They will cast lots for his clothing.
  - Luke 23:33–34, 46—Jesus Christ is crucified.
  - Matthew 27:57–66—Jesus Christ is buried in Joseph of Arimathea’s tomb.
  - Isaiah 25:8—The Savior will overcome death.
  - Hosea 13:14—The Savior will redeem all of us from the grave.
  - Matthew 28:1–10—Jesus Christ is resurrected.
2. Study the lesson and decide how you want to teach the children the scripture accounts (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Make a wordstrip that says:

You may have one piece of candy (or other object).

Prepare a chart similar to the following:

6	3	5	3	0	10	2	10	6	2
<u>+7</u>	<u>+4</u>	<u>+6</u>	<u>+3</u>	<u>+0</u>	<u>+3</u>	<u>+2</u>	<u>-10</u>	<u>+6</u>	<u>+0</u>
13									
Y									
5	3	5	1	0	4	3	4	10	
<u>+5</u>	<u>+1</u>	<u>+3</u>	<u>+1</u>	<u>+2</u>	<u>+2</u>	<u>+4</u>	<u>+4</u>	<u>-8</u>	
Code									
a=0	e=2	h=4	m=6	r=8	t=10	v=12			
d=1	f=3	i=5	o=7	s=9	u=11	y=13			

4. Materials needed:
  - a. A Bible for each child.
  - b. A Pearl of Great Price and a Doctrine and Covenants.
  - c. Pictures 6-27, The Crucifixion (Gospel Art Picture Kit 230; 62505); 6-47, Jesus Praying in Gethsemane (Gospel Art Picture Kit 227; 62175); and 6-48, The Resurrected Jesus Christ (Gospel Art Picture Kit 239; 62187).

**Suggested  
Lesson  
Development**

Invite a child to give the opening prayer.

Attention Activity

Jesus Christ has given us the gift of the Atonement, which has two parts. One part requires no effort from us to receive it. But we must work if we are to have the other part. Read Moses 1:39 with the children, and have them find the two parts of the Atonement. You may want to write these two terms on the chalkboard. Explain that in this lesson the children will learn the meaning of *immortality* (the gift of the Resurrection, which Jesus Christ gives to all people) and *eternal life* (the gift to live forever as families in God's presence if we repent) and how each gift was prophesied of by Old Testament prophets.

Scripture Accounts

Using the pictures at appropriate times, teach the account of the Atonement of Jesus Christ from the scriptures listed in the "Preparation" section. (For suggested ways to teach the scripture accounts, see "Teaching from the Scriptures," p. vii.) Explain that specific events about the Atonement were revealed to Old Testament prophets. They prophesied of Jesus Christ suffering for our sins and overcoming death. These prophecies were fulfilled during the Savior's final days on earth. (See enrichment activity 1.)

Discussion and  
Application  
Questions

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

Jesus Christ Gave Us the Gift of Immortality

- What is foretold in Psalm 22:16 about the Savior's hands and feet?
- How was Jesus killed? (Luke 23:33; *crucify* means to kill by nailing or tying a person's hands and feet to a cross and leaving him to die.)
- When Jesus died on the cross, what happened to his spirit? (Luke 23:46.) Help the children understand that when Christ died, his spirit left his body and went to the spirit world (see D&C 138). Where was Jesus' body laid? (Matthew 27:57–60.) Why were soldiers assigned to guard Jesus' tomb? (Matthew 27:62–66.)
- How was the tomb opened on the third day after Jesus' death? (Matthew 28:2.) What did the angel tell Mary and the other women at the tomb? (Matthew 28:5–6.) Explain that Jesus' spirit, which had left his body when he died, came back again into his body when he was resurrected. This was the first time that anyone on earth had been resurrected.
- What did Isaiah mean when he said the Messiah would "swallow up death in victory"? (Isaiah 25:8.) What did Hosea mean when he said Christ will "ransom all of us from the grave"? (Hosea 13:14.) Explain that these revelations describe the Resurrection. (See "Resurrection" in the LDS Bible Dictionary [p. 761].)

- What does Jesus Christ's Resurrection mean for each of us? Help the children understand that because of Jesus' Resurrection all people who have lived or who ever will live on earth will be resurrected. Jesus gave each of us this gift, the gift of immortality, to live forever with our bodies and spirits reunited.

#### Jesus Christ Made It Possible to Gain Eternal Life

- What did Isaiah's prophecy teach us about Christ's suffering? (Isaiah 53:5.)
- What did Jesus do after he entered the Garden of Gethsemane? (Matthew 26:36.) How did Jesus express his willingness to do Heavenly Father's will? (Matthew 26:39, 42, 44.)
- How terrible was Jesus' suffering in the Garden of Gethsemane? (Luke 22:44; D&C 19:18.) Explain that Jesus took all our sins upon him, which caused him greater agony than we can understand. Because of Christ's suffering, we have the opportunity to repent of our sins and be forgiven. If we do this, we will not have to suffer as Christ did. Explain that this is what Isaiah meant when he said, "With his stripes we are healed" (Isaiah 53:5).

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### Enrichment Activities

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

1. Make wordstrips with key words or phrases from Old Testament prophecies, such as:

Isaiah 53:5—"wounded for our transgressions"

Isaiah 53:5—"with his stripes we are healed"

Psalms 22:16—"pierced my hands and my feet"

Isaiah 25:8—"swallow up death in victory"

Hosea 13:14—"redeem them from death"

Display the wordstrips at the front of the class as you teach the scripture account of the Savior's Atonement. Have the children listen for these words, phrases, or general ideas to see the fulfillment of these prophecies. Help the children understand the difficult phrases.

2. To use this activity, before class write the following questions on separate pieces of paper. During class give the questions to six different children.
  - What is death?
  - What is resurrection?
  - Who was the first person on earth to be resurrected?
  - What are the two greatest gifts Jesus Christ gave to us?
  - What gift is given to us from Jesus Christ without any effort on our part?
  - What gift from Jesus Christ do we have to work for?

Tell the children you are going to give an answer to a question. The child who has the right question is to read it aloud. Here are some possible answers to the questions you handed out:

- When the spirit leaves the body. (What is death?)
  - When the body and spirit come together again, never to be separated. (What is resurrection?)
  - Jesus Christ. (Who was the first person on earth to be resurrected?)
  - Immortality and eternal life. (What are two gifts Jesus Christ gave to us?)
  - The gift of resurrection or immortality. (What gift is given to us without any effort on our part?)
  - The gift of eternal life. (What gift do we have to work for?)
3. Show a picture of someone you love who has died. Tell how you feel knowing that because of the Atonement of Jesus Christ, if you live worthily you will see this loved one again. Let the children tell about someone who has died in their family whom they would like to see again. Explain that we do not need to fear death. Prophets have revealed that we will see our loved ones again, and we will feel great comfort and joy in the spirit world after death. Joseph Smith said: “I have a father, brothers, children, and friends who have gone to a world of spirits. They are only absent for a moment. They are in the spirit, and we shall soon meet again” (*History of the Church*, 6:316).

Brigham Young said: “We shall turn round and look upon it [the valley of death] and think, . . . I thirst no more, I want to sleep no more, I tire no more, . . . [I feel] nothing like pain or weariness, I am full of life, full of vigor, and I enjoy the presence of my Heavenly Father” (in *Journal of Discourses*, 17:142).

4. If you are teaching older children, prepare a matching game with the headings “Prophecies” and “Fulfillment of Prophecies.” Have the children read an assigned reference from the lettered list of fulfillment of prophecies and match it with the appropriate prophecy from the numbered list. Some examples you might use are:

Prophecies	Fulfillment of Prophecies
1. Isaiah 53:7—He opened not his mouth	a. Matthew 21:5
2. Psalm 34:20—No broken bones	b. Luke 23:9
3. Zechariah 9:9—Came riding on an ass	c. Matthew 27:9
4. Psalm 22:1—Why hast thou forsaken me?	d. Matthew 27:35
5. Psalm 22:18—Cast lots for his garments	e. John 19:36
6. Zechariah 11:13—Thirty pieces of silver	f. Matthew 27:46
Answers: 1-b, 2-e, 3-a, 4-f, 5-d, 6-c	

5. Discuss the third article of faith and help the children memorize it.
6. Gather together the following small objects and attach to each a piece of paper with the corresponding scripture references. Place the objects in a basket or sack, and let each child choose an object and read the scripture. Have the class decide how the object relates to the story of the Atonement.

Coins—Matthew 26:14–16

Soap—Matthew 27:24–26

Red cloth—Matthew 27:28–30

Toothpick cross or nail—Matthew 27:31–32

Crushed rock or soil—Matthew 27:50–51

White cloth—Matthew 27:58–59

Rock—Matthew 27:60–65

7. Sing or read the words to “Did Jesus Really Live Again?” (*Children’s Songbook*, p. 64), “Jesus Has Risen” (*Children’s Songbook*, p. 70), “There Is a Green Hill Far Away” (*Hymns*, no. 194), or “He Is Risen!” (*Hymns*, no. 199).

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## Conclusion

Testimony	Express your gratitude for the great gifts that Jesus Christ has given us, that we might be resurrected and live forever with Heavenly Father and with our families if we repent.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Matthew 28:1–10 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Prophets Foretold the Birth of Jesus Christ (Christmas)

## Lesson 46

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**Purpose** To strengthen each child's testimony of the divinity of Jesus Christ's birth.

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**Preparation**

1. Prayerfully study:
  - Isaiah 7:14—Isaiah prophesies that a pure young woman will give birth to God's son.
  - Matthew 1:18–23—Isaiah's prophecy is fulfilled.
  - Isaiah 9:6—Isaiah prophesies that Jesus Christ will come as a baby; Jesus is described by several names.
  - Micah 5:2—Micah prophesies that Jesus will be born in Bethlehem.
  - Matthew 2:4–6—The scribes knew that Bethlehem was the prophesied birthplace of the Messiah.
  - 1 Nephi 11:18–21—Nephi prophesies that the Son of God will be born to a virgin.
  - Luke 1:26–31—A virgin named Mary will be the mother of Jesus Christ.
  - Alma 7:9–10—Alma prophesies that Jesus will be born to Mary.
  - Luke 2:4–7—Jesus is born.
  - Helaman 14:1–6—Samuel the Lamanite prophesies of the signs at Jesus' birth.
  - 3 Nephi 1:4–21—On the night of Jesus' birth, there was no darkness in America and a new star rose.
  - Matthew 2:2—A new star appeared in Israel.
2. Study the lesson and decide how you want to teach the children the scripture account (see "Preparing Your Lessons," p. vi, and "Teaching from the Scriptures," p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Bible and a Book of Mormon for each child.
  - b. The chart "Prophets Foretold the Birth of Jesus Christ" (at the end of the lesson).
  - c. Simple props, such as scarves and a doll, for a Christmas nativity scene (see the attention activity).
  - d. Pictures 6-49, Isaiah Writes of Christ's Birth (Gospel Art Picture Kit 113; 62339), and 6-50, The Birth of Jesus (Gospel Art Picture Kit 200; 62116).

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### Suggested Lesson Development

**Development** Invite a child to give the opening prayer.

**Attention Activity** Choose several children to make a Christmas nativity scene using simple props. You should have someone represent Mary and Joseph and have a doll to represent the baby Jesus. Other children could be angels, shepherds, and wise men. Allow the class members to tell the things they remember about Jesus Christ's birth. Ask them how they know about this important event. Explain that even

though it happened nearly 2,000 years ago, we have the account of Jesus' birth recorded in the scriptures.

Tell the children that Joseph and Mary knew about this event before it happened. From the time of Adam, Heavenly Father promised through prophets to send his Son to be the Savior of the world. Many prophets prophesied of the coming of Jesus Christ. They knew Heavenly Father would keep his promise, and they looked forward anxiously for the Savior to be born.

**Scripture Account** Using the scriptures listed in the "Preparation" section, teach the prophecies of Jesus Christ's birth and how they were fulfilled. (For suggested ways to teach the scripture account, see "Teaching from the Scriptures," p. vii.) Display the chart located at the end of the lesson, which depicts the prophets who foretold the Savior's birth. Show the pictures at appropriate times.

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

- Who did Isaiah prophesy would be the mother of Jesus Christ? (Isaiah 7:14. Explain that *virgin* means a pure, unmarried woman. Note that Isaiah lived about 740 B.C., which means before the birth of Christ.) To whom was the angel Gabriel sent to announce the news that Jesus was about to be born and to testify of the fulfillment of Isaiah's prophecy? (Luke 1:26–31; Matthew 1:18–23.)
- How did Isaiah say Jesus would come? (Isaiah 9:6; as a baby.) What other names did Isaiah use to describe Christ? What do these names tell us about Jesus Christ? (See enrichment activity 6.)
- Where was Jesus to be born? (Micah 5:2.) When King Herod asked the priests and scribes where Jesus would be born, how did they know it would be in Bethlehem? (Matthew 2:4–6; explain that these men had read the prophecies in the scriptures.)
- Whom did Nephi see in a vision? (1 Nephi 11:18–21; point out that Nephi lived about 600 B.C.) Help the children understand that the Nephites had the brass plates, which contained many of the ancient prophecies. But they also had their own prophets who foretold the birth of Jesus Christ. Whom did Alma prophesy would be the mother of the Son of God? (Alma 7:9–10; point out that Alma lived about 80 B.C.)
- What signs did Samuel the Lamanite prophesy would come at the birth of Jesus? (Helaman 14:2–5; these prophecies occurred five or six years before the birth of Jesus Christ.) What did the people who did not believe Samuel's prophecies do? (3 Nephi 1:6, 9.) When Nephi prayed in behalf of the righteous people, what comfort was he given? (3 Nephi 1:11–13.) How were Samuel's prophecies fulfilled? (3 Nephi 1:15, 19, 21.) How do we know a new star appeared in Israel also? (Matthew 2:1–2.)

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### **Enrichment Activities**

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

1. Display the chart located at the end of the lesson, which shows the ancient prophets Isaiah, Micah, Nephi, Alma, and Samuel the Lamanite. The children could take turns reading the prophecies that foretold the birth of Jesus Christ.

- Suggest that in preparation for Christmas the class members individually or with their families read the following scriptures, which prophesy of Jesus Christ's birth:

Micah 5:2  
 Isaiah 7:14  
 Isaiah 9:6–7  
 Alma 7:9–10  
 Helaman 14:1–6  
 1 Nephi 11:18–21

The children could write these references on a note card to take home, or you could prepare a handout with the references for each child.

- List key words on the chalkboard (or show pictures illustrating these items) from prophecies of Christ's birth such as *Bethlehem*, *star*, *Mary*, and so on. Have the children listen for these words as you read or retell the Christmas story from Luke 1:26–38 and 2:1–19. Discuss with the children the feelings Joseph, Mary, and the shepherds might have had as they participated in the fulfillment of the prophecies of Christ's birth.
- Help the children understand and memorize the ninth article of faith. During the discussion point out that we are living in a time when prophecies and revelations are being fulfilled, and invite the children to name some of these prophecies. Share your feelings about being part of a church with continuing revelation and being a witness to the fulfillment of prophecies in your own lifetime.
- Discuss how the Savior's birth, life, and Atonement are the greatest gifts we will ever receive. What gift can we give Heavenly Father and Jesus Christ at this special season of the year? Challenge the children to give the gift of love to others. You may want to tell the following story as an example of how one young boy gave his father a gift of love.

A few days before Christmas, when Rob was fifteen years old, he overheard his father say to his mother, "Mary, I hate to call Rob to milk the cows in the mornings. He's growing so fast and he needs his sleep. . . . I wish I could manage alone."

These simple words made Rob fully realize something for the first time: his father loved him!

The family was poor. Rob had bought his father an inexpensive tie, but as he lay thinking on the night before Christmas, it didn't seem enough. With growing excitement he decided on a better gift. He would get up early and milk the cows before his father got up. He laughed to himself in anticipation of his father's surprise.

The task went more easily than he had ever known it to go before. Milking for once was not a chore. It was something else—a gift to his father, who loved him.

His task finished, Rob returned to his bed just moments before his father called him. He knew his father would go to the barn ahead of him to get started and in only a few minutes would discover the two big cans standing in the milk-house, filled. Breathlessly, Rob waited for his return.



After what seemed an eternity, Rob heard his bedroom door open, heard his father laughing, a “sobbing sort of laugh,” and heard his father say, “Thought you’d fool me, did you?”

“It’s for Christmas, Dad!” In the morning darkness, he found his father and clutched him in a great hug. Rob’s heart was “bursting with love.”

“Son, I thank you,” his father said. “Nobody ever did a nicer thing. . . . The best Christmas gift I ever had, and I’ll remember it, son, every year on Christmas morning, so long as I live.” (Adapted from Pearl S. Buck, “Christmas Day in the Morning,” in *Colliers*, 23 Dec. 1955, pp. 10–11.)

6. If possible, bring a recording of “For unto Us a Child Is Born” from Handel’s *Messiah*. After you have listened to the music, you might have the children compare the words of the song with the prophecies of Isaiah.
7. Sing or read the words to “When He Comes Again” (*Children’s Songbook*, p. 82), “Samuel Tells of the Baby Jesus” (*Children’s Songbook*, p. 36), or “Away in a Manger” (*Children’s Songbook*, p. 42).

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## Conclusion

Testimony	Share your feelings about the divinity of Christ’s birth and your gratitude for this wonderful gift that Heavenly Father has given to each of us.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
Suggested Home Reading	Suggest that the children study Isaiah 7:14 and 9:6 at home as a review of this lesson.  Invite a child to give the closing prayer.

# Prophets Foretold the Birth of Christ



Isaiah (740 B.C.)  
Isaiah 7:14; 9:6

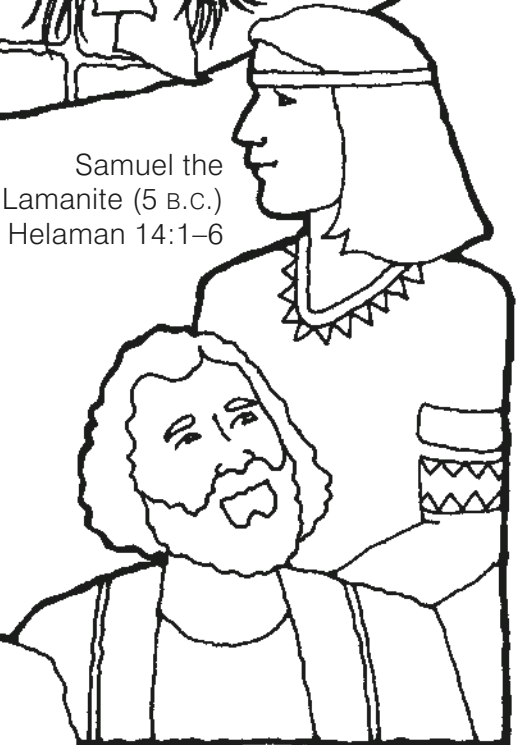
Samuel the  
Lamanite (5 B.C.)  
Helaman 14:1-6



Micah (720 B.C.)  
Micah 5:2



Nephi (600 B.C.)  
1 Nephi 11:18-21



Alma (80 B.C.)  
Alma 7:9-10

# The Priesthood Can Bless Our Lives

## (Priesthood Preparation Lesson)

**Purpose**

This lesson has been written to help eleven-year-old children understand the blessings and responsibilities of the priesthood. It should be taught before the first child in your class turns twelve.

**Preparation**

1. Prayerfully study “Testimony of the Prophet Joseph Smith” in the introduction to the Book of Mormon or in Joseph Smith—History 1:29–54, 59, 66–72; Doctrine and Covenants 13, including the section heading; Doctrine and Covenants 121:34–46.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching from the Scriptures,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
  - a. A Book of Mormon for each child.
  - b. A Doctrine and Covenants.
  - c. A source of light such as a flashlight, a lightbulb, or a lantern.
  - d. Pictures 6-51, Ordination to the Priesthood (62341); 6-48, The Resurrected Jesus Christ (Gospel Art Picture Kit 239; 62187); and 6-52, John the Baptist Conferring the Aaronic Priesthood (Gospel Art Picture Kit 407; 62013).

**Suggested****Lesson****Development**

Invite a child to give the opening prayer.

## Attention Activity

Display an object that produces light.

- What is necessary for this object to make light? If you have a flashlight, show that it needs batteries, a lightbulb, and a switch that all work properly for it to make light. A lightbulb needs good filaments and must be screwed into a socket that is connected to a source of power. The switch also needs to be turned on to allow electricity to flow.

Ask the boys in your class to stand. These boys have the potential to receive the priesthood, which is a greater power than electricity because it is the power and authority to act in God’s name. Through this power Heavenly Father’s children can be baptized and receive other Church ordinances. But in order to receive this power and use it as God has intended, a boy must be worthy and properly prepared.

## Scripture Account

Using the pictures at appropriate times, teach the account of Joseph Smith receiving the gold plates and being ordained to the Aaronic Priesthood from “Testimony of the Prophet Joseph Smith” or Joseph Smith—History 1:29–54,

59, 66–72. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) You may need to briefly review with the class the events leading up to Joseph’s receiving the gold plates.

### Discussion and Application Questions

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

- Why couldn't Joseph Smith have translated the gold plates, received the priesthood, and organized the Church immediately after the First Vision? (He was not prepared; he needed to grow in wisdom and knowledge.)
- What was the first major task the Lord asked Joseph Smith to do? (Translate the gold plates so we could have the Book of Mormon.)
- What was Joseph doing the night the angel Moroni first appeared to him? (Joseph Smith—History 1:29–30.) How many times did Moroni appear to Joseph Smith before Joseph saw the gold plates for the first time? (Joseph Smith—History 1:30, 44–49; four times.) Why do you think Moroni repeated his first message three more times?
- What other instruction did Joseph receive before he could start translating the gold plates? (Joseph Smith—History 1:53–54.) How did this instruction help prepare Joseph Smith for the other great things he was to do? What are you doing to prepare for your future?
- What special obligations do most Latter-day Saint young men take upon themselves at age twelve? (They receive the Aaronic Priesthood and are ordained deacons.)
- How did Joseph Smith receive the Aaronic Priesthood? (Joseph Smith—History 1:68–70.) How does a young man receive the Aaronic Priesthood today? (He is interviewed for worthiness and is ordained by the laying on of hands by a man who has the authority to ordain him.)
- How should boys prepare themselves to receive the priesthood? How should girls prepare themselves to receive the blessings of the priesthood? (Boys and girls prepare the same way. They pray, have faith, learn the gospel from parents and teachers, live worthily, obey the commandments, serve others, respect one another, and are honest.) (See enrichment activity 4.)
- What responsibilities do deacons have in the Church? (D&C 20:59.) How do they fulfill these responsibilities? (Pass the sacrament, collect fast offerings, act as a messenger for the bishop in sacrament meeting, and set a good example.)
- Who was the first person to pass the sacrament? (Jesus Christ.) Why is the sacrament so sacred? (It is an ordinance that represents the sacrifice that Jesus Christ made for each of us.)

Read or have a class member read the following quotation from Elder Jeffrey R. Holland: “We ask you young men of the Aaronic Priesthood to prepare and bless and pass these emblems of the Savior’s sacrifice worthily and reverently. What a stunning privilege and sacred trust given at such a remarkably young age! I can think of no higher compliment heaven could pay you. We do love you. Live your best and look your best when you participate in the sacrament

of the Lord's Supper" (in Conference Report, Oct. 1995, p. 89; or *Ensign*, Nov. 1995, p. 68).

- How can we all honor and sustain the priesthood? (By accepting callings from priesthood leaders; serving others; speaking respectfully of Church leaders; and praying for fathers, brothers, family members, and others who hold the priesthood.) (See enrichment activity 3.) How can your doing these things help your father or brother honor his priesthood? How can they help you prepare to receive the priesthood or the blessings of the priesthood?

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## Enrichment Activities

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

1. Write on separate cards or pieces of paper the following blessings that come through the priesthood:

- Receiving a name and a blessing
- Being baptized
- Receiving the gift of the Holy Ghost
- Receiving a blessing when sick
- Partaking of the sacrament
- Serving a mission
- Being married in the temple

Divide the class into groups and give each group one of the cards. Invite the children in each group to share appropriate personal or family experiences related to the blessing written on their card.

2. Make the room as dark as possible. Then tell the children the story of a group of tourists who went into a deep, dark cave. Once inside the cave the guide turned off the lights, waited for a few minutes, and then asked each person to point in the direction of the exit. When the lights came back on, people were pointing in all different directions.

Make your classroom light again, and share the following quotation from Elder Robert D. Hales: "If the power of the priesthood were not upon the earth, the adversary would have freedom to roam and reign without restraint. There would be no gift of the Holy Ghost to direct and enlighten us; no prophets to speak in the name of the Lord; no temples where we could make sacred, eternal covenants; no authority to bless or baptize, to heal or comfort. . . . There would be no light, no hope—only darkness" (in Conference Report, Oct. 1995, p. 40; or *Ensign*, Nov. 1995, p. 32).

3. Read or tell the following story about what one family did to support their father in his priesthood calling:

"I was seated [at General Conference many years ago] with six children of Elder Ezra Taft Benson, one of whom was my college roommate. My interest heightened when President McKay arose and announced the next speaker. I watched respectfully as Elder Benson, whom I had not yet met, walked toward the microphone. He was a big man, well over six feet tall. He was a man with a master's degree, a man internationally known as the United States Secretary of Agriculture and a special witness of the Lord, a man who seemed serene

and sure, one who had addressed audiences throughout the world. Suddenly a hand touched my arm. A little girl leaned toward me and whispered urgently, ‘Pray for Dad.’

“Somewhat startled, I thought, ‘This message is being passed down the row, and I am to pass it on. Shall I say, “Pray for Elder Benson”? Shall I say, “You’re supposed to say a prayer for your father”?’ Sensing the immediate need to act, I leaned over and whispered simply, ‘Pray for Dad.’

“I watched that whisper move along the row to where Sister Benson sat, head already bowed.

“Many times since that day I have remembered that message—Pray for Dad, the patriarch of the home. Pray for him as he serves as district president or home teacher. Pray for him when he becomes executive secretary of a civic group, when his business flourishes, or when he takes a cut in salary. Pray as he gives counsel in family home evening. Pray for Dad who works long hours so that Jerold can go on a mission and Diane can go to college. Pray for him as he speaks in sacrament meeting or gives Mother a blessing that she might be made well again. And in the evening, when he comes home tired or discouraged, pray for him. Pray for Dad in all that he might do—the small things and the great.

“As the years have passed, general conferences have come and gone, and each time President Benson has stood to speak, I have thought, ‘His children, who are scattered across the continent, are united now in prayer for their father.’

“And I have come to believe that the brief message that passed along the row [many] years ago is the most important message a family can share. What extraordinary power and faith any man can have to meet the daily challenge of his life if somewhere in the world his daughter or son is whispering, ‘Pray for Dad’” (Elaine McKay, “Pray for Dad,” *New Era*, June 1975, p. 33).

4. When we live the gospel we will be prepared to accept the responsibilities and enjoy the blessings of the priesthood. Read “My Gospel Standards” (*My Achievement Days* booklet [35317], back cover), pausing after each one to let the children think about how worthily they are living that standard. When you have finished reading the list you may want to review by using illustrations, key words, or pantomimes.

#### My Gospel Standards

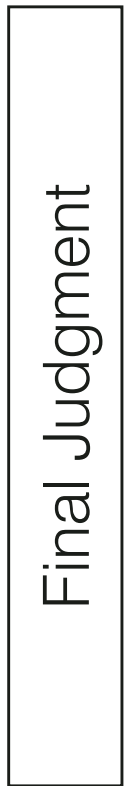
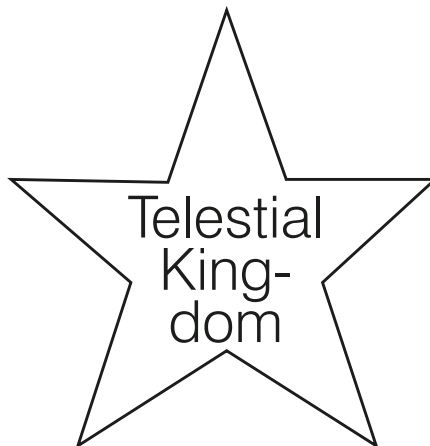
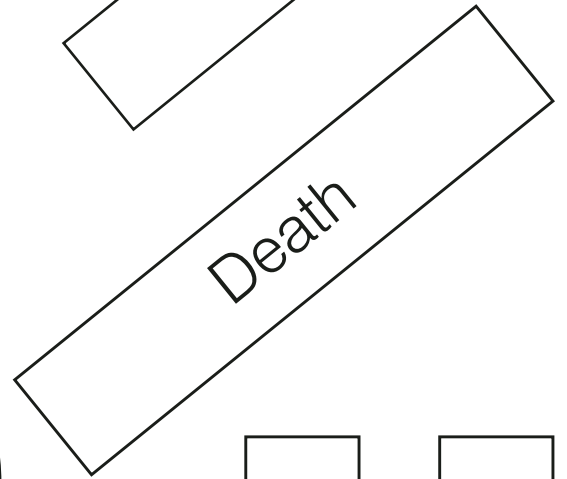
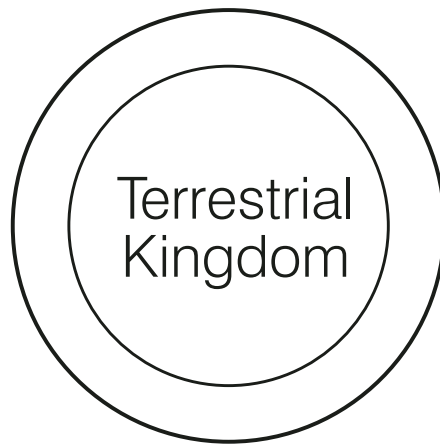
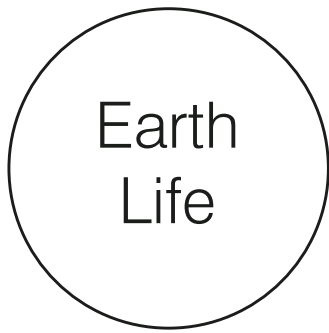
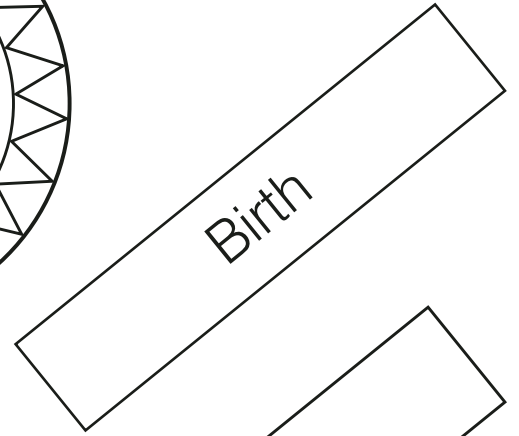
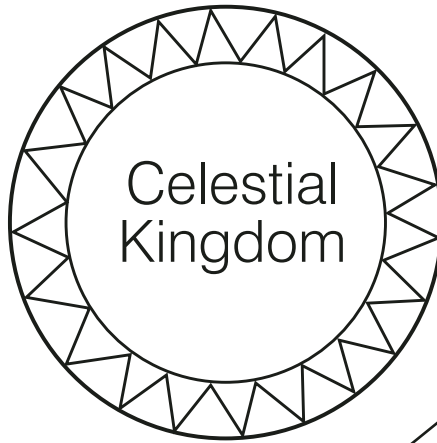
1. I will remember my baptismal covenants and listen to the Holy Ghost.
2. I will be honest with Heavenly Father, others, and myself.
3. I will seek good friends and treat others kindly.
4. I will dress modestly to show respect for Heavenly Father and myself.
5. I will only read and watch things that are pleasing to Heavenly Father.
6. I will only listen to music that is pleasing to Heavenly Father.
7. I will use the name of Heavenly Father and Jesus Christ reverently. I will not swear or use crude words.
8. I will keep my mind and body sacred and pure.
9. I will not partake of things that are harmful.

10. I will do those things on the Sabbath that will help me feel close to Heavenly Father.
  11. I will choose the right. I know I can repent when I make a mistake.
  12. I will live now to be worthy to go to the temple and serve a mission.
  13. I will follow Heavenly Father's plan for me.
5. Share the following quotation from President Gordon B. Hinckley, fifteenth President of the Church: "This church does not belong to its President. Its head is the Lord Jesus Christ, whose name each of us has taken upon ourselves [at baptism]. We are all in this great endeavor together. We are here to assist our Father in His work and His glory, 'to bring to pass the immortality and eternal life of man' (Moses 1:39). Your obligation is as serious in your sphere of responsibility as is my obligation in my sphere. No calling in this church is small or of little consequence. All of us in the pursuit of our duty touch the lives of others" (in Conference Report, Apr. 1995, p. 94; or *Ensign*, May 1995, p. 71).
  6. Sing or read the words to "Love Is Spoken Here" (*Children's Songbook*, p. 190).

## Conclusion

Testimony	You may want to bear testimony that the priesthood has been restored and that it is the authority to act for God. Encourage the boys to live now to be worthy to hold the Aaronic Priesthood and all the class members to live worthy to receive all the blessings of the priesthood. Encourage the children to honor and support priesthood leaders.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 121:34–46 at home as a review of this lesson.  Invite a child to give the closing prayer.

# The Plan of Salvation





THE CHURCH OF  
JESUS CHRIST  
OF LATTER-DAY SAINTS

