



Doctrinal Mastery

Book of Mormon Teacher Material

August 2017

Doctrinal Mastery Book of Mormon Teacher Material

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Instructions for Teachers

The Objective of Seminaries and Institutes of Religion states: “We teach students the doctrine and principles of the gospel as found in the scriptures and the words of the prophets” (*Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], x). In seminary this is primarily accomplished through a sequential study of the scriptures, following the natural flow of the books and verses of a volume of scripture from beginning to end. Elder David A. Bednar of the Quorum of the Twelve Apostles emphasized that “this is the first and most fundamental way of obtaining living water” (“A Reservoir of Living Water” [Church Educational System fireside for young adults, Feb. 4, 2007], 3, [lds.org/media-library](https://www.lds.org/media-library)).

Another way we help students to understand, believe, and live the doctrine of Jesus Christ is through Doctrinal Mastery. Doctrinal Mastery supplements the sequential study of the scriptures by providing opportunities for students to study the doctrine of the gospel of Jesus Christ by topic.

President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles taught why this doctrinal method of study is also beneficial: “Individual doctrines of the gospel are not fully explained in one place in the scriptures, nor presented in order or sequence. They must be assembled from pieces here and there. They are sometimes found in large segments, but mostly they are in small bits scattered throughout the chapters and verses” (“The Great Plan of Happiness,” in *Teaching Seminary: Preservice Readings* [Church Educational System manual, 2004], 68–69).

The sequential study of the scriptures and Doctrinal Mastery are complementary activities, and both are important elements of students’ experience in seminary.

Doctrinal Mastery builds on and replaces previous efforts in Seminaries and Institutes of Religion, such as scripture mastery and the study of Basic Doctrines. Doctrinal Mastery is intended to help students accomplish the following outcomes:

1. Learn and apply divine principles for acquiring spiritual knowledge.
2. Master the doctrine of the gospel of Jesus Christ and the scripture passages in which that doctrine is taught. We will focus particularly on doctrine relating to the following nine topics:
 - The Godhead
 - The plan of salvation
 - The Atonement of Jesus Christ
 - The Restoration
 - Prophets and revelation
 - Priesthood and priesthood keys
 - Ordinances and covenants
 - Marriage and family
 - Commandments

Seminaries and Institutes of Religion has produced instructional materials to help teachers and students accomplish these outcomes. These materials include the *Doctrinal Mastery Core Document* and the Doctrinal Mastery teacher material. (*Note:* Doctrinal Mastery teacher material will be available for each of the four seminary courses.)

Doctrinal Mastery Core Document

The *Doctrinal Mastery Core Document* is addressed to students. It consists of (1) an introduction that explains what Doctrinal Mastery is and how it will be helpful to them, (2) instruction that teaches them principles of acquiring spiritual knowledge, and (3) a section on the nine doctrinal topics previously listed. Each doctrinal topic includes statements of doctrine that are relevant to the students' lives and important for them to understand, believe, and apply.

Some of the doctrine and principles in the "Acquiring Spiritual Knowledge" and "Doctrinal Topics" sections of the *Doctrinal Mastery Core Document* are supported by doctrinal mastery scripture passages. There are 25 doctrinal mastery passages for each course of study (Old Testament, New Testament, Book of Mormon, and Doctrine and Covenants and Church History), for a total of 100 passages. A list of these passages is provided at the back of the *Doctrinal Mastery Core Document*. Helping students to remember and locate these passages and to understand how the passages teach the Savior's doctrine is an important part of your work as a teacher.

Each of the 100 doctrinal mastery passages is used to directly support only one statement of doctrine in the *Doctrinal Mastery Core Document*. For example, Joseph Smith—History 1:15–20 is cited in doctrinal topic 4, "The Restoration," to support the truth that **God the Father and His Son, Jesus Christ, appeared to Joseph Smith in response to Joseph's prayer, and They called him to be the Prophet of the Restoration**. However, this doctrinal mastery passage could also be used to support the truth in doctrinal topic 1, "The Godhead," that **there are three separate personages in the Godhead: God, the Eternal Father; His Son, Jesus Christ; and the Holy Ghost**. Therefore, this doctrinal mastery passage is listed as a related reference in that topic.

Noting where each doctrinal mastery passage is cited allows you to know in which learning experience that particular passage will be treated in the Doctrinal Mastery teacher material for the current year's course of study. In the preceding example, Joseph Smith—History 1:15–20 will be treated in the learning experience for "The Restoration" in the *Doctrinal Mastery Doctrine and Covenants and Church History Teacher Material*.

Not every doctrinal topic will receive the same level of emphasis every year. Though each doctrinal topic will be covered every year, only the specific statements of doctrine that are supported by doctrinal mastery passages associated with a given year's course of study will be emphasized in the Doctrinal Mastery learning experiences for that year.

Doctrinal Mastery Teacher Material

The Doctrinal Mastery curriculum consists of 10 learning experiences to be covered during the year’s course of study. In many cases, the instructional material for each learning experience will need to be taught during more than one class session.

The first learning experience focuses on helping students learn and apply principles related to acquiring spiritual knowledge. This should be taught within the first two weeks of the school year. It will help students catch the vision of doctrinal mastery. In addition, the principles taught in this learning experience provide a foundation that will be built upon and revisited during the subsequent nine learning experiences that will be taught during the remainder of the year.

Each of the subsequent learning experiences is based on one of the nine doctrinal topics listed previously. They are designed to help students understand the Savior’s doctrine more deeply and apply it more readily in their lives. Each of these learning experiences consists of three main parts: “Understanding the Doctrine,” “Practice Exercises,” and “Doctrinal Mastery Review.”

Understanding the Doctrine. This part of each learning experience includes a series of learning activities, or segments, that can be taught during one or more class sessions. These activities will help students develop a deeper understanding of each doctrinal topic and specific statements of doctrine associated with each topic.

“Understanding the Doctrine” segments usually begin with a study of the doctrinal topic in the *Doctrinal Mastery Core Document*. In addition, the segments focus on particular statements of doctrine supported by the doctrinal mastery passages specific to the volume of scripture for the year’s course of study. For example, in the learning experience for “The Godhead” in the *Doctrinal Mastery Book of Mormon Teacher Material*, teachers are instructed to help students master 2 Nephi 26:33; 3 Nephi 11:10–11; 3 Nephi 12:48; and 3 Nephi 18:15, 20–21. As students study the New Testament and the Doctrine and Covenants and Church history during other years of their seminary experience, they will focus on additional doctrinal mastery passages that support other statements of doctrine associated with the topic “The Godhead” in the *Doctrinal Mastery Core Document*.

In the “Understanding the Doctrine” segments, students are encouraged to locate, mark, and study doctrinal mastery passages so they can use them to teach and explain the statements of doctrine the passages support. You may want to add additional learning activities as needed to help students master the statements of doctrine and the doctrinal mastery passages that support them.

Practice Exercises. Most learning experiences provide at least one practice exercise for students. These exercises typically consist of case studies, role plays, scenarios, or questions that students can participate in or discuss together in small groups or as a class. These exercises are vital to helping students understand how the doctrinal statements they have been learning are relevant to modern circumstances. The exercises also emphasize how the doctrine students have learned can bless and assist them in living the gospel and in teaching the gospel and explaining their beliefs to others in a nonthreatening, inoffensive way.

Doctrinal Mastery Review. Each learning experience includes a section with ideas to help you lead students in a review of the doctrinal statements and related

doctrinal mastery passages that they have learned throughout the school year. The purpose of the “Doctrinal Mastery Review” activities is to help students accomplish the following outcomes of Doctrinal Mastery: Know how the statements of doctrine are taught in doctrinal mastery scripture passages and be able to remember and locate those passages; explain each statement of doctrine clearly, using the associated doctrinal mastery passages; and apply what they learn in their daily choices and in their responses to doctrinal, social, and historical issues and questions (see “Introduction to Doctrinal Mastery” in the *Doctrinal Mastery Core Document*).

Although time estimates are not included with “Doctrinal Mastery Review” activities, time is allotted for review activities in the pacing guide near the end of these instructions. For example, 150 minutes are allotted for the topic of acquiring spiritual knowledge. Because the learning experiences for that topic require approximately 80 minutes, you have an additional 70 minutes to review the principles, statements of doctrine, and doctrinal mastery passages associated with acquiring spiritual knowledge. In this example, the time allotted for review could be spread out over two or three weeks.

Frequently reviewing the doctrinal statements and the doctrinal mastery passages used to support them will help students in their mastery efforts. However, be careful not to allow “Doctrinal Mastery Review” activities to overshadow sequential scripture teaching or the intended outcomes of Doctrinal Mastery.

Implementing Doctrinal Mastery

Doctrinal Mastery is implemented differently based on the type of seminary program students are enrolled in: daily seminary (early-morning and released-time programs), online seminary, or home-study seminary.

Doctrinal Mastery in Daily Seminary

Doctrinal Mastery does not replace sequential scripture teaching in seminary. It is anticipated that you will spend approximately 30 minutes of class time per week throughout the school year on Doctrinal Mastery. Implementing Doctrinal Mastery while teaching the Book of Mormon sequentially will require you to start class on time and use your classroom time efficiently.

The number of weeks spent on each of the 10 Doctrinal Mastery learning experiences will vary depending on the number of doctrinal statements and doctrinal mastery passages to be emphasized and studied for that doctrinal topic. Some topics will be adequately covered in one week, while others will require additional weeks to complete (see the “Book of Mormon Doctrinal Mastery Pacing Guide” near the end of this section).

The “Understanding the Doctrine” part of each Doctrinal Mastery learning experience is divided into learning activities (segments) that can generally be completed in 5 to 10 minutes each. This allows for a flexible approach to using class time for Doctrinal Mastery. For example, one day you may plan to cover one or two learning activities during class, while on another day you may need the full class session to sufficiently cover the scripture block, leaving no time for Doctrinal Mastery. Some learning activities require more time, so you may want to do them

on a flexible teaching day (see “Pacing Guide for Daily Teachers” and “Suggestions for Flexible Days” in the appendix of your teacher manual).

If you teach Doctrinal Mastery on the same day that you will also be teaching a sequential lesson on a scripture block, be careful not to allow the amount of time spent teaching Doctrinal Mastery to infringe upon the time needed to teach the scriptures sequentially. (For example, 5-minute “Understanding the Doctrine” segments should not regularly last 20 minutes, leaving little time to teach the Book of Mormon sequentially.) In addition, it may be helpful to explain to the students that they will work on Doctrinal Mastery for a certain period of time (such as 5 or 10 minutes at the beginning of class) and will then study a particular scripture block (such as 2 Nephi 4) for the remainder of the class session.

Although there may be times when you or your students recognize connections between the Doctrinal Mastery material you study and a particular scripture block, avoid improperly imposing principles and statements of doctrine from the *Doctrinal Mastery Core Document* onto a scripture block. Doing so can prevent students from understanding the intent of the inspired author of the scripture block.

In addition to addressing doctrinal mastery scripture passages topically as a part of Doctrinal Mastery, you should emphasize those same passages as you encounter them in your sequential study of the scriptures with students. Doing so will help students gain a greater understanding of the context and content of each passage, as well as magnify the importance of the truths each passage teaches.

In daily seminary, Doctrinal Mastery builds upon and replaces the scripture mastery program. For those doctrinal mastery passages formerly identified as scripture mastery passages, the *Book of Mormon Seminary Teacher Manual* contains suggestions and learning activities that will help you give the passage an appropriate emphasis in your sequential scripture study with students. Where the doctrinal mastery passages are new, the teacher manual will not identify the passages as such; it will be important for you to emphasize the passages effectively and appropriately as a part of sequential scripture study.

Some scripture passages are identified in the *Book of Mormon Seminary Teacher Manual* as scripture mastery passages but are not doctrinal mastery passages. These passages should no longer be emphasized according to the scripture mastery instructions in the manual, but they should be covered in the normal flow of sequential scripture study.

Because you will need the limited classroom time allotted for Doctrinal Mastery to focus on a study of the doctrine and the doctrinal mastery passages and to complete the practice exercises and review activities, you likely will not have time for memorization activities in class. However, because the memorization of scripture passages can bless students, you may invite students to memorize doctrinal mastery passages outside of class.

Book of Mormon Doctrinal Mastery Pacing Guide

The number of weeks spent on each of the 10 learning experiences for the Book of Mormon varies, depending on the number of key statements of doctrine and scripture passages to be studied for the doctrinal topic. Approximately 30 minutes

per week should be spent on Doctrinal Mastery using the following learning activities:

- Understanding the Doctrine segments
- Practice Exercises
- Doctrinal Mastery Review activities

For example, in the accompanying pacing guide, four weeks are given for Doctrinal Mastery activities related to the Godhead. During the first week, you could do the first three segments of “Understanding the Doctrine.” For the second week, you may choose to do segments 4–6. In the third week, you could do segments 7–8. And in the fourth week, you could do the practice exercise and the “Doctrinal Mastery Review” activity.

Reviewing the curriculum in the *Book of Mormon Seminary Teacher Manual* for the upcoming week alongside the Doctrinal Mastery learning activities contained in this *Doctrinal Mastery Book of Mormon Teacher Material* will help you plan for and allot class time to Doctrinal Mastery. You may need to identify portions of lessons that can be summarized to create time for Doctrinal Mastery learning activities and practice exercises.

The following pacing guide is based on an approach of covering doctrinal topics in the sequence in which they occur in the *Doctrinal Mastery Core Document*. However, as long as the “Acquiring Spiritual Knowledge” learning experience is taught first, the other doctrinal topics may be taught in any order. Consider the following two approaches:

- Cover the doctrinal topics in the sequence in which they occur in the *Doctrinal Mastery Core Document* (beginning with “The Godhead” and concluding with “Commandments”).
- To the extent possible, align students’ study of the doctrinal topics with those they will study in their Sunday meetings (see *Come, Follow Me: Learning Resources for Youth* on LDS.org).

This pacing guide is intended for teachers who want to teach Doctrinal Mastery in smaller segments multiple days per week. If you desire to teach the Book of Mormon Doctrinal Mastery material in a once-per-week format, there is a suggested pacing guide in the appendix of this manual.

Pacing Guide	
Week	Doctrinal Topic (with approximate number of minutes to allot)
1	Acquiring Spiritual Knowledge (150 minutes)
2	
3	
4	
5	

Pacing Guide	
Week	Doctrinal Topic (with approximate number of minutes to allot)
6	The Godhead (120 minutes)
7	
8	
9	
10	The Plan of Salvation (90 minutes)
11	
12	
13	The Atonement of Jesus Christ (180 minutes)
14	
15	
16	
17	
18	
19	The Restoration (30 minutes)
20	Prophets and Revelation (30 minutes)
21	Priesthood and Priesthood Keys (30 minutes)
22	Ordinances and Covenants (90 minutes)
23	
24	
25	Marriage and Family (60 minutes)
26	
27	Commandments (180 minutes)
28	
29	
30	
31	
32	

Doctrinal Mastery in Online Seminary

Doctrinal Mastery learning activities will be incorporated into the online seminary lessons. If you teach an online seminary class, it will be helpful to review the

previous section on “Doctrinal Mastery in Daily Seminary” to help you understand important principles and practices that could be adapted and applied in an online seminary environment.

Doctrinal Mastery in Home-Study Seminary

At this time the materials that home-study teachers and students use have not been updated to include Doctrinal Mastery content. Therefore, teachers and students should continue to use the current home-study materials and included scripture mastery activities. Until the home-study materials are updated, teachers are encouraged to provide students with copies of the *Doctrinal Mastery Core Document* and to encourage them to study it and the doctrinal mastery scripture passages on their own.

Acquiring Spiritual Knowledge

Note: Parts 1 and 2 of this learning experience can be taught over the course of two 40-minute class sessions, or they can be combined and taught in one 80-minute session. If you have less than 180 teaching days, you could teach part 1 of this learning experience in place of lesson 1, “The Role of the Learner,” in the *Book of Mormon Seminary Teacher Manual*.

Part 1 (40 minutes)

Increasing Our Understanding and Testimony of Spiritual Truth

Invite a student to read aloud the following account given by Sister Sheri L. Dew, who served as Second Counselor in the Relief Society General Presidency:



“A marvelous young woman . . . called me, distraught. Through sobs she blurted, ‘I’m not sure I believe the Church is true anymore, and I’m scared. What if my family isn’t going to be together forever?’” (Sheri L. Dew, “Will You Engage in the Wrestle?” [Brigham Young University–Idaho devotional, May 17, 2016], byui.edu/devotionals).

Invite students to consider if they or someone they know has experienced concerns and feelings similar to those experienced by the young woman Sister Dew spoke of.

- If this young woman came to you for help, what might you say or do to help her?

Invite a student to continue reading Sister Dew’s account aloud:

“I asked, ‘Do you want a testimony?’ ‘Yes,’ she said.

“‘Are you willing to work for it?’ Again, ‘Yes’” (Sheri L. Dew, “Will You Engage in the Wrestle?” byui.edu/devotionals).

- Why do you think it might have been helpful to ask this young woman if she desired a testimony of the gospel and if she was willing to work for it?

Explain that during their experience in seminary, students will have many opportunities to work to increase their understanding and testimony of the gospel and to learn how to find answers to their questions and the questions others may have about the Church—including its teachings and history. One opportunity they have to do this is through Doctrinal Mastery. Doctrinal Mastery includes seeking to learn and apply principles of acquiring spiritual knowledge and developing a deeper understanding of key doctrines of the gospel of Jesus Christ.

God Is the Source of All Truth

Provide students with copies of the *Doctrinal Mastery Core Document*, and ask them to open to the “Acquiring Spiritual Knowledge” section. Invite a student to read the first paragraph aloud. Ask the class to follow along, looking for what it teaches about the source of all truth.

- Who is the source of all truth? (Invite students to consider marking the following doctrine: **God knows all things and is the source of all truth.**)
- Which doctrinal mastery passage supports this doctrine? (You may want to invite students to consider marking Mosiah 4:9 in a distinctive way in their scriptures so they will be able to locate it easily.)

Invite a student to read Mosiah 4:9 aloud. Ask the class to follow along, looking for how this verse helps us understand why we should look to God as we search for truth.

- What words or phrases in this verse help us understand why we should look to God as we search for truth?
- What experiences have helped you know that God knows all things and is the source of all truth? (You may want to remind students not to share experiences that are too sacred or personal.)

How to Acquire Spiritual Knowledge

Write the following heading on the board: *The pattern God has given to help us acquire spiritual knowledge.*

- How would you explain what a pattern is? (Help students understand that one definition of a pattern is a model that helps us understand the correct way of doing something—particularly something that will be done repeatedly. As an example, you may want to display a pattern that can be used for making something.)

Invite a student to read aloud the second paragraph of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for four things we must do to follow the pattern God has given to help us acquire spiritual knowledge.

- Based on what we read in this paragraph, what four things must we do to follow the pattern God has given to help us acquire spiritual knowledge?

Write students’ responses under the heading on the board as follows:

1. *Have an honest desire to know the truth.*
2. *Be willing to live according to the truth that God has revealed.*
3. *Seek truth through prayer.*
4. *Seek truth through a serious study of the word of God.*

Ask the class:

- Why do you think it is important for us to apply God’s pattern for acquiring spiritual knowledge every day and not just when we have pressing questions or concerns? (It is important that we apply this pattern every day because doing these things invites the Spirit of the Lord to always be with us and can help us recognize the influence of the Holy Ghost. By consistently following this pattern, we demonstrate to the Lord our desire to acquire spiritual knowledge at all times—not just when we have pressing questions or concerns.)

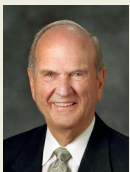
Refer students again to the second paragraph of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*.

- Which of the doctrinal mastery passages in the Book of Mormon support God’s pattern for acquiring spiritual knowledge? (As students respond, write the following references on the board: *Moroni 10:4–5*; *2 Nephi 32:8–9*; *2 Nephi 32:3*; this is the order of the scriptures in the second paragraph.)

Divide students into three groups. Assign each group to study one of the Book of Mormon doctrinal mastery passages listed on the board, looking for scriptural phrases that teach God’s pattern for acquiring spiritual knowledge. After sufficient time, invite one or more students from each group to report what they found. As they do so, consider asking questions such as the following:

- What do you think it means to “ask God ... with a sincere heart, with real intent” (*Moroni 10:4*)? (Help students understand that this phrase means that we truly desire to receive an answer from God and intend to act on the answer we receive.)

Invite a student to read the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles aloud:



“‘Real intent’ means that one *really intends* to follow the divine direction given” (Russell M. Nelson, “Ask, Seek, Knock,” *Ensign or Liahona*, Nov. 2009, 81).

- Why do you think it is important that we seek truth with a sincere heart and that we really intend to follow the direction God gives us?
- What do you think it means to “pray always” (*2 Nephi 32:9*)?
- What do you think is the difference between reading casually and “feast[ing] upon the words of Christ” (*2 Nephi 32:3*)?
- How can choosing to pray always and to feast upon the words of Christ help us acquire spiritual knowledge?

Invite students to share experiences they have had with applying God’s pattern for acquiring spiritual knowledge. As they do so, invite them to also explain what blessings they received as a result. You may also want to share an experience.

Asking Questions and Seeking Answers Is a Vital Part of Our Effort to Learn Truth

Ask students to consider if they think it is good for people to ask questions about the teachings of the Church or aspects of Church history that may be difficult to understand.

Invite a student to read aloud the third paragraph of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Ask students to follow along, looking for what this paragraph teaches about the role of asking questions and seeking answers in our effort to learn truth.

- What is the role of asking questions and seeking answers in our effort to learn truth? (After students respond, write the following statement of truth on the board: **Asking questions and seeking answers is a vital part of our effort to learn truth.**)
- Why do you think asking questions and seeking answers is a vital part of our effort to learn truth?
- According to what we learn in the third paragraph, why does our attitude and intent matter when we ask questions? (Help students identify the following truth: **The attitude and intent with which we ask questions and seek answers will greatly affect our ability to learn through the Holy Ghost.** You may want to suggest that students mark this principle in their copy of the *Doctrinal Mastery Core Document*.)

Remind students of the account of the young woman who contacted Sister Sheri L. Dew because she was worried about whether the teachings of the Church are true. Explain that the young woman decided to meet with her bishop and with others—including Sister Dew—who could help her find answers to her questions.



Provide each student with a copy of the accompanying handout. Explain that this handout contains Sister Dew’s account of what happened as the young woman sought for answers to her questions. Invite several students to take turns reading aloud from the account. Ask the class to follow along, looking for how the attitude and intent with which we ask questions and seek answers affects our ability to learn through the Holy Ghost.

After students have read the first three paragraphs, ask:

- How might this young woman’s attitude and intent as a seeker of truth have affected her ability to find answers to her questions?

Then invite several students to take turns reading aloud the rest of Sister Dew’s account in the handout.



"I told [the young woman], 'Bring your scriptures and every question you have. Questions are good. Let's see what the Lord will teach us.'

"She took me at my word and brought one thorny question after another. We searched the scriptures and the teachings of prophets for answers. Little by little, she began to realize that just because she had questions didn't mean she didn't have a testimony. The scriptures are filled with accounts of prophets who had questions. And she began to recognize when the Spirit was bearing witness to her—including bearing witness that prophets, seers, and revelators are truly prophets.

"Her testimony began to grow, and time passed. Then about a year ago she called again. 'I wanted you to be one of the first to know that I am holding in my hand a temple recommend. Will you come when I receive my endowment?' Then she added, 'Do you know what you said that helped me the most? You told me that questions are good, and that allowed me to see myself as a seeker rather than a doubter.'

"I was overjoyed! But two days later, I received a much different call from another [young woman]. 'Sister Dew,' she said, 'before you hear it from someone else, I want you to know that I'm pregnant.' She said that for several years she had doubted the truthfulness of the gospel and had finally decided there was no reason to live the law of chastity.

"I told her that I was not her judge and that I loved her. Then I asked her if she would like to have a testimony. 'No, I don't think so,' she said.

"The contrast was stunning. At about the same time, these two young women had questions that threatened their testimonies. One of them sent out a cry for help, and family, friends and leaders followed President Monson's counsel and went to her rescue. The other girl nursed her doubt and convinced herself that her immoral choices were acceptable. ...

"One girl's questions propelled her to become a seeker of truth. The other girl used her questions to justify her immorality.

"My dear friends, questions are good. Questions are good if they are inspired questions, asked in faith, and asked of credible sources where the Spirit will direct and confirm the answer. ...

"None of us are entitled to revelation without effort on our part. Answers from God don't just magically appear. If we want to grow spiritually, the Lord expects us to ask questions and seek answers. 'If thou shalt ask,' He promised, 'thou shalt receive revelation upon revelation, knowledge upon knowledge' [D&C 42:61]. How much clearer can it be? The Lord loves inspired questions asked in faith because they lead to knowledge, to revelation, and to greater faith" (Sheri L. Dew, "Will You Engage in the Wrestle?" [Brigham Young University–Idaho devotional, May 17, 2016], byui.edu/devotionals).

- How can the experiences of the two young women Sister Dew spoke of help us understand the importance of our attitude and intent when asking questions?
- How do the experiences of the two young women help us understand our role in diligently seeking answers to our questions?

You may want to testify of the importance of asking sincere questions and diligently seeking answers. Consider sharing how you have come to know that the Lord will answer our sincere questions.

Invite students to act on what they have learned by asking sincere questions and diligently seeking answers through applying Heavenly Father's ordained pattern for acquiring spiritual knowledge.

Part 2 (40 minutes)

Principles That Can Help Us Answer Questions

Invite students to consider what questions they may have about life or about the Church and its teachings and history.

As an example of a concern and question that some students may have or may be asked by another person, display or write the following on the board:

I hear about other people receiving answers to their prayers, but that doesn't happen to me. It just doesn't feel like God loves me, even though I'm trying to do what's right. Why doesn't God answer my prayers?

Explain to students that this portion of the learning experience on acquiring spiritual knowledge is intended to help them learn three principles that can guide them when they have questions or are presented with questions from others: act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources.

Act in Faith

Invite a few students to take turns reading aloud from principle 1, "Act in Faith," in the "Acquiring Spiritual Knowledge" section in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for statements that explain what we can do to act in faith when we have questions or concerns. Invite students to consider marking statements that are especially meaningful to them.

Ask students to report what they found. As they do so, you may want to ask them to explain how following the counsel they identified could be helpful when they have questions or concerns. Point out the following statement of doctrine: **As we continue to seek for answers, we must live by faith—trusting that we will eventually receive the answers we seek.**

- Which Book of Mormon doctrinal mastery passage supports this statement of doctrine? (Invite students to consider marking Ether 12:6 in a distinctive way in their scriptures so they will be able to locate it easily.)

Invite a student to read Ether 12:6 aloud. Ask the class to follow along, looking for words or phrases that help us understand why it is important for us to live by faith as we seek answers to our questions.

- What words or phrases in this verse can help us understand why it is important that we live by faith as we seek answers to our questions?
- What do you think it means that "ye receive no witness until after the trial of your faith" (Ether 12:6)?

Invite a student to read the following statement by President Dieter F. Uchtdorf of the First Presidency aloud. Ask the class to listen for what we can do in order to receive a witness or testimony of the truthfulness of the gospel.



"As you exercise your faith, applying gospel principles every day under any circumstances, you will taste the sweet fruits of the gospel, and by this fruit you will know of its truth" (Dieter F. Uchtdorf, "The Reflection in the Water" [Church Educational System fireside for young adults, Nov. 1, 2009], LDS.org).

- According to this statement by President Uchtdorf, what can we do in order to receive or strengthen our testimony of the truthfulness of the gospel?
- Why do you think the Lord expects us to exercise our faith *before* we receive a witness or testimony of the truthfulness of the gospel?
- What is a truth you have received a testimony of by choosing to exercise your faith by applying gospel principles on a daily basis? How did that testimony come to you? (You may also want to share an experience.)

Explain that some people may question whether they have a testimony or wonder why their testimony isn't stronger, even though they have sought to exercise their faith by living according to the Lord's commandments.

Point out the final two statements of doctrine of principle 1, "Act in Faith," from the "Acquiring Spiritual Knowledge" section in the *Doctrinal Mastery Core Document*: **As we are faithful to the truth and light we have already received, we will receive more. Answers to our questions and prayers often come "line upon line, precept upon precept."** Invite students to consider marking these truths.

- How might these truths help a person understand why his or her testimony of the gospel has not grown more quickly?
- What doctrinal mastery passage supports these two truths? (Invite students to consider marking 2 Nephi 28:30 in a distinctive way.)

Invite a student to read 2 Nephi 28:30 aloud. Ask the class to follow along, looking for phrases that support the truths in the *Doctrinal Mastery Core Document*. Invite students to report what they find.

Explain that Elder D. Todd Christofferson of the Quorum of the Twelve Apostles described his experience with prayer as he and his family were faced with a trial that lasted several years. Invite a student to read the following statement by Elder Christofferson aloud. Ask the class to listen for reasons why the Lord might choose not to answer some of our questions and prayers immediately or in the way we desire.



"I prayed for some miraculous intervention to deliver us. Although I offered that prayer many times with great sincerity and earnest desire, the answer in the end was no. Finally, I learned to pray as the Savior did: 'Nevertheless not my will, but thine, be done' (Luke 22:42). I sought the Lord's help with each tiny step along the way to a final resolution.

"... More than once I fell down before my Heavenly Father, begging in tears for His help. And He did help. Sometimes it was nothing more than a sense of peace, a feeling of assurance that things would work out. ...

"Though I suffered then, I am grateful now that there was not a quick solution to my problem. The fact that I was forced to turn to God for help almost daily over an extended period of years taught me how to truly pray and get answers to prayer and taught me in a practical way to have faith in God. I came to know my Savior and my Heavenly Father in a way and to a degree that might not have happened otherwise or that might have taken me much longer. ... I learned to trust in the Lord with all my heart. I learned to walk with Him day by day" (D. Todd Christofferson, "Recognizing God's Hand in Our Daily Blessings" *Ensign*, Jan. 2012, 18–19).

- Based on what you learned from this statement, what are some reasons why God might choose not to answer some of our questions and prayers immediately or in the way we desire? (After students respond, you may want to point out that God may also answer our prayers immediately, in very direct and powerful ways.)

Refer to the concern and question on the board.

- If you had this concern and question, how could you choose to act in faith?

Examine Concepts and Questions with an Eternal Perspective

Ask students to think of times when they may have noticed that their religious beliefs and views on life were different than some of the beliefs and views of their friends and associates who are not members of The Church of Jesus Christ of Latter-day Saints.

Invite a student to read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles aloud. Ask the class to listen for why Latter-day Saints often view questions relating to life and religious subjects differently than how others might view them.



"On many important subjects our assumptions [or beliefs] ... are different from [those of] many of our friends and associates. They are also different from many assumptions currently used in the media. ... For example, because Latter-day Saints know our Heavenly Father's plan for His children, we know that this mortal life is not a one-act play sandwiched between an unknowable past and an uncertain future. This life is like the second act in a three-act play. Its purpose is defined by what is revealed about our spiritual existence in act 1 and our eternal destiny in act 3. Because of our knowledge of this plan and other truths that God has revealed, we start with different assumptions than those who do not share our knowledge. As a result, we reach different conclusions on many important subjects that others judge only in terms of their opinions about mortal life" (Dallin H. Oaks, "As He Thinketh in His Heart" [evening with a General Authority, Feb. 8, 2013], [lds.org/broadcasts](https://www.lds.org/broadcasts)).

- According to Elder Oaks, why do Latter-day Saints view questions relating to our life on earth and religious subjects differently than how others might view them? (As students respond, draw the following diagram on the board.)



Cover up the sections for acts 1 and 3, and ask the following question:

- What is an example of an important subject that we might view differently if we didn't have knowledge of our premortal life or of life after death? (Students could mention a number of subjects, such as the value we place on human life or that we will receive God-given consequences for our choices at the Final Judgment.)

Invite a student to read the following statement by Elder Oaks aloud. Explain that he was speaking to seminary and institute of religion teachers. Ask the class to listen for what he said students should do when they are presented with a difficult concept or question.

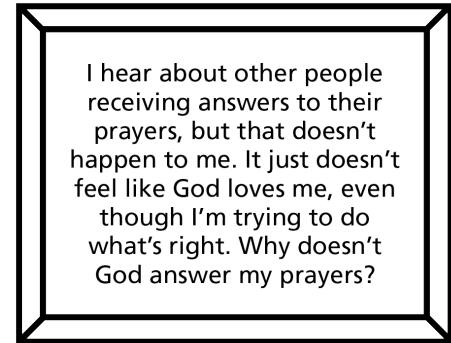


"I suggest that it may be preferable for our young people to refrain from arguing with their associates. ... They will often be better off to respond by identifying the worldly premises or assumptions in the assertions they face and then by identifying the different assumptions or premises that guide the thinking of Latter-day Saints" (Dallin H. Oaks, "As He Thinketh in His Heart," [lds.org/broadcasts](https://www.lds.org/broadcasts)).

- Based on Elder Oaks's suggestion, what can we do when we are presented with a difficult concept or question? (You may need to help students understand that a premise is an idea that is used to support a conclusion and that an assertion is a declaration of a person's position, point of view, or opinion.)

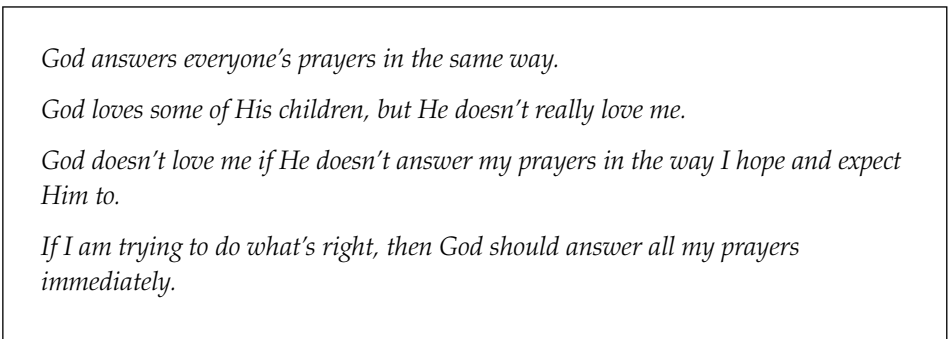
To illustrate how a person's beliefs or assumptions can influence the answers he or she arrives at, place or draw a simple frame around the concern and question written on the board.

Explain that this simple frame represents the beliefs or assumptions a person asking this question might have if he or she did not view the question in the context of what we know about Heavenly Father, His plan of salvation, and the teachings of Jesus Christ. Point out that when considering a person's beliefs or assumptions, we should do so with kindness and respect, being sensitive to the person's feelings and to the guidance of the Holy Ghost.



- What are some beliefs or assumptions that may not be accurate and could influence a person to have this concern and question?

Write students' responses on the board around the frame. These could include the following:



- Why do you think it is important to think about the beliefs or assumptions that we or others might have when asking questions about God, our life on earth, or the Church and its teachings and history? (Help students see that doing this can help us better understand the underlying concerns or the limited perspective the question may be based on.)
- How might the beliefs or assumptions on the board indicate that the person may be viewing the question with a limited perspective?

Invite a student to read aloud principle 2, "Examine Concepts and Questions with an Eternal Perspective," in the "Acquiring Spiritual Knowledge" section in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for how we can examine concepts and questions with an eternal perspective.

Ask students to report what they find. Invite students to consider marking the following truth: **To examine doctrinal concepts, questions, and social issues with an eternal perspective, we consider them in the context of the plan of salvation and the teachings of the Savior.** Uncover the sections for acts 1 and 3 on the board.



To help students understand how to consider concepts and questions in the context of the plan of salvation and the teachings of the Savior, consider

showing the video “Examining Questions with an Eternal Perspective” (2:55), which is available on LDS.org. Ask the class to watch for how a young woman named Lauren took time to think about the beliefs or assumptions that may have influenced her friend’s question about God and how Lauren then examined the question with an eternal perspective.

After students have watched the video, ask:

- Why do you think it was helpful for Lauren to think about the beliefs or assumptions that may have influenced her friend’s question about God?
- What happened as Lauren examined her friend’s question with an eternal perspective?

To help students practice examining concepts and questions with an eternal perspective, refer to the concern and question in the frame on the board and ask:

- What do we know about Heavenly Father, His plan, and the teachings of the Savior that could help us look at this question differently and find answers based on eternal truth?

As students respond, erase the statements around the frame and replace them with the answers students give. These may include responses such as the following:

God may answer our prayers differently based on His knowledge of our individual needs and what is best for us.

God loves all His children, including me.

God loves me even when He doesn’t answer my prayers in the way I hope and expect Him to.

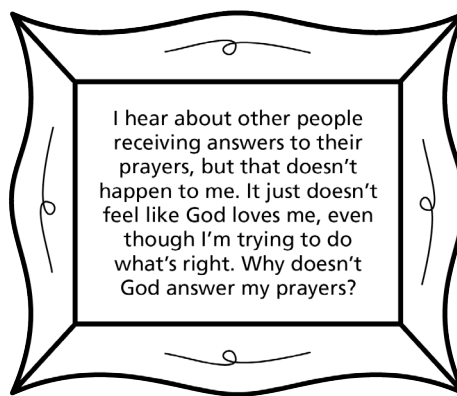
Even if I am trying to do what’s right, God may not answer all my prayers immediately. This provides opportunities for me to grow spiritually.

Remove or erase the simple frame around the concern and question on the board and replace it with a more beautiful frame.

Explain that this new frame represents truths we know about Heavenly Father, His plan of salvation, and the teachings of the Savior.

- How does viewing this question in the context of what we know about Heavenly Father, His plan, and the teachings of the Savior allow us to see the question differently?

Invite students to share how they were able to better understand a concept, teaching, or concern when they considered it from an eternal perspective. You may also want to share an experience of your own.



Seek Further Understanding through Divinely Appointed Sources

Invite students to think about what sources they might turn to when they have a question about the Church or need help when making an important decision.

Invite a student to read the following statement by Elder M. Russell Ballard of the Quorum of the Twelve Apostles aloud:



"James did not say, 'If any of you lack wisdom, let him Google!'" (M. Russell Ballard, "The Opportunities and Responsibilities of CES Teachers in the 21st Century" [evening with a General Authority, Feb. 26, 2016], [lds.org/broadcasts](https://www.lds.org/broadcasts)).

- According to James 1:5, what *did* the Apostle James teach? ("If any of you lack wisdom, let him ask of God.")
- When we have a question or concern, why do you think it is important to first look to God for help?

Invite a student to read aloud the first paragraph of principle 3, "Seek Further Understanding through Divinely Appointed Sources," in the "Acquiring Spiritual Knowledge" section in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for what God has given us to help us discover and understand truth. Invite students to consider marking what they find.

- What has God given us to help us discover and understand truth? (As part of this discussion, you may want to invite students to consider marking the following statement: **As part of the Lord's appointed process for obtaining spiritual knowledge, He has established sources through which He reveals truth and guidance to His children.**)
- What blessings can we receive as we turn to the Lord's divinely appointed sources of truth?

Refer to the concern and question in the frame on the board.

- What are some divinely appointed sources you could turn to if you had this concern and question?

To help students be aware of additional resources that can help them locate divinely appointed sources, consider telling them about (and if possible, showing them or inviting them to locate on their electronic devices) the official Church website [mormonnewsroom.org](https://www.mormonnewsroom.org). Explain that on this website the Church clarifies information regarding various issues of public interest related to the Church and corrects partial or incorrect information that is reported in the media. Also consider showing students the Church's Gospel Topics page at [lds.org/topics](https://www.lds.org/topics). The Gospel Topics essays contain valuable and forthright information on many difficult historical and doctrinal issues.

Invite students to share examples of how they have been blessed as they have turned to divine sources for answers when they were confronted with a question or issue. You may want to be prepared to share an example of your own.

Invite a student to read aloud the second paragraph of principle 3, “Seek Further Understanding through Divinely Appointed Sources,” in the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for what this paragraph teaches about sources of information that are not produced by the Church.

- Why is it important to be wary of unreliable sources of information?
- How can we recognize truth in sources of information that are not produced by the Church? (Help students understand that the Holy Ghost can help us recognize truth or error in whatever source we may find it [see Moroni 10:5].)

Explain that during the school year, in addition to studying the teachings of the Book of Mormon sequentially, students also will be studying the nine doctrinal topics from the *Doctrinal Mastery Core Document* (which correspond to topics in the Sunday youth curriculum). They will also study the Book of Mormon doctrinal mastery passages associated with each topic. As each topic is studied, they will use the principles of acquiring spiritual knowledge discussed in this lesson to consider real questions, issues, and opportunities for personal application.

Share your testimony about the importance of applying the principles of acquiring spiritual knowledge when we are faced with difficult concepts or questions. Assure students that the Lord wants to teach them through His Spirit. As we act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources, God will give us answers and provide direction in our lives.

Doctrinal Mastery Review

Consider using the following activity during a separate class session to help students review the Book of Mormon doctrinal mastery passages referred to in parts 1 and 2 of this learning experience on acquiring spiritual knowledge.

Before class, write the references to the following doctrinal mastery passages on the board: *2 Nephi 28:30*; *2 Nephi 32:3*; *2 Nephi 32:8–9*; *Mosiah 4:9*; *Ether 12:6*; *Moroni 10:4–5*.

Divide students into pairs. Ask them to review the doctrine taught in the passages on the board by having one student in each pair use the *Doctrinal Mastery Reference Guide* and, in a random order, read aloud the key phrase for each of those doctrinal mastery passages. When a key phrase is read, the other student states which passage on the board is associated with the key phrase. After a few minutes, have students switch roles with their partners.

Next, to help students become familiar with the scripture text of the doctrinal mastery passages, read a passage aloud without telling students the reference. Invite students to see if they can locate the passage and join you in reading it aloud before you have finished reading the passage. After the passage is read, invite one or more students to explain in their own words the doctrine or principle taught in the passage. Repeat this activity for each of the doctrinal mastery passages listed on the board.

The Godhead

Note: The following doctrinal mastery activities could be done over the course of several class sessions or in a single class session.

Understanding the Doctrine (75 minutes)

Segment 1 (10 minutes)

Write the following statement on the board, and invite a student to read it aloud:
God doesn't really know me or care about what I'm going through.

- How could this misunderstanding make it difficult for someone to exercise faith in God?

Ask students to turn to doctrinal topic 1, “The Godhead,” in the *Doctrinal Mastery Core Document*. Invite students to read the paragraphs under this topic with a partner, looking for truths about the character and attributes of the members of the Godhead. Ask them to discuss with their partners how some of the truths they found could help correct or clarify the statement written on the board.

After sufficient time, invite a few students to explain to the class what they discussed with their partners. Testify that as we learn and better understand the doctrine of the Godhead, our faith and trust in Heavenly Father, in Jesus Christ, and in the Holy Ghost will increase.

Segment 2 (10 minutes)

Ask students the following question:

- What differences might some people notice about others that could lead them to judge those people to be inferior to themselves? (Some things students might mention are differences in economic status, appearance, ability, culture, language, religion, gender, or ethnicity.)

Invite students to turn to doctrinal topic 1, “The Godhead,” in the *Doctrinal Mastery Core Document* and scan the paragraph under the heading “God the Father,” looking for a truth that describes how God feels about all of His children. Ask them to report what they find, and write the following statement of doctrine on the board: **God loves each of His children perfectly, and all are alike unto Him.** Invite students to consider marking this statement in their copies of the *Doctrinal Mastery Core Document*.

- Which doctrinal mastery passage supports this truth? (Invite students to consider marking 2 Nephi 26:33 in a distinctive way in their scriptures so they will be able to locate it easily.)

To help students understand the context of this passage, explain that in 2 Nephi 26, the prophet Nephi prophesied of the last days and invited all people to come unto Jesus Christ.

Invite a student to read 2 Nephi 26:33 aloud. Ask the class to follow along, looking for words and phrases that help teach the statement of doctrine written on the board. Ask students to report what they find.

- What do you think it means that “all are alike unto God”?
- What experiences have you had that have helped you know that God loves each of His children perfectly and that all are alike in His eyes? (You may also want to share an experience of your own.)
- How can understanding this truth influence the way we view and treat other people?

To help students understand one application of this truth, invite a student to read the following statement aloud:

“The Church unequivocally condemns racism, including any and all past racism by individuals both inside and outside the Church. In 2006, then Church president Gordon B. Hinckley declared that ‘no man who makes disparaging remarks concerning those of another race can consider himself a true disciple of Christ. Nor can he consider himself to be in harmony with the teachings of the Church. Let us all recognize that each of us is a son or daughter of our Father in Heaven, who loves all of His children’” (“Race and the Church: All Are Alike unto God,” Feb. 29, 2012, mormonnewsroom.org).

Segment 3 (10 minutes)

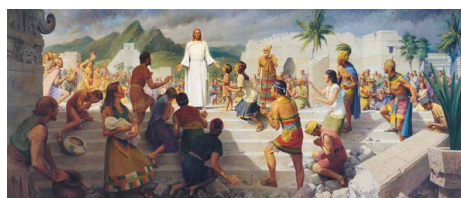
Display the pictures Jesus Christ Appears to the Nephites (lds.org/media-library) and Jesus Teaching in the Western Hemisphere (Gospel Art Book [2009], no. 82; see also lds.org/media-library).

Ask a student to briefly summarize for the class the scriptural account depicted in these pictures.

Inform students that 3 Nephi 11:10–11, which contains the first words the Savior spoke to the Nephites when He appeared to them, is a doctrinal mastery passage. You may want to suggest that they mark the passage in a distinctive way.

Invite a student to read 3 Nephi 11:10–11 aloud. Ask the class to follow along, looking for the truths the Savior taught the Nephites about Himself.

- What do you think the phrase “I have drunk out of that bitter cup” (3 Nephi 11:11) refers to? (The bitterness of the suffering He endured during His atoning sacrifice.)



- What do these verses teach you about the relationship between Heavenly Father and His Son, Jesus Christ?
- What truths can we learn from these verses about the Savior? (After students respond, write on the board the following statements of doctrine found in doctrinal topic 1, “The Godhead,” in the *Doctrinal Mastery Core Document*: **Jesus Christ does the will of the Father in all things. He lived a sinless life and atoned for the sins of all mankind.** Invite students to consider marking these statements of doctrine in their copies of the *Doctrinal Mastery Core Document* and to write the first statement in their scriptures by 3 Nephi 11:10–11.)

To help students better understand these doctrines, invite half of the class to read Luke 22:39–44 silently and the other half to read Moses 4:1–2 silently. Ask them to look for examples of how Jesus Christ submitted to the will of the Father in all things. Invite students to report what they find.

- What can we learn from the Savior’s example about how to strengthen our own relationship with Heavenly Father?

Segment 4 (10 minutes)

If you haven’t already done so, write the following statements of doctrine on the board:

God loves each of His children perfectly, and all are alike unto Him.

Jesus Christ does the will of the Father in all things. He lived a sinless life and atoned for the sins of all mankind.

Invite students to find the doctrinal mastery passages in the Book of Mormon that support these doctrines. (If students struggle to remember these passages, encourage them to scan the paragraphs under the sections “God the Father” and “Jesus Christ” in doctrinal topic 1, “The Godhead,” in the *Doctrinal Mastery Core Document*.) After they locate 2 Nephi 26:33 and 3 Nephi 11:10–11, invite a couple of students to read these passages aloud.

Write the following question on the board: *How does Jesus Christ’s atoning sacrifice illustrate God’s perfect love for each of His children and illustrate that all are alike unto Him?*

Invite students to write a response to the question in their class notebooks or study journals. After sufficient time, invite a few students to share their responses with the class.

Segment 5 (5 minutes)

Invite students to think about people they look to as good examples and to think about what makes these individuals good examples to follow.

Invite students to scan the second paragraph in the section titled “Jesus Christ” of doctrinal topic 1, “The Godhead,” in the *Doctrinal Mastery Core Document*. Ask them to look for a statement that teaches about whose life all people can look for

an example. Invite students to report what they find. Then write the following statement of doctrine on the board: **Jesus Christ’s life is the perfect example of how we are to live.**

- What scripture passage supports this doctrine? (3 Nephi 12:48.)

To help students understand the context of 3 Nephi 12:48, explain that after Jesus Christ appeared to the Nephites, He taught them how to come unto Him and what was required to enter the kingdom of heaven.

Invite a student to read 3 Nephi 12:48 aloud. Ask the class to follow along, looking for the Savior’s commandment to the people.

- What was the Savior’s commandment to the people?
- What are some ways we might strive to obey this commandment to be perfect? (Point out that the way to be perfect like Heavenly Father and Jesus Christ is to become like Them. As we strive to follow the Savior, we can become perfected through Him and His atoning sacrifice. Perfection is a process that continues into the next life.)

Invite students to consider marking the doctrinal mastery passage 3 Nephi 12:48 in a distinctive way and to consider writing “Jesus Christ’s life is the perfect example of how we are to live” next to this verse in their scriptures.

Segment 6 (10 minutes)

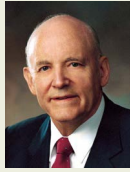
Read 3 Nephi 12:48 aloud as a class. Ask a student to remind the class of the doctrine this doctrinal mastery passage supports. (Jesus Christ’s life is the perfect example of how we are to live.)



To help students further understand this doctrine, show the video “Christlike Attributes” (2:54), which is available on LDS.org. Ask them to watch for attributes of the Savior that we can seek to develop in our own lives. After the video, invite students to name these attributes, and list their suggestions on the board. (If the video is not available, consider the following alternative: Ask students to name some of the Savior’s attributes that we can seek to develop, and list their suggestions on the board. These may include attributes such as humility, obedience, and kindness. You might consider briefly discussing examples from the Savior’s life to illustrate a few of these attributes.)

- What is an experience in which you were blessed by someone who followed the Savior’s example in one of these ways?
- What is an experience in which you were able to help someone else because you tried to apply one of these attributes?

Invite a student to read the following statement by President Howard W. Hunter (1907–1995) aloud:



“Let us follow the Son of God in all ways and in all walks of life. Let us make him our exemplar and our guide. We should at every opportunity ask ourselves, ‘What would Jesus do?’ and then be more courageous to act upon the answer. We must follow Christ, in the best sense of that word. We must be about his work as he was about his Father’s. ... To the extent that our mortal powers permit, we should make every effort to become like Christ—the one perfect and sinless example this world has ever seen” (*Teachings of Presidents of the Church: Howard W. Hunter* [2015], 309).

Invite students to ponder some ways they can follow the Savior’s example in their everyday lives. As they ponder, write the following incomplete statement on the board: *I will better follow the Savior’s example by ...*

Invite students to complete the statement in their class notebooks or study journals. Encourage them to act on the goals they wrote and to have the courage to follow Jesus Christ’s example.

Segment 7 (10 minutes)

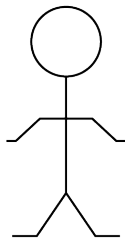
Invite a student to read 3 Nephi 18:15, 20–21 aloud. Ask the class to follow along, looking for the counsel the Savior gave to the Nephites. Point out that this is a doctrinal mastery passage. Invite students to consider marking this passage in a distinctive way.

- What did the Savior counsel the Nephites to do?

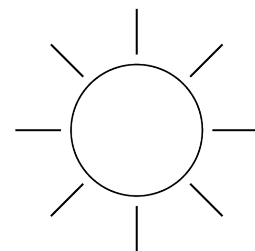
Point out the Savior’s repeated instruction in 3 Nephi 18:20–21 to pray “in my name.”

- Why do you think the Savior commands us to pray to Heavenly Father always in His name?

To help students understand one reason why we pray in the name of Jesus Christ, draw the following illustration on the board:



Us



Presence of Heavenly Father

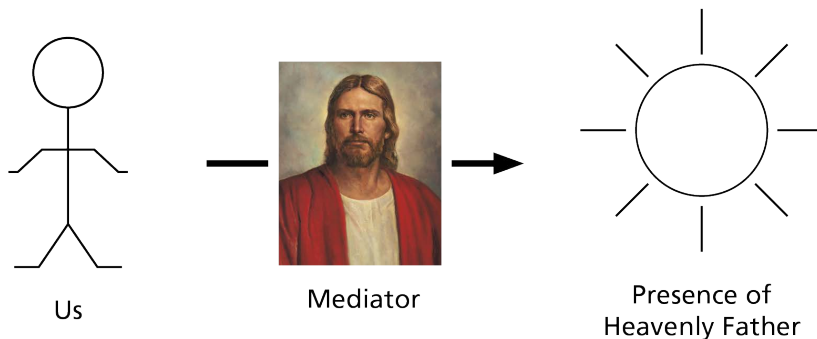
Draw a vertical line on the board between the figure representing us and the image representing the presence of Heavenly Father.

- What separates us from our Heavenly Father and His power and blessings?

After students respond, write *The Fall* and *Personal Sin* on the board next to the line. Then place a picture of Savior on the board over the line and write the word *Mediator* under the picture.

- What is a mediator? (Someone who intervenes between individuals or groups in order to resolve differences and bring them together.)
- How is Jesus Christ our Mediator with Heavenly Father? (Through His atoning sacrifice, the Savior provides a way for all people to overcome the negative consequences of the Fall, repent of their sins, be reconciled to Heavenly Father, and receive the blessings of salvation. This is one reason we pray to the Father in the name of Jesus Christ.)

Illustrate how the Savior has provided a way for us to be reconciled to Heavenly Father by drawing an arrow from the figure representing us to the image representing the presence of Heavenly Father.



- In addition to praying, what else are we commanded to do in the name of Jesus Christ? (List students' responses on the board.)

Write the following statement of doctrine on the board: **Because Jesus Christ is our Savior and our Mediator with the Father, all prayers, blessings, and priesthood ordinances should be done in His name.** Invite students to consider marking this statement in the section titled "Jesus Christ" of doctrinal topic 1, "The Godhead," in their copies of the *Doctrinal Mastery Core Document* and to write it in their scriptures next to 3 Nephi 18:15, 20–21.

Segment 8 (10 minutes)

Write the following statement of doctrine on the board: *Because Jesus Christ is our Savior and our Mediator with the Father, all prayers, blessings, and priesthood ordinances should be done in His name.* Ask students to locate the doctrinal mastery passage that helps support this doctrine (3 Nephi 18:15, 20–21). Invite the first student who locates the passage to begin reading it aloud, and invite the other students to join in reading it aloud as they find the passage.

Explain that using the name of Jesus Christ in prayers, blessings, and priesthood ordinances invokes His divine authority and power (see Abraham 1:18).

Divide students into groups of two or three. Write the following scripture references on the board, and assign each group one or more of the references: *Acts 2:37–38; Acts 3:2–8; Doctrine and Covenants 84:66–70; Moses 1:21–22.*

Invite students to read their assigned scripture passages in their respective groups, looking for some of the results of prayers, blessings, and priesthood ordinances done in the name of Jesus Christ. After sufficient time, ask a member of each group to report what he or she found.

Invite students to ponder how their lives have been blessed through prayers, priesthood blessings, and priesthood ordinances performed in the name of Jesus Christ. Ask a few students to share their experiences with the class.

Practice Exercise (15 minutes)

Ask students to turn to the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Review the three principles: “Act in Faith,” “Examine Concepts and Questions with an Eternal Perspective,” and “Seek Further Understanding through Divinely Appointed Sources.”

Display or write the following questions on the board:

How did the girl’s sister help her to act in faith?

How did the girl’s sister help her examine the situation with an eternal perspective?

How did the girl’s sister help her seek understanding through divinely appointed sources?



Divide the class into pairs, and give each pair a copy of the handout of the text-message conversation between two sisters at the end of this learning experience. Ask them to read the scenario and discuss the questions written on the board.

After students have discussed their answers in pairs, invite a few of them to explain their answers to the class. Share your testimony that Heavenly Father loves all of His children perfectly and that all are alike unto Him. Invite students to try to see others the way Heavenly Father sees them.

Doctrinal Mastery Review

The following activity can help students review all of the doctrinal mastery passages they have learned during the Book of Mormon seminary course of study.

Write on the board the Book of Mormon doctrinal mastery passages that you have already studied. Give students 5 to 7 minutes to prepare a brief scriptural thought that they can share with the class using one of those doctrinal mastery passages. Ask them to do the following as they share their scriptural thoughts:

1. Read the doctrinal mastery passage they chose.

2. Explain how the scripture passage teaches or supports a statement of doctrine in the *Doctrinal Mastery Core Document*.
3. Explain what that doctrine means to them.
4. Share why they think that doctrine is important for youth to understand.
5. Share their belief or testimony of that doctrine.

During the coming week, invite a few students to share their scriptural thoughts with the class as part of the devotional or at the beginning or end of class, as time permits.

Text-Message Conversation

You looked sad earlier. Are you OK?

Not really.

Why?

I was eating lunch with my friends and some girls walked by. One of my friends pointed at them and was really mean because they look and dress different. My other friends joined in. Maybe it's not that bad. They were just joking.

Well did it bug you?

Yes!! It made me feel awful. 😞

Do you know these girls at all?

Not really ... they just seem different I guess.

We talked about something like this in seminary today. Sometimes it's easy to think we're better than others just because they look or act differently.

That's what happened at lunch!!

We read the scripture 2 Ne 26:33. It says that all are alike unto God. He loves everyone and we all are important to him. So I think we should try to see people how he sees them.

True. I think remembering that can change how I sometimes look at others and treat them.



Yeah. Me too. My teacher also shared this quote that I loved by President Uchtdorf: “God does not look on the outward appearance. ... Though we are incomplete, God loves us completely. Though we are imperfect, He loves us perfectly.”

That is such a good quote! The thing is that not all of my friends believe what we do and I’m not sure what to do whenever this happens.

Yeah. Whenever this happens to me I just think about the Savior and what he would do in these situations.

He probably would’ve said something to my friends and maybe taught them about the good Samaritan or something like that. I probably should have said something, but it’s so hard! I’m scared to see how my friends would respond.

It’s not easy to speak up. What do you think could help you?

I think if I just remember the Savior’s example because he had so much courage and was so kind even to people that others rejected. Maybe I can also pray. Prayer always helps.

Great ideas!

Thanks for your help!

That’s what sisters are for! 😊



The Plan of Salvation

Note: The following doctrinal mastery activities could be done over the course of several class sessions or in a single class session.

Understanding the Doctrine (50 minutes)

Segment 1 (10 minutes)

Write the heading *Plan of Salvation* on the board. Invite students to come to the board and write down what they feel are some of the most important elements of the plan of salvation.

Ask several students to read aloud the first three paragraphs of doctrinal topic 2, “The Plan of Salvation,” in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for additional elements of the plan of salvation. After each paragraph is read, invite students to report what they found. Add their responses to the list on the board.

Invite students to mark the following statements of doctrine in the second paragraph: **Moral agency—the ability to choose and act for ourselves—is also essential to Heavenly Father’s plan. Our eternal progression depends on how we use this gift.**

- Which Book of Mormon doctrinal mastery passage supports these statements of doctrine? (Invite students to mark 2 Nephi 2:27 in a distinctive way in their scriptures so they will be able to locate it easily.)

To help students understand the context of 2 Nephi 2:27, explain that this passage contains truths the prophet Lehi taught his sons shortly before his death. Invite a student to read 2 Nephi 2:27 aloud. Ask the class to follow along, looking for words or phrases that indicate how our use of agency affects our eternal progression.

- What words or phrases in 2 Nephi 2:27 indicate how our use of agency affects our eternal progression? (Students should mention the following phrase: “They are free to choose liberty and eternal life, through the great Mediator of all men, or to choose captivity and death, according to the captivity and power of the devil.”)
- Who is “the great Mediator of all men”? (Jesus Christ.)
- How does choosing to follow Jesus Christ give us liberty, or freedom?
- How does choosing to give in to the devil’s temptations lead to captivity and death? (Poor choices can lead to addiction, poor health, physical death, and spiritual death. Spiritual death means to be cut off from the presence of God and the companionship of His Spirit.)

Segment 2 (10 minutes)

Read 2 Nephi 2:27 aloud together as a class. Ask students to state the doctrine that we learn about agency from this verse. Students should recall that our eternal progression depends on how we use our agency—the ability to choose and act for ourselves—that God has given us.

Point out that some people may criticize us for choosing to use our agency to do God’s will and keep His commandments, claiming this limits us and causes us to lose our individuality.

- What would you say in response to this type of criticism?

Invite a student to read the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles aloud. Ask the class to listen for how our righteous use of agency allows us to reach our full potential.



“Using our agency to choose God’s will, and not slackening even when the going gets hard, will not make us God’s puppet; it will make us like Him. God gave us agency, and Jesus showed us how to use it so that we could eventually learn what They know, do what They do, and become what They are” (D. Todd Christofferson, “Moral Agency,” *Ensign*, June 2009, 53).

- How does using our agency to choose God’s will help us achieve our full potential?

Invite students to ponder and write in their class notebooks or study journals what they will do to better use their agency to choose God’s will. Invite them to seek guidance from the Spirit as they ponder and write and to act on any promptings they receive.

Segment 3 (10 minutes)



To help students continue their study of doctrinal topic 2, “The Plan of Salvation,” in the *Doctrinal Mastery Core Document*, invite them to take the following true-or-false quiz. Provide each student with a copy of the quiz on the handout.

The Plan of Salvation

True or False

1. Only the Savior and a few other chosen individuals participated in the premortal Council in Heaven.
2. All of our Father in Heaven’s children will experience mortality.
3. All human beings—male and female—are created in the image of God.
4. In the Garden of Eden, Adam and Eve were married by God.
5. Spiritual death is the separation of the spirit from the mortal body.
6. As a result of the Fall, Adam and Eve could have children, and they and their posterity could experience joy and sorrow, know good from evil, and progress.

After sufficient time, divide the students into pairs or small groups and invite them to check their responses by reading together the paragraphs under the sections “Premortal Life,” “The Creation,” and “The Fall” in doctrinal topic 2, “The Plan of Salvation” in the *Doctrinal Mastery Core Document*.

After students have checked their responses, review the answers to the quiz as a class. The correct answers are: 1. False; 2. False; 3. True; 4. True; 5. False; 6. True.

As you discuss question 6, invite students to consider marking the following statements of doctrine in the last paragraph of the section “The Fall”: **As a result of the Fall, Adam and Eve could have children. They and their posterity could experience joy and sorrow, know good from evil, and progress.**

Segment 4 (10 minutes)

Write the following statements of doctrine on the board: *As a result of the Fall, Adam and Eve could have children. They and their posterity could experience joy and sorrow, know good from evil, and progress.*

Refer students to the section “The Fall” in doctrinal topic 2, “The Plan of Salvation,” in the *Doctrinal Mastery Core Document*, and ask:

- Which doctrinal mastery passage supports these statements of doctrine? (Invite students to consider marking 2 Nephi 2:22–25 in a distinctive way.)

Invite a student to read 2 Nephi 2:22–25 aloud. Ask the class to follow along, looking for words and phrases that support the statements of doctrine on the board.

- What words or phrases in these verses support the statements of doctrine on the board?

Point out that some people believe that the Fall of Adam and Eve was a terrible mistake. Invite a student to read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles aloud. Ask the class to listen for how Elder Oaks described Adam and Eve’s decision to partake of the forbidden fruit.



“It was Eve who first transgressed the limits of Eden in order to initiate the conditions of mortality. Her act, whatever its nature, was formally a transgression but eternally a glorious necessity to open the doorway toward eternal life. Adam showed his wisdom by doing the same. And thus Eve and ‘Adam fell that men might be’ [2 Nephi 2:25].

“Some Christians condemn Eve for her act, concluding that she and her daughters are somehow flawed by it. Not the Latter-day Saints! Informed by revelation, we celebrate Eve’s act and honor her wisdom and courage in the great episode called the Fall. ... Elder Joseph Fielding Smith said: ‘I never speak of the part Eve took in this fall as a sin, nor do I accuse Adam of a sin. ... This was a transgression of the law, but not a sin ... for it was something that Adam and Eve had to do!’ (Joseph Fielding Smith, *Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols., Salt Lake City: Bookcraft, 1954–56, 1:114–15)” (Dallin H. Oaks, “The Great Plan of Happiness,” *Ensign*, Nov. 1993, 73).

- How did Elder Oaks describe Adam and Eve’s decision to partake of the forbidden fruit?
- How would you explain in your own words why the Fall of Adam and Eve is an essential part of Heavenly Father’s plan of salvation?

Segment 5 (10 minutes)

Ask students to imagine that they have been invited to speak at a funeral, and there will be people attending the funeral who know very little about the Church's teachings. Invite students to read the sections "Mortal Life" and "Life After Death" in doctrinal topic 2, "The Plan of Salvation," in the *Doctrinal Mastery Core Document*. Encourage them to look for truths they feel would be important to include in their talk. Invite them to consider marking what they find.

Invite students to turn to a neighbor and explain which truths they marked and why they feel those truths would be important to share at the funeral.

To conclude this activity, consider asking the following question:

- How has your understanding of the plan of salvation been a blessing to you when someone you love has died?

Practice Exercise (30 minutes)

Review with students the three principles from the "Acquiring Spiritual Knowledge" section of the *Doctrinal Mastery Core Document*: act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources.



Divide the class into groups of two to three students. Provide each group with a copy of the following instructions, and ask them to complete the activity:

1. Read aloud the following scenario, and consider if you have ever faced circumstances or questions similar to those the young man experienced:
At lunchtime last Friday, John was eating with a group of friends when one of them asked if he was going to the party that night. John had been hearing about this party the entire week and had heard enough to know that it was not the kind of party he should go to. John replied, "No, I don't think this one's for me. Plus, I have some other things I want to get done."
One of the girls at the table said, "John, does this have to do with your religion? I've heard that Mormons can't have any fun. Why does your church have so many rules?" Another boy at the table chimed in, "Yeah, why don't they let you make your own choices?"
As John struggled to find a way to answer his friends, the bell for class rang and everyone got up to leave. While John walked to class, he replayed the conversation in his mind. He knew that this party was not one that he should go to, but he was surprised that he struggled to explain why and that he wasn't sure how to answer his friends' questions.
2. Discuss the following questions as a group:
 - How has John acted in faith so far in this scenario?
 - Even when people know the right thing to do, sometimes fear prevents them from acting in faith. What fears or concerns might begin to influence John as a result of his experience at lunchtime?
 - What could help John confront those fears or concerns and remain faithful in his decision to not attend the party?
3. Continue reading the scenario aloud:
John continued to think about the questions his friends asked him during lunch: "Why does your church have so many rules?" and "Why don't they let you make your own choices?" As

John thought about these questions, it was clear that he viewed the standards and commandments of the Church differently than how his friends at school might see them.

4. Discuss the following questions as a group:
 - Based on the questions John’s friends asked, what beliefs or assumptions might they have about commandments and choices?
 - What do we learn from 2 Nephi 2:27 that can help us view commandments and choices with an eternal perspective?
 - What else do you know about the plan of salvation and the teachings of Jesus Christ and His prophets that helps you view commandments and choices with an eternal perspective?

5. Continue reading the scenario aloud:
 As he thought about it more, John understood that if he chose to go to the party he could experience consequences that he did not want to experience—such as losing the companionship of the Holy Ghost. Instead of going to the party, John decided to play basketball with his little brother that evening. Later, as he knelt to pray, John felt the Spirit confirm that he had made the right choice.

After sufficient time, invite several students to report what they discussed and learned through this activity.

You may want to conclude by testifying that as we use our agency to choose to follow Jesus Christ, we will be able to progress spiritually and enjoy the blessings He promises to the faithful.

Doctrinal Mastery Review

Assign students to work with a partner, and invite them to use their *Doctrinal Mastery Reference Guide* to study and review the doctrinal mastery passages they have studied so far and their accompanying keywords. After sufficient time, students can quiz each other by first stating the scripture reference and having their partner say the keywords for that doctrinal mastery passage from memory. Once both students have had the opportunity to be quizzed on the keywords, have them quiz each other by having one student state the keywords to see if the other student can identify the correct doctrinal mastery reference. Help students understand that knowing the references of the doctrinal mastery passages can help them as they teach the gospel to others and find answers to questions.

As an alternative to this activity, if students have electronic devices, consider allowing them time to download the official Seminary Doctrinal Mastery Application. The Doctrinal Mastery App is free and available for all mobile Apple and Android devices by searching “LDS Doctrinal Mastery” in the App Store (Apple devices) and Google Play (Android devices). After students have downloaded the app, consider giving them a few minutes to work with the flashcards and quiz activities in the app.

The Atonement of Jesus Christ

Note: The following doctrinal mastery activities could be done over the course of several class sessions or in a single class session.

Understanding the Doctrine (100 minutes)

Segment 1 (10 minutes)

Write the following questions on the board:

- *What is the Atonement of Jesus Christ?*
- *Why do we need the Atonement of Jesus Christ?*

Invite students to briefly discuss their responses to these questions with a partner. After sufficient time, ask students to turn to doctrinal topic 3, “The Atonement of Jesus Christ,” in the *Doctrinal Mastery Core Document*. Invite a student to read the first paragraph aloud and another student to read the third paragraph aloud. Ask the class to follow along, looking for statements or phrases that can help us understand what the Atonement of Jesus Christ is and why we need it. You may want to invite students to consider marking what they find.

- What statements did you find that can help us understand what the Atonement of Jesus Christ is? (Make sure students identify the following statement of doctrine in the first paragraph: **Jesus Christ’s triumph over spiritual and physical death by His suffering, death, and Resurrection is called the Atonement.**)

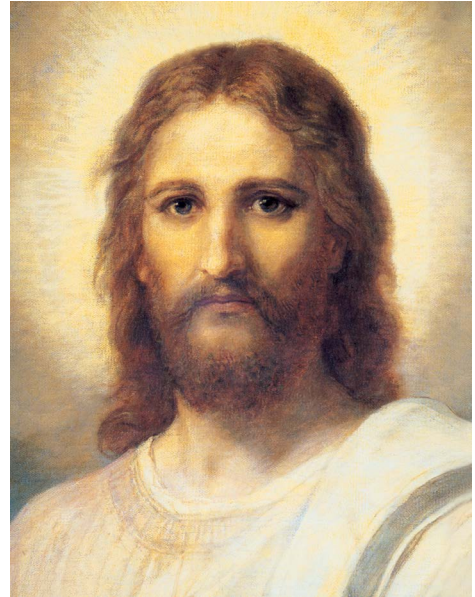
To help students visualize the Savior’s suffering, death, and Resurrection, display the following pictures: Jesus Praying in Gethsemane (*Gospel Art Book* [2009], no. 56; see also LDS.org); The Crucifixion (*Gospel Art Book*, no. 57; see also LDS.org); Burial of Jesus (*Gospel Art Book*, no. 58; see also LDS.org); and Mary and the Resurrected Lord (see LDS.org).

- What statements or phrases did you find in those paragraphs that can help us understand why we need the Atonement of Jesus Christ?

Invite students to ponder the ways they are blessed because of Jesus Christ’s willingness and ability to atone for our sins.

Segment 2 (10 minutes)

Display a picture of the Savior on the board (for example, Jesus Christ [*Gospel Art Book*, no. 1; see also LDS.org]), and write the following headings next to or underneath it: *Similarities* and *Differences*.



- What are some similarities between the Savior and us? What are some differences? (List students' responses on the board under the appropriate heading.)

Ask students to turn to doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*. Invite a student to read the second paragraph aloud. Ask the class to follow along, looking for phrases that indicate how the Savior is different from all the rest of Heavenly Father's children.

- According to what we read in this paragraph, how is Jesus Christ different from all the rest of Heavenly Father's children? (Add any new differences mentioned to the list of differences on the board.)

Invite students to consider marking the following statement of doctrine in their copies of the *Doctrinal Mastery Core Document*: **It is only through Jesus Christ that we can be saved because He was the only one capable of making an infinite and eternal Atonement for all mankind.**

- Based on what we have discussed, why was Jesus Christ the only one who could perform an infinite and eternal Atonement?

Consider sharing your testimony of the Savior's divine nature and of how it enabled Him to make an infinite and eternal Atonement for us.

Segment 3 (10 minutes)

Display or write the following statement of doctrine on the board: *It is only through Jesus Christ that we can be saved because He was the only one capable of making an infinite and eternal Atonement for all mankind.* Refer students to the second paragraph of doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*, and ask:

- Which doctrinal mastery passage supports the doctrine on the board? (Alma 34:9–10. Invite students to consider marking this passage in a distinctive way in their scriptures so they will be able to locate it easily.)

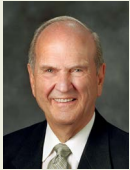
To help students understand the context of Alma 34:9–10, explain that these verses are part of a sermon that Amulek gave to a group of people called the Zoramites as he and Alma sought to help them believe in Jesus Christ and repent.

Write the following questions on the board, or provide them as a handout:

- *How does Alma 34:9–10 support the doctrine on the board?*
- *What kinds of sacrifices did Amulek say would not be sufficient? Why are they insufficient?*
- *What words describe the sacrifice that Jesus Christ would make for us? (Consider marking these words in your scriptures.)*

Divide students into pairs. Ask them to read Alma 34:9–10 with their partner and to discuss the questions on the board (or on the handout). After sufficient time, invite students to report their answers to these questions.

Invite a student to read aloud the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles. Ask the class to listen for what he said about how the Atonement of Jesus Christ is “infinite” (Alma 34:10).



“In preparatory times of the Old Testament, the practice of [sacrificing animals] was finite—meaning it had an end. It was a symbolic forecast of the definitive Atonement of Jesus the Christ. His Atonement is infinite—without an end. It was also infinite in that all humankind would be saved from never-ending death. It was infinite in terms of His immense suffering. . . . It was infinite in scope—it was to be done once for all. And the mercy of the Atonement extends not only to an infinite number of people, but also to an infinite number of worlds created by Him. It was infinite beyond any human scale of measurement or mortal comprehension.

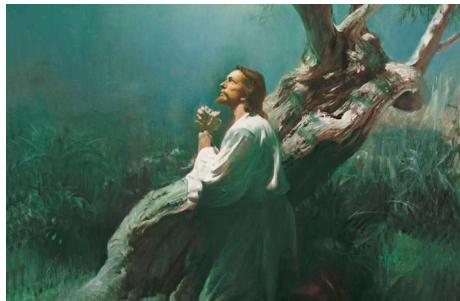
“Jesus was the only one who could offer such an infinite atonement, since He was born of a mortal mother and an immortal Father. Because of that unique birthright, Jesus was an infinite Being” (Russell M. Nelson, “The Atonement,” *Ensign*, Nov. 1996, 35).

Invite one or more students to explain to the class how a person could use Alma 34:9–10 to help someone understand why Jesus Christ was the only one who could perform the Atonement.

Segment 4 (10 minutes)

Display the following pictures on the board: Jesus Praying in Gethsemane (*Gospel Art Book*, no. 56; see also LDS.org) and The Crucifixion (*Gospel Art Book*, no. 57; see also LDS.org).

- In addition to suffering for our sins, what did Jesus Christ experience as part of His Atonement? (List students’ responses on the board.)



Invite students to silently read the first two sentences of the fourth paragraph of doctrinal topic 3, “The Atonement of Jesus Christ,” in the *Doctrinal Mastery Core Document*, looking for what the Savior experienced during His Atonement.

- Based on what you found in these sentences, what did the Savior experience as part of His Atonement?

Invite students to consider marking the following statement of doctrine in their copies of the *Doctrinal Mastery Core Document*: **As part of His Atonement, Jesus Christ not only suffered for our sins, but He also took upon Himself the pains, temptations, sicknesses, and infirmities of all mankind.**

- Which Book of Mormon doctrinal mastery passage supports this doctrine? (Alma 7:11–13. Invite students to consider marking this passage in a distinctive way.)

Invite a student to read Alma 7:11–13 aloud. Ask the class to follow along, looking for words or phrases that indicate what Jesus Christ experienced during His Atonement.

- What words or phrases did you find that indicate what Jesus Christ experienced during His Atonement?

Explain that these words and phrases encompass every kind of pain, difficulty, or challenge we will ever experience during our lives.

- Why is it important to know that Jesus Christ perfectly understands everything that we experience in life?

Point out that Alma 7:12 teaches that one of the reasons the Savior suffered was so that He would know “how to succor his people according to their infirmities.” Invite a student to read aloud the following statements by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles. Ask the class to listen for the meaning of the word *succor*:





"Succor. Do you know its meaning? It is used often in the scriptures to describe Christ's care for and attention to us. It means literally 'to run to.' What an absolutely magnificent way to describe the Savior's urgent effort in our behalf. Even as he calls us to come to him and follow him, he is unfailingly running to help us" (Jeffrey R. Holland, "Come unto Me" [Brigham Young University fireside, March 2, 1997]), 9, speeches.byu.edu).

"To succor means to 'run to.' I testify that in my fears and in my infirmities the Savior has surely run to me. I will never be able to thank Him enough for such personal kindness and such loving care" (Jeffrey R. Holland, "He Hath Filled the Hungry with Good Things," *Ensign*, Nov. 1997, 66).

Invite students to think of times when they have experienced the Savior's help and care. Consider inviting a few students to share their experiences with the class. You may also want to briefly share an experience.

Segment 5 (5 minutes)

Invite students to think of a time when they were asked or assigned to do something difficult and did not feel they could do it on their own. Invite one or two students to share their experiences with the class.

Invite a student to read aloud the fourth paragraph of doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for a statement that describes the help Jesus Christ offers us.

- What statement did you find that describes the help Jesus Christ offers us? (Invite students to consider marking the following statement of doctrine in their copies of the *Doctrinal Mastery Core Document*: **As we come to Him in faith, the Savior will strengthen us to bear our burdens and accomplish tasks that we could not do on our own.**)
- When have you turned to the Savior in faith and received strength to bear a burden or accomplish a task that you could not do on your own?

Segment 6 (10 minutes)

Write the following statement of doctrine on the board: *As we come to Him in faith, the Savior will strengthen us to bear our burdens and accomplish tasks that we could not do on our own.* Refer students to the fourth paragraph of doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*, and ask:

- Which Book of Mormon doctrinal mastery passage supports this statement of doctrine? (Ether 12:27. Invite students to consider marking this passage in a distinctive way.)

To help students understand the context of this passage, explain that in Ether 12:23–25 the prophet Moroni expressed his concern that his writing and the writings of other Book of Mormon prophets were not as powerful as that of the brother of Jared and that individuals would mock their teachings and testimony.

Invite a student to read Ether 12:27 aloud. Ask the class to follow along, looking for words and phrases that indicate that as we come to Him in faith, the Savior will strengthen us and help us accomplish tasks we cannot do on our own.

- What words or phrases did you find that indicate that as we come to Him in faith, the Savior will strengthen us and help us accomplish tasks we cannot do on our own? (Students may identify phrases such as “my grace is sufficient for all men that humble themselves before me” and “then will I make weak things become strong unto them.”)
- What is *grace*? (Invite students to look up the definition of *grace* in the Bible Dictionary or Guide to the Scriptures for help in answering this question.)
- What do you think it means that the Savior’s grace is “sufficient”? (He is able to help us endure or overcome any difficulty we may experience.)
- What are some examples of how the Savior can make weak things become strong unto us?

Point out that although Moroni felt that he and other Book of Mormon prophets had a “weakness in writing” (Ether 12:23), some of Moroni’s writings—including Ether 12:6, Ether 12:27, and Moroni 10:4–5—are among the most frequently cited passages in the Book of Mormon and have helped millions of people draw closer to the Savior and Heavenly Father.

Invite students to ponder ways in which they may need the Savior’s grace to strengthen them so they can bear their burdens and accomplish the tasks they cannot do on their own. Encourage them to come to the Savior in humility and faith so they can receive the help they need.

Segment 7 (5 minutes)

Write the following question on the board: *What is our personal responsibility in receiving the blessings of the Atonement of Jesus Christ?*

Invite a student to read aloud the fifth paragraph of doctrinal topic 3, “The Atonement of Jesus Christ,” in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for the answer to the question on the board. Invite students to report what they find.

- Which of the Articles of Faith also help us understand what we must do to receive the blessings of the Atonement of Jesus Christ? (Invite students to consider cross-referencing Articles of Faith 1:3 and 1:4 to this paragraph.)

You may want to invite one or more students to see if they can recite the third and fourth articles of faith from memory.

Point out that as they continue to study doctrinal topic 3, “The Atonement of Jesus Christ,” they will learn about faith in Jesus Christ and repentance. Baptism and the gift of the Holy Ghost will be studied further in doctrinal topic 7, “Ordinances and Covenants.”

Segment 8 (10 minutes)

Invite a student to read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles aloud:



"The first principle of the gospel is not 'faith.' The first principle of the gospel is 'Faith in the Lord Jesus Christ' (A of F 1:4). ...

"Faith does not exist by itself. ... It must be faith in something or someone" (Dallin H. Oaks, "Faith in the Lord Jesus Christ," *Ensign*, May 1994, 98).

- What might people today be tempted to put their faith in instead of Jesus Christ?

Divide students into pairs or small groups and invite them to read in their groups the two paragraphs under the heading "Faith in Jesus Christ" in doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*. Invite them to look for and discuss in their groups words or phrases that can help us understand why it is important to exercise faith in Jesus Christ.

- What words or phrases in these paragraphs can help us understand why it is important to exercise faith in Jesus Christ? (Invite students to consider marking the following statement of doctrine in their copies of the *Doctrinal Mastery Core Document*: **Our faith can lead to salvation only when it is centered in Jesus Christ.**)
- What do you think it means to center our faith in Jesus Christ?

Invite students to scan the same two paragraphs under the heading "Faith in Jesus Christ" in the *Doctrinal Mastery Core Document*, this time looking for words or phrases that can help us better understand how to center our faith in Jesus Christ.

- What words or phrases did you find that can help us better understand how to center our faith in Jesus Christ? (You may want to invite students to explain their answers.)

Segment 9 (5 minutes)

Write the following statement of doctrine on the board: *Our faith can lead to salvation only when it is centered in Jesus Christ*. Refer students to doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*, and ask:

- Which doctrinal mastery passage supports this statement of doctrine? (Helaman 5:12. Invite students to consider marking this passage in a distinctive way.)

Invite a student to read Helaman 5:12 aloud. Ask the class to follow along, looking for words or phrases that support the doctrine written on the board.

- What words or phrases did you find that support the doctrine that our faith can lead to salvation only when it is centered in Jesus Christ?
- What do you think it means to "build your foundation" on "the rock of our Redeemer"?
- What do you think the "mighty winds," the "shafts in the whirlwind," and the "hail and ... mighty storm" in this verse refer to?

- How have you been blessed as you have sought to build your foundation on the rock of your Redeemer, Jesus Christ?

Segment 10 (5 minutes)

Write on the board the following incomplete statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles. (This statement is found in “The Peaceable Things of the Kingdom,” *Ensign*, Nov. 1996, 83.)

“_____ ... is among the most hopeful and encouraging—and yes, most peaceful—words in the gospel vocabulary” (Elder Jeffrey R. Holland).

Ask students what word they think should go in the blank. After students respond, fill in the blank with the word *Repentance*.

- In what ways can repentance be hopeful, encouraging, and peaceful?

Invite three students to take turns reading aloud the three paragraphs under the heading “Repentance” in doctrinal topic 3, “The Atonement of Jesus Christ,” in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for what is hopeful, encouraging, and peaceful about the doctrine of repentance.

- Based on what we read, what can be hopeful, encouraging, and peaceful about repentance?

Testify of the peace and blessings that are available to each of us through the Atonement of Jesus Christ as we repent of our sins.

Segment 11 (10 minutes)

Explain that in order to receive the blessings of repentance, we need to understand what repentance is. Invite students to silently read the first paragraph under the heading “Repentance” in doctrinal topic 3, “The Atonement of Jesus Christ,” in the *Doctrinal Mastery Core Document*, looking for a definition of *repentance*.

- Based on what you found, what is repentance? (Invite students to consider marking the following statement of doctrine in their copies of the *Doctrinal Mastery Core Document*: **Repentance is a change of mind and heart. It includes turning away from sin and turning our thoughts, actions, and desires toward God and aligning our will with His.**)
- What are the changes that can occur in our mind and heart as we repent? (We may change the way that we see ourselves, God, and the commandments we have broken. Our hearts can change in the sense that we desire to draw closer to God and to do good.)

Point out that some people may believe that we only need to repent if we commit a major sin—such as breaking the law of chastity. Invite a student to read the following statement from Elder Neil L. Andersen of the Quorum of the Twelve Apostles aloud. Ask the class to listen for how often we should repent.



"There are many degrees of personal worthiness and righteousness. Yet repentance is a blessing to all of us. We each need to feel the Savior's arms of mercy through the forgiveness of our sins. . . .

"Some . . . may need 'a mighty change [of] heart' [Alma 5:12] to confront serious sins. The help of a priesthood leader might be necessary. For most, repenting is quiet and quite private, daily seeking the Lord's help to make needed changes"

(Neil L. Andersen, "Repent . . . That I May Heal You," *Ensign* or *Liahona*, Nov. 2009, 40–41).

- Why do you think it is important for us to repent daily by seeking the Lord's help to make needed changes?

Segment 12 (10 minutes)

Write the following statement of doctrine on the board: *Repentance is a change of mind and heart. It includes turning away from sins and turning our thoughts, actions, and desires toward God and aligning our will with His.* Refer students to the section titled "Repentance" in doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*, and ask:

- Which doctrinal mastery passage supports this statement of doctrine? (Mosiah 3:19. Invite students to consider marking this passage in a distinctive way.)

Invite a student to read Mosiah 3:19 aloud. Ask the class to follow along, looking for what this verse teaches about turning our thoughts, actions, and desires toward God and aligning our will with His. Explain that the phrase "natural man" refers to a person who is in a lost and fallen condition—separated from God—because he or she "chooses to be influenced by the passions, desires, appetites, and senses of the flesh rather than by the promptings of the Holy Spirit" (Guide to the Scriptures, "Natural Man," scriptures.lds.org). The word *yield* means to surrender or submit.

- What do you think it means to "[yield] to the enticings of the Holy Spirit"? (To follow the promptings of the Holy Ghost to obey the commandments and repent of our sins.)
- According to Mosiah 3:19, what does yielding to the enticings of the Holy Spirit lead us to do and become?
- What does this verse teach us about how to align our will with God's?

You may want to testify of the importance of turning away from sin and turning our thoughts, actions, and desires toward God and aligning our will with His. Invite students to ponder what they can do to align their will with Heavenly Father's will by yielding to the enticings of the Holy Spirit rather than succumbing to the natural man. Encourage them to act on any promptings they may receive.

Practice Exercises (40–55 minutes)

Help students practice applying the three principles of Acquiring Spiritual Knowledge—act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources—as they relate to doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*. The following activities can help you accomplish

this. These activities can be taught on the same day or on different days, depending on your schedule and students' needs.

Exercise 1 (20–30 minutes)

Invite students to imagine that they are missionaries and have an investigator who expressed the following concern:

"I believe in God, but I don't believe in Jesus. Don't get me wrong—I think that Jesus was a good person who taught everyone to love one another. But I don't understand why Jesus should have to die for everyone else's sins."

- In what ways might you encourage this investigator to act in faith in order to resolve this concern?

To help students recognize how they could help this investigator examine his or her concern with an eternal perspective, ask:

- What beliefs or assumptions do you think this investigator might have that would lead him or her to have this particular concern?

On one side of the board, list students' responses. These might include some of the following:

- *Jesus Christ is not really the divine Son of God.*
- *It's not fair for someone to suffer for someone else. God should treat everyone equally.*
- *Humankind is not really fallen or lost.*
- *I can pay the price for my own sins.*
- *I don't need the Savior's help to be washed clean from my sins.*
- *The consequences of my sins are not serious enough to prevent me from returning to God's presence.*

Ask students to explain how each of the beliefs they listed could lead the investigator to have his or her current concern about Jesus Christ and His Atonement.

Invite students to consider the accuracy of the beliefs and assumptions on the board in light of what they know about the plan of salvation and the truths they studied in doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*.

- What are some gospel truths that may relate to the investigator's question?

List these responses on the other side of the board. They might include some of the following:

- *Because of our personal sins, we are in a lost and fallen condition.*
- *We cannot pay the penalty for our own sins and be washed clean and, therefore, cannot return to live forever in God's presence.*
- *Because of His unique character and identity, Jesus Christ was the only one who could pay the penalty for others' sins.*
- *God cannot look upon sin with any degree of allowance.*

Invite students to review the Book of Mormon doctrinal mastery scripture passages they have studied in doctrinal topic 3, looking for any that support the truths on the board. (For example, Alma 34:9–10 supports the truth that because of our personal sins, we are in a lost and fallen condition and must perish if not for the Atonement of Jesus Christ.) List students' responses next to the corresponding truths on the board.

Ask students if they can think of any other scripture passages or statements by Church leaders that can help this investigator examine his or her question from an eternal perspective. Give students time to search their scriptures or mobile devices. Consider adding the passages or teachings that students find to the other scripture passages listed on the board.

Divide students into pairs, and invite them to take turns practicing with their partners ways they could help this investigator understand why we believe that Jesus Christ had to suffer for our sins in order for us to be saved.

After sufficient time, invite a few students to explain to the class how they would help someone with this concern.

Exercise 2 (20–25 minutes)



After reviewing the principles associated with acquiring spiritual knowledge (act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources), give each student a copy of the following handout. Invite a student to read the first paragraph aloud, and then ask students to spend 5–10 minutes thinking about and writing down their answers to the questions.

You've been asked to teach a lesson about the Atonement of Jesus Christ in your Sunday School class. One of your friends in the class has confided in you that while he thinks the Atonement of Jesus Christ is great for most people, he's not sure it can work for him because he keeps committing the same sin over and over and doesn't think he'll ever be able to overcome that sin.

1. As you seek to fulfill your assignment to teach this Sunday School class, how could you encourage your friend to act in faith?
2. Review the statements of doctrine and the Book of Mormon doctrinal mastery passages we have studied in doctrinal topic 3, "The Atonement of Jesus Christ," in the *Doctrinal Mastery Core Document*. Which of the statements of doctrine and scripture passages would you use to help your friend examine his concern from an eternal perspective and understand how the Savior's Atonement can help him?

3. What other scripture passages or statements from Church leaders about the Atonement of Jesus Christ might help this young man? (You may want to search resources such as the general conference editions of the *Ensign* or *Liahona*, the *For the Strength of Youth* booklet, or other resources available on LDS.org.)

After sufficient time, divide students into groups of three or four and ask them to discuss their answers to the questions on the handout. After they have shared with each other, you might select a few students to share what their group discussed.

Doctrinal Mastery Review

The following activity is designed to help students remember the five Book of Mormon doctrinal mastery passages listed in doctrinal topic 3, “The Atonement of Jesus Christ,” in the *Doctrinal Mastery Core Document*. However, you could adapt this activity to include other doctrinal mastery passages students have learned this school year.



Give each student a copy of the following matching activity, and ask students to match each key statement of doctrine with the doctrinal mastery passage that best supports that statement. After a sufficient time, review the correct answers: (1) b; (2) d; (3) e; (4) c; (5) a.

Key Statement of Doctrine	Doctrinal Mastery Passage
____ 1. As part of His Atonement, Jesus Christ not only suffered for our sins, but He also took upon Himself the pains, temptations, sicknesses, and infirmities of all mankind.	a. Mosiah 3:19
____ 2. It is only through Jesus Christ that we can be saved because He was the only one capable of making an infinite and eternal Atonement for all mankind.	b. Alma 7:11–13
____ 3. As we come to Him in faith, the Savior will strengthen us to bear our burdens and accomplish tasks that we could not do on our own.	c. Helaman 5:12
____ 4. Our faith can lead to salvation only when it is centered in Jesus Christ.	d. Alma 34:9–10
____ 5. Repentance is a change of mind and heart. It includes turning away from sin and turning our thoughts, actions, and desires toward God and aligning our will with His.	e. Ether 12:27

The Restoration

Note: The following doctrinal mastery activities could be done over the course of several class sessions or in a single class session. Because there are no Book of Mormon doctrinal mastery passages listed for doctrinal topic 4, “The Restoration,” in the *Doctrinal Mastery Core Document*, these activities provide only a general review of the topic.

Understanding the Doctrine (25 minutes)

Segment 1 (15 minutes)

Write the following topics on the board: *Dispensation, Apostasy, The Restoration.*

Invite students to imagine that they have been asked to explain each of these topics to someone who is not a member of the Church. Invite a few students to briefly explain the meaning of each topic. If needed, you could ask the class to add to what these students explained.



Show the video “Dispensations: The Pattern of Apostasy and Restoration” (6:48), which is available on LDS.org. This video uses much of the content in the “Apostasy” and “Dispensation” sections of doctrinal topic 4, “The Restoration,” in the *Doctrinal Mastery Core Document*. You could show the entire video at once, or you could pause periodically to ask students to explain what they are learning.

After the video, invite students to scan the “Apostasy” and “Dispensation” sections of doctrinal topic 4 in the *Doctrinal Mastery Core Document*. (If you were unable to show the video, you could read these sections together as a class.) Ask students to look for phrases or insights that help them further understand these subjects. Invite students to consider marking these phrases in their copies of the *Doctrinal Mastery Core Document*.

- What additional insights did you gain about the three topics on the board?
- (If students watched the video) What patterns did you notice occurring throughout the history of the world? How do you think the analogy of water relates to apostasy and dispensations?
- Why is it important for us to understand that after the Lord’s Apostles died, the world lacked priesthood authority and revelation through prophets? (Knowing this helps us understand the need for the Restoration of the gospel in the latter days.)
- What is unique about our current dispensation?

Segment 2 (10 minutes)

Display a picture of The First Vision (*Gospel Art Book* [2009], no. 90; see also LDS.org). Invite a student to explain what is happening in the picture.

- How is the world different today because of this event?

Invite a few students to take turns reading aloud portions of the first three paragraphs of doctrinal topic 4, “The Restoration,” in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for events in addition to Joseph Smith’s First Vision that were major parts of the Restoration of the Lord’s gospel in the latter days.

- What other important events occurred as part of the latter-day Restoration of the gospel? (As students respond, you could display the following pictures: Joseph Smith Receives the Gold Plates [see LDS.org], John the Baptist Conferring the Aaronic Priesthood [*Gospel Art Book*, no. 93; see also LDS.org], Melchizedek Priesthood Restoration [*Gospel Art Book*, no. 94; see also LDS.org], and one of the organization of the Church.)
- In what ways were each of these events necessary in the Restoration of the gospel to the earth?
- Notice the last sentence in the second paragraph of doctrinal topic 4, “The Restoration.” How is the Book of Mormon “a witness of Joseph Smith’s prophetic calling”?

Invite several students to choose one of these events and explain how it has impacted their lives. You may also want to share your testimony of these events.



Doctrinal Mastery Review

This doctrinal mastery activity can help students review the statements of doctrine taught in doctrinal mastery passages and help them remember the references of those passages.

First, choose up to 10 doctrinal mastery passages that students have previously studied that you would like them to review. Next, write the scripture reference for each of those passages on a separate piece of paper. Then lay out the papers on the floor or post them on the wall where the class can see them.

Invite the class to gather around the papers. Review the references together by asking students to explain a doctrine or principle that each doctrinal mastery passage teaches.

Explain that you will call out a key phrase (use the ones in the *Doctrinal Mastery Reference Guide*), and as soon as a class member points to or touches the paper with the correct reference, you will call out a key phrase for another doctrinal mastery passage. You could invite students to work together to point to or touch as many of the correct passages as they can within a certain amount of time (such as 90 seconds). The class could repeat the exercise to try and get a better score. You might also limit the number of touches one student can have in order to foster participation by all of the students.

Consider repeating this activity on other days to help students remember the doctrinal mastery passages and the doctrine they teach.



Prophets and Revelation

Note: The following doctrinal mastery activities could be done over the course of several class sessions or in a single class session. Because there are no Book of Mormon doctrinal mastery passages listed for doctrinal topic 5, “Prophets and Revelation,” in the *Doctrinal Mastery Core Document*, these activities provide only a general review of the topic.

Understanding the Doctrine (15 minutes)



Invite students to take the following quiz. You could ask students to do this individually or in small groups.

Prophets and Revelation

1. True or false: A prophet speaks for God.
2. How does a person become a prophet?
3. True or false: Not all prophets testify of Jesus Christ.
4. What is revelation?
5. True or false: Men organized the Church of Jesus Christ after He died and was resurrected.
6. True or false: The President of the Church is the only person on earth who is authorized to receive revelation for the entire Church.
7. In addition to the President of the Church, whom else do we sustain as prophets, seers, and revelators?
8. List the four books of scripture that make up the standard works of the Church.
9. Who can receive revelation?
10. True or false: Sometimes the Lord will give personal revelation to people that contradicts revealed truths taught through the living prophets.

After students complete the quiz, ask them to check their responses by referring to doctrinal topic 5, “Prophets and Revelation,” in the *Doctrinal Mastery Core Document*. Review the questions and correct responses as a class to ensure that everyone understands the doctrine.

Invite students to ask questions they may have about prophets and revelation. If they have questions that require additional time, you could invite students to seek further understanding on their own and report their discoveries during the next class session.

Invite students to share experiences when they have come to know that The Church of Jesus Christ of Latter-day Saints is led by living prophets of God. Consider sharing your testimony as well.

Doctrinal Mastery Review

Invite a student to read the following statement by Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles aloud:



“Great power can come from memorizing scriptures. To memorize a scripture is to forge a new friendship. It is like discovering a new individual who can help in time of need, give inspiration and comfort, and be a source of motivation for needed change” (Richard G. Scott, “The Power of Scripture,” *Ensign or Liahona*, Nov. 2011, 6).

- According to Elder Scott, in what ways can power come to a person who memorizes a useful scripture passage?
- When has a memorized scripture helped you?

Explain that in seminary, memorization is not generally done during class because of the time needed to study the scriptures together. However, students are invited to memorize doctrinal mastery passages outside of class.

Write on the board the references to doctrinal mastery passages students have studied so far during the course. If needed, invite students to review each passage by referring to the *Doctrinal Mastery Reference Guide* or by discussing the content and meaning of each passage as a class. Invite each student to choose one of these passages to memorize on his or her own. Give students time to write their selected passages on pieces of paper or on cards, and encourage them to carry their passages with them until they have memorized them. You could also encourage students to use the Doctrinal Mastery App as a memorization tool. You could allow some time during future lessons for students to recite the passages they have memorized and to share how these passages have helped them.

Priesthood and Priesthood Keys

Note: The following doctrinal mastery activities could be done over the course of several class sessions or in a single class session. Because there are no Book of Mormon doctrinal mastery passages listed for doctrinal topic 6, “Priesthood and Priesthood Keys,” in the *Doctrinal Mastery Core Document*, these activities provide only a general review of the topic.

Understanding the Doctrine (20 minutes)

Segment 1 (10 minutes)

Show the class a picture of a young man being ordained to the priesthood.

Display or write the following questions on the board:

- What is the priesthood?
- What are priesthood keys?
- Who holds priesthood keys?
- What are some differences between the authority of the Aaronic Priesthood and the authority of the Melchizedek Priesthood?



Invite students to read doctrinal topic 6, “Priesthood and Priesthood Keys,” in the *Doctrinal Mastery Core Document* and look for statements that provide answers to these questions. Invite them to consider marking what they find and adding notes that can help them remember what they learn.

After sufficient time, ask students to report on the statements they found that answer the questions on the board.

- In what ways are priesthood and priesthood keys essential to Heavenly Father’s plan?

Segment 2 (10 minutes)

Hold up a set of keys, or draw a picture of keys on the board. If necessary, briefly review with students the difference between the priesthood and priesthood keys.



Show students the video of the April 2016 general conference address by Elder Gary E. Stevenson of the Quorum of the Twelve Apostles, “Where Are the Keys and Authority of



the Priesthood?” from time code 0:00 to 2:26 (on LDS.org). If you are unable to show the video, invite several students to take turns reading aloud from Elder Stevenson’s account that follows. Ask students to watch or listen for why priesthood keys are important to Heavenly Father’s children.



“Our family had enjoyed a fun-filled day on the ski slopes, which was now coming to a frosty close. Arriving at the car, I reached in my coat pocket for the keys and then another pocket and another. ‘Where are the keys?’ Everyone was anxiously waiting on the keys! The car battery was charged, and all the systems—including the heater—were ready to go, but without the keys, locked doors would deny entrance; without the keys, the engine would not provide power to the vehicle.

“At the time, our primary focus was on how we were going to get into the car and get warm, but I couldn’t help but think—even then—there just might be a lesson here. Without keys, this wonderful miracle of engineering was little more than plastic and metal. Even though the car had great potential, without keys, it could not perform its intended function.

“The more I reflect on this experience, the more profound this analogy has become to me. I marvel at Heavenly Father’s love for His children. I stand in wonder at the heavenly visitation and the grand visions of eternity God bestowed upon Joseph Smith. And in particular, my heart is filled with overwhelming gratitude for the restoration of priesthood authority and priesthood keys. Without this restoration, we would be locked out from the vehicle necessary to transport us on our journey home to loving heavenly parents. The performance of every ordinance of salvation comprising our covenant pathway back to the presence of our Father in Heaven requires appropriate governance through priesthood keys” (Gary E. Stevenson, “Where Are the Keys and Authority of the Priesthood?” *Ensign or Liahona*, May 2016, 29).

- How does Elder Stevenson’s analogy help us better understand the importance of priesthood keys?
- What are some examples of ordinances of salvation, or saving ordinances, that must be administered under the direction of someone holding priesthood keys? (Saving ordinances include baptism, confirmation, ordination to the Melchizedek Priesthood [for men], the temple endowment, and temple sealing [see doctrinal topic 7, “Ordinances and Covenants,” in the *Doctrinal Mastery Core Document*]. Saving ordinances must be authorized by a priesthood leader who holds the appropriate keys. Authorization is also required for naming and blessing a child, dedicating a grave, giving a patriarchal blessing, and preparing, blessing, and passing the sacrament.)
- When have you or someone you know been blessed through priesthood authority or the use of priesthood keys?

Consider sharing your testimony of priesthood authority and priesthood keys.

Doctrinal Mastery Review

Create a doctrinal mastery quiz. You might do this by listing several doctrinal mastery references on the board. Either verbally or on pieces of paper, give students clues, and ask them to write down a doctrinal mastery reference that relates to it. Clues might be key phrases from the *Doctrinal Mastery Reference Guide* or

statements of doctrine from the *Doctrinal Mastery Core Document*. Or you might make up short scenarios in which a specific doctrinal mastery passage would be applicable.

Consider reviewing the doctrinal mastery passages with the class before students take the quiz. You might have students retake the quiz or a different version of it as part of future class sessions so they can remember the location of the passages.

Ordinances and Covenants

Note: The following doctrinal mastery activities could be done over the course of several class sessions or in a single class session.

Understanding the Doctrine (40 minutes)

Segment 1 (10 minutes)

Write the word *Ordinances* on the board.

- In the gospel of Jesus Christ, what are ordinances?

Invite a student to read the first paragraph of the “Ordinances” section in doctrinal topic 7, “Ordinances and Covenants,” in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for words or phrases that can help us better understand what ordinances are.

- What words or phrases from this paragraph can help us better understand what ordinances are?

Invite students to come to the board and list all of the ordinances of the gospel that they can think of. After students have completed their list, point out that some ordinances are called saving ordinances.

Invite a student to read aloud the second paragraph of the “Ordinances” section. Ask the class to follow along, looking for words or phrases that can help us understand what saving ordinances are and why we need them. Invite students to consider marking these words or phrases in their copies of the *Doctrinal Mastery Core Document*.

- What words or phrases did you find that can help us understand what saving ordinances are and why we need them?
- What does it mean that saving ordinances are essential to exaltation? (Be sure students understand that without the saving ordinances, we cannot become like our Heavenly Father or return to live in His presence eternally.)

Invite a student to come to the board and draw a star next to each of the saving ordinances listed.

Invite a student to read aloud the final four paragraphs of the “Ordinances” section. Ask the class to follow along, looking for any saving ordinances that are not included in the list on the board. Ask students to report what they find. As needed, add any additional saving ordinances to the list on the board.

Using the list on the board, ask students to point out saving ordinances they have not yet received, and invite willing students to explain why they desire to receive those ordinances. (Caution students not to share anything that is too personal.)

Consider sharing your testimony of the blessings that have come to you from receiving the saving ordinances of the gospel. Invite students to continue to prepare themselves to receive all of the saving ordinances.

Segment 2 (15 minutes)

Display or read aloud the following statement, and invite students to consider whether the statement is true or false: A person can experience the influence of the Holy Ghost only after he or she is baptized and confirmed a member of The Church of Jesus Christ of Latter-day Saints.

To help the class understand that the statement is false, invite a student to read aloud the fourth paragraph in the “Ordinances” section in doctrinal topic 7, “Ordinances and Covenants” in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for the difference between the gift of the Holy Ghost and the influence of the Holy Ghost.

- According to this paragraph, what is the difference between the gift of the Holy Ghost and the influence of the Holy Ghost?

Invite students to consider marking the following statement of doctrine at the beginning of the paragraph that they just studied: **After a person is baptized, one or more Melchizedek Priesthood holders confirm him or her a member of the Church and bestow upon him or her the gift of the Holy Ghost.** You may want to point out that because the ordinance of confirmation is a saving ordinance, it must be authorized by a person holding the necessary priesthood keys.

- Which doctrinal mastery passage supports this truth? (3 Nephi 27:20. Invite students to consider marking this passage in a distinctive way in their scriptures so they can locate it easily.)

To help students understand the context of 3 Nephi 27:20, explain that it contains the words of Jesus Christ as He visited and taught His disciples in the Americas after His death and Resurrection.

Invite a student to read 3 Nephi 27:20 aloud. Ask the class to follow along, looking for the blessing the Savior promised to those who are baptized and receive the gift of the Holy Ghost.

- What did the Savior promise to those who are baptized and receive the gift of the Holy Ghost?
- What does it mean to be sanctified? (Invite students to consider writing the following definition in their scriptures next to verse 20: Sanctification is “the process of becoming free from sin, pure, clean, and holy through the Atonement of Jesus Christ” [Guide to the Scriptures, “Sanctification,” scriptures.lds.org].)

Invite a student to read the following statement from President Henry B. Eyring of the First Presidency aloud. Ask the class to listen for how we can know that we are becoming sanctified, or cleansed from sin through the Savior’s Atonement.



“If you have felt the influence of the Holy Ghost today, you may take it as evidence that the Atonement is working in your life. . . . The reception of the Holy Ghost cleanses us through the Atonement of Jesus Christ” (Henry B. Eyring, “Gifts of the Spirit for Hard Times,” *Ensign*, June 2007, 23).

- According to this statement by President Eyring, how can we know that we are being sanctified through the Atonement of Jesus Christ?
- Why do you think it is important that we receive the gift of the Holy Ghost after we are baptized and then seek to have the constant companionship of the Spirit throughout our lives? (Through this companionship of the Spirit, we can continue to be sanctified throughout our lives and ultimately “stand spotless before [Jesus Christ] at the last day” [3 Nephi 27:20] when we come before Him at the Final Judgment.)
- Based on the truths we have discussed, how would you explain why receiving the gift of the Holy Ghost is necessary for our salvation? (Through this gift we receive power to be cleansed from all of our sins through the Atonement of Jesus Christ. This is necessary in order for us to become pure like Heavenly Father and to be able to dwell with Him eternally.)

Write the following questions on the board:

- *Why are you grateful for the gift of the Holy Ghost?*
- *How has this gift been a blessing in your life?*

Ask students to write their responses to these questions in their class notebooks or study journals. Invite one or two students to share with the class what they have written.

Segment 3 (10 minutes)

Divide students into pairs. Give each pair a piece of paper, and ask the students to write down a definition of a covenant. Invite students from one or two pairs to report their definitions to the class.

Invite students to study in their pairs the first paragraph of the “Covenants” section in doctrinal topic 7, “Ordinances and Covenants,” in the *Doctrinal Mastery Core Document*. Ask them to look for phrases or insights that they could add to their definition of a covenant.

- What phrases or insights would you add to your definition of a covenant? Why?

Invite two students to take turns reading aloud the final two paragraphs of the “Covenants” section. Ask the class to follow along, looking for the relationship between covenants and the saving ordinances of the gospel.

- What is the relationship between covenants and saving ordinances? (Invite students to consider marking the following statement of doctrine in their copies of the *Doctrinal Mastery Core Document*: **All of the saving ordinances of the priesthood are accompanied by covenants. For example, we covenant with the Lord through baptism.**)
- Which doctrinal mastery passage supports these statements of doctrine? (Mosiah 18:8–10. Invite students to consider marking this passage in a distinctive way.)

To help students understand the context of Mosiah 18:8–10, display the picture Alma Baptizes in the Waters of Mormon (*Gospel Art Book* [2009], no. 76; see also LDS.org) and ask students to explain what is occurring in this picture. Help students understand that Alma was hiding from the servants of wicked King Noah because he had chosen to repent and follow the Lord after listening to the teachings of the prophet Abinadi. In time, many people came to the Waters of Mormon, near Alma’s hiding place, to hear him teach and to be baptized.



Invite a student to read Mosiah 18:8–10 aloud. Ask the class to follow along, looking for what Alma taught about the covenant we make when we receive the ordinance of baptism.

- According to this passage, what do we covenant, or promise to do, when we are baptized?

Remind students that Mosiah 18:8–10 provides an example of the doctrine that all of the saving ordinances of the priesthood are accompanied by covenants.

- Why do you think it is important to know that whenever we receive a saving ordinance we also enter into a covenant with the Lord?

Segment 4 (5 minutes)

Read Mosiah 18:8–10 aloud together as a class. Ask students to look for what the Lord promises us as we make and keep the covenant of baptism.

- According to verses 9–10, what does the Lord promise us as we make and keep the covenant of baptism?

Invite a student to read the following statement aloud. Ask the class to listen for how the ordinance of the sacrament can help us receive the blessings we are promised in the covenant of baptism.

“Partaking of the sacrament is a witness to God that the remembrance of His Son will extend beyond the short time of that sacred ordinance. Part of this ordinance is a promise to remember Him always and a witness of individual willingness to take upon oneself the name of Jesus Christ and to keep His commandments. In partaking of the sacrament and making these commitments, Church members renew the covenant they made at baptism (see Mosiah 18:8–10; D&C 20:37).

“In return, the Lord renews the promised remission of sin and enables Church members to ‘always have his Spirit to be with them’ (D&C 20:77). The Spirit’s constant companionship is one of the greatest gifts of mortality” (Gospel Topics, “Sacrament,” lds.org/topics).

- What effect can worthily partaking of the sacrament each week have on you?
- In what ways can having the constant companionship of the Holy Ghost bless you?

- How does understanding the blessings we can receive through the sacrament increase your appreciation for this ordinance?

Invite students to ponder what they can do to partake of the sacrament with greater reverence and appreciation this coming Sunday. Invite students to write down a goal and to act on it.

Practice Exercise (30 minutes)

Review with students the three principles from the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*: act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources.

Invite a student to read the following scenario aloud. Ask the class to listen for why a young woman is concerned about her friend.

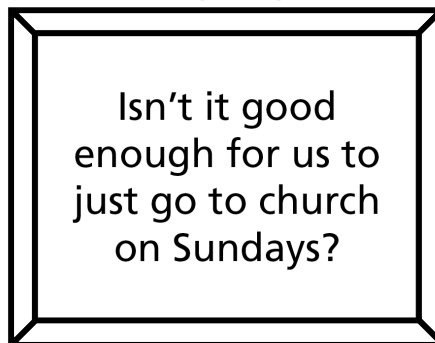
Kate and Jamie are in the same ward. They have known each other since they were in Primary and have become good friends over the years. Recently, Kate has become concerned about Jamie. Kate has noticed that although Jamie attends Church meetings fairly regularly, she has begun to lower her standards at school and in other settings in order to go along with what others are doing. For example, Jamie has begun to dress less modestly and to use inappropriate language. Because she cares about her friend, Kate mentions her concern to Jamie. Jamie responds by saying, “Maybe I’m not the most spiritual person, but I go to church on Sundays. Isn’t that good enough?”

Write the following question on the board: *Isn’t it good enough for us to just go to church on Sundays?* Draw a simple frame around the question, and label it *Limited perspective*.

- What are some beliefs or misunderstandings about the gospel that could lead Jamie to ask this question?

Erase the phrase “Limited perspective.” Draw a more beautiful frame around the question and label it *Eternal perspective*.

Limited perspective



Remind students that to examine concepts and questions with an eternal perspective, we consider them in the context of the plan of salvation and the teachings of the Savior.

Give students a few moments to review doctrinal topic 7, “Ordinances and Covenants,” in the *Doctrinal Mastery Core Document*, as well as the Book of Mormon doctrinal mastery passages associated with this doctrinal topic (Mosiah 18:8–10; 3 Nephi 27:20). Invite them to look for gospel truths that could help them examine Jamie’s question with an eternal perspective.



After sufficient time, invite students to report what they found. Write their responses around the outside of the frame around the question. As students report their responses, ask them to explain how the truths they mention can help us examine Jamie’s question with an eternal perspective.

- In addition to the doctrinal mastery passages, what are some other divinely appointed sources that could help Jamie further understand how ordinances and covenants should influence our choices and behavior at all times and not just on Sundays?
- If you were in Kate’s position, how might you help Jamie understand the truths we have discussed?
- How might you encourage Jamie to act in faith so that she can receive the blessings promised to those who faithfully keep their covenants?

Consider inviting two female students to come to the front of class to role-play the parts of Kate and Jamie. Ask the student representing Kate to apply what she has learned during this practice exercise by demonstrating how she would respond to Jamie’s question.

Thank the students who participated in the role play. Share your testimony of how understanding the doctrine of ordinances and covenants can guide us in the decisions we make each day and help us know what we must do in order to receive all of the blessings Heavenly Father desires to give us.

Doctrinal Mastery Review

The following activity will help students review key statements of doctrine, remember the doctrinal mastery passages that support those truths, and understand how those truths can be applied in our daily choices:

List on the board the references of each of the Book of Mormon doctrinal mastery passages students have learned so far during this course of study. Divide students into groups of two or three, and assign each group one or more of the references listed on the board. Invite them to review the principle or statement of doctrine in the *Doctrinal Mastery Core Document* that the group’s assigned passage supports.

Then invite each group to write on a piece of paper a scenario or description of a situation in which the principle or doctrine in the group's assigned doctrinal mastery passage could be applied.

After sufficient time, collect each group's written scenarios. Read a scenario aloud, and invite students to raise their hand and identify a doctrinal mastery passage that could be helpful in responding to that scenario. Follow up by inviting them to explain how the truths taught in the doctrinal mastery passages they identified could be applied in the scenario. Repeat the activity by reading aloud other scenarios. You could also present some of the scenarios at the beginning or end of the lessons during the coming week.

Marriage and Family

Note: The following doctrinal mastery activities could be done over the course of several class sessions or in a single class session.

Understanding the Doctrine (20 minutes)

Segment 1 (10 minutes)

Bring a bicycle wheel to class or show a picture of one. (You could adapt this activity by bringing to class a different object with a center that is essential for the object to function properly.)

- What is at the center of the wheel? (The hub, which consists of an axle, bearings, and a hub shell to which the spokes of the wheel are typically attached.)
- What would happen to the wheel if the hub were removed? (It would fall apart and render the wheel useless.)



Invite students to turn to doctrinal topic 8, “Marriage and Family,” in the *Doctrinal Mastery Core Document*. Invite a student to read the first paragraph aloud. Ask the class to follow along, looking for what is central to Heavenly Father’s plan of salvation and to our happiness.

- What is central to God’s plan of salvation and to our happiness?
- Why do you think marriage and family are central, or essential, to Heavenly Father’s plan of salvation and to our happiness?

Divide students into pairs or small groups. Invite them to read aloud the three remaining paragraphs of doctrinal topic 8, “Marriage and Family.” Ask them to look for commandments and responsibilities God has given to help us accomplish the purposes of marriage and family in His plan.

- What commandments and responsibilities has God given to help us accomplish the purposes of marriage and family in His plan? (Students may give a variety of responses. If they do not mention it, point out the following statement of doctrine: **The sacred powers of procreation are to be employed only between a man and a woman who have been lawfully wedded as husband and wife.** Invite students to consider marking this truth in their copies of the *Doctrinal Mastery Core Document*.)

Explain that “the sacred powers of procreation” refer to the abilities God has given us to have children. To protect these sacred powers, God has commanded that we refrain from sexual activity of any kind until we are legally married to a person of the opposite sex. This commandment is called the law of chastity.

- How does obeying the law of chastity help us fulfill Heavenly Father’s plan for His children?

Segment 2 (10 minutes)

Write the following statement of doctrine on the board: *The sacred powers of procreation are to be employed only between a man and a woman who have been lawfully wedded as husband and wife.*

Ask students to turn to doctrinal topic 8, “Marriage and Family,” in the *Doctrinal Mastery Core Document*, and ask the following question:

- Which Book of Mormon doctrinal mastery passage is associated with this statement of doctrine? (Alma 39:9. Invite students to consider marking this passage in a distinctive way in their scriptures so they can locate it easily.)

To help students understand the context of this passage, explain that Alma was speaking to his son Corianton, who was serving as a missionary but chose to “forsake the ministry, and did go ... after the harlot Isabel” (Alma 39:3). A harlot is an immoral woman or prostitute. From Alma’s words to Corianton, we understand that he had broken the law of chastity.

Invite a student to read Alma 39:9 aloud. Ask the class to follow along, looking for what Alma counseled his son to do.

- What did Alma counsel his son Corianton to do?
- What do you think it means to “go no more after the lusts of your eyes”?

Explain that lust refers to inappropriate desires. Alma’s counsel to “go no more after the lusts of your eyes” is especially applicable in our day when we must be diligent to avoid images and entertainment that are pornographic in any way. “Pornography is any material depicting or describing the human body or sexual conduct in a way that arouses sexual feelings” (*True to the Faith: A Gospel Reference* [2004], 117).

- In Alma 39:9, what do you think it means to “cross yourself”? (Refer students to Alma 39:9, footnote *b*, which indicates that it means to exercise self-mastery or self-control. You may want to point out that Moroni gave similar counsel when he taught that we are to “deny [ourselves] of all ungodliness” [Moroni 10:32], meaning that we are to avoid anything that is not compatible with the Spirit of God.)

Invite a student to read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles aloud. Ask the class to listen for ways we can exercise self-control in order to live the law of chastity.



“Along with filters on computers and a lock on affections, remember that the only real control in life is self-control. Exercise more control over even the marginal moments that confront you. If a TV show is indecent, turn it off. If a movie is crude, walk out. If an improper relationship is developing, sever it. Many of these influences, at least initially, may not technically be evil, but they can blunt our judgment, dull our spirituality, and lead to something that could be evil.

An old proverb says that a journey of a thousand miles begins with one step, so watch your step” (Jeffrey R. Holland, “Place No More for the Enemy of My Soul,” *Ensign* or *Liahona*, May 2010, 45).

- How can this counsel by Elder Holland help us in our efforts to exercise self-control and live the law of chastity?

You may want to share your testimony of the importance of exercising self-control in order to live the law of chastity. Affirm that the Lord will bless us for our efforts to live the law of chastity and that He will forgive anyone who has committed sexual sin if he or she will turn to Him in faith and repent.

Encourage students to exercise self-control in their efforts to live the law of chastity and remain sexually pure.

Practice Exercise (25 minutes)

Review with students the three principles from the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*: act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources.



Divide the class into groups of two to three students. Provide each group with a copy of the following instructions, and ask them to complete the activity. (*Note: You may wish to adapt this scenario according to your students’ experiences and needs and to substitute names that are more common where you live.*)

1. Read the following scenario aloud, and consider how you might respond if you were in this situation:

As Parker sits at the back of his biology classroom and waits for the teacher to come in, he notices his friend Jeff showing some students his cell phone. Parker is curious to know what Jeff is showing the others. “It must be something really interesting,” he thinks to himself. Then Jeff reaches over to show Parker his phone, and suddenly it’s clear that Jeff and the others are looking at pornography. “Check it out,” Jeff says. “My friend just sent me this.”

2. Discuss the following questions as a group:
 - In this moment, how can Parker choose to act in faith?
 - Why might this be challenging to do?
3. Continue reading the scenario aloud.

Parker immediately turns away from Jeff’s phone and makes it clear that he doesn’t want to see the picture. Jeff responds, “What’s wrong with you?” Just then, the biology teacher walks into the classroom, and Jeff puts his phone away as he hurries back to his seat.

As class begins, Parker thinks about what has just happened. He feels he did the right thing by looking away from the pornography—that is what his parents and Church leaders have taught him to do. But as the day goes on, Parker begins to wonder why a lot of the other students seem to have no problem with viewing pornography. Questions come to Parker’s mind, such as: *What is wrong with looking at pornography? A lot of other people look at it, and it doesn’t seem to bother them or bring problems into their lives.*

As students finish reading the scenario, write the following two headings on the board: *Worldly beliefs or assumptions* and *Eternal truths*.

- What are some worldly beliefs or assumptions a person may have when asking what is wrong with using pornography? (List students' responses on the board under the heading "Worldly beliefs or assumptions." Students may mention that some people might consider pornography merely as entertainment that is normal, exciting, and harmless.)

To help students examine Parker's question with an eternal perspective, ask questions such as the following and write the students' responses on the board under the heading "Eternal truths":

- What truths about the plan of salvation, marriage and family, and God's commandments can help us understand why we should avoid pornography? (Students may mention truths found in the *Doctrinal Mastery Core Document*, such as the following: Our eternal progression depends on how we use the gift of agency that Heavenly Father has given us (see doctrinal topic 2, "The Plan of Salvation"). Our bodies are sacred and should be respected as a gift from Heavenly Father [see the "Mortal Life" section in doctrinal topic 2, "The Plan of Salvation"]. Marriage between a man and a woman is ordained of God, and the family is central to His plan of salvation and to our happiness [see doctrinal topic 8, "Marriage and Family"]. Commandments are the laws and requirements that God gives to help us progress and become like Him [see doctrinal topic 9, "Commandments"].)
- How can these truths help us understand why Heavenly Father has commanded us not to use pornography? (To be more specific, you might ask students to explain how pornography can harm a person's relationship with Heavenly Father and how it can harm marriages and families.)
- What are some divinely appointed sources we can turn to that could help us further understand why Heavenly Father has commanded us not to use pornography?

To give students an opportunity to study one divinely appointed source available to them, provide each student with a copy of the *For the Strength of Youth* booklet (2011). Invite several students to take turns reading aloud the section "Entertainment and Media." Ask the class to follow along, looking for counsel that can help us further understand why Heavenly Father has commanded us not to use pornography. Ask students to report what they find, and add their responses to the list on the board.

Invite one or more students to summarize for the class how they would explain in their own words why it is so important not to use pornography.

Conclude by sharing your testimony of the truths you have discussed. Remind students that if they are involved in pornography, they should seek help by counseling with their bishop or branch president.

Doctrinal Mastery Review

This review activity will provide students an opportunity to practice answering questions using the doctrinal mastery passages and key statements of doctrine they have learned. Before class, based on how many scriptures have been covered so far during the course, prepare a number of cards with questions an investigator might ask that can be answered with the help of doctrinal mastery passages. For example, “What do members of your church believe about Jesus Christ?” or “I’ve heard that your church discriminates against others. Is that true?”

Ask students to turn to the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Review with them the four ways we can help others in their quest for truth, listed under the heading “Helping Others Acquire Spiritual Knowledge.”

Divide the class into pairs, like missionary companionships, and take turns having each pair come to the front of the class to answer a question. Invite a few students to act as an investigator family and ask the “missionaries” a question from one of the cards. Allow the pair to answer the question by using the ways of helping others acquire spiritual knowledge and using the scriptures. Invite the class to give feedback on what they liked about how the pair answered the question.

Repeat this process to give several “companionships” an opportunity to use their knowledge and skills and practice helping people find answers to their questions.

Commandments

Note: The following doctrinal mastery activities could be done over the course of several class sessions or in a single class session.

Understanding the Doctrine (80 minutes)

Segment 1 (5 minutes)

Write the word *Commandments* on the board.

- How do you think we, as members of The Church of Jesus Christ of Latter-day Saints, might view the commandments we have received from Heavenly Father differently than how some other people in the world might view them?

Invite a student to read aloud the first paragraph in doctrinal topic 9, “Commandments,” in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for statements that describe what they would want everyone to understand about God’s commandments.

- What are some statements that you would want everyone to understand about God’s commandments? (As students respond, invite them to explain why they think the statement they mentioned would be important for everyone to understand.)

Invite students to consider marking the following statement of doctrine in their copies of the *Doctrinal Mastery Core Document*: **Keeping the commandments will always bring happiness and blessings from the Lord.**

Testify that commandments are an important part of our Heavenly Father’s plan of happiness and that those who choose to keep the commandments of God will experience great happiness and blessings from the Lord.

Segment 2 (15 minutes)

Write the following statement of doctrine on the board: *Keeping the commandments will always bring happiness and blessings from the Lord.*

Ask students to turn to doctrinal topic 9, “Commandments,” in the *Doctrinal Mastery Core Document*, and ask the following question:

- Which doctrinal mastery passages support this doctrine? (Mosiah 2:41 and Alma 41:10.)

Invite students to turn to Mosiah 2:41 and to consider marking this doctrinal mastery passage in a distinctive way so they can locate it easily. To help students understand the context of this passage, explain that it contains the words of King Benjamin as he spoke to his people near the end of his life.

Invite a student to read Mosiah 2:41 aloud. Ask the class to follow along, looking for words or phrases that support the truth that keeping the commandments will always bring happiness and blessings from the Lord.

- What words or phrases did you find that support the truth that keeping the commandments will always bring happiness and blessings from the Lord?

- What does it mean to be “blessed in all things, both temporal and spiritual” (Mosiah 2:41)? (Help students understand that the word *temporal* refers to the temporary physical aspects of our life on earth. The word *spiritual* refers to our eternal progress as spirit children of Heavenly Father.)
- What are some examples of temporal blessings you have received? What spiritual blessings have you received?

Point out that obeying God’s commandments does not prevent us from experiencing difficulties, sorrow, and temptation. Even Jesus Christ, who perfectly obeyed all of Heavenly Father’s commandments, experienced difficulties, sorrow, and temptation.

- How might a person who is facing difficulties and temptation still experience happiness and blessings as he or she obeys God’s commandments?

Invite a student to read the following statement from President Russell M. Nelson of the Quorum of the Twelve Apostles aloud. Ask the class to listen for what he taught about happiness and joy.



“Saints can be happy under every circumstance. We can feel joy even while having a bad day, a bad week, or even a bad year!”

“My dear brothers and sisters, the joy we feel has little to do with the circumstances of our lives and everything to do with the focus of our lives.

“When the focus of our lives is on God’s plan of salvation ... and Jesus Christ and His gospel, we can feel joy regardless of what is happening—or not happening—in our lives. ...

“How, then, can we claim that joy? We can start by ‘looking unto Jesus the author and finisher of our faith’ [Hebrews 12:12] ‘in every thought’ [D&C 6:36]. We can give thanks for Him in our prayers and by keeping covenants we’ve made with Him and our Heavenly Father. As our Savior becomes more and more real to us and as we plead for His joy to be given to us, our joy will increase.

“Joy is powerful, and focusing on joy brings God’s power into our lives” (Russell M. Nelson, “Joy and Spiritual Survival,” *Ensign* or *Liahona*, Nov. 2016, 82).

- What is an example of how you (or someone you know) have experienced blessings and happiness even during difficult times by keeping God’s commandments?

Segment 3 (10 minutes)

Remind students that Mosiah 2:41 is one of the doctrinal mastery passages that supports the doctrine that keeping the commandments will always bring happiness and blessings from the Lord. Review Mosiah 2:41 by reading it aloud as a class.

Point out that Alma 41:10 is another doctrinal mastery passage that helps us understand the doctrine that keeping the commandments will always bring happiness and blessings from the Lord. Invite students to consider writing *Alma 41:10* in their scriptures next to Mosiah 2:41 as a cross-reference. Then invite them

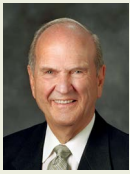
to turn to Alma 41:10 and consider marking it in a distinctive way so that they can locate it easily.

To help students understand the context of Alma 41:10, explain that this passage contains the words of Alma to his son Corianton, who had broken the law of chastity while serving as a missionary.

Invite a student to read Alma 41:10 aloud. Ask the class to follow along, looking for what Alma taught his son about wickedness.

- What did Alma teach Corianton about wickedness?
- Why do you think that “wickedness never was happiness” (Alma 41:10)?
- How can the principle that “wickedness never was happiness” (Alma 41:10) be true when individuals who disobey God’s commandments sometimes appear to be happy?

Invite a student to read the following statement by President Russell M. Nelson aloud. Ask the class to listen for what he taught about true happiness, or joy.



“The unrighteous may experience any number of emotions and sensations, but they will never experience joy! Joy is a gift for the faithful. It is the gift that comes from intentionally trying to live a righteous life, as taught by Jesus Christ” (Russell M. Nelson, “Joy and Spiritual Survival,” 84).

- How do you think the joy we experience from living the gospel is different than the emotions or sensations people may experience when they disobey God’s commandments?

Share your testimony that wickedness never was happiness. Invite students to consider writing *Mosiah 2:41* as a cross-reference in their scriptures next to Alma 41:10.

Segment 4 (10 minutes)

Write the following statement of doctrine on the board: *Keeping the commandments will always bring happiness and blessings from the Lord.*

Circle the word *always* in the statement of doctrine on the board, and invite students to consider doing the same in the first paragraph of doctrinal topic 9, “Commandments,” in their copies of the *Doctrinal Mastery Core Document*.

Explain that while some blessings for obedience are immediate, other blessings may not come right after we obey a commandment but require consistent obedience over time.

- Why do you think it is important to understand that some of God’s promised blessings for obedience may not come to us immediately?

Invite a student to read aloud the following statement by Elder Quentin L. Cook of the Quorum of the Twelve Apostles. Ask the class to listen for what he taught about the blessings of obedience.



"From our limited perspective, current temptations and distractions can seem attractive. The rewards for resisting those temptations, on the other hand, can feel distant and unattainable. But a true understanding of the Father's plan reveals that the rewards of righteousness are available right now" (Quentin L. Cook, "Shipshape and Bristol Fashion: Be Temple Worthy—in Good Times and Bad Times," *Ensign or Liahona*, Nov. 2015, 40).

- What do you think are some of the blessings we can experience right now as we obey God's commandments? (Some of these blessings include the companionship of the Holy Ghost, feeling close to the Lord, and experiencing divine guidance, peace, health, protection from temptation, protection from physical harm, personal growth, happiness, and joy.)

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



"Some blessings come soon, some come late, and some don't come until heaven; but for those who embrace the gospel of Jesus Christ, *they come*. Of that I personally attest" (Jeffrey R. Holland, "An High Priest of Good Things to Come," *Ensign*, Nov. 1999, 38).

Share your testimony that keeping the commandments will *always* bring happiness and blessings from the Lord. Some of these blessings may come to us immediately. Other blessings will come later, but they will come.

Segment 5 (10 minutes)

Invite students to think of experiences when they felt that a commandment, standard, or counsel from a prophet or apostle was difficult for them to follow or obey. (Do not ask students to share their responses.)

Explain that 1 Nephi 3:7 is a doctrinal mastery passage that can help us when we may feel that a commandment is difficult to obey. Invite students to consider marking 1 Nephi 3:7 in a distinctive way so they can locate it easily.

To help students understand the context of this passage, explain that the Lord had commanded Lehi to send his sons back to Jerusalem to retrieve the plates of brass from Laban. Nephi's brothers murmured because of the difficulty of the task, but Nephi's response showed his faith.

Invite a student to read 1 Nephi 3:7 aloud. Invite the class to follow along, looking for what Nephi understood about commandments that gave him the faith he needed to obey the Lord without murmuring.

- What did Nephi teach about God's commandments? (After students respond, invite them to consider marking the following statement of doctrine in the first paragraph of doctrinal topic 9, "Commandments," in their copies of the

Doctrinal Mastery Core Document: God will not give us a commandment without preparing a way for us to obey it.)

Invite students to summarize the three attempts Nephi and his brothers made to obtain the brass plates. (If necessary, remind them that the first two attempts to obtain the plates failed. In the third attempt, Nephi was led by the Spirit and the Lord prepared the way for him to obtain the plates.)

- How do you think Nephi’s understanding of the truth he taught in 1 Nephi 3:7 helped him continue his efforts to obtain the plates of brass even after the first two attempts failed?
- How could understanding this truth help someone today?

Invite students to ponder how the Lord has prepared the way for them to obey one of His commandments. Consider inviting a few students to share their experiences with the class.

Testify that the Lord will prepare a way for us to keep every commandment He gives to us.

Segment 6 (10 minutes)

Write the following questions on the board: *What do you think are the two greatest (or most basic and important) of all of Heavenly Father’s commandments? Why?*

Divide students into pairs and ask them to discuss their responses to these questions with their partners. After they have discussed their responses, invite a few to report their responses to the entire class.

Invite a student to read aloud paragraph 2 of doctrinal topic 9, “Commandments,” in the *Doctrinal Mastery Core Document*. Before the student reads, explain that this paragraph quotes the words of Jesus Christ in Matthew 22:36–39, in which He declared the two greatest, or most basic and important, commandments. Ask the class to follow along, looking for the two “great” commandments.

- What are the two greatest commandments?
- Why do you think loving God with all of our heart, soul, and mind, and loving others as ourselves are the greatest commandments?
- How do these two commandments relate to each other?

Invite students to consider marking the following statement of doctrine in their copies of the *Doctrinal Mastery Core Document: We can love and serve God by choosing to love and serve others.*

- Which doctrinal mastery passages support this doctrine? (Mosiah 2:17 and Moroni 7:45, 47–48.)

Invite students to consider marking the doctrinal mastery passage Mosiah 2:17 in a distinctive way so they can locate it easily. Explain that this passage contains the words King Benjamin spoke to his people as he described the service he had given them.

Invite a student to read Mosiah 2:17 aloud. Ask the class to follow along, looking for words or phrases that teach that we can love and serve God by choosing to love and serve others. Ask students to report what they find.

- In what ways do you think we are serving God when we serve others?
- When have you felt you were in the service of God while you were serving someone else?

Testify that when we serve others, we are also serving God.

Segment 7 (15 minutes)

Write the following statement of doctrine on the board: *We can love and serve God by choosing to love and serve others.*

Remind students that the doctrinal mastery passages Mosiah 2:17 and Moroni 7:45, 47–48 both support this doctrine.

Invite students to consider marking Moroni 7:45, 47–48 in a distinctive way so they can locate it easily. Explain that in Moroni 7, Moroni recorded the words that his father, Mormon, spoke about faith, hope, and charity.

Invite a student to read Moroni 7:47 aloud. Ask the class to follow along, looking for what Mormon said charity is.

- According to this verse, what is charity? (The pure love of Christ.)

Explain that Mormon’s words about charity can help us know how to love and serve God by loving and serving others as the Savior does.

Invite a student to read Moroni 7:45 aloud. Ask the class to follow along, looking for the qualities a person will have if he or she is filled with charity. Invite students to consider marking qualities they would especially like to have.

- Which of the qualities in verse 45 would you especially like to have? Why?

Invite a student to read Moroni 7:48 aloud. Ask the class to follow along, looking for what we must do to be filled with charity.

- According to Moroni 7:48, what must we do to be filled with charity?
- How do you think praying with all the energy of our hearts and seeking to be true followers of Jesus Christ can help us to be filled with His love?
- In your opinion, why is Moroni 7:45, 47–48 a good passage to help us understand the doctrine that we can love and serve God by choosing to love and serve others?

Consider sharing your testimony of the importance of having charity for others. You may want to share an experience in which you were blessed to be filled with the pure love of Christ as you interacted with another person.

Invite students to review Moroni 7:45 and to write in their class notebooks or study journals a specific way they will seek to have greater charity for others.

Segment 8 (5 minutes)

Invite several students to take turns reading aloud paragraphs 3–5 of doctrinal topic 9, “Commandments,” in the *Doctrinal Mastery Core Document*. Ask the class to follow along, looking for a commandment mentioned in these paragraphs that they are especially grateful for.

- What is a commandment listed in these paragraphs that you are especially grateful for? (As students respond, invite them to explain why they are grateful for the commandment they mentioned.)

Share your testimony of the commandments and why you are grateful for them.

Practice Exercises (40–50 minutes)

The exercises in this section can be done during the same class session or in different class sessions, depending on your schedule and the needs of your students.

Exercise 1 (20–25 minutes)

Write the following on the board: *I know a lot of people who break the commandments and seem to have great lives. Do you really have to keep the commandments to be happy?*

Invite students to imagine that they have a friend who asked them this question. Ask them to think about how they might respond, using what they have learned through their study of doctrinal topic 9, “Commandments,” and the three principles from the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*: act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources.



To help students understand how they might respond to the question, provide each student a copy of the following handout. Invite them to write their responses to the questions on the handout.

1. How could you encourage your friend to act in faith?
2. How could you help your friend examine his or her question with an eternal perspective? For example:
 - How could you help your friend think about the differences between temporary pleasures and lasting happiness?
 - How could you help your friend understand how obedience to the commandments brings lasting happiness and how disobedience eventually brings unhappiness?
 - Which doctrines or truths from doctrinal topic 9, “Commandments,” in the *Doctrinal Mastery Core Document* would you want to share with your friend? Why?
3. Which scriptures or other divinely appointed sources would you share with your friend? Why?

After sufficient time, organize students into pairs and invite them to role-play a conversation they might have with a friend who asked them this question. Invite them to use what they wrote to help them as they participate in the role play. After a few minutes, invite the students to switch roles and role-play again.

After the role play has concluded, invite students to ask questions or share thoughts or insights they have had as they have participated in this practice exercise.

Invite one or more students to share their testimonies of how obedience to the commandments has brought them happiness and blessings from the Lord.

Exercise 2 (20–25 minutes)

Read the following scenario aloud:

Imagine that during a conversation with some of your classmates at school, one of them criticizes you for your religious beliefs. When you try to respond, the person doesn't really listen and criticizes you even more. You are hurt by the criticism, feel angry inside, and say something unkind in return. Afterward, you regret what happened and begin to wonder if you should just try to hide your religious beliefs from others in the future.



Organize students into small groups of two or three, and give each student a copy of the following handout. Explain that the handout will help them consider how to apply the three principles of Acquiring Spiritual Knowledge in situations like the one you read. Ask the students to work in their groups to complete this activity.

How can I stand firm in the gospel truths I believe in and show love for others whose beliefs are different than mine?

Discuss how you could respond to the question above by using the principles and questions outlined below:

Act in faith:

- If you were asking that question, what are some ways you could act in faith?

Examine concepts and questions with an eternal perspective:

- How can you seek to have an eternal perspective when interacting with people you may disagree with or are difficult for you to love? Why do you think this is important to do?

Seek further understanding through divinely appointed sources:

- How could the doctrine taught in Moroni 7:45, 47–48 help you know how to respond to the question?
- What other scriptures or teachings of prophets and other Church leaders could help you find answers to this question?

If students need help identifying additional divinely appointed sources that can help them answer the question on the handout, consider referring them to Elder Dallin H. Oaks's October 2014 general conference talk, "Loving Others and Living with Differences" (*Ensign* or *Liahona*, Nov. 2014, 25–28).

After students have had sufficient time to complete this activity, invite a few students to share with the class what they discussed.

You may want to conclude this exercise by reading the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles aloud:



"Friends, especially my young friends, take heart. Pure Christlike love flowing from true righteousness can change the world. ...

"Be strong. Live the gospel faithfully even if others around you don't live it at all. Defend your beliefs with courtesy and with compassion, but defend them" (Jeffrey R. Holland, "The Cost—and Blessings—of Discipleship," *Ensign or Liahona*, May 2014, 8–9).

Testify of the importance of loving others, even as we stand up for our beliefs. Invite students to ponder how they will seek to use what they learned in this exercise to defend the gospel truths they believe in a loving and Christlike way.

Doctrinal Mastery Review

This review activity can help students understand and apply the statements of doctrine supported by the Book of Mormon doctrinal mastery passages. Consider using this review activity toward the end of the course of study, after students have studied all of the Book of Mormon doctrinal mastery passages.

Display the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles. Invite a student to read the statement aloud.



"True doctrine, understood, changes attitudes and behavior.

"The study of the doctrines of the gospel will improve behavior quicker than a study of behavior will improve behavior" (Boyd K. Packer, "Little Children," *Ensign*, Nov. 1986, 17).

Explain that each of the doctrinal mastery passages contains true doctrine which, when understood, helps us change and become more like Jesus Christ and our Heavenly Father. Write the following questions on the board or give them to students as a handout:

- *What doctrine does this scripture contain that, if understood, would change a person's attitude or behavior?*
- *If a person really understood the doctrine supported by this scripture, how might it affect his or her attitude or behavior?*
- *Why do you think understanding the doctrine would have that effect?*
- *How has your attitude or behavior changed as a result of understanding this doctrine?*

Ask each student in the class to select a doctrinal mastery passage from the Book of Mormon. Or you could write references on strips of paper and ask students to

randomly choose one. Invite students to read their doctrinal mastery passage and prepare to share their answers to the four questions above.

After students have had sufficient time, organize them into pairs. Ask them to read their scripture passages to each other and then answer the questions. Invite a few students to share their answers with the class.

Testify that the doctrines taught in the doctrinal mastery passages in the Book of Mormon can have a powerful effect on our behavior if we will take the time to study and truly understand them. Invite students to seek to better apply one of the doctrines they reviewed during this activity.

Appendix: Suggested Book of Mormon Doctrinal Mastery Pacing Guide

The pacing guide presented in the Instructions for Teachers is intended for teachers who want to teach Doctrinal Mastery in smaller segments multiple days per week.

The following pacing guide is intended for teachers who want to use an entire class session to teach each Doctrinal Mastery lesson. To achieve this, the pacing guide suggests that on certain days two scripture lessons be combined in one class session. This allows for the incorporation of the Book of Mormon Doctrinal Mastery lessons while still maintaining a total of 160 teaching days. If you choose to use this approach, you will need to decide which portions of the combined lessons to teach and which portions to summarize in order to fit both lessons into one class session.

Suggested Pacing Guide for Teaching One Doctrinal Mastery Lesson per Week		
Week	Lessons	Scripture Block
1	Day 1: Lesson 1 Title Page, Introduction, and Testimonies of the Three and Eight Witnesses Day 2: Lesson 2 Studying the Scriptures Day 3: Lesson 3 The Role of the Learner Day 4: Lesson 4 The Plan of Salvation Day 5: Lesson 5 Overview of the Book of Mormon	Title Page, Introduction, and Testimonies of Three and Eight Witnesses
2	Day 1: Acquiring Spiritual Knowledge (Part 1) Day 2: Acquiring Spiritual Knowledge (Part 2—"Principles That Can Help Us Answer Questions," "Act in Faith," "Examine Concepts and Questions with an Eternal Perspective", and "Seek Further Understanding through Divinely Appointed Sources") Day 3: Lesson 6 1 Nephi 1 Day 4: Lesson 7 1 Nephi 2 Day 5: Lesson 8 1 Nephi 3–4	1 Nephi 1–4
3	Day 1: Flexible Day (see suggestions for flexible days) Day 2: Lesson 9 1 Nephi 5; Lesson 10 1 Nephi 6; 9 Day 3: Lesson 11 1 Nephi 7 Day 4: Lesson 12 1 Nephi 8 Day 5: Lesson 13 1 Nephi 10–11	1 Nephi 5–11

Suggested Pacing Guide for Teaching One Doctrinal Mastery Lesson per Week		
Week	Lessons	Scripture Block
4	Day 1: Lesson 14 1 Nephi 12–13 Day 2: Flexible Day (see suggestions for flexible days) Day 3: Acquiring Spiritual Knowledge (Part 2—“Doctrinal Mastery Review” [20 minutes] and flex time) Day 4: Lesson 15 1 Nephi 14 Day 5: Lesson 16 1 Nephi 15	1 Nephi 12–15
5	Day 1: Lesson 17 1 Nephi 16 Day 2: Lesson 18 1 Nephi 17; Lesson 19 1 Nephi 18 Day 3: Lesson 20 1 Nephi 19; Lesson 21 1 Nephi 20–22 Day 4: The Godhead (Segments 1–4) Day 5: Lesson 22 2 Nephi 1	1 Nephi 16–2 Nephi 1
6	Day 1: Lesson 23 2 Nephi 2 (Part 1) Day 2: Lesson 24 2 Nephi 2 (Part 2) Day 3: Lesson 25 2 Nephi 3 Day 4: Flexible Day (see suggestions for flexible days) Day 5: The Godhead (Segments 5–8)	2 Nephi 2–3
7	Day 1: Lesson 26 2 Nephi 4 Day 2: Lesson 27 2 Nephi 5; Lesson 28 2 Nephi 6–8 Day 3: Lesson 29 2 Nephi 9:1–26 Day 4: Lesson 30 2 Nephi 9:27–54; 10 Day 5: Lesson 31 2 Nephi 11; 16	2 Nephi 4–11, 16
8	Day 1: The Godhead (“Practice Exercise” and “Doctrinal Mastery Review”) Day 2: Flexible Day (see suggestions for flexible days) Day 3: Lesson 32 2 Nephi 12–15 Day 4: Lesson 33 2 Nephi 17–20; Lesson 34 2 Nephi 21–24 Day 5: Lesson 35 2 Nephi 25	2 Nephi 12–15, 17–25
9	Day 1: Lesson 36 2 Nephi 26 Day 2: Lesson 37 2 Nephi 27 Day 3: The Plan of Salvation (Segments 1–5) Day 4: Lesson 38 2 Nephi 28; Lesson 39 2 Nephi 29–30 Day 5: Flexible Day (see suggestions for flexible days)	2 Nephi 26–30

Suggested Pacing Guide for Teaching One Doctrinal Mastery Lesson per Week		
Week	Lessons	Scripture Block
10	Day 1: Lesson 40 2 Nephi 31 Day 2: Lesson 41 2 Nephi 32 Day 3: Lesson 42 2 Nephi 33 Day 4: The Plan of Salvation (“Practice Exercise” and “Doctrinal Mastery Review”) Day 5: Lesson 43 Jacob 1:1–2:11	2 Nephi 31–Jacob 2:11
11	Day 1: Lesson 44 Jacob 2:12–35 Day 2: Lesson 45 Jacob 3–4 Day 3: Lesson 46 Jacob 5:1–51 Day 4: Lesson 47 Jacob 5:52–77; 6 Day 5: Lesson 48 Jacob 7	Jacob 2:12–7:27
12	Day 1: The Atonement of Jesus Christ (Segments 1–4) Day 2: Flexible Day (see suggestions for flexible days) Day 3: Lesson 49 Enos Day 4: Lesson 50 Jarom and Omni Day 5: Lesson 51 Words of Mormon–Mosiah 1	Enos–Mosiah 1
13	Day 1: Lesson 52 Mosiah 2 Day 2: Lesson 53 Mosiah 3 Day 3: The Atonement of Jesus Christ (Segments 5–9) Day 4: Lesson 54 Mosiah 4 Day 5: Lesson 55 Mosiah 5–6	Mosiah 2–Mosiah 6
14	Day 1: Lesson 56 Mosiah 7–8 Day 2: Lesson 57 Mosiah 9–10; Lesson 58 Mosiah 11:1–12:17 Day 3: Flexible Day (see suggestions for flexible days) Day 4: Lesson 59 Mosiah 12:18–14:12 Day 5: Lesson 60 Mosiah 15–17	Mosiah 7–Mosiah 17
15	Day 1: The Atonement of Jesus Christ (Segments 10–12 and “Practice Exercise 1”) Day 2: Lesson 61 Mosiah 18 Day 3: Lesson 62 Mosiah 19–20 Day 4: Lesson 63 Mosiah 21–22 Day 5: Lesson 64 Mosiah 23–24; Lesson 65 Mosiah 25	Mosiah 18–25

Suggested Pacing Guide for Teaching One Doctrinal Mastery Lesson per Week		
Week	Lessons	Scripture Block
16	Day 1: Lesson 66 Mosiah 26 Day 2: Lesson 67 Mosiah 27; Lesson 68 Mosiah 28–29 Day 3: Flexible Day (recommended class period for administering the 1 Nephi 1–Alma 16 learning assessment) Day 4: Flexible Day (recommended class period for reviewing the 1 Nephi 1–Alma 16 learning assessment) Day 5: Lesson 69 Alma 1–2; Lesson 70 Alma 3–4	Mosiah 26–Alma 4
17	Day 1: Lesson 71 Alma 5:1–36 Day 2: The Atonement of Jesus Christ (“Practice Exercise 2” and “Doctrinal Mastery Review”) Day 3: Lesson 72 Alma 5:37–62 Day 4: Lesson 73 Alma 6–7 Day 5: Lesson 74 Alma 8; Lesson 75 Alma 9–10	Alma 5–10
18	Day 1: Lesson 76 Alma 11; Lesson 77 Alma 12 Day 2: Lesson 78 Alma 13 Day 3: Lesson 79 Alma 14 Day 4: Lesson 80 Alma 15–16 Day 5: Flexible Day (end of semester)	Alma 11–16
19	Day 1: Lesson 81 Alma 17 Day 2: Lesson 82 Alma 18 Day 3: Lesson 83 Alma 19–20 Day 4: Lesson 84 Alma 21–22 Day 5: Lesson 85 Alma 23–24	Alma 17–24
20	Day 1: Lesson 86 Alma 25–26 Day 2: Lesson 87 Alma 27–29 Day 3: The Restoration (Segments 1–2 and “Doctrinal Mastery Review”) Day 4: Lesson 88 Alma 30 Day 5: Flexible Day (see suggestions for flexible days)	Alma 25–30
21	Day 1: Lesson 89 Alma 31 Day 2: Lesson 90 Alma 32 Day 3: Lesson 91 Alma 33 Day 4: Lesson 92 Alma 34–35 Day 5: Lesson 93 Alma 36	Alma 31–36

Suggested Pacing Guide for Teaching One Doctrinal Mastery Lesson per Week		
Week	Lessons	Scripture Block
22	Day 1: Lesson 94 Alma 37 Day 2: Prophets and Revelation (“Understanding the Doctrine” and “Doctrinal Mastery Review”) and Priesthood and Priesthood Keys (Segments 1–2 and “Doctrinal Mastery Review”) Day 3: Lesson 95 Alma 38 Day 4: Flexible Day (see suggestions for flexible days) Day 5: Lesson 96 Alma 39	Alma 37–39
23	Day 1: Lesson 97 Alma 40 Day 2: Lesson 98 Alma 41 Day 3: Lesson 99 Alma 42 Day 4: Ordinances and Covenants (Segments 1–4) Day 5: Lesson 100 Alma 43–46	Alma 40–46
24	Day 1: Lesson 101 Alma 47–48 Day 2: Lesson 102 Alma 49–51 Day 3: Lesson 103 Alma 52–55 Day 4: Lesson 104 Alma 56–58 Day 5: Lesson 105 Alma 59–63	Alma 47–63
25	Day 1: Flexible Day (see suggestions for flexible days) Day 2: Ordinances and Covenants (“Practice Exercise” and “Doctrinal Mastery Review”) Day 3: Lesson 106 Helaman 1–2 Day 4: Lesson 107 Helaman 3–4 Day 5: Lesson 108 Helaman 5	Helaman 1–5
26	Day 1: Lesson 109 Helaman 6–7; Lesson 110 Helaman 8–9 Day 2: Lesson 111 Helaman 10 Day 3: Lesson 112 Helaman 11–12 Day 4: Lesson 113 Helaman 13 Day 5: Flexible Day (see suggestions for flexible days)	Helaman 6–13
27	Day 1: Marriage and Family (Segments 1–2) Day 2: Lesson 114 Helaman 14 Day 3: Lesson 115 Helaman 15–16 Day 4: Lesson 116 3 Nephi 1 Day 5: Lesson 117 3 Nephi 2–5	Helaman 14–3 Nephi 5

Suggested Pacing Guide for Teaching One Doctrinal Mastery Lesson per Week		
Week	Lessons	Scripture Block
28	Day 1: Lesson 118 3 Nephi 6–7; Lesson 119 3 Nephi 8–10 Day 2: Marriage and Family (“Practice Exercise” and “Doctrinal Mastery Review”) Day 3: Lesson 120 3 Nephi 11:1–17 Day 4: Lesson 121 3 Nephi 11:18–41 Day 5: Flexible Day (see suggestions for flexible days)	3 Nephi 6–11
29	Day 1: Lesson 122 3 Nephi 12 Day 2: Lesson 123 3 Nephi 13 Day 3: Lesson 124 3 Nephi 14 Day 4: Lesson 125 3 Nephi 15–16 Day 5: Lesson 126 3 Nephi 17	3 Nephi 12–17
30	Day 1: Commandments (Segments 1–4) Day 2: Lesson 127 3 Nephi 18; Lesson 128 3 Nephi 19 Day 3: Lesson 129 3 Nephi 20 Day 4: Flexible Day (see suggestions for flexible days) Day 5: Lesson 130 3 Nephi 21–22; Lesson 131 3 Nephi 23	3 Nephi 18–23
31	Day 1: Lesson 132 3 Nephi 24–26 Day 2: Lesson 133 3 Nephi 27 Day 3: Commandments (Segments 5–8) Day 4: Lesson 134 3 Nephi 28 Day 5: Lesson 135 3 Nephi 29–30	3 Nephi 24–30
32	Day 1: Lesson 136 4 Nephi Day 2: Lesson 137 Mormon 1–2; Lesson 138 Mormon 3–4 Day 3: Lesson 139 Mormon 5–6; Lesson 140 Mormon 7 Day 4: Lesson 141 Mormon 8 Day 5: Lesson 142 Mormon 9	4 Nephi–Mormon 9
33	Day 1: Flexible Day (see suggestions for flexible days) Day 2: Lesson 143 Ether 1; Lesson 144 Ether 2 Day 3: Commandments (Practice Exercises 1–2) Day 4: Lesson 145 Ether 3 Day 5: Lesson 146 Ether 4–5; Lesson 147 Ether 6	Ether 1–6

Suggested Pacing Guide for Teaching One Doctrinal Mastery Lesson per Week		
Week	Lessons	Scripture Block
34	Day 1: Lesson 148 Ether 7–11 Day 2: Flexible Day (recommended class period for administering the Alma 17–Moroni 10 learning assessment) Day 3: Flexible Day (recommended class period for reviewing the Alma 17–Moroni 10 learning assessment) Day 4: Lesson 149 Ether 12:1–22 Day 5: Lesson 150 Ether 12:23–41	Ether 7–12
35	Day 1: Lesson 151 Ether 13–15 Day 2: Lesson 152 Moroni 1–3; Lesson 153 Moroni 4–5 Day 3: Commandments (“Doctrinal Mastery Review” [20 minutes] and flex time) Day 4: Lesson 154 Moroni 6 Day 5: Lesson 155 Moroni 7:1–19	Ether 13:1–Moroni 7:19
36	Day 1: Lesson 156 Moroni 7:20–48 Day 2: Lesson 157 Moroni 8; Lesson 158 Moroni 9 Day 3: Lesson 159 Moroni 10:1–7, 27–29 Day 4: Lesson 160 Moroni 10:8–26, 30–34 Day 5: Flexible Day (close of year)	Moroni 7:20–10:34



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