

Blessings of the Priesthood Are Available to All

“And also all they who receive this priesthood receive me, saith the Lord” (D&C 84:35).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives.

Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”

Questions: Asking effective questions will prompt thoughtful answers from the children. Avoid asking questions with just yes or no answers.



Tip: Be sensitive to the family situations of the children. Emphasize that the priesthood blesses everyone, regardless of gender, and that children who do not have a priesthood holder in their home can be blessed through home teachers, extended family, and Church leaders.

Week 1: Worthy young men receive the priesthood when they are 12 years old.

Identify the doctrine (*seeing a picture*): Show the children a picture of Jesus Christ instituting the sacrament. Explain that Christ gave the sacrament to His Apostles and to His disciples in the Book of Mormon, and He asked them to continue to bless and pass the sacrament when He was gone. Read together 3 Nephi 18:5–6. Ask the children questions such as: Who blesses the sacrament in our day? Who passes the sacrament? What power does a person need to hold to bless and pass the sacrament?

Encourage understanding (*discussing the doctrine*): Explain that the priesthood is God’s power to serve and bless people on earth. In the latter days Christ has taught us that any man can have the priesthood as long as he meets two requirements. The first is to be a certain age. Ask the children to stand when they hear you say the age when a boy can receive the priesthood. Count up slowly from one to twelve. Tell the children that the other requirement is that the boy must be

worthy. Explain what it means to be worthy, and explain that both boys and girls can use “My Gospel Standards” to help them know how to live worthily.

Encourage application (*participating in a physical activity*): Divide the children into groups. Assign one standard from “My Gospel Standards” to each group. Ask each group to think of a simple action that represents their standard. Call out a few words to identify a standard, and have the assigned group stand and show their action. Continue until all of the groups have had a turn. Explain that living these standards helps boys remain worthy to hold the priesthood and receive priesthood ordinances and girls remain worthy to receive priesthood ordinances, such as baptism and temple ordinances.

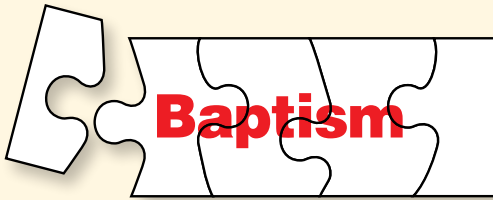
Week 2: We receive the ordinances of salvation through the priesthood.



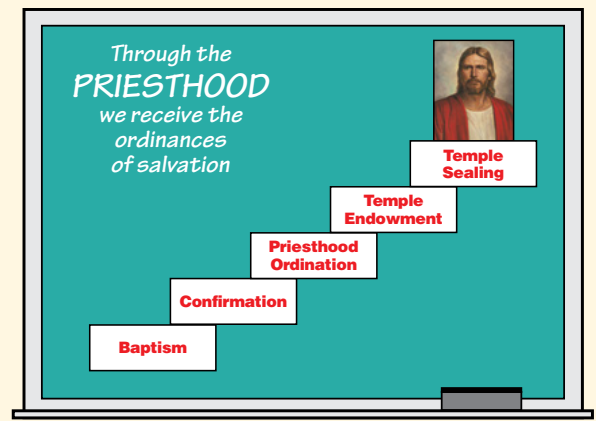
Identify the doctrine (*seeing an object lesson*): Have one child hold an opened umbrella. Let a few children stand under it. Compare the umbrella to the priesthood. Point out that if it were raining, all the children under the umbrella would receive the blessing of staying dry, not just the one holding it. Similarly, God has provided, through His priesthood, a way for all His children to be blessed. Through the priesthood we receive the ordinances of salvation that allow us to return and live with God again.

Object lessons can be used to create interest, focus the children’s attention, or introduce a gospel principle.

Encourage understanding (*putting together puzzles*): Write each of the following on a separate piece of paper: *baptism, confirmation, priesthood ordination (for men), temple endowment, and temple sealing*. Cut up each piece of paper into a puzzle. Briefly explain to the children what an ordinance is (a sacred ceremony or act that has spiritual meanings), and tell the children that some



priesthood ordinances are required for us to return and live with Heavenly Father. Draw five steps on the board, and place a picture of Jesus Christ on the top step. Divide the children into five groups and give each group one of the puzzles you made. Ask them to assemble their puzzle and then share what they know about the ordinance with the rest of the Primary. Have the groups post their assembled puzzles in proper order on the steps on the board.



Wordstrips available at sharingtime.lds.org

Week 3: I can receive strengthening power through priesthood blessings.

Identify the doctrine (*discussing the doctrine*): Ask the children to hold up their hands and look at them. Ask them how their hands help them play, work, and get ready for church. Invite them to pantomime each answer. Then ask them how people can use their hands to help others. Explain that priesthood holders can use their hands to give blessings that help and strengthen us.

Encourage understanding and application (*seeing pictures and sharing experiences*): Post pictures of the sacrament, baptism, confirmation, a baby blessing, and administering to the sick around the room, and explain what is happening in each picture. Invite the children to trace both of their hands on a piece of paper and cut them out. Have them write their name on the front of each handprint. Invite them to tape one of their paper hands near a picture showing a blessing or ordinance they have received from the hands of a priesthood holder. Choose a few hands, and invite those children to share their feelings about how the priesthood has blessed and strengthened them. Tell the story of Jesus blessing the children from

3 Nephi 17:11–25. Place a picture of Jesus with children at the front of the room, and invite each child to tape their second paper hand near the picture. Explain that priesthood holders have the power to act in the name of Jesus Christ; they can bless us just as Jesus would if He were here.



Helping the children be actively engaged in the lesson will help them internalize the doctrine being taught.

Week 4: I can go to the temple to receive ordinances for my ancestors when I am older.

Identify the doctrine and encourage understanding (*coloring*): Remind the children that we need to receive certain priesthood ordinances before we can return to live with Heavenly Father. Ask them to name some of those ordinances. Explain that many people have died without a chance to receive these ordinances, and they need our help. Tell the children about one of your ancestors who died before receiving these ordinances. Give each child a simple outline of a person cut out of paper. Ask them to draw themselves on one side of the paper and a picture of the

ancestor you told them about on the other side. (If the children know of one of their ancestors who has died without receiving priesthood ordinances, they could draw that person.) Have them repeat the theme for this week while they hold their paper person up in front of them. Ask them to show the picture of themselves when they say the word “I” and the picture of the ancestor when they say the word “ancestors.”