



# Come, Follow Me

## *Young Women 2017*

Learning Resources for Youth

TEACHING *and* LEARNING *for* CONVERSION

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# Young Women 2017

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# About This Manual

The lessons in this manual are organized into units that address doctrinal fundamentals of the restored gospel of Jesus Christ. Each lesson focuses on questions that youth may have and doctrinal principles that can help them find answers. The lessons are designed to help you prepare spiritually by learning the doctrine for yourself and then plan ways to engage the young women in powerful learning experiences.

## Learning outlines

For each of the doctrinal topics listed in the contents, there are more learning outlines than you will be able to teach during the month. Let the inspiration of the Spirit and the questions and interests of the young women guide you as you decide which outlines to teach and how long to spend on a topic.

The outlines are not meant to prescribe what you will say and do in class. They are designed to help you learn the doctrine for yourself and prepare learning experiences adapted to the needs of the young women you teach.

## Prepare yourself spiritually

To help the young women learn the principles in these learning outlines, you must understand and live them yourself. Study the scriptures and other resources provided in the outlines, and look for statements, stories, or examples that may be especially relevant or inspiring to the young women you teach.

Then use the learning outlines to plan ways to help the young women discover truths for themselves, gain a testimony of them, and live by what they learn. Consider sharing some of the talks or videos with the young women before class.

## Counsel together

Counsel with the class presidency and with other teachers and leaders about the young women. What questions and needs do they have? What are they learning in other settings—at home, in seminary, in Sunday School? How will this influence your preparation? (If sensitive information is shared in these conversations, please keep it confidential.)

## More online

You can find additional resources and teaching ideas for each of these lessons at [lds.org/youth/learn](https://lds.org/youth/learn). Online lessons include:

- Links to the most recent teachings from the living prophets, apostles, and other Church leaders. These links are updated regularly, so refer back to them often.
- Links to videos, images, and other media that you can use to prepare yourself spiritually and to teach the youth.
- Videos that demonstrate effective teaching to enhance your ability to help the youth become converted.



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## UNIT OVERVIEW

# January: The Godhead

*“We believe in God, the Eternal Father, and in His Son, Jesus Christ, and in the Holy Ghost”  
(Articles of Faith 1:1).*

The outlines in this unit will help the young women understand the true nature of the members of the Godhead and the roles of each in fulfilling Heavenly Father’s plan of salvation. This knowledge will help the young women come to understand better their own divine identity and purpose as daughters of God.

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### Outlines to choose from this month:

*What do we know about the nature of the Godhead?*

*How can I know my Heavenly Father?*

*Why is Jesus Christ important in my life?*

*What are the roles of the Holy Ghost?*

*Who am I, and who can I become?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.

### Personal Progress

The following activities from Personal Progress relate to the lessons in this unit:

Faith value experience 5

Divine Nature value experiences 1, 2, and 6

Individual Worth value experience 1

### Note to the teacher

Throughout this unit, you may want to remind the young women that the names of Deity are sacred (see D&C 63:61). Encourage them to use these names with reverence and respect.





# What do we know about the nature of the Godhead?

The Godhead includes God the Eternal Father, the Savior Jesus Christ, and the Holy Ghost. Although the members of the Godhead are distinct beings with distinct roles, They are one in purpose. They are perfectly united in bringing to pass Heavenly Father's plan of salvation.

## Prepare yourself spiritually

*What scriptures and talks will help the young women understand the nature of the Godhead and the role They play in their lives?*

Genesis 1:27 (Man is created in God's image)

Matthew 3:16–17; John 14:16; Acts 7:55–56; 3 Nephi 11:4–11; Joseph Smith—History 1:17; Articles of Faith 1:1 (There are three members of the Godhead)

Luke 24:39; John 1:14; D&C 130:22 (Two members of the Godhead have physical bodies)

John 17:21; 1 John 5:7; Alma 11:44; D&C 20:28 (The Godhead is united as one)

"Godhead," *True to the Faith* (2004), 73–74

Boyd K. Packer, "The Witness," *Ensign* or *Liahona*, May 2014, 94–97

Robert D. Hales, "Eternal Life—to Know Our Heavenly Father and His Son, Jesus Christ," *Ensign* or *Liahona*, Nov. 2014, 80–82

Jeffrey R. Holland, "The Only True God and Jesus Christ Whom He Hath Sent," *Ensign* or *Liahona*, Nov. 2007, 40–42

Video: "The Restoration"; see also *Doctrine and Covenants Visual Resources DVD*

How does understanding the Godhead help you know who you are? How does our knowledge of the Godhead differ from the beliefs of other religions?

Do the young women understand how the three members of the Godhead work together? How will an understanding of the nature of the Godhead help the young women?

## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write on the board, "What do we know about the nature of the Godhead?" Invite the young women to read Articles of Faith 1:1 or Doctrine and Covenants 130:22 to look for answers to this question.
- Write the words found in Doctrine and Covenants 130:22 on the board, leaving blanks in the place of several key words. Invite the young women to think about which words belong in the blanks, and then fill them in as a class.
- Invite the young women to role-play how they would teach someone not of our faith about the three different members of the Godhead. What scriptures would they use? Why do they feel this knowledge is so important?

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## Learn together

*Each of the activities below will help the young women understand the nature of the Godhead. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Write "God the Father," "Jesus Christ," and "The Holy Ghost" on the board. Choose sections of President Boyd K. Packer's talk "The Witness" that will help the young women understand the Godhead. Give a section to each young woman to read silently and then summarize in her own words to the rest of the class. As she reports, have her write on the board under the appropriate heading what she learned about that member of the Godhead. Why do the young women feel it is important to understand these truths about the Godhead? How would they explain their beliefs to those who have a different view of the Godhead?
  - Invite each young woman to read "Godhead" in *True to the Faith*. Ask one of the young women to share what she learns from her reading.
- Then ask another young woman to restate what the first young woman said and then share something she learned herself. Repeat until each young woman has had a chance to share. Ask the young women how our view of the Godhead might differ from the views of other religions. How can having an accurate view of the Godhead bless the young women?
- Read as a class Elder Jeffrey R. Holland's description of other Christian beliefs about the Godhead (in his talk "The Only True God and Jesus Christ Whom He Hath Sent"). Show the young women the First Vision scene in the video "The Restoration" or show a picture of the First Vision (see *Gospel Art Book*, 90). What did Joseph learn about the Godhead? How was what he learned different from what other Christians

### Teaching Tip

You can use the learning activities in this section to determine what the young women already know about the doctrine and what they still need to learn. Be ready to adjust your lesson plan to meet their needs if necessary.

believed? Why is what he learned important? How do the young women think this experience changed what Joseph believed about himself?

- Write three headings on the board: “There are three members in the Godhead,” “The Godhead is united as one,” and “Heavenly Father and Jesus Christ have physical bodies.” Write scripture references about the Godhead (such as those listed in this outline) on small cards. Invite the young women to take turns picking a card, reading the scripture aloud, and writing the reference under the appropriate heading on the board (some of the scriptures may belong under more than one heading). How can knowing these truths about the Godhead bless

the young women? Encourage the young women to keep a list of these references in their scriptures so they can use them to teach others about the Godhead.

- Give each young woman a paper with the following questions: How would you describe the Savior’s relationship with His Father? In what sense are the Father and the Son one? What are the roles of the Holy Ghost? Invite them to ponder these questions as they watch, listen to, or read Elder Robert D. Hales’s talk “Eternal Life—to Know Our Heavenly Father and His Son, Jesus Christ.” Give them time to write their answers, and invite them to share what they write.

## Teaching in the Savior’s way

The Savior prepared Himself to teach by seeking Heavenly Father’s guidance. What can you do to seek Heavenly Father’s guidance to help you prepare to teach with the Spirit?

*Ask the young women to share what they learned today. Do they understand the nature of the Godhead? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Memorize and ponder the first article of faith and share it with someone.
- Complete Divine Nature value experience 2 in *Personal Progress*.
- Teach a family home evening lesson about the Godhead using the scriptures they studied during this lesson.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

# Selected Resources

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*“Godhead,” True to the Faith (2004), 73–74*

The first article of faith states, “We believe in God, the Eternal Father, and in His Son, Jesus Christ, and in the Holy Ghost.” These three beings make up the Godhead. They preside over this world and all other creations of our Father in Heaven.

The true doctrine of the Godhead was lost in the apostasy that followed the Savior’s mortal ministry and the deaths of His Apostles. This doctrine began to be restored when 14-year-old Joseph Smith received his First Vision (see Joseph Smith—History 1:17). From the Prophet’s account of the First Vision and from his other teachings, we know that the members of the Godhead are three separate beings. The Father and the Son have tangible bodies of flesh and bones, and the Holy Ghost is a personage of spirit (see D&C 130:22).

Although the members of the Godhead are distinct beings with distinct roles, they are one in purpose and doctrine. They are perfectly united in bringing to pass Heavenly Father’s divine plan of salvation.

*Excerpt from Jeffrey R. Holland, “The Only True God and Jesus Christ Whom He Hath Sent,” Ensign or Liahona, Nov. 2007, 40–42*

In the year A.D. 325 the Roman emperor Constantine convened the Council of Nicaea to address—among other things—the growing issue of God’s alleged “trinity in unity.” What emerged from the heated contentions of churchmen, philosophers, and ecclesiastical dignitaries came to be known (after another 125 years and three more major councils) as the Nicene Creed, with later reformulations such as the Athanasian Creed. These various evolutions and iterations of creeds—and others to come over the centuries—declared the Father, Son, and Holy Ghost to be abstract, absolute, transcendent, imminent, consubstantial, coeternal, and unknowable, without body, parts, or passions and dwelling outside space and time. In such creeds all three members are separate persons, but they are a single being, the oft-noted “mystery of the trinity.” They are three distinct persons, yet not three Gods but one. All three persons are incomprehensible, yet it is one God who is incomprehensible.



JANUARY: THE GODHEAD

# How can I know my Heavenly Father?

We are daughters of our Heavenly Father, who loves us and wants us to draw near to Him. He has given us the opportunity to pray to Him and has promised to hear and answer our prayers. We can also come to know Him as we study the scriptures and the words of latter-day prophets and as we strive to become more like Him by following His will.

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## Prepare yourself spiritually

*What scriptures and other resources will help the young women know Heavenly Father?*

John 17:3 (The importance of knowing Heavenly Father)

1 John 2:3–5; 4:7–8; Enos 1:1–7; Mosiah 4:9–12; 5:13; D&C 88:63–65; 93:1 (How we come to know Heavenly Father)

Richard G. Scott, “Using the Supernal Gift of Prayer,” *Ensign or Liahona*, May 2007, 8–11

Robert D. Hales, “Seeking to Know God, Our Heavenly Father, and His

Son, Jesus Christ” *Ensign or Liahona*, Nov. 2009, 29–32

Jeffrey R. Holland, “The Grandeur of God,” *Ensign or Liahona*, Nov. 2003, 70–73

Videos: “He Knows Me,” “Prayer”

“I Know My Father Lives,” *Hymns*, no. 302; “O My Father,” *Hymns*, no. 292

Think about your relationship with your Father in Heaven. When have you felt closest to Him? What were you doing that allowed you to feel closer to Him?

How do the young women in your class feel about themselves? How can having a strong relationship with Heavenly Father strengthen their sense of self-worth? How can you help the young women strengthen this relationship?

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.



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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Sing "I Know My Father Lives" (*Hymns*, no. 302) or "O My Father" (*Hymns*, no. 292). Discuss with the young women what these hymns teach us about Heavenly Father and how we can come to know Him.
- With permission from the bishop, invite a father of one of the young women to share his feelings about being a father. He could talk about how he feels about his daughter, what he hopes she achieves in life, and how he hopes to help her succeed. Ask the young women to compare what this father said with how their Father in Heaven feels about them.
- Write the following questions on the board: When have you felt closest to Heavenly Father? What were you doing that allowed you to feel close to Him? Ask the young women to write their answers and share them if they feel comfortable doing so.

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## Learn together

*Each of the activities below will help the young women understand how they can come to know their Heavenly Father better. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Display items to represent prayer, the Holy Ghost, and the words of the prophets (such as a mobile phone, a flashlight, and a map). Tell the young women that each of these items represents something that Heavenly Father has given us to help us know Him better. Invite them to suggest what these items might represent. As a class, read Elder Robert D. Hales's talk "Seeking to Know God, Our Heavenly Father, and His Son, Jesus Christ." (Consider inviting the young women to read this talk before coming to class.) Invite the young women to look for statements that teach them how prayer, the Holy Ghost, and the words of the prophets can help them know Heavenly Father. What else do they find in this talk that inspires them to want to know Heavenly Father better? Invite them to share their feelings about Heavenly Father.
- Assign each young woman one of the following scriptures: 1 John 2:3–5; 4:7–8; Enos 1:1–7; Mosiah 4:9–12; 5:13; D&C 88:63–65; 93:1. Ask the young women to study their scripture passages and look for ways they can know Heavenly Father. Invite them to share what they learn and any experiences they have had coming to know their Heavenly Father in these ways.
- Invite the young women to read John 17:3, and ask them to explain the difference between knowing *about* someone and knowing someone. Invite them to think about someone they know very well. What have they

### Teaching tip

"After one person has responded to a question or offered an insight, invite the others to either add to the comment or express a different opinion. When someone asks a question, redirect it to others rather than answer it yourself. For example, you could ask, 'Would anyone care to answer that question?'" (*Teaching, No Greater Call* [1999], 67).

done to get to know that person? List their responses on the board. How can we use similar methods to know Heavenly Father? Invite half of the class to read Enos 1:1–7, and invite the other half to read the first two sections of Elder Richard G. Scott’s talk “Using the Supernal Gift of Prayer.” Ask the young women to look for ways they can improve their communication with Heavenly Father. After they have discussed what they found, invite them to ponder their relationship with Heavenly Father or a few minutes and consider what they can do to improve it.

- Write on the board: “Heavenly Father loves us and wants us to draw near to Him. He has given us the opportunity to pray to Him.” Ask a young woman to read these statements aloud, and invite the class to share experiences they have had with prayer. Show the video “Prayer.” What impresses the young women about President Monson’s testimony? What do the young women notice about Sister Ogando’s relationship with Heavenly Father? What role did prayer play in that relationship? Give the young women a few minutes to reflect on their relationship with Heavenly Father and how they can improve that relationship.

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand how they can come to know their Heavenly Father better? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Write in their journals something they plan to do to improve their relationship with Heavenly Father and follow through with their plan.
- Complete Individual Worth value experience 1 from *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Teaching in the Savior’s way

The Savior prepared Himself to teach by spending time alone in prayer and fasting. He sought His Heavenly Father’s guidance. As you prepare to teach the young women how they can know Heavenly Father, follow the Savior’s example and spend time in prayer and fasting, and seek Heavenly Father’s guidance. During your preparations, strive to draw near to Him, and share your testimony of Heavenly Father with the young women.

# Selected Resources

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*Excerpt from Richard G. Scott, "Using the Supernal Gift of Prayer," Ensign or Liahona, May 2007, 8–11*

## **The Gift of Prayer**

Prayer is a supernal gift of our Father in Heaven to every soul. Think of it: the absolute Supreme Being, the most all-knowing, all-seeing, all-powerful personage, encourages you and me, as insignificant as we are, to converse with Him as our Father. Actually, because He knows how desperately we need His guidance, He commands, "Thou shalt pray vocally as well as in thy heart; yea, before the world as well as in secret, in public as well as in private" (D&C 19:28).

It matters not our circumstance, be we humble or arrogant, poor or rich, free or enslaved, learned or ignorant, loved or forsaken, we can address Him. We need no appointment. Our supplication can be brief or can occupy all the time needed. It can be an extended expression of love and gratitude or an urgent plea for help. He has created numberless cosmos and populated them with worlds, yet you and I can talk with Him personally, and He will ever answer.

## **How Should You Pray?**

We pray to our Heavenly Father in the sacred name of His Beloved Son, Jesus Christ. Prayer is most

effective when we strive to be clean and obedient, with worthy motives, and are willing to do what He asks. Humble, trusting prayer brings direction and peace.

Don't worry about your clumsily expressed feelings. Just talk to your compassionate, understanding Father. You are His precious child whom He loves perfectly and wants to help. As you pray, recognize that Father in Heaven is near and He is listening.

A key to improved prayer is to learn to ask the right questions. Consider changing from asking for the things you want to honestly seeking what He wants for you. Then as you learn His will, pray that you will be led to have the strength to fulfill it.

Should you ever feel distanced from our Father, it could be for many reasons. Whatever the cause, as you continue to plead for help, He will guide you to do that which will restore your confidence that He is near. Pray even when you have no desire to pray. Sometimes, like a child, you may misbehave and feel you cannot approach your Father with a problem. That is when you most need to pray. Never feel you are too unworthy to pray.



## Why is Jesus Christ important in my life?

Jesus Christ was chosen to be our Savior. His Atonement makes it possible for us to be resurrected and to repent and be forgiven so we can return to our Heavenly Father's presence. In addition to saving us from our sins, Jesus Christ, our Savior, also offers us peace and strength in times of trial. He sets the perfect example for us, and His teachings are the foundation for happiness in this life and eternal life in the world to come.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women understand Jesus Christ and His influence in their daily lives?*

John 14:6 (Jesus Christ is the way, the truth, and the life)

José A. Teixeira, "Seeking the Lord," *Ensign* or *Liahona*, May 2015, 96–98

John 15:4–5 (Without Jesus Christ we can do nothing)

Dallin H. Oaks, "Teachings of Jesus," *Ensign* or *Liahona*, Nov. 2011, 90–93

Mosiah 3:17; Helaman 14:15–18; D&C 18:11–12; 76:41–42 (Christ overcame sin and death)

David A. Bednar, "Bear Up Their Burdens with Ease," *Ensign* or *Liahona*, May 2014, 87–90

Isaiah 41:10, 13; Matthew 11:28–30; John 14:27; Philippians 4:13; Mosiah 24:14–15; Alma 7:11–12; 36:3, 27; Ether 12:27 (Christ's Atonement offers peace and strength in trial or temptation)

Videos: "Reclaimed," "The Only True God and Jesus Christ Whom He Has Sent," "#Hallelujah—An Easter Message about Jesus Christ," "Apostle Testimony Montage," "Why We Need a Savior—A Christmas Message about Our Savior Jesus Christ. #ASaviorIsBorn"

"The Living Christ: The Testimony of the Apostles" *Ensign*, Apr. 2000, 2–3 (see also *True to the Faith*, 87–89; *Personal Progress*, 102)

Music for youth theme: "He Is There"

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

Review some of your favorite scripture passages about the Savior and ponder your testimony of Him. How have you come to know Him? What experiences have made you grateful for Jesus Christ and His atoning sacrifice?

How could a stronger testimony of Jesus Christ bless the young women? What might they do to more fully rely on the Savior's teachings and Atonement?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Display pictures of the Savior helping others (see *Gospel Art Book*, 36–60). Give the young women a few minutes to ponder and share the different ways the Savior has helped them, their families, and others they know. Invite them to share their feelings about the Savior.
- Ask the young women to ponder the Savior's life and teachings as they sing or listen to a hymn about Jesus Christ (such as "I Know That My Redeemer Lives," *Hymns*, no. 136). You could also show the video "Why We Need a Savior—A Christmas Message about Our Savior Jesus Christ. #ASaviorIsBorn." Invite each young woman to write her own response to the question "Why is Jesus Christ important in my life?"

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## Learn together

*Each of the activities below will help the young women understand why Jesus Christ is important in their lives. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to review Elder José A. Teixeira's talk "Seeking the Lord," looking for the blessings Elder Teixeira promises to those who seek Jesus Christ. Invite them to share what they find in the talk and what they are doing personally to make the Savior an important part of their daily lives. As part of this discussion, you could also review together the simple habits Elder Teixeira suggests in his talk. Invite the young women to set a goal to use one of the suggestions discussed in class to come closer to Christ.
- Display a picture of the Savior. Write on the board the following questions: "Who is Jesus Christ?" "What has He done for us?" "How do we know that He lives today?" Invite the young women to search "The Living Christ: The Testimony of the Apostles" to find answers to these questions. Ask them to share what they find. Invite a few of them to explain how they gained their testimonies of Jesus Christ. How do their testimonies affect their daily lives? You could also show the video "#Hallelujah—An Easter Message about Jesus Christ."
- Invite the young women to look up "Jesus Christ" in the Topical Guide and review the list of entries after the heading. They could also look up "Jesus Christ—Savior" in the Topics index of the hymnbook to find a hymn that teaches about what Jesus Christ has done for them. Ask them to find words and phrases that describe Christ's roles and mission. What do they learn about Jesus Christ by reviewing this list? How do they feel

### Teaching tip

"You should be careful not to talk more than necessary or to express your opinion too often. These actions can cause learners to lose interest. Think of yourself as a guide on a journey of learning who inserts appropriate comments to keep those you teach on the correct path" (*Teaching, No Greater Call* [1999], 64).

about Him after reviewing what He has done for us?

- Assign each young woman to read one of the scriptures suggested in this outline or a relevant section in Elder David A. Bednar's talk "Bear Up Their Burdens with Ease." Ask her to explain in her own words what help Jesus Christ offers to those who follow Him. Invite the young women to share examples of how they have witnessed the Savior's peace or strength in their own lives or the lives of others.
- Display on the walls testimonies of Jesus Christ by members of the First Presidency in the most recent conference issue of the *Ensign* or *Liahona* (these testimonies often appear at the end of the talks). Invite the young women to read these testimonies or watch the video "Apostle Testimony Montage." Ask them how they feel when they hear or read the testimonies of the Savior's special witnesses. Ask them how their testimonies of Christ affect their daily actions. Allow time for class members to express their love and testimony of Jesus Christ.

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand why Jesus Christ is important in their lives? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Complete Faith value experience 5 in *Personal Progress*.
- Strive to live more like the Savior and share their experiences in a future class.
- Read the paragraph under the heading "What He Has Done for Us" in Elder Dallin H. Oaks's talk "Teachings of Jesus." What would the young women say in response to the woman's question "What's He done for me?" Write on the board the next nine headings from the talk (from "Life of the World" to "The Atonement"). Invite the young women to choose one or more of these headings and prepare one or two sentences they would use to teach the woman what Jesus Christ has done for her. They can use Elder Oaks's talk, relevant scriptures (such as those suggested in this outline), and their own experiences and testimony. Invite them to share what they prepared.
- Show the video "Reclaimed." What do the young women learn from the video about what Jesus Christ can do for them? How could they use the message of this video to help people who are having difficulty forgiving themselves or feel they are beyond the reach of the Savior's help? What scriptures would they share? (see, for example, Isaiah 1:18; Alma 36:3, 27; Ether 12:27; D&C 58:42–43).

## Teaching in the Savior's way

The Savior invited His followers to testify, and as they did, the Spirit touched their hearts. As you invite the young women to share their testimonies of Christ and His role in their lives, the Spirit can bear witness to them of the truthfulness of what they say. The young women's testimonies can also be strengthened by hearing others (especially their peers) testify of the Savior.

- Think of someone who could benefit from knowing what the Savior has done for us and plan ways to share their testimonies with that person.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

### **Related Youth Activities**

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*



# Selected Resources

## THE LIVING CHRIST

THE TESTIMONY OF THE APOSTLES  
THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

As we commemorate the birth of Jesus Christ two millennia ago, we offer our testimony of the reality of His matchless life and the infinite virtue of His great atoning sacrifice. None other has had so profound an influence upon all who have lived and will yet live upon the earth.

He was the Great Jehovah of the Old Testament, the Messiah of the New. Under the direction of His Father, He was the creator of the earth. "All things were made by him; and without him was not any thing made that was made" (John 1:3). Though sinless, He was baptized to fulfill all righteousness. He "went about doing good" (Acts 10:38), yet was despised for it. His gospel was a message of peace and goodwill. He entreated all to follow His example. He walked the roads of Palestine, healing the sick, causing the blind to see, and raising the dead. He taught the truths of eternity, the reality of our premortal existence, the purpose of our life on earth, and the potential for the sons and daughters of God in the life to come.

He instituted the sacrament as a reminder of His great atoning sacrifice. He was arrested and condemned on spurious charges, convicted to satisfy a mob, and sentenced to die on Calvary's cross. He gave His life to atone for the sins of all mankind. His was a great vicarious gift in behalf of all who would ever live upon the earth.

We solemnly testify that His life, which is central to all human history, neither began in Bethlehem nor concluded on Calvary. He was the Firstborn of the Father, the Only Begotten Son in the flesh, the Redeemer of the world.

He rose from the grave to "become the firstfruits of them that slept" (1 Corinthians 15:20). As Risen Lord, He visited among those He had loved in life. He also ministered among His "other sheep" (John 10:16) in ancient America. In the modern world, He and His Father appeared to the boy Joseph Smith, ushering in the long-promised "dispensation of the fulness of times" (Ephesians 1:10).

Of the Living Christ, the Prophet Joseph wrote: "His eyes were as a flame of fire; the hair of his head was white like the pure snow; his countenance shone above the brightness of the sun; and his voice was as the sound of the rushing of great waters, even the voice of Jehovah, saying:

"I am the first and the last; I am he who liveth, I am he who was slain; I am your advocate with the Father" (D&C 110:3-4).

Of Him the Prophet also declared: "And now, after the many testimonies which have been given of him, this is the testimony, last of all, which we give of him: That he lives!

"For we saw him, even on the right hand of God; and we heard the voice bearing record that he is the Only Begotten of the Father—

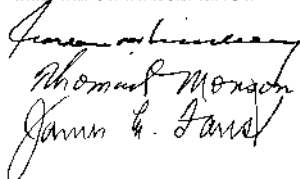
"That by him, and through him, and of him, the worlds are and were created, and the inhabitants thereof are begotten sons and daughters unto God" (D&C 76:22-24).

We declare in words of solemnity that His priesthood and His Church have been restored upon the earth—"built upon the foundation of . . . apostles and prophets, Jesus Christ himself being the chief corner stone" (Ephesians 2:20).

We testify that He will someday return to earth. "And the glory of the Lord shall be revealed, and all flesh shall see it together" (Isaiah 40:5). He will rule as King of Kings and reign as Lord of Lords, and every knee shall bend and every tongue shall speak in worship before Him. Each of us will stand to be judged of Him according to our works and the desires of our hearts.

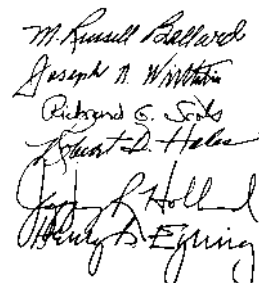
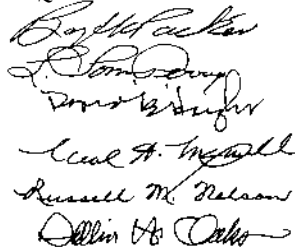
We bear testimony, as His duly ordained Apostles—that Jesus is the Living Christ, the immortal Son of God. He is the great King Immanuel, who stands today on the right hand of His Father. He is the light, the life, and the hope of the world. His way is the path that leads to happiness in this life and eternal life in the world to come. God be thanked for the matchless gift of His divine Son.

### THE FIRST PRESIDENCY



January 1, 2000

### THE QUORUM OF THE TWELVE







## What are the roles of the Holy Ghost?

The Holy Ghost, a member of the Godhead, bears witness of Heavenly Father and Jesus Christ. He is the source of personal testimony and revelation. He can guide us in our decisions and protect us from physical and spiritual danger. He is known as the Comforter, and He can calm our fears and fill us with hope. Through His power, we are sanctified as we repent, receive saving ordinances, and keep our covenants. It is through the influence of the Holy Ghost that we receive knowledge of Heavenly Father and Jesus Christ and feel Their power, goodness, and love.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women understand the roles of the Holy Ghost?*

1 Kings 19:11–12; Helaman 5:30; D&C 85:6 (The Holy Ghost speaks in a still, small voice)

John 14:26 (The Comforter can teach us and bring all things to our remembrance)

Romans 8:16 (The Spirit bears witness that we are children of God)

Galatians 5:22–23 (Paul describes the fruit of the Spirit)

2 Nephi 32:5 (The Holy Ghost will show us what we should do)

3 Nephi 27:20 (The reception of the Holy Ghost sanctifies us)

Moroni 8:26 (The Holy Ghost fills us with hope and love)

Moroni 10:5 (The Holy Ghost teaches us the truth)

D&C 42:17; Moses 1:24 (The Holy Ghost bears record of the Father and the Son)

Robert D. Hales, “The Holy Ghost,” *Ensign* or *Liahona*, May 2016, 105–7

Larry H. Lawrence, “What Lack I Yet?” *Ensign* or *Liahona*, Nov. 2015, 33–35

Henry B. Eyring, “The Holy Ghost as Your Companion,” *Ensign* or *Liahona*, Nov. 2015, 104–7

“Roles of the Holy Ghost,” *True to the Faith* (2004), 82

Video: “Voice of the Spirit”

What experiences have taught you about the roles of the Holy Ghost?

How can the Holy Ghost help the young women in all aspects of their lives? How can you help them recognize His influence?

See the appendix for other teaching and learning ideas.

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to write about a time when they have felt the influence of the Holy Ghost in their lives. What did they do to receive His influence? What difference did His influence make? If appropriate, have several of them share their experiences.
  - Invite the young women to sing "Let the Holy Spirit Guide" (*Hymns*, no. 143) and to share what the words teach them about the roles of the Holy Ghost.
- 

## Learn together

*Each of the activities below will help the young women understand the roles of the Holy Ghost. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Divide the young women into groups, and invite each group to study a section of President Henry B. Eyring's talk "The Holy Ghost as Your Companion" or Elder Robert D. Hales's talk "The Holy Ghost." Invite each group to share with the class what they learn about the Holy Ghost. Invite young women to share experiences when the Holy Ghost helped them or when they were grateful for His companionship.
  - Invite the young women to look in the hymnbook in the "Topics" index under "Holy Ghost" to find a hymn that teaches about how the Holy Ghost can help us. Ask them to share lines from the hymns they chose.
- Consider singing one of the hymns as a class.
- Divide the young women into small groups. Ask each group to read a few scriptures about the Holy Ghost (such as those suggested in this outline). Invite one young woman from each group to share with the rest of the class what her group's scriptures teach about the roles of the Holy Ghost. Invite the young women to share personal experiences they have had in which the Holy Ghost has helped them in any of these ways.
  - Show the video "Voice of the Spirit," and ask the young women to listen for answers to the following

### Teaching tip

"As you prayerfully prepare to teach, . . . you may be led to emphasize certain principles. You may gain an understanding of how best to present certain ideas. You may discover examples, object lessons, and inspiring stories in the simple activities of life. You may feel impressed to invite a particular person to assist with the lesson. You may be reminded of a personal experience that you can share" (*Teaching, No Greater Call* [1999], 48).

## Teaching in the Savior's way

The Savior loved those He taught. He prayed for them and continually served them. How can you increase your love for the young women you teach?

questions: Why do we need the Holy Ghost? How can the Holy Ghost help us? Share appropriate experiences you have had listening to the Holy Ghost, and invite the young women to share any experiences they have had. Young women could also search Elder Larry H. Lawrence's talk "What Lack I Yet?" for examples of how the Holy Ghost can help us. As a class, make a list of things they can do to better hear the promptings of the Holy Ghost.

- Invite the young women to read "Roles of the Holy Ghost" in *True to the Faith* (page 82). Ask each young woman to select one of the Holy Ghost's roles and look for scriptures or scriptural stories that teach about that role. Invite the young women to share with each other what they find. Encourage them to share experiences

in which the Holy Ghost helped them in these ways. What are some future situations in which they will need the help of the Holy Ghost?

- Find some stories from recent general conference talks that illustrate the various roles of the Holy Ghost. (Some examples from the May 2015 *Ensign* or *Liahona* include the stories President Henry B. Eyring told about comforting a grieving family in "The Comforter," pages 19–20, and the man with cancer in "Priesthood and Personal Prayer," page 87). Invite each young woman to read one of the stories, retell it to the class in her own words, and identify what role the Holy Ghost was playing in that story. Encourage the young women to share their own experiences in which the Holy Ghost has helped them in any of these ways.

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand the roles of the Holy Ghost? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Determine one way they can better prepare themselves to hear the still, small voice of the Holy Ghost.
- Write down and act on impressions they receive from the Holy Ghost during the week.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*“Roles of the Holy Ghost,” True to the Faith (2004), 82*

The Holy Ghost works in perfect unity with Heavenly Father and Jesus Christ, fulfilling several roles to help you live righteously and receive the blessings of the gospel.

He “witnesses of the Father and the Son” (2 Nephi 31:18) and reveals and teaches “the truth of all things” (Moroni 10:5). You can receive a sure testimony of Heavenly Father and Jesus Christ only by the power of the Holy Ghost. His communication to your spirit carries far more certainty than any communication you can receive through your natural senses.

As you strive to stay on the path that leads to eternal life, the Holy Ghost “will show unto you all things what [you] should do” (see 2 Nephi 32:1–5). He can guide you in your decisions and protect you from physical and spiritual danger.

Through Him, you can receive gifts of the Spirit for your benefit and for the benefit of those you love and serve (see D&C 46:9–11).

He is the Comforter (John 14:26). As the soothing voice of a loving parent can quiet a crying child, the whisperings of the Spirit can calm your fears, hush the nagging worries of your life, and comfort you when you grieve. The Holy Ghost can fill you “with hope and perfect love” and “teach you the peaceable things of the kingdom” (Moroni 8:26; D&C 36:2).

Through His power, you are sanctified as you repent, receive the ordinances of baptism and confirmation, and remain true to your covenants (see Mosiah 5:1–6; 3 Nephi 27:20; Moses 6:64–68).

He is the Holy Spirit of Promise (see Ephesians 1:13; D&C 132:7, 18–19, 26). In this capacity, He confirms that the priesthood ordinances you have received and the covenants you have made are acceptable to God. This approval depends on your continued faithfulness.



## Who am I, and who can I become?

We are beloved spirit daughters of heavenly parents, and, as such, we have a divine nature and destiny. By divine design, we have unique gifts and talents that will help us fulfill our destiny as daughters of God. Knowing who we are gives our lives purpose and helps us make the right decisions.

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### Prepare yourself spiritually

*What scriptures and talks will help the young women understand who they are and who they can become?*

Genesis 1:26–27 (We are created in the image of God)

Psalms 82:6; Moses 1:39; Abraham 3:22–26 (Our divine potential is to inherit eternal life)

Luke 15:4–6, 11–32; John 3:16; D&C 18:10–15 (The worth of a soul is great)

Dale G. Renlund, “Latter-day Saints Keep on Trying,” *Ensign or Liahona*, May 2015, 56–58

Rosemary M. Wixom, “Discovering the Divinity Within,” *Ensign or Liahona*, Nov. 2015, 6–8

Dieter F. Uchtdorf, “Living the Gospel Joyful,” *Ensign or Liahona*, Nov. 2014, 120–23

D. Todd Christofferson, “The Moral Force of Women,” *Ensign or Liahona*, Nov. 2013, 29–32

“Message to the Youth from the First Presidency,” *For the Strength of Youth* (2011), ii–iii

Videos: “Significant in Every Way,” “Our True Identity,” “Elder and Sister Bednar—Self-Esteem”

Music for youth theme: “Lift Your Eyes”

What does it mean to you to be a daughter of God? How does knowing you are a daughter of God bless you and influence the decisions you make?

How can you help the young women understand the importance of knowing they are daughters of God? How does knowing this affect the choices they make, the way they feel about themselves, and their vision for their future?

See the appendix for other teaching and learning ideas.

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write the names of the young women on separate slips of paper. Ask each young woman to randomly select one of the papers and identify a Godlike quality that the young woman on her paper possesses. Point out other divine qualities that you have seen in the young women.
  - Write on the board, "Who am I, and who can I become?" Invite the young women to look for answers to these questions in the Young Women theme. How does reciting this theme make them feel about their relationship with Heavenly Father?
- 

## Learn together

*Each of the activities below will help the young women understand who they are and who they can become. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Think of a simple activity that will help the young women understand that becoming like God requires patience and persistence. This activity should require multiple attempts to accomplish successfully. For example, the young women could repeatedly try to throw an object into a wastebasket without looking. What does this activity teach them about persistent effort? How can they relate this process to becoming like Heavenly Father? Invite each young woman to look for and share statements from Elder Dale G. Renlund's talk "Latter-day Saints Keep on Trying" that expresses what she learned from the activity.
- Ask the young women to imagine that they have a friend who is struggling with her self-esteem. Invite them to search Sister Rosemary M. Wixom's talk "Discovering the Divinity Within" for ideas on how to help that friend understand her worth. What does Sister Wixom teach about our divine nature? What do the young women feel they need to change so that they can be true to their divine nature? As part of this activity, you could show the video "Elder and Sister Bednar—Self-Esteem."
- Show the young women a seed, and ask them what plant they think

## Teaching tip

"The amount of material you cover is less important than its influence in the lives of those you teach. Because too many concepts at one time can confuse or tire learners, it is usually best to focus on one or two main principles" (*Teaching, No Greater Call* [1999], 99).



## Teaching in the Savior's way

The Savior helped others learn, grow spiritually, and become converted to His gospel. He knew who they were and who they could become. As you teach the young women, help them understand that they are daughters of God and they can become like Him and live with Him again.

will grow from it. Show them the plant (or a picture of the plant) that the seed produces. Ask the young women how we, as children of God, are like the seed. Invite them to search the following scripture passages and share things they find that teach them about who they are and who they can become: 1 John 3:1–3; D&C 84:37–38; 88:107; 132:20. Invite the young women to share how this knowledge affects their choices and the way they treat other children of God. As part of this discussion, consider sharing the following statement from President Gordon B. Hinckley: “The whole design of the gospel is to lead us onward and upward to greater achievement, even, eventually, to godhood” (“Don’t Drop the Ball,” *Ensign* or *Liahona*, Nov. 1994, 48).

- Before class, write the following three words on the board: *origin*, *purpose*, *destiny* (from President Uchtdorf’s talk “Living the Gospel Joyful”). Sing together “I Am a Child of God” (*Hymns*, no. 301), and ask the young women what they learn about their origin, purpose, and destiny from this song. Invite them to write their thoughts on the board next to the words you have written. Invite the young women to read the sections “Daughters of God” and “Living the Gospel Joyful” from President Uchtdorf’s talk and to write other

truths they learn about their origin, purpose, and destiny. How can these truths affect the choices they make?

- Ask the young women to list some of the messages the world gives women about who we are and what qualities make us important. Show the video “Significant in Every Way” or “Our True Identity,” and ask the young women to contrast the messages in these videos with the world’s messages. Invite them to find scriptures, including scripture stories, that teach them about their worth as daughters of God (such as the scriptures suggested in this outline). What can the young women do to support each other as they strive to live up to their true identity as daughters of God? As a class, read the first two paragraphs of Elder D. Todd Christofferson’s talk “The Moral Force of Women” and identify some of the gifts God has given to his daughters. With the permission of the bishop, ask a few women in the ward to review the talk and share with the young women what they have done to overcome negative influences on womanhood and to cultivate their divine gifts. Ask the young women to share their own experiences with understanding their roles as women and what they will do to become a moral force for good.

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand who they are and who they can become? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Complete Divine Nature value experience 1, 2, or 6 from *Personal Progress*.
- Memorize Psalm 82:6 and repeat it often to remember their divine potential.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

### Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*



# Selected Resources

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*Excerpt from Dieter F. Uchtdorf, “Living the Gospel Joyful,” Ensign or Liahona, Nov. 2014, 120–23*

## Daughters of God

... When we sing the song “I Am a Child of God,” the lyrics penetrate our hearts. Pondering this truth—that we are children of heavenly parents—fills us with a sense of origin, purpose, and destiny.

It is good to remember that you are always a child of God. This knowledge will carry you through the most difficult times in your life and will inspire you to accomplish remarkable things. However, it is also important to remember that being a daughter of eternal parents is not a distinction you earned or you will ever lose. You will always and forever remain a daughter of God. Your Heavenly Father has high aspirations for you, but your divine origin *alone* does not guarantee you a divine inheritance. God sent you here to prepare for a future greater than anything you can imagine.

The promised blessings of God to the faithful are glorious and inspiring. Among them are “thrones, kingdoms, principalities, and powers, dominions, all heights and depths” [D&C 132:19]. And it takes more than a spiritual birth certificate or a “Child of God Membership Card” to qualify for these incomprehensible blessings.

But how do we attain them?

The Savior has answered this question in our time:

“Except ye abide my law ye cannot attain to this glory.

“For strait is the gate, and narrow the way that leadeth unto the exaltation. . . .

“... Receive ye, therefore, my law.” [Doctrine and Covenants 132:21–22, 24].

For this reason, we speak of walking the path of discipleship.

We speak of obedience to God’s commandments.

We speak of living the gospel joyfully, with all our heart, might, mind, and soul. . . .

## Living the Gospel Joyful

My dear sisters in the gospel, whether you are 8 or 108, there is one thing that I hope you truly understand and know:

You are loved.

You are dear to your heavenly parents.

The infinite and eternal Creator of light and life knows you! He is mindful of you.

Yes, God loves you this very day and always.

He is not waiting to love you until you have overcome your weaknesses and bad habits. He loves you today with a full understanding of your struggles. He is aware that you reach up to Him in heartfelt and hopeful prayer. He knows of the times you have held onto the fading light and believed—even in the midst of growing darkness. He knows of your sufferings. He knows of your remorse for the times you have fallen short or failed. And still He loves you.

And God knows of your successes; though they may seem small to you, He acknowledges and cherishes each one of them. He loves you for extending yourself to others. He loves you for reaching out and helping others bear their heavy burdens—even when you are struggling with your own.

He knows everything about you. He sees you clearly—He knows you as you really are. And He loves you—today and always!

# Selected Resources

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Do you suppose it matters to our Heavenly Father whether your makeup, clothes, hair, and nails are perfect? Do you think your value to Him changes based on how many followers you have on Instagram or Pinterest? Do you think He wants you to worry or get depressed if some un-friend or un-follow you on Facebook or Twitter? Do you think outward attractiveness, your dress size, or popularity make the slightest difference in your worth to the One who created the universe?

He loves you not only for who you are this very day but also for the person of glory and light you have the potential and the desire to become.

More than you could ever imagine, He wants you to achieve your destiny—to return to your heavenly home in honor.

*Excerpt from D. Todd Christofferson, “The Moral Force of Women,” Ensign or Liahona, Nov. 2013*

From age immemorial, societies have relied on the moral force of women. While certainly not the only positive influence at work in society, the moral foundation provided by women has proved uniquely beneficial to the common good. Perhaps, because it is pervasive, this contribution of women is often underappreciated. I wish to express gratitude for the influence of good women, identify some of the philosophies and trends that threaten women’s strength and standing, and voice a plea to women to cultivate the innate moral power within them.

Women bring with them into the world a certain virtue, a divine gift that makes them adept at instilling such qualities as faith, courage, empathy, and refinement in relationships and in cultures. When praising the “unfeigned faith” he found in Timothy, Paul noted that this faith “dwelt first in thy grandmother Lois, and thy mother Eunice” [2 Timothy 1:5].



## UNIT OVERVIEW

# February: The Plan of Salvation

*“This is my work and my glory—to bring to pass the immortality and eternal life of man”  
(Moses 1:39).*

Many of the difficult choices a young woman has to make become easier when she understands the plan of salvation. Knowing that she lived with her Heavenly Father before she was born and that He sent her here with a divine purpose can help her view her trials and challenges with an eternal perspective. Knowing that being a woman is part of her eternal identity can help her develop her divine gifts and prepare for her future. Knowing that agency is a gift and that she will be accountable for her choices can inspire her to make decisions based on eternal principles.

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### Outlines to choose from this month

*What is the plan of salvation?*

*What happened in my premortal life?*

*What is the purpose of life?*

*Why do the choices I make matter?*

*Why do we have adversity?*

*How can I find comfort when someone I care about dies?*

*Why should I treat my body like a temple?*

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## Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.

## Personal Progress

The following activities from *Personal Progress* relate to the lessons in this unit:

Individual Worth value experience 1

Choice and Accountability value experiences and value projects

Virtue value experiences 1 and 2

## Note to the teacher

You may consider inviting the young women to make a diagram or chart of the plan of salvation at the beginning of this unit. They could refer back to it throughout the unit and add scriptures or insights they gain as they study the plan of salvation.



## What is the plan of salvation?

Heavenly Father prepared a plan to enable us to become like Him. The plan includes the Creation, the Fall, the Atonement of Jesus Christ, and all the laws, ordinances, and doctrines of the gospel. This plan makes it possible for us to be perfected through the Atonement, receive a fulness of joy, and live forever in the presence of God.

How has knowing about Heavenly Father's plan influenced your choices and your perspective on life? What aspects of the plan of salvation do you want to learn more about?

How can understanding the plan of salvation help the young women make important decisions?

### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What will help the young women understand the plan of salvation?*

1 Corinthians 15:20–22 (All men will die)

Hebrews 12:9 (God is the Father of our spirits)

Revelation 20:12–13; 2 Nephi 9:10–11; Alma 5:15–21 (All men will be resurrected and stand before God to be judged)

2 Nephi 2:22–25 (The Fall of Adam brought about mortality)

Alma 34:32–33 (This life is the time to repent)

Alma 40:11–14 (The state of men after they die)

Alma 42:5–15 (Alma teaches his son Corianton about the plan of salvation)

D&C 76:30–113 (Description of the kingdoms of glory)

Thomas S. Monson, "The Race of Life," *Ensign* or *Liahona*, May 2012, 90–93

Dean M. Davies, "A Sure Foundation," *Ensign* or *Liahona*, May 2013, 9–11

"Plan of Salvation," *True to the Faith* (2004), 115–17

Video: "Men's Hearts Shall Fail Them"

Video: "The Plan of Salvation"; see also *Doctrine and Covenants Visual Resources* DVD

### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose one of these ideas or think of your own to introduce this week's lesson:*

- Write on the board "What is the plan of salvation?" Ask the young women to suggest some ways they could answer this question. Encourage them to continue thinking about their answers as they learn about the plan of salvation in today's lesson.
- Show or describe to the young women a blueprint or architectural plan. Why is it important to have a blueprint before beginning a building project? Invite a young woman to read two paragraphs from Bishop Dean M. Davies's talk "A Sure Foundation" beginning with the phrase "Like the designers and builders of our time." How is the plan of salvation like a blueprint for our lives?

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## Learn together

*Each of the activities below will help the young women learn about the plan of salvation. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- A few days in advance, ask several young women to come prepared to teach the class about an aspect of the plan of salvation (such as premortal life, mortal life, spirit world, and so on) using *Preach My Gospel* or *True to the Faith*. Draw a representation of the plan of salvation on the board (for an example, see *Preach My Gospel*, 54), and invite each young woman to teach her assigned topic. Ask the young women what difference it makes in their lives to know about the plan of salvation.
- Assign each young woman one or more of the scripture passages in this outline. Ask her to read her passage to determine what part of the plan of salvation the passage refers to. Invite her to share what she learns from her passage. How does knowing about the plan affect the way we see ourselves, others, and the world around us?
- As a class, read Alma 12:30 and Alma 42:13–15. Invite the young women to look for the phrases that are used to describe the plan of salvation. What do these phrases teach about the plan? Show the video "Men's Hearts Shall Fail Them," and ask the young women to look for how a knowledge of the plan of salvation blessed Elder Russell M. Nelson. Invite the young women to share ways this knowledge has blessed them.
- Invite the young women to read Alma 42:5–15, looking for phrases Alma uses to describe God's plan for His children. When they find a phrase, ask them to write it on the board. What do these phrases teach us about Heavenly Father's plan?

### Teaching tip

"Your own spiritual preparation contributes much to the learning atmosphere. When you are prepared spiritually, you bring a spirit of peace, love, and reverence. Those you teach feel more secure in pondering and discussing things of eternal worth" (*Teaching, No Greater Call* [1999], 79).

- Ensure that everyone in the class has a copy of *True to the Faith*, and assign each young woman a number between 1 and 3. Ask those with number 1 to learn all that they can from *True to the Faith* about the pre-mortal life (pages 115–16); ask those with number 2 to learn about mortal life (page 116); and ask those with number 3 to learn about life after death (pages 116–17). Allow them to work in groups, according to their assigned numbers, to prepare a short summary of what they learned and present it to the rest of the class. Invite the young women to imagine what

their lives might be like if they did not have this knowledge about the plan of salvation.

- Ask the young women to use President Thomas S. Monson’s talk “The Race of Life” and the scriptures suggested in this outline to prepare an answer to one of these questions: Where did we come from? Why are we here? Where do we go after we leave this life? Invite them to share their answers as if they were speaking to a friend of another faith. Why is it important to know the answers to these questions?

*Ask the young women to share what they learned today. Do they understand the plan of salvation better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Share their gratitude for the plan of salvation.
- Teach something they learned about the plan of salvation to a friend or family member. As they teach, they could use a chart or diagram they have created of the plan of salvation.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Teaching in the Savior’s way

The Savior asked questions that caused those He taught to think deeply. He was sincerely interested in their answers. How can you use questions to help the young women think deeply about gospel truths?



# Selected Resources

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*Excerpt from “Plan of Salvation,” True to the Faith (2004), 115–17*

## **Premortal Life**

Before you were born on the earth, you lived in the presence of your Heavenly Father as one of His spirit children. In this premortal existence, you attended a council with Heavenly Father’s other spirit children. At that council, Heavenly Father presented His great plan of happiness (see Abraham 3:22–26).

In harmony with the plan of happiness, the premortal Jesus Christ, the Firstborn Son of the Father in the spirit, covenanted to be the Savior (see Moses 4:2; Abraham 3:27). Those who followed Heavenly Father and Jesus Christ were permitted to come to the earth to experience mortality and progress toward eternal life. Lucifer, another spirit son of God, rebelled against the plan and “sought to destroy the agency of man” (Moses 4:3). He became Satan, and he and his followers were cast out of heaven and denied the privileges of receiving a physical body and experiencing mortality (see Moses 4:4; Abraham 3:27–28).

Throughout your premortal life, you developed your identity and increased your spiritual capabilities. Blessed with the gift of agency, you made

important decisions, such as the decision to follow Heavenly Father’s plan. These decisions affected your life then and now. You grew in intelligence and learned to love the truth, and you prepared to come to the earth, where you could continue to progress.

## **Mortal Life**

You are now experiencing mortal life. Your spirit is united with your body, giving you opportunities to grow and develop in ways that were not possible in your premortal life. This part of your existence is a time of learning in which you can prove yourself, choose to come unto Christ, and prepare to be worthy of eternal life. It is also a time when you can help others find the truth and gain a testimony of the plan of salvation.

## **Life after Death**

When you die, your spirit will enter the spirit world and await the resurrection. At the time of the resurrection, your spirit and body will reunite, and you will be judged and received into a kingdom of glory. The glory you inherit will depend on the depth of your conversion and your obedience to the Lord’s commandments. It will depend on the manner in which you have “received the testimony of Jesus” (D&C 76:51; see also verses 74, 79, 101).



## What happened in my premortal life?

Before we were born, we lived with Heavenly Father as His spirit children. In the Council in Heaven, the Father presented to us His plan of salvation, and Jesus Christ was chosen to be our Savior. Satan sought to amend the plan, taking away our agency, and he and his followers were cast out. We accepted our Father's plan and chose to follow Jesus Christ.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you feel will be most relevant to the young women you teach?*

Revelation 12:7–9, 11 (In the premortal life, we overcame Satan by our testimonies of Jesus Christ)

D&C 138:55–56; Abraham 3:22–26 (Noble spirits in the premortal life were chosen and prepared to do God's work in this life)

Moses 4:1–4 (Satan seeks to destroy the agency of man and is cast out)

"The Family: A Proclamation to the World," *Ensign* or *Liahona*, Nov. 2010, 129

Dieter F. Uchtdorf, "The Influence of Righteous Women," *Ensign* or *Liahona*, Sept. 2009, 5–9

"Plan of Salvation," *True to the Faith* (2004), 115–17

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

Think about the righteous choices you have made in your life. How have your righteous choices affected you? How will they affect your eternal destiny? How could your knowledge of the premortal life influence your choices?

Think about the young women in your class. What choices are they making? How could their understanding of the premortal life influence them to make righteous choices in this life?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write on the board, "What happened in our premortal life?" Invite the young women to list as many answers as they can and add to their list as they learn more about the premortal life during this lesson.
- Ask the young women to think about and share any righteous choices they have made in the past and how those decisions bless their lives now. Then ask them to name a choice they made before they were born. How has this choice affected their lives?

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## Learn together

*Each of the activities below will help the young women learn about the premortal life. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to study the scriptures in this outline as a class, in small groups, or individually. Ask them to share what they learn about the premortal life and why this knowledge is important to them. Share your own thoughts and insights as well.
- Ask the young women to read the first three paragraphs of "The Family: A Proclamation to the World" and identify what they learn about their eternal identity. Invite them to read the section titled "A Unique Feminine Identity" from President Dieter F. Uchtdorf's talk "The Influence of Righteous Women," and ask them to share any impressions they receive about their own identity as daughters of God.
- Invite the young women to read the section titled "Premortal Life" in *True to the Faith* (pages 115–16) and write questions that could be answered by the information in this section. Have them trade questions with each other and look for answers. Invite them to share any insights they find.
- Invite the young women to work on Individual Worth value experience 1 in *Personal Progress* individually or in groups. Give each young woman time in class to create a poster that contains several important truths she has learned about what it means to be a daughter of God. Allow them to share their posters with the class.

*Ask the young women to share what they learned today. Do they understand the premortal life better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time studying this doctrine?*

### Teaching tip

"Be careful not to ask questions that promote argument or highlight sensational issues. Do not ask questions that create doubt or that lead to discussions that fail to edify. Make sure that your questions move learners toward a unity of faith and love" (*Teaching, No Greater Call* [1999], 69).

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Teach what they learned to their younger brothers and sisters or to a friend who doesn't know about the pre-earth life.
- Ponder the following question: How can a knowledge of the pre-mortal life affect the choices I make in this life? Suggest that the young women write their answers in their journals.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior said, "My doctrine is not mine, but his that sent me" (John 7:16). He taught the doctrine that He learned from His Father. How can you ensure that you are teaching true doctrine?

# Selected Resources

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Excerpt from Dieter F. Uchtdorf, “The Influence of Righteous Women,” *Ensign*, Sept. 2009, 5–9

## A Unique Feminine Identity

The lives of women in the Church are a powerful witness that spiritual gifts, promises, and blessings of the Lord are given to all those who qualify, “that all may be benefited” [D&C 46:9; see verses 9–26]. The doctrines of the restored gospel create a wonderful and “unique feminine identity that encourages women to develop their abilities” as true and literal daughters of God [“Women, Roles of: Historical and Sociological Development,” in Daniel H. Ludlow, ed., *Encyclopedia of Mormonism*, 5 vols. (1992), 4:1574]. Through serving in the Relief Society, Young Women, and Primary organizations—not to mention their private acts of love and service—women have always played and will always play an important part in helping “bring forth and establish the cause of Zion” [D&C 6:6]. They care for the poor and the sick; serve proselytizing, welfare, humanitarian, and other missions; teach children, youth, and adults; and contribute to the temporal and spiritual welfare of the Saints in many other ways.

Because their potential for good is so great and their gifts so diverse, women may find themselves in roles that vary with their circumstances in life. Some women, in fact, must fill many roles simultaneously. For this reason, Latter-day Saint women

are encouraged to acquire an education and training that will qualify them both for homemaking and raising a righteous family and for earning a living outside the home if the occasion requires.

We are living in a great season for all women in the Church. Sisters, you are an essential part of our Heavenly Father’s plan for eternal happiness; you are endowed with a divine birthright. You are the real builders of nations wherever you live, because strong homes of love and peace will bring security to any nation. I hope you understand that, and I hope the men of the Church understand it too.

What you sisters do today will determine how the principles of the restored gospel can influence the nations of the world tomorrow. It will determine how these heavenly rays of the gospel will light every land in the future.

Though we often speak of the influence of women on future generations, please do not underestimate the influence you can have today. President David O. McKay (1873–1970) said that the principal reason the Church was organized is “to make life sweet today, to give contentment to the heart today, to bring salvation today. . . .

“Some of us look forward to a time in the future—salvation and exaltation in the world to come—but today is part of eternity” [David O. McKay, *Pathways to Happiness*, comp. Llewelyn R. McKay (1957), 291–92].



# What is the purpose of life?

During this life we obtain physical bodies and are tested to see if we will obey God's commandments. We came to earth to prepare to have an eternal family, bless God's children, and build His kingdom. Our experiences during mortality are meant to help us become more like our Heavenly Father.

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## Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What does the Spirit inspire you to share with the young women?*

2 Nephi 2:25 (We were created to have joy)

Alma 12:24; 34:32; 42:4; Abraham 3:25–26 (This life is a time to be tested and prepare to meet God)

3 Nephi 12:3–12 (The Savior names several godlike attributes)

3 Nephi 12:48 (Heavenly Father wants us to become perfect as He is)

D&C 138:53–56 (We are here to help build God's kingdom)

"The Family: A Proclamation to the World," *Ensign* or *Liahona*, Nov. 2010, 129

Thomas S. Monson, "The Race of Life," *Ensign* or *Liahona*, May 2012, 90–93

Dieter F. Uchtdorf, "Your Happily Ever After," *Ensign* or *Liahona*, May 2010, 124–27

Gary E. Stevenson, "Your Four Minutes," *Ensign* or *Liahona*, May 2014, 84–86

"Plan of Salvation," *True to the Faith* (2004), 115–16

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

How have you found joy in this life? What experiences have helped you grow spiritually?

What are the young women doing to become more like Heavenly Father?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write on the board, "What is the purpose of life?" Ask the young women to suggest a few ways people might answer this question if they did not have the fulness of the gospel. How do these answers differ from the answers found in the gospel of Jesus Christ?
- Display a long string that has a knot tied in the middle of it, and discuss how the knot could represent this life, while everything on one side of the knot represents premortal life and everything on the other side of the knot represents postmortal life. How did our choices before this life affect mortality? How do our choices during this life affect our future in this life and in eternity?
- Display a long string that has a knot tied in the middle of it, and

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## Learn together

*Each of the activities below will help the young women learn about the purpose of life. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to read the Beatitudes in 3 Nephi 12:3–12 and look for attributes that Heavenly Father wants us to develop during our mortal lives. Ask them to think of people in the scriptures or in their own lives who exemplify these principles. How do the Savior's teachings in this chapter help us understand our purposes as women?
- Divide the talk "The Race of Life" or "Your Happily Ever After" into sections, and invite the young women to search a section and share what they find that helps them understand the purpose of life. Ask them to ponder what they are doing—and what they should be doing—to better fulfill their purpose. Invite a few of them to share their thoughts.
- Invite the young women to find a scripture or scriptures that they would use to help someone who doesn't know the purpose of life (for example, they could use the scriptures suggested in this outline). Ask them to share what they find with someone else in the class. Encourage them to think of ways they could share their scripture with a friend or family member who may not fully understand the purpose of life.
- Ask half of the class to read about Noelle Pikus-Pace in Bishop Gary E. Stevenson's talk "Your Four Minutes," and ask the other half to read about Torah Bright in the same talk. Invite them to share with each other what they learn about the purpose of life from these stories. Give

### Teaching tip

"Use eye contact as a way to draw learners into lessons. When you teach eye to eye, your attention is focused on those you are teaching, not on lesson materials. Making eye contact as you listen to their comments and questions helps them know that you are interested in what they have to say" (*Teaching, No Greater Call* [1999], 71).



the young women a few minutes to review the rest of Bishop Stevenson's talk and ponder how they are doing in their "four minutes"—what essential ordinances or milestones are in their future, and what are they doing to prepare? Invite some of the young women to share their thoughts.

*Ask the young women to share what they learned today. Do they understand the purpose of life better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Share something they learned in class that inspired them to continue making good choices or to make changes in their lives.
- Give each young woman a copy of "The Family: A Proclamation to the World," and ask her to read it and mark words and phrases that teach her about her purpose as a daughter of God. Invite the young women to share what they find and explain why it is meaningful to them.
- Think of something specific they will do this week to better fulfill their eternal purpose.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior loved those He taught. He knew who they were and who they could become. He found unique ways for them to grow—ways meant just for them. When they struggled, He did not give up on them but continued to love them and minister to them. What can you do to love and serve the young women as the Savior does?



# Selected Resources

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## THE FAMILY A PROCLAMATION TO THE WORLD

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

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

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

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

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

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

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

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

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

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

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

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



# Why do the choices I make matter?

Heavenly Father has given us moral agency, the ability to choose and act for ourselves. While we are free to make our own choices, we cannot choose the consequences of those choices. Good choices lead to lasting happiness and eternal life. If we ask Him, Heavenly Father will help us make wise choices.

## Prepare yourself spiritually

*Study the scriptures below, and complete one of the Choice and Accountability value experiences in Personal Progress. As you do, make note of things you learn about agency that you could share with the young women.*

Joshua 24:15 (We can choose to serve the Lord)

Russell M. Nelson, "Decisions for Eternity," *Ensign* or *Liahona*, Nov. 2013, 106–9

John 14:15 (Our good choices show our love for Heavenly Father and our desire to do His will)

D. Todd Christofferson, "Free Forever, to Act for Themselves," *Ensign* or *Liahona*, Nov. 2014, 16–19

2 Nephi 2:16, 27; Helaman 14:30–31 (We are free to choose and act for ourselves)

"Choice and Accountability," *Personal Progress*, 46–49

Moroni 7:14–15 (It is given to us to judge between good and evil)

"Agency," *True to the Faith* (2004), 12–13

Thomas S. Monson, "Choices," *Ensign* or *Liahona*, May 2016, 86

"Agency and Accountability" and "Music and Dancing," *For the Strength of Youth* (2011), 2–3, 22–23

Carole M. Stephens, "If Ye Love Me, Keep My Commandments," *Ensign* or *Liahona*, Nov. 2015, 118–20

Video: "No Regrets"; "Dangerous Tides"

## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What experiences from your life have taught you about agency? How have you learned to make good choices in your own life?

What choices are the young women faced with? What can you teach them to help them see the importance of making good choices?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to think of some things they might do when others challenge their standards. How does Satan try to confuse us about the consequences of our choices? Encourage them to look for truths during this lesson that help them combat Satan's lies.
- Ask the young women to list some choices they have made recently. How have their choices affected them? How have their choices affected others?

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## Learn together

*Each of the activities below will help the young women understand the doctrine of agency. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

"Do not be concerned if learners are silent for a few seconds after you have asked a question. Do not answer your own question; allow time for learners to think of responses. However, prolonged silence may indicate that they do not understand the question and that you need to rephrase it" (*Teaching, No Greater Call* [1999], 69).

- Invite the young women to search the four bolded sections of Sister Carole M. Stephens's talk "If Ye Love Me, Keep My Commandments," looking for insights on keeping the commandments and why it's important to make righteous choices. With permission from the bishop, invite some of the exemplary sisters in the ward to participate in a discussion about how choosing to keep the commandments has blessed their lives. Include single sisters as well as married sisters in this discussion.
- Invite the young women to do one of the Choice and Accountability value experiences in the *Personal Progress* book (individually or in groups). Before class is over, invite each young woman to share something she learned from her study about agency. Invite a young woman to share with the rest of the class what she has done on her own to complete one of the Choice and Accountability value experiences.
- Invite each young woman to silently read "Agency and Accountability" in *For the Strength of Youth* and share what impresses her. Class members could then choose another standard in the book and share some choices they've made in relation to that standard and the blessings that came from their choices. For example, they could read "Music and Dancing" in *For the Strength of Youth* and discuss the blessings they've received from following the counsel to avoid unwholesome music and dancing.
- Give each young woman portions of Elder D. Todd Christofferson's talk "Free Forever, to Act for Themselves" or President Thomas S. Monson's talk "Choices." Invite the young women to read on their own and then share their insights. They could do this in small groups or with

the entire class. What do they learn about the consequences of our beliefs and actions? Invite them to discuss how the counsel they have studied could help them make better choices.

- Use tape or string to create a “V” on the classroom floor. Invite a young woman to start where the tape or string meets and to walk down the “V” keeping one foot on each side. Eventually she will need to choose to walk on one side of the tape. Invite the young women to explain what they learn about choices from this experience. Invite the young women to read the first paragraph of Elder Russell M. Nelson’s talk “Decisions for Eternity” and identify phrases they would like to remember. Invite the young women to share how they have seen “decisions determine

destiny” or the results of other phrases from Elder Nelson’s talk.

- Invite each young woman to find an example of someone making a choice in the scriptures (for example, contrast the choices of Mary and Martha in Luke 10:38–42). What were the consequences of these choices? How did the choices affect others?
- Show one of the videos suggested in this outline. Invite the young women to look for the results of the choices the people in the video made. Ask them to share what they find. Invite them to share experiences in which they made a choice that had far-reaching consequences. Invite each young woman to read one of the scriptures in this outline and share how it can help her make the right choices in the future.

*Ask the young women to share what they learned today. Do they understand the doctrine of agency better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Write in their journals about the temptations they face and how they plan to respond to them through the guidance of the Holy Ghost.
- Continue to work on the Choice and Accountability value experiences in *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior taught others to love and serve by loving and serving them. He taught them to pray by praying with them and for them. To His disciples He said, “Come, follow me” (Luke 18:22). He taught the Nephites to be “even as I am” (3 Nephi 27:27). His example was His most powerful method of teaching. What can you do to teach by example?

# Selected Resources

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*Excerpt from D. Todd Christofferson, “Free Forever, to Act for Themselves,” Ensign or Liahona, Nov. 2014, 16–17*

God intends that His children should act according to the moral agency He has given them, “that every man may be accountable for his own sins in the day of judgment” [D&C 101:78]. It is His plan and His will that we have the principal decision-making role in our own life’s drama. God will not live our lives for us nor control us as if we were His puppets, as Lucifer once proposed to do. Nor will His prophets accept the role of “puppet master” in God’s place. Brigham Young stated: “I do not wish any Latter Day Saint in this world, nor in heaven, to be satisfied with anything I do, unless the Spirit of the Lord Jesus Christ,—the spirit of revelation, makes them satisfied. I wish them to know for themselves and understand for themselves” [Brigham Young, “Sermon,” *Deseret News*, Oct. 31, 1855, 267].

So God does not save us “just as we are,” first, because “just as we are” we are unclean, and “no unclean thing can dwell . . . in his presence; for, in the language of Adam, Man of Holiness is his name, and the name of his Only Begotten is the Son of Man [of Holiness]” [Moses 6:57]. And second, God will not act to make us something we do not choose by our actions to become. Truly He loves us, and because He loves us, He neither compels nor abandons us. Rather He helps and guides us. Indeed, the real manifestation of God’s love is His commandments.

We should (and we do) rejoice in the God-ordained plan that permits us to make choices to act for ourselves and experience the consequences, or as the scriptures express it, to “taste the bitter, that [we] may know to prize the good” [Moses 6:55]. We are forever grateful that the Savior’s Atonement overcame original sin so that we can be born into this world yet not be punished for Adam’s transgression. Having been thus redeemed from the Fall, we begin life innocent before God and “become free forever, knowing good from evil; to act for [ourselves] and not to be acted upon” [2 Nephi 2:26; see also D&C 93:38.] We can choose to become the kind of person that we will, and with God’s help, that can be even as He is.

*Excerpt from Russell M. Nelson, “Decisions for Eternity,” Ensign or Liahona, Nov. 2013*

My dear brothers and sisters, each day is a day of decision. President Thomas S. Monson has taught us that “decisions determine destiny” [Thomas S. Monson, “Decisions Determine Destiny” (Church Educational System fireside, Nov. 6, 2005), 3; speeches.byu.edu]. The wise use of your freedom to make your own decisions is crucial to your spiritual growth, now and for eternity. You are never too young to learn, never too old to change. Your yearnings to learn and change come from a divinely instilled striving for eternal progression. Each day brings opportunity for decisions for eternity.





## Why do we have adversity?

As part of Heavenly Father's plan, we must experience adversity during mortality. In some cases, adversity comes as the result of our own poor choices or the choices of others. Other trials are simply a natural part of our mortal experience. Though they are difficult, our challenges can help us grow spiritually and become more like Jesus Christ.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources, as well as others that have helped you learn about adversity.*

1 Samuel 1; 1 Kings 17; Ruth 1; Esther 4; 1 Nephi 5:1–9 (Examples of women in the scriptures who faced adversity)

2 Nephi 2:11 (Adversity is part of Heavenly Father's plan for us)

Mosiah 23:21 (God gives us adversity to test our faith)

Ether 12:27 (God gives us weakness so we will be humble)

D&C 58:3–4 (After adversity comes the blessing)

D&C 121:7–8 (If we endure adversity well, God will exalt us)

D&C 122:4–9 (Adversity gives us experience and is for our good)

Dallin H. Oaks, "Opposition in All Things," *Ensign* or *Liahona*, May 2016, 114–17

Koichi Aoyagi, "Hold on Thy Way," *Ensign* or *Liahona*, Nov. 2015, 126–28

Neil L. Andersen, "Spiritual Whirlwinds," *Ensign* or *Liahona*, May 2014, 18–21

Linda S. Reeves, "Claim the Blessings of Your Covenants," *Ensign* or *Liahona*, Nov. 2013, 118–20

"Adversity," *True to the Faith* (2004), 8–11

Videos: "God Will Lift Us Up," "The Priesthood Can Strengthen Our Families in Trials," "Rebuilding Lives"

What adversities have you experienced? What have you learned from them? What has helped you deal with them? Are there appropriate experiences you could share with the young women?

Ponder and pray about the young women in your class. What challenges and trials are they experiencing? How are they dealing with adversity in their lives?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- As a class, review Elder Neil L. Andersen's description of a tree growing in a windy environment (in his talk "Spiritual Whirlwinds"). What does this analogy teach the young women about adversity? Invite them to search the talk, looking for counsel that they feel will help them withstand spiritual whirlwinds.
- Share with the young women Sister Linda S. Reeves's story about the Provo Tabernacle (in her talk "Claim the Blessings of Your Covenants"). What do the young women learn about adversity from this story?

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## Learn together

*Each of the activities below will help the young women learn about the purposes of adversity. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to read the story in Elder Koichi Aoyagi's talk "Hold on Thy Way," beginning with the paragraph where he describes the car accident. What does this story teach the young women about why we face trials in this life? Consider inviting a young woman ahead of time to share an experience when she or another member of her family grew or was strengthened through a trial. She could also share a story from her family history that teaches this principle.
- Read together some scriptures in which the Savior experienced adversity (such as Matthew 4:1–11; 26:38–39; Luke 23:33–34). What can the young women learn about adversity from the Savior's life? How did He face His trials? Invite each young woman to write down a trial that she or a loved one is facing. Encourage the young women to ponder what they can learn from the Savior's example that could help with this trial.
- Invite the young women to think of examples of women in the scriptures who faced adversity (see the examples suggested in this outline). Ask them to read about these women in the scriptures and summarize the story for the rest of the class. What do they learn about adversity from these stories that can help them overcome their own trials?
- Divide the class into two groups. Invite one group to look for examples in the Book of Mormon of individuals or groups who faced difficult challenges (see, for example, Mosiah 24:8–17; 3 Nephi 1:4–21; Moroni 1). Invite the other group to look through the hymnbook to find a hymn that helps them during their trials. Ask the groups to share what they learn that could help them overcome adversity.

### Teaching tip

"Arrange the chairs in the room so you can see each person's face and so each person can see your face" (*Teaching, No Greater Call* [1999], 71).

- Draw a line down the middle of the board, and write “Why do we have adversity?” at the top of one column and “How can we face the challenges in our lives?” at the top of the other. Divide Elder Dallin H. Oaks’s talk “Opposition in All Things” into sections, and give each young woman a section to read. Ask the young women to look for answers to these questions and to write their answers on

the board in the appropriate column. What insights do the young women gain from the talk?

- Show one of the videos suggested in this outline. Invite the young women to ponder the question “Why do we have adversity?” as they watch. What do they learn from the video that helps them know what to do when adversity comes?

*Ask the young women to share what they learned today. Do they understand why we have adversity? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Find a way to comfort a loved one who is facing a trial by sharing what they learned about adversity.
- Talk to their families about family members who have overcome adversity.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior personally knew those He taught—and who they could become. When they struggled, He did not give up on them but continued to love them. What struggles are the young women having? How can you show that you love and support them?



# Selected Resources

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*Excerpt from “Adversity,” True to the Faith (2004), 8*

As part of Heavenly Father’s plan of redemption, you experience adversity during mortality. Trials, disappointments, sadness, sickness, and heartache are a difficult part of life, but they can lead to spiritual growth, refinement, and progress as you turn to the Lord.

Adversity comes from different sources. You may at times face trials as a consequence of your own pride and disobedience. These trials can be avoided through righteous living. Other trials are simply a natural part of life and may come at times when you are living righteously. For example, you may experience trials in times of sickness or uncertainty or at the deaths of loved ones. Adversity may sometimes come because of others’ poor choices and hurtful words and actions.

*Excerpt from Thomas S. Monson, “I Will Not Fail Thee, nor Forsake Thee,” Ensign or Liahona, Nov. 2013, 85, 87*

Brothers and sisters, it may be safely assumed that no person has ever lived entirely free of suffering and sorrow, nor has there ever been a period in human history that did not have its full share of turmoil and misery.

When the pathway of life takes a cruel turn, there is the temptation to ask the question “Why me?” At times there appears to be no light at the end of the tunnel, no sunrise to end the night’s darkness. We feel encompassed by the disappointment of shattered dreams and the despair of vanished hopes. We join in uttering the biblical plea, “Is there no balm

in Gilead?” [Jeremiah 8:22]. We feel abandoned, heartbroken, alone. We are inclined to view our own personal misfortunes through the distorted prism of pessimism. We become impatient for a solution to our problems, forgetting that frequently the heavenly virtue of patience is required.

The difficulties which come to us present us with the real test of our ability to endure. A fundamental question remains to be answered by each of us: Shall I falter, or shall I finish? Some do falter as they find themselves unable to rise above their challenges. To finish involves enduring to the very end of life itself. . . .

Our Heavenly Father, who gives us so much to delight in, also knows that we learn and grow and become stronger as we face and survive the trials through which we must pass. We know that there are times when we will experience heartbreaking sorrow, when we will grieve, and when we may be tested to our limits. However, such difficulties allow us to change for the better, to rebuild our lives in the way our Heavenly Father teaches us, and to become something different from what we were—better than we were, more understanding than we were, more empathetic than we were, with stronger testimonies than we had before.

This should be our purpose—to persevere and endure, yes, but also to become more spiritually refined as we make our way through sunshine and sorrow. Were it not for challenges to overcome and problems to solve, we would remain much as we are, with little or no progress toward our goal of eternal life.



# How can I find comfort when someone I care about dies?

Death is an essential part of the plan of salvation. In order to become like our Heavenly Father, we must experience death and receive perfect, resurrected bodies. When we understand that death is part of Heavenly Father's plan and that Jesus Christ overcame death through His Atonement, we can receive hope and peace when a loved one dies.

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## Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel will be helpful to the young women you teach?*

1 Corinthians 15:22 (The resurrection is a gift from Christ to all mankind)

Mosiah 16:7–8 (The Resurrection of Jesus Christ takes away the sting of death)

Mosiah 18:8–10 (We comfort those who need comfort)

Alma 11:42–45 (We will have our bodies again because of the Savior's Resurrection)

Alma 28:12; D&C 42:45–46 (We mourn for those who die, but death is sweet to those who die in the Lord)

Alma 40:11–14 (Our spirits will keep living after we die)

D&C 137:5–10 (Joseph Smith sees his brother Alvin, little children, and others in the celestial kingdom)

D&C 138 (President Joseph F. Smith's vision of the spirit world)

Thomas S. Monson, "Mrs. Patton—the Story Continues," *Ensign* or *Liahona*, Nov. 2007, 21–24; see also the video "Until We Meet Again"

Russell M. Nelson, "Doors of Death," *Ensign* or *Liahona*, May 1992, 72–74

Shayne M. Bowen, "Because I Live, Ye Shall Live Also," *Ensign* or *Liahona*, Nov. 2012, 15–17

Videos: "We're Still a Family," "He Will Give You Help"

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

How has a knowledge of life after death blessed your life? What scriptures have helped you understand what happens after death?

Some young women have already dealt with the death of a loved one. All of them will someday. What do you want them to know that will help them?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Share an experience of your own, or one from someone else, about finding peace after the death of a loved one. Invite the young women to share their experiences.
- Invite the young women to share any experiences they have had with losing a loved one. How did their knowledge of the Atonement and plan of salvation help them find comfort?

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## Learn together

*Each of the activities below will help the young women learn about life after death. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to write down their questions, thoughts, or fears about death and then search for answers in the scriptures suggested in this outline or in Elder Russell M. Nelson's talk "Doors of Death." Encourage them to note, in particular, scriptures or statements that highlight the Savior's role in helping us overcome death. Ask them to share what they learn. Invite them to share their feelings about what the Savior has done for us.
- Show the video "He Will Give You Help," and invite the young women to share their impressions. Ask the young women to imagine how the world would be different if everyone knew what the young man in the video found out. How does this knowledge affect our everyday lives? Invite a young woman to share her testimony about life after death and what gives her hope.
- Share the story about Mrs. Patton from President Thomas S. Monson's talk "Mrs. Patton—the Story Continues," or show the video "Until We Meet Again." Ask the young women how they would respond to the question Mrs. Patton asked young Thomas Monson. As a class, read Mosiah 18:8–10. Discuss the responsibility we all have to provide comfort, assistance, and other service to families who lose loved ones. Consider inviting a member of the Relief Society presidency to participate in this discussion.
- Invite half of the class to read the story about Sister Ramirez in Elder Shayne M. Bowen's talk "Because I Live, Ye Shall Live Also," and invite the other half to read the story about Elder Bowen's son Tyson. Ask them to share what they learn about how to find comfort when someone they love dies and how to comfort others.

### Teaching tip

"Questions written on the chalkboard before class will help learners begin to think about topics even before the lesson begins" (*Teaching, No Greater Call* [1999], 93).

Invite the young women to share any experiences they have had in which they lost a loved one. How did their knowledge of the Atonement and plan of salvation help them find comfort? If appropriate, share an experience of your own.

- Divide the class into two groups. Have one group read Doctrine and Covenants 137:5–10 and the other

group read Doctrine and Covenants 138:57–58. Invite the young women to discuss in their groups what these scriptures teach about what happens after we die. Then, as a class, discuss how this knowledge can help someone who has lost a loved one. How does this knowledge relate to our responsibility to do family history and temple work?

*Ask the young women to share what they learned today. Do they understand how to find comfort when someone they care about dies? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Ask the young women how they can show compassion to someone who has lost a loved one. Are there widows or others in the ward or community who could use some support?*

*Encourage the young women to attend the temple as often as possible to participate in baptisms and confirmations for the dead. They could research their family history and prepare names of ancestors for temple ordinances (see Youth and Family History website).*

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior asked questions that caused His followers to think and feel deeply. How can you invite the young women to ponder and seek inspiration? How can you help them feel safe in sharing their personal feelings?

# Selected Resources

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*Excerpt from Russell M. Nelson, “Doors of Death,”  
Ensign, May 1992, 72–74*

We who tarry here have a few precious moments remaining “to prepare to meet God.” (Alma 34:32.) Unfinished business is our worst business. Perpetual procrastination must yield to perceptive preparation. Today we have a little more time to bless others—time to be kinder, more compassionate, quicker to thank and slower to scold, more generous in sharing, more gracious in caring.

Then when our turn comes to pass through the doors of death, we can say as did Paul: “The time of my departure is at hand. I have fought a good fight, I have finished my course, I have kept the faith.” (2 Tim. 4:6–7.)

We need not look upon death as an enemy. With full understanding and preparation, faith supplants fear. Hope displaces despair. The Lord said, “Fear not even unto death; for in this world your joy is not

full, but in me your joy is full.” (D&C 101:36.) He bestowed this gift: “Peace I leave with you, my peace I give unto you: not as the world giveth, give I unto you. Let not your heart be troubled, neither let it be afraid.” (John 14:27.)

As a special witness of Jesus Christ, I testify that He lives! I also testify that the veil of death is very thin. I know by experiences too sacred to relate that those who have gone before are not strangers to leaders of this Church. To us and to you, our loved ones may be just as close as the next room—separated only by the doors of death.

With that assurance, brothers and sisters, love life! Cherish each moment as a blessing from God. (See Mosiah 2:21.) Live it well—even to your loftiest potential. Then the anticipation of death shall not hold you hostage. With the help of the Lord, your deeds and desires will qualify you to receive everlasting joy, glory, immortality, and eternal lives.



## Why should I treat my body like a temple?

Our bodies were created in the image of God. They are a gift from Heavenly Father to allow us to experience mortality and continue to become more like Him. This knowledge influences the way we treat our bodies and how we feel about Heavenly Father and ourselves. When we treat our bodies as temples of God, we obtain physical, emotional, and spiritual blessings.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What does the Spirit inspire you to share with the young women?*

Genesis 39:1–21; Daniel 1:3–21 (Joseph and Daniel show respect for their bodies)

1 Corinthians 6:19–20; D&C 93:33–35 (We are the temple of God)

D&C 88:15–16 (The spirit and body are the soul of man)

D&C 130:22; Moses 6:9 (We are created in the image of God)

Gordon B. Hinckley, “Great Shall Be the Peace of Thy Children,” *Ensign* or *Liahona*, Nov. 2000, 50–53

David A. Bednar, “Ye Are the Temple of God,” *Ensign*, Sept. 2001, 18

Susan W. Tanner, “The Sanctity of the Body,” *Ensign* or *Liahona*, Nov. 2005, 13–15

“Virtue,” *Young Women Personal Progress* (2009), 69–72

Video: “Chastity: What Are the Limits?”

Video: “195 Dresses”

What blessings have you received as you have treated your body as a temple of God? How has your understanding of the sacredness of your body grown as you have experienced life and watched the lives of others?

What challenges do the young women face as they strive to treat their bodies as sacred gifts from God? How can you help them understand the importance of their bodies in the plan of salvation?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Show the video “195 Dresses,” and ask the young women to look for blessings that come from dressing modestly. What would they say to someone who asks why modesty is so important?
- Show a picture of a temple. Ask the young women why the temple is so beautiful and how our bodies are like temples of God. Invite them to look for answers to the question “Why should I treat my body like a temple?” throughout the lesson.

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## Learn together

*Each of the activities below will help the young women understand that their bodies are sacred. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

“Avoid trying to teach all that could be said on a particular subject. Those you teach will likely already have some understanding of the subject. Remember that your lesson is not the only time they will learn about the subject” (*Teaching, No Greater Call* [1999], 99).

- Assign each young woman one of the scripture passages in this outline. Invite her to study the passage and summarize in a sentence what she learns about why our bodies are sacred. Ask the young women to think of ways in which Satan tries to deceive young women regarding these truths. What can they do to support each other as they try to keep their bodies sacred?
- As a class, read, watch, or listen to one of the talks suggested in this outline. Ask the young women to think of someone they know who would benefit from these messages about the sacredness of the body (remind them not to talk about individuals in class). What parts of the talk would be most helpful to that person? Invite them to plan ways they can share this message with the person they thought of. Encourage them to use a quotation from the talk and their own personal experiences and testimonies.
- Read as a class 1 Corinthians 6:19–20 and Doctrine and Covenants 93:33–35. Divide the young women into groups, and ask each group to make a list of the ways our bodies are like a temple of God. Compile the lists into one, and invite the class to discuss some of the challenges young women face in keeping their bodies like a temple. What can they do to overcome these challenges?
- Divide the young women into pairs. Assign one individual in each pair to read Genesis 39:1–21 and the other to read Daniel 1:3–21 (for pictures of these stories, see *Gospel Art Book*, 11, 23). Ask them to look for ways Joseph and Daniel showed respect for their bodies and then share with each other what they find. How can they follow the examples of Joseph and Daniel?
- Invite the young women to look at the table of contents in *For the Strength of Youth* and identify which



of the standards relate to keeping their minds and bodies clean. Divide the young women into groups, and have them search these sections and find answers to the question “Why is my body sacred?” Invite them to share what they can do to live these standards.

- Write the following questions on the board, and invite each young woman to choose one that she would

*Ask the young women to share what they learned today. Do they understand the sacredness of their physical bodies? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Commit to making changes to the way they treat their bodies, based on what they learned today.
- Complete Virtue value experience 1 or 2 in *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior loved those He taught. He knew who they were and who they could become. He found unique ways for them to grow—ways meant just for them. When they struggled, He did not give up on them but continued to love them and minister to them. What can you do to love and serve the young women as the Savior does?



# Selected Resources

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*“Dress and Appearance,” For the Strength of Youth, 6–8*

*Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you? . . . The temple of God is holy, which temple ye are. 1 Corinthians 3:16–17*

Your body is sacred. Respect it and do not defile it in any way. Through your dress and appearance, you can show that you know how precious your body is. You can show that you are a disciple of Jesus Christ and that you love Him.

Prophets of God have continually counseled His children to dress modestly. When you are well groomed and modestly dressed, you invite the companionship of the Spirit and you can be a good influence on others. Your dress and grooming influence the way you and others act.

Never lower your standards of dress. Do not use a special occasion as an excuse to be immodest. When you dress immodestly, you send a message that is contrary to your identity as a son or daughter of God. You also send the message that you are using your body to get attention and approval.

Immodest clothing is any clothing that is tight, sheer, or revealing in any other manner. Young women should avoid short shorts and short skirts, shirts that do not cover the stomach, and clothing that does not cover the shoulders or is low-cut in the

front or the back. Young men should also maintain modesty in their appearance. Young men and young women should be neat and clean and avoid being extreme or inappropriately casual in clothing, hairstyle, and behavior. They should choose appropriately modest apparel when participating in sports. The fashions of the world will change, but the Lord’s standards will not change.

Do not disfigure yourself with tattoos or body piercings. Young women, if you desire to have your ears pierced, wear only one pair of earrings.

Show respect for the Lord and yourself by dressing appropriately for Church meetings and activities. This is especially important when attending sacrament services. Young men should dress with dignity when officiating in the ordinance of the sacrament.

If you are not sure what is appropriate to wear, study the words of the prophets, pray for guidance, and ask your parents or leaders for help. Your dress and appearance now will help you prepare for the time when you will go to the temple to make sacred covenants with God. Ask yourself, “Would I feel comfortable with my appearance if I were in the Lord’s presence?”

How does my testimony of the gospel influence my choice of clothing?

## UNIT OVERVIEW

# March: The Atonement of Jesus Christ

*“Behold I say unto you that ye shall have hope through the atonement of Christ”  
(Moroni 7:41).*

The outlines in this unit will help the young women “come unto Christ . . . and partake of his salvation, and the power of his redemption” (Omni 1:26). As the young women come to understand the Atonement and its power in their lives, they will gain strength to overcome sin and adversity through the Savior’s grace. They will find peace and healing. Their love for and commitment to the Savior will deepen, and they will feel a greater desire to share their testimony of Him with others.

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### Outlines to choose from this month:

*What is the Atonement of Jesus Christ?*

*What does it mean to have faith in Jesus Christ?*

*How can repentance help me every day?*

*What is grace?*

*Why do I need to forgive others?*

*What is the resurrection?*

*How can the Savior help me during my trials?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.

### Personal Progress

The following experiences from *Personal Progress* relate to the lessons in this unit:

Faith value experience 5

Virtue value experience 4





# What is the Atonement of Jesus Christ?

The Atonement is the sacrifice Jesus Christ made to help us overcome sin, adversity, and death. Jesus's atoning sacrifice took place in the Garden of Gethsemane and on the cross at Calvary. He paid the price for our sins, took upon Himself death, and was resurrected. The Atonement is the supreme expression of the love of Heavenly Father and Jesus Christ.

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## Prepare yourself spiritually

The Atonement is the most important event in the history of mankind. What was the atoning sacrifice of Jesus Christ? What does the Atonement mean to you?

What do the young women know about what happened in the Garden of Gethsemane and on the cross? What can they discover from the scriptures to deepen their testimony of the Atonement of Jesus Christ? What can they teach each other?

*What scriptures and talks will help the young women feel the significance of the Atonement and understand the sacrifice the Savior made for them?*

Matthew 26–27; D&C 19:16–19 (In Gethsemane and on the cross, Jesus Christ paid the price for our sins and took upon Himself our pains)

Matthew 28:1–10 (Jesus Christ overcame death through His Resurrection)

2 Nephi 9:6–16 (Jesus Christ overcame sin and death through His Atonement)

Alma 7:11–13 (Jesus Christ took upon Himself our pains, sicknesses, infirmities, and sins)

"The Living Christ: The Testimony of the Apostles" *Ensign*, Apr. 2000,

2–3 (see also *True to the Faith*, 87–89; *Personal Progress*, 102)

Thomas S. Monson, "He Is Risen!" *Ensign* or *Liahona*, May 2010, 87–90

Linda K. Burton, "Is Faith in the Atonement of Jesus Christ Written in Our Hearts?" *Ensign* or *Liahona*, Nov. 2012, 111–15

"Atonement of Jesus Christ," *True to the Faith* (2004), 14–21

Videos: Bible videos portraying the Atonement

Video: "An Apostle's Easter Thoughts on Christ"

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to imagine that a friend of another faith came to church and heard someone mention the Atonement of Jesus Christ. How would they respond if their friend asked, "What is the Atonement of Jesus Christ?"
- Show a picture depicting one of the events of the Atonement (such as the Savior's suffering in the Garden of Gethsemane, His Crucifixion, or His Resurrection), and ask the young women to share what they know about the event. What questions do they have?

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## Learn together

*Each of the activities below can help the young women learn about the Atonement of Jesus Christ. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Ask the young women to match an event that happened during the last few hours of the Savior's life with scripture references in Matthew 26–28 (for depictions of these events, go to [biblevideos.lds.org](http://biblevideos.lds.org) or the *Gospel Art Book*). What do the young women learn about the Savior and His Atonement from these events? Invite a few class members to share their feelings about the Savior.
- Invite the young women to read about the Atonement from the scriptures listed in this outline or President Thomas S. Monson's talk "He Is Risen!" (or show one of the videos in this outline). Ask them to write a brief definition of the Atonement and their feelings about what the Savior did for them through His Atonement. Invite a few young women to share what they wrote.
- Invite each young woman to read one of the principles of the Atonement in Linda K. Burton's talk "Is Faith in the Atonement of Jesus Christ Written in Our Hearts?" Ask her to find someone in the class who read about the same principle, and invite them to discuss what they learned and share an example from their own lives or the lives of people they know that illustrates the principle. Ask someone from each pair to share with the rest of the class what they discussed.
- Ask the young women what they learn about the Savior and the Atonement from His final words on the cross (see Luke 23:34, 39–43, 46; John 19:26–30) or from His account of His suffering (see D&C 19:16–19).
- Invite the young women to read 2 Nephi 9:6–26 and look for verses that teach them about the need for the Atonement. Give time for several young women to share the verses they selected and what they

### Teaching tip

Class members are more likely to participate meaningfully when they are asked effective questions and are given time to ponder before they respond. To give class members this time, consider writing the questions on the board or asking class members to write their responses on paper (see *Teaching, No Greater Call* [1999], 68–70).

teach. Encourage them to write a letter to someone who does not believe in God and use these verses to explain why the Atonement is important and why we need a Savior. Ask them to share their letters with each other.

- Ask the young women to list on the board some trials, challenges, or sicknesses that people face. Invite them to read Alma 7:11–13 and the last three paragraphs of “Atonement

of Jesus Christ” in *True to the Faith* (page 20). What do the young women learn about the Atonement from these resources? How do we access the power of the Atonement to help us during times of trial (see Mosiah 24:12–14)? Ask the young women to consider ways they can share what they have learned about the Atonement to help with the trials they listed on the board.

*Ask the young women to share what they learned today. Do they understand the Atonement better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Record in their journals what they know and how they feel about the Atonement. During the week, they could think about how the Atonement blesses their lives and write their thoughts in their journals.
- Share what they learned with a family member or friend.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Teaching in the Savior’s way

The Savior used scriptures to teach about His mission. He taught people to think about scriptures for themselves. What can you do to help the young women use the scriptures to understand the Atonement of Jesus Christ?

# Selected Resources

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*Excerpt from Thomas S. Monson, "He Is Risen!" Ensign or Liahona, May 2010, 87–90*

No mere mortal can conceive the full import of what Christ did for us in Gethsemane. He Himself later described the experience: "[The] suffering caused myself, even God, the greatest of all, to tremble because of pain, and to bleed at every pore, and to suffer both body and spirit" [D&C 19:18].

Following the agony of Gethsemane, now drained of strength, He was seized by rough, crude hands and taken before Annas, Caiaphas, Pilate, and Herod. He was accused and cursed. Vicious blows further weakened His pain-racked body. Blood ran down His face as a cruel crown fashioned of sharp thorns was forced onto His head, piercing His brow. And then once again He was taken to Pilate, who gave in to the cries of the angry mob: "Crucify him, crucify him" [Luke 23:21].

He was scourged with a whip into whose multiple leather strands sharp metals and bones were woven. Rising from the cruelty of the scourge, with stumbling steps He carried His own cross until He could go no farther and another shouldered the burden for Him.

Finally, on a hill called Calvary, while helpless followers looked on, His wounded body was nailed to a cross. Mercilessly He was mocked and cursed and derided. And yet He cried out, "Father, forgive them; for they know not what they do" [Luke 23:34]. . . .

At the last moment, the Master could have turned back. But He did not. He passed beneath all things that He might save all things. His lifeless body was hurriedly but gently placed in a borrowed tomb.

No words in Christendom mean more to me than those spoken by the angel to the weeping Mary Magdalene and the other Mary when, on the first day of the week, they approached the tomb to care for the body of their Lord. Spoke the angel:

"Why seek ye the living among the dead?

"He is not here, but is risen" [Luke 24:5–6].

*Excerpt from "Atonement of Jesus Christ," True to the Faith (2004), 14–21*

In addition to offering redemption from the pain of sin, the Savior offers peace in times of trial. As part of His Atonement, Jesus took upon Himself the pains, sicknesses, and infirmities of all people (see Alma 7:11–12). He understands your suffering because He has experienced it. With this perfect understanding, He knows how to help you. You can cast "all your care upon him; for he careth for you" (1 Peter 5:7).

Through your faith and righteousness and through His atoning sacrifice, all the inequities, injuries, and pains of this life can be fully compensated for and made right. Blessings denied in this life will be given in the eternities. And although He may not relieve all your suffering now, He will bless you with comfort and understanding and with strength to "bear up [your] burdens with ease" (Mosiah 24:15).

"Come unto me, all ye that labour and are heavy laden," the Savior said, "and I will give you rest" (Matthew 11:28). On another occasion He again promised His peace, saying, "In the world ye shall have tribulation: but be of good cheer; I have overcome the world" (John 16:33). These are the promises of the Atonement, in this life and throughout eternity.





# What does it mean to have faith in Jesus Christ?

In order for our faith to lead to salvation, it must be centered in the Lord Jesus Christ. To have faith in Jesus Christ means to trust Him and obey His commandments. Faith is much more than passive belief. We express our faith through action—by the way we live.

## Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What examples of faith from the scriptures and lives of others could you share with the young women?*

James 1:5–6; 2:14–20 (Faith is belief and action)

Alma 32:21, 26–43 (Faith is hope for things that are true but not seen)

Moroni 7:33–41 (Miracles are wrought by faith)

Esther 4–5; Hebrews 11:4–9, 17–29; Alma 19; 56:45–48; 57:21; Ether 12:6–22; Joseph Smith—History 1:11–19 (Examples of faith)

Bible Dictionary, “Faith”

Neil L. Andersen, “Faith Is Not by Chance, but by Choice,” *Ensign* or *Liahona*, Nov. 2015, 65–68

Dieter F. Uchtdorf, “A Summer with Great-Aunt Rose,” *Ensign* or *Liahona*, Nov. 2015, 15–19

Russell M. Nelson, “Let Your Faith Show,” *Ensign* or *Liahona*, May 2014, 29–32

“Faith,” *Young Women Personal Progress* (2009), 13–20

“Faith,” *True to the Faith* (2004), 54–56

Videos: “Pure and Simple Faith,” “Courage,” “Follow Him—An Easter Message about Jesus Christ”

What does it mean to have faith in Jesus Christ? What examples of faith in Jesus Christ have you seen? How does faith in Jesus Christ influence your hope for the future?

Think about the young women in your class. What examples of faith have you seen in their lives? In what areas of their lives could they rely more on the Lord?

## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.



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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Draw a simple rowboat, and label it "Faith." Add an oar labeled "Belief" and another labeled "Action." Ask the young women what would happen to this boat if it had only one oar. What will happen to our faith if we do not act on what we believe? Use the scriptures, *True to the Faith* (pages 54–56), or the Bible Dictionary to help the young women understand what faith is and how this drawing relates to it.
- Ask the young women to write down the name of a woman in the scriptures who showed great faith. Collect their papers. Read the names aloud, and invite the young women to tell the stories of these women.

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## Learn together

*Each of the activities below can help the young women understand what it means to have faith in Jesus Christ. Following the guidance of the Spirit, select one or more that will be best for your class:*

- Invite the young women to write down a few answers to the question asked by Elder Neil L. Andersen: "How does the Savior see my faith?" (see "Faith Is Not by Chance, but by Choice"). Encourage them to share ways that they can show the Savior their faith. What do they learn from Elder Andersen's talk that inspires them to show and build their faith? For instance, invite them to review the stories he tells about missionaries who showed their faith. You could also bring in a box wrapped like a gift with objects inside that can build our faith (see examples in the section titled "Gifts That Enlarge Our Faith").
- During the week, ask the young women to read or watch President Dieter F. Uchtdorf's talk "A Summer with Great-Aunt Rose" and come to class prepared to share something they learned from his story. How did Aunt Rose's faith in Jesus Christ bless her? What can we do to increase our faith?
- Invite the young women to read James 2:14–20 and identify the examples James uses to teach about the relationship between faith and works. Ask a few of them to summarize in their own words what James is teaching about faith. Invite the young women to search Elder Russell M. Nelson's talk "Let Your Faith Show" to find examples of people who showed their faith through their works. Ask them to share what they find and discuss how they can let their faith show.
- Invite the young women to complete one of the Faith value experiences in the Personal Progress book (in groups or individually). Invite each young woman to share something she learned from her study

### Teaching tip

"When you teach from the scriptures, it is often helpful to have learners look for something specific" (*Teaching, No Greater Call* [1999], 55).

about faith that will help her prepare for her roles as a daughter of God, including those of wife and mother.

- Ask each young woman to find and share a story from the scriptures in which someone acted on his or her belief in Jesus Christ (see, for example, Esther 4; Mark 5:25–34; Hebrews 11:4–9, 17–29; 1 Nephi 4; Alma 19:16–29; Ether 12:11–22). Invite the young women to also write down an experience in which they or someone they know exercised faith in Jesus Christ. Ask each young woman to share the story she found in the scriptures and the experience she wrote about. Consider showing the video “Courage” as part of this activity.
- Invite the young women to read Matthew 17:20, and ask them what

they think it means to move mountains with our faith. Share the following statement from Bishop Richard C. Edgley: “I have never witnessed the removal of an actual mountain. But because of faith I have seen a mountain of doubt and despair removed and replaced with hope and optimism. Because of faith I have personally witnessed a mountain of sin replaced with repentance and forgiveness. And because of faith I have personally witnessed a mountain of pain replaced with peace, hope, and gratitude. Yes, I have seen mountains removed” (“Faith—the Choice Is Yours,” *Ensign* or *Liahona*, Nov. 2010, 33). Show the video “Pure and Simple Faith,” and ask the young women to look for mountains that were removed through faith (or share an experience of your own).

*Ask the young women to share what they learned today. Do they understand what it means to have faith in Jesus Christ? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Teach someone else about faith (such as a younger brother or sister or a friend).
- Look for examples of faith in the scriptures as they study the gospel on their own and follow these examples in their own lives.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior said, “My doctrine is not mine, but his that sent me” (John 7:16). He taught the doctrine that He learned from His Father. How can you ensure that you are teaching true doctrine?

# Selected Resources

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*“Go Forward with Faith,”* For the Strength of Youth, 42–43

**By small and simple things are great things brought to pass. Alma 37:6**

These standards are a guide to help you make correct choices. Review the standards often and ask yourself, “Am I living the way the Lord wants me to live?” and “How have I been blessed by living these standards?”

To help you become all that the Lord wants you to become, kneel each morning and night in prayer to your Father in Heaven. Express to Him your gratitude and the desires of your heart. He is the source of all wisdom. He will hear and answer your prayers.

Study the scriptures each day and apply what you read to your life. The scriptures are a powerful source of personal revelation and guidance and a constant strength to your testimony.

Strive each day to be obedient. Follow the standards . . . , and encourage others to live them as well. Remember the covenants that you have made and that you have the opportunity to renew each week when you partake of the sacrament. Strive to keep these covenants. If you make a mistake, don’t give up on yourself. Your Heavenly Father loves you and wants you to seek His help and keep trying.

When possible, attend the temple and feel the joy and peace that come from serving in the house of the Lord. Prepare yourself for the temple covenants you will make in the future.

Young men of the Aaronic Priesthood, commit to serve a full-time mission. This is a priesthood duty. Keep yourself clean and worthy, and work diligently to prepare yourself to represent the Lord as a missionary.

In all circumstances, follow the teachings of the prophets, the other authorities of the Church, and your local leaders. They will lead you in paths of happiness.

Be humble and willing to listen to the Holy Ghost and respond to His promptings. Place the wisdom of the Lord above your own wisdom.

As you do these things, the Lord will make much more out of your life than you can by yourself. He will increase your opportunities, expand your vision, and strengthen you. He will give you the help you need to meet your trials and challenges. You will gain a stronger testimony and find true joy as you come to know your Father in Heaven and His Son, Jesus Christ, and feel Their love for you.



## How can repentance help me every day?

Jesus Christ suffered the penalty for our sins so that we can repent. Repentance is a change of heart and mind that brings us closer to God. It includes turning away from sin and turning to God for forgiveness. It is motivated by love for God and a sincere desire to obey His commandments.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What inspires you to repent?*

Isaiah 1:18; Alma 34:15–16; 36:6–24; D&C 1:32 (Through repentance, we can be forgiven of our sins)

Alma 19:33 (Repentance brings a change of heart)

Mosiah 27:35; D&C 58:42–43 (To repent, we must confess and forsake our sins)

Dieter F. Uchtdorf, “He Will Place You on His Shoulders and Carry You Home,” *Ensign* or *Liahona*, May 2016, 101–4

Allen D. Haynie, “Remembering in Whom We Have Trusted,” *Ensign* or *Liahona*, Nov. 2015, 121–23

D. Todd Christofferson, “The Divine Gift of Repentance,” *Ensign* or *Liahona*, Nov. 2011, 38–40

“Repentance,” *For the Strength of Youth* (2011), 28–29

“Repentance,” *True to the Faith* (2004), 132–35

“Virtue,” *Young Women Personal Progress* (2009), value experience 4

Videos: “Not a One-Time Thing,” “A Change of Heart”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What experiences have you had with repentance? Without discussing previous sins, how can you share how repenting has helped you become closer to Heavenly Father?

Some young women may be struggling with unworthiness or feelings of guilt. How can you be sensitive to them and invite the Spirit to help them desire to repent?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Show the video “A Change of Heart.” What do the young women learn about repentance from this young man’s experience?
- Invite the young women to anonymously write on pieces of paper questions they have about repentance, and collect the papers. Invite the bishop to join the class and answer these questions.

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## Learn together

*Each of the activities below can help the young women understand the importance of repentance in their daily lives. Following the guidance of the Spirit, select one or more that will work best for your class:*

- Invite a young woman to come to class prepared to share the story at the beginning of Elder Allen D. Haynie’s talk “Remembering in Whom We Have Trusted” or the experience of rebuilding Frauenkirche or the Savior’s parable of the lost sheep from President Dieter F. Uchtdorf’s talk “He Will Place You on His Shoulders and Carry You Home.” You could also show the videos of these speakers telling these stories. What do the stories teach us about repentance? Write statements about repentance from the talks on slips of paper. Invite the young women to select a statement and share what they learn—first with a partner and then with the class. Give them time to reflect on changes they feel impressed to make because of what they have learned.
- Invite the young women to search (individually or as a class) resources such as the “Repentance” sections of

*True to the Faith* and *For the Strength of Youth* or Alma 36:11–20. Ask them to share favorite statements or ideas from these resources and explain why they are meaningful to them.

- Invite the young women to select a scripture passage about repentance (such as those suggested in this outline) and summarize in their own words what they learn from their scripture. How could they use these scriptures to help someone who thinks he or she cannot be forgiven?
- Assign each young woman to read one of the five aspects of repentance that Elder D. Todd Christofferson identifies in his talk “The Divine Gift of Repentance.” What do the young women learn from this talk about how we can know if we have truly repented? What else do they learn about repentance from Elder Christofferson’s message?

### Teaching tip

“It is the pupil who has to be put into action. When a teacher takes the spotlight, becomes the star of the show, does all the talking, and otherwise takes over all of the activity, it is almost certain that he is interfering with the learning of the class members” (Asahel D. Woodruff, in *Teaching, No Greater Call* [1999], 61).

- Give the young women time in class to work on Virtue value experience 4 from the *Personal Progress* book.

If they have already completed this value experience, ask them to share what they learned from it.

*Ask the young women to share what they learned today. Do they understand the doctrine of repentance better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Examine their lives and find areas where they can repent and improve.

- Write in their journals what they can do to repent, improve their lives, or continue to live the principles of the gospel.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior invited others to act in faith and live the truths He taught. He found opportunities for them to learn through powerful experiences. What can you do to help the young women see the power of daily repentance in their lives?

# Selected Resources

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*“Repentance,” For the Strength of Youth, 28–29*

**By this ye may know if a man repenteth of his sins—behold, he will confess them and forsake them. Doctrine and Covenants 58:43**

The Savior suffered for our sins and gave His life for us. This great sacrifice is called the Atonement. Through the Atonement, you can receive forgiveness and be cleansed from your sins when you repent.

Repentance is more than simply acknowledging wrongdoings. It is a change of mind and heart. It includes turning away from sin and turning to God for forgiveness. It is motivated by love for God and the sincere desire to obey His commandments.

Satan wants you to think that you cannot repent, but that is absolutely not true. The Savior has promised you forgiveness if you will humble yourself and make the effort that repentance requires. If you have sinned, the sooner you repent, the sooner you begin to make your way back and find the peace and joy that come with forgiveness. If you delay repentance, you may lose blessings, opportunities, and spiritual guidance. You may

also become further entangled in sinful behavior, making it more difficult to find your way back.

Some people knowingly break God’s commandments, planning to repent later, such as before they go to the temple or serve a mission. Such deliberate sin mocks the Savior’s Atonement.

To repent, you need to confess your sins to the Lord. Then seek forgiveness from those you have wronged, and restore as far as possible what has been damaged by your actions. As you strive to repent, seek help and counsel from your parents. Serious sins, such as sexual transgression or use of pornography, need to be confessed to your bishop. Be completely honest with him. He will help you repent. If you have a question about what should be discussed with the bishop, talk with your parents or with him.

When you do what is necessary to repent and receive forgiveness, you will know for yourself the power of the Atonement and the love God has for you. You will feel the peace of the Lord Jesus Christ, which will bring you great strength, and you will become more like Him.





## What is grace?

Grace is divine help and strength that we receive through the Atonement of Jesus Christ. Through grace, we are saved from sin and death. In addition, grace is an enabling power that strengthens us from day to day and helps us endure to the end. Effort is required on our part to receive the fulness of the Lord's grace.

What does grace mean to you? How has feeling the power of Jesus Christ helped change your life?

What do the young women know about grace? How can you help them understand the power of grace in their own lives?

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### Prepare yourself spiritually

*What scriptures and other sources have helped you understand grace? What are you impressed to share with the young women so that they can understand grace?*

Ephesians 2:8–9; 2 Nephi 25:23 (By grace we are saved)

Philippians 4:13; Jacob 4:6–7 (The grace of Jesus Christ gives us strength)

Moroni 10:32–33 (Grace can make us perfect in Christ)

Bible Dictionary, "Grace"

Dieter F. Uchtdorf, "The Gift of Grace," *Ensign* or *Liahona*, May 2015, 107–10

David A. Bednar, "Bear Up Their Burdens with Ease," *Ensign* or *Liahona*, May 2014, 87–90

"Grace," *True to the Faith* (2004), 77–78

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

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### Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Draw on the board a simple diagram of a person at the bottom of a pit, with another person standing at the top of the pit, lowering a ladder. Ask the young women what is required in order for the person in the

pit to be saved. What is the role of the person at the top of the pit? What is the role of the person in the pit? What does this diagram teach the young women about how the Savior's grace saves us?

See the appendix for other teaching and learning ideas.

- Ask the young women what they know about grace. What do they think grace means? How do they

see grace in their own lives? Do they believe they are saved by grace? What questions do they have about grace?

### Teaching tip

“There may . . . be times when you do not know the answer to a question. If this happens, simply say that you do not know. You may want to say that you will try to find the answer. Or you may want to invite learners to find the answer, giving them time in another lesson to report on what they have learned” (*Teaching, No Greater Call* [1999], 64).

## Learn together

*Each of the activities below can help the young women understand the doctrine of grace. Following the guidance of the Spirit, select one or more that will work best for your class:*

- Consider drawing an open gate and open windows on the board, and ask the young women to search the beginning of President Dieter F. Uchtdorf’s talk “The Gift of Grace” to find the comparison he makes between grace and these objects. Divide the remaining sections of the talk among the young women and ask them to write and share a one-sentence summary of what they learn about grace from their section. What will they do to draw on the Savior’s grace?
- A few days in advance, ask one of the young women to learn about what it means to take upon ourselves the Savior’s yoke, from Matthew 11:28–30 and Elder David A. Bednar’s talk “Bear Up Their Burdens with Ease.” Ask her to come to class prepared to lead a discussion about what she has learned and about how a yoke can represent our relationship with Jesus Christ. Encourage her to share statements from Elder Bednar’s talk that she feels will help the young women understand the Savior’s grace.
- Write brief summaries of the scriptures from this outline and place one on each wall of the room. Assign each young woman to read one of

the scriptures and to then find and stand by the summary that matches her scripture. Ask the young women to share what they learn from their scriptures about grace. What evidence of grace do they see in their lives? What examples can they think of from the scriptures (such as Nephi, Ammon, and Alma the Younger)?

- Invite each young woman to make a list of things she learns as she reads about grace in the Bible Dictionary and in *True to the Faith*. Ask the young women to share something from their lists and explain why it is meaningful to them. Invite them to find pictures (in the *Gospel Art Book* or a Church magazine) that show people who received grace or help from God, and ask them to share what they find in pairs or small groups. What similar experiences can they share from their own lives?
- Bring a branch from a tree to class, and invite the young women to find out how the Savior used branches to teach about grace in John 15:1–10. What insights do they gain about grace from these verses? Invite a young woman to use the branch you brought to summarize to the rest of the class what she learned about grace.

*Ask the young women to share what they learned today. Do they understand the doctrine of grace? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## **Live what we are learning**

*Help the young women make a list of things they could do to apply what they learned today. Invite them to choose what they will do during the coming week.*

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

### **Related Youth Activities**

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## **Teaching in the Savior's way**

The Savior taught His followers by helping them see examples of His teachings in their everyday lives. He used simple stories, parables, and real-life examples that made sense to them. How can you use examples to teach the young women about grace and how grace works in their lives?

# Selected Resources

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*Excerpt from Dieter F. Uchtdorf, “The Gift of Grace,”  
Ensign or Liahona, May 2015, 107–110*

The grace of God is our great and everlasting hope.

Through the sacrifice of Jesus Christ, the plan of mercy appeases the demands of justice “and [brings] about means unto men that they may have faith unto repentance.”

Our sins, though they may be as scarlet, can become white as snow. Because our beloved Savior “gave himself a ransom for all,” an entrance into His everlasting kingdom is provided unto us.

The gate is unlocked!

But the grace of God does not merely restore us to our previous innocent state. If salvation means only erasing our mistakes and sins, then salvation—as wonderful as it is—does not fulfill the Father’s aspirations for us. His aim is much higher: He wants His sons and daughters to become like Him.

With the gift of God’s grace, the path of discipleship does not lead backward; it leads upward.

It leads to heights we can scarcely comprehend! It leads to exaltation in the celestial kingdom of our Heavenly Father, where we, surrounded by our loved ones, receive “of his fulness, and of his glory.”

All things are ours, and we are Christ’s. Indeed, all that the Father hath shall be given unto us.

To inherit this glory, we need more than an unlocked gate; we must enter through this gate with a heart’s desire to be changed—a change so dramatic that the scriptures describe it as being “born again; yea, born of God, changed from [our worldly] and fallen state, to a state of righteousness, being redeemed of God, becoming his sons and daughters.”

Another element of God’s grace is the opening of the windows of heaven, through which God pours out blessings of power and strength, enabling us to achieve things that otherwise would be far beyond our reach. It is by God’s amazing grace that His children can overcome the undercurrents and quicksands of the deceiver, rise above sin, and “be perfect[ed] in Christ.”

Though we all have weaknesses, we can overcome them. Indeed it is by the grace of God that, if we humble ourselves and have faith, weak things can become strong.

Throughout our lives, God’s grace bestows temporal blessings and spiritual gifts that magnify our abilities and enrich our lives. His grace refines us. His grace helps us become our best selves.



## Why do I need to forgive others?

In order to receive forgiveness for our sins, we need to forgive others. Forgiving others allows us to overcome feelings of anger, bitterness, or revenge. Forgiveness can heal spiritual wounds and bring the peace and love that only God can give.

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### Prepare yourself spiritually

*Which scriptures will help the young women recognize the blessings that will come into their lives as they forgive others?*

What have you learned by forgiving others? Can you think of a time when forgiving someone has helped you feel peace and love?

What experiences are the young women having in which they need to forgive others? What do they need to learn about forgiving themselves? How can you help the young women learn to forgive so that they can find peace?

Note: If the young women have questions about forgiveness in cases of abuse, suggest that they seek counsel from the bishop or branch president.

Matthew 5:44; D&C 64:9–10 (We are commanded to forgive everyone)

Matthew 6:14–15; 18:21–35 or the video “Forgive 70 Times 7” (To receive forgiveness, we must forgive others)

Luke 23:34 (Jesus Christ forgave those who crucified Him)

Kevin R. Duncan, “The Healing Ointment of Forgiveness,” *Ensign* or *Liahona*, May 2016, 33–35

Gordon B. Hinckley, “Forgiveness,” *Ensign* or *Liahona*, Nov. 2005, 81–84

Dieter F. Uchtdorf, “The Merciful Obtain Mercy,” *Ensign* or *Liahona*, May 2012, 70–76

Videos: “Forgiveness: My Burden Was Made Light”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Share the story about the frozen turkey in President Gordon B. Hinckley's talk "Forgiveness." What impresses the young women about this story? Invite the young women to think of or write down the name of someone they have had difficulty forgiving. Encourage them to think about this person throughout this lesson.
- Ask the young women to think about a time when they have had to forgive someone. Invite them to share their experience, if they feel comfortable doing so. What happened as a result? How might things have been different if they hadn't forgiven?

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## Learn together

*Each of the activities below can help the young women understand the importance of forgiving others. Following the guidance of the Spirit, select one or more that will work best for your class:*

- Divide the young women into groups, and give each group copies of one of the talks provided in this outline (or another talk of your choice about forgiveness). Invite them to spend a few minutes reading the talk and marking statements that impress them (tell them not to worry about reading the entire talk; emphasize instead the importance of pondering its message). Ask them to share with the class what they find and explain why it is meaningful to them.
- Read together the parable of the unmerciful servant in Matthew 18:23–35 (or show the video "Forgive 70 Times 7"), and ask the young women to calculate and compare the debts of the servant and his fellow-servant (see "Weights and Measures" in the Bible Dictionary). What do the young women learn from this parable about forgiveness? Invite the young women to find and share other scriptures that teach the importance of forgiving others (such as the scriptures suggested in this outline).
- Ask the young women to compare examples in the scriptures of people forgiving others. You could review the examples of Joseph in Egypt (see Genesis 45:1–7), Nephi and his brothers (see 1 Nephi 7:21), Jesus Christ on the cross (see Luke 23:34), or others. Why is it especially important to forgive family members? Show one of the videos suggested in this outline, and ask the young women to share their impressions. What other examples of forgiveness could they share?
- Ask the young women to find something in the scriptures that the Savior taught about forgiving others and share what they find with the class (see Matthew 5:44; 6:14–15;

### Teaching tip

"Teachers who lecture most of the time or answer every question themselves tend to discourage learners from participating" (*Teaching, No Greater Call* [1999], 64).

18:22–23). Ask them to share experiences of the peace that comes from forgiving others.

- Write the following questions on separate slips of paper, and hand one to each class member: Why do we need to forgive everyone, including

ourselves? Why is the Lord the only one who can decide whether or not a person should be forgiven? Why is failure to forgive such a great sin? Invite the young women to ponder their question as they read Doctrine and Covenants 64:9–11 and to share their thoughts and insights.

*Ask the young women to share what they learned today. Do they understand the importance of forgiving others? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Write in their journals any impressions they received about forgiving others. Whom do they need to forgive? How will forgiving others bless their lives?
- Memorize a hymn or scripture about forgiveness.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

In every setting, the Savior was the example and mentor for His disciples. He taught them to pray by praying with them. He taught them to love and serve by loving and serving them. He taught them to forgive others by forgiving them. How can you be an example of the principles you are teaching?



# Selected Resources

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*Excerpt from Dieter F. Uchtdorf, “The Merciful Obtain Mercy,” Ensign or Liahona, May 2012, 70–76*

The doctrine is clear. We all depend on the Savior; none of us can be saved without Him. Christ’s Atonement is infinite and eternal. Forgiveness for *our* sins comes with conditions. We must repent, and we must be willing to forgive others. Jesus taught: “Forgive one another; for he that forgiveth not . . . [stands] condemned before the Lord; for there remaineth in him the greater sin” [D&C 64:9] and “Blessed are the merciful: for they shall obtain mercy” [Matthew 5:7].

Of course, these words seem perfectly reasonable—when applied to someone else. We can so clearly and easily see the harmful results that come when *others* judge and hold grudges. And we certainly don’t like it when people judge us.

But when it comes to our own prejudices and grievances, we too often justify our anger as righteous and our judgment as reliable and only appropriate. Though we cannot look into another’s heart, we assume that we know a bad motive or even a bad person when we see one. We make exceptions when it comes to our own bitterness because we feel that,

in our case, we have all the information we need to hold someone else in contempt.

The Apostle Paul, in his letter to the Romans, said that those who pass judgment on others are “inexcusable.” The moment we judge someone else, he explained, we condemn ourselves, for none is without sin [see Romans 2:1]. Refusing to forgive is a grievous sin—one the Savior warned against. Jesus’s own disciples had “sought occasion against [each other] and forgave not one another in their hearts; and for this evil they were afflicted and sorely chastened” [D&C 64:8].

Our Savior has spoken so clearly on this subject that there is little room for private interpretation. “I, the Lord, will forgive whom I will forgive,” but then He said, “. . . of you it is *required* to forgive *all* men” [D&C 64:10; emphasis added].

May I add a footnote here? When the Lord requires that we forgive all men, that includes forgiving ourselves. Sometimes, of all the people in the world, the one who is the hardest to forgive—as well as perhaps the one who is most in need of our forgiveness—is the person looking back at us in the mirror.



## MARCH: THE ATONEMENT OF JESUS CHRIST

# What is the resurrection?

Through the Atonement of Jesus Christ, all people will be resurrected. Our bodies and our spirits will be reunited in a perfect, immortal state. An understanding and testimony of the resurrection can give us hope and perspective as we experience the challenges and triumphs of life.

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### Prepare yourself spiritually

*What scriptures or other resources could you use to help teach the young women about the resurrection? What are you impressed to share?*

What do you know about the resurrection? What insights do we have about the resurrection from modern-day scripture?

What do the young women understand about the resurrection? How can a greater understanding of the resurrection influence how they feel about their physical bodies?

Luke 24 (The Resurrection of Jesus Christ)

1 Corinthians 15 (Because the Savior overcame death, we will all be resurrected)

Alma 11:41–45 (When we are resurrected, our spirits and bodies are reunited, and we are judged)

Alma 40–41 (Alma explains the resurrection to his son Corianton)

Paul V. Johnson, “And There Shall Be No More Death,” *Ensign* or *Liahona*, May 2016, 121–23

Thomas S. Monson, “He Is Risen!” *Ensign* or *Liahona*, May 2010, 87–90

D. Todd Christofferson, “The Resurrection of Jesus Christ,” *Ensign* or *Liahona*, May 2014

Video: “He Is Risen”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Show a picture of the resurrected Savior (for example, *Gospel Art Book*, 59–60). Ask the young women how they would explain what the resurrection is to someone who is unfamiliar with it.
- Ask the young women what they celebrate at Easter. What are some of the symbols of Easter? What do these symbols teach about the resurrection?

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## Learn together

*Each of the activities below can help the young women understand the resurrection. Following the guidance of the Spirit, select one or more that will work best for your class:*

- Select some passages from 1 Corinthians 15 about the resurrection. Invite the young women to read the passages, in small groups or individually, and create a summary statement of what they learn about the resurrection (for example, verses 1–8 could be summarized as “There are witnesses of the resurrection”). Why do the young women feel it is important for them to know these truths about the resurrection?
- Ask the young women to imagine that a friend who is not a member of the Church has lost a loved one. Invite half of the young women to read Alma 40 and the other half to read Alma 41. Ask them to make a list of teachings about the resurrection in these chapters that they could share with their friend. Then have them share their lists with the rest of the class.
- As a class, make a list of people in the scriptures who were witnesses of the Savior’s Resurrection. Invite the young women to search Elder D. Todd Christofferson’s talk “The Resurrection of Jesus Christ” to find other examples. Encourage them to find the testimonies of these witnesses in the scriptures (some references are provided in Elder Christofferson’s talk). What do we learn about the Savior and His Resurrection from these witnesses? Share your testimony of the Savior’s Resurrection, and invite a few young women to share their testimonies.
- Invite the young women to read the stories in President Thomas S. Monson’s talk “He Is Risen!” and Elder Paul V. Johnson’s talk “And There Shall Be No More Death.” Ask them to summarize these stories in their own words and share what the stories teach them about the resurrection. What else impresses them about these stories?
- Hand out several of the *Teachings of Presidents of the Church* books (or make copies of selected chapters), and

### Teaching tip

“When you use a variety of learning activities, learners tend to understand gospel principles better and retain more. A carefully selected method can make a principle clearer, more interesting, and more memorable” (*Teaching, No Greater Call* [1999], 89).

invite the young women to find teachings from latter-day prophets about the resurrection. Ask them to share what they find with the class.

- Invite the young women to find hymns about the resurrection. Sing a

few of these as a class. Encourage the young women to read the scriptures at the end of each hymn, and discuss what they learn from the hymns and the scriptures. Invite them to share their testimonies and feelings about the resurrection.

*Ask the young women to share what they learned today. Do they understand the resurrection better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Share their testimonies of the resurrection. Who can they share their testimonies with in the coming days or weeks? How could they teach what they have learned to someone else?
- Find answers to any questions they still have about the resurrection.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

Jesus Christ used the scriptures to teach about His mission. He taught His disciples to think about scriptures for themselves and to use them to answer their questions. How can you help the young women turn to the scriptures to understand God's plan and the blessings that await them?

# Selected Resources

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*Excerpt from Thomas S. Monson, “He Is Risen!” Ensign or Liahona, May 2010, 87–90*

I received a touching letter from a father of seven who wrote about his family and, in particular, his son Jason, who had become ill when 11 years of age. Over the next few years, Jason’s illness recurred several times. This father told of Jason’s positive attitude and sunny disposition, despite his health challenges. Jason received the Aaronic Priesthood at age 12 and “always willingly magnified his responsibilities with excellence, whether he felt well or not.” He received his Eagle Scout Award when he was 14 years old.

Last summer, not long after Jason’s 15th birthday, he was once again admitted to the hospital. On one of his visits to see Jason, his father found him with his eyes closed. Not knowing whether Jason was asleep or awake, he began talking softly to him. “Jason,” he said, “I know you have been through a lot in your short life and that your current condition is difficult. Even though you have a giant battle ahead, I don’t ever want you to lose your faith in Jesus Christ.” He said he was startled as Jason immediately opened his eyes and said, “Never!” in a clear, resolute voice. Jason then closed his eyes and said no more.

His father wrote: “In this simple declaration, Jason expressed one of the most powerful, pure testimonies of Jesus Christ that I have ever heard. . . . As his declaration of ‘Never!’ became imprinted on my soul that day, my heart filled with joy that my Heavenly Father had blessed me to be the father

of such a tremendous and noble boy. . . . [It] was the last time I heard him declare his testimony of Christ.”

Although his family was expecting this to be just another routine hospitalization, Jason passed away less than two weeks later. An older brother and sister were serving missions at the time. Another brother, Kyle, had just received his mission call. In fact, the call had come earlier than expected, and on August 5, just a week before Jason’s passing, the family gathered in his hospital room so that Kyle’s mission call could be opened there and shared with the entire family.

In his letter to me, this father included a photograph of Jason in his hospital bed, with his big brother Kyle standing beside the bed, holding his mission call. This caption was written beneath the photograph: “Called to serve their missions together—on both sides of the veil.”

Jason’s brother and sister already serving missions sent beautiful, comforting letters home to be shared at Jason’s funeral. His sister, serving in the Argentina Buenos Aires West Mission, as part of her letter, wrote: “I know that Jesus Christ lives, and because He lives, all of us, including our beloved Jason, will live again too. . . . We can take comfort in the sure knowledge we have that we have been sealed together as an eternal family. . . . If we do our very best to obey and do better in this life, we will see [him again].”



## How can the Savior help me during my trials?

As part of His atoning sacrifice, the Savior took upon Himself our pains and sicknesses. Because He has experienced our trials, He knows how to help us. When we exercise faith in Jesus Christ, He will give us strength and ease our burdens.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these resources and others that have helped you turn to the Savior in times of need.*

Matthew 11:28–30; Philippians 4:13; 1 Nephi 17:3; Helaman 5:12; D&C 19:23; 68:6 (Jesus Christ can give us strength and ease our burdens)

Mosiah 23:21–22; 24:8–17 (The Lord strengthens the people of Alma to help them bear their burdens)

Isaiah 53:3–5; Alma 7:11–13 (Jesus Christ understands our suffering because He experienced it)

W. Christopher Waddell, “A Pattern for Peace,” *Ensign* or *Liahona*, May 2016, 90–92

Neill F. Marriott, “Yielding Our Hearts to God,” *Ensign* or *Liahona*, Nov. 2015, 30–32

Dallin H. Oaks, “Strengthened by the Atonement of Jesus Christ,” *Ensign* or *Liahona*, Nov. 2015, 61–64

“Adversity,” *True to the Faith* (2004), 8–11

Video: “God Will Lift Us Up,” “Mountains to Climb”

Music for youth theme: “Lay it Down”

Think about the trials you have faced. How have you received strength through the Atonement?

Consider the young women in your class. What trials are they facing? What personal experiences, scriptures, and quotes do you want to share with them? Are there personal experiences the young women could share with each other?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to read the section titled "Trusting in Heavenly Father and Jesus Christ" on pages 10–11 of *True to the Faith*. What do they learn about how Jesus Christ can help them in their trials?
- Give each young woman a small piece of paper and ask her to write down a trial she is going through. Ask the young women to ponder how Jesus Christ can give them strength during this trial. Invite them to share their thoughts and feelings if they feel comfortable doing so.

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## Learn together

*Each of the activities below can help the young women understand how the Atonement can help them during their trials. Following the guidance of the Spirit, select one or more that will work best for your class:*

- Divide the young women into groups. Have each group read one or more of the scriptures in this outline and summarize what they read. Invite the young women to write down how the things they learn from these scriptures can help them overcome their trials. Encourage them to share what they wrote, if they feel comfortable doing so. Consider sharing your own experiences.
- As a class, read Mosiah 24:8–17. Invite the young women to share what they learn from the experience of Alma and his people. With permission from the bishop, invite some of their mothers to come to the class and share how the Savior has strengthened them in their trials.
- Show the video "God Will Lift Us Up." How would the young women answer the question posed by Elder Robert D. Hales at the beginning of the video? What did Brittany do to find strength to overcome her trial? Invite the young women to ponder and write down ways they can follow Brittany's example as they face their own trials.
- Invite the young women to list some of the tragedies and hardships people face. Review as a class either Elder Dallin H. Oaks's talk "Strengthened by the Atonement of Jesus Christ" or Bishop W. Christopher Waddell's talk "A Pattern for Peace," looking for insights about how the Savior can help us during times of hardship. Have the young women role-play helping a friend who is experiencing some of the hardships that they listed. Invite them to share insights from the talk as they role-play. You could also show the video "Mountains to Climb" and invite them to share their insights.

### Teaching tip

"Discussions in small groups can instantly involve those who seem to be losing interest and concentration" (*Teaching, No Greater Call* [1999], 72).



- Invite the young women to read or watch the story about how Sister Neill F. Marriott coped with her daughter's death (in the talk "Yielding Our Hearts to God"). Ask them to think about the following question as they read or watch: How did

the Atonement help Sister Marriott during her trial? Invite them to share their thoughts. Ask the young women to think about a trial they are currently experiencing. How can they draw strength from the Atonement?

*Ask the young women to share what they learned today. Do they understand how the Atonement can help them during their trials? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Give the young women time to write down what they can do to exercise greater faith in Jesus Christ to receive strength in their trials. Invite them to share their experiences in the next class.*

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior used the scriptures to teach and testify about His mission. This lesson contains many powerful scriptures that teach how the Savior will strengthen us during our trials. As the young women study and discuss these scriptures, the Holy Ghost will testify of their truthfulness.

# Selected Resources

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*Excerpt from Neill F. Marriott, "Yielding Our Hearts to God," Ensign or Liahona, Nov. 2015, 31*

My husband, children, and I chose this family motto: "It will all work out." Yet how can we say those words to one another when deep troubles come and answers aren't readily available?

When our delightful, worthy, 21-year-old daughter, Georgia, was hospitalized in critical condition following a bike accident, our family said, "It will all work out." As I flew immediately from our mission in Brazil to Indianapolis, Indiana, USA, to be with her, I clung to our family motto. However, our lovely daughter passed into the spirit world just hours before my plane landed. With grief and shock running through our family like a current, how could we look at one another and *still* say, "It will all work out"?

Following Georgia's mortal death, our feelings were raw, we struggled, and still today we have moments of great sorrow, but we hold to the understanding

that no one ever really dies. Despite our anguish when Georgia's physical body stopped functioning, we had faith that she went right on living as a spirit, and we believe we will live with her eternally if we adhere to our temple covenants. Faith in our Redeemer and His Resurrection, faith in His priesthood power, and faith in eternal sealings let us state our motto with conviction. . . .

Our family motto doesn't say, "It will all work out *now*." It speaks of our hope in the eternal outcome—not necessarily of present results. Scripture says, "Search diligently, pray always, and be believing, and all things shall work together for your good" [D&C 90:24]. This doesn't mean all things are good, but for the meek and faithful, things—both positive and negative—work *together* for good, and the timing is the Lord's. We wait on Him, sometimes like Job in his suffering, knowing that God "maketh sore, and bindeth up: he woundeth, and his hands make whole" [Job 5:18]. A meek heart accepts the trial and the waiting for that time of healing and wholeness to come.

## UNIT OVERVIEW

# April: The Apostasy and the Restoration

*“I have sent forth the fulness of my gospel by the hand of my servant Joseph” (D&C 35:17).*

The outlines in this unit will help the young women understand the Great Apostasy and how Jesus Christ restored His Church and the fulness of His gospel through the Prophet Joseph Smith. In this unit the young women can learn about the key events of the Restoration and discover the relevance of those events in their lives.

Learning about the Apostasy and Restoration can help young women value and appreciate the precious truths that God has restored in our day. The experiences they have in this unit can strengthen their testimony of the Book of Mormon, the mission of the Prophet Joseph Smith, and Heavenly Father’s love for His children.

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### Outlines to choose from this month:

*Why was a restoration necessary?*

*Why do we need the Book of Mormon?*

*How was the priesthood restored?*

*What was Joseph Smith’s role in the Restoration?*

*Why is the First Vision important?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual

activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.





## Why was a restoration necessary?

During His mortal ministry, Jesus Christ established His Church with priesthood authority. It was led by prophets and apostles who taught true doctrine and received revelation that was recorded as scripture. With the death of the apostles, priesthood authority was taken from the earth, revelation ceased, and essential doctrines were lost or corrupted. Through the Prophet Joseph Smith, the Church that Jesus Christ established was restored.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources.*

Amos 8:11–12; 2 Thessalonians 2:1–3; 1 Nephi 13:24–29; Joseph Smith—History 1:5–6 (The Church was lost through apostasy)

Isaiah 29:13–14; Acts 3:20–21 (The Apostasy and Restoration were foretold anciently)

D&C 1:17–23, 30 (Jesus Christ restored His Church through the Prophet Joseph Smith)

“Apostasy,” “Restoration of the Gospel,” *True to the Faith* (2004), 13–14, 135–39

D. Todd Christofferson, “Why the Church,” *Ensign or Liahona*, Nov. 2015, 108–11

Robert D. Hales, “Preparations for the Restoration and the Second Coming: ‘My Hand Shall Be over Thee,’” *Ensign or Liahona*, Nov. 2005, 88–92

Video: “A Search for Truth”; “The Message of the Restoration”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What effects of the Apostasy have you seen in the world? How has the Restoration of the gospel blessed your family?

What do the young women need to know about the Apostasy and Restoration? How can an understanding of the Apostasy and Restoration help them?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write the following definitions on the board: "Turning away from the true principles of the gospel" and "Returning something to its former state or condition." Prepare four slips of paper with the following words or scripture references: *Apostasy*, *Restoration*, *Isaiah 29:13*, and *Isaiah 29:14*. Give each young woman a slip of paper, and ask her to match it with one of the definitions on the board.
- Ask each young woman to write an answer to the question "Why was a restoration necessary?" Collect their answers, and discuss them as a class.

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### Teaching tip

"You can demonstrate that you are listening by displaying an expression of interest. You can look at the speaker rather than at your lesson materials or other things in the room. You can encourage the speaker to complete his or her thoughts without interruption. You can avoid jumping into conversations prematurely with advice or judgments" (*Teaching, No Greater Call* [1999], 66).

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## Learn together

*Each of the activities below can help the young women understand why the Restoration of the gospel was necessary. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Invite the young women to search Elder D. Todd Christofferson's talk "Why the Church," looking for insights about the Restoration and the role of the Church in the latter days. You might also invite ahead of time several young women to come prepared to share why they are grateful for the restored Church. With permission from the bishop, you could also invite a recently baptized member into your class to share his or her testimony of the Church and the restored gospel.
- Write the words *Apostasy* and *Restoration* on the board. Ask the young women what these words mean (see *True to the Faith*, 13–14, 135–39). Write the scripture references listed in this outline, or others you may find, on the board. Invite the young women to read each one and decide whether it belongs with *Apostasy* or *Restoration*. Ask the young women how their lives might be different if the gospel had never been restored.
- Divide the class in half and ask one group to teach about the Apostasy and the other group to teach about the Restoration. Give them time to prepare using *True to the Faith* and the scriptures suggested in this outline. You may want to make these assignments a few days before class.
- Show pictures of events from the Restoration (for some examples, see *Gospel Art Book*, 90–95). Ask the young women to read "Restoration of the Gospel: Events of the Restoration," found in *True to the Faith* (pages 136–38), and match the picture with the events. Invite each to share an event and what was restored. How are we blessed because of the restoration of these things?

- Give each young woman the name of a person mentioned in Elder Robert D. Hales's talk "Preparations for the Restoration and the Second Coming: 'My Hand Shall Be over Thee'" (such as William Tyndale, Johannes Gutenberg, and Martin Luther). Ask the young women to read or watch the talk and find out what the person did to prepare the world for the Restoration. Invite them to share what they found. How have the sacrifices these people made

affected the lives of the young women today?

- Read Joseph Smith—History 1:5–6 as a class. Ask the young women to name some false or incomplete doctrine people believe today (for example, that God does not have a body, that infants should be baptized, that we do not need prophets today, and so on). Ask them to share how the truths of the Restoration can help them overcome confusion.

*Ask the young women to share what they learned today. Do they understand the need for the Restoration of the gospel? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Make a list of blessings they have received because the gospel was restored and share their lists with their families.
- Write in their journals what they will do to help their families, now and in the future, receive the blessings of the restored gospel.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior asked questions that caused his followers to think and feel deeply. They knew He loved them, and they felt safe sharing their thoughts and personal feelings. As you sincerely listen and show interest in the young women's answers and insights, you will help them to feel the Savior's love.



# Selected Resources

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*Excerpt from "Apostasy," True to the Faith, 13–14*

When individuals or groups of people turn away from the principles of the gospel, they are in a state of apostasy.

Periods of general apostasy have occurred throughout the history of the world. After times of righteousness, people have often turned to wickedness. One example is the Great Apostasy, which occurred after the Savior established His Church. After the deaths of the Savior and His Apostles, men corrupted the principles of the gospel and made unauthorized changes in Church organization and priesthood ordinances. Because of this widespread wickedness, the Lord withdrew the authority of the priesthood from the earth.

During the Great Apostasy, people were without divine direction from living prophets. Many churches were established, but they did not have priesthood power to lead people to the true knowledge of God the Father and Jesus Christ. Parts of the holy scriptures were corrupted or lost, and no one had the authority to confer the gift of the Holy Ghost or perform other priesthood ordinances. This apostasy lasted until Heavenly Father and His Beloved Son appeared to Joseph Smith in 1820 and initiated the restoration of the fulness of the gospel.

We now live in a time when the gospel of Jesus Christ has been restored. But unlike the Church in times past, The Church of Jesus Christ of Latter-day Saints will not be overcome by general apostasy. The scriptures teach that the Church will never again be destroyed (see D&C 138:44; see also Daniel 2:44).

# Selected Resources

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*Excerpt from "Restoration of the Gospel," True to the Faith, 135–39*

When Jesus Christ was on the earth, He established His Church among His followers. After His Crucifixion and the deaths of His Apostles, the fulness of the gospel was taken from the earth because of widespread apostasy (see "Apostasy"). Many men and women sought the fulness of gospel truth during the centuries of the Great Apostasy, but they were unable to find it. Although many preached with sincerity about the Savior and His teachings, none had the fulness of the truth or priesthood authority from God.

The Great Apostasy was a time of spiritual darkness, but we now live in a time when we can partake of "the light of the glorious gospel of Christ" (2 Corinthians 4:4; see also D&C 45:28). The fulness of the gospel has been restored, and the true Church of Jesus Christ is on the earth again. No other organization can compare to it. It is not the result of a

reformation, with well-meaning men and women doing all in their power to bring about change. It is a restoration of the Church established by Jesus Christ. It is the work of Heavenly Father and His Beloved Son.

As a member of The Church of Jesus Christ of Latter-day Saints, you can receive blessings that were absent from the earth for almost 2,000 years. Through the ordinances of baptism and confirmation, you can receive the remission of your sins and enjoy the constant companionship of the Holy Ghost. You can live the gospel in its fulness and simplicity. You can gain an understanding of the nature of the Godhead, the Atonement of Jesus Christ, the purpose of life on earth, and the reality of life after death. You have the privilege of being guided by living prophets, who teach God's will in our day. Temple ordinances enable you to receive guidance and peace, prepare for eternal life, be sealed to your family for eternity, and provide saving ordinances for your deceased ancestors.



## Why do we need the Book of Mormon?

The Book of Mormon was written for our day. It testifies of Jesus Christ, contains the fulness of His gospel, and restores truths lost through the Apostasy. Joseph Smith taught that the Book of Mormon is “the keystone of our religion, and a man would get nearer to God by abiding by its precepts, than by any other book” (introduction to the Book of Mormon).

### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What can you use to help the young women learn more about the Book of Mormon?*

Ezekiel 37:15–17 (The Bible and the Book of Mormon are to join together as one)

1 Nephi 13:40; 2 Nephi 3:12; Articles of Faith 1:8 (The Book of Mormon complements the Bible, restores precious truths, and confounds false doctrine)

2 Nephi 25:23, 26; 33:10–11 (The Book of Mormon writers testify of Jesus Christ)

2 Nephi 29:7–11 (The Book of Mormon shows that God speaks to His children in many nations)

D&C 20:8–16 (The Book of Mormon contains the fulness of the gospel of Jesus Christ)

Book of Mormon title page and introduction

Kevin W. Pearson, “Stay by the Tree,” *Ensign* or *Liahona*, May 2015, 114–16

Henry B. Eyring, “A Witness,” *Ensign* or *Liahona*, Nov. 2011, 68–71 (see also the video “Study the Book of Mormon”)

Jeffrey R. Holland, “Safety for the Soul,” *Ensign* or *Liahona*, Nov. 2009, 88–90

Tad R. Callister, “The Book of Mormon—a Book from God,” *Ensign* or *Liahona*, Nov. 2011, 74–76

“The Iron Rod,” *Hymns*, no. 274

Consider your feelings about the Book of Mormon. How has it brought you closer to Jesus Christ? How did you gain your testimony of the Book of Mormon? How has this knowledge helped you in your life?

Think of the young women in your class. What experiences have they had with the Book of Mormon? How will a testimony of its truth bring strength to them in their teen years and in their future?

See the appendix for other teaching and learning ideas.

### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- As a class, build or draw a key-stone arch (see *Preach My Gospel*, 103) and ask the young women to explain why Joseph Smith said the Book of Mormon is the keystone of our religion (see the introduction to the Book of Mormon).
  - Ask young women to think of questions their friends have about the Book of Mormon. How can they answer them? Consider returning to this activity at the end of class to see what they would add to their answers.
- 

## Learn together

*Each of the activities below can help the young women learn about the importance of the Book of Mormon. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Invite the young women to search Elder Jeffrey R. Holland's talk "Safety for the Soul" or Elder Kevin W. Pearson's talk "Stay by the Tree," looking for insights about the Book of Mormon and why it is so important. You could invite the young women to share some quotes from the talks or favorite scriptures in the Book of Mormon. You could also encourage them to write down and share their testimonies of the Book of Mormon.
- Invite the young women to search the scriptures suggested in this outline and the title page of the Book of Mormon to find answers to the question "Why do we need the Book of Mormon?" Share your testimony of the Book of Mormon. Invite the young women to share how they gained their testimonies.
- Ask the young women why the phrase "Another Testament of Jesus Christ" is a good subtitle for the Book of Mormon. Invite them to share a scripture from the Book of Mormon that teaches or testifies of Christ (such as 1 Nephi 10:4–6; Mosiah 3:5–10; 3 Nephi 11:7–11). How have their testimonies been strengthened by the Book of Mormon?
- Help the young women list several doctrines that were lost or changed during the Apostasy, such as truths about the Godhead, mode of baptism, and plan of salvation. Encourage the young women to find scriptures from the Book of Mormon that help clarify the truth (see, for example, 3 Nephi 11:3–11; Moroni 8:4–26; Alma 34:32–35).

## Teaching tip

"When one person reads aloud, you should encourage others to follow along in their scriptures. Invite them to listen and look for specific principles or ideas. Allow time for them to turn to each scripture passage before it is read. If a passage contains unusual or difficult words or phrases, explain these before the passage is read. If anyone in the group might have difficulty reading, ask for volunteers instead of having them take turns" (*Teaching, No Greater Call* [1999], 56).

## Teaching in the Savior's way

The Savior testified of truth and invited His followers to do the same. He used boldness and simplicity so the Spirit could witness of the truth. How can your testimony help the young women understand the importance of the Book of Mormon in their lives and strengthen their testimonies of the truths it contains?

- Invite the young women to share a scripture in the Book of Mormon that has influenced them or helped them overcome a challenge (or share a scripture that is meaningful to you). Why is it meaningful to them? What

experiences can they share about how the scripture influenced them? What do these experiences teach us about the importance of the Book of Mormon?

*Ask the young women to share what they learned today. Do they understand the importance of the Book of Mormon? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Make a personal plan to read the Book of Mormon looking for answers to the question "Why do we need the Book of Mormon?" They could share what they find in future classes.
- Complete the Virtue value project in *Personal Progress*.
- Share their testimonies and a copy of the Book of Mormon with a friend or family member.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*Excerpt from Jeffrey R. Holland, "Safety for the Soul," Ensign or Liahona, Nov. 2009, 88–90*

For 179 years this book has been examined and attacked, denied and deconstructed, targeted and torn apart like perhaps no other book in modern religious history—perhaps like no other book in *any* religious history. And still it stands. Failed theories about its origins have been born and parroted and have died—from Ethan Smith to Solomon Spaulding to deranged paranoid to cunning genius. None of these frankly pathetic answers for this book has ever withstood examination because *there is no other answer* than the one Joseph gave as its young unlearned translator. In this I stand with my own great-grandfather, who said simply enough, "No wicked man could write such a book as this; and no good man would write it, unless it were true and he were commanded of God to do so" [George Cannon, quoted in "The Twelve Apostles," in Andrew Jenson, ed., *The Historical Record*, 6:175].

I testify that one cannot come to full faith in this latter-day work—and thereby find the fullest measure of peace and comfort in these, our times—until he or she embraces the divinity of the Book of Mormon and the Lord Jesus Christ, of whom it testifies. If *anyone* is foolish enough or misled enough to reject 531 pages of a heretofore unknown text teeming with literary and Semitic complexity without honestly attempting to account for the

origin of those pages—especially without accounting for their powerful witness of Jesus Christ and the profound spiritual impact that witness has had on what is now tens of millions of readers—if that is the case, then such a person, elect or otherwise, has been deceived; and if he or she leaves this Church, it must be done by crawling over or under or around the Book of Mormon to make that exit. In that sense the book is what Christ Himself was said to be: "a stone of stumbling, . . . a rock of offence," a barrier in the path of one who wishes not to believe in this work [1 Peter 2:8]. Witnesses, even witnesses who were for a time hostile to Joseph, testified to their death that they had seen an angel and had handled the plates. "They have been shown unto us by the power of God, and not of man," they declared. "Wherefore we know of a surety that the work is true" ["The Testimony of Three Witnesses," Book of Mormon]. . . .

I ask that my testimony of the Book of Mormon and all that it implies, given today under my own oath and office, be recorded by men on earth and angels in heaven. I hope I have a few years left in my "last days," but whether I do or do not, I want it absolutely clear when I stand before the judgment bar of God that I declared to the world, in the most straightforward language I could summon, that the Book of Mormon is true, that it came forth the way Joseph said it came forth and was given to bring happiness and hope to the faithful in the travail of the latter days.



## How was the priesthood restored?

The priesthood was restored to Joseph Smith by the laying on of hands by those who held it anciently. In May 1829, John the Baptist restored the Aaronic Priesthood, and shortly thereafter, Peter, James, and John, three of the Savior's original Apostles, restored the Melchizedek Priesthood. On April 3, 1836, Moses, Elijah, and Elias restored additional priesthood keys.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What are you impressed to share with the young women?*

Hebrews 5:4 (A man must be called of God to receive the priesthood)

D&C 2 (Elijah is to reveal the priesthood; promises to the fathers are planted in the hearts of the children)

D&C 13; Joseph Smith—History 1:66–72 (John the Baptist restored the Aaronic Priesthood)

D&C 27:12–13 (Peter, James, and John restored the Melchizedek Priesthood)

D&C 110:13–16 (Elijah returns and commits the keys of this dispensation as promised by Malachi)

Articles of Faith 1:5 (The priesthood is conferred by the laying on of hands by one who has authority)

Jeffrey R. Holland, "Our Most Distinguishing Feature," *Ensign* or *Liahona*, May 2005, 43–45

Video: "Restoration of the Priesthood"

How does our claim to priesthood authority make Latter-day Saints unique? How has the priesthood blessed your life?

What do the young women already know about the restoration of the priesthood? How can you help them understand the blessings they have received because of the restoration of the priesthood?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.



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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Show the young women a picture of Moses ordaining Aaron (see *Gospel Art Book*, 15) and a picture of a young man being ordained to the priesthood (see *Gospel Art Book*, 106). What similarities do they notice in these pictures? What gospel truths do they illustrate?
- Invite the young women to share what they know about how the priesthood was restored. How has the priesthood blessed their lives?

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## Learn together

*Each of the activities below can help the young women learn about the restoration of the priesthood. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Write on the board several scripture references about how and why the priesthood was restored (such as D&C 13; 27:12–13; Joseph Smith—History 1:66–72; Articles of Faith 1:5). Invite the young women to read the scriptures, individually or in small groups, and write on the board a summary of each passage. What do these scriptures teach the young women about the restoration of the priesthood? How has the restoration of the priesthood influenced their lives?
- Divide Elder Jeffrey R. Holland's talk "Our Most Distinguishing Feature" among the young women. Ask the young women to search their sections of the talk, looking for answers to the questions "How is the priesthood conferred?" and "Why is the priesthood given in this way?" As part of this discussion, invite the young women to read Hebrews 5:4 and Articles of Faith 1:5. Why is it important for young women to know about the restoration of the priesthood?
- Display pictures depicting events of the restoration of the priesthood (see *Gospel Art Book*, 93–95), or watch the video "Restoration of the Priesthood." Ask the young women to identify key participants in these events (such as Joseph Smith, John the Baptist, and Elijah) and to read scriptures related to these events (such as those suggested in this outline). Invite the young women to discuss how the restoration of the priesthood can bless their lives now and in the future. How does the priesthood bless women and mothers?
- With permission from the bishop, invite the father of one of the young women or another priesthood holder to visit the class and share his priesthood line of authority with the young women and explain what a line of authority is. What does the line of

### Teaching tip

"If several people have comments about a subject, you may want to say something like, 'We'll hear your comments first and then yours.' Then those you teach will remain orderly because they know that they will have an opportunity to speak" (*Teaching, No Greater Call* [1999], 69).

## Teaching in the Savior's way

The Savior taught His followers by helping them see examples of His teachings in their everyday lives. He used simple stories, parables, and real-life examples that made sense to them. How can you use examples to teach the young women about the restoration of the priesthood and how the priesthood works in their lives?

authority teach the young women about the restoration of the priesthood? Bear your testimony of the

restoration of the priesthood, and invite the young women to bear their testimonies.

*Ask the young women to share what they learned today. Do they understand the restoration of the priesthood? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Talk to a friend or family member who holds the priesthood and ask about his experience receiving the priesthood.
- Offer to teach a family home evening lesson about the restoration of the priesthood.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

# Selected Resources

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*Excerpt from Jeffrey R. Holland, “Our Most Distinguishing Feature,” Ensign or Liahona, May 2005, 43–45*

In May of 1829 while translating the Book of Mormon, Joseph Smith came across a reference to baptism. He discussed the matter with his scribe, Oliver Cowdery, and the two earnestly supplicated the Lord regarding the matter. Oliver wrote: “Our souls were drawn out in mighty prayer, to know how we might obtain the blessings of baptism and of the Holy Spirit. . . . *We diligently sought for . . . the authority of the holy priesthood, and the power to administer in the same*” [quoted in Richard Lloyd Anderson, “The Second Witness of Priesthood Restoration,” *Improvement Era*, Sept. 1968, 20; emphasis added].

In response to that “mighty prayer,” John the Baptist came, restoring the keys and powers of the Aaronic Priesthood, which our young men in this audience tonight have been given. A few weeks later Peter, James, and John returned to restore the keys and powers of the Melchizedek Priesthood, including the keys of the apostleship. Then when a temple had been built to which other heavenly messengers might come, there unfolded on April 3, 1836, a modern-day equivalent of that earlier Mount

of Transfiguration, part of something President Hinckley once called the “Kirtland cascade” of revelation in which the Savior Himself, plus Moses, Elijah, and Elias, appeared in glory to the Prophet Joseph Smith and Oliver Cowdery and conferred keys and powers from their respective dispensations upon these men. That visit was then concluded with this thunderous declaration, “Therefore, the keys of this dispensation are committed into your hands” [D&C 110:16; see also vv. 1–15].

Little wonder that the Prophet Joseph would include in those succinct and eloquent articles of our faith, “We believe that a man must be called of God, by prophecy, and *by the laying on of hands by those who are in authority*, to preach the Gospel and administer in the ordinances thereof” [Articles of Faith 1:5; emphasis added]. Clearly, acting with divine authority requires more than mere social contract. It cannot be generated by theological training or a commission from the congregation. No, in the authorized work of God there has to be power greater than that already possessed by the people in the pews or in the streets or in the seminaries—a fact that many honest religious seekers had known and openly acknowledged for generations leading up to the Restoration.

# Selected Resources

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It is true that some few in that day did not want their ministers to claim special sacramental authority, but most people longed for priesthood sanctioned by God and were frustrated as to where they might go to find such [see David F. Holland, “Priest, Pastor, Power,” *Insight*, fall 1997, 15–22 for a thorough examination of priesthood issues current in America at the time of the Restoration]. In that spirit the revelatory return of priesthood authority through Joseph Smith should have eased centuries of anguish in those who felt what the famed Charles Wesley had the courage to say. Breaking ecclesiastically with his more famous brother John over the latter’s decision to ordain without authority to do so, Charles wrote with a smile:

*How easily are bishops made*

*By man or woman’s whim:*

*Wesley his hands on Coke hath laid,*

*But who laid hands on him?*

[Quoted in C. Beaufort Moss, *The Divisions of Christendom: A Retrospect* (n.d.), 22.]

In responding to that challenging question, we in the restored Church of Jesus Christ can trace the priesthood line of authority exercised by the newest deacon in the ward, the bishop who presides over him, and the prophet who presides over all of us. That line goes back in an unbroken chain to angelic ministers who came from the Son of God Himself, bearing this incomparable gift from heaven.



## What was Joseph Smith's role in the Restoration?

After centuries of apostasy, the Lord restored His Church and the fulness of the gospel through the Prophet Joseph Smith. This Restoration began with Joseph's First Vision, in which Heavenly Father and Jesus Christ appeared. Through the Prophet Joseph, the Lord brought forth the Book of Mormon and other scriptures, restored priesthood authority, and established His Church.

### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you feel will be most meaningful to the young women you teach?*

D&C 35:17–18 (Through the Prophet Joseph Smith, the Lord restored the fulness of the gospel)

D&C 76:22–24 (Joseph Smith's testimony of Jesus Christ)

D&C 135:3 (Through the Prophet Joseph Smith, the Lord gave us additional scripture)

Joseph Smith—History 1:1–25 (God the Father and Jesus Christ appeared to Joseph Smith in answer to his prayer)

Neil L. Andersen, "Faith Is Not by Chance, but by Choice," *Ensign* or *Liahona*, Nov. 2015, 65–68

Neil L. Andersen, "Joseph Smith," *Ensign* or *Liahona*, Nov. 2014, 28–31

Lawrence E. Corbridge, "The Prophet Joseph Smith," *Ensign* or *Liahona*, May 2014, 103–5

"The Restoration of the Gospel of Jesus Christ through Joseph Smith," *Preach My Gospel* (2004), 36–37

"Joseph Smith," *True to the Faith* (2004), 89–90

Video: "Joseph Smith: The Prophet of the Restoration,"

"Praise to the Man," *Hymns*, no. 27

How has your life been blessed by the truths restored through Joseph Smith? How did you gain your testimony of Joseph Smith? How can you encourage the young women to gain testimonies of their own?

How can studying the life, testimony, and sacrifice of Joseph Smith deepen the testimony of each young woman in your class? How can hearing the testimonies of others help?

### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- In advance, perhaps two or three weeks before class, invite the young women to accept Elder Neil L. Andersen's challenge: "Gain a personal witness of the Prophet Joseph Smith. Let your voice help fulfill Moroni's prophetic words to speak good of the Prophet." Encourage the young women to follow Elder Andersen's counsel to share scriptures in the Book of Mormon with their friends and family, "acknowledging that Joseph was an instrument in God's hands," and to read the Prophet's testimony. (See "Joseph Smith," *Ensign* or *Liahona*, Nov. 2014, 30.) At the beginning of class, ask them to share the scriptures they chose and any impressions they had as they read Joseph Smith's testimony.
- Write on the board, "Joseph Smith is important because \_\_\_\_\_." Invite the young women to fill in the blank. At the end of class, ask the young women to fill in the blank again with something they learned during the lesson.

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## Learn together

*Each of the activities below can help the young women learn about the divine mission of Joseph Smith. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Invite each young woman to make a list of things she learns as she reads about Joseph Smith in *True to the Faith* (pages 89–90) or Doctrine and Covenants 135:3. Ask each young woman to share one thing from her list and explain why it is meaningful to her.
- As a class, sing a hymn about Joseph Smith (use the topical index at the back of the hymnbook to find a hymn). What does this hymn teach the young women about Joseph Smith and the Restoration? Let members of the class share their feelings about and testimony of the Prophet.
- Invite the young women to read about Joseph Smith's First Vision in Joseph Smith—History 1:7–25, looking for gospel truths they find in the account (such as truths about the nature of God, the power of prayer, or the Great Apostasy). How do these truths affect our lives?
- Ask the young women to imagine that a friend of another faith asks, "Why is Joseph Smith so important in your Church?" Invite them to look for possible answers to this question in the video "Joseph Smith: Prophet of the Restoration" or in Elder Lawrence E. Corbridge's talk "The Prophet Joseph Smith." You could also read the section titled "Honest Questions" from Elder Neil L. Andersen's talk "Faith Is Not by

### Teaching tip

"Questions written on the chalkboard before class will help learners begin to think about topics even before the lesson begins" (*Teaching, No Greater Call* [1999], 93).

Chance, but by Choice” to help them learn how they can respond to criticism about Joseph Smith.

- Display several pictures depicting events in Joseph Smith’s life (see *Gospel Art Book*, 89–97). Ask the

young women to describe the events depicted. If possible, help them find scriptures that describe the event (possible scriptures are suggested at the beginning of the *Gospel Art Book*). Invite a few of them to share their testimonies of Joseph Smith.

*Ask the young women to share what they learned today. Do they understand the role of Joseph Smith in the Restoration of the gospel? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Write their testimonies of Joseph Smith in their journals.
- Share their testimonies with their families.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Teaching in the Savior’s way

The Savior invited His followers to testify to others of the truthfulness in His teachings. He promised that the Spirit would help them know when to testify and what to say. How can you help the young women recognize when they are being prompted by the Spirit to share their testimonies?



# Selected Resources

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*“Joseph Smith,” True to the Faith (2004), 89–90*

In the spring of 1820, 14-year-old Joseph Smith was searching for the true Church of Jesus Christ when he read a passage in the Bible: “If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him” (James 1:5; see also Joseph Smith—History 1:11–12). With simple, unwavering faith, young Joseph followed the counsel in that passage. He went alone to a grove of trees, where he prayed to know which church he should join. In answer to his prayer, God the Father and Jesus Christ appeared to him. Among other things, They told him that he should join none of the churches then in existence. (See Joseph Smith—History 1:13–20.)

As Joseph Smith proved his worthiness, he was given a divine mission as a prophet of God. Through him, the Lord accomplished a great and

marvelous work that included bringing forth the Book of Mormon, restoring the priesthood, revealing precious gospel truths, organizing the true Church of Jesus Christ, and establishing temple work. On June 27, 1844, Joseph and his brother Hyrum were killed in an attack by an armed mob. They sealed their testimonies with their blood.

For your testimony of the restored gospel to be complete, it must include a testimony of Joseph Smith’s divine mission. The truthfulness of The Church of Jesus Christ of Latter-day Saints rests on the truthfulness of the First Vision and the other revelations the Lord gave to the Prophet Joseph. President John Taylor, the third President of the Church, wrote, “Joseph Smith, the Prophet and Seer of the Lord, has done more, save Jesus only, for the salvation of men in this world, than any other man that ever lived in it” (D&C 135:3).



## Why is the First Vision important?

In the spring of 1820, God the Father and His Son, Jesus Christ, appeared to the Prophet Joseph Smith. This vision, which marked the beginning of the Restoration of the gospel, is the most important event since the Resurrection of Jesus Christ. Joseph Smith's humble prayer led to the restoration of gospel truths, priesthood authority, and saving ordinances. "That one revelation answers all the [questions] regarding God and his divine personality. . . . His interest in humanity through authority delegated to man is apparent. The future of the work is assured. These and other glorious truths are clarified by that glorious first vision" (*Teachings of Presidents of the Church: David O. McKay* [2003], 93).

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources and others that you choose. What do you feel will be most meaningful to the young women you teach?*

Joseph Smith—History 1:11–19, 24–25    Video: "The Restoration"

Dieter F. Uchtdorf, "The Fruits of the First Vision," *Ensign* or *Liahona*, May 2005, 36–38

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

How did you receive a witness that Joseph Smith saw God the Father and His Son, Jesus Christ? How has your life been blessed because of this testimony? What is the significance of the First Vision for you?

How can studying the First Vision deepen the testimony of each young woman in your class? How can you help the young women understand the significance of this great event?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Show a picture of the First Vision. Ask someone in the class to briefly describe what is happening in the picture. Invite the young women to ponder for a few moments the significance of this event. Ask them to look for insights during the lesson that will help them understand the importance of the First Vision.
- As a class, sing the hymn "Joseph Smith's First Prayer" (*Hymns*, no. 26). Invite the young women to share their feelings about Joseph Smith and his experience seeing and speaking to God the Father and Jesus Christ.
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## Learn together

*Each of the activities below can help the young women learn about Joseph Smith's First Vision. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Invite the young women to write down some of the blessings they have received because of the First Vision. Ask them to look for other blessings of the First Vision as they read the last 10 paragraphs of President Dieter F. Uchtdorf's talk "The Fruits of the First Vision." Invite them to share what they find and their feelings about the importance of the First Vision.
- As a class, read about Joseph Smith's First Vision in Joseph Smith—History 1:7–20. Invite the young women to look for truths we can learn from Joseph's experience (for example, the Father and the Son are real, separate beings; Satan and his power are real, but God's power is greater; God hears and answers prayers; revelation has not ceased). Invite a young woman to write the truths on the board. How are these truths different from what other religions believe?

How would our lives be different if we did not know these things?

- Invite the young women to silently read and ponder Joseph Smith's First Vision and his testimony in Joseph Smith—History 1:11–19, 24–25 (or watch the video "The Restoration"). Ask them to think about why the First Vision is significant in the history of the world. Why is it important to us as individuals? Share your testimony about the importance of the First Vision, and invite the young women to share their thoughts and testimonies.
- Invite the young women to re-view scriptural accounts of God the Father and Jesus Christ manifesting Themselves to people on earth (such as Matthew 3:13–17; Acts 7:54–60; 3 Nephi 11:3–10). You could also show pictures of these events (see *Gospel*

### Teaching tip

"Ask those you teach what they might say if someone wants to know what they have learned from the lesson" (*Teaching, No Greater Call* [1999], 94).

*Art Book*, 35, 63, and 82). Ask them to summarize each account. Then invite them to read Joseph Smith History 1:17 (see *Gospel Art Book*, 90). How was Joseph Smith's First Vision similar to

these other manifestations? How was it unique? Invite the young women to share why the First Vision is important to them.

*Ask the young women to share what they learned today. Do they understand Joseph Smith's First Vision better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Write their testimonies of First Vision Joseph Smith in their journals.
- Share their testimonies of the First Vision with their families.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior invited His followers to testify to others of the truthfulness of His teachings. As they did, the Spirit touched their hearts. How can you encourage the young women to bear testimony to each other?

# Selected Resources

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*Excerpt from Dieter F. Uchtdorf, “The Fruits of the First Vision,” Ensign or Liahona, May 2005, 36–38*

This is how Joseph Smith’s First Vision blesses our own personal lives, the lives of families, and eventually the whole human family—we come to believe in Jesus Christ through the testimony of the Prophet Joseph Smith. Prophets and apostles throughout the history of mankind have had divine manifestations similar to Joseph’s. Moses saw God face-to-face and learned that he was a son of God “in the similitude of [His] Only Begotten” (see Moses 1:1–6). The Apostle Paul testified that the resurrected Jesus Christ appeared to him on the road to Damascus and made Paul one of His great missionaries (see Acts 26:9–23). Hearing Paul’s witness of his heavenly vision during the trial at Caesarea, the powerful King Agrippa admitted, “Almost thou persuadest me to be a Christian” (Acts 26:28).

And there were many other ancient prophets who also bore powerful testimony of Christ. All of these manifestations, ancient and modern, lead those who believe to the divine source of all righteousness and hope—to God, our Heavenly Father, and to His Son, Jesus Christ.

God has spoken to Joseph Smith for the purpose of blessing all of God’s children with His mercy and love, even in times of uncertainties and insecurities, of wars and rumors of wars, of natural and personal disasters. The Savior said, “Behold, mine arm of mercy is extended towards you, and whosoever will come, him will I receive” (3 Nephi 9:14). And all who accept this invitation will be “encircled about with the matchless bounty of his love” (Alma 26:15).

Through our faith in the personal witness of the Prophet Joseph and the reality of the First Vision, through study and prayer, deep and sincere, we will be blessed with a firm faith in the Savior of the world, who spoke to Joseph “on the morning of a beautiful, clear day, early in the spring of eighteen hundred and twenty” (Joseph Smith—History 1:14). . . .

Through his work and sacrifice, I now have a true understanding of our Heavenly Father and His Son, our Redeemer and Savior, Jesus Christ, and I can feel the power of the Holy Ghost and know of Heavenly Father’s plan for us, His children. For me, these are truly the fruits of the First Vision.

## UNIT OVERVIEW

# May: Prophets and Revelation

*“We believe all that God has revealed, all that He does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God” (Articles of Faith 1:9).*

The outlines in this unit will help each young woman learn to recognize the voice of the Lord as He speaks to her through the scriptures, living prophets and apostles, and personal revelation by the Holy Ghost to her heart and mind. Help the young women learn to love and trust the word of the Lord so that when they are faced with trials or difficult decisions—now and in the future—they will naturally and automatically turn to the scriptures, prayer, and the words of the living prophets for guidance.

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### Outlines to choose from this month:

*Why is it important to listen to and follow the living prophets?*

*How do I receive personal revelation?*

*How can I make my prayers more meaningful?*

*Why is it important to study the scriptures?*

*How can I strengthen my testimony?*

*How can a patriarchal blessing help me?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.

### Personal Progress

The following experiences from *Personal Progress* relate to the lessons in this unit:

Faith value experience 1

Individual Worth value experience 2

Choice and Accountability value experience 5

Virtue value project

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.







# Why is it important to listen to and follow the living prophets?

We sustain the members of the First Presidency and the Quorum of the Twelve Apostles as prophets, seers, and revelators. Their teachings reflect the will of the Lord. They give us instruction, warnings, and counsel from the Lord for our day. We are blessed with safety, peace, and spiritual strength when we listen to and obey their counsel.

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## Prepare yourself spiritually

What counsel have living prophets given that you have applied in your life? How have you been blessed for following that counsel?

Why is it important for the young women in your class to have a testimony of the living prophets? How can you help them see what a blessing it is to have living prophets to guide them today?

*Prayerfully study the following scriptures and resources. What do you feel prompted to share with the young women?*

Amos 3:7; D&C 1:4, 37–38; Moses 6:26–38 (The Lord speaks to us through His prophets)

D&C 21:1, 4–7 (The Lord promises great blessings to those who follow the prophet)

Ronald A. Rasband, “Standing with the Leaders of the Church,” *Ensign* or *Liahona*, May 2016, 46–49

David A. Bednar, “Chosen to Bear Testimony of My Name,” *Ensign* or *Liahona*, Nov. 2015, 128–31

M. Russell Ballard, “Stay in the Boat and Hold On!” *Ensign* or *Liahona*, Nov. 2014, 89–92

Carol F. McConkie, “Live according to the Words of the Prophets,” *Ensign* or *Liahona*, Nov. 2014, 77–79; see also the video “Follow the Prophet”

“Message from the First Presidency,” *For the Strength of Youth* (2011), ii–iii

“Prophets,” *True to the Faith* (2004), 129–30

Video: “We Need Living Prophets”

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas, or think of your own, to introduce this week's lesson:*

- Ask the young women how they would respond if a friend of another faith asked them what counsel their prophet has given to young people. As a class, read the first paragraph of "Message from the First Presidency" in *For the Strength of Youth*. Ask the young women why they feel it is important to listen to and follow the living prophet.
- Invite the young women to think of and share a story from the Book of Mormon that illustrates the need to listen to and follow the living prophet. Some examples might include stories about Lehi, King Benjamin, Abinadi, or Samuel the Lamanite. What do they learn from these stories? What experiences can the young women share in which they followed the counsel of the prophet?

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### Teaching tip

"We should study the scriptures, teachings of latter-day prophets, and lesson materials thoroughly to be sure we correctly understand the doctrine before we teach it" (*Teaching, No Greater Call* [1999], 52).

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## Learn together

*Each of the activities below will help the young women understand the importance of following the living prophets. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Assign each young woman one of the scriptures suggested in this outline and ask her to look for reasons we need a prophet and blessings that come from following the prophet. Invite the young women to share their thoughts. Share a personal experience in which you followed the counsel of the prophet, and testify about what you learned from doing so. Invite the young women to share their own experiences.
- Read the portion of Elder Ballard's talk where he compares the living prophet to a river rafting guide, and make a list of ways a river rafting guide is similar to a prophet. Invite class members to think of and share other analogies they could use to teach others why it is important to follow prophets and apostles.
- Show pictures of the First Presidency and Quorum of the Twelve Apostles (such as those in the conference issue of the *Ensign* or *Liahona*). Bear your testimony that all of these men are prophets, seers, and revelators. Invite the young women to make a list on the board of counsel given by the living prophets (bring copies of the most recent general conference issue of the *Ensign* or *Liahona* to help them remember). How does following this counsel bless their lives and the lives of their families?
- Give each young woman a small card. Invite the young women to read one of President Monson's recent talks and find a statement that they would like to write on the card to take home and display in their rooms or save in their scriptures. Ask them to

share their statements and explain why they chose them.

- Show the video “We Need Living Prophets” or read together portions of Elder David A. Bednar’s talk “Chosen to Bear Testimony of My Name.” You could also read the “Prophets” chapter in *True to the Faith*. Invite the young women to look for why it is important to listen to and follow the living prophets. Ask them to share what they find. Invite the young women to share their testimonies of the prophet.
- Show the video “Follow the Prophet” or share with the class

the following statement from Sister Carol F. McConkie’s talk “Live according to the Words of the Prophets”: “According to the world’s standards, following the prophet may be unpopular, politically incorrect, or socially unacceptable. But following the prophet is always right” (*Ensign* or *Liahona*, Nov. 2014, 78). What are some reasons people give for not following the prophet? Invite class members to search the rest of Sister McConkie’s talk or Elder Ronald A. Rasband’s talk “Standing with the Leaders of the Church” for things they could say to someone who tries to discourage them from following the prophet. Ask them to share what they find.

*Ask the young women to share what they learned today. Do they understand the need for living prophets? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. Ask a few of them to share what they feel impressed to do.*

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior asked questions to those He taught and gave them opportunities to ask their own questions. What questions can you ask that will help the young women think and feel deeply about living prophets? How can you show that you are interested in their answers?

# Selected Resources

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*Excerpt from M. Russell Ballard, "Stay in the Boat and Hold On!" Ensign or Liahona, Nov. 2014, 89*

Recently, a friend of mine took his son on a trip down the Colorado River through Cataract Canyon, located in southeastern Utah. The canyon is famous for its 14 miles (23 km) of white-water rapids that can be particularly hazardous.

In preparation for their adventure, they had carefully reviewed the National Park Service website, which contains important information about personal preparedness and common, hidden hazards.

At the beginning of the trip, one of the experienced river guides reviewed important safety instructions, emphasizing three rules that would ensure the group's safe travel through the rapids. "Rule number one: stay in the boat! Rule number two: always wear a life jacket! Rule number three: always hold on with both hands!" He then said again, with even

more emphasis, "Above all, remember rule number one: stay in the boat!"

This adventure reminds me of our mortal journey. Most of us experience periods in our lives where the tranquil waters of life are appreciated. At other times, we encounter white-water rapids that are metaphorically comparable to those found in the 14-mile stretch through Cataract Canyon—challenges that may include physical and mental health issues, the death of a loved one, dashed dreams and hopes, and—for some—even a crisis of faith when faced with life's problems, questions, and doubts.

The Lord in His goodness has provided help, including a boat, essential supplies such as life jackets, and experienced river guides who give guidance and safety instructions to help us make our way down the river of life to our final destination.



## How do I receive personal revelation?

Each of us is entitled to personal revelation to guide our lives. In order to receive personal revelation, we must prepare by living worthily and studying and pondering the scriptures. If we seek and ask, God will reveal His will to us through the Holy Ghost.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the young women?*

1 Kings 19:9–12; Helaman 5:30; D&C 6:14–16, 23; 8:2–3; 11:12–14 (Ways the Spirit speaks to us)

John 14:26–27 (The Holy Ghost can help us remember things and feel peace)

Ether 2–3; D&C 9:7–9 (Personal revelation must be accompanied by our own thought and study)

Henry B. Eyring, “Continuing Revelation,” *Ensign* or *Liahona*, Nov. 2014, 70–73

Richard G. Scott, “How to Obtain Revelation and Inspiration for Your Personal Life,” *Ensign* or *Liahona*, May 2012, 45–47

David A. Bednar, “The Spirit of Revelation,” *Ensign* or *Liahona*, May 2011, 87–90

“Learn to Recognize the Promptings of the Spirit,” *Preach My Gospel* (1999), 96–97

“Revelation,” *True to the Faith* (2004), 140–44

“Let the Holy Spirit Guide,” *Hymns*, no. 143

Videos: “Patterns of Light: Spirit of Revelation,” “Hearing His Voice”

Music for youth theme: “When the Time Is Right”

How do you know when you have received personal revelation? How has learning to recognize personal revelation blessed your life?

Why do you feel it is important that the young women in your class learn how to receive personal revelation? How will you help them learn to recognize personal revelation?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas, or think of your own, to introduce this week's lesson:*

- Ask the young women to read or sing all three verses of "Let the Holy Spirit Guide" (*Hymns*, no. 143) and look for words that describe how the Holy Ghost speaks to us. What are some other words the young women can think of that describe how the Holy Ghost communicates with us?
- Write on the board "I know I am receiving personal revelation when \_\_\_\_\_. " Ask the young women how they would complete this sentence. Invite them to continue to ponder this statement during the lesson and look for additional answers.

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## Learn together

*Each of the activities below will help the young women understand how to receive personal revelation. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Read together the first three paragraphs of President Henry B. Eyring's talk "Continuing Revelation." Ask the young women to list a few situations in which they or someone they know would need personal revelation. Invite the young women to read or watch portions of President Eyring's talk and share what they learn. Invite them to ponder what they will do to seek personal revelation.

- Write on the board the scripture references suggested in this outline. Ask each young woman to read one of them and identify what it teaches about how the Holy Ghost can communicate with us. Have the young women write what they find on the board next to the reference. Invite them to share any experiences they have had in which the Holy Ghost has spoken to them in one of these ways.

- Make a copy of the chart on pages 96–97 of *Preach My Gospel* for each

young woman. Invite her to review the chart and its descriptions of how the Holy Ghost communicates with us. Invite the young women to write about a time when they have experienced any of the feelings, thoughts, or impressions described in the chart. Invite a few of them to share what they wrote with the rest of the class.

- Invite the young women to read the section titled "Patterns of Revelation" from Elder David A. Bednar's talk "The Spirit of Revelation" or watch the video "Patterns of Light: The Spirit of Revelation." Ask them to identify phrases or sentences that explain how the Holy Ghost communicates with us. Why is it important for the young women to understand how the Holy Ghost communicates? How can He help with important decisions we must make? Invite the young women to list some important decisions they will need to make in

### Teaching tip

"Perhaps the greatest temptation of the teacher struggling to maintain the attention of [a] class is the use of the sensational story. There are a number of these, of very questionable origin, continually being circulated throughout the Church. . . . These are not teaching tools: stability and testimony are not built on sensational stories" (Joseph F. McConkie, in *Teaching, No Greater Call* [1999], 53).

the next few years. With permission from the bishop, invite exemplary women from the ward to share how they have sought personal revelation to make similar decisions.

- Show the video “Hearing His Voice,” and ask the young women to look for things the youth in this

video did to prepare themselves to receive personal revelation. What are some other ways we can prepare ourselves? (see 3 Nephi 17:2–3; D&C 9:7–8). Encourage the young women to accept the challenge that the youth in the video accepted, and invite them to share their experiences in a future class.

*Ask the young women to share what they learned today. Do they better understand how to receive personal revelation? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Complete Choice and Accountability value experience 5 in *Personal Progress*.
- Write down specific spiritual promptings or impressions they

receive throughout the week and act on them. They could record in their journal what happened when they followed the promptings and what blessings they received.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior invited those who followed Him to act in faith and live the truths He taught. He focused on helping His followers live the gospel with all their hearts by providing them with powerful learning experiences. How can you teach the young women to act in faith and live the truths they learn?



# Selected Resources

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*Excerpt from David A. Bednar, "The Spirit of Revelation," Ensign or Liahona, May 2011, 87–90*

Revelations are conveyed in a variety of ways, including, for example, dreams, visions, conversations with heavenly messengers, and inspiration. Some revelations are received immediately and intensely; some are recognized gradually and subtly. The two experiences with light I described help us to better understand these two basic patterns of revelation.

A light turned on in a dark room is like receiving a message from God quickly, completely, and all at once. Many of us have experienced this pattern of revelation as we have been given answers to sincere prayers or been provided with needed direction or protection, according to God's will and timing. Descriptions of such immediate and intense manifestations are found in the scriptures, recounted in Church history, and evidenced in our own lives. Indeed, these mighty miracles do occur. However, this pattern of revelation tends to be more rare than common.

The gradual increase of light radiating from the rising sun is like receiving a message from God "line upon line, precept upon precept" (2 Nephi 28:30). Most frequently, revelation comes in small increments over time and is granted according to our desire, worthiness, and preparation. Such communications from Heavenly Father gradually and gently "distil upon [our souls] as the dews from heaven"

(D&C 121:45). This pattern of revelation tends to be more common than rare and is evident in the experiences of Nephi as he tried several different approaches before successfully obtaining the plates of brass from Laban (see 1 Nephi 3–4). Ultimately, he was led by the Spirit to Jerusalem, "not knowing beforehand the things which [he] should do" (1 Nephi 4:6). And he did not learn how to build a ship of curious workmanship all at one time; rather, Nephi was shown by the Lord "from time to time after what manner [he] should work the timbers of the ship" (1 Nephi 18:1).

Both the history of the Church and our personal lives are replete with examples of the Lord's pattern for receiving revelation "line upon line, precept upon precept." For example, the fundamental truths of the restored gospel were not delivered to the Prophet Joseph Smith all at once in the Sacred Grove. These priceless treasures were revealed as circumstances warranted and as the timing was right. . . .

We as members of the Church tend to emphasize marvelous and dramatic spiritual manifestations so much that we may fail to appreciate and may even overlook the customary pattern by which the Holy Ghost accomplishes His work. The very "simpleness of the way" (1 Nephi 17:41) of receiving small and incremental spiritual impressions that over time and in totality constitute a desired answer or the direction we need may cause us to look "beyond the mark" (Jacob 4:14).



## How can I make my prayers more meaningful?

Heavenly Father loves us and wants us to communicate with Him through prayer. When we pray, we should tell Heavenly Father what we feel in our hearts. We should not repeat meaningless words or phrases. Through sincere, heartfelt prayer, we can feel the nearness of our Heavenly Father.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these resources. What would you like the young women to discover about prayer?*

Luke 22:41–42; Helaman 10:5; D&C 46:30–31 (We should seek God’s will when we pray)

3 Nephi 14:7; D&C 9:7–8 (Prayer should be accompanied by faithful effort)

3 Nephi 17–19 (Jesus Christ prays with the Nephites and teaches about prayer)

Moroni 10:3–5 (Pray with faith, a sincere heart, and real intent)

Bible Dictionary, “Prayer,” 752–53

David A. Bednar, “Ask in Faith,” *Ensign* or *Liahona*, May 2008, 94–97

David A. Bednar, “Pray Always,” *Ensign* or *Liahona*, Nov. 2008, 41–44

“Prayer,” *True to the Faith* (2004), 118–23

Video: “Daily Bread: Experience”

What meaningful experiences have you had with prayer? What have these experiences taught you about communicating with Heavenly Father? What have you done to make your prayers more meaningful?

When have you heard the young women in your class pray? How can you help them make their prayers more meaningful? How can understanding how to communicate with Heavenly Father help them now and in the future?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas, or think of your own, to introduce this week's lesson:*

- As a class, sing or read hymns about prayer (use the topical index at the end of the hymnbook to find an appropriate hymn). What do the young women learn about prayer from these hymns?
- Ask the young women to make a list of ways we communicate with others. How are these communication methods similar to prayer? How are they different? What questions do the young women have about prayer?

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## Learn together

*Each of the activities below will help the young women understand how to make their prayers more meaningful. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to find in the scriptures an example of prayer that they find inspiring (if necessary, suggest that they read the scriptures listed in this outline), or show the video “Daily Bread: Experience.” Ask them to share what they find and what they learn about prayer from the example.
- Assign each young woman a scripture about prayer (such as those suggested in this outline). Ask the young women to write down a principle about prayer they learn from their scripture and an example of that principle from their lives or the lives of others. Invite them to share what they wrote with another young woman in the class. What did the young women learn from each other that can help them make their prayers more meaningful?
- Provide each young woman with a section from one of Elder David A. Bednar’s talks suggested in this outline. Invite the young women to underline practical advice Elder Bednar gives to help us make our prayers more meaningful. Ask them to share what they find. Then invite them to imagine that they are teaching someone to pray. What would they teach, and how would they teach it? Consider role-playing a possible teaching situation.
- Divide chapters 17, 18, or 19 of 3 Nephi among the young women. Ask the young women to read their sections and share what they learn about prayer from Jesus Christ’s example and teachings and from the examples of His disciples. What can they do to follow these examples in their own prayers?

### Teaching tip

“After one person has responded to a question or offered an insight, invite the others to either add to the comment or express a different opinion. When someone asks a question, redirect it to others rather than answer it yourself. For example, you could ask, ‘Would anyone care to answer that question?’”  
(*Teaching, No Greater Call* [1999], 67).

- Assign each young woman to study one of the principles of prayer discussed in *True to the Faith*, pages 119–21, or in the entry about prayer

in the Bible Dictionary. Ask the young women to teach the class what they learn. Encourage them to share personal examples when they teach.

*Ask the young women to share what they learned today. Do they understand how to make their prayers more meaningful? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Make a specific goal to improve their personal prayers.
- Complete Faith value experience 1 in *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior loved and prayed for those He taught. When we get to know and love those we teach, we pray for them by name and for specific challenges and opportunities they may be facing.

# Selected Resources

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*Excerpts from Elder David A. Bednar, “Pray Always,” Ensign or Liahona, Nov. 2008, 41–44*

Simply stated, prayer is communication to Heavenly Father from His sons and daughters on earth. “As soon as we learn the true relationship in which we stand toward God (namely, God is our Father, and we are his children), then at once prayer becomes natural and instinctive on our part” (Bible Dictionary, “Prayer,” 752). We are commanded to pray always to the Father in the name of the Son (see 3 Nephi 18:19–20). We are promised that if we pray sincerely for that which is right and good and in accordance with God’s will, we can be blessed, protected, and directed (see 3 Nephi 18:20; D&C 19:38). . . .

There may be things in our character, in our behavior, or concerning our spiritual growth about which we need to counsel with Heavenly Father in morning prayer. After expressing appropriate thanks for blessings received, we plead for understanding, direction, and help to do the things we cannot do in our own strength alone. For example, as we pray, we might:

Reflect on those occasions when we have spoken harshly or inappropriately to those we love the most.

Recognize that we know better than this, but we do not always act in accordance with what we know.

Express remorse for our weaknesses and for not putting off the natural man more earnestly.

Determine to pattern our life after the Savior more completely.

Plead for greater strength to do and to become better.

Such a prayer is a key part of the spiritual preparation for our day.

During the course of the day, we keep a prayer in our heart for continued assistance and guidance—even as Alma suggested: “Let all thy thoughts be directed unto the Lord” (Alma 37:36).

We notice during this particular day that there are occasions where normally we would have a tendency to speak harshly, and we do not; or we might be inclined to anger, but we are not. We discern heavenly help and strength and humbly recognize answers to our prayer. Even in that moment of recognition, we offer a silent prayer of gratitude.

At the end of our day, we kneel again and report back to our Father. We review the events of the day and express heartfelt thanks for the blessings and the help we received. We repent and, with the assistance of the Spirit of the Lord, identify ways we can do and become better tomorrow. Thus our evening prayer builds upon and is a continuation of our morning prayer. And our evening prayer also is a preparation for meaningful morning prayer.

Morning and evening prayers—and all of the prayers in between—are not unrelated, discrete events; rather, they are linked together each day and across days, weeks, months, and even years. This is in part how we fulfill the scriptural admonition to “pray always” (Luke 21:36; 3 Nephi 18:15, 18; D&C 31:12). Such meaningful prayers are instrumental in obtaining the highest blessings God holds in store for His faithful children.



## Why is it important to study the scriptures?

The scriptures contain the word of God. Latter-day prophets counsel us to study the scriptures every day, both individually and with our families. Studying the scriptures can help us know Heavenly Father and Jesus Christ, give us power to resist temptation, and strengthen us in our challenges.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel will help the young women understand the importance of studying the scriptures?*

Psalms 119:105; 2 Timothy 3:16–17;  
2 Nephi 32:3 (The scriptures can be a  
guide for our lives)

1 Nephi 15:24–25; Alma 31:5;  
Helaman 3:29–30; 15:7–8; D&C 11:21  
(There is power in the word of God)

D&C 84:45; Joseph Smith—Matthew  
1:37 (The scriptures help us discern  
truth and avoid deception)

Boyd K. Packer, “The Key to Spiritual  
Protection,” *Ensign* or *Liahona*, Nov.  
2013, 26–28

Richard G. Scott, “The Power of  
Scripture,” *Ensign* or *Liahona*, Nov.  
2011, 6–8

Choice and Accountability value  
experience 1, *Young Women Personal  
Progress* (2009), 46

“Scriptures,” *True to the Faith* (2004),  
155–59

Videos: “The Book of Mormon:  
Messages from Heaven,” “Daily  
Bread: Pattern”

How has studying the  
scriptures been a blessing  
in your life? What experi-  
ences can you share with  
the young women?

What verses of scripture  
do you think could be  
meaningful to the young  
women in your class?

What can you do to help  
the young women make  
their scripture study more  
meaningful and effective?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other  
teaching and learning  
ideas.

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## Introduce the doctrine

*Choose from these ideas, or think of your own, to introduce this week's lesson:*

- Invite a few young women to share a favorite scripture. Why are these scriptures important to them?
- Show the young women a few items that can guide them, such as a map, a compass, or a GPS device. How are the scriptures like these objects? Invite the young women to share an experience in which they found guidance and direction in the scriptures.

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## Learn together

*Each of the activities below will help the young women understand the importance of scripture study. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to read 2 Timothy 3:16–17 and 2 Nephi 32:3. What do these scriptures teach about the importance of scripture study? As a class, review Elder Richard G. Scott's list of scriptures that have guided his life (in his talk "The Power of Scripture"). Ask each young woman to make her own list of scriptures that have guided her. Ask the young women to share their scriptures with the class and explain how these scriptures have guided their lives.
- Invite the young women to read sections of one of the talks suggested in this outline. Ask them to look for blessings that come from studying the scriptures. When have they experienced these blessings in their lives?
- Ask each young woman to read one of the scriptures suggested in this outline. Ask her to draw a picture that represents what her scripture teaches, and invite the rest of the class to guess what the scripture says about the importance of scripture study. What experiences can the young women share in which they have seen the importance of scripture study in their own lives?
- Invite the young women to watch one of the videos suggested in this outline or to read "The Importance of Daily Scripture Study" from *True to the Faith* (pages 155–56). Ask them to look for answers to the question, "Why is it important that I study the scriptures?" Invite them to share what they find.

*Ask the young women to share what they learned today. Do they understand the importance of scripture study? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

### Teaching tip

"The spirit must be present for a gospel message to be carried to the hearts of those you teach (see 2 Nephi 33:1; D&C 42:14). Therefore, you should use methods that will set the proper tone for the lesson and invite the Spirit" (see *Teaching, No Greater Call* [1999], 91).



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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Work on Choice and Accountability value experience 1 in *Personal Progress* and make a plan to develop a habit of daily scripture study or improve their study of the scriptures.
- Memorize a scripture that inspires them and share it in class next week.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

### Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior used the scriptures to teach and testify about His mission. He taught people to think about the scriptures for themselves and use them to find answers to their own questions. How can you encourage the young women to turn to the scriptures to receive direction from the Lord?

# Selected Resources

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*Excerpts from Richard G. Scott, "The Power of Scripture," Ensign or Liahona, Nov. 2011, 6–8*

Our Father in Heaven understood that for us to make desired progress during our mortal probation, we would need to face difficult challenges. Some of these would be almost overpowering. He provided tools to help us be successful in our mortal probation. One set of those tools is the scriptures.

Throughout the ages, Father in Heaven has inspired select men and women to find, through the guidance of the Holy Ghost, solutions to life's most perplexing problems. He has inspired those authorized servants to record those solutions as a type of handbook for those of His children who have faith in His plan of happiness and in His Beloved Son, Jesus Christ. We have ready access to this guidance through the treasure we call the standard works—that is, the Old and New Testaments, the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price.

Because scriptures are generated from inspired communication through the Holy Ghost, they are pure truth. We need not be concerned about the validity of concepts contained in the standard works since the Holy Ghost has been the instrument which has motivated and inspired those individuals who have recorded the scriptures.

Scriptures are like packets of light that illuminate our minds and give place to guidance and inspiration from on high. They can become the key to open the channel to communion with our Father in Heaven and His Beloved Son, Jesus Christ.

The scriptures provide the strength of authority to our declarations when they are cited correctly. They

can become stalwart friends that are not limited by geography or calendar. They are always available when needed. Their use provides a foundation of truth that can be awakened by the Holy Ghost. Learning, pondering, searching, and memorizing scriptures is like filling a filing cabinet with friends, values, and truths that can be called upon anytime, anywhere in the world.

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. For example, committing to memory this psalm has been for me a source of power and understanding:

"The earth is the Lord's, and the fulness thereof; the world, and they that dwell therein.

"For he hath founded it upon the seas, and established it upon the floods.

"Who shall ascend into the hill of the Lord? or who shall stand in his holy place?

"He that hath clean hands, and a pure heart; who hath not lifted up his soul unto vanity, nor sworn deceitfully.

"He shall receive the blessing from the Lord, and righteousness from the God of his salvation" (Psalm 24:1–5).

Pondering a scripture like that gives great direction to life. The scriptures can form a foundation of support. They can provide an incredibly large resource of willing friends who can help us. A memorized scripture becomes an enduring friend that is not weakened with the passage of time.



## How can I strengthen my testimony?

A testimony is a spiritual witness of the truth given by the Holy Ghost. As members of the Church, we have sacred opportunity and responsibility to obtain our own testimonies. If we seek a testimony through study, prayer, and living the gospel, the Holy Ghost will help us know for ourselves that the gospel is true.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you find that will inspire the young women to gain a testimony?*

John 7:16–17 (If we do the Lord’s will, we will gain a testimony)

1 Corinthians 2:9–13; Alma 5:45–46; D&C 8:2–3 (The Holy Ghost testifies of truth)

James 1:5; 1 Nephi 10:17–19; 15:11; 3 Nephi 18:20; Moroni 10:3–5 (To obtain a testimony, we must ask and seek for one)

Mosiah 26:3; Alma 12:11 (Obstacles to obtaining a testimony)

Alma 32:27–34 (Begin with a desire to believe)

D&C 9:7–9 (We must study for ourselves before we ask)

Thomas S. Monson, “Believe, Obey, and Endure,” *Ensign or Liahona*, May 2012, 126–29

Dieter F. Uchtdorf, “Receiving a Testimony of Light and Truth,” *Ensign or Liahona*, Nov. 2014, 20–23

Bonnie L. Oscarson, “Be Ye Converted,” *Ensign or Liahona*, Nov. 2013, 76–78

Craig C. Christensen, “I Know These Things of Myself,” *Ensign or Liahona*, Nov. 2014, 50–52

“Testimony,” *True to the Faith* (2004), 178–80

How have you gained your own testimony? How has your testimony influenced you in your roles as a daughter of God, such as wife, mother, sister, or teacher?

What do you know about the testimonies of the young women in your class? How will having a strong testimony influence their lives now and in the future? What can you do to encourage them to strengthen their testimonies?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas, or think of your own, to introduce this week's lesson:*

- As a class, read Elder Craig C. Christensen's comparison between a testimony and a redwood tree in his talk "I Know These Things of Myself." If possible, bring a picture of a redwood tree and explain that this tree grows from a seed that is only a few millimeters long. Ask the young women to share what this comparison teaches them about strengthening their testimonies.
- Ask the young women to write down a definition of the word *testimony*. Invite them to share their definitions with the class. You may encourage them to read "Testimony" in *True to the Faith*.

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## Learn together

*Each of the activities below will help the young women learn how to gain their own testimonies. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Show the young women seeds and a potted plant. Ask them what needs to happen in order for the seeds to grow into a plant. Read Alma 32:27–34, and ask the young women to compare growing a plant to gaining a testimony. How are their testimonies growing? What can they do to nourish their testimonies? Invite them to write in their journals how their testimonies are growing and what they can do to strengthen them.
- As a class, make a list of individuals in the scriptures who gained a testimony. Discuss what these people did and how they received their spiritual witness (see 1 Nephi 10:17–19; Alma 5:45–46). Invite the young women to share experiences that have strengthened their testimonies.
- Invite each young woman to make a list of things that might weaken her testimony and ways she can keep it strong as she reads the scriptures in this outline or the 12th and 13th paragraphs of President Thomas S. Monson's talk "Believe, Obey, and Endure." Invite the young women to share some of the ideas on their lists, and then discuss as a class how the young women can help others strengthen their testimonies. How can they help family members? friends?
- Invite the young women to think of someone they know who may be struggling with his or her testimony. Encourage them to search President Dieter F. Uchtdorf's talk "Receiving a Testimony of Light and Truth," looking for things that could be helpful to that person. What could they share with that person?
- During the week, ask one of the young women to come to class prepared to relate the story of Agnes Hoggan from Sister Bonnie L.

### Teaching tip

"Often a lesson will contain more material than you are able to teach in the time you are given. In such cases, you should select the material that will be most helpful for those you teach" (*Teaching, No Greater Call* [1999], 98).

Oscarson's talk "Be Ye Converted," including how Agnes's testimony influenced her decisions. Give each young woman a slip of paper with one sentence from Sister Oscarson's talk that teaches a principle about strengthening testimony. Ask each young woman to share her sentence with the class and to discuss what she learns from it and any insights she has to share.

*Ask the young women to share what they learned today. Do they understand how to gain their own testimonies? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Bear their testimonies in class.
- Set a goal to strengthen their testimonies by living one of the principles they learned.
- Share their testimonies with a friend or family member in the coming week.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior invited His disciples to testify. For example, He asked them, "Whom say ye that I am?" (see Matthew 16:15–16). When you ask inspired questions to the young women, their answers can be opportunities to bear and strengthen their testimonies.

# Selected Resources

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*Excerpt from Bonnie L. Oscarson, “Be Ye Converted,” Ensign or Liahona, Nov. 2013*

I would like to share a conversion story from my family history about another of my heroes. Her name is Agnes Hoggan, and she and her husband joined the Church in Scotland in 1861. Suffering great persecution in their homeland, they immigrated to America with their children. Several years later, Agnes became a widow with eight children to support and worked hard to keep them fed and clothed. Her 12-year-old daughter, Isabelle, was lucky enough to find employment as a servant to a wealthy, non-LDS family.

Isabelle lived in their large home and helped look after their younger children. In exchange for her services, a small wage was paid each week to her mother. Isabelle was soon accepted as a member of the family and began to enjoy many of the same privileges, such as taking dance lessons, wearing beautiful clothing, and attending the theater. This arrangement continued for four years, until the family for whom Isabelle worked was transferred to another state. They had grown so fond of Isabelle that they approached her mother, Agnes, and asked for permission to legally adopt her. They promised they would provide her with a good education, see

that she married well, and make her an heir to their estate with their own children. They would also continue to make payments to Agnes.

This struggling widow and mother had a hard decision to make, but she did not hesitate for a moment. Listen to the words of her granddaughter, written many years later: “If her love had not compelled [her] to say no, she had an even better reason—she had come all the way from Scotland and had gone through tribulations and trials for the Gospel, and she did not intend, if humanly possible, to let a child of hers lose what she had come so far to gain.” The wealthy family used every possible argument, and Isabelle herself cried and begged to be allowed to go, but Agnes remained firm. As you can imagine, 16-year-old Isabelle felt as if her life was ruined.

Isabelle Hoggan is my great-grandmother, and I am most grateful for the testimony and conviction that burned so brightly in her mother’s heart, which did not allow her to trade her daughter’s membership in the Church for worldly promises. Today, hundreds of her descendants who enjoy the blessings of membership in the Church are the beneficiaries of Agnes’s deep-seated faith and conversion to the gospel.



## How can a patriarchal blessing help me?

A patriarchal blessing is personal revelation for our lives. It helps us understand our potential and the blessings we can receive if we are faithful. It may contain promises, admonitions, or warnings to guide our lives. It also helps us know that Heavenly Father knows and cares about us personally.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you find that will be most helpful to the young women you teach?*

Alma 16:16–17; 3 Nephi 17:2–3 (We should prepare our hearts to receive instruction from the Lord)

3 Nephi 20:25–27 (The house of Israel blesses families of the earth)

D&C 82:10; 130:20–21 (Blessings are conditioned upon obedience)

Henry B. Eyring, “Help Them Aim High,” *Ensign or Liahona*, Nov. 2012, 60–67

Julie B. Beck, “You Have a Noble Birthright,” *Ensign or Liahona*, May 2006, 106–8

Carlos A. Godoy, “The Lord Has a Plan for Us!” *Ensign or Liahona*, Nov. 2014, 96–98

“About Patriarchal Blessings,” *New Era*, Mar. 2004, 32–35; *Liahona*, Mar. 2004, 18–21

“Patriarchal Blessings,” *True to the Faith* (2004), 111–13

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

If you have received a patriarchal blessing, how has it guided your life? How has it helped you in times of adversity? How has it inspired you?

In what ways can a patriarchal blessing be a guide in the lives of the young women you teach? Why is it important for them to know their lineage in the house of Israel? How can you help them prepare to receive a patriarchal blessing?

See the appendix for other teaching and learning ideas.



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## Introduce the doctrine

*Choose from these ideas, or think of your own, to introduce this week's lesson:*

- If you have a patriarchal blessing, show the young women what it looks like (without sharing specific content). Share with them how it has blessed your life.
- Write on the board, "How can a patriarchal blessing help me?" Ask the young women to suggest answers to this question. Refer back to this question throughout the lesson. As a part of your discussion, consider sharing Elder Carlos A. Godoy's story about how his patriarchal blessing helped him make important decisions in his life (see "The Lord Has a Plan for Us!" *Ensign* or *Liahona*, Nov. 2014, 96–98).

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## Learn together

*Each of the activities below will help the young women learn about patriarchal blessings. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite one or more young women to share their experiences receiving a patriarchal blessing (or share your own experience). How have their patriarchal blessings helped them? (Remind the young women that the specific content of patriarchal blessings is sacred and should not be shared.) Cut a copy of the article "About Patriarchal Blessings" into pieces, one for each question and answer. Invite the young women to take turns selecting one piece of the article and sharing the question and answer with the class. What other questions do the young women have?
- With the bishop's permission, invite the stake patriarch to talk to the young women about patriarchal blessings. Encourage the young women to ask any questions they have.
- Ask the young women to write down any questions they have about patriarchal blessings. As a class, look for answers in *True to the Faith*, pages 111–13.
- As a class, read sections of Julie B. Beck's talk "You Have a Noble Birthright" and President Henry B. Eyring's comments about his patriarchal blessing in "Help Them Aim High." After reading each section, invite the young women to write a statement that summarizes what they learn about patriarchal blessings.
- Invite the young women to read the scriptures suggested in this outline and share what they feel each scripture teaches about patriarchal blessings.

### Teaching tip

"When an individual asks a question, consider inviting others to answer it instead of answering it yourself. For example, you could say, 'That's an interesting question. What do the rest of you think?' or 'Can anyone help with this question?'" (*Teaching, No Greater Call* [1999], 64).

*Ask the young women to share what they learned today. Do they understand patriarchal blessings better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## **Live what we are learning**

*Invite the young women to consider how they will live what they have learned today. For example:*

- They could complete Individual Worth value experience 2 from *Personal Progress*.
- If they have received their patriarchal blessing, they could study it and make note of the counsel, warnings, spiritual gifts, and blessings it contains.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## **Teaching in the Savior's way**

The Savior knows the young women in your class, and He knows who they can become. He finds unique ways to help each of them learn and grow. How can you teach of the Savior's love for the young women as you talk about patriarchal blessings?

# Selected Resources

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*Excerpts from “About Patriarchal Blessings,” New Era, Mar. 2004, 32–35; or Liahona, Mar. 2004, 18–21*

## **What is a patriarchal blessing?**

A patriarchal blessing has two main purposes. First, the patriarch will be inspired to declare your lineage—the tribe of Israel to which you belong. Second, guided by the spirit of prophecy, the patriarch will pronounce blessings and may also provide promises, cautions, or admonitions that apply specifically to you. Your patriarchal blessing may point out certain things you are capable of achieving and blessings you can receive if you exercise faith and live righteously.

## **Why is lineage important?**

Every member of the Church belongs to one of the twelve tribes of Israel. Those who aren’t literal descendants are “adopted” into the house of Israel through baptism. Knowing your lineage can be a helpful guide in your life, because belonging to one of the twelve tribes brings the blessings and missions specific to each tribe. The blessings Jacob gave his sons (the heads of each of the tribes) can be found in Genesis 49. . . .

## **Who may receive a patriarchal blessing?**

All worthy members of the Church are entitled to and should receive a patriarchal blessing regardless of how long they have been members.

## **How old do I have to be for a blessing?**

There is no set age. You should be old enough to appreciate the sacred nature of the blessing.

## **How is the blessing given?**

The patriarch will place his hands on your head and give the blessing through inspiration. It will be

revealed direction for you. The blessing will then be transcribed so that you can have a written copy to study throughout your life. The Church will also keep a copy of your blessing in case you ever lose yours.

## **How do I get a patriarchal blessing?**

Make an appointment for an interview with your bishop. He will determine your readiness and worthiness and either give you a recommend or help you prepare to receive one. After receiving your recommend, you may contact the patriarch to schedule an appointment. Ask your bishop or the patriarch who may accompany you to your blessing, such as your parents. And bring your recommend to the appointment.

## **How do I know if I’m ready?**

The desire to receive a patriarchal blessing should come from a desire to know and live God’s will for you. Curiosity or pressure from others isn’t the right reason to get a blessing. The bishop will help determine if you are ready for the blessing.

## **How can I prepare?**

You should do everything possible to draw closer to the Lord. Prayer, fasting, scripture study, meditation, and repentance can help. Concerns about worldly things should be left behind for such a sacred occasion. . . .

## **When will the promises in my blessing be fulfilled?**

Occasionally patriarchal blessings reveal things from our pre-earth life. But mostly they are guides for present and future living. Because blessings are eternal in nature, they may include possibilities beyond mortal life.

## UNIT OVERVIEW

# June: Priesthood and Priesthood Keys

*“The keys of the kingdom of God are committed unto man on the earth” (D&C 65:2).*

The outlines in this unit will help the young women understand the priesthood and how it can bless them now and in all their future roles as daughters of God. Young women can receive great strength and qualify for the blessings of exaltation as they continually exercise faith in Jesus Christ and as they access the power of God through the priesthood ordinances they receive and the covenants they keep. Help them learn that the priesthood is the power of God used to bless all of His children equally, both male and female. Help them understand that when they serve in the Church, they work under the direction of leaders who hold priesthood keys. Because of this, they participate in the work of the priesthood.

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### Outlines to choose from this month:

*What is the priesthood?*

*What are my responsibilities in the work of the priesthood?*

*What are the keys of the priesthood?*

*How do I receive the power and blessings of the priesthood in my life?*

*What does it mean to sustain my Church leaders?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.

### Note to the teacher

Be sensitive to young women who live without priesthood authority in the home or have negative examples in their lives. It is important to teach the ideal, but with sensitivity to these situations.

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.





## What is the priesthood?

The priesthood is the eternal power and authority of our Heavenly Father. Through the priesthood, God created and governs the heavens and earth. Through this power He redeems and exalts His children. He gives worthy priesthood holders authority to administer ordinances of salvation. All of Heavenly Father's children can qualify to receive these ordinances and access the power and blessings of the priesthood.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What scriptures and talks will help the young women understand what priesthood is?*

Hebrews 5:4; D&C 107:1–5; Articles of Faith 1:5 (Priesthood holders are called of God and ordained by one in authority)

D&C 84:17–22 (The power of godliness is manifest in the ordinances of the priesthood)

D&C 121:34–46 (The power of the priesthood operates only on principles of righteousness)

M. Russell Ballard, "This Is My Work and Glory," *Ensign* or *Liahona*, May 2013, 18–21

Neil L. Andersen, "Power in the Priesthood," *Ensign* or *Liahona*, Nov. 2013, 92–95

"Priesthood," *True to the Faith* (2004), 124–28

"Aaronic Priesthood," *True to the Faith*, 3–4

"Melchizedek Priesthood," *True to the Faith*, 101–2

Video: "Priesthood Blessings Available to All"

What do you know about the priesthood? What do you feel inspired to learn about the priesthood?

Do the young women see the relevance of the priesthood in their lives? What could you do before class to find out what each young woman knows about the priesthood? How might this influence what you decide to teach?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Ask the young women what they know about the priesthood. Share with them the paragraph at the beginning of this outline or the video "Priesthood Blessings Available to All," and ask them what additional truths they learn about the priesthood.
- Invite the young women, as a class or in pairs, to role-play a discussion in which a friend of another faith asks what the priesthood is. How would the young women describe the priesthood? Use the statement at the beginning of this lesson to help them understand what the priesthood is.

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## Learn together

*Each of the activities below will help the young women understand the priesthood. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Divide the young women into groups. Assign each group to search one or more of the scriptures suggested in this outline or a section of M. Russell Ballard's talk "This Is My Work and Glory," looking for things they learn about the priesthood. Invite them to share what impresses them. What experiences have the young women had with the priesthood?
- Ask the young women to list ways in which people in the world gain power (money, education, popularity, good looks, and so on). Read together Doctrine and Covenants 121:36–46, and ask the young women to list the principles upon which priesthood power is based. Contrast the world's way of obtaining power and the Lord's way. How does knowing about these principles affect the way the young women view the priesthood?
- Invite some of the young women to read about the Aaronic Priesthood in *True to the Faith* (pages 3–4), and invite the others to read about the Melchizedek Priesthood (pages 101–2). Ask each young woman to share something she learned from what she read. Why do they feel it is important for young women to understand the priesthood?
- Invite each young woman to read one of the sections of Elder Neil L. Andersen's talk "Power in the Priesthood." Then ask each young woman to share with the rest of the class what she learned about the priesthood and what it means to her.
- Invite the young women to read the section titled "Priesthood Quorums" on page 125 of *True to the Faith*. What are the similarities between how

### Teaching tip

"Testify whenever the Spirit prompts you to do so, not just at the end of each lesson. Provide opportunities for those you teach to bear their testimonies" (*Teaching, No Greater Call* [1999], 45).



Aaronic Priesthood quorums and young women classes are organized? What are the differences? Help the young women see that the women

of the Church are organized after the pattern of the priesthood (see *Daughters in My Kingdom: The History and Work of Relief Society* [2011], 138).

*Ask the young women to share what they learned today. Do they understand better what the priesthood is? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Prepare and teach a family home evening lesson on the priesthood.
- Write in their journals something they have learned about the priesthood.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior used the scriptures to teach and testify about His mission. He taught His disciples to turn to the scriptures for answers to questions and to receive spiritual strength. In what ways can you encourage the young women to turn to the scriptures to find answers to their questions and challenges?

# Selected Resources

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*Excerpt from “Priesthood,” True to the Faith (2004), 124–28*

## **Priesthood Quorums**

A priesthood quorum is an organized group of brethren who hold the same priesthood office. The primary purposes of quorums are to serve others, build unity and brotherhood, and instruct one another in doctrines, principles, and duties.

Quorums exist at all levels of Church organization. The President of the Church and his counselors form the Quorum of the First Presidency. The Twelve Apostles also form a quorum. Seventies, both General Authorities and Area Authorities, are organized into quorums. Each stake president presides over a quorum of high priests, made up of all the high priests in the stake. Each ward or branch normally has quorums of elders, priests, teachers, and deacons. High priests are also organized in wards, serving in high priests groups.



# What are my responsibilities in the work of the priesthood?

The work of the priesthood includes more than the duties of priesthood holders. It is God's work—the work of blessing and exalting His children—accomplished by His covenant-keeping children. Women are essential in accomplishing the work of the priesthood. We minister to those in need, teach the gospel, and invite all to come unto Christ.

## Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the young women?*

D&C 20:38–60 (Duties of priesthood holders)

Henry B. Eyring, "The Comforter," *Ensign* or *Liahona*, May 2015, 17–21

Luke 8:1–3; Acts 9:36–40; Romans 16:1–2 (Examples of ministering to others)

Dallin H. Oaks, "The Keys and Authority of the Priesthood," *Ensign* or *Liahona*, May 2014, 49–52

Alma 56:47–48; 57:21; D&C 25:6–8; Moses 5:11–12 (Examples of teaching the gospel)

"Relief Society: A Restoration of an Ancient Pattern," *Daughters in My Kingdom: The History and Work of Relief Society* (2011), 3–7

Luke 2:36–38; John 20:11–18; Alma 19:16–17 (Examples of inviting others to come unto Christ)

Video: "Sweet Is the Work"; "Sharing Your Light"

## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

How do you participate in the work of the priesthood? What experiences could you share that would help the young women understand their responsibilities in the Lord's work?

Do the young women in your class see themselves as essential participants in the work of the priesthood? What experiences have they had doing the Lord's work—in their homes, at church, and with their friends—that they could share with each other?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write on the board, "What are the duties of priesthood holders?" Ask the young women to list as many duties as they can think of and then add to their list the duties they find in Doctrine and Covenants 20:46–60. Invite them to consider which of these responsibilities they share with young men.
- As a class, read the paragraph at the beginning of this outline, and invite the young women to write on the board words and phrases that help them understand what the work of the priesthood is. What connections do they see between the Young Women theme and the duties of priesthood holders listed in Doctrine and Covenants 20:46–60?

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## Learn together

*Each of the activities below will help inspire the young women to be participants in the work of the priesthood. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- In Doctrine and Covenants 20:53 and 59, we learn that the duties of the priesthood include being with and strengthening Church members and inviting all to come unto Christ. Invite the young women to review portions of President Henry B. Eyring's talk "The Comforter." What does he teach about how the Holy Ghost can help us keep our covenants and participate in the work of the priesthood?
- Before class, invite the young women to learn about an influential woman—in the scriptures (such as those suggested in this outline), in Church history, or in their own families—who has been an example of ministering, teaching the gospel, or inviting others to come unto Christ. At the beginning of class, invite them to share what they learned. In what ways were these women participating in the work of the priesthood? What inspires the young women about these stories? How do they see themselves in the work of the priesthood?
- As a class, read "Relief Society: A Restoration of an Ancient Pattern." Invite the young women to share their impressions about the role of women in the work of the priesthood. How does reading about what women have done throughout history inspire the young women to participate in this work today? Encourage the young women to read the rest of *Daughters in My Kingdom* on their own. If possible, you may want to provide copies for them.
- Read together section IV in Elder Dallin H. Oaks's talk "The Keys and Authority of the Priesthood," and ask the young women to share statements

### Teaching tip

"As you prayerfully prepare to teach, you may be led to emphasize certain principles. You may gain an understanding of how best to present certain ideas. You may discover examples, object lessons, and inspiring stories in the simple activities of life. You may feel impressed to invite a particular person to assist with the lesson. You may be reminded of a personal experience that you can share" (*Teaching, No Greater Call* [1999], 48).

that impress them. With permission from the bishop, invite a sister in the ward to talk with the class about how priesthood authority has increased her capacity to fulfill her calling. You may want to invite this sister several days in advance.

- Show one of the videos suggested in this outline and invite the young women to identify ways in which women in the videos are participating in the work of the priesthood. How do these examples and the counsel of Church leaders in these videos inspire them to participate more fully in this work?

*Ask the young women to share what they learned today. Do they understand how they can participate in the work of the priesthood? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Make a plan to fulfill their responsibilities in the work of the priesthood.
- Share with their families what they learned today about the work of the priesthood.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior invited His followers to testify, and as they did, the Spirit touched their hearts. What experiences have you had with the priesthood that you could share with the young women?

# Selected Resources

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*Excerpt from “Relief Society: A Restoration of an Ancient Pattern,” Daughters in My Kingdom: The History and Work of Relief Society (2011), 3–7*

While little is known about a formal organization of women in the New Testament, evidence suggests that women were vital participants in the Savior’s ministry. The New Testament includes accounts of women, named and unnamed, who exercised faith in Jesus Christ, learned and lived His teachings, and testified of His ministry, miracles, and majesty. These women became exemplary disciples and important witnesses in the work of salvation.

Women journeyed with Jesus and His Twelve Apostles. They gave of their substance to assist in His ministry. After His death and Resurrection, women continued to be faithful disciples. They met and prayed together with the Apostles. They provided their homes as gathering places for Church members. They valiantly participated in the work of saving souls, temporally and spiritually.

Martha and her sister Mary are examples of female disciples in the New Testament. Luke 10 contains an account of Martha opening her home to Jesus. She served the Lord by taking care of His temporal needs, and Mary sat at the Master’s feet and absorbed His teachings.

In an age when women were generally expected to provide only temporal service, the Savior taught Martha and Mary that women could also participate spiritually in His work. He invited them to become His disciples and partake of salvation, “that good part” that would never be taken from them. [See Luke 10:38–42.]

Mary and Martha became active participants in the Lord’s mortal ministry. Later in the New Testament, we read Martha’s strong testimony of the Savior’s divinity. In a conversation with Jesus, she said, “I believe that thou art the Christ, the Son of God,

which should come into the world.” [See John 11:20–22.]

Many other female disciples traveled with Jesus and the Twelve, learning from Him spiritually and serving Him temporally. [See Luke 8:1–3.] . . .

It is likely that these women provided some economic support for Jesus and His Apostles, along with service such as cooking. In addition to receiving Jesus’s ministering—the glad tidings of His gospel and the blessings of His healing power—these women ministered to Him, imparting their substance and devotion.

The Apostle Paul wrote of women who, both in Church positions and of their own volition, served the Saints. [See 1 Timothy 5:10; Titus 2:4.] . . .

The book of Acts includes an account of a woman who embodied the virtues Paul described. Tabitha, who was also known as Dorcas, lived in Joppa, where she made clothes for women in need. [See Acts 9:36–40.] . . .

The New Testament mentions other devoted women. Priscilla and her husband, Aquila, risked their lives for the Apostles and provided their home for Church gatherings. [See Romans 16:3–5; 1 Corinthians 16:19.] . . .

A woman named Mary “bestowed much labour” for the Apostles. [Romans 16:6.] A woman named Lydia was baptized along with her household and then ministered to those who had taught her. [See Acts 16:14–15.]

A woman named Phebe apparently held an ecclesiastical position of service in her congregation. [See Romans 16:1–2.] . . . The kind of service rendered by Phebe and other great women of the New Testament continues today with members of the Relief Society—leaders, visiting teachers, mothers, and others—who act as succorers, or helpers, of many.



## What are the keys of the priesthood?

Priesthood keys are the authority Heavenly Father has given to priesthood leaders to direct the use of His priesthood on earth. Jesus Christ holds all priesthood keys. “The keys of this dispensation,” which are necessary to lead the Church, were conferred on the Prophet Joseph Smith (see D&C 110:16). Today the members of the First Presidency and Quorum of the Twelve Apostles hold those keys. Priesthood keys are also given to the Presidency of the Seventy; presidents of temples, missions, stakes, and districts; bishops; branch presidents; and quorum presidents—including Aaronic Priesthood quorum presidents.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What will help the young women understand priesthood keys?*

Matthew 16:18–19 (Peter is promised the keys of the kingdom of God)

Mosiah 25:19 (Mosiah authorizes Alma to establish the Church)

D&C 65:2 (Priesthood keys are necessary for the gospel to go forth)

D&C 124:123, 142–43 (Presidents hold priesthood keys to govern the work of the ministry)

D&C 132:7 (The President of the Church is the only person on earth authorized to exercise all priesthood keys)

Gary E. Stevenson, “Where Are the Keys and Authority of the Priesthood?” *Ensign* or *Liahona*, May 2016, 29–32

Boyd K. Packer, “The Twelve,” *Ensign* or *Liahona*, May 2008, 83–87

Dallin H. Oaks, “The Keys and Authority of the Priesthood,” *Ensign* or *Liahona*, May 2014, 49–52

“Priesthood Keys,” *True to the Faith* (2004) 126–27

Video: “The Restoration of Priesthood Keys”

Think of the priesthood leaders in your life. How did you gain a testimony that they are called of God?

What can you do to help the young women understand the significance of priesthood keys in the Church? In what ways have the young women been blessed by the service of those who hold priesthood keys? How is their service as young women influenced by the leadership of those who hold priesthood keys?

See the appendix for other teaching and learning ideas.

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*



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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Ask the young women, "What are priesthood keys?" Then read to the young women the paragraph at the beginning of this outline, and ask them why the word *keys* is helpful to describe how the use of the priesthood is governed.
- Invite the young women to ponder and answer questions like the following: What are priesthood keys? Who holds priesthood keys in the Church? Encourage them to look for answers in "Priesthood Keys," *True to the Faith*, 126–27.

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## Learn together

*Each of the activities below will help the young women understand priesthood keys. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

"Ask questions that require learners to find answers in the scriptures and the teachings of latter-day prophets" (*Teaching, No Greater Call* [1999], 62).

- In his talk "Where Are the Keys and Authority of the Priesthood?" Elder Gary E. Stevenson explains priesthood keys by comparing them to car keys. As the young women read this analogy, direct them to look for what in the analogy represents the priesthood, priesthood keys, and priesthood leaders who hold keys. In what ways does Elder Stevenson suggest that young people can "find the keys"? How can we follow his counsel? Invite the young women to think of their own object lesson that they could use to explain priesthood keys.
- Write the following scripture references on the board: Matthew 16:18–19; D&C 124:123, 142–43; D&C 132:7. Invite the young women to read each of the scriptures and write a one-sentence summary of what they learn about priesthood keys from the verses. Ask each young woman to read one of her summaries aloud, and ask the other young women to identify which scripture she is summarizing. Ask the young women why it is important to them that the priesthood keys are on the earth today.
- Ask the young women to read the first three paragraphs and the story about visiting a church in Denmark from President Boyd K. Packer's talk "The Twelve" (or they could watch the video "The Restoration of Priesthood Keys"). Invite them to teach each other what they learn about priesthood keys from these talks. What blessings have come to them through the service of those who hold priesthood keys?

- Invite each young woman to read section III of Elder Dallin H. Oaks's talk "The Keys and Authority of the Priesthood" and write a brief paragraph summarizing, in her own

words, what she learns about priesthood keys. Give the young women time to share what they write and to ask any questions they have about priesthood keys.

*Ask the young women to share what they learned today. Do they understand the keys of the priesthood better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live what they have learned today. For example, they could:*

- Look for ways they are blessed by the service of those who hold priesthood keys.
- Teach a family member what they learned about priesthood keys.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior called and set apart leaders to direct and govern His Church (see Matthew 10:1–5). How can you help the young women feel gratitude for those who are called to serve and help them?

# Selected Resources

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*Excerpts from Boyd K. Packer, "The Twelve," Ensign or Liahona, May 2008, 83–87*

Shortly after the death of President Gordon B. Hinckley, the 14 men, Apostles, who had had conferred upon them the keys of the kingdom, gathered together in the upper room of the temple in order to reorganize the First Presidency of the Church. There was no question about what would be done, no hesitancy. We knew that the senior Apostle was the President of the Church. And in that sacred meeting, Thomas Spencer Monson was sustained by the Quorum of the Twelve Apostles as the President of the Church. He nominated and named his counselors. They likewise were sustained, and they were each ordained and given authority. President Monson was specifically given the authority to exercise all of the priesthood keys of authority. Now, as the scriptures provide, he is the only man on the earth who has the right to exercise all of the keys. But we all hold them as Apostles. There is one man among us called and ordained, and he becomes the President of The Church of Jesus Christ of Latter-day Saints. Already he was and had been sustained for years as a prophet, seer, and revelator.

With President Uchtdorf being called to the First Presidency, there was then a vacancy in the Twelve, and so yesterday we sustained a new member of the Quorum of the Twelve, Elder D. Todd Christofferson. He now joins that sacred brotherhood in that sacred

circle, and the circle now stands filled. The calling of an Apostle goes back to the Lord Jesus Christ. . . .

In 1976 an area general conference was held in Copenhagen, Denmark. Following the closing session, President Spencer W. Kimball desired to visit the Vor Frue Church, where the Thorvaldsen statues of the *Christus* and of the Twelve Apostles stand. He had visited there some years earlier and wanted all of us to see it, to go there.

To the front of the church, behind the altar, stands the familiar statue of the *Christus* with His arms turned forward and somewhat outstretched, the hands showing the imprint of the nails, and the wound in His side very clearly visible. Along each side stand the statues of the Apostles, Peter at the front to the right and the other Apostles in order.

Most of our group was near the rear of the chapel with the custodian. I stood up front with President Kimball before the statue of Peter with Elder Rex D. Pinegar and Johan Helge Benthin, president of the Copenhagen stake.

In Peter's hand, depicted in marble, is a set of heavy keys. President Kimball pointed to those keys and explained what they symbolized. Then, in an act I shall never forget, he turned to President Benthin and with unaccustomed firmness pointed his finger at him and said, "I want you to tell everyone in Denmark that I hold the keys! We hold the *real* keys, and we use them every day."



## How do I receive the power and blessings of the priesthood in my life?

Through the priesthood, we can receive the ordinances of salvation, including baptism and confirmation and temple ordinances that seal our families eternally. Keeping the covenants associated with these ordinances brings priesthood power—the power of God—into our lives. We can recognize this power operating in our lives as we sincerely repent and receive forgiveness, become more sensitive to the promptings and guidance of the Holy Ghost, and draw strength from the ordinances of the gospel. Through the priesthood we can also receive special blessings of comfort and healing, including father’s blessings and patriarchal blessings. The promises in these blessings are realized through our faith.

When have you recognized priesthood power in your life as you have kept your covenants?

Do you have any experiences you could share with the young women?

How have the young women in your class been blessed by priesthood power? What can you do to help them recognize the power of the priesthood in their lives?

Ensure that the young women recognize that they have access to priesthood blessings regardless of their circumstances. These blessings can come through family members, priesthood leaders, and home teachers.

See the appendix for other teaching and learning ideas.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you feel will be meaningful to the young women?*

Matthew 3:1–6, 13–17; Acts 3:1–10  
Mosiah 18:7–18; 3 Nephi 18:1–5 (How the priesthood blesses us)

Russell M. Nelson, “The Price of Priesthood Power,” *Ensign or Liahona*, May 2016, 66–69

Dallin H. Oaks, “Priesthood Authority in the Family and the Church,” *Ensign or Liahona*, Nov. 2005, 24–27

Neil L. Andersen, “Power in the Priesthood,” *Ensign or Liahona*, Nov. 2013, 92–95

Carole M. Stephens, “Do We Know What We Have?” *Ensign or Liahona*, Nov. 2013, 12–14

“Blessings of the Priesthood for All: An Inseparable Connection with the Priesthood,” *Daughters in My Kingdom: The History and Work of Relief Society* (2011), 127–33

Video: “Blessings of the Priesthood”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- If possible, bring an empty sacrament tray to class. Invite the young women to share their thoughts about how the covenant they make during the sacrament helps bring the power of the priesthood into their lives and homes.
- Invite a young woman to come to the board and draw a picture or write a phrase that represents one way the priesthood blesses her. Throughout the lesson, have young women add pictures or phrases as they learn about other blessings that come through the priesthood.

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## Learn together

*Each of the activities below will help the young women understand how the priesthood blesses them. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Assign each young woman to read a scripture story that shows how the priesthood blesses us (for examples, see the scriptures listed in this outline). The young women could also review the story about the two young girls in President Russell M. Nelson's talk "The Price of Priesthood Power." Ask the young women to retell the stories in their own words and explain the blessings that come from the priesthood. Encourage them also to share personal examples of blessings they have received through the priesthood. Encourage each young woman to record, in a journal or in a *My Family* booklet, stories about how the priesthood has blessed her family. Young women could ask their parents or other family members to help.
- Bring to class an object that represents a blessing that comes from the priesthood, such as an umbrella to represent protection. Ask the young women what other objects could represent other blessings of the priesthood. As a class, read about Sister Carole M. Stephens's visit to sisters in Honduras as related in her talk "Do We Know What We Have?" What blessings did these sisters and their families already enjoy? What additional blessings could they receive through the priesthood? What can the young women do to access the blessings of the priesthood in their families now and in their future families?
- Divide the chapter "Blessings of the Priesthood for All: An Inseparable Connection with the Priesthood" in *Daughters in My Kingdom* into sections, and invite the young women to look for stories in which people were blessed by the power of the priesthood. Invite the young women to share a story that was meaningful to them with the rest of the class.

### Teaching tip

"Do not be afraid of silence. People often need time to think about and reply to questions or to express what they are feeling. You might pause after you have asked a question, after a spiritual experience has been shared, or when a person is having difficulty expressing himself or herself" (*Teaching, No Greater Call* [1999], 67).

- Invite the young women to watch “Blessings of the Priesthood” and make a list of blessings Elder Hales mentions that come through priesthood ordinances. Ask them to share their lists and discuss what they can do to enjoy these blessings each day. What experiences could they share that illustrate how the power of the priesthood strengthens them continually?

- Ask the young women to read the following statement and look for ways the priesthood blesses them: “Sisters, some will try to persuade you that because you are not ordained to the priesthood, you have been short-changed. They are simply wrong, and they do not understand the gospel

of Jesus Christ. The blessings of the priesthood are available to every righteous man and woman. We may all receive the Holy Ghost, obtain personal revelation, and be endowed in the temple, from which we emerge ‘armed’ with power. The power of the priesthood heals, protects, and inoculates all of the righteous against the powers of darkness. Most significantly, the fulness of the priesthood contained in the highest ordinances of the house of the Lord can be received only by a man and woman together” (Sheri Dew, in *Daughters in My Kingdom*, 128). Ask the young women to share examples of these blessings in their lives or the lives of people they know.

### Teaching in the Savior’s way

The Savior invited His followers to testify, and as they did, the Spirit touched their hearts. What experiences have the young women had with the priesthood that they could share with each other?

*Ask the young women to share what they learned today. Do they understand better how the priesthood blesses them? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Ask family members or friends to share their testimonies of the priesthood and how it blesses their families and affects their daily choices.
- Look for examples throughout the week of how priesthood power operates in their lives.

- Express gratitude to priesthood holders who have had a positive influence in their lives.
- Share stories about how the priesthood has blessed their families on the Youth Family History site.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

# Selected Resources

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*Excerpts from Carole M. Stephens, "Do We Know What We Have?" Ensign or Liahona, Nov. 2013*

I recently went with priesthood leaders to visit the homes of four women in Honduras. These sisters and their families were in need of priesthood keys and authority, priesthood ordinances and covenants, and priesthood power and blessings.

We visited a dear sister who is married and has two beautiful children. She is faithful and active in the Church, and she is teaching her children to choose the right. Her husband supports her Church activity, but he is not a member. Their family is strong, but to enjoy greater strength, they need additional priesthood blessings. They need the father to receive the ordinances of baptism and the gift of the Holy Ghost and to have the priesthood conferred upon him. They need the priesthood power that can come through the endowment and sealing.

Our next visit was at the home of two single sisters, women of great faith. One sister has a son preparing for a mission. The other sister is receiving treatment for cancer. In times of discouragement and despair, they remember the Savior's Atonement and are filled with faith and hope. They both need the additional blessings and power available through temple ordinances. We encouraged them to join the future missionary in their home in preparing to receive those ordinances.

Our last visit was at the home of a sister whose husband recently died in a tragic accident. A recent convert to the Church, she had not understood that she could receive her own endowment and be

sealed to her husband. When we taught her that these blessings could be available to her and her deceased husband, she was filled with hope. Knowing that through temple ordinances and covenants her family can be sealed together, she has faith and determination to face the trials ahead.

This widow's son is preparing to receive the Aaronic Priesthood. His ordination will be a great blessing to her and her family. They will have a priesthood holder in their home.

When I met these faithful women in Honduras, I could see that they were striving to keep their families active in the gospel. They expressed gratitude for covenant-keeping ward members who tenderly watch over them and help support their temporal and spiritual needs. However, each of these sisters had needs that had not been fully met.

In each of the three homes we visited, a wise priesthood leader asked each sister if she had received a priesthood blessing. Each time the answer was no. Each sister asked for and received a priesthood blessing that day. Each wept as she expressed gratitude for the comfort, direction, encouragement, and inspiration that came from her Heavenly Father through a worthy priesthood holder.

These sisters inspired me. They showed reverence for God and His power and authority. I was also grateful for the priesthood leaders who visited these homes with me. When we left each home, we counseled together about how to help these families receive the ordinances they needed to progress on the covenant path and strengthen their homes.





## What does it mean to sustain my Church leaders?

As members of the Church, we have the opportunity to sustain those the Lord has called to serve. We raise our hand to indicate that we sustain the General Authorities and officers of the Church and each of the leaders in our wards and stakes—including Young Women class presidencies. Sustaining leaders involves more than just a raised hand—it means that we stand behind them, pray for them, accept assignments and callings from them, obey their counsel, and refrain from criticizing them.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What will inspire the young women to sustain their Church leaders?*

Exodus 17:8–12 (Aaron and Hur hold up Moses's hands)

D&C 21:1–6; 124:45–46 (Those who hearken to the voice of the Lord's servants will be blessed)

1 Nephi 18:8–20; D&C 84:23–25 (Examples of people who rejected their leaders)

1 Kings 17:8–16; 2 Kings 5:1–14 (Examples of people who followed the counsel of the Lord's servants)

Henry B. Eyring, "Called by God and Sustained by the People," *Ensign* or *Liahona*, June 2012, 4–5

Russell M. Nelson, "Sustaining the Prophets," *Ensign* or *Liahona*, Nov. 2014, 74–77

James E. Faust, "Called and Chosen," *Ensign* or *Liahona*, Nov. 2005, 53–55

What do you do to sustain Church leaders? How have you been blessed for doing so? How can you help the young women feel the love that you, as a leader, have for them?

When have you seen the young women in your class sustaining Church leaders—including members of their class presidency? What experiences could they share with each other?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write the title of this lesson on the board, and ask the young women to think of other words that mean the same thing as *sustain*. Then invite them to list on the board the names of leaders in the ward, including presidents of the Relief Society, Young Women, Primary, and their Young Women class. What are the young women doing to sustain these people?
- Ask the young women to read Exodus 17:8–12 individually, and invite one of them to summarize the story in her own words. How does this story relate to us as we sustain our Church leaders? How are we like Aaron and Hur when we sustain our class president and other leaders?

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## Learn together

*Each of the activities below will help the young women understand what it means to sustain Church leaders. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

“To help learners prepare to answer questions, you may want to tell them before something is read or presented that you will be asking for their responses. . . . For example, you could say, ‘Listen as I read this passage so that you can share what most interests you about it’ or ‘As this scripture is read, see if you can understand what the Lord is telling us about faith’” (*Teaching, No Greater Call* [1999], 69).

- Before class, invite the young women to read President Russell M. Nelson’s talk “Sustaining the Prophets” and come prepared to share something from the talk that inspires them to sustain President Thomas S. Monson.
- Divide the class into groups, and assign each group a section of President James E. Faust’s talk “Called and Chosen” or Doctrine and Covenants 124:45–46. Ask them to look for blessings promised to those who sustain their leaders and warnings to those who don’t. Invite them to share what they find. If they review the talk, ask them to share stories from the talk that illustrate these blessings and warnings.
- Invite some of the young women to find an example of people in the scriptures who rejected their leaders, such as Laman and Lemuel (see 1 Nephi 18:9–14) and the children of Israel (see D&C 84:23–25). Ask the rest of the young women to find examples of people who followed the Lord’s servants, such as the widow of Zarephath (see 1 Kings 17:8–16) and Naaman (see 2 Kings 5:8–14). Ask them to share their stories and explain what they teach about the consequences of rejecting or honoring Church leaders.
- Invite the young women to read President Henry B. Eyring’s article “Called of God and Sustained by the People,” looking for examples of ways we sustain our Church leaders. Bring copies of Church magazines, and ask the young women to find and share pictures in the magazines that represent ways to sustain Church leaders. What could the young

women say if they hear someone criticizing one of their leaders? What do they do to sustain their leaders, including their class presidency?

Invite the class president to share her feelings about her calling and the young women she serves.

*Ask the young women to share what they learned today. Do they understand what it means to sustain Church leaders? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## **Live what we are learning**

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Pray for their Church leaders.
- Express gratitude to a Church leader who they feel magnifies his or her calling.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## **Teaching in the Savior's way**

The Savior called and set apart leaders to direct and govern His Church (see Matthew 10:1–5). How can you help the young women feel gratitude for those who are called to serve and help them?

# Selected Resources

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*Excerpts from James E. Faust, "Called and Chosen," Ensign or Liahona, Nov. 2005, 53–55*

I was humbled and overwhelmed to be called as an Assistant to the Twelve Apostles 33 years ago. A few days later President Hugh B. Brown counseled me that the most important thing I should do is to always be in harmony with my Brethren. President Brown did not elaborate. He just said, "Stick with the Brethren." I interpreted that to mean that I should follow the counsel and direction of the President of the Church, the First Presidency, and Quorum of the Twelve. That resonated as something I wanted to do with all my heart.

Others may not agree with that counsel, but it warrants some consideration. I have concluded that spiritual guidance in large measure depends upon being in harmony with the President of the Church, the First Presidency, and the Quorum of the Twelve—all of whom are sustained, as they were today, as prophets, seers, and revelators. I do not know how we can expect to be in full harmony with the Spirit of the Lord if we are not in harmony with the President of the Church and the other prophets, seers, and revelators. . . .

My counsel to the members of the Church is to support the President of the Church, the First Presidency, Quorum of the Twelve, and other General Authorities with our whole hearts and souls. If we do, we will be in a safe harbor. . . .

All of us may expect some challenges to our faith. These challenges may come in different ways. You may not always like the counsel that the Church leaders give to you. They are not trying to be popular. They are trying to help us avoid the calamities and disappointments that come through disobedience to God's laws.

We also need to support and sustain our local leaders, because they also have been "called and chosen." Every member of this Church may receive counsel from a bishop or a branch president, a stake or a mission president, and the President of the Church and his associates. None of these brethren asked for his calling. None is perfect. Yet they are the servants of the Lord, called by Him through those entitled to inspiration. Those called, sustained, and set apart are entitled to our sustaining support.

I have admired and respected every bishop I have ever had. I have tried not to question their guidance and have felt that in sustaining and following their counsel I was protected against the "sleight of men, and cunning craftiness" [Ephesians 4:14]. This was because each of these called and chosen leaders was entitled to the divine revelation that comes with the calling. Disrespect for ecclesiastical leaders has caused many to suffer spiritual weakening and downfall. We should look past any perceived imperfections, warts, or spots of the men called to preside over us, and uphold the office which they hold.

*Excerpt from Henry B. Eyring, "Called by God and Sustained by the People," Ensign or Liahona, June 2012, 4–5*

Years ago an 18-year-old student showed me what it means to sustain the Lord's servants. I am still blessed by his humble example.

He had just begun his first year in college. He was baptized less than a year before he left home to begin his studies at a large university. There I served as his bishop. . . .

He asked to see me in my office. I was surprised when he said, "Could we pray together, and may I be voice?" . . .

# Selected Resources

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He began his prayer with a testimony that he knew the bishop was called of God. He asked God to tell me what he should do in a matter of great spiritual consequence. The young man told God he was sure the bishop already knew his needs and would be given the counsel he needed to hear.

As he spoke, the specific dangers he would face came to my mind. The counsel was simple but given in great clarity: pray always, obey the commandments, and have no fear.

That young man, one year in the Church, taught by example what God can do with a leader as he is sustained by the faith and prayers of those he is called to lead. That young man demonstrated for me the power of the law of common consent in the Church (see D&C 26:2). Even though the Lord calls His servants by revelation, they can function only after being sustained by those they are called to serve.

By our sustaining vote, we make solemn promises. We promise to pray for the Lord's servants and that He will lead and strengthen them (see D&C 93:51). We pledge that we will look for and expect to feel inspiration from God in their counsel and whenever they act in their calling (see D&C 1:38).

That promise will need to be renewed in our hearts frequently. Your Sunday School teacher will try to teach by the Spirit, but just as you might do, your

teacher may make mistakes in front of the class. You, however, can decide to listen and watch for the moments when you can feel inspiration come. In time you will notice fewer mistakes and more frequent evidence that God is sustaining that teacher.

As we raise a hand to sustain a person, we commit to work for whatever purpose of the Lord that person is called to accomplish. When our children were small, my wife was called to teach the little children in our ward. I not only raised my hand to sustain her, but I also prayed for her and then asked permission to help her. The lessons I received of appreciation for what women do and of the Lord's love for children still bless my family and my life.

I spoke recently with that young man who sustained his bishop years ago. I learned that the Lord and the people had sustained him in his call as a missionary, as a stake president, and as a father. He said as our conversation ended, "I still pray for you every day."

We can determine to pray daily for someone called by God to serve us. We can thank someone who has blessed us by his or her service. We can decide to step forward when someone we have sustained asks for volunteers.

Those who uphold the Lord's servants in His kingdom will be sustained by His matchless power. We all need that blessing.



## UNIT OVERVIEW

# July: Ordinances and Covenants

*“In the ordinances . . . the power of godliness is manifest” (D&C 84:20).*

The outlines in this unit will help the young women understand the ordinances and covenants of the gospel. The experiences they have in this unit can help them appreciate and honor the covenants they have already made and look forward to ordinances they will receive in the future, including the ordinances of the temple. They will learn about the guidance and protection they and their families receive when they “make and keep sacred covenants [and] receive the ordinances of the temple” (*Handbook 2: Administering the Church* [2010], 10.1.2).

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### Outlines to choose from this month:

*Why are ordinances important in my life?*

*Why are covenants important in my life?*

*What covenants did I make at baptism?*

*How do I receive the gift of the Holy Ghost?*

*Why are temple ordinances important?*

*What does it mean to take upon myself the name of Jesus Christ?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.

### Personal Progress

The following experiences from *Personal Progress* relate to the lessons in this unit:

Faith value experience 4


Divine Nature value experience 4

Knowledge value experiences 4

Choice and Accountability value experience 5

Virtue value experiences 3 and 4

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.







## Why are ordinances important in my life?

An ordinance is a sacred, formal act that has spiritual meaning. Ordinances are performed by the authority of the priesthood and under the direction of those who hold priesthood keys. Ordinances help us remember who we are and remind us of our relationship with God. They help us come unto Christ and receive eternal life.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel inspired to share with the young women to help them understand the importance of ordinances?*

Matthew 3:13–17 (Baptism of Jesus Christ)

Acts 19:1–6 (Paul rebaptizes individuals who had not been baptized correctly)

3 Nephi 11:21–26 (Jesus Christ gives authority to baptize and instructs about the proper procedure)

Moroni 8:10–12 (Mormon teaches about baptism)

D&C 84:19–21 (The power of godliness is manifest in the ordinances of the priesthood)

Articles of Faith 1:3–5 (Ordinances are essential for salvation)

David A. Bednar, “Always Retain a Remission of Your Sins,” *Ensign* or *Liahona*, May 2016, 59–62

Gary E. Stevenson, “Your Four Minutes,” *Ensign* or *Liahona*, May 2014, 84–86

“Priesthood Ordinances and Blessings,” *Handbook 2: Administering the Church* (2010), 20.1

“Ordinances,” *True to the Faith* (2004), 109–10

Video: “Faith in the Power of the Priesthood”

What ordinances of gospel have you received? How have these ordinances blessed your life? Why are they important to you?

What ordinances have the young women received? What ordinances are they preparing to receive? Why do they need to understand the importance of the ordinances of the gospel?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write the word *ordinance* on the board, and ask the young women to suggest definitions of this word (if they need help, refer them to the paragraph at the beginning of this outline). How would the young women respond to someone who says that ordinances are not necessary? (If the young women need ideas, they could refer to the section titled “The Holy Ghost and Priesthood Ordinances” in

Elder David A. Bednar’s talk “Always Retain a Remission of Your Sins.”)

- Ask the young women to list as many ordinances of the gospel as they can think of. Help them identify which ordinances on the list are essential for exaltation (if they need help, they can read “Ordinances” in *True to the Faith*). Why did Heavenly Father give us these ordinances?

### Teaching tip

“As you prepare to teach, ensure that you use a variety of teaching methods from lesson to lesson. This may mean using something as simple as a colorful poster or wall chart in one lesson and a list of questions on the chalkboard in another” (*Teaching, No Greater Call* [1999], 89).

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## Learn together

*Each of the activities below will help the young women understand why ordinances are important. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- In Elder David A. Bednar’s talk “Always Retain a Remission of Your Sins,” the section “Obtaining and Retaining a Remission of Sins through Ordinances” describes the blessings of the ordinances of baptism, the laying on of hands for the gift of the Holy Ghost, and the sacrament. To help the young women learn about how these ordinances can help us, invite each young woman to pick one ordinance and list everything she learns about it from this section. Then invite the young women to teach the rest of the class what they learned in a creative way—perhaps by using pictures or playing a game.

- Invite a guest speaker or a young woman who has accomplished something significant to share what the requirements of the accomplishment

were and how she fulfilled them (perhaps she received a Personal Progress award, earned an academic achievement, or successfully auditioned for a part in a play). Then invite the young women to read the paragraph beginning with “In the same way” from Elder Gary E. Stevenson’s talk “Your Four Minutes.” How are ordinances like the requirements the guest speaker shared? You could also read the rest of Elder Stevenson’s talk, looking for what else he teaches about ordinances.

- Review as a class the list of four requirements for performing ordinances in section 20.1 of *Handbook 2*. Invite the young women to read 3 Nephi 11:21–26 and identify how these requirements are met in the Savior’s description of baptism. Ask them

to think of an ordinance they have witnessed recently and describe how it met these four requirements. What happens if an ordinance is performed without meeting these requirements? Ask the young women why it is important for them to know about these requirements.

- Invite the young women to imagine that they are teaching someone of another faith about baptism, and he or she says, “I was already baptized in my church.” How would the young women help this person understand, in a sensitive way, why he or she would need to be baptized again? What scriptures or experiences would they share? You may refer them to the list of requirements in section 20.1 of *Handbook 2*; Matthew 3:13–17; Acts

19:1–6; 3 Nephi 11:21–26; or Moroni 8:10–12. If possible, invite the full-time missionaries to attend the class and share how they explain to their investigators the importance of ordinances (obtain permission from the bishop first).

- Share with the class the following statement from President Spencer W. Kimball: “Ordinances serve as reminders. That is the real purpose of the sacrament, to keep us from forgetting, to help us remember” (*Teachings of Spencer W. Kimball*, ed. Edward L. Kimball [1982], 112). Ask the young women to list the ordinances of the gospel (such as those on pages 109–10 of *True to the Faith*) and discuss what each of these ordinance helps us remember.

*Ask the young women to share what they learned today. Do they understand the importance of ordinances? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Teach a family home evening lesson about the importance of ordinances.
- Complete Faith value experience 4 or Divine Nature value experience 4 in *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior loved and prayed for those He taught. How can you show that you love and support the young women in your class?

# Selected Resources

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*Excerpt from “General Instructions,” Handbook 2: Administering the Church (2010), 20.1*

## **20.1 General Instructions**

An ordinance is a sacred act, such as baptism, that is performed by the authority of the priesthood. The ordinances of baptism, confirmation, Melchizedek Priesthood ordination (for men), the temple endowment, and temple sealing are required for exaltation for all accountable persons. These are called the saving ordinances. As part of each saving ordinance, the recipient makes covenants with God.

Performance of a saving ordinance requires authorization from a priesthood leader who holds the appropriate keys or who functions under the direction of a person who holds those keys. Such authorization is also required for naming and blessing a child, dedicating a grave, giving a patriarchal blessing, and preparing, blessing, and passing the sacrament. Melchizedek Priesthood holders may consecrate oil, administer to the sick, give father’s blessings, and give other blessings of comfort and counsel without first seeking authorization from a priesthood leader.

Brethren who perform ordinances and blessings should prepare themselves by living worthily and striving to be guided by the Holy Spirit. They should perform each ordinance or blessing in a dignified manner, making sure it meets the following requirements:

1. It should be performed in the name of Jesus Christ.
2. It should be performed by the authority of the priesthood.
3. It should be performed with any necessary procedures, such as using specified words or using consecrated oil.
4. It should be authorized by the presiding authority who holds the proper keys (normally the bishop or stake president), if necessary according to the instructions in this chapter.

A priesthood leader who oversees an ordinance or blessing ensures that the person who performs it has the necessary priesthood authority, is worthy, and knows and follows the proper procedures. Leaders also seek to make the ordinance or blessing a reverent and spiritual experience.



## Why are covenants important in my life?

We make covenants when we receive ordinances such as baptism, ordination to the priesthood, and temple ordinances. A covenant is a sacred agreement between God and His children. God sets specific conditions, and He promises to bless us as we obey these conditions. Making and keeping covenants qualifies us to receive the blessings God has promised. When we choose not to keep covenants, we cannot receive the blessings. Our covenants guide the choices we make and help us resist temptation.

How have your covenants influenced your life? What blessings have you received as you have made and kept sacred covenants?

How can you help the young women understand the covenants they have made and will make in the future? How will understanding covenants influence the young women to live more righteously?

### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the young women?*

Exodus 19:5; D&C 35:24; 90:24  
(Blessings come when we keep covenants)

Mosiah 5; Alma 53:10–18; 56:5–8  
(Examples in the Book of Mormon of people making and keeping covenants)

D&C 82:10 (The Lord is bound when we obey)

Henry B. Eyring, “Daughters in the Covenant,” *Ensign or Liahona*, May 2014, 125–28

Rosemary M. Wixom, “Keeping Covenants Protects Us, Prepares Us, and Empowers Us,” *Ensign or Liahona*, May 2014, 116–18

Jean A. Stevens, “Covenant Daughters of God,” *Ensign or Liahona*, Nov. 2014, 114–17

“Covenant,” *True to the Faith* (2004), 44

Videos: “Walk in His Light,” “Press Forward”

Music for youth theme: “Press Forward”

### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Ask the young women to list the covenants or promises they have made with God. How have these covenants influenced their lives? Encourage them to continue thinking about this question as they learn more about covenants during this lesson.
- Invite the young women to define the word *covenant* (if they need help, refer them to the explanation of covenants in *True to the Faith*). How is a covenant similar to and different from an agreement, a contract, or a promise?

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### Teaching tip

"You can demonstrate that you are listening by displaying an expression of interest. You can look at the speaker rather than at your lesson materials or other things in the room. You can encourage the speaker to complete his or her thoughts without interruption. You can avoid jumping into conversations prematurely with advice or judgments" (*Teaching, No Greater Call* [1999], 66).

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## Learn together

*Each of the activities below will help the young women understand why we receive ordinances and make covenants. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Show a picture of the people of Ammon burying their weapons. Ask a young woman to briefly tell the story of the people of Ammon and the covenant they made (see Alma 53:10–18; 56:5–8). Why did the people choose to keep their covenants despite the danger they faced? How did their example influence their enemies? How did it influence their children? Invite each young woman to write on the board the name of a person who has taught her through example about keeping covenants. Ask her to share with the class what she learned from that person.
- Invite the young women to read scriptures (such as those listed in this outline) and list on the board the blessings promised in these scriptures to those who make and keep sacred covenants. Ask the young women how these blessings are fulfilled in our lives (encourage them to share examples). Testify of the blessings you have experienced as you have kept covenants.
- Invite the young women to review President Henry B. Eyring's talk "Daughters in the Covenant" or Sister Jean A. Stevens's talk "Covenant Daughters of God." Ask them to look for examples of covenant-keeping women and girls in the talk and to write on the board how each sister kept her covenants. What do the young women learn from these sisters? What examples of covenant-keeping women have influenced their lives?
- As a class, watch the video "Walk in His Light." Invite the young women to make a list, as they watch, of examples they see of covenants being made and kept. After the video, invite them to search Sister Rosemary M. Wixom's talk "Keeping Covenants Protects Us, Prepares Us, and Empowers Us" to identify blessings that come from the covenants



on their lists. Ask the young women to share what they find and discuss specific situations they could face in which they could find strength or protection in their covenants.

- Invite the young women to imagine they are trying to help a friend of another faith understand covenants.

*Ask the young women to share what they learned today. Do they understand covenants better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Examine their lives during the coming week and make note of blessings that come from keeping their covenants. Encourage them to share their thought and insights in future classes.
- Memorize D&C 82:10 (see *Teaching, No Greater Call*, 171–72) and write in their journals what this scripture teaches them about ordinances and covenants and what they will do to prepare for covenants they will make in the future.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Teaching in the Savior's way

The Savior prepared Himself to teach by spending time alone in prayer and fasting. In private moments, He sought His Father's guidance (see 3 Nephi 19:19–23). Follow the promptings of the Holy Ghost as you prepare to teach the young women about ordinances and covenants.



## What covenants did I make at baptism?

When we were baptized, we entered into a covenant with God. We promised to take upon ourselves the name of Jesus Christ, always remember Him, keep His commandments, and serve Him to the end. We renew this covenant each time we partake of the sacrament.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women remember and keep their baptismal covenants?*

John 3:5; 2 Nephi 31:4–13, 17 (Baptism is necessary for eternal salvation)      the Kingdom,” *Ensign*, Nov. 2000, 6–9; or *Liahona*, Jan. 2001, 6–9

Mosiah 18:8–10; D&C 20:37 (The commitments we make when we are baptized)      Carole M. Stephens, “We Have Great Reason to Rejoice,” *Ensign* or *Liahona*, Nov. 2013, 115–17

Hugo Montoya, “Tested and Tempted—but Helped,” *Ensign* or *Liahona*, Nov. 2015, 53–55      “Your Baptismal Covenant,” “Promised Blessings of Baptism,” *True to the Faith* (2004), 23–26

Robert D. Hales, “The Covenant of Baptism: To Be in the Kingdom and of      Videos: “Same Jersey,” “Opportunities to Do Good”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What do you remember about your baptism?  
How have your baptismal covenants influenced your life?

How might you help the young women better understand their baptismal covenants? How can you help them strengthen their commitment to keep these covenants?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Ask the young women to imagine that they are helping a younger brother or sister prepare to be baptized. How would they help him or her understand the promises we make at baptism? (see *True to the Faith*, pages 23–26).
- Show a picture of a baptism (such as *Gospel Art Book*, 103–4). Share memories of the day you were baptized, including memories of how you felt. Invite the young women to share what they felt when they were baptized. Ask them what covenants they made that day. Invite them to list their responses on the board and add to the list throughout the lesson as they learn more about their baptismal covenants.

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## Learn together

*Each of the activities below will help the young women understand the covenants they made at baptism. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to read Mosiah 18:8–10. What do they learn about the way we promise to treat others when we are baptized? To help the young women learn about how we lift one another's burdens, divide them into groups and assign each group to study a section of Elder Hugo Montoya's talk "Tested and Tempted—but Helped." Invite each group to share what they learn with the class. Each group might make a poster of what they learn, share personal experiences as appropriate, or relate scripture stories that help teach the same principle.
- Divide the class into three groups, and assign each group to read one of the three subsections of "Your Baptismal Covenant" in *True to the Faith*. Invite each group to plan a creative way to teach what they learned (for example, using artwork, poetry, or a game). Give them time to teach each other. Why do the young women feel it is important that they keep these covenants?
- Invite some of the young women to read Mosiah 18:8–10 and others to read D&C 20:79. Ask them to look for the commitments we make when we are baptized. Give each young woman a piece of paper, and ask her to write down a difficult choice that youth face and then put her paper into a container. Invite the young women to take turns randomly picking a paper from the container, reading what is on it, and sharing some ideas of how she might remember and keep her baptismal covenants while facing these challenges.

### Teaching tip

"Excellent teachers do not take the credit for the learning and growth of those they teach. Like gardeners who plant and tend crops, they strive to create the best possible conditions for learning. Then they give thanks to God when they see the progress of those they teach" (*Teaching, No Greater Call* [1999], 62).

## Teaching in the Savior's way

The Savior found unique ways to help those He taught learn and grow—ways meant just for them. He helped them discover the gospel in their own experiences. What can you do to help the young women you teach recognize how their baptismal covenants can influence their daily lives?

- Show a picture of the Savior's baptism (see *Gospel Art Book*, 35), and ask a class member to read 2 Nephi 31:4–10. Invite the young women to share examples in the scriptures that show how Jesus Christ kept His covenant with the Father (they could look at pictures in the *Gospel Art Book*, 36–48, for ideas). Ask them to share experiences in which they tried to follow the Savior's example.

- Invite the young women to read three paragraphs of Elder Robert D. Hales's talk "The Covenant of Baptism: To Be in the Kingdom and of the Kingdom," beginning with "At baptism we make a covenant with our Heavenly Father." Ask them to look for covenants we make when we are baptized, and invite them to write

what they find on the board. In what ways should being baptized change our lives? How has it changed the lives of the young women?

- Invite the young women to read "Your Baptismal Covenant" in *True to the Faith* and identify promises we made when we were baptized. Invite the young women to watch one of the videos suggested in this outline or to read the story at the beginning of Carole M. Stephens's talk "We Have Great Reason to Rejoice." Ask them to look for examples of people honoring their baptismal covenants. Give the young women time to share what they learn. What do the young women feel they can do to more fully keep their baptismal covenants at all times and in all places?

*Ask the young women to share what they learned today. Do they understand their baptismal covenants better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Prayerfully examine their lives to determine whether there is anything they need to stop doing or start doing in order to be more faithful to their baptismal covenants. They could then

make a personal commitment to act accordingly.

- Work individually or as a class on Faith value experience 4 or Knowledge value experience 4 in *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*"Your Baptismal Covenant," True to the Faith (2004), 23–24*

When you were baptized, you entered into a covenant with God. You promised to take upon yourself the name of Jesus Christ, keep His commandments, and serve Him to the end (see Mosiah 18:8–10; D&C 20:37). You renew this covenant each time you partake of the sacrament (see 20:77, 79).

*Taking upon Yourself the Name of Jesus Christ.* When you take upon yourself the name of Jesus Christ, you see yourself as His. You put Him and His work first in your life. You seek what He wants rather than what you want or what the world teaches you to want.

In the Book of Mormon, King Benjamin explains why it is important to take the name of the Savior upon ourselves:

"There is no other name given whereby salvation cometh; therefore, I would that ye should take upon you the name of Christ, all you that have entered into the covenant with God that ye should be obedient unto the end of your lives.

"And it shall come to pass that whosoever doeth this shall be found at the right hand of God, for he shall know the name by which he is called; for he shall be called by the name of Christ.

"And now it shall come to pass, that whosoever shall not take upon him the name of Christ must be called by some other name; therefore, he findeth himself on the left hand of God" (Mosiah 5:8–10).

*Keeping the Commandments.* Your baptismal covenant is a commitment to come into God's kingdom, separating yourself from the world and standing as a witness of God "at all times and in all things, and in all places" (Mosiah 18:9). Your efforts to stand as a witness of God include

everything you do and say. Strive always to remember and keep the Lord's commandments. Keep your thoughts, language, and actions pure. When you seek entertainment such as movies, television, the Internet, music, books, magazines, and newspapers, be careful to watch, listen to, and read only those things that are uplifting. Dress modestly. Choose friends who encourage you to reach your eternal goals. Stay away from immorality, pornography, gambling, tobacco, alcohol, and illicit drugs. Keep yourself worthy to enter the temple.

*Serving the Lord.* The commandment to separate yourself from the things of the world does not mean that you should isolate yourself from others. Part of the baptismal covenant is to serve the Lord, and you serve Him best when you serve your fellow men. When the prophet Alma taught about the baptismal covenant, he said that we should be "willing to bear one another's burdens, that they may be light" and "willing to mourn with those that mourn . . . and comfort those that stand in need of comfort" (Mosiah 18:8–9). Be kind and respectful to all people, following the example of Jesus Christ in the way you treat others.

*Excerpt from Carole M. Stephens, "We Have Great Reason to Rejoice," Ensign or Liahona, Nov. 2013*

When my father-in-law passed away, our family gathered together to greet others who came to pay their respects. Throughout the evening, as I visited with family and friends, I often noticed our 10-year-old grandson, Porter, standing near my mother-in-law—his "granny." Sometimes he was standing behind her, watching over her. Once I noticed his arm linked with hers. I watched him pat her hands, give her little hugs, and stand by her side.

For several days after that experience, I couldn't get this image out of my mind. I was prompted to send

# Selected Resources

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Porter a note, telling him what I had observed. I emailed him and told him what I had seen and felt. I reminded Porter of the covenants he had made when he was baptized, quoting Alma's words in Mosiah chapter 18:

"And now, as ye are desirous to come into the fold of God, and to be called his people, and are willing to bear one another's burdens, that they may be light;

"Yea, and are willing to mourn with those that mourn; yea, and comfort those that stand in need of comfort, and to stand as witnesses of God at all times and in all things, and in all places that ye may be in, even until death, . . . that ye may have eternal life—

". . . If this be the desire of your hearts, what have you against being baptized in the name of the Lord, as a witness before him that ye have entered into a covenant with him, that ye will serve him and keep his commandments, that he may pour out his Spirit more abundantly upon you?" [Mosiah 18:8–10].

I explained to Porter that Alma taught that those who want to be baptized need to be willing to serve the Lord by serving others—for your whole

life! I said: "I don't know if you realized it, but the way you showed love and concern for Granny was keeping your covenants. We keep our covenants every day as we are kind, show love, and take care of each other. I just wanted you to know I'm proud of you for being a covenant keeper! As you keep the covenant you made when you were baptized, you will be prepared to be ordained to the priesthood. This additional covenant will give you more opportunities to bless and serve others and help you to prepare for the covenants you will make in the temple. Thank you for being such a good example to me! Thank you for showing me what it looks like to be a covenant keeper!"

Porter replied back: "Grandma, thanks for the message. When I was always hugging Granny, I didn't know that I was keeping my covenants, but I felt warm in my heart and felt really good. I know that it was the Holy Ghost in my heart."

I also felt warm in my heart when I realized that Porter had connected keeping his covenants with the promise to "always have his Spirit to be with [us]" [Doctrine and Covenants 20:77]—a promise made possible by receiving the gift of the Holy Ghost.





## How do I receive the gift of the Holy Ghost?

After we are baptized, we receive the ordinance of confirmation. As part of this ordinance, we are told to “receive the Holy Ghost.” This means the Holy Ghost can be our constant companion if we desire and invite His presence in our lives and faithfully keep the commandments.

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### Prepare yourself spiritually

*What scriptures and talks will help the young women understand how the gift of the Holy Ghost will help them and bless them throughout their lives?*

Acts 8:14–17; D&C 33:15; Articles of Faith 1:4 (The gift of the Holy Ghost is bestowed by the laying on of hands)

1 Nephi 2:9–20 (Nephi’s example of being receptive to the Holy Ghost)

1 Nephi 15:1–11 (Disobeying the commandments prevents us from receiving the Holy Ghost)

1 Nephi 16:14–29; 18:8–22; Alma 37:38–46 (Example of the Liahona)

D&C 20:77 (By partaking of the sacrament, we renew our covenants and can always have the Spirit with us)

D&C 121:45–46 (If we are virtuous and charitable, the Holy Ghost will be our constant companion)

Henry B. Eyring, “The Holy Ghost as Your Companion,” *Ensign* or *Liahona*, Nov. 2015, 104–7

David A. Bednar, “Receive the Holy Ghost,” *Ensign* or *Liahona*, Nov. 2010, 94–97

“The Gift of the Holy Ghost,” *True to the Faith* (2004), 121

“Let the Holy Spirit Guide,” *Hymns*, no. 143

How has the gift of the Holy Ghost comforted or helped you personally? When have you felt close to the Spirit? What experiences can you share with the young women?

Do you know of any experiences the young women have had with the gift of the Holy Ghost? Do they understand what they must do to be worthy of the companionship of the Holy Ghost?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.



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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- As a class, listen to or sing the hymn “Let the Holy Spirit Guide.” What do the young women learn from this hymn about what we must do to receive the Holy Ghost?
- Invite the young women to think about the day when they were confirmed members of the Church and told to “receive the Holy Ghost.” How has the gift of the Holy Ghost blessed them? What questions do they have about the gift of the Holy Ghost?

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## Learn together

*Each of the activities below will help the young women understand what it means to receive the Holy Ghost. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

“The Holy Ghost may prompt one or more of those you teach to contribute insights that others need to hear. Be open to promptings you receive to call on specific people. You may even feel impressed to ask a person who has not volunteered to express his or her views” (*Teaching, No Greater Call* [1999], 63).

- Invite the young women to search President Henry B. Eyring’s talk “The Holy Ghost as Your Companion,” looking for statements that help them understand how they can have the companionship of the Holy Ghost more often. Encourage them to think about why we need the companionship of the Holy Ghost and how we should respond when we receive His promptings. How do the things the young women see, think, and do each day affect their ability to feel the Spirit? Ask them to ponder any changes they need to make in their lives. Invite them to share some of their thoughts if they feel comfortable doing so.
- Ask the young women to individually read 1 Nephi 2:9–19 and 1 Nephi 15:1–11. Invite half of the class to look for and discuss what Nephi did to receive the Holy Ghost. Invite the other half to look for and discuss what Laman and Lemuel did that kept them from receiving the Holy Ghost. Then ask them to write on the board what they found. What do the young women learn from these examples that will help them receive the Holy Ghost in their lives?
- Ensure that each class member has a copy of *For the Strength of Youth*. Invite each young woman to choose one of the sections in *For the Strength of Youth*, read it, and mark things they must do and not do in order to receive the Holy Ghost. Invite them to share what they learn about the Holy Ghost from what they read. How will this help them receive the Holy Ghost in their lives?
- As a class, read the last three paragraphs of the section titled “The Gift of the Holy Ghost” in Elder David A. Bednar’s talk “Receive the Holy Ghost.” Ask a young woman to summarize Elder Bednar’s main point. Assign each young woman to read one of the next three sections of the

talk, looking for answers to questions like these: How do we qualify to have the companionship of the Holy Ghost? What can prevent us from receiving the Holy Ghost? Ask them to share what they find and what they plan to do to act on Elder Bednar's counsel.

- Show a picture of Lehi and the Liahona (see *Gospel Art Book*, 68), and ask the young women to share what they know about the Liahona. Invite half of the class to read 1 Nephi 16:14–29, and invite the other half to read 1 Nephi 18:8–22. Ask them to look for answers to this question: “How is the Liahona like the Holy Ghost?” Invite them to share their

*Ask the young women to share what they learned today. Do they understand how to receive the Holy Ghost? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Invite the companionship of the Holy Ghost each day in their personal prayers.
- Complete Choice and Accountability value experience 5 or Virtue value experience 4 in *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

thoughts. What do the young women learn from the experiences of Lehi's family that can help them receive the Holy Ghost? As part of this discussion, read together Alma 37:38–46.

- As a class read Doctrine and Covenants 121:45–46. Ask if there are any words in these verses that the young women do not understand, and help them define those words (for example, *bowels* means “the innermost part”; *garnish* means “enhance” or “improve”; *wax strong* means “become stronger”). What do the young women learn from these verses about how to receive the Holy Ghost?

## Teaching in the Savior's way

The Savior shared simple stories, parables, and real-life examples that made sense to those he taught. He helped them discover gospel lessons in their own experiences. How can you help the young women appreciate ways the gift of the Holy Ghost helps them through their own experiences?

# Selected Resources

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*Excerpt from David A. Bednar, "Receive the Holy Ghost," Ensign or Liahona, Nov. 2010, 95*

The ordinance of confirming a new member of the Church and bestowing the gift of the Holy Ghost is both simple and profound. Worthy Melchizedek Priesthood holders place their hands upon the head of an individual and call him or her by name. Then, by the authority of the holy priesthood and in the name of the Savior, the individual is confirmed a member of The Church of Jesus Christ of Latter-day Saints, and this important phrase is uttered: "Receive the Holy Ghost."

The simplicity of this ordinance may cause us to overlook its significance. These four words—"Receive the Holy Ghost"—are not a passive pronouncement; rather, they constitute a priesthood injunction—an authoritative admonition to act and not simply to be acted upon (see 2 Nephi 2:26). The

Holy Ghost does not become operative in our lives merely because hands are placed upon our heads and those four important words are spoken. As we receive this ordinance, each of us accepts a sacred and ongoing responsibility to desire, to seek, to work, and to so live that we indeed "receive the Holy Ghost" and its attendant spiritual gifts. "For what doth it profit a man if a gift is bestowed upon him, and he receive not the gift? Behold, he rejoices not in that which is given unto him, neither rejoices in him who is the giver of the gift" (D&C 88:33).

What should we do to make this authorized admonition to seek for the companionship of the third member of the Godhead an ongoing reality? Let me suggest that we need to (1) sincerely desire to receive the Holy Ghost, (2) appropriately invite the Holy Ghost into our lives, and (3) faithfully obey God's commandments.



## Why are temple ordinances important?

Temple ordinances lead to the greatest blessings available to Heavenly Father's children. These ordinances prepare us to live forever with Heavenly Father and our families after this life. They bless us with spiritual power and direction during mortality. In the temple, we can also receive essential ordinances in behalf of ancestors who died without having the opportunity to receive these ordinances for themselves.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What will inspire the young women to qualify for and participate in temple ordinances?*

D&C 84:19–22 (The power of godliness is in the ordinances of the priesthood)

Thomas S. Monson, "Blessings of the Temple," *Ensign* or *Liahona*, May 2015, 91–93

D&C 109 (Dedication of the Kirtland Temple)

Quentin L. Cook, "Roots and Branches," *Ensign* or *Liahona*, May 2014, 44–48

D&C 131:1–4 (Celestial marriage is required in order to obtain the highest degree of glory)

"Temples," *True to the Faith* (2004), 170–74

Kent F. Richards, "The Power of Godliness," *Ensign* or *Liahona*, May 2016, 118–20

Videos: "Temples Are a Beacon," "I Accepted the Challenge," "Sam Hepworth Mission Prep Video"

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

How have temple ordinances guided and blessed your life? How has participating in these ordinances brought you closer to Heavenly Father?

What experiences have the young women had with temple ordinances? How can they help each other learn about and gain a testimony of temple ordinances?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to think about a recent experience they had in the temple. What did they feel there? What blessings have they received for attending the temple? When have they felt that they received spiritual strength or direction in the temple?
- Invite a young woman to hold up a picture of the temple. Ask her to name some of the ordinances of the temple and explain why they are important to her.

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## Learn together

*Each of the activities below will help the young women understand why temple ordinances are important. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

"When we meet to learn the doctrines of the gospel, it should be in a spirit of reverence. . . . Irreverence suits the purposes of the adversary by obstructing the delicate channels of revelation in both mind and spirit" (Boyd K. Packer, in *Teaching, No Greater Call* [1999], 82).

- Invite the young women to finish the following sentence and share their answers with the class: "When I go to the temple, \_\_\_\_\_." What other answers do they find in the bulleted list in Elder Kent F. Richards's talk "The Power of Godliness"? They could also search the talk and look for answers to the question "Why are temple ordinances important?" Ask the young women to share a recent experience they had attending the temple. What blessings have they received from temple work? As part of this activity, you could show "Sam Hepworth Mission Prep Video" or "I Accepted the Challenge" and discuss the blessings that the youth in the videos received because of temple work.
- Invite the young women to look for blessings that come through temple worship in President Thomas S. Monson's talk "Blessings of the Temple." What blessings have come to them as they have attended the temple and participated in temple ordinances? You could also share experiences from your own life that illustrate how temple ordinances have blessed you.
- Show a picture of a married couple in front of a temple (see *Gospel Art Book*, 120). Invite the young women to read together Doctrine and Covenants 131:1–4 and look for the blessings promised to those who enter into the new and everlasting covenant of marriage. What blessings will be withheld from those who do not enter into this covenant? How is the Lord's view of marriage different from the world's view? Share your testimony with the young women about the blessings that are available to them and their future families as they participate in the ordinances of the temple.
- Show the video "Temples Are a Beacon" and ask the young women why they think the Mou Tham family was willing to make such great

sacrifices to go to the temple. What sacrifices have they made or seen others make to attend the temple and receive its blessings?

- Divide the class in half, and ask one half to imagine that they are the deceased ancestors of the other half. Invite them to imagine that they died without being baptized but have accepted the gospel in the spirit world. Ask them to write a message to their

living descendants and give it to one of the young women in the other half of the class. Ask the class members to read the messages out loud. Write on the board the title of this lesson, and invite the young women to think about this question as they read the third and fourth paragraphs in the section titled “Family History Technology” in Elder Quentin L. Cook’s talk “Roots and Branches.” Ask them to share their thoughts.

*Ask the young women to share what they learned today. Do they understand the importance of temple ordinances? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Do baptisms for the dead as a class activity, taking their own family names if possible. They could also use what they learned today to encourage other young women to prepare to attend the temple with them.
- Complete Virtue value experience 3 in *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

When the Savior taught, He invited His followers to act in faith and live the truths He taught. He wanted His followers to live the gospel with all their hearts. How can you inspire in the young women the desire to understand and participate in temple ordinances?

# Selected Resources

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*Excerpt from Quentin L. Cook, "Roots and Branches," Ensign or Liahona, May 2014, 46*

Temple and family history work is not just about us. Think of those on the other side of the veil waiting for the saving ordinances that would free them from the bondage of spirit prison. *Prison* is defined as "a state of confinement or captivity" [*Merriam-Webster's Collegiate Dictionary*, 11th ed. (2003), "prison"]. Those in captivity might be asking [this] question: "Now what?"

One faithful sister shared a special spiritual experience in the Salt Lake Temple. While in the confirmation room, after a vicarious confirmation ordinance was pronounced, she heard, "And the prisoner shall go free!" She felt a great sense of urgency for those who were waiting for their baptismal and confirmation work. Upon returning home, she searched the scriptures for the phrase she had heard. She found Joseph Smith's declaration in section 128 of the Doctrine and Covenants: "Let your hearts rejoice, and be exceedingly glad. Let the earth break forth into singing. Let the dead speak forth anthems of eternal praise to the King Immanuel, who hath ordained, before the world was, that which would

enable us to redeem them out of their prison; for the prisoners shall go free" [D&C 128:22].

The question is, what do we need to do? The Prophet Joseph's counsel was to present in the temple "the records of our dead, which shall be worthy of all acceptance" [D&C 128:24].

The leadership of the Church has issued a clarion call to the rising generation to lead the way in the use of technology to experience the spirit of Elijah, to search out their ancestors, and to perform temple ordinances for them. Much of the heavy lifting in hastening the work of salvation for both the living and the dead will be done by you young people.

If the youth in each ward will not only go to the temple and do baptisms for their dead but also work with their families and other ward members to provide the family names for the ordinance work they perform, both they and the Church will be greatly blessed. Don't underestimate the influence of the deceased in assisting your efforts and the joy of ultimately meeting those you serve. The eternally significant blessing of uniting our own families is almost beyond comprehension.





# What does it mean to take upon myself the name of Jesus Christ?

When we are baptized, we covenant to take upon ourselves the name of Jesus Christ. We renew this covenant when we partake of the sacrament (see D&C 20:77). We fulfill this covenant by putting the Lord first in our lives, by striving to think and act as He would, and by standing “as witnesses of God at all times and in all things, and in all places” (Mosiah 18:9).

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## Prepare yourself spiritually

*What scriptures and resources will help the young women understand the covenant they have made to take the name of Christ upon themselves?*

Mosiah 5 (Why it is important to take upon ourselves the name of Christ)

3 Nephi 27:27 (We should strive to be like Jesus Christ)

D&C 20:37, 77 (Taking the name of Christ upon ourselves is part of our baptismal covenant and the ordinance of the sacrament)

Robert D. Hales, “Being a More Christian Christian,” *Ensign* or *Liahona*, Nov. 2012, 90–92

Mervyn B. Arnold, “What Have You Done with My Name?” *Ensign* or *Liahona*, Nov. 2010, 105–7

Video: “Dare to Stand Alone”

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What do you think it means to take upon yourself the name of Christ? What do you do to keep this covenant?

What challenges and blessings come when young women take upon themselves the name of Christ? How can you help the young women put God first in their lives?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite one of the young women to read the prayer on the sacrament bread in D&C 20:77. What do they believe it means to “take upon [us] the name of [Jesus Christ]”?
- Ask the young women if they know why their parents chose their names. How do their names influence who they are and how they try to live? Ask them what it means to them to take upon themselves the name of Jesus Christ (see D&C 20:77). How does taking His name influence who we are and the way we try to live?

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## Learn together

*Each of the activities below will help the young women understand what it means to take the name of Jesus Christ upon themselves. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

“Ask learners to restate principles in their own words. This will help you know early in the lesson whether they understand certain words or ideas. If they do not understand, you can offer explanations that will make the rest of the lesson more meaningful for them” (*Teaching, No Greater Call* [1999], 73).

- Show the video “Dare to Stand Alone.” What do the young women feel President Monson’s main message is in this video? How did the youth depicted in the video show that they have taken upon themselves the Savior’s name? Invite the young women to share their own similar experiences.
- Share the following statement from President Henry B. Eyring: “We promise to take His name upon us. That means we must see ourselves as His. We will put Him first in our lives. We will want what He wants rather than what we want or what the world teaches us to want” (“That We May Be One,” *Ensign*, May 1998, 67). Divide the class into three groups, and ask each group to discuss one of the following questions: What does it mean to see ourselves as Christ’s? How do we put the Savior first in our lives? What does it mean to want what the Savior wants? Ask one person from each group to share with the rest of the class what her group discussed.
- Invite the young women to read Mosiah 5, looking for answers to questions like “What does it mean to take upon ourselves the name of Christ?” and “Why is it important to take upon ourselves the name of Christ?” Ask them to share what they find and list specific things they can do to show that they have taken upon themselves the Savior’s name.
- Invite some of the young women to read Helaman 5:6–8, and invite the others to read the first three paragraphs of Elder Mervyn B. Arnold’s talk “What Have You Done with My Name?” Ask them to summarize for each other what they read. How did the names of Nephi, Lehi, and George Albert Smith inspire these people to live righteously? How does our covenant to take upon ourselves the name of Jesus Christ inspire us? Read

as a class the last two paragraphs of the talk, and invite the young women discuss how they will apply Elder Arnold's challenge.

- Share the following statement from Elder Robert D. Hales: "The word *Christian* denotes taking upon us the name of Christ." Divide Elder

Hales's talk "Being a More Christian Christian" among the young women. Ask each young woman to read her section, looking for answers to the question "What does it mean to be a Christian?" Ask her to share what she finds and give examples of people she knows whom she considers to be true Christians.

*Ask the young women to share what they learned today. Do they understand what it means to take upon themselves the name of Jesus Christ? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider ways they can show by their actions that they have taken upon themselves the name of Jesus Christ. In a future class, invite them to share their experiences.*

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior knew those He taught, and He knew who they could become. When they struggled, He did not give up on them, but continued to love and minister to them. How can you show your love and support to the young women you teach?

# Selected Resources

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*Excerpt from Robert D. Hales, “Being a More Christian Christian,” Ensign or Liahona, Nov. 2012, 90–92*

I testify that through His infinite love and grace, we can become more Christian Christians. Consider the following Christlike qualities. How are we doing in strengthening them within ourselves?

*Christian love.* The Savior valued everyone. Kind and compassionate to all, He left the ninety and nine to find the one, [see Matthew 18:12–14] for “even the very hairs of [our] head are . . . numbered” [Luke 12:7] to Him.

*Christian faith.* Despite temptations, trials, and persecutions, the Savior trusted our Heavenly Father and chose to be faithful and obedient to His commandments.

*Christian sacrifice.* Throughout His life the Savior gave of His time, His energy, and ultimately, through the Atonement, gave Himself so that all of God’s children could be resurrected and have the opportunity to inherit eternal life.

*Christian caring.* Like the good Samaritan, the Savior was continually reaching out to rescue, love, and nurture people around Him, regardless of their culture, creed, or circumstances.

*Christian service.* Whether drawing water from a well, cooking a meal of fish, or washing dusty feet, the Savior spent His days serving others—lifting up the weary and strengthening the weak.

*Christian patience.* In His own sorrow and suffering, the Savior waited upon His Father. With patience for us, He waits upon us to come to ourselves and come home to Him.

*Christian peace.* Throughout His ministry He urged understanding and promoted peace. Especially among His disciples, He taught that Christians cannot contend with other Christians, notwithstanding their differences.

*Christian forgiveness.* He taught us to bless those who curse us. He showed us the way by praying that those who crucified Him would be forgiven.

*Christian conversion.* Like Peter and Andrew, many recognize the truth of the gospel as soon as they hear it. They are instantly converted. For others it may take longer. In a revelation given through Joseph Smith, the Savior taught, “That which is of God is light; and he that receiveth light, and continueth in God, receiveth more light; and that light groweth brighter and brighter until the perfect day,” [Doctrine and Covenants 50:24] the perfect day of our conversion. Jesus Christ is “the light and the Redeemer of the world; the Spirit of truth” [Doctrine and Covenants 93:9].

*Christian endurance to the end.* In all His days, the Savior never gave up doing His Father’s will but continued in righteousness, goodness, mercy, and truth to the end of His mortal life.

## UNIT OVERVIEW

# August: Marriage and Family

*“Marriage between a man and a woman is ordained of God and . . . the family is central to the Creator’s plan for the eternal destiny of His children” (“The Family: A Proclamation to the World,” Ensign or Liahona, Nov. 2010, 129).*

The outlines in this unit will help the young women understand the importance of the family in their own lives and in Heavenly Father’s plan for His children. The truths they discover in this unit will help them defend marriage and family against the adversary’s attacks and deceptions. These truths will also help them strengthen their families now and prepare to raise righteous families as righteous wives and mothers in Zion.

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### Outlines to choose from this month:

*Why is family important?*

*Why is temple marriage important?*

*Why is chastity important?*

*Why is it important to follow the Church’s standards regarding dating?*

*How can I prepare now to become a righteous wife and mother?*

*How do the roles of men and women complement each other in families?*

*How can I strengthen my family?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.

### Personal Progress


The following activities from *Personal Progress* relate to the lessons in this unit:

Divine Nature value experiences 3 and 5

Individual Worth value experience 4

Virtue value experiences and value projects

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.





## Why is family important?

The family is ordained of God and is central to His plan for the eternal destiny of His children. This divine plan makes it possible for individuals to return to His presence and for families to be united eternally.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What scriptures and other resources will help the young women understand the importance of family?*

Why is your family important to you? Why do you think families are central to Heavenly Father's plan of salvation?

What messages are the young women receiving that contradict what the prophets have said about the importance of the family? How can you help them understand the eternal significance of the family?

Romans 8:16–17; Hebrews 12:9 (We are children of Heavenly Father)

Genesis 2:18–24; D&C 131:1–4; 138:48 (Gospel truths about the family)

Mosiah 4:14–15; D&C 93:40, 43, 48–50; 68:25, 27–29 (Children learn the gospel from their parents)

"The Family: A Proclamation to the World," *Ensign* or *Liahona*, Nov. 2010, 129

Carole M. Stephens, "The Family Is of God," *Ensign* or *Liahona*, May 2015, 11–13

D. Todd Christofferson, "Why Marriage, Why Family," *Ensign* or *Liahona*, May 2015, 50–53

L. Tom Perry, "Becoming Goodly Parents," *Ensign* or *Liahona*, Nov. 2012, 26–28

"Family," *For the Strength of Youth* (2011), 14–15

Videos: "Families Can Be Together Forever," "The Home Is a Divine Institution," "Proclamation"

Music for youth theme: "Nothing Can Separate Us"

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.



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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to imagine that a friend asks them, "Why are families so important in your Church?" How would they respond?
- Write on the board "The \_\_\_\_\_ is central to the Creator's plan for the eternal \_\_\_\_\_ of His \_\_\_\_\_." Invite the young women to read the first paragraph of "The Family: A Proclamation to the World" and complete the sentence. Discuss as a class why this statement is true.

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## Learn together

*Each of the activities below can help teach the young women the importance of the family. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Draw a circle on the board. Invite a young woman to draw a family inside the circle. Around the circle, write *premortal life*, *mortal life*, and *postmortal life*. Ask a young woman to read the third paragraph of "The Family: A Proclamation to the World" and look for ways the family fits into each of these parts of the plan of salvation. Invite the young women to share their feelings for their families and why they want to be united with them after this life.
- Invite the young women to read Elder D. Todd Christofferson's talk "Why Marriage, Why Family" or the last eight paragraphs of Elder L. Tom Perry's talk "Becoming Goodly Parents," looking for answers to the question "Why are families important?" Invite them to share what they find. What can the young women do to show that they understand how important families are? How will their understanding of the importance of families affect the way they treat their family members?
- Assign each young woman one of the scriptures in this outline. Ask the class to search "The Family: A Proclamation to the World" and look for a passage that relates to their scripture. Invite each young woman to share her scripture and the part of the proclamation it relates to. Ask them to share any experiences they have had that illustrate the importance of families. As part of this discussion, you could show the video "Proclamation."
- With permission from the bishop, invite one or more sisters from the ward who have a strong marriage to share with the class their feelings about marriage and family. What would they say to someone whose family situation is not ideal right now? (See "Family," *For the Strength of Youth*, 15.) What would they say to someone who doesn't see the need

### Teaching tip

"If several people have comments about a subject, you may want to say something like, 'We'll hear your comments first and then yours.' Then those you teach will remain orderly because they know that they will have an opportunity to speak" (*Teaching, No Greater Call* [1999], 69).

to get married and have children? Encourage the young women to ask any questions they have about preparing for marriage and family.

- Divide the class into four groups. Have each group study one of the sections of Carole M. Stephens's talk

*Ask the young women to share what they learned today. Do they understand why the family is important? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Think of a righteous family they admire and write down specific ways they can emulate that family.
- Visit the [mormonnewsroom.org](http://mormonnewsroom.org) or the youth website and search for articles and videos about temple marriage and families (this could be done as a Mutual activity).

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior asked questions that caused His followers to think and feel deeply, and He rejoiced in their expressions of faith. What questions might you ask the young women to help them think and feel deeply about the importance of family? Could these questions encourage expressions of faith?

# Selected Resources

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*Excerpt from L. Tom Perry, "Becoming Goodly Parents," Ensign or Liahona, Nov. 2012, 26–28*

Our strengthened family cultures will be a protection for our children from “the fiery darts of the adversary” (1 Nephi 15:24) embedded in their peer culture, the entertainment and celebrity cultures, the credit and entitlement cultures, and the Internet and media cultures to which they are constantly exposed. Strong family cultures will help our children live in the world and not become “of the world” (John 15:19).

President Joseph Fielding Smith taught: “It is the duty of parents to teach their children these saving principles of the gospel of Jesus Christ, so that they will know why they are to be baptized and that they may be impressed in their hearts with a desire to continue to keep the commandments of God after they are baptized, that they may come back into his presence. Do you, my good brethren and sisters, want your families, your children; do you want to be sealed to your fathers and your mothers before you . . . ? If so, then you must begin by teaching at the cradle-side. You are to teach by example as well as precept” [Joseph Fielding Smith, in Conference Report, Oct. 1948, 153].

The proclamation on the family says:

“Husband and wife have a solemn responsibility to love and care for each other and for their children. ‘Children are an heritage of the Lord’ (Psalm 127:3). Parents have a sacred duty to rear their children in love and righteousness, to provide for their physical

and spiritual needs, and to teach them to love and serve one another, observe the commandments of God, and be law-abiding citizens wherever they live. . . .

“ . . . By divine design, fathers are to preside over their families in love and righteousness and are responsible to provide the necessities of life and protection for their families. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners” [“The Family: A Proclamation to the World,” *Liahona* and *Ensign*, Nov. 2010, 129].

I believe it is by divine design that the role of motherhood emphasizes the nurturing and teaching of the next generation. But it is wonderful to see husbands and wives who have worked out real partnerships where they blend together their influence and communicate effectively both about their children and to their children.

The onslaught of wickedness against our children is more subtle and brazen than it has ever been. Building a strong family culture adds another layer of protection for our children, insulating them from worldly influences.

God bless you goodly mothers and fathers in Zion. He has entrusted to your care His eternal children. As parents we partner, even join, with God in bringing to pass His work and glory among His children. It is our sacred duty to do our very best. Of this I testify in the name of Jesus Christ, amen.



## Why is temple marriage important?

In our Heavenly Father's plan of happiness, the only way to obtain exaltation is through the new and everlasting covenant of celestial marriage (see D&C 131:1–3). When a man and a woman are sealed to each other for time and all eternity in the temple, they have the assurance that their relationship will continue forever if they are true to their covenants. They know that nothing, not even death, can permanently separate them.

Why is temple marriage important to you? What blessings does this ordinance provide for you and your family?

What righteous examples of temple marriage do the young women have? How can you help instill in them a greater desire to be sealed in the temple?

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### Prepare yourself spiritually

*Prayerfully study these scriptures and other resources. What resources will help the young women understand the significance of temple marriage and increase their resolve to be married in the temple someday?*

D&C 49:16–17 (Marriage helps fulfill the purpose of creation)

D&C 131:1–4; 132:15–21 (Eternal marriage is required for exaltation)

"The Family: A Proclamation to the World," *Ensign* or *Liahona*, Nov. 2010, 129

L. Tom Perry, "Why Marriage and Family Matter—Everywhere in the World," *Ensign* or *Liahona*, May 2015, 39–42

Henry B. Eyring, "Families under Covenant," *Ensign* or *Liahona*, May 2012, 62–65

Richard G. Scott, "The Eternal Blessings of Marriage," *Ensign* or *Liahona*, May 2011, 94–97

"Our Temple Marriage Was Worth Any Price," *Liahona*, Oct. 2010, 69–70

"Marriage," *True to the Faith* (2004), 97–101

Video: "Elder and Sister Bednar—Love"

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Before the young women arrive in the class, write on the board, "Why is temple marriage important?" Invite them to think about this question as they read "Our Temple Marriage Was Worth Any Price." Why was temple marriage so important to the couple in this story? Encourage the young women to share their thoughts.
- If possible, show a picture from the day you were sealed in the temple, and describe some of the thoughts and feelings you had (or show a picture of a bride and groom in front of the temple [see *Gospel Art Book*, 120]). Ask the young women why they believe temple marriage is important.

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## Learn together

*Each of the activities below can help the young women learn why temple marriage is important. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Invite the young women to imagine they have a friend who wonders why they have the goal of a temple marriage instead of simply a civil marriage. Ask them to read the scriptures suggested in this outline or "The New and Everlasting Covenant of Marriage" in *True to the Faith* (page 98) and look for words and phrases they could use to write a letter to their friend. Encourage them to explain in the letter the importance of eternal marriage. Invite them to share with the class what they wrote in their letters.
- Bring two or three objects (or pictures of objects) that demonstrate different levels of durability (for example, a plastic spoon and a metal spoon). Ask the young women to discuss why the more durable object is better than the less durable object. How does this relate to marriage? Ask the young women to read, watch, or listen to portions of Elder L. Tom Perry's talk "Why Marriage and Family Matter—Everywhere in the World." Ask the young women why they want to have a temple marriage.
- Give each young woman a copy of Elder Richard G. Scott's talk "The Eternal Blessings of Marriage." How did Elder Scott feel about his eternal companion? What impresses the young women about his relationship with his wife? Ask them to ponder what it would take to achieve a relationship like Elder and Sister Scott's. Young women might also enjoy watching the video "Elder and Sister Bednar—Love" to learn about Elder and Sister Bednar's marriage.

### Teaching tip

"Stories can awaken learners' interest. We can often teach a principle more effectively when we first share a story to illustrate it. This helps learners understand the principle in terms of everyday experiences" (*Teaching, No Greater Call* [1999], 93).

- As a class, read D&C 131:1–4 and “The New and Everlasting Covenant of Marriage” in *True to the Faith* (page 98), looking for answers to the question “Why is temple marriage important?” If necessary, help the young

women define any unfamiliar words or phrases. Ask class members to list some things that might keep young women from marrying in the temple. What can they do now to make sure they marry in the temple?

*Ask the young women to share what they learned today. Do they understand the importance of temple marriage? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Write a letter to themselves to be opened before their wedding day, stating the importance of a temple marriage and their current desires of attaining this righteous goal.
- Post a picture of the temple where they will see it often, and place near the picture a simple statement expressing their goal and determination to marry in the temple someday.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior invited His followers to act in faith and live the truths He taught. How can you invite the young women to increase their resolve to marry in the temple and live the truths they will learn together?

# Selected Resources

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*Excerpt from Richard G. Scott, "The Eternal Blessings of Marriage," Ensign or Liahona, May 2011, 96*

I learned from my wife the importance of expressions of love. Early in our marriage, often I would open my scriptures to give a message in a meeting, and I would find an affectionate, supportive note Jeanene had slipped into the pages. Sometimes they were so tender that I could hardly talk. Those precious notes from a loving wife were and continue to be a priceless treasure of comfort and inspiration.

I began to do the same thing with her, not realizing how much it truly meant to her. I remember one year we didn't have the resources for me to give her a valentine, so I decided to paint a watercolor on the front of the refrigerator. I did the best I could; only I made one mistake. It was enamel paint, not watercolor. She never let me try to remove that permanent paint from the refrigerator.

I remember one day I took some of those little round paper circles that form when you punch holes in paper, and I wrote on them the numbers 1 to 100. I turned each over and wrote her a message, one word on each circle. Then I scooped them up and put them in an envelope. I thought she would get a good laugh.

When she passed away, I found in her private things how much she appreciated the simple messages that we shared with each other. I noted that she had carefully pasted every one of those circles on a piece of paper. She not only kept my notes to her, but she protected them with plastic coverings as

if they were a valuable treasure. There is only one that she didn't put with the others. It is still behind the glass in our kitchen clock. It reads, "Jeanene, it is time to tell you I love you." It remains there and reminds me of that exceptional daughter of Father in Heaven.

As I have thought back over our life together, I realize how blessed we've been. We have not had arguments in our home or unkind words between us. Now I realize that blessing came because of her. It resulted from her willingness to give, to share, and to never think of herself. In our later life together, I tried to emulate her example. I suggest that as husband and wife you do the same in your home.

Pure love is an incomparable, potent power for good. Righteous love is the foundation of a successful marriage. It is the primary cause of contented, well-developed children. Who can justly measure the righteous influence of a mother's love? What enduring fruits result from the seeds of truth that a mother carefully plants and lovingly cultivates in the fertile soil of a child's trusting mind and heart? As a mother you have been given divine instincts to help you sense your child's special talents and unique capacities. With your husband you can nurture, strengthen, and cause those traits to flower.

It is so rewarding to be married. Marriage is wonderful. In time you begin to think alike and have the same ideas and impressions. You have times when you are extremely happy, times of testing, and times of trial, but the Lord guides you through all of those growth experiences together.





## Why is chastity important?

Chastity is sexual purity and involves being morally clean in thoughts, words, and actions. Sexual intimacy is ordained of God for the creation of children and for the expression of love between husband and wife. God has commanded that sexual intimacy be reserved for marriage. When we are sexually pure, we qualify for the companionship of the Holy Ghost, and we are protected from the emotional and spiritual damage of sexual sin.

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### Prepare yourself spiritually

How has living the law of chastity blessed you?

What doctrines will best help the young women feel the importance of chastity? Which false teachings are they exposed to that diminish the importance of chastity?

*Prayerfully study these resources. How can you help the young women understand and feel the importance of chastity?*

Genesis 39:7–21 (Joseph fled from sexual sin)

1 Nephi 10:21 (We must be pure to dwell with God)

Alma 39:1–13 (Sexual sin is an abomination)

Moroni 9:9 (Chastity is dear and precious)

D&C 46:33; 121:45–46 (The importance of virtue)

Linda S. Reeves, “Worthy of Our Promised Blessings,” *Ensign* or *Liahona*, Nov. 2015, 9–11

Boyd K. Packer, “The Plan of Happiness,” *Ensign* or *Liahona*, May 2015, 26–28

David A. Bednar, “We Believe in Being Chaste,” *Ensign* or *Liahona*, May 2013, 41–44

Jeffrey R. Holland, “Helping Those Who Struggle with Same-Gender Attraction,” *Ensign* or *Liahona*, Oct. 2007, 42–45

“Dress and Appearance,” “Sexual Purity,” *For the Strength of Youth* (2010), 6–8, 35–37

“Chastity,” *True to the Faith* (2004), 29–33

Videos: “I Choose to Be Pure”; “Chastity: What Are the Limits?”; “True Confidence”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Several days before class, invite the young women to watch the video “I Choose to Be Pure” in preparation for this lesson. At the beginning of class, invite the young women to share things they’ve learned or questions they have.
- Invite a young woman to hold up a picture of Joseph resisting Potiphar’s wife (see the *Gospel Art Book*, 11) and summarize the story in her own words. What did Joseph do to remain pure? What eventually happened as a result of Joseph’s faithfulness? What could have happened had he been untrue to his covenants? Why is it important to remain chaste?
- Invite a young woman to hold up a picture of Joseph resisting Potiphar’s

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## Learn together

*Each of the activities below can help the young women learn about the law of chastity. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Invite some of the young women to read scriptures about chastity (such as those suggested in this outline); invite others to read “Sexual Purity” in *For the Strength of Youth*; and invite the rest to read “Chastity” in *True to the Faith*. Ask them to look for answers to the question “Why is chastity important to the Lord?” and share what they find. How are the principles in these scriptures and resources different from what the world teaches about chastity? What do the young women learn from these resources that can help them detect the falsehood in the world’s view?
- Show the video “Chastity: What Are the Limits?” After the video, ask the young women to explain what the analogies (such as the waterfall, airplane, or alligator) teach them about the law of chastity. What else do they learn from this video? Invite them to think of and share other analogies that teach the importance of chastity.
- Invite the young women to watch “I Choose to Be Pure” or “True Confidence,” looking for possible answers to the question “Why is chastity important?” Ask them to share their thoughts and contrast the views expressed in the video with what the world wants young women to believe. What can the young women do to support each other in their efforts to obey the law of chastity?
- Divide the young women into groups. Give each group one of the sections of President Boyd K. Packer’s talk “The Plan of Happiness,” Elder David A. Bednar’s talk “We Believe in Being Chaste,” or Sister Linda S. Reeves’s talk “Worthy of Our Promised Blessings.” Have each group study their section and answer

### Teaching tip

“Questions written on the chalkboard before class will help learners begin to think about topics even before the lesson begins” (*Teaching, No Greater Call* [1999], 93).

the question “Why is it important to be sexually pure?” Invite them to share statements or truths that they found meaningful or important. How can they use what they learn to help their friends understand why chastity is important to them?

- Ask the young women to use the “Dress and Appearance” section in *For the Strength of Youth* to answer questions such as “What are the Lord’s standards concerning modesty?” “Why is it important for you to follow these standards?” and “How does modesty reflect or

influence our attitude toward the law of chastity?” Ask them to share their answers and ponder what they can do to follow these standards more fully.

- Ask the young women how they would help a friend who is struggling with same-gender attraction. Invite them to look for ideas in Elder Jeffrey R. Holland’s article “Helping Those Who Struggle with Same-Gender Attraction.” Encourage them to write a letter that could help their friend. What else do they learn from Elder Holland’s article?

*Ask the young women to share what they learned today. Do they understand the law of chastity better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Complete one of the Virtue value experiences (*Personal Progress*, 69–71).
- Make a list of things they will do and avoid doing in order to remain sexually pure.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

In every setting, the Savior was an example and mentor. He taught His disciples to pray by praying with them. He taught them to love and serve by the way He loved and served them. He taught them how to teach His gospel by the way He taught it. How will you be an example of chastity and virtue to your young women?

# Selected Resources

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*Excerpt from David A. Bednar, “We Believe in Being Chaste,” Ensign or Liahona, May 2013, 41–42*

The means by which mortal life is created is divinely appointed. “The first commandment . . . God gave to Adam and Eve pertained to their potential for parenthood as husband and wife” (*Ensign or Liahona*, Nov. 2010, 129). The commandment to multiply and replenish the earth remains in force today. Thus, marriage between a man and a woman is the authorized channel through which premortal spirits enter mortality. Complete sexual abstinence before marriage and total fidelity within marriage protect the sanctity of this sacred channel.

The power of procreation is spiritually significant. Misuse of this power subverts the purposes of the Father’s plan and of our mortal existence. Our Heavenly Father and His Beloved Son are creators and have entrusted each of us with a portion of Their creative power. Specific guidelines for the proper use of the ability to create life are vital elements in the Father’s plan. How we feel about and use that supernal power will determine in large measure our happiness in mortality and our destiny in eternity.

Elder Dallin H. Oaks explained:

“The power to create mortal life is the most exalted power God has given his children. Its use was

mandated in the first commandment, but another important commandment was given to forbid its misuse. The emphasis we place on the law of chastity is explained by our understanding of the purpose of our procreative powers in the accomplishment of God’s plan. . . .

“Outside the bonds of marriage, all uses of the procreative power are to one degree or another a sinful degrading and perversion of the most divine attribute of men and women” (“The Great Plan of Happiness,” *Ensign*, Nov. 1993, 74).

## **The Standard of Sexual Morality**

The Church of Jesus Christ of Latter-day Saints has a single, undeviating standard of sexual morality: intimate relations are proper only between a man and a woman in the marriage relationship prescribed in God’s plan. Such relations are not merely a curiosity to be explored, an appetite to be satisfied, or a type of recreation or entertainment to be pursued selfishly. They are not a conquest to be achieved or simply an act to be performed. Rather, they are in mortality one of the ultimate expressions of our divine nature and potential and a way of strengthening emotional and spiritual bonds between husband and wife. We are agents blessed with moral agency and are defined by our divine heritage as children of God—and not by sexual behaviors, contemporary attitudes, or secular philosophies.



## Why is it important to follow the Church's standards regarding dating?

Latter-day prophets have given us standards about dating to protect us from spiritual danger and help us prepare to one day find a worthy eternal companion. These standards include not dating before age 16, avoiding frequent dates with the same person, and dating only those who have high moral standards.

### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel best applies to the young women as they begin interacting with young men?*

Deuteronomy 7:3–4 (Do not marry outside the covenant)

Thomas S. Monson, "Preparation Brings Blessings," *Ensign* or *Liahona*, May 2010, 64–67

Doctrine and Covenants 46:33 (Practice virtue and holiness before the Lord)

Elaine S. Dalton, "Guardians of Virtue," *Ensign* or *Liahona*, May 2011, 121–24

Articles of Faith 1:13 (Qualities we should develop in ourselves as we look for an eternal companion)

"Dating," *For the Strength of Youth* (2011), 4–5

Video: "Brand New Year 2010: Dating"

What examples have you seen that have taught you the importance of obeying the Lord's standards regarding dating?

What experiences and ideas are shaping the young women's perception of dating? What pressures are they feeling? What do they need to know in order to remain true to the Lord's standards?

### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Ask the young women what questions they have about dating and write them on the board. Invite them to look for answers to their questions throughout the lesson.
- Ask the young women to list on the board what they know about the Church's standards regarding dating. Add to the list as they learn more about these standards throughout the lesson.

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## Learn together

*Each of the activities below can help the young women learn about the Church's standards regarding dating. Following the guidance of the Spirit, select one or more that will work best in your class:*

### Teaching tip

"Ask those you teach what they might say if someone wants to know what they have learned from the lesson" (*Teaching, No Greater Call* [1999], 94).

- Invite each young woman to write a personal list of qualities that she wants her future husband to have. Invite the young women to share their lists, as appropriate, with the class. Ask one of the young women to read the following statement by Elder Robert D. Hales: "If you want to marry a wholesome, attractive, honest, happy, hardworking, spiritual person, *be* that kind of person" ("Meeting the Challenges of Today's World," *Ensign* or *Liahona*, Nov. 2015, 46). As the young women review the lists that they made, you might ask them how they would feel if their future husband had a comparable list about them. What are they doing now to be the kind of person that their future husband would want to marry? Invite the young women to discuss how they can personally develop these qualities now and how these qualities will affect the kind of people they date.
- Ask each young woman to select a word or phrase from the thirteenth article of faith and explain how her word or phrase relates to the standards in the "Dating" section in *For the Strength of Youth*. Ask the young women to share how the principles in the thirteenth article of faith should influence their interactions with young men.
- Read the paragraph of Sister Elaine S. Dalton's talk "Guardians of Virtue" that begins with the question "What can each of you do to be a guardian of virtue?" Ask the young women to discuss how Sister Dalton's counsel relates to dating. Invite the young women to read Alma 46:11–14, and discuss how the title of liberty helped inspire the Nephites to guard their freedoms. To follow Sister Dalton's challenge, invite the young women to make a list of things they should and should not do to guard their virtue. The young women could include in their list what they will do to be



guardians of virtue as they date (see “Dating” in *For the Strength of Youth*, pages 4–5).

- Show portions of “Brand New Year 2010: Dating,” and pause the video to allow the young women time to identify standards of dating mentioned by the people in the video. Ask the young women to review “Dating” in *For the Strength of Youth* and look for additional standards that were not discussed in the video. Invite them to answer questions such as the following: “What are the Church’s standards regarding dating?” “Why is it important for you to follow these standards?” and “What is the purpose of dating?” Invite the young women to discuss ways they can respond when they feel pressured to do something that contradicts the Church’s

standards regarding dating. Consider sharing examples of how you were blessed by keeping the Church’s standards of dating, and invite others to share similar experiences. Invite them to share what they will do to keep these standards.

- Invite the young women to review the “Dating” section in *For the Strength of Youth* and write down any questions they have about dating. Invite a panel of older young men and young women to answer their questions and discuss the standards of dating. Encourage the panel members to include examples of how they have lived the standards as they have dated, such as dressing modestly, choosing appropriate activities, and dating those with high standards.

*Ask the young women to share what they learned today. Do they understand the Church’s standards regarding dating? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Talk to someone who has set a good example by following the Lord’s dating standards, and find out what he or she did to resist the temptation to follow the world’s standards for dating.
- Set a goal to obey the Lord’s standards regarding dating.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior gave those who followed Him opportunities to ask their own questions and share their own insights. He responded to their questions and listened to their experiences. Because of His love, they felt safe sharing their thoughts and personal feelings. How can you help the young women feel safe sharing their questions and personal feelings?





## How can I prepare now to become a righteous wife and mother?

To prepare to be a righteous wife and mother, young women should focus on the Savior and on developing Christlike attributes. The family proclamation says that “successful marriage and families are established and maintained on principles of faith, prayer, repentance, forgiveness, respect, love, compassion, work, and wholesome recreational activities. . . . Mothers are primarily responsible for the nurture of their children” (“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129).

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### Prepare yourself spiritually

What have you done, and what are you doing, to prepare to be a wife and mother? How has your preparation blessed your life?

What are the young women in your class doing (or what could they be doing) to prepare for marriage and motherhood? What questions might they have about preparation for marriage and motherhood?

*Prayerfully study these scriptures and resources. What do you feel will help the young women prepare to become a wife and mother?*

Proverbs 31:10–31; Alma 56:47–48; Moroni 7:45–46; D&C 88:123–25 (Characteristics of righteous women)

D&C 88:78–80, 118; 90:15 (Seek learning)

Jeffrey R. Holland, “Behold Thy Mother,” *Ensign* or *Liahona*, Nov. 2015, 47–50

Cheryl A. Esplin, “Filling Our Homes with Light and Truth,” *Ensign* or *Liahona*, May 2015, 8–10

L. Whitney Clayton, “Marriage: Watch and Learn,” *Ensign* or *Liahona*, May 2013, 83–85

“Education,” *For the Strength of Youth* (2011), 9–10

Videos: “Motherhood: An Eternal Partnership with God,” “Loving God’s Children,” “A Mother’s Hope,” “Mother in Israel”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion, help the young women see the relevance of the gospel in their daily lives, and help them prepare to learn more.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Show one of the videos suggested in this outline. Ask the young women, "What are you doing to prepare to become a righteous wife and mother?"
- Repeat the Young Women theme together. Encourage a few young women to share what the phrase "strengthen home and family" means to them.

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## Learn together

*Each of the activities below can help the young women prepare to be righteous wives and mothers. Following the guidance of the Holy Ghost, select one or more that will work best for your class:*

- In Cheryl A. Esplin's talk, "Filling Our Homes with Light and Truth," she describes trying to crush both an empty soda can and a full soda can (you may wish to watch the first two minutes of her talk or reenact her demonstration). What do we learn from this demonstration about the importance of being filled with light and truth? What will class members do to gain both spiritual light and a secular education? (See D&C 93:36.) How will spiritual and secular education prepare them to be wives and mothers one day? (See "Education," *For the Strength of Youth*, 9–10.)
- Assign each young woman a few verses to read from some of the scriptures suggested in this outline. Invite each young woman to draw a picture or symbol or write a brief sentence representing the characteristics of a righteous wife and mother found in her assigned verses. Share the pictures or sentences with the class, and discuss together how a young woman can acquire these characteristics. Ask the young women to share examples of mothers like those described in Proverbs. How are the families of these mothers blessed? Why is a "virtuous woman" so valuable to the Lord (see Proverbs 31:10)?
- Assign each young woman to read one of the five principles of strong marriages that Elder L. Whitney Clayton describes in his talk "Marriage: Watch and Learn," or watch one or more of the videos suggested in this outline. What examples of strong marriages and righteous mothers have the young women seen? What else have they observed in strong couples that they would like to emulate? What do the young women feel they can do to live these principles now?
- Ask the young women to write on the board a list of righteous women in the scriptures (for example, Ruth, Esther, Eve, Hannah, Emma Smith, and so on). Invite them to choose one woman from the list and read about her in the scriptures (using the Topical

### Teaching tip

"Ask questions that require learners to find answers in the scriptures and the teachings of latter-day prophets" (*Teaching, No Greater Call* [1999], 62).

## Teaching in the Savior's way

After a day of teaching, the Savior invited His followers to go home and prepare themselves to come back and learn more. What can you do to encourage the young women to come to class prepared to learn together?

Guide or Bible Dictionary). Encourage the young women to share what virtuous traits they recognize and admire in these women and how these traits could help them prepare to be a righteous wife and mother.

- Review together the stories about exemplary mothers in Elder Jeffrey R. Holland's talk "Behold Thy Mother."

Ask the young women to write their thoughts about things they admire about their mothers or qualities their mothers have that they would like to emulate as they prepare to become mothers themselves. Invite a few of them to share what they wrote. If possible, invite the mothers of the young women to participate in this discussion.

*Ask the young women to share what they learned today. Do they understand how to prepare for their future roles as wives and mothers? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Complete any of the following from *Personal Progress*: Divine Nature value project, Individual Worth value experience 4, Choice and Accountability value experience 7, Good Works value experience 2.
- Interview a woman about the responsibilities, challenges, and blessings of being a wife or mother. Ask what skills and attributes she finds most essential. Record any thoughts or feelings in a journal.

*You might want to plan with the young women a Mutual activity that reinforces what they learned in class. For example, they could learn and practice homemaking skills.*

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*Excerpt from Jeffrey R. Holland, “Behold Thy Mother,”  
Ensign or Liahona, Nov. 2015, 49*

I speak of a young man who entered the mission field worthily but by his own choice returned home early due to same-sex attraction and some trauma he experienced in that regard. He was still worthy, but his faith was at crisis level, his emotional burden grew ever heavier, and his spiritual pain was more and more profound. He was by turns hurt, confused, angry, and desolate.

His mission president, his stake president, his bishop spent countless hours searching and weeping and blessing him as they held on to him, but much of his wound was so personal that he kept at least parts of it beyond their reach. The beloved father in this story poured his entire soul into helping this child, but his very demanding employment circumstance meant that often the long, dark nights of the soul were faced by just this boy and his mother. Day and night, first for weeks, then for months that turned into years, they sought healing together. Through periods of bitterness (mostly his but sometimes hers) and unending fear (mostly hers but sometimes his), she bore—there’s that beautiful, burdensome word again—she bore to her son her testimony of God’s power, of His Church, but especially of His love for this child. In the same breath she testified of her own uncompromised, undying love for him as well. To bring together those two absolutely crucial, essential pillars of her very existence—the gospel of Jesus Christ and her family—she poured out her soul in prayer endlessly. She fasted and wept, she wept and fasted, and then

she listened and listened as this son repeatedly told her of how his heart was breaking. Thus she carried him—again—only this time it was not for nine months. This time she thought that laboring through the battered landscape of his despair would take forever.

But with the grace of God, her own tenacity, and the help of scores of Church leaders, friends, family members, and professionals, this importuning mother has seen her son come home to the promised land. Sadly we acknowledge that such a blessing does not, or at least has not yet, come to all parents who anguish over a wide variety of their children’s circumstances, but here there was hope. And, I must say, this son’s sexual orientation did not somehow miraculously change—no one assumed it would. But little by little, his heart changed.

He started back to church. He chose to partake of the sacrament willingly and worthily. He again obtained a temple recommend and accepted a call to serve as an early-morning seminary teacher, where he was wonderfully successful. And now, after *five years*, he has, at his own request and with the Church’s considerable assistance, reentered the mission field to complete his service to the Lord. I have wept over the courage, integrity, and determination of this young man and his family to work things out and to help him keep his faith. He knows he owes much to many, but he knows he owes the most to two messianic figures in his life, two who bore him and carried him, labored with him and delivered him—his Savior, the Lord Jesus Christ, and his determined, redemptive, absolutely saintly mother.



## How do the roles of men and women complement each other in families?

By divine design, Heavenly Father gave men and women different gifts and abilities to help them fulfill complementary roles as husband and wife. “Gender is an essential characteristic of individual premortal, mortal, and eternal identity and purpose. . . . Fathers are to preside over their families in love and righteousness and are responsible to provide the necessities of life and protection for their families. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners” (“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129).

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What scriptures and talks will help the young women understand the complementary roles of husbands and wives?*

Proverbs 22:6; D&C 68:25; 121:41–43;  
Moses 5:1 (Responsibilities of parents)

Alma 53:21; 56:47–48 (The stripping warriors were taught by their mothers)

D&C 25 (Counsel to Emma Smith about supporting her husband)

“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129

Linda K. Burton, “We’ll Ascend Together,” *Ensign* or *Liahona*, May 2015, 29–32

L. Tom Perry, “Finding Lasting Peace and Building Eternal Families,” *Ensign* or *Liahona*, Nov. 2014, 43–45

D. Todd Christofferson, “The Moral Force of Women,” *Ensign* or *Liahona*, Nov. 2013, 29–32

Individual Worth value experience 4, *Personal Progress* (2009), 31

Video: “The Women in Our Lives,” “Proclamation Series: Daughters of God”

What examples have you seen of mothers and fathers who have complemented each other in their roles? How has a knowledge of these eternal roles influenced your family?

How can you help the young women understand their divine role as future mothers? What can they do now to prepare for that role?

See the appendix for other teaching and learning ideas.

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Share with the young women the title of this lesson. Why do they think this is an important topic to address?
  - Bring two objects that are used together to accomplish a common goal (like a pencil and paper or hammer and nail). Invite the young women to explain the differences between the objects and how they are used together. Explain that men and women are given different responsibilities that complement (or “complete”) each other to bring about God’s purposes. Invite the young women to describe some of the ways men and women complement each other.
- 

## Learn together

*Each of the activities below can help the young women learn about the complementary roles of men and women in families. Following the guidance of the Spirit, select one or more that will work best in your class:*

- With the permission of the bishop, invite a married couple to visit your class. Read together the section titled “Lifting and Helping in Our Complementary Roles” from Sister Linda K. Burton’s talk “We’ll Ascend Together.” What do the young women learn about how men and women support one another in families? Ask the visiting couple to speak about how they have helped each other fulfill their roles. Consider sharing how marriage has helped you or members of your family become better. After this activity, you might show the video “Proclamation Series: Daughters of God” and ask the young women to share what they learn from the General Authorities in the video about how spouses can love and support each other.
- Ask the young women to make a list of responsibilities the Lord expects fathers and mothers to fulfill. To help them make this list, invite them to search the seventh paragraph of “The Family: A Proclamation to the World” and relevant portions of Elder L. Tom Perry’s talk “Finding Lasting Peace and Building Eternal Families” and Elder D. Todd Christofferson’s talk “The Moral Force of Women.”

### Teaching tip

“The Holy Ghost may prompt one or more of those you teach to contribute insights that others need to hear. Be open to promptings you receive to call on specific people. You may even feel impressed to ask a person who has not volunteered to express . . . her views” (*Teaching, No Greater Call* [1999], 63).



## Teaching in the Savior's way

The Savior trusted, prepared, and gave important responsibilities to those He taught. How might you help the young women you teach feel your trust in them as they prepare for their important responsibilities as future wives and mothers?

What can they learn from these sources about the divine roles of fathers and mothers? How do these roles complement each other? How are these teachings different from what the world teaches? Invite the young women to share examples of times when they have witnessed parents fulfilling their complementary roles.

- Identify several scriptures that teach the responsibilities of parents, such as those referred to in this lesson, and divide them up among the young women. Invite each young woman to share her scripture and describe the responsibilities it mentions. Invite them to share how husbands and wives complement each other in fulfilling these responsibilities and examples they have seen of parents fulfilling complementary roles.
- Ask the young women to think about the meaning of the word *duality*

*Ask the young women to share what they learned today. Do they understand the complementary roles of men and women in families? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

as they watch the video “The Women in Our Lives.” Ask them to list ways they can be a “help meet” to their future husbands (see Genesis 2:18). Ask the young women to work individually or as a class on Individual Worth value experience 4 in Personal Progress and to write in their journal their feelings about their role as a wife complementing her future husband.

- Invite the young women to read Doctrine and Covenants 25 and find things Emma Smith was asked to do to support her husband and things the Lord said her husband would do to support and bless her. What examples can you or the young women share of people who follow this counsel in their marriage? Encourage the young women to write about the kind of marriage relationship they would like to have someday and what they can do now to prepare. Invite a few of them to share what they wrote.



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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Thank their mothers and fathers for specific ways they have been blessed because their parents fulfilled their divine roles.
- Select a phrase from “The Family: A Proclamation to the World” that would remind them of their divine roles as mothers.
- Complete the following in *Personal Progress*: Faith value experience 2, Divine Nature value experience 2, Individual Worth value experience 4

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

### Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*Excerpt from D. Todd Christofferson, "The Moral Force of Women," Ensign or Liahona, Nov. 2013, 30-31*

A woman's moral influence is nowhere more powerfully felt or more beneficially employed than in the home. There is no better setting for rearing the rising generation than the traditional family, where a father and a mother work in harmony to provide for, teach, and nurture their children. Where this ideal does not exist, people strive to duplicate its benefits as best they can in their particular circumstances.

In all events, a mother can exert an influence unequaled by any other person in any other relationship. By the power of her example and teaching, her sons learn to respect womanhood and to incorporate discipline and high moral standards in their own lives. Her daughters learn to cultivate their own virtue and to stand up for what is right, again and again, however unpopular. A mother's love and high expectations lead her children to act responsibly without excuses, to be serious about education and personal development, and to make ongoing contributions to the well-being of all around them. Elder Neal A. Maxwell once asked: "When the real history of mankind is fully disclosed, will it feature the echoes of gunfire or the shaping sound of lullabies? The great armistices made by military men or the peacemaking of women in homes and in neighborhoods? Will what happened in cradles and kitchens prove to be more controlling than what happened in congresses?" [Neal A. Maxwell, "The Women of God," *Ensign*, May 1978, 10-11].

Most sacred is a woman's role in the creation of life. We know that our physical bodies have a divine origin and that we must experience both a physical birth and a spiritual rebirth to reach the highest realms in God's celestial kingdom. Thus, women

play an integral part (sometimes at the risk of their own lives) in God's work and glory "to bring to pass the immortality and eternal life of man" [Moses 1:39]. As grandmothers, mothers, and role models, women have been the guardians of the wellspring of life, teaching each generation the importance of sexual purity—of chastity before marriage and fidelity within marriage. In this way, they have been a civilizing influence in society; they have brought out the best in men; they have perpetuated wholesome environments in which to raise secure and healthy children. . . .

A pernicious philosophy that undermines women's moral influence is the devaluation of marriage and of motherhood and homemaking as a career. Some view homemaking with outright contempt, arguing it demeans women and that the relentless demands of raising children are a form of exploitation. They ridicule what they call "the mommy track" as a career. This is not fair or right. We do not diminish the value of what women or men achieve in any worthy endeavor or career—we all benefit from those achievements—but we still recognize there is not a higher good than motherhood and fatherhood in marriage. There is no superior career, and no amount of money, authority, or public acclaim can exceed the ultimate rewards of family. Whatever else a woman may accomplish, her moral influence is no more optimally employed than here.

Attitudes toward human sexuality threaten the moral authority of women on several fronts. Abortion for personal or social convenience strikes at the heart of a woman's most sacred powers and destroys her moral authority. The same is true of sexual immorality and of revealing dress that not only debases women but reinforces the lie that a woman's sexuality is what defines her worth.



## How can I strengthen my family?

“Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ. Successful . . . families are established and maintained on principles of faith, prayer, repentance, forgiveness, respect, love, compassion, work, and wholesome recreational activities” (“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129). As we assist our parents in accomplishing these goals, we can help our families attain the happiness Heavenly Father wants for us.

### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What principles found in the scriptures and words of the prophets will inspire the young women to strengthen their families?*

1 Nephi 8:12 (Lehi wanted his family to partake of the fruit of the tree of life)

1 Nephi 16:14–32 (Nephi strengthens his family)

D&C 88:119 (Pattern for a righteous home)

“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129 (see also *True to the Faith* [2004], 59–61)

Dieter F. Uchtdorf, “In Praise of Those Who Save,” *Ensign* or *Liahona*, May 2016, 77–80

Bonnie L. Oscarson, “Defenders of the Family Proclamation,” *Ensign* or *Liahona*, May 2015, 14–17

David A. Bednar, “More Diligent and Concerned at Home,” *Ensign* or *Liahona*, Nov. 2009, 17–20

“Family,” *For the Strength of Youth* (2011), 14–15

“Home Can Be a Heaven on Earth,” *Hymns*, no. 298

“Love Is Spoken Here,” *Children’s Songbook*, 190

Video: “Through Small Things,” “More Diligent and Concerned at Home”

What experiences have you had with your family that have brought you happiness? What blessings have you seen in your family as you have followed the Savior’s teachings?

What do you know about the family life of the young women you teach? How can you help the young women understand that families are happier when they strive to follow the teachings of the Savior?

### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Ask the young women to think of things a family might do to protect their home from physical harm (such as a fire or burglary). What spiritual dangers threaten families? What can the young women do to help protect their family from these dangers?
- Ask the young women to write on the board as many words as they can think of in one or two minutes that describe things that bring happiness to their families.

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## Learn together

*Each of the activities below can help the young women learn how to strengthen their families. Following the guidance of the Spirit, select one or more that will work best in your class:*

- In his talk “In Praise of Those Who Save,” President Dieter F. Uchtdorf taught of families: “We may share the same gene pool, but we are not the same. We have unique spirits. . . . We can choose to celebrate these differences.” What unique traits or strengths does each young woman have? How can each young woman use her unique strengths to bless her family? Class members could also search portions of the talk in small groups, looking for and sharing things that stand out to them. You could also invite class members to watch one of the videos in this outline and look for what the family members did to improve their relationships. How can the young women celebrate the differences in their families? What ideas can they share about how they can strengthen their family relationships?
- Have young women read portions of Bonnie L. Oscarson’s talk “Defenders of the Family Proclamation.” In this talk, Sister Oscarson taught that “all of us—women, men, youth, and children, single or married—can work at being homemakers. We should ‘make our homes’ places of order, refuge, holiness, and safety” (*Ensign* or *Liahona*, May 2015, 17). Invite the young women to search Sister Oscarson’s talk, looking for a quote that they can display in their homes or rooms that inspires them to strengthen their family. What can they do now to help their homes be holy, orderly, and safe?
- As a class, read the seventh paragraph of the “The Family: A Proclamation to the World,” looking for principles that can help the young women achieve happiness in family life. Ask each young woman to read 1 Nephi 16:14–32 and share ways Lehi’s family applied these principles. Ask them to share experiences they have had that have taught them the importance of these principles in family life.
- Ask the young women to listen for ways to increase love in the home as

### Teaching tip

“Teachers who lecture most of the time or answer every question themselves tend to discourage learners from participating” (*Teaching, No Greater Call* [1999], 64).

they sing or listen to “Home Can Be a Heaven on Earth” (*Hymns*, no. 298) or “Love Is Spoken Here” (*Children’s Songbook*, 190). Ask them to share what they find. Invite them to share an experience in which they have felt happiness because they were shown love or because they helped increase the love in their home.

- Ask the young women to read “Family” in *For the Strength of Youth* or watch the video “Through Small Things” and find things they can do to strengthen their families. What examples do the young women know about of families in the scriptures who did or did not follow these principles? Invite the young women to look at the table of contents of *For the Strength*

*of Youth* and discuss how living the other standards in this book can help invite the Spirit in their homes. Invite them to choose one thing they will do during the coming week to strengthen their families.

- Divide the class into three groups, and ask each group to read about one of the suggestions Elder David A. Bednar gives in his talk “More Diligent and Concerned at Home.” Ask each group to share with the class what they learn, explaining specific things they can do to apply Elder Bednar’s suggestions in their families. Encourage them to share examples they have seen of family members doing what Elder Bednar suggests.

*Ask the young women to share what they learned today. Do they understand how to strengthen their families? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Look for ways to strengthen their families through giving service. This could be as simple as preparing a meal, helping a sibling with homework, or just listening. Ask them to share their experiences next week.
- Complete an activity from Personal Progress that helps strengthen their families, such as Divine Nature value experience 3 or 5, Individual Worth value project, or Virtue value experience 2.
- Record in their journals ways they can be supportive of their families.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior showed His love for others through giving service. It was His mission to seek those in need and bless them. Individuals were converted and lives were changed through His good works. How can you emulate this quality as a leader? How might you help the young women recognize the blessings that come from following the Savior’s example of service in their own families?

# Selected Resources

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*Excerpt from Bonnie L. Oscarson, "Defenders of the Family Proclamation," Ensign or Liahona, May 2015, 15, 17*

Life rarely goes exactly according to plan for anyone, and we are very aware that not all women are experiencing what the proclamation describes. It is still important to understand and teach the Lord's pattern and strive for the realization of that pattern the best we can.

Each of us has a part to play in the plan, and each of us is equally valued in the eyes of the Lord. We should remember that a loving Heavenly Father is aware of our righteous desires and will honor His promises that nothing will be withheld from those who faithfully keep their covenants. Heavenly Father has a mission and plan for each of us, but He also has His own timetable. One of the hardest challenges in this life is to have faith in the Lord's timing. It's a good idea to have an alternative plan in mind, which helps us to be covenant-keeping, charitable, and righteous women who build the kingdom of God no matter which way our lives go. We need to teach our daughters to aim for the ideal but plan for contingencies.

During this 20th anniversary year of the family proclamation, I would like to issue a challenge for all of us as women of the Church to be defenders of "The Family: A Proclamation to the World." . . . We need to boldly defend the Lord's revealed doctrines describing marriage, families, the divine roles of

men and women, and the importance of homes as sacred places—even when the world is shouting in our ears that these principles are outdated, limiting, or no longer relevant. Everyone, no matter what their marital circumstance or number of children, can be defenders of the Lord's plan described in the family proclamation. If it is the Lord's plan, it should also be our plan! . . .

. . . We need to take a term which is sometimes spoken of with derision and elevate it. It is the term *homemaker*. All of us—women, men, youth, and children, single or married—can work at being homemakers. We should "make our homes" places of order, refuge, holiness, and safety. Our homes should be places where the Spirit of the Lord is felt in rich abundance and where the scriptures and the gospel are studied, taught, and lived. What a difference it would make in the world if all people would see themselves as makers of righteous homes. Let us defend the home as a place which is second only to the temple in holiness.

Sisters, I am grateful to be a woman in these latter days. We have opportunities and possibilities which no other generation of women has had in the world. Let us help build the kingdom of God by standing up boldly and being defenders of marriage, parenthood, and the home. The Lord needs us to be brave, steadfast, and immovable warriors who will defend His plan and teach the upcoming generations His truths.

# September: Commandments

*“Consider on the blessed and happy state of those that keep the commandments of God”  
(Mosiah 2:41).*

Commandments are the laws and requirements that a loving Heavenly Father gives His children to bless them, protect them, and guide them back to Him. When we keep the commandments, we show our love for Heavenly Father and His Son, Jesus Christ. As we obey the commandments and continually repent, we become more like the Savior and we are blessed with happiness, peace, testimony, and the companionship of the Holy Ghost. Obedience to the commandments helps us fulfill our divine role as daughters of God.

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## Outlines to choose from this month:

*How can I be in the world but not of the world?*

*How do I guard my virtue?*

*How do the things I say affect me and those around me?*

*Why do we fast?*

*Why are we commanded to keep the Sabbath day holy?*

*Why is it important to be honest?*

*Why do we pay tithing?*

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## Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.

## Personal Progress

The following activities from *Personal Progress* relate to the lessons in this unit:

Choice and Accountability value experiences 2, 3, and 7

Integrity value experiences 2, 3, 4; value project 5

Virtue value experiences 2 and 4

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# How can I be in the world but not of the world?

“Where once the standards of the Church and the standards of society were mostly compatible, now there is a wide chasm between us, and it’s growing ever wider” (Thomas S. Monson, “Priesthood Power,” *Ensign* or *Liahona*, May 2011, 66). The Lord wants us to remain true to His standards and not partake of the evils of the world. At the same time, He expects us to be a good influence on those around us.

## Prepare yourself spiritually

*What scriptures and other resources will help the young women recognize that their examples can help others remain true to the Lord’s standards?*

2 Kings 6:14–17 (Elisha’s servant realizes that he is not alone)

Matthew 5:14–16 (We should let our light shine)

John 15:19; 1 Nephi 8:24–28 (Those who follow Christ are often mocked and hated by the world)

1 Nephi 15:23–25; Alma 34:39; Helaman 5:12; D&C 10:5; 27:15–18; 87:8 (How to be in the world but not of the world)

M. Russell Ballard, “God Is at the Helm,” *Ensign* or *Liahona*, Nov. 2015, 24–27

Ulisses Soares, “Yes, We Can and Will Win!” *Ensign* or *Liahona*, May 2015, 70–77

Neill F. Marriott, “Sharing Your Light,” *Ensign* or *Liahona*, Nov. 2014, 117–20; see also the video “Sharing Your Light”

“Message to the Youth from the First Presidency,” *For the Strength of Youth* (2011), ii–iii

Videos: “Bloom Where You’re Planted”; “Dare to Stand Alone”; “The Lost Purse”; “195 Dresses”; “Guided Safely Home”

## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What are some of society’s standards that are not compatible with the standards of the Church? When have you chosen to stand for what is right? How have your actions affected your life and the lives of others?

How does the world attempt to influence the way the young women view the Lord’s standards? How can you help the young women prepare to resist temptations? How can they gain strength and courage to stand alone?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Ask the young women if they have ever heard the phrase “We should be in the world but not of the world.” What does this mean to them? What experiences can they share related to this principle? Invite them to share ways the Savior was in the world but not of the world. When did He face temptation and overcome it? Encourage them to share scriptures that show how Jesus Christ resisted temptation. How does His example inspire the young women?
- Show one of the videos suggested in this outline and invite the young women to ponder the following question while they watch the video: How do we live in the world without becoming of the world? Give them time to discuss their answers and share experiences they have had that relate to the video.

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## Learn together

*Each of the activities below will help the young women understand how they can be in the world but not of the world. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

“Testify whenever the Spirit prompts you to do so, not just at the end of each lesson. Provide opportunities for those you teach to bear their testimonies” (*Teaching, No Greater Call* [1999], 45).

- Ask the young women to write a list on the board of places they feel are holy. Read Doctrine and Covenants 87:8 together, and ask the young women what they think it means to stand in holy places. Invite them to ponder this question as they read portions of Elder M. Russell Ballard’s talk “God Is at the Helm” or watch one of the videos suggested in this outline. What additional insights do they gain about standing in holy places? What can they do to make their family, their school, or their community a more holy place?
- Invite the young women to read the scriptures listed in this outline (individually or as a class) and discuss what they learn about overcoming temptations. How do they live the Lord’s standards when the world tempts them to do otherwise or makes fun of them for having high standards? How have they felt when they have lived the Lord’s standards and resisted temptations? What experiences can they share?
- Invite each young woman to select one of the standards in *For the Strength of Youth* or one of the values in *Personal Progress*. Ask her to study her standard or value and then share with the class a summary of it and how living it has helped her to be in the world but not of the world.
- The talk “Yes, We Can and Will Win!” by Elder Ulisses Soares gives several positive and negative examples of people reacting to negative influences in the world. Invite each young woman to search the talk, find

an example that impresses her, and summarize the story for the class. Ask each young woman to share what her story teaches about how to live in the world while overcoming the temptation to be of the world.

- Ask a young woman to come to class prepared to share what Sister Neill F. Marriott teaches about the influence that temples have on their surroundings in her talk “Sharing

Your Light.” Invite the young women to search Sister Marriott’s talk for sentences that inspire them to be a light to others in a world that seems to be increasing in darkness. Give them an opportunity to read their sentences aloud and share why they find them meaningful. Together, you may decide to plan a Mutual activity where young women make a poster that features the sentences they have chosen.

*Ask the young women to share what they learned today. Do they understand how to be in the world but not of the world? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Work on Choice and Accountability value experience 2 or 3 in *Personal Progress*.
- Watch or share the videos listed in this lesson with a family member or friend and share how they feel about them.

*If appropriate, invite the young women to share what they feel inspired to do as a result of this lesson.*

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior invited Peter to testify by asking him a question, “Whom say ye that I am?” As he answered, the Spirit touched his heart and his testimony was strengthened. What questions will invite the young women in your class to testify and allow the Spirit to strengthen their testimonies?

# Selected Resources

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Excerpt from Neill F. Marriott, “Sharing Your Light,” *Ensign or Liahona*, Nov. 2014, 117–18

Do you know how important you are? Every one of you—right now—is valuable and essential in Heavenly Father’s plan of salvation. We have a work to do. We know the truth of the restored gospel. Are we ready to defend that truth? We need to live it; we need to share it. We must stand firm in our faith and lift our voices to proclaim true doctrine.

In the September 2014 *Ensign* and *Liahona*, Elder M. Russell Ballard writes: “We need more of the distinctive, influential voices and faith of women. We need them to learn the doctrine and to understand what we believe so that they can bear their testimonies about the truth of all things” [M. Russell Ballard, “Men and Women and Priesthood Power,” *Ensign*, Sept. 2014, 32].

Sisters, you strengthen my faith in Jesus Christ. I have watched your examples, heard your testimonies, and felt of your faith from Brazil to Botswana! You carry a circle of influence with you wherever you go. It is felt by the people around you—from your family to the contacts in your cell phone and from your friends on social media to those seated next to you tonight. I agree with Sister Harriet Uchtdorf, who wrote, “You . . . are vibrant and enthusiastic beacons in an ever-darkening world as you show, through the way you live your lives, that the gospel is a joyful message” [Harriet R. Uchtdorf, *The Light We Share* (Deseret Book Company, 2014), 41; used by permission].

President Thomas S. Monson pointed out, “If you want to give a light to others, you have to glow yourself” [Thomas S. Monson, “For I Was Blind,

but Now I See,” *Ensign*, May 1999, 56]. How can we keep that light of truth glowing within us? Sometimes I feel like a dim lightbulb. How do we grow brighter?

The scriptures teach, “That which is of God is light; and he that receiveth light, and continueth in God, receiveth more light” [D&C 50:24]. We must continue in God, as the scripture says. We must go to the source of light—to Heavenly Father and Jesus Christ and the scriptures. We can also go to the temple, knowing that all things within its walls point to Christ and His great atoning sacrifice.

Think of the effect temples have on their surroundings. They beautify inner cities; they shine from prominent hills. Why do they beautify and shine? Because, as the scriptures say, “Truth shineth” [D&C 88:7], and temples contain truth and eternal purpose; so do you.

In 1877, President George Q. Cannon said, “Every Temple . . . lessens the power of Satan on the earth” [in *Preparing to Enter the Holy Temple* (booklet, 2002), 36]. I believe that wherever a temple is built on the earth, it pushes back the darkness. The temple’s purpose is to serve mankind and give all of Heavenly Father’s children the ability to return and live with Him. Isn’t our purpose similar to these dedicated buildings, these houses of the Lord? To serve others and help them push back the darkness and return to Heavenly Father’s light?

Sacred temple work will increase our faith in Christ, and then we can better influence the faith of others. By the nourishing spirit of the temple, we can learn the reality, the power, and the hope of the Savior’s Atonement in our personal life.



## How do I guard my virtue?

Virtue is a pattern of thought and behavior based on high moral standards. It includes chastity. We live in a world in which virtue is belittled and attacked. We can guard our virtue by avoiding impure thoughts, language, and actions. Pornography is especially dangerous. As we “put on the whole armour of God” (see Ephesians 6:11–17) and rely on the strength of the Lord, we can protect ourselves against the adversary’s attacks on virtue and keep our thoughts and actions pure.

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### Prepare yourself spiritually

*What scriptures and talks will help the young women keep their thoughts and actions pure?*

Genesis 39:1–12; Romans 12:21; 2 Timothy 2:22; Moroni 10:30; D&C 27:15–18; 121:45–46 (We must immediately turn away from the temptation to lust and instead fill our minds with clean thoughts)

Isaiah 1:18; Helaman 12:23; D&C 58:42–43 (We can be forgiven if we repent)

Matthew 5:27–28; Romans 6:12; Alma 39:3–9; D&C 42:23 (Lusting is a sin with serious consequences)

1 Nephi 17:3; Mosiah 24:14; Alma 26:12 (God will strengthen us in our efforts to keep the commandments)

Jeffrey R. Holland, “Place No More for the Enemy of My Soul,” *Ensign* or *Liahona*, May 2010, 44–46; see also the video “Watch Your Step”

Elder Quentin L. Cook, “Can Ye Feel So Now?” *Ensign* or *Liahona*, Nov. 2012, 6–9

Elaine S. Dalton, “Guardians of Virtue,” *Ensign* or *Liahona*, May 2011, 121–24; see also the video “Guardians of Virtue”

Linda S. Reeves, “Protection from Pornography—a Christ-Focused Home,” *Ensign* or *Liahona*, May 2014

“Entertainment and Media” and “Sexual Purity,” *For the Strength of Youth* (2011), 11–13, 35–37

“Chastity,” *True to the Faith* (2004), 29–33

“Pornography,” *True to the Faith* (2004), 117–18

Video: “Chastity: What Are the Limits?”; “Pornography Addiction: Is There Hope?”

Consider how living a virtuous life brings peace to you. What effects does pornography have on the world and on families? How have you been a guardian of virtue?

How might young women’s language, actions, and appearance affect others? How might young women be exposed to pornography? What gospel principles and preventive measures can help them keep their thoughts and actions pure?

See the appendix for other teaching and learning ideas.

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write on the board, "We can guard our virtue by avoiding impure thoughts, language, and actions." What advice would the young women give to help someone remain virtuous in a world of unwholesome influences?
  - Read together the story about young women giving advice to a new Beehive in Sister Ann M. Dibb's talk "Be of a Good Courage." Ask the young women what they do when they are surrounded by unwholesome influences.
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## Learn together

*Each of the activities below will help the young women learn how to keep their thoughts and actions pure. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Divide the young women into small groups, and give each group one of the sets of scriptures suggested in this outline. Ask them to read their assigned scriptures and share with the rest of the class what they learn from these scriptures about remaining virtuous.
- Invite the young women to watch the video "Guardians of Virtue" or read the talk of the same title. Beforehand, divide the young women into three groups. Instruct the first group to search for what it means to be a guardian of virtue, the second group to search for counsel Sister Dalton gives, and the third group to search for blessings that come to guardians of virtue. Invite one young woman from each group to write on the board what her group finds, and have the group share what it means to them. What do they learn from Sister Dalton's message that will help them keep their thoughts and actions pure? What does it mean to be "modest not only in your dress, but in your speech, your actions, and your use of social media"?
- Ask the young women why they think pornography is harmful to the soul. As a class, read the section about pornography in *True to the Faith*. At the end of each paragraph,

### Teaching tip

"Your main concern should be helping others learn the gospel, not making an impressive presentation. This includes opportunities for learners to teach one another" (*Teaching, No Greater Call* [1999], 64).



take time to discuss the importance of what has been read. (For example, you could discuss with the young women the different places or situations in which they might encounter pornography. What could they do to safeguard against pornography? Invite them to plan what they will do when they come across it accidentally.) After the third paragraph, discuss the power of the Atonement and how the bishop or branch president participates in the repentance process. Invite the young women to see the bishop if they have become involved with pornography.

- Give each of the young women a copy of Elder Jeffrey R. Holland's talk "Place No More for the Enemy of My Soul" or Sister Linda S. Reeves's talk "Protection from Pornography—a Christ-Focused Home," and have them imagine they are having a talk with their future 12-year-old daughter about why pornography is so destructive and how to avoid it. (They could also watch one of the videos in this outline.) Have them look for information that will help them with this discussion. Invite them to form pairs and share the answers they find. Invite them to write down what they will do to avoid pornography for the rest of their lives.

- Invite the young women to imagine they had the opportunity to tell a member of the Quorum of the Twelve Apostles about the challenges youth today face regarding pornography. What might they say to him? Give each young woman a copy of the six paragraphs from Elder Quentin L. Cook's talk "Can Ye Feel So Now?" beginning with the phrase "Sexual immorality and impure thoughts." Ask half of the class to look for and share what Elder Cook learned from a 15-year-old young man, and ask the other half to look for and share the counsel Elder Cook gives. What can the young women do to help make their homes "places of refuge" from pornography?

- Invite the young women to imagine that they have a friend who is struggling with pornography. What would they say to help him or her? Ask each young woman to read "Entertainment and Media" in *For the Strength of Youth* or parts of the section titled "Finding Strength to Abandon Sin" from the booklet *Let Virtue Garnish Thy Thoughts*. What would the young women share from these readings with their friend? What other scriptures could help someone struggling with pornography? (For examples, see the scriptures suggested in this outline.)

*Ask the young women to share what they learned today. Do they understand how to keep their thoughts and actions pure? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

## Teaching in the Savior's way

As you teach as the Savior taught, the young women will give place in their hearts for the seed of the gospel to be planted, to swell, and to grow. What can you do to help the young women use the scriptures to understand the power and beauty of living a virtuous life?

### NOTE TO THE

TEACHER: Many young women are being exposed to and affected by pornography either personally or through a family member or a friend. Do not discuss experiences or confessions about pornography in class. You may consider notifying parents that you will be teaching this lesson and inviting them to continue the discussion in their homes. If a young woman needs help, invite her to talk to her parents or the bishop or branch president.

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Complete Virtue value experiences 2 and 4 in *Personal Progress*.
- Plan what they will do if they encounter anything that might lead to impure thoughts.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

# Selected Resources

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*Excerpt from Elaine S. Dalton, "Guardians of Virtue,"  
Ensign or Liahona, May 2011, 121–24*

Young women, in a world ever growing in moral pollution, tolerance of evil, exploitation of women, and distortion of roles, you must stand guard of yourself, your family, and all those with whom you associate. You must be guardians of virtue.

What is virtue and what is a guardian? "Virtue is a pattern of thought and behavior based on high moral standards. It includes chastity and [moral] purity" [*Young Women Personal Progress* (booklet, 2009), 70]. And what is a guardian? A guardian is someone who protects, shields, and defends. Thus, as a guardian of virtue, you will protect, shield, and defend moral purity because the power to create mortal life is a sacred and exalted power and must be safeguarded until you are married. Virtue is a requirement to have the companionship and guidance of the Holy Ghost. You will need that guidance in order to successfully navigate the world in which you live. Being virtuous is a requirement to enter the temple. And it is a requirement to be worthy to stand in the Savior's presence. You are preparing now for that time. Personal Progress and the standards found in *For the Strength of Youth* are important. Living the principles found in each booklet will strengthen and help you become "more fit for the kingdom" ["More Holiness Give Me," *Hymns*, no. 131]. . . .

What can each of you do to be a guardian of virtue? It starts with believing you can make a difference. It starts with making a commitment. When I was a young woman, I learned that some decisions need

to be made only once. I wrote my list of things I would *always* do and things I would *never* do in a small tablet. It included things like obeying the Word of Wisdom, praying daily, paying my tithing, and committing to never miss church. I made those decisions once, and then in the moment of decision, I knew exactly what to do because I had decided beforehand. When my high school friends said, "Just one drink won't hurt," I laughed and said, "I decided when I was 12 not to do that." Making decisions in advance will help you be guardians of virtue. I hope each of you will write a list of things you will *always* do and things you will *never* do. Then live your list.

Being a guardian of virtue means you will always be modest not only in your dress but also in your speech, your actions, and your use of social media. Being a guardian of virtue means you will never text words or images to young men that may cause them to lose the Spirit, lose their priesthood power, or lose their virtue. It means that you understand the importance of chastity because you also understand that your body is a temple and that the sacred powers of procreation are not to be tampered with before marriage. You understand that you possess a sacred power that involves the holy responsibility of bringing other spirits to earth to receive a body in which to house their eternal spirit. This power involves another sacred soul. You are a guardian of something "more precious than rubies" [Proverbs 3:15]. Be faithful. Be obedient. Prepare now so that you may qualify to receive all the blessings that await you in the Lord's holy temples.



# How do the things I say affect me and those around me?

How we communicate reflects our understanding of who we are as children of God. Our language can either uplift and encourage others, or it can hurt and offend them. When we use uplifting language, we invite the Holy Ghost to be with us.

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## Prepare yourself spiritually

*What scriptures and talks will help the young women feel the significance of the words they use to communicate with others?*

Proverbs 15:1–4; 16:24; 1 Timothy 4:12; James 3:2–10; Alma 31:5; D&C 25:12; 108:7 (Our words can have a powerful effect on others)

Exodus 20:7; Matthew 12:34–37; 15:11; Luke 12:2–3; 1 Timothy 5:13; D&C 42:27 (Profanity, gossip, crude language, and insults are offensive to God and others)

Ephesians 4:29–32; 2 Nephi 32:2–3; D&C 63:61–64 (The language I use can affect my ability to receive guidance from the Holy Ghost)

Mosiah 4:30 (We should be careful about the words we use)

Jeffrey R. Holland, “The Tongue of Angels,” *Ensign or Liahona*, May 2007, 16–18

W. Craig Zwick, “What Are You Thinking?” *Ensign or Liahona*, May 2014, 41–43

Ann M. Dibb, “Arise and Shine Forth,” *Ensign or Liahona*, May 2012, 117–19

“Language,” *For the Strength of Youth* (2011), 20–21

“Profanity,” *True to the Faith* (2004), 128–29

Videos: “No Cussing Club”; “Bullying—Stop It”; “Texting Truth”

Consider the power of words. In your life, how have you used words to inspire, teach, comfort, and communicate? How have the world’s standards of appropriate language changed during your lifetime?

Think about how you have seen the young women communicate with each other. How can you help them understand the importance of using uplifting and good language?

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Share the story of Joanna in Sister Ann M. Dibb's talk "Arise and Shine Forth," and ask the young women to share any experiences they have had living the Lord's standards regarding language.
- Write the following phrases on the board: *Words we read. Words we hear. Words we write. Words we speak.* Ask a young woman to read Ephesians 4:29–32 and explain how it relates to the four phrases on the board. Invite the young women to ponder these questions: How do you feel about the kind of language that you read, hear, and use? How do words invite or discourage guidance from the Holy Ghost?

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## Learn together

*Each of the activities below will help the young women understand the importance of using good language. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- A few days in advance, invite the young women to bring to class a favorite inspirational quotation. Ask each young woman to share her quotation and explain the influence it has had on her life. Invite the class to find examples in the scriptures that illustrate the powerful positive influence our words can have on others (for example, Captain Moroni and the title of liberty [see Alma 46:11–22], the Savior and the woman taken in adultery [see John 8:1–11], or Abinadi and Alma [see Alma 5:9–12]). What do these examples teach the young women about the power their words can have on others?
  - As a class, read Elder Jeffrey R. Holland's talk "The Tongue of Angels." Invite the young women to make note of things that impress them or that they want to change about the way they communicate with others.
- As appropriate, ask a few young women to share their impressions.
- Write on the board "If a man can control his tongue, he can control \_\_\_\_\_. " Invite the young women to search James 3:2–10 and fill in the blank. Assign each young woman to read one of the analogies used by James (horse bit, verses 2–3; ship, verse 4; forest fire, verses 5–6; poison, verses 7–8; pure fountain, verses 10–11). Invite each young woman to prepare to teach the rest of the class what her analogy teaches about controlling our speech. Invite the young women to share what they can do to control their speech.
  - Assign each young woman a different scripture passage from the first set of scriptures in this outline. Invite her to draw a simple picture or diagram that represents the message from the

### Teaching tip

"As you prayerfully prepare to teach, you may be led to emphasize certain principles. You may gain an understanding of how best to present certain ideas. You may discover examples, object lessons, and inspiring stories in the simple activities of life. You may feel impressed to invite a particular person to assist with the lesson. You may be reminded of a personal experience that you can share" (*Teaching, No Greater Call* [1999], 48).

## Teaching in the Savior's way

The Savior asked questions that caused people to think and feel deeply. He was sincerely interested in their answers. He gave them opportunities to ask their own questions and share their own insights, and He responded to their questions and listened to their experiences. How can you follow the Savior's example as you teach the young women about the importance of what they say?

passage. Have her show her picture, and invite the other class members to guess what it teaches about communication with others. What experiences can the young women share that illustrate the truths taught in these scriptures?

- Show one of the videos in this outline, and ask the young women to share what they learn from the video. Invite them to ponder what they can do to influence others to communicate in ways that invite the Spirit of the Lord. For example, how might they help a friend who has a habit of using bad language? Or how can they use electronic communication to

uplift and encourage others? Invite them to look for answers as they read "Language" in *For the Strength of Youth*. Ask them to share their ideas.

- Invite the young women to read 1 Nephi 5:1–7 and share what they learn from the examples of Sariah and Lehi about how our words affect ourselves and others. Ask them to read Elder W. Craig Zwick's comments about this account in his talk "What Are You Thinking?" What further insights do the young women gain from this talk? Encourage them to share ways they can follow Lehi's example in their interactions with family members and others.

*Ask the young women to share what they learned today. Do they understand the importance of using clean, uplifting language? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Complete Integrity value experience 2 in *Personal Progress*.
- Refrain from gossiping and remove bad words from their language and thoughts. Consider humming a favorite hymn when temptations arise.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*“Language,” For the Strength of Youth (2011), 20–21*

How you communicate should reflect who you are as a son or daughter of God. Clean and intelligent language is evidence of a bright and wholesome mind. Good language that uplifts, encourages, and compliments others invites the Spirit to be with you. Our words, like our deeds, should be filled with faith, hope, and charity.

Choose friends who use good language. Help others improve their language by your example. Be willing to politely walk away or change the subject when those around you use inappropriate language.

Speak kindly and positively about others. Choose not to insult others or put them down, even in joking. Avoid gossip of any kind, and avoid speaking in anger. When you are tempted to say harsh or hurtful things, leave them unsaid.

Always use the names of God and Jesus Christ with reverence and respect. Misusing the names of

Deity is a sin. When you pray, address your Father in Heaven in reverent and respectful language. The Savior used such respectful language in the Lord’s Prayer (see Matthew 6:9–12).

Do not use profane, vulgar, or crude language or gestures, and do not tell jokes or stories about immoral actions. These are offensive to God and to others.

Remember that these standards for your use of language apply to all forms of communication, including texting on a cell phone or communicating on the Internet.

If you have developed the habit of using language that is not in keeping with these standards—such as swearing, mocking, gossiping, or speaking in anger to others—you can change. Pray for help. Ask your family and friends to support you in your desire to use good language.





## Why do we fast?

To fast is to go without food and drink voluntarily for a certain period of time. Fasting combined with sincere prayer can help you prepare yourself and others to receive God's blessings. It is a source of spiritual strength. Through fasting we can feel closer to Heavenly Father and strengthen our testimony. Fasting also includes giving a generous fast offering to help those in need.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women understand fasting and the blessings it brings?*

Esther 4:10–17; Matthew 4:1–11; Alma 17:1–3, 9; D&C 59:12–14 (Fasting is a source of spiritual strength)

Isaiah 58:3–12; Matthew 6:16–18 (The Lord describes a proper fast, which includes fast offerings)

Mosiah 27:18–24; Alma 6:6 (Fasting can help bless others)

Alma 5:45–46; Helaman 3:35 (Fasting helps strengthen testimony)

Henry B. Eyring, "Is Not This the Fast That I Have Chosen?" *Ensign* or *Liahona*, May 2015, 22–25

L. Tom Perry, "What Seek Ye?" *Ensign* or *Liahona*, May 2005, 84–87

Dean M. Davies, "The Law of the Fast: A Personal Responsibility to Care for the Poor and Needy," *Ensign* or *Liahona*, Nov. 2014, 53–55

"Fasting and Fast Offerings," *True to the Faith* (2004), 66–69

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What are some of the reasons you have fasted, and what were the results of your fast? What do you do to make fasting meaningful?

Why is it important for the young women to understand the principle of fasting? What obstacles do the young women face in enjoying the full blessings of fasting?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Share with the young women the story about a woman who fasted in Elder L. Tom Perry's talk "What Seek Ye?" Ask them to listen for the blessings that come from fasting. What other blessings do they know of that come from fasting?
- Invite the young women to imagine that a friend of another faith wants to know what it means to fast and why they do it. How would they explain the principle of fasting to their friend? Discuss the difference between fasting and just going hungry (see D&C 59:13–14).

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## Learn together

*Each of the activities below will help the young women understand what it means to fast. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to read or watch President Henry B. Eyring's talk "'Is Not This the Fast That I Have Chosen?'" as a group. As they read or watch, ask them to look for answers to questions such as, "What does it mean to fast?" "What are the purposes of fasting?" and "What are the blessings of fasting?" Invite the young women to share how the fast has blessed their lives, and what they will do to improve their fasts.
- As a class, make a list of common challenges that young women may face. Invite the young women to read scriptures that describe the blessings of fasting, such as those listed in this outline. Ask them to list on the board the blessings from a proper fast. How can these blessings help the young women overcome life's challenges? How can they help them in their future roles in life, including wife and mother? Bear testimony of the blessings of fasting.
- Ask the young women to make a three-column chart on a piece of paper and label the columns, "What Should We Do?" "What Should We Avoid Doing?" and "What Blessings Does God Promise?" Invite them to write answers they find regarding fasting in Isaiah 58:3–12. (If necessary, explain that fast offerings are one way we "deal [our] bread to the hungry," and that young women are welcome to pay fast offerings.) Encourage them to share their answers and the blessings they have received for fasting in the Lord's way.

### Teaching tip

"There may . . . be times when you do not know the answer to a question. If this happens, simply say that you do not know. You may want to say that you will try to find the answer. Or you may want to invite learners to find the answer, giving them time in another lesson to report on what they have learned" (*Teaching, No Greater Call* [1999], 64).

## Teaching in the Savior's way

The Savior taught with the purpose of helping His disciples become converted. He invited them to act in faith and live the truths He taught. How will you invite the young women to faithfully act upon the truths they learn about proper fasting?

### NOTE TO THE

TEACHER: Some young women may have a medical condition that prevents them from fasting. Suggest that there may be other ways to receive the blessings of fasting (for example, they can still contribute a generous fast offering).

- Invite a member of the bishopric to explain to the class how fast offerings help care for the poor and needy. As part of this discussion, the young women could review what Bishop Dean M. Davies teaches about fast

offerings in his talk "The Law of the Fast: A Personal Responsibility to Care for the Poor and Needy." Ask the young women how this information makes them feel about the opportunity to fast.

*Ask the young women to share what they learned today. Do they understand what it means to fast? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Prepare a list of actions and attitudes that make up a proper fast and apply them on the next fast Sunday or in a personal fast.
- Share something they learned about fasting in family home evening or seminary class.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

# Selected Resources

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*Excerpt from O. Vincent Haleck, “Having the Vision to Do,” Ensign or Liahona, May 2012, 101–3*

Like all good parents, my own parents desired a bright future for their children. My father was not a member, and because of unusual circumstances that existed at that time, my parents determined that my brothers and sisters and I should leave our island home of American Samoa, in the South Pacific, and travel to the United States in order to go to school.

The decision to be separated from us was a difficult one for my parents, especially my mother. They knew that there would be unknown challenges as we were put into new surroundings. However, with

faith and determination, they pressed forward with their plan.

Because of her Latter-day Saint upbringing, my mother was familiar with the principles of fasting and prayer, and both of my parents felt that they needed the blessings of heaven to help their children. In that spirit they began to set aside a day every week to fast and pray for us. Their vision was to prepare their children for a bright future. They acted on this vision as they exercised their faith by seeking the Lord’s blessings. Through fasting and prayer, they received the assurance, comfort, and peace that all would be well.



## Why are we commanded to keep the Sabbath day holy?

The Lord has given the Sabbath day for our benefit and has commanded us to keep it holy. Observing the Sabbath shows our commitment to honor and worship God and keep our covenants. It will bring us closer to the Lord and to our family. It will give us an eternal perspective and spiritual strength. The Sabbath also allows us to rest from our physical labors and worship the Lord.

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### Prepare yourself spiritually

What blessings do you enjoy because you keep the Sabbath day holy? How do you know what is and what is not appropriate on the Sabbath? Why is it important that you attend your Sunday meetings?

Why is it important that the young women understand why we have a Sabbath day? How can you help instill in them a desire to honor the Sabbath day? How can you help the young women determine for themselves which activities are appropriate for the Sabbath day?

*What scriptures and other resources will help the young women understand the importance of the Sabbath day and of keeping it holy?*

Genesis 2:2 (Origin of the Sabbath day)

Exodus 20:8–11; 31:13 (Keep the Sabbath day holy)

Isaiah 58:13–14 (The blessings of observing the Sabbath)

Luke 23:55–24:1 (The women who anointed Jesus's body after His Crucifixion waited until after the Sabbath to do so)

D&C 59:9–13 (Observing the Sabbath helps us stay unspotted from the world)

Mosiah 13:16–19 (We are commanded to obey the Sabbath day)

Russell M. Nelson, "The Sabbath Is a Delight," *Ensign* or *Liahona*, May 2015, 129–32

Kevin S. Hamilton, "Continually Holding Fast," *Ensign* or *Liahona*, Nov. 2013, 99–101

Mary N. Cook, "Anchors of Testimony," *Ensign* or *Liahona*, May 2008, 120–22

"Sabbath," *True to the Faith* (2004), 145–47

"Sabbath Day Observance," *For the Strength of Youth* (2011), 30–31

Videos: "He Learned Compassion in His Youth," "The Sabbath Is a Delight"

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Share with the class the story in Sister Cook's talk "Anchors of Testimony" about a young woman choosing to keep the Sabbath day holy. Ask the young women to listen for the blessings that come from observing the Sabbath. What other blessings do they know of that come from keeping the Sabbath day holy?

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## Learn together

*Each of the activities below will help the young women understand the purpose of the Sabbath day. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Divide the talk "The Sabbath Is a Delight" into three or four small segments. Invite the young women to read the segments, either in small groups or individually. What insights do they find about how to make the Sabbath a delight? How will the young women ensure that their behavior on the Sabbath will lead to joy and rejoicing? As part of this activity, you could show the video "The Sabbath Is a Delight."
- Divide the young women into pairs. Invite one young woman from each pair to read D&C 59:9–15 and list what we are asked to do on the Sabbath. Ask the other young woman to search verses 16–19 for the blessings promised when we keep the Sabbath day holy. Ask them to share their findings with each other and talk about why it is important to honor the Sabbath day. Invite the class to discuss why the Lord gave us the Sabbath day. Ask each young woman to think of something she can do to ensure that the Lord's purposes for the Sabbath day are accomplished in her own life.
- Ask the young women how they determine if an activity is appropriate for the Sabbath. Invite them to look in D&C 59:9–13 and in *For the Strength of Youth* (pages 30–31) for principles that might help them. Invite each young woman to think about her own Sunday activities and determine for herself whether they align with these principles. Encourage the young women to make whatever changes they feel are necessary.
- Provide the young women copies of *For the Strength of Youth*, and ask them to search the section titled "Sabbath Day Observance" for why and how we observe the Sabbath day. Ask them to think about and share how these things apply to their lives. Invite them to share an experience with keeping the Sabbath day holy. Encourage them to imagine that a friend invited them to participate in an inappropriate Sunday activity. How would they help their friend

### Teaching tip

"When you teach from the scriptures, it is often helpful to have learners look or listen for something specific" (*Teaching, No Greater Call* [1999], 55).

## Teaching in the Savior's way

The Savior gave those He taught opportunities to ask their own questions and share their own insights. As you prepare to present this lesson, ponder how to encourage the young women to share their insights and ask meaningful questions regarding the Sabbath day.

understand the meaning of the Sabbath day and the reasons they choose to keep it holy?

- Show or relate the story about Elder Kevin S. Hamilton's father in the first two paragraphs of his talk "Continually Holding Fast." What do the young women learn about the importance of observing the Sabbath

from this story? Give the young women copies of the paragraph from Elder Hamilton's talk that begins with the phrase "We each have many choices to make." Ask them to read the paragraph and work together in pairs to make a list of "good," "better," and "best" Sabbath activities. Invite them to share their lists with the class.

*Ask the young women to share what they learned today. Do they understand the blessings of honoring the Sabbath day? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Write in their journals one change they need to make in order to better keep the Sabbath day holy.
- Write the words "Does this activity bring me closer to Heavenly Father?" on a piece of paper and place it in a prominent place in their homes as a reminder for Sabbath day activities.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*



# Selected Resources

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*Excerpt from Thomas S. Monson, “The Three Rs of Choice,” Ensign or Liahona, Nov. 2010, 67–70*

May I share with you an example of one who determined early in life what his goals would be. I speak of Brother Clayton M. Christensen, a member of the Church who is a professor of business administration in the business school at Harvard University.

When he was 16 years old, Brother Christensen decided, among other things, that he would not play sports on Sunday. Years later, when he attended Oxford University in England, he played center on the basketball team. That year they had an undefeated season and went through to the British equivalent of what in the United States would be the NCAA basketball tournament.

They won their games fairly easily in the tournament, making it to the final four. It was then that Brother Christensen looked at the schedule and, to his absolute horror, saw that the final basketball game was scheduled to be played on a Sunday. He and the team had worked so hard to get where they were, and he was the starting center. He went to his coach with his dilemma. His coach was unsympathetic and told Brother Christensen he expected him to play in the game.

Prior to the final game, however, there was a semi-final game. Unfortunately, the backup center dislocated his shoulder, which increased the pressure on Brother Christensen to play in the final game. He

went to his hotel room. He knelt down. He asked his Heavenly Father if it would be all right, just this once, if he played that game on Sunday. He said that before he had finished praying, he received the answer: “Clayton, what are you even asking me for? You know the answer.”

He went to his coach, telling him how sorry he was that he wouldn’t be playing in the final game. Then he went to the Sunday meetings in the local ward while his team played without him. He prayed mightily for their success. They did win.

That fateful, difficult decision was made more than 30 years ago. Brother Christensen has said that as time has passed, he considers it one of the most important decisions he ever made. It would have been very easy to have said, “You know, in general, keeping the Sabbath day holy is the right commandment, but in my particular extenuating circumstance, it’s okay, just this once, if I don’t do it.” However, he says his entire life has turned out to be an unending stream of extenuating circumstances, and had he crossed the line just that once, then the next time something came up that was so demanding and critical, it would have been so much easier to cross the line again. The lesson he learned is that it is easier to keep the commandments 100 percent of the time than it is 98 percent of the time [see Clayton M. Christensen, “Decisions for Which I’ve Been Grateful” (Brigham Young University–Idaho devotional, June 8, 2004), [www.byui.edu/presentations](http://www.byui.edu/presentations)].

# Selected Resources

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*Excerpt from Kevin S. Hamilton, “Continually Holding Fast,” Ensign or Liahona, Nov. 2013*

My father could remember the very day, even the very hour, that his family—father, mother, and four children—left the Church, many never to return again in this life. He was 13 years old, a deacon, and in those days families attended Sunday School in the morning and then sacrament meeting in the afternoon. On a beautiful spring day, after returning home from Sunday morning worship services and having a midday family meal together, his mother turned to his father and asked simply, “Well, dear, do you think we should go to sacrament meeting this afternoon, or should we take the family for a ride in the country?”

The idea that there was an option to sacrament meeting had never occurred to my father, but he

and his three teenage siblings all sat up and paid careful attention. That Sunday afternoon ride in the country was probably an enjoyable family activity, but that small decision became the start of a new direction which ultimately led his family away from the Church with its safety, security, and blessings and onto a different path. . . .

We each have many choices to make as to how we observe the Sabbath day. There will always be some “good” activity that can and should be sacrificed for the better choice of Church meeting attendance. This is in fact one of the ways that the adversary “cheateth [our] souls, and leadeth [us carefully] away” [2 Nephi 28:21]. He uses “good” activities as substitutes for “better” or even “best” activities [see Dallin H. Oaks, “Good, Better, Best,” *Ensign or Liahona*, Nov. 2007, 104–8].



## Why is it important to be honest?

Being honest means choosing not to lie, steal, cheat, or deceive in any way. When we are honest, we build strength of character that will allow us to be of great service to God and to others. We are blessed with peace of mind and self-respect and will be trusted by the Lord and others.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women feel the importance of honesty?*

What do you think it means to be honest in all things? Why do you feel it is important to be honest? How have you or someone you know been affected by the honest or dishonest decisions of others?

What tests of honesty do the young women face in their lives? How can you help them understand that blessings come from being honest in all situations? How can you help them have the courage to make honest choices?

Psalm 101:7; Proverbs 12:22; 2 Corinthians 4:2; Ephesians 4:29; Alma 27:27; Articles of Faith 1:13 (Be honest and upright in all things)

Acts 5:1–10 (We cannot lie to the Lord)

2 Nephi 9:34; Alma 12:1–5 (Dishonesty is a sin with serious consequences)

Joseph Smith—History 1:21–25 (Joseph’s experience of being honest in the face of persecution)

Thomas S. Monson, “Preparation Brings Blessings,” *Ensign* or *Liahona*, May 2010, 64–67

Robert C. Gay, “What Shall a Man Give in Exchange for His Soul?” *Ensign* or *Liahona*, Nov. 2012, 34–36

Ann M. Dibb, “I Believe in Being Honest and True,” *Ensign* or *Liahona*, May 2011, 115–18

“Honesty and Integrity,” *For the Strength of Youth* (2011), 19

“Honesty,” *True to the Faith* (2004), 84

Video: “Honesty: You Better Believe It”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Ask the young women to read the story about buying movie tickets in Elder Robert C. Gay's talk "What Shall a Man Give in Exchange for His Soul?" Invite them to summarize the story to each other and share what they learn from the story about the importance of honesty.
- Invite the young women to watch "Honesty: You Better Believe It." Ask them to write down ways they can prepare now to overcome the temptation to cheat before the situation actually arises. Invite them to share their thoughts with the rest of the class.

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## Learn together

*Each of the activities below will help the young women understand the importance of honesty. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Read to the young women the story about a man stealing corn in Ann M. Dibb's talk "I Believe in Being Honest and True." Stop reading just before the little boy says, "Father, there is one way you haven't looked yet!" Ask the young women what the little boy might say to his father. Then read his comment. Ask the young women to discuss choices they face in which they must choose to be honest.
- As a class, read "Honesty and Integrity" in *For the Strength of Youth*. Ask the young women to identify the blessings of honesty and list them on the board. How does honesty affect their ability to do good for others and the Lord? When have the young women been blessed for being honest? Ask the young women to think of situations in which they might be tempted to be dishonest (they could look at the standards in *For the Strength of Youth* for ideas). What could they do in these situations to maintain their honesty?
- Assign each of the young women one of the scripture passages from this lesson. Ask them to write down one to four words that represent what the passage teaches about honesty. Invite them to share what they have written and then express their feelings and experiences about being honest. How does their integrity affect their relationships with others?
- Read Joseph Smith—History 1:21–25 as a class, and ask the young women what they learn about honesty from this story. How are they blessed because Joseph was true to what he experienced and what Heavenly Father and Jesus Christ asked of him? When has being honest required the young women to be courageous? How were they blessed for being honest?

### Teaching tip

"You can help those you teach feel more confident about their ability to participate in a discussion if you respond positively to every sincere comment. For example, you might say, 'Thank you for your answer. That was very thoughtful' or . . . 'That is a good example' or 'I appreciate all that you have said today'" (*Teaching, No Greater Call* [1999], 64).

- Draw a line down the middle of the board. On one side write, “If I am honest. . .” and on the other side write, “If I am dishonest. . .” Ask the young women to look for ways to complete these sentences as they read the section titled “Honesty” in *True to the Faith* and the story about the dishonest student in President Thomas S.

Monson’s talk “Preparation Brings Blessings.” What other thoughts can they add? Invite the young women to share how they have seen these things in their own lives. Ask the class to share some ways people sometimes justify being dishonest. How do they explain to others their reasons for being honest?

### Teaching in the Savior’s way

The Savior invited those who followed Him to act in faith and live the truths He taught. What can you do to help the young women act in faith to gain a better understanding of the importance of being honest?

*Ask the young women to share what they learned today. Do they understand the importance of being honest? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Commit to being honest in all their dealings with those around them.
- Plan and practice what they will do or say when someone tries to convince them to do something dishonest.
- Complete one of the Integrity value experiences or value projects from *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*



## Why do we pay tithing?

Paying tithing is a sacred privilege. When we pay tithing we show gratitude for all that God has given us and return to Him a portion of what we have received. Tithing is used to build temples and meetinghouses, translate and publish the scriptures, do missionary and family history work, and in other ways build God's kingdom on earth.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women understand why we pay tithing?*

Malachi 3:8–10 or 3 Nephi 24:8–10;  
D&C 64:23 (Blessings promised to  
those who pay tithing)

D&C 119 (The law of tithing revealed)

Henry B. Eyring, "The Blessings of  
Tithing," *Liahona*, June 2011, 4–5

David A. Bednar, "The Windows of  
Heaven," *Ensign* or *Liahona*, Nov.  
2013, 17–20

Jeffrey R. Holland, "Like a Watered  
Garden," *Ensign*, Nov. 2001, 33–35

Gordon B. Hinckley, "We Walk by  
Faith," *Ensign*, May 2002, 72–74

"Tithing," *True to the Faith* (2004),  
180–82

"Tithes and Offerings," *For the  
Strength of Youth* (2011), 38–39

Think about the spiritual and temporal blessings you have received from paying your tithes. What experiences have you had that you could share with the young women?

Why would it be important for young women to pay tithing? How can you teach them the importance of living the law of tithing?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Ask some of the young women to read the story about Mary Fielding Smith in Elder Jeffrey R. Holland's talk "Like a Watered Garden." Ask the rest of the young women to read the story about the university student in Brazil in President Gordon B. Hinckley's talk "We Walk by Faith." Invite them to summarize the stories to each other and share what they learn from the stories about the importance of paying tithing.
- Write on the board, "Why do you pay tithing?" Invite the young women to imagine that a friend of another faith asks them this question. How would they respond? Encourage them to share an experience they or their family has had related to tithing.

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## Learn together

*Each of the activities below will help the young women understand the law of tithing. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Ask the young women to search Malachi 3:8–10 and D&C 64:23 and share the promises made to tithe payers. Ask the young women to find out what the Lord expects us to pay in tithes by reading D&C 119 (explain that "interest" is our annual "income"). Hand out tithing receipts, and let the young women explain to each other how to use them. Share how you have been blessed for paying tithing.
- Draw three columns on the chalkboard with the following headings: *Blessings, How Funds Are Used, and Attitude*. Divide the class into small groups, and assign each group one of the topics to research in the section titled "Tithes and Offerings" in *For the Strength of Youth*. Ask the young women to write what they find in the appropriate column on the board. Invite a few of them to share their testimonies of the law of tithing.
- Divide the class into two groups. Ask one group to read President Henry B. Eyring's article "The Blessings of Tithing," and ask the other group to read paragraphs 2–13 of Elder David A. Bednar's talk "The Windows of Heaven." Ask each group to make a list of the blessings we receive when we pay tithing, and then write the blessings on the board. Invite the young women to share blessings that have come to them and their families from paying tithing. Ask them how living the law of tithing will help their future marriages and families.

### Teaching tip

"Respond to incorrect answers with respect and courtesy. Ensure that the individual still feels comfortable participating" (*Teaching, No Greater Call* [1999], 69).



## Teaching in the Savior's way

The Savior invited those He taught to testify, and as they did, the Spirit touched their hearts. How can you create an atmosphere that welcomes the Spirit, so He might touch the hearts of the young women? How might you invite the young women to testify about the blessings of tithing?

*Ask the young women to share what they learned today. Do they understand why we pay tithing? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Commit to paying a full tithe and write that goal in their journals.
- Complete Choice and Accountability value experience 7 in *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*Excerpt from David A. Bednar, “The Windows of Heaven,” Ensign or Liahona, Nov. 2013*

Sister Bednar’s mother is a faithful woman and an inspired homemaker. From the earliest days of her marriage, she carefully has kept the household financial records. For decades she has accounted conscientiously for the family income and expenditures using very simple ledgers. The information she has collected over the years is comprehensive and informative.

When Sister Bednar was a young woman, her mother used the data in the ledgers to emphasize basic principles of provident living and prudent home management. One day as they reviewed together various categories of expenses, her mother noted an interesting pattern. The costs for doctor visits and medicines for their family were far lower than might have been expected. She then related this finding to the gospel of Jesus Christ and explained to her daughter a powerful truth: as we live the law of tithing, we often receive significant but subtle blessings that are not always what we expect and easily can be overlooked. The family had not received any sudden or obvious additions to the household income. Instead, a loving Heavenly Father had bestowed simple blessings in seemingly ordinary ways. Sister Bednar always has remembered this important lesson from her mother about the help that comes to us through the windows of heaven, as promised by Malachi in the Old Testament (see Malachi 3:10).

Often as we teach and testify about the law of tithing, we emphasize the immediate, dramatic, and readily recognizable temporal blessings that we receive. And surely such blessings do occur. Yet some of the diverse blessings we obtain as we are obedient to this commandment are significant but subtle. Such blessings can be discerned only if we

are both spiritually attentive and observant (see 1 Corinthians 2:14).

The imagery of the “windows” of heaven used by Malachi is most instructive. Windows allow natural light to enter into a building. In like manner, spiritual illumination and perspective are poured out through the windows of heaven and into our lives as we honor the law of tithing.

For example, a subtle but significant blessing we receive is the spiritual gift of gratitude that enables our appreciation for what we have to constrain desires for what we want. A grateful person is rich in contentment. An ungrateful person suffers in the poverty of endless discontentment (see Luke 12:15).

We may need and pray for help to find suitable employment. Eyes and ears of faith (see Ether 12:19) are needed, however, to recognize the spiritual gift of enhanced discernment that can empower us to identify job opportunities that many other people might overlook—or the blessing of greater personal determination to search harder and longer for a position than other people may be able or willing to do. We might want and expect a job offer, but the blessing that comes to us through heavenly windows may be greater capacity to act and change our own circumstances rather than expecting our circumstances to be changed by someone or something else.

We may appropriately desire and work to receive a pay raise in our employment to better provide the necessities of life. Eyes and ears of faith are required, however, to notice in us an increased spiritual and temporal capacity (see Luke 2:52) to do more with less, a keener ability to prioritize and simplify, and an enhanced ability to take proper care of the material possessions we already have acquired. We might want and expect a larger paycheck, but the blessing that comes to us through heavenly

# Selected Resources

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windows may be greater capacity to change our own circumstances rather than expecting our circumstances to be changed by someone or something else.

The stripling warriors in the Book of Mormon (see Alma 53; 56–58) prayed earnestly that God would strengthen and deliver them out of the hands of their enemies. Interestingly, the answers to these prayers did not produce additional weapons or an increased number of troops. Instead, God granted these faithful warriors assurance that He would deliver them, peace to their souls, and great faith and hope for their deliverance in Him (see Alma 58:11). Thus, the sons of Helaman did take courage, were fixed with a determination to conquer, and did go forth with all of their might against the Lamanites (see Alma 58:12–13). Assurance, peace, faith, and hope initially might not seem like the blessings warriors in battle might want, but they were precisely the blessings these valiant young men needed to press forward and prevail physically and spiritually.

Sometimes we may ask God for success, and He gives us physical and mental stamina. We might plead for prosperity, and we receive enlarged perspective and increased patience, or we petition for

growth and are blessed with the gift of grace. He may bestow upon us conviction and confidence as we strive to achieve worthy goals. And when we plead for relief from physical, mental, and spiritual difficulties, He may increase our resolve and resilience.

I promise that as you and I observe and keep the law of tithing, indeed the windows of heaven will be opened and spiritual and temporal blessings will be poured out such that there shall not be room enough to receive them (see Malachi 3:10). We also will remember the Lord's declaration:

"For my thoughts are not your thoughts, neither are your ways my ways, saith the Lord.

"For as the heavens are higher than the earth, so are my ways higher than your ways, and my thoughts than your thoughts" (Isaiah 55:8–9).

I testify that as we are spiritually attentive and observant, we will be blessed with eyes that see more clearly, ears that hear more consistently, and hearts that understand more fully the significance and subtlety of His ways, His thoughts, and His blessings in our lives.

## UNIT OVERVIEW

# October: Becoming More Christlike

*“Jesus saith unto him, I am the way, the truth, and the life” (John 14:6).*

The outlines in this unit will help the young women learn about and develop Christlike attributes. Jesus Christ has commanded all of us, “Be perfect even as I, or your Father who is in heaven is perfect” (see 3 Nephi 12:48). Developing the attributes of Christ will help the young women fulfill their divine potential as daughters of God. They will need these attributes as they face the challenges of living in perilous times and as they prepare to raise righteous families in the future.

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### Outlines to choose from this month:

*How can I become more Christlike?*

*How can I develop Christlike love?*

*How can I be more Christlike in my service to others?*

*How can I learn to be more patient?*

*Why is it important to be grateful?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective

Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.





## How can I become more Christlike?

Jesus Christ set the perfect example for us, and He has commanded us to become as He is. He exemplified characteristics such as faith, hope, charity, patience, humility, purity, diligence, and obedience. As we learn of Him and seek to develop His attributes, we will become the women He and our Heavenly Father would like us to be.

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### Prepare yourself spiritually

*What scriptures and talks will inspire the young women to develop Christlike attributes?*

Matthew 26:36–45, 50–52; Luke 23:33–34; John 19:25–27; 3 Nephi 17 (Examples of Christ's attributes)

Mosiah 3:19 (Through the Atonement of Jesus Christ we can become saints)

3 Nephi 12:48; Moroni 7:48 (Invitations to become like the Savior)

Henry B. Eyring, "Trust in That Spirit Which Leadeth to Do Good," *Ensign* or *Liahona*, May 2016, 16–18

Richard J. Maynes, "The Joy of Living a Christ-Centered Life," *Ensign* or *Liahona*, Nov. 2015, 27–30

Thomas S. Monson, "Ponder the Path of Thy Feet," *Ensign* or *Liahona*, Nov. 2014, 86–88

Mormonads: "Follow the Leader," "Be Even as I Am," "He Knows the Way"

"The Living Christ: The Testimony of the Apostles of The Church of Jesus Christ of Latter-day Saints," *Ensign* or *Liahona*, Apr. 2000, 2–3

"How Do I Develop Christlike Attributes?" *Preach My Gospel* (2004), 115–26

Videos: "Daily Bread: Change"; "Christlike Attributes"

Music for youth theme: "That's How I'll Be"

What are some of the attributes of Jesus Christ? Which of these attributes do you most need to develop? Whom have you seen or known in your life who exemplifies these attributes?

Which Christlike attributes do you see in each of the young women you teach? How can you encourage them to follow the Savior's example and become like Him?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Give each young woman a copy of the attribute activity on page 126 of *Preach My Gospel*, and ask her to take a few minutes to complete the self-evaluation. Invite the young women to share what they learn from this activity. Invite a few to share a Christlike attribute they admire in another class member or a family member.
- Invite the young women to come to the board one at a time and write one or more words that describe the Savior. Once everyone has had an opportunity to add to the list, ask the young women to ponder what attributes they would most like to develop.

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## Learn together

*Each of the activities below will help the young women learn how to develop Christlike attributes. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- In his talk “Trust in That Spirit Which Leadeth to Do Good,” President Henry B. Eyring teaches that “the first thing you must commit to do” when you want to follow the Savior “is to go and serve, knowing that you do not go alone.” To help the young women follow this counsel, invite them to search the talk; mark the promises, memories, and commitments they find; and share what they learn with class members. What can the young women do to act on President Eyring’s invitation to serve others? For instance, they could write letters to people they love, such as family members, friends, or neighbors, expressing their gratitude or admiration. Encourage them to listen for the Spirit’s promptings as they write.
- To help the young women understand why we should center our lives on Jesus Christ, you could invite them to play a game that involves centering objects (such as a ring toss or balancing blocks into a high stack). Show the first four minutes of Elder Richard J. Maynes’s talk “The Joy of Living a Christ-Centered Life.” What do they learn about the importance of centering their lives on the Savior from the activity and the talk? Ask class members to work in pairs and find a story in the talk that demonstrates the blessings we receive as we center our lives on Christ. What will they do to center their lives more on the Savior and His teachings?
- Share with the young women the Christlike attributes listed in chapter 6 of *Preach My Gospel*, “How Do I Develop Christlike Attributes?” Ask the young women to select one of these attributes that they would like to develop. Give them time in class to learn about the attribute they chose,

### Teaching tip

“Testimonies are often most powerful when they are short, concise, and direct” (*Teaching, No Greater Call* [1999], 43).



following the suggestions under the heading “Developing Christlike Attributes” on pages 122–23. Encourage them to continue studying their chosen attribute during the coming week and share insights from their study at the beginning of next week’s lesson.

- Invite the young women to individually read one of the scriptures suggested in this outline, marking words and phrases that show some of the attributes of the Savior. Encourage them to look for these attributes and others as they watch the video “Christlike Attributes.” Give them time to share their feelings about the Savior and the attributes He exemplified. How could they develop these attributes in

their own lives? They could also share examples of people they know who they feel demonstrate some of these Christlike attributes.

- Invite each young woman to choose one of the paths that President Thomas S. Monson lists in his talk “Ponder the Path of Thy Feet.” Ask her to summarize what President Monson teaches about that path. Show the young women copies of the Mormonads listed in this outline, and invite them to create a Mormonad of their own that represents one of the paths that Christ walked. Invite them to share their posters and explain how Christ has been an example for them and what they will do to better follow His example.

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand how they can become more Christlike? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Teach a family home evening lesson about the attributes of the Savior using one of the activities from this outline.
- Bear their testimony of the Savior to a friend or family member or in fast and testimony meeting.

*Share with the young women what they will be studying next week. What are their thoughts and questions on this topic? What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

In every setting, Jesus Christ is our example and mentor. You can learn of His attributes by reading about His life in the scriptures. He said, “I am the way, the truth, and the life” (John 14:6). Prepare yourself to teach the young women the importance of incorporating Christlike attributes in their lives.

# Selected Resources

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*Excerpt from Thomas S. Monson, “Ponder the Path of Thy Feet,” Ensign or Liahona, Nov. 2014, 86–87*

We need not walk by the shores of Galilee or among the Judean hills to walk where Jesus walked. All of us can walk the path He walked when, with His words ringing in our ears, His Spirit filling our hearts, and His teachings guiding our lives, we choose to follow Him as we journey through mortality. His example lights the way. Said He, “I am the way, the truth, and the life” [John 14:6].

As we examine the path Jesus walked, we will see that it took Him through many of the same challenges we ourselves will face in life.

For example, Jesus walked the path of disappointment. Although He experienced many disappointments, one of the most poignant was depicted in His lament over Jerusalem as He closed His public ministry. The children of Israel had rejected the safety of the protecting wing which He had offered them. As He looked out over the city soon to be abandoned to destruction, He was overcome by emotions of deep sorrow. In anguish He cried out, “O Jerusalem, Jerusalem, which killest the prophets, and stonest them that are sent unto thee; how often would I have gathered thy children together, as a hen doth gather her brood under her wings, and ye would not!” [Luke 13:34].

Jesus walked the path of temptation. Lucifer, that evil one, amassing his greatest strength, his most inviting sophistry, tempted Him who had fasted for 40 days and 40 nights. Jesus did not succumb; rather, He resisted each temptation. His parting words: “Get thee hence, Satan” [Matthew 4:10].

Jesus walked the path of pain. Consider Gethsemane, where He was “in an agony . . . and

his sweat was as it were great drops of blood falling down to the ground [Luke 22:44.] And none can forget His suffering on the cruel cross.

Each of us will walk the path of disappointment, perhaps because of an opportunity lost, a power misused, a loved one’s choices, or a choice we ourselves make. The path of temptation too will be the path of each. We read in the 29th section of the Doctrine and Covenants: “And it must needs be that the devil should tempt the children of men, or they could not be agents unto themselves” [D&C 29:39].

Likewise shall we walk the path of pain. We, as servants, can expect no more than the Master, who left mortality only after great pain and suffering.

While we will find on our path bitter sorrow, we can also find great happiness.

We, with Jesus, can walk the path of obedience. It will not always be easy, but let our watchword be the heritage bequeathed us by Samuel: “Behold, to obey is better than sacrifice, and to hearken than the fat of rams” [1 Samuel 15:22]. Let us remember that the end result of disobedience is captivity and death, while the reward for obedience is liberty and eternal life.

We, like Jesus, can walk the path of service. As a glowing searchlight of goodness is the life of Jesus as He ministered among men. He brought strength to the limbs of the cripple, sight to the eyes of the blind, hearing to the ears of the deaf.

Jesus walked the path of prayer. He taught us how to pray by giving us the beautiful prayer we know as the Lord’s Prayer. And who can forget His prayer in Gethsemane, “Not my will, but thine, be done”? [Luke 22:42].



# How can I develop Christlike love?

The pure love of Christ, known as charity, is the highest, noblest, and strongest kind of love and the most joyous to the soul (see 1 Nephi 11:23). Jesus Christ is the perfect example of charity. In His mortal ministry, He “went about doing good,” showing tender compassion for the poor, afflicted, and distressed (see Matthew 4:23; Acts 10:38). To develop Christlike love, we must seek it, pray for it, and follow the example of the Savior in our thoughts, words, and actions.

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## Prepare yourself spiritually

*What scriptures and other resources will help the young women develop the Christlike attribute of charity?*

Genesis 45; Luke 23:33–34; Alma 61:9  
(Examples of people who showed love)

Leviticus 19:18 (Love thy neighbor as thyself)

1 Samuel 16:7 (The Lord looks on the heart)

John 15:9–13 (Christ demonstrated His love for us by laying down His life)

1 John 4:7–11, 18–21 (God is love)

Mosiah 4:16 (Succor those who stand in need of your succor)

3 Nephi 12:44 (Love your enemies)

Moroni 7:45–48 (Charity is the pure love of Christ; pray to be filled with this love)

Thomas S. Monson, “Love—the Essence of the Gospel,” *Ensign* or *Liahona*, May 2014, 91–94

Dieter F. Uchtdorf, “The Merciful Obtain Mercy,” *Ensign* or *Liahona*, May 2012, 70–77

Dallin H. Oaks, “Loving Others and Living with Differences,” *Ensign* or *Liahona*, Nov. 2014, 25–27

“Charity,” *True to the Faith* (2004), 27–29

Videos: “Cheering Each Other On,” “For Madison,” “Sharing the Light of Christ,” “Bullying—Stop It”

Music for youth theme: “Treat Everyone with Love”

When have others shown you Christlike love? What effect has this had on you? When have you felt Christlike love? How do you develop Christlike love for others?

What opportunities do the young women have to show Christlike love? Why is it important that they learn how to love others as Christ did?

See the appendix for other teaching and learning ideas.

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- On a few slips of paper, write "I have felt the most love from someone when \_\_\_\_\_." Hand these slips of paper to each of the young women before class begins, and ask her to think of how she would fill in the blank. Invite the young women to share their thoughts to begin the lesson.
  - Invite the young women to sing "Love One Another" (*Hymns*, no. 308). Ask the young women to share what the words of this hymn mean to them.
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## Learn together

*Each of the activities below will help the young women learn how to develop Christlike love. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite the young women to read Moroni 7:47–48. What do the young women learn from these verses about how to develop Christlike love? What does the phrase "pure love of Christ" mean to them? Invite the young women to find stories in the scriptures that illustrate the Savior's love, and ask them to share these stories with each other. They could also read and discuss stories in one of the talks listed in this outline. Invite them to share examples of times when they or people they know have been blessed by acts of Christlike love.
- Ask the young women to read one of the following scriptures: John 15:9–13; 1 John 4:7–11; 1 John 4:18–21. What do they learn about Christlike love from these verses? Ask the young women how Jesus Christ has shown His love for them personally. Can they think of any examples from the scriptures in which He showed love? How can we follow His example?
- Write the following scripture references on the board: Mosiah 4:16 and Leviticus 19:18. Divide the class into two groups, and assign each group one of the scripture passages. Instruct the young women to identify the commandments given in their passage and to write a summary of the commandments on the board

### Teaching tip

"Listening is an expression of love. It often requires sacrifice. When we truly listen to others, we often give up what we want to say so they can express themselves" (*Teaching, No Greater Call* [1999], 66).

next to the scripture reference. What opportunities do they have to follow these commandments at home, at school, and in the community? What obstacles might keep us from obeying these commandments? How can we overcome these obstacles? Invite the young women to watch “Bullying—Stop It” and discuss what they can do to live these commandments when they face similar situations.

- Invite the young women to read 3 Nephi 12:44 and identify the commandments the Lord gives regarding how we should treat our enemies. Write what they find on the board. Discuss with the young women possible reasons the Lord would ask us to love and pray for those who hate us. Invite the young women to find and share examples in the scriptures of people who showed love to those who had mistreated them (such as Joseph in Egypt [Genesis 45], the Savior forgiving His crucifiers [Luke 23:34], or Pahoran responding to Moroni’s threatening letter [Alma 61:9]). Give the young women an opportunity to ponder ways they can

follow these examples in their own relationships with others.

- As a class, read, watch, or listen to the sections titled “The Bottom Line” and “The Love of God” from President Dieter F. Uchtdorf’s talk “The Merciful Obtain Mercy” or Elder Dallin H. Oaks’s talk “Loving Others and Living with Differences.” Ask the young women to look for the counsel that will help them love others in difficult situations. Invite the young women to quietly ponder someone in their life who they may have bad feelings for and think of ways they can show more Christlike love toward that person.

- Watch one of the videos suggested in this outline. What do the young women learn about Christlike love from these videos? Ask the young women to share an experience in which someone’s act of service helped them feel the love of the Savior. What did that experience teach them about Jesus Christ? Invite the young women to consider someone they know who may need to feel the love of the Lord. What can they do to help that person?

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand how to develop Christlike love? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Pray for or show love to someone for whom they have had negative feelings.

- Show love to someone who may need special attention or help (see Good Works value experiences 3, 5, and 6, *Personal Progress*, 54–55).

## Teaching in the Savior’s way

In every setting, the Savior was an example and mentor to His followers. What can you do to be an example of the Christlike attribute of charity to the young women you teach?

*Share with the young women what they will be studying next week. What are their thoughts and questions on this topic? What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

### **Related Youth Activities**

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*Excerpt from Dieter F. Uchtdorf, “The Merciful Obtain Mercy,” Ensign or Liahona, May 2012, 70–77*

## The Bottom Line

This topic of judging others could actually be taught in a two-word sermon. When it comes to hating, gossiping, ignoring, ridiculing, holding grudges, or wanting to cause harm, please apply the following:

Stop it!

It’s that simple. We simply have to stop judging others and replace judgmental thoughts and feelings with a heart full of love for God and His children. God is our Father. We are His children. We are all brothers and sisters. I don’t know exactly how to articulate this point of *not judging others* with sufficient eloquence, passion, and persuasion to make it stick. I can quote scripture, I can try to expound doctrine, and I will even quote a bumper sticker I recently saw. It was attached to the back of a car whose driver appeared to be a little rough around the edges, but the words on the sticker taught an insightful lesson. It read, “Don’t judge me because I sin differently than you.”

We must recognize that we are all imperfect—that we are beggars before God. Haven’t we all, at one time or another, meekly approached the mercy seat and pleaded for grace? Haven’t we wished with all the energy of our souls for mercy—to be forgiven for the mistakes we have made and the sins we have committed?

Because we all depend on the mercy of God, how can we deny to others any measure of the grace we so desperately desire for ourselves? My beloved brothers and sisters, should we not forgive as we wish to be forgiven?

## The Love of God

Is this difficult to do?

Yes, of course.

Forgiving ourselves and others is not easy. In fact, for most of us it requires a major change in our attitude and way of thinking—even a change of heart. But there is good news. This “mighty change” [Mosiah 5:2] of heart is exactly what the gospel of Jesus Christ is designed to bring into our lives.

How is it done? Through the love of God.

When our hearts are filled with the love of God, something good and pure happens to us. We “keep his commandments: and his commandments are not grievous. For whatsoever is born of God overcometh the world” [1 John 5:3–4].

The more we allow the love of God to govern our minds and emotions—the more we allow our love for our Heavenly Father to swell within our hearts—the easier it is to love others with the pure love of Christ. As we open our hearts to the glowing dawn of the love of God, the darkness and cold of animosity and envy will eventually fade.

As always, Christ is our exemplar. In His teachings as in His life, He showed us the way. He forgave the wicked, the vulgar, and those who sought to hurt and to do Him harm. . . .

The pure love of Christ can remove the scales of resentment and wrath from our eyes, allowing us to see others the way our Heavenly Father sees us: as flawed and imperfect mortals who have potential and worth far beyond our capacity to imagine. Because God loves us so much, we too must love and forgive each other.





## How can I be more Christlike in my service to others?

Jesus Christ set the perfect example of how to love and serve those around Him. At baptism, we promise to serve others. We can serve others as the Savior did in many ways, such as helping family members, sharing the gospel with others, and performing simple, everyday acts of kindness.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women understand the importance of serving others as Christ did?*

Matthew 14:13–21; John 9:1–7; 13:4–5, 12–17; 1 Nephi 11:31; 3 Nephi 17:5–9 (Examples of Jesus Christ serving others)

Matthew 20:27 (The Savior teaches His disciples that he who is greatest is the servant)

Matthew 25:31–46 (When we serve others, we are serving God)

Luke 10:25–37 (The good Samaritan; see also the Bible video “Parable of the Good Samaritan”)

John 13:34–35 (We should love as the Savior loves)

Mosiah 2:17 (King Benjamin teaches that when we serve others, we serve God)

Cheryl A. Esplin, “He Asks Us to Be His Hands,” *Ensign* or *Liahona*, May 2016, 6–9

Michael T. Ringwood, “Truly Good and without Guile,” *Ensign* or *Liahona*, May 2015, 59–61

Thomas S. Monson, “We Never Walk Alone,” *Ensign* or *Liahona*, Nov. 2013, 121–24

“Service,” *For the Strength of Youth* (2011), 32–33

Videos: “Rescuing Those in Need”; “Time to Give”; “For Madison”; “Cheering Each Other On”; “Opportunities to Do Good”; “When Ye Are in the Service—YW”

What have you learned from the scriptures about how Christ served others? When have you been blessed through the Christlike service of others? How have you followed the Savior’s example of service?

What opportunities do the young women have for service? When have you seen them serving others? What experiences can they share with each other? How might their families be affected as the young women seek to serve them more?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to read John 13:34–35, and ask them to find pictures from the *Gospel Art Book* or a Church magazine that show the Savior or others giving loving service. Invite them to show their pictures to the class and explain what they learn from the picture about Christlike service.
- Invite the young women to share experiences they have had recently serving others (especially members of their own families). How were they affected by this service? How were others affected?
- Ask the young women if they have ever been physically rescued in a time of difficulty. How did they feel about the person who helped them? Watch the video “Rescuing Those in Need,” and invite the young women to discuss what they learn from President Monson about serving others as the Savior did.

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## Learn together

*Each of the activities below will help inspire the young women to give Christlike service. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- In her talk “He Asks Us to Be His Hands,” Sister Cheryl A. Esplin tells the story of a Young Women leader who encouraged each young woman to reach out to “know and serve others—throw away the mirrors and look through the window.” To help the young women understand this principle, you could do the activity described in the talk, using a mirror and something that represents a window frame. Why do the young women think it is important for us to focus on others instead of ourselves as we serve? You could also invite the young women to ponder and write down answers to the four bulleted questions that Sister Esplin asks at the end of her talk.
- Ask the young women to consider what motivates people to serve. Make a list on the board and then identify which motivations are Christlike and which are worldly. Invite the young women to review Elder Michael T. Ringwood’s talk “Truly Good and Without Guile,” looking for what he teaches about Christlike motivations. What examples can the young women think of—from the scriptures or from their personal experiences—of people who gave Christlike service? Give the young women time to write thank-you notes to those who have given them Christlike service.
- Assign each young woman to read a scripture about service from the Savior’s life (such as those suggested in this outline), and ask her to

### Teaching tip

“After one person has responded to a question or offered an insight, invite the others to either add to the comment or express a different opinion. When someone asks a question, redirect it to others rather than answer it yourself. For example, you could ask, ‘Would anyone care to answer that question?’” (*Teaching, No Greater Call* [1999], 67).

## Teaching in the Savior's way

During His earthly ministry, Jesus Christ spent His time serving and helping those around Him. True disciples of Christ do likewise. The Savior said, "By this shall all men know that ye are my disciples, if ye have love one to another" (John 13:35). As you teach the young women, look for opportunities to invite them to share how they have served others and what inspired them to give service.

summarize the story for the class and explain what the Savior did to serve others. What does the Savior's example teach about what it means to give service? Invite the young women to think of ways they can give Christlike service in their own families.

- Ask the young women, "What was the Savior teaching in the parable of the good Samaritan?" As a class, read the parable of the good Samaritan in Luke 10:25–37 (or watch the video "The Good Samaritan"). Invite the young women to share stories of times when they were blessed by the Christlike service of others. Why do we sometimes find serving others difficult (as the priest and the

Levite did)? What opportunities do the young women have to "go, and do" as the good Samaritan did?

- Invite the young women to read the story about Tiffany from President Thomas S. Monson's talk "We Never Walk Alone." You could also show one or more of the videos suggested in this outline. What impresses the young women about the acts of service in the talk and videos? How did the people in the talk and videos discover the need to give service? Allow the young women to ponder and share other similar examples of service they have seen. Invite them to share what they feel inspired to do after learning about these examples.

*Ask the young women to share what they learned today. Do they understand how to give Christlike service? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Complete any of the Good Works value experiences in *Personal Progress* and report on what they did in the next class.
- Plan and carry out a small act of service, either individually or for a Mutual activity.

*Share with the young women what they will be studying next week. What are their thoughts and questions on this topic? What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*Excerpt from Thomas S. Monson, "We Never Walk Alone," Ensign or Liahona, Nov. 2013, 122–23*

Tiffany's difficulties began last year when she had guests at her home for Thanksgiving and then again for Christmas. Her husband had been in medical school and was now in the second year of his medical residency. Because of the long work hours required of him, he was not able to help her as much as they both would have liked, and so most of that which needed to be accomplished during this holiday season, in addition to the care of their four young children, fell to Tiffany. She was becoming overwhelmed, and then she learned that one who was dear to her had been diagnosed with cancer. The stress and worry began to take a heavy toll on her, and she slipped into a period of discouragement and depression. She sought medical help, and yet nothing changed. Her appetite disappeared, and she began to lose weight, which her tiny frame could ill afford. She sought peace through the scriptures and prayed for deliverance from the gloom which was overtaking her. When neither peace nor help seemed to come, she began to feel abandoned by God. Her family and friends prayed for her and tried desperately to help. They delivered her favorite foods in an attempt to keep her physically healthy, but she could take only a few bites and then would be unable to finish.

On one particularly trying day, a friend attempted in vain to entice her with foods she had always loved. When nothing worked, the friend said, "There must be *something* that sounds good to you."

Tiffany thought for a moment and said, "The only thing I can think of that sounds good is homemade bread."

But there was none on hand.

The following afternoon Tiffany's doorbell rang. Her husband happened to be home and answered it. When he returned, he was carrying a loaf of homemade bread. Tiffany was astonished when he told her it had come from a woman named Sherrie, whom they barely knew. She was a friend of Tiffany's sister Nicole, who lived in Denver, Colorado. . . .

Now, months later, with the delicious bread in hand, Tiffany called her sister Nicole to thank her for sending Sherrie on an errand of mercy. Instead, she learned Nicole had not instigated the visit and had no knowledge of it. . . .

On that particular morning of the bread delivery, Sherrie had been prompted to make two loaves of bread instead of the one she had planned to make. She said she felt impressed to take the second loaf with her in her car that day, although she didn't know why. After lunch at a friend's home, her one-year-old daughter began to cry and needed to be taken home for a nap. Sherrie hesitated when the unmistakable feeling came to her that she needed to deliver that extra loaf of bread to Nicole's sister Tiffany, who lived 30 minutes away on the other side of town and whom she barely knew. She tried to rationalize away the thought, wanting to get her very tired daughter home and feeling sheepish about delivering a loaf of bread to people who were almost strangers. However, the impression to go to Tiffany's home was strong, so she heeded the prompting. . . .

And so it happened that the Lord sent a virtual stranger across town to deliver not just the desired homemade bread but also a clear message of love to Tiffany.



## How can I learn to be more patient?

Patience is the capacity to endure delay, trouble, opposition, or suffering without being angry, frustrated, or anxious. We can develop patience by seeking to do God's will and accept His timing, trusting that He will fulfill all of His promises to us. As we learn to be patient in small things, we prepare ourselves to face larger trials with patience.

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### Prepare yourself spiritually

*What scriptures and talks will help the young women want to develop the Christlike attribute of patience?*

Job 1; 19:25–26 (The example of Job)

Psalm 37:7–9; Hebrews 10:35–36;  
Mosiah 23:21–22; Alma 26:27; D&C  
24:8 (Blessings come to those who are  
patient)

Romans 5:3; James 1:3–4 (Trials of our  
faith develop patience)

Mosiah 3:19 (Putting off the natural  
man includes becoming patient)

Dieter F. Uchtdorf, "Continue in  
Patience," *Ensign* or *Liahona*, May  
2010, 56–59; see also the video  
"Continue in Patience"

Robert D. Hales, "Waiting upon the  
Lord: Thy Will Be Done," *Ensign*  
or *Liahona*, Nov. 2011, 71–74

Robert C. Oaks, "The Power of  
Patience," *Ensign* or *Liahona*, Nov.  
2006, 15–17

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What experiences have taught you about patience (including both major trials and less dramatic experiences)? What has helped you to be patient during challenging times?

What influences do the young women face in today's society that may lead them to become impatient? How might you help them learn patience and trust in the Lord's timing and promises? What blessings will come to them if they are patient?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Read the paragraph at the beginning of the lesson, and invite the young women to think of someone from the scriptures who is an example of patience (such as Jacob and Rachel [Genesis 29:10–30], Hannah [1 Samuel 1:2–20], or the woman with an issue of blood [see Matthew 9:20–22]). Then ask them to share what these examples teach them about patience.
  - Read the paragraph at the beginning of this outline, and invite the young women to share situations in their lives in which they might need patience (such as family life, education and career, marriage, or motherhood). Show several objects that represent times in your life when you had to demonstrate patience (for example, a college diploma, a wedding ring, or a missionary nametag). Have the young women guess what the objects have to do with patience, and then share the experiences you had.
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## Learn together

*Each of the activities below will help the young women understand the importance of patience. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Write on the board a few questions about Job (What kind of man was Job? What tested his patience? What does he teach us about patience?) Read Job 1; 19:25–26 as a class, and discuss answers to the questions. What do the young women learn from Job's example that might help them be more patient? How did his faith in the Savior help him face his trials with patience?
- Share the story of a father's patience from Elder Robert C. Oaks's talk "The Power of Patience," and invite the young women to share any stories they have about patience. Give each young woman a small section of this talk that you think might be helpful. Invite her to read and summarize it to the class. What do the young women learn from this talk that inspires them to trust the Lord and His timing? What are some reasons we are impatient? How can we overcome this tendency?
- As a class, read paragraphs 9 through 17 of Elder Robert D. Hales's talk "Waiting upon the Lord: Thy Will Be Done," looking for answers to the question "What does it mean to wait upon the Lord?" For additional insights, invite the young women to look up the scriptures that Elder Hales quotes and share anything else these scriptures teach about patience. How could the young women use Elder Hales's words or these scriptures to help someone who may be losing hope?

### Teaching tip

"You can demonstrate that you are listening by displaying an expression of interest. You can look at the speaker rather than at your lesson materials or other things in the room. You can encourage the speaker to complete his or her thoughts without interruption. You can avoid jumping into conversations prematurely with advice or judgments" (*Teaching, No Greater Call* [1999], 66).



## Teaching in the Savior's way

The Savior taught by example in every setting. He showed patience and long-suffering both to those who followed Him and to those who persecuted Him. How might your example of patience with those you teach help them learn to be more patient themselves?

- Write on the board the headings "Patience" and "Impatience." Give each young woman one of the scriptures about patience suggested in this outline. Invite the class to take turns reading their assigned scripture, discussing its message, and writing on the board the blessings of patience or consequences of impatience taught in the scripture. What additional blessings and consequences can they add to their lists? Invite each young woman to write on a piece of paper a situation that would require patience (encourage them to include not just major traumas but also day-to-day irritations or inconveniences). Have them exchange papers with another

young woman, write a response that would show patience, and then share with the class what they have written.

- Show the video "Continue in Patience," and invite the young women to discuss what they learn about patience from the video. What are some situations in which the young women become impatient? Invite each young woman to read one section from President Dieter F. Uchtdorf's talk "Continue in Patience," and ask her to summarize for the rest of the class what she learned from the section she read. How can President Uchtdorf's counsel help the young women become more patient?

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand how to become more patient? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Show more patience with their families in the coming week.
- Make a list of quick ways to help control their impatience in a tense situation, such as counting to 10 or singing a hymn.

*Share with the young women what they will be studying next week. What are their thoughts and questions on this topic? What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*



# Selected Resources

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*Excerpt from Robert D. Hales, “Waiting upon the Lord: Thy Will Be Done,” Ensign or Liahona, Nov. 2011, 71–74*

What, then, does it mean to wait upon the Lord? In the scriptures, the word *wait* means to hope, to anticipate, and to trust. To hope and trust in the Lord requires faith, patience, humility, meekness, long-suffering, keeping the commandments, and enduring to the end.

To wait upon the Lord means planting the seed of faith and nourishing it “with great diligence, and . . . patience” [Alma 32:41].

It means praying as the Savior did—to God, our Heavenly Father—saying: “Thy kingdom come. Thy will be done” [Matthew 6:10; Luke 11:2]. It is a prayer we offer with our whole souls in the name of our Savior, Jesus Christ.

Waiting upon the Lord means pondering in our hearts and “receiv[ing] the Holy Ghost” so that we can know “all things what [we] should do” [2 Nephi 32:5].

As we follow the promptings of the Spirit, we discover that “tribulation worketh patience” [Romans 5:3] and we learn to “continue in patience until [we] are perfected” [Doctrine and Covenants 67:13].

Waiting upon the Lord means to “stand fast” [Alma 45:17] and “press forward” in faith, “having a perfect brightness of hope” [2 Nephi 31:20].

It means “relying alone upon the merits of Christ” [Moroni 6:4] and “with [His] grace assisting [us, saying]: Thy will be done, O Lord, and not ours” [Doctrine and Covenants 109:44].

As we wait upon the Lord, we are “immovable in keeping the commandments,” [Alma 1:25] knowing that we will “one day rest from all [our] afflictions” [Alma 34:41].

And we “cast not away . . . [our] confidence” [Hebrews 10:35] that “all things wherewith [we] have been afflicted shall work together for [our] good” [Doctrine and Covenants 98:3].



## Why is it important to be grateful?

The Lord wants us to have a spirit of gratitude in all we do and say. When we are grateful, we will have greater happiness and satisfaction in our lives. We will recognize the influence and blessings of the Lord.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women understand the importance of being thankful and the blessings that come from living with gratitude?*

Psalm 92:1; 100; Alma 26:8  
(Expressions of praise and thanksgiving)

Luke 17:11–19 (The ten lepers)

Alma 37:37; D&C 46:32 (We are commanded to give thanks)

D&C 59:15–21 (Ingratitude offends God)

D&C 78:19 (Blessings of gratitude)

Thomas S. Monson, “The Divine Gift of Gratitude,” *Ensign* or *Liahona*, Nov. 2010, 87–90

Dieter F. Uchtdorf, “Grateful in Any Circumstances,” *Ensign* or *Liahona*, May 2014, 70–77

Russell M. Nelson, “Thanks Be to God,” *Ensign* or *Liahona*, May 2012, 77–79; see also the video “Give Thanks”

“Gratitude,” *For the Strength of Youth* (2011), 18

“How Great Thou Art,” *Hymns*, no. 86; “Count Your Blessings,” *Hymns*, no. 241

What are some things you are most grateful for? How has being grateful increased your happiness?

What can the young women do to develop an attitude of thankfulness? How could having a grateful attitude be a blessing to them now and in the future?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Assign each young woman a letter of the alphabet, and give the class one minute to list all the blessings they can think of that begin with their letters. Why do we sometimes overlook the seemingly small blessings the Lord has given us? Ask a class member to read Doctrine and Covenants 46:32 or 59:21. How can we show more gratitude for “whatsoever blessing [we] are blessed with”?
  - Write on the board, “Our degree of \_\_\_\_\_ is a measure of our love for Him.” Encourage the young women to listen for the word that completes the sentence as they watch the short video “Give Thanks.” Invite the young women to share examples of people in their lives who exhibit love for the Savior through gratitude.
- 

## Learn together

*Each of the activities below will help the young women understand the importance of gratitude. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Invite each young woman to read Luke 17:11–19 and share why they think nine of the ten lepers did not give thanks to the Savior. What are some things that might keep us from expressing gratitude? Invite the young women to think about a blessing they have received for which they may not have expressed appropriate gratitude. Why is it important to express thanks? What will they do to show gratitude?
- As a class, read scripture passages and sing hymns of praise and thanksgiving, such as those listed in this outline. Invite the young women to look for phrases about things for which they also feel gratitude or praise. Invite them to share the phrases they chose, explain why they chose them, and express their own feelings of gratitude.
- Tell or read the story of the fish from Elder Russell M. Nelson’s talk “Thanks Be to God.” Ask the young women if they have ever helped others (like the caretaker in this story) without being thanked. Divide the rest of the talk by the section headings, and assign each young woman to read a section. Ask the young women to write down something they learn about gratitude and a scripture related to what they learned (they

### Teaching tip

“A skilled teacher doesn’t think, ‘What shall I do in class today?’ but asks, ‘What will my students do in class today?’; not, ‘What will I teach today?’ but rather, ‘How will I help my students discover what they need to know?’” (Virginia H. Pearce, in *Teaching, No Greater Call* [1999], 61).

## Teaching in the Savior's way

The Savior knew His followers, and He knew who they could become. This knowledge influenced the way He taught them. How can you come to know the young women in your class? How will knowing their interests, needs, and challenges influence the way you teach them?

could use the Topical Guide). Allow the young women to share what they wrote down and to tell of a time when they have felt grateful for one of God's gifts.

- Read or tell the story about Gordon Green's family from President Thomas S. Monson's talk "The Divine Gift of Gratitude." Ask the young women to listen for things that made the family feel grateful. Why did the family's attitude change throughout the story? Invite the young women to ponder questions like the following: "Have I ever been guilty of having an unthankful attitude?" "Are there any blessings I have that I am not

noticing?" "How would having a grateful attitude be a blessing to me?" Invite a few of them to share some of their thoughts.

- Assign each young woman to study a section of President Dieter F. Uchtdorf's talk "Grateful in Any Circumstances," without giving them the titles of their sections. Ask them to write their own titles—phrases or sentences that they feel summarize what they have studied. Invite them to share their titles and anything they learn from President Uchtdorf's counsel about gratitude. What can they do to develop the attitude of gratitude President Uchtdorf describes?

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand the importance of gratitude? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Offer a prayer of gratitude only, thanking Heavenly Father for blessings and asking for nothing.
- Look for opportunities to express gratitude throughout the week.

*Share with the young women what they will be studying next week. What are their thoughts and questions on this topic? What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*Excerpt from Thomas S. Monson, "The Divine Gift of Gratitude," Ensign or Liahona, Nov. 2010, 87–90*

Gordon tells how he grew up on a farm in Canada, where he and his siblings had to hurry home from school while the other children played ball and went swimming. Their father, however, had the capacity to help them understand that their work amounted to something. This was especially true after harvest time when the family celebrated Thanksgiving, for on that day their father gave them a great gift. He took an inventory of everything they had.

On Thanksgiving morning he would take them to the cellar with its barrels of apples, bins of beets, carrots packed in sand, and mountains of sacked potatoes as well as peas, corn, string beans, jellies, strawberries, and other preserves which filled their shelves. He had the children count everything carefully. Then they went out to the barn and figured how many tons of hay there were and how many bushels of grain in the granary. They counted the cows, pigs, chickens, turkeys, and geese. Their father said he wanted to see how they stood, but they knew he really wanted them to realize on that feast day how richly God had blessed them and had smiled upon all their hours of work. Finally, when they sat down to the feast their mother had prepared, the blessings were something they felt.

Gordon indicated, however, that the Thanksgiving he remembered most thankfully was the year they seemed to have nothing for which to be grateful.

The year started off well: they had leftover hay, lots of seed, four litters of pigs. . . .

. . . Just as their crops were starting to come through the ground, the rains started. When the water finally receded, there wasn't a plant left anywhere. They planted again, but more rains beat the crops into the

earth. Their potatoes rotted in the mud. They sold a couple of cows and all the pigs and other livestock they had intended to keep, getting very low prices for them because everybody else had to do the same thing. All they harvested that year was a patch of turnips which had somehow weathered the storms.

Then it was Thanksgiving again. Their mother said, "Maybe we'd better forget it this year. We haven't even got a goose left."

On Thanksgiving morning, however, Gordon's father showed up with a jackrabbit and asked his wife to cook it. Grudgingly she started the job, indicating it would take a long time to cook that tough old thing. When it was finally on the table with some of the turnips that had survived, the children refused to eat. Gordon's mother cried, and then his father did a strange thing. He went up to the attic, got an oil lamp, took it back to the table, and lighted it. He told the children to turn out the electric lights. When there was only the lamp again, they could hardly believe that it had been that dark before. They wondered how they had ever seen anything without the bright lights made possible by electricity.

The food was blessed, and everyone ate. When dinner was over, they all sat quietly. Wrote Gordon:

"In the humble dimness of the old lamp we were beginning to see clearly again. . . .

"It [was] a lovely meal. The jack rabbit tasted like turkey and the turnips were the mildest we could recall. . . .

"... [Our] home . . . , for all its want, was so rich [to] us" [adapted from H. Gordon Green, "The Thanksgiving I Don't Forget," *Reader's Digest*, Nov. 1956, 69–71].



## UNIT OVERVIEW

# November: Spiritual and Temporal Self-Reliance

*“The power is in them, wherein they are agents unto themselves” (D&C 58:28).*

The outlines in this unit will help the young women understand the importance of becoming spiritually and temporally self-reliant. Although they are in their youth, these young women have been blessed with the gift of agency, and they are learning how to set their own course and find answers to their own problems in the gospel of Jesus Christ. The more self-reliant they become, the more freedom they will enjoy. They will be better prepared to serve the Lord, strengthen their families, and fulfill their future roles as wives and mothers.

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### Outlines to choose from this month:

*What does it mean to be self-reliant?*

*How do I know if I am becoming converted?*

*Why is it important for me to gain an education and develop skills?*

*Why is work an important gospel principle?*

*Why does the Lord want me to be healthy?*

*What is the Lord’s way for providing for the poor and needy?*

*How can I find solutions to my challenges and problems?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective

Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.



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## Personal Progress

The following activities from Personal Progress relate to the lessons in this unit:

Divine Nature value projects 1 and 4

Individual Worth value experience 4, value projects 3 and 5

Knowledge value experiences or value projects

Choice and Accountability value experiences 1 and 7, value project 5

Good Works value experience 6

## For the Strength of Youth

The following standards from *For the Strength of Youth* relate to the lessons in this unit:

Education

Tithes and Offerings

Work and Self-Reliance



# What does it mean to be self-reliant?

When we are self-reliant, we use the blessings and abilities God has given us to care for ourselves and our families and find solutions to our own problems. As we become self-reliant, we are also better able to serve and care for others. The Lord wants us to become both spiritually and temporally self-reliant.

## Prepare yourself spiritually

*What scriptures and other resources will help the young women understand what it means to be self-reliant?*

Matthew 25:1–13 (The parable of the ten virgins)

Matthew 25:14–29 (Parable of the talents)

2 Thessalonians 3:10–13; Galatians 6:3–5 (Importance of working and being self-reliant)

D&C 58:26–28 (We are agents unto ourselves)

D&C 88:118 (Seek learning by study and faith)

D&C 89:18–20 (Promises to those who obey the Word of Wisdom)

D&C 104:78 (Pay debts)

Henry B. Eyring, “Spiritual Preparedness: Start Early and Be Steady,” *Ensign* or *Liahona*, Nov. 2005, 37–40

“Work and Self-Reliance,” *For the Strength of Youth* (2011), 40–41

“Welfare,” *True to the Faith* (2004), 184–86

“Self-Reliance,” *Handbook 2: Administering the Church* (2010), 6.1.1

“Temporal Self-Reliance,” *Daughters in My Kingdom: The History and Work of Relief Society* (2011), 51–56

Robert D. Hales, “Meeting the Challenges of Today’s World,” *Ensign* or *Liahona*, Nov. 2015, 44–47

How have you used the blessings and abilities God has given you to care for yourself and your family? How has being self-reliant allowed you to bless others? What other blessings of self-reliance have you experienced?

Why is it important for the young women to become self-reliant? How will self-reliance help them endure times of adversity? How will it bless their future families?

## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Share with the young women the definition of self-reliance at the beginning of this outline. Ask the young women to read D&C 58:26–28, and ask the following questions: What does it mean to be “agents unto [ourselves]”? How can we become more “anxiously engaged in a good cause”? What do these verses teach us about self-reliance? Discuss the answers as a class.
- Write the word “Dependent” on the left side of the board and the word “Self-reliant” on the right side. Ask the young women to define both words (if they need help, refer them to pages 184–85 of *True to the Faith*). Ask them to list ways they are dependent on others and ways they are self-reliant. Why does the Lord want us to grow to be self-reliant?

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## Learn together

*Each of the activities below will help the young women understand what it means to be self-reliant. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Divide the young women into groups and assign each group one of the following aspects of self-reliance: education, finances, relationships, and spiritual strength. Invite each group to review the sections of Elder Robert D. Hales’s talk “Meeting the Challenges of Today’s World” that address these topics. Invite the young women to share what they learned and something they will do to become more self-reliant in one of these areas.
- Write on separate slips of paper the following topics related to self-reliance: *health, education, employment, home storage, finances, and spiritual strength*. Allow each young woman to pick one that she is interested in, and invite her to read about her topic in a copy of section 6.1.1 of *Handbook 2* (pages 34–35). Ask each young woman to briefly teach the class what she learned about her topic, how it relates to self-reliance, and what she can do now to prepare to be self-reliant in the area. How can the young women’s efforts in their youth bless their own futures? How can these efforts bless their families when they become wives and mothers?
- Invite each young woman to read one of the stories in *Daughters in My Kingdom* (pages 51–56) about women who were self-reliant in early Church history. Ask the young women to retell their stories in their own words and share what they learn about self-reliance. What can the young women do to follow these examples while they are in their youth?
- Divide the young women into pairs. Assign each pair a scripture about self-reliance, such as those in

### Teaching tip

“Excellent teachers do not take the credit for the learning and growth of those they teach. Like gardeners who plant and tend crops, they strive to create the best possible conditions for learning. Then they give thanks to God when they see the progress of those they teach” (*Teaching, No Greater Call* [1999], 62).

this outline. Invite the pairs to read their scripture passage and then create a Mormonad about self-reliance. You may want to show an example of a Mormonad from the *New Era* or *Liahona*. Give the young women the opportunity to share their Mormonads with the class. Encourage them to post the Mormonads somewhere at home to remind them of what they learned.

- Give each young woman either five coins, two coins, or one coin. Have them read Matthew 25:14–29 to find what happened to the person in the parable who was given the same amount of money they were given. Discuss questions such as “What did the three servants do with the money they were given?” and “How does this parable relate to self-reliance?” Invite the young women to ponder the

things God has given them that will help them become self-reliant, such as talents, personality traits, and abilities. How can they use these qualities to become more self-reliant? How can they use them to bless their future families?

- Ask the young women what they and their families do to prepare for a natural disaster (such as an earthquake or hurricane). As a class, read the first three paragraphs of President Henry B. Eyring’s talk “Spiritual Preparedness: Start Early and Be Steady.” What are some “spiritual disasters” or trials that we might face? What can we do to prepare spiritually? Give each young woman part of the remainder of President Eyring’s talk, and ask them to look for answers to these questions. Invite them to share what they find.

*Ask the young women to share what they learned today. Do they understand self-reliance well enough to explain it to someone else? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Commit to do one thing this week to become more self-reliant and share their experiences in next week’s class.
- Complete one or more of the following from *Personal Progress*:

Divine Nature value project 1 or 4, Knowledge value experiences or value projects, Choice and Accountability value experience 1 or 7

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior trusted His disciples. He prepared them and gave them important responsibilities to teach, bless, and serve others. How can you encourage the young women in your class to bless those around them through their teaching and service?

# Selected Resources

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*“Welfare,” True to the Faith (2004), 184–85*

The responsibility for your social, emotional, spiritual, physical, and economic well-being rests first on yourself, second on your family, and third on the Church. Under the inspiration of the Lord and through your own labors, you should supply yourself and your family with the spiritual and temporal necessities of life.

You are better able to take care of yourself and your family when you are self-reliant. You are prepared to endure times of adversity without becoming dependent on others.

You can become self-reliant by (1) taking advantage of educational opportunities; (2) practicing sound principles of nutrition and hygiene; (3) preparing for

and obtaining suitable employment; (4) storing a supply of food and clothing to the extent the law allows; (5) managing your resources wisely, including paying tithes and offerings and avoiding debt; and (6) developing spiritual, emotional, and social strength.

In order to become self-reliant, you must be willing to work. The Lord has commanded us to work (see Genesis 3:19; D&C 42:42). Honorable work is a basic source of happiness, self-worth, and prosperity.

If you are ever temporarily unable to meet your basic needs through your own efforts or the support of family members, the Church may be able to help you. In these situations, the Church often provides life-sustaining resources to help you and your family become self-reliant again.



## How do I know if I am becoming converted?

Conversion is a lifelong process of becoming more Christlike through the Atonement of Jesus Christ. It includes a change not only in our behavior but in our desires, our attitudes, and our very natures. It is such a significant change that the Lord refers to it as a rebirth and a mighty change of heart (see Mosiah 27:25; Alma 5:14). We can know that we are becoming converted to the Lord when we lose our desire for sin, we are filled with love, and we seek to share the gospel with others.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women recognize their own conversion to the Lord?*

Enos 1:1–19, 26–27; Mosiah 5:1–5; 27:23–37; Alma 23:6–7; Helaman 3:35; 4 Nephi 1:1–4, 15 (Examples of conversion)

Bonnie L. Oscarson, “Do I Believe?” *Ensign* or *Liahona*, May 2016, 87–89

David A. Bednar, “Converted unto the Lord,” *Ensign* or *Liahona*, Nov. 2012, 106–9

Bonnie L. Oscarson, “Be Ye Converted,” *Ensign* or *Liahona*, Nov. 2013, 76–78

“Conversion,” *True to the Faith* (2004), 40–43

Videos: “Waiting on the Road to Damascus”, “A Mighty Change: Conversion”

Music for youth theme: “New Life”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What experiences have deepened your conversion? What changes have you noticed in your life as you have worked diligently to live the gospel?

What evidence are you seeing that the young women are becoming converted? What do they need to understand about conversion?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to make a list of things that undergo a transformation over time (such as a seed that transforms into a tree or a tadpole that transforms into a frog). How might they use these things to teach others about conversion?
- Write the word *conversion* on the board, and invite the young women to look for words and phrases in Mosiah 27:25–26 that help them understand what conversion is. Invite them to discuss what they learn about conversion from these words and phrases.

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## Learn together

*Each of the activities below will help the young women learn about conversion and recognize evidence of conversion in themselves. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

“Listening is an expression of love. It often requires sacrifice. When we truly listen to others, we often give up what we want to say so they can express themselves” (*Teaching, No Greater Call* [1999], 66).

- A few days in advance, invite a young woman to come to class prepared to share the experience that Michele Carnesecca had when her son Ethan was critically ill, found in Sister Bonnie L. Oscarson’s talk “Do I Believe?” You might write the question “Do I believe it or not?” on the board. Invite the young women to ponder this question as the class reads Sister Oscarson’s descriptions of the things we believe. At the end of class, give the young women an opportunity to bear testimony of the gospel teachings found in this talk that they believe. How have they come to believe these things for themselves?
- Invite the young women to choose one of the talks provided in this outline, read a section of the talk, and use information from the talk to create posters that will answer the question “How do I know if I am becoming converted?” Ask the young women to use their posters and the talks they have studied to teach each other about conversion.
- Invite the young women to study “Conversion” in *True to the Faith* or the scriptures in this outline and write a list of questions they could ask themselves to evaluate their progress toward conversion. Provide time for class members to share what they would include in their list and why. Encourage them to ponder how they would answer these questions.
- Show one of the videos in this outline, and invite the young women to share what they learn about conversion from the video. Tell the young women about experiences that have helped you become more converted, and invite them to share their own experiences.



*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand how to recognize conversion in their lives? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## **Live what we are learning**

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Choose something specific they will do to progress in their efforts to become more converted.
- Write in their journals their feelings about where they are now in the

process of becoming converted. As they have experiences that deepen their conversion, they could record those in their journals also.

*Share with the young women what they will be studying next week. What are their thoughts and questions on this topic? What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## **Teaching in the Savior's way**

The Savior trusted His disciples with important responsibilities to teach, serve, and bless others. His purpose was to help them become converted through their service to others. What opportunities for service and growth can you provide for the young women you teach?

# Selected Resources

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*Excerpt from "Conversion," True to the Faith (2004), 40–43*

## Characteristics of People Who Are Converted

The Book of Mormon provides descriptions of people who are converted to the Lord:

They desire to do good. King Benjamin's people declared, "The Spirit of the Lord Omnipotent, . . . has wrought a mighty change in us, or in our hearts, that we have no more disposition to do evil, but to do good continually" (Mosiah 5:2). Alma spoke of people who "could not look upon sin save it were with abhorrence" (Alma 13:12).

They do not rebel against the Lord. Mormon told of a group of Lamanites who had been wicked and bloodthirsty but who were "converted unto the Lord" (Alma 23:6). These people changed their name to the Anti-Nephi-Lehies and "became a righteous people; they did lay down the weapons of their rebellion, that they did not fight against God any more, neither against any of their brethren" (Alma 23:7).

They share the gospel. Enos, Alma the Elder, Alma the Younger, the sons of Mosiah, Amulek, and Zeezrom dedicated themselves to preaching the gospel after they became converted to the Lord (see Enos 1:26; Mosiah 18:1; 27:32–37; Alma 10:1–12; 15:12).

They are filled with love. After the resurrected Savior visited the people in the Americas, "the people were all converted unto the Lord, upon all the face of the land, both Nephites and Lamanites, and there were no contentions and disputations among them, and every man did deal justly one with another. . . .

"And it came to pass that there was no contention in the land, because of the love of God which did dwell in the hearts of the people.

"And there were no envyings, nor strifes, nor tumults, nor whoredoms, nor lyings, nor murders, nor any manner of lasciviousness; and surely there could not be a happier people among all the people who had been created by the hand of God.

"There were no robbers, nor murderers, neither were there Lamanites, nor any manner of -ites; but they were in one, the children of Christ, and heirs to the kingdom of God" (4 Nephi 1:2, 15–17).

## Striving for Greater Conversion

You have primary responsibility for your own conversion. No one can be converted for you, and no one can force you to be converted. However, others can help you in the process of conversion. Learn from the righteous examples of family members, Church leaders and teachers, and men and women in the scriptures.

Your capacity to experience a mighty change of heart will increase as you strive to follow the Savior's perfect example. Study the scriptures, pray in faith, keep the commandments, and seek the constant companionship of the Holy Ghost. As you continue in the conversion process, you will receive "exceedingly great joy," as King Benjamin's people did when the Spirit "wrought a mighty change in [their] hearts" (see Mosiah 5:2, 4). You will be able to follow King Benjamin's counsel to "be steadfast and immovable, always abounding in good works, that Christ, the Lord God Omnipotent, may seal you his, that you may be brought to heaven, that ye may have everlasting salvation and eternal life" (Mosiah 5:15).



## Why is it important for me to gain an education and develop skills?

Education is an important part of our Heavenly Father's plan to help us become more like Him. Obtaining an education provides understanding and skills that can help us develop self-reliance. Education will also prepare us for greater service in our families, the Church, and the world.

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### Prepare yourself spiritually

*What scriptures and talks will help the young women understand the value of an education?*

Proverbs 4:7; 2 Nephi 9:29; D&C 88:76–80, 118; 90:15; 93:36; 130:18–19  
(We should seek wisdom and knowledge)

Proverbs 31:10–31 (A virtuous woman seeks wisdom and skills to care for her home and family)

Joseph Smith—History 1:11–17; 1 Nephi 11:1–6; D&C 138:1–11

(Examples of people in the scriptures who sought knowledge)

Mary N. Cook, “Seek Learning: You Have a Work to Do,” *Ensign* or *Liahona*, May 2012, 120–22

“Education,” *For the Strength of Youth* (2011), 9–10

Video: “Elder and Sister Bednar—Secular and Spiritual Learning”

How has your education helped prepare you for your life experiences?  
How has it helped you become more self-reliant?

Why is it important for the young women to gain an education? How do they feel about education?  
How will education and skill development help the young women in all their future roles?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Read as a class Doctrine and Covenants 88:118, and discuss why learning is an important principle of the gospel.
- Invite the young women to imagine that a friend from church tells them she is going to drop out of school, explaining, "I'm going to get married someday, and my husband will support me, so I don't need to keep going to school." How would the young women encourage her to continue to pursue an education? Ask them to write their responses on a piece of paper. Collect the papers, and read and discuss the responses with the class. At the end of class, give them the opportunity to add to their responses based on what they learned during the lesson.

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## Learn together

*Each of the activities below will help the young women understand the importance of education. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- As a class, watch "Elder and Sister Bednar—Secular and Spiritual Learning," and ask the young women to listen for what Elder and Sister Bednar teach about secular and spiritual learning. What does Elder Bednar teach about the role of the Holy Ghost? Invite each young woman to share one thing she learned from the video that will help her in her pursuit of an education.
- Divide sections of Mary N. Cook's talk "Seek Learning: You Have a Work to Do" among the young women, and invite them to read their sections and underline ideas that are important to them (they could also watch a video of the talk and write down important ideas). Invite them to share what they underlined with the class and explain how their education can bless them and their future families.
- Assign the young women to read individually one of the five paragraphs from the "Education" section of *For the Strength of Youth* or the statements by President Gordon B. Hinckley and President Thomas S. Monson at the beginning of the talk "Seek Learning: You Have a Work to Do." Ask them to explain to the class what they read, and discuss why it is important to work diligently now to gain a good education. Invite the young women to think about and share their goals to gain an education.
- Divide the class into three groups. Ask the first group to read Proverbs 31:10–31, ask the second group to read the scriptures in this outline that teach that we should seek wisdom and knowledge, and ask the third group to read the scriptures in this outline that give examples of people

### Teaching tip

"It is the pupil who has to be put into action. When a teacher takes the spotlight, becomes the star of the show, does all the talking, and otherwise takes over all of the activity, it is almost certain that he is interfering with the learning of the class members" (Asahel D. Woodruff, in *Teaching, No Greater Call* [1999], 61).

who sought knowledge. Ask each group to discuss what their assigned scriptures teach them about the importance of pursuing education and developing skills. Invite each group to share with the rest of the class what they discussed. How will gaining an education help the young women in their lives? How will it help them become better wives and mothers?

*Ask the young women to share what they learned today. Do they understand the importance of gaining an education? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example they could:*

- Complete one or more of the following from *Personal Progress*: Individual Worth value experience 4, Individual Worth value project 5, Knowledge value experience 1 or 5 or value project 2
- Make a list of things they want to learn and make plans to learn them. After they have fulfilled their plans, they could share their experiences with the other young women.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior used the scriptures to teach and testify about His mission. He taught people to think about the scriptures for themselves and use them to find answers to their own questions. What can you do to inspire the young women to study and ponder the scriptures?

# Selected Resources

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*“Education,” For the Strength of Youth (2011), 9–10*

Education is an important part of Heavenly Father’s plan to help you become more like Him. He wants you to educate your mind and to develop your skills and talents, your power to act well in your responsibilities, and your capacity to appreciate life. The education you gain will be valuable to you during mortality and in the life to come.

Education will prepare you for greater service in the world and in the Church. It will help you better provide for yourself, your family, and those in need. It will also help you be a wise counselor and companion to your future spouse and an informed and effective teacher of your future children.

Education is an investment that brings great rewards and will open the doors of opportunity that may otherwise be closed to you. Plan now to obtain an education. Be willing to work diligently and make sacrifices if necessary. Share your educational goals with your family, friends, and leaders so they can support and encourage you.

Maintain an enthusiasm for learning throughout your life. Find joy in continuing to learn and in expanding your interests. Choose to actively participate in the learning opportunities available to you.

Your education should include spiritual learning. Study the scriptures and the words of the latter-day prophets. Participate in seminary and institute.

Continue throughout your life to learn about Heavenly Father’s plan. This spiritual learning will help you find answers to the challenges of life and will invite the companionship of the Holy Ghost.

*Excerpt from Mary N. Cook, “Seek Learning: You Have a Work to Do,” Ensign or Liahona, May 2012, 120–22*

Seek learning by studying diligently. Rarely will you be able to spend as much time dedicated to learning as you can now. President Gordon B. Hinckley wisely counseled the youth of the Church: “The pattern of study you establish during your formal schooling will in large measure affect your lifelong thirst for knowledge” [Gordon B. Hinckley, *Way to Be! Nine Ways to Be Happy and Make Something of Your Life* (2002), 28]. “You must get all of the education that you possibly can. . . . Sacrifice anything that is needed to be sacrificed to qualify yourselves to do the work of [this] world. . . . Train your minds and hands to become an influence for good as you go forward with your lives” [Gordon B. Hinckley, “Seek Learning,” *New Era*, Sept. 2007, 2, 4].

In speaking specifically to women, President Thomas S. Monson said: “Often the future is unknown; therefore, it behooves us to prepare for uncertainties. . . . I urge you to pursue your education and learn marketable skills so that, should such a situation arise, you are prepared to provide” [Thomas S. Monson, “If Ye Are Prepared Ye Shall Not Fear,” *Liahona* and *Ensign*, Nov. 2004, 116].



## Why is work an important gospel principle?

The Lord has commanded us not to be idle. Developing the capacity to work helps us contribute to the world in which we live. It brings an increased sense of self-worth. It blesses us and our families, both now and in the future.

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### Prepare yourself spiritually

*What scriptures and talks will help the young women understand why work is an important gospel principle?*

Genesis 3:19; Galatians 6:3–5; 1  
Thessalonians 4:11; Mosiah 10:4–5  
(We are commanded to work)

H. David Burton, “The Blessing of  
Work,” *Ensign* or *Liahona*, Dec. 2009,  
43–46

Proverbs 31:27; Alma 38:12; D&C  
58:27; 60:13; 75:29 (Do not be idle)

“Work and Self-Reliance,” *For the  
Strength of Youth* (2011), 40–41

Moses 1:39 (God’s work and glory)

“Happiness in Family Life: Work”

Dieter F. Uchtdorf, “Two Principles  
for Any Economy,” *Ensign* or *Liahona*,  
Nov. 2009, 55–58

Video: “Easily Guided”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What role has work played in your life? How has it blessed you and your family, both temporally and spiritually?

Do the young women you teach think of work as an opportunity or as something they want to avoid? How can you help them recognize the many blessings of work and develop a desire to work?

See the appendix for other teaching and learning ideas.



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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to watch the video “Easily Guided” and look for blessings that come from hard work. Ask the young women to discuss blessings they have received because of hard work.
- Invite a young woman to share a talent with the class and explain what she had to do to develop that talent. What motivated her to work hard at her talent? Invite others in the class to share experiences in which they worked to achieve something. Why does Heavenly Father want us to learn to work?

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## Learn together

*Each of the activities below will help the young women learn about the value of work. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Give each young woman a scripture reference about work (such as those listed in this outline). Ask her to read the scripture and think of an example from her life or the life of someone else that demonstrates the principle taught in her scripture. Invite the young women to share their scriptures and the examples they thought of. How does work bless our lives?
- Give each young woman one of the scriptures from this outline, and ask her to write a short summary of the scripture on a piece of paper. Ask the young women to post their summaries on the board. Assign each young woman a different scripture, and invite her to read it and find the summary on the board that matches the scripture. What do the young women learn from these scriptures about the importance of work? How have the young women been blessed because of their own hard work?
- Using the “Work and Self-Reliance” section in *For the Strength of Youth*, the talks suggested in this outline, or the Work site, choose statements about work that you think will be meaningful to the young women. Give each young woman a copy of one of the statements. Invite her to read the statement silently and pass it to the person sitting next to her. Have the young women continue until everyone has read each of the statements. Place all of the statements on the board, and invite each young woman to select one that is especially meaningful to her and share why she finds it meaningful. What do they learn from these statements about the importance of work? How will learning how to work bless them and their families, now and in the future?

### Teaching tip

“Ask questions that require learners to find answers in the scriptures and the teachings of latter-day prophets” (*Teaching, No Greater Call* [1999], 62).

- Give the young women copies of relevant sections from one of the talks suggested in this outline. Invite them to read the sections individually and underline words and phrases that describe the blessings that come from work. Ask them to share what they

underlined with someone else in the class. What have the young women learned about work from their families? What work can they do now that will bless their own homes? How can learning how to work now help them as mothers?

*Ask the young women to share what they learned today. Do they understand the value of work better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Help more with household chores, get a part-time job, or volunteer with a local service organization.
- Complete one or more of the following in *Personal Progress*: Knowledge value project 1, Choice and Accountability value project 5.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior knew those He taught and customized His teaching to reach different individuals. As you prepare to teach, read the scriptures and other resources with the young women in mind, and ponder what you can do to reach individual class members.

# Selected Resources

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*“Work and Self-Reliance,”* For the Strength of Youth (2011), 40–41

Work is honorable. Developing the capacity to work will help you contribute to the world in which you live. It will bring you an increased sense of self-worth. It will bless you and your family, both now and in the future.

Learning to work begins in the home. Help your family by willingly participating in the work necessary to maintain a home. Learn early to handle your money wisely and live within your means. Follow the teachings of the prophets by paying your tithing, avoiding debt, and saving for the future.

Set high goals for yourself, and be willing to work hard to achieve them. Develop self-discipline, and be dependable. Do your best in your Church callings, schoolwork, employment, and other worthwhile pursuits. Young men should be willing to do what is needed to be prepared to serve a full-time mission. Heavenly Father has given you gifts and talents and knows what you are capable of achieving. Seek His help and guidance as you work to achieve your goals.

The Lord has commanded us not to be idle. Idleness can lead to inappropriate behavior, damaged relationships, and sin. One form of idleness is spending excessive amounts of time in activities that keep you from productive work, such as using the Internet, playing video games, and watching television.

Do not waste your time and money in gambling. Gambling is wrong and should not be used as a form of entertainment. It is addictive and can lead to lost opportunities, ruined lives, and broken families. It is false to believe that you can get something for nothing.

One of the blessings of work is developing self-reliance. When you are self-reliant, you use the blessings and abilities God has given you to care for yourself and your family and to find solutions for your own problems. Self-reliance does not mean that you must be able to do all things on your own. To be truly self-reliant, you must learn how to work with others and turn to the Lord for His help and strength.

Remember that God has a great work for you to do. He will bless you in your efforts to accomplish that work.



## Why does the Lord want me to be healthy?

Good health is an important part of being self-reliant. Safeguarding our health will allow us to fulfill our divine potential and serve others more effectively. The way we treat our bodies affects our spiritual health and our ability to receive guidance from the Holy Ghost. In order to preserve our health, we should obey the Word of Wisdom, eat nutritious food, exercise regularly, and get adequate sleep.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young women understand why the Lord wants us to be healthy?*

1 Corinthians 6:19 (Our bodies are temples of God)

D&C 88:124 (Guidelines for keeping our bodies and minds healthy)

D&C 89 (The Word of Wisdom)

Boyd K. Packer, “The Word of Wisdom: The Principle and the Promises,” *Ensign*, May 1996, 17–19

“Physical and Emotional Health,” *For the Strength of Youth* (2011), 25–27

Video: “A Brand New Year 2010: Physical Health”

How has maintaining your health allowed you to serve the Lord more effectively? What other blessings have you received as you have strived to live a healthy life?

What temptations do the young women face that could harm their health? What blessings will they receive as they observe the Lord’s law of health?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Display side by side a picture of a young woman and a picture of a temple. Ask the young women how their bodies are like temples (see 1 Corinthians 6:19). Invite each young woman to discuss with someone else in the class why it is important to keep our bodies and minds clean and healthy.
- Write on the board “Why does the Lord want us to be healthy?” Invite the young women to share possible answers and look for additional answers throughout the lesson.

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## Learn together

*Each of the activities below will help the young women understand why the Lord wants them to be healthy. Following the inspiration of the Spirit, select one or more that will work best for your class:*

### Teaching tip

“You should be careful not to talk more than necessary or to express your opinion too often. These actions can cause learners to lose interest. Think of yourself as a guide on a journey of learning who inserts appropriate comments to keep those you teach on the correct path” (*Teaching, No Greater Call* [1999], 64).

- Invite the young women to make lists of things they are doing to keep their minds and bodies healthy. Divide the class into groups, and assign each group to search one of the following scriptures, looking for counsel to help them keep their minds and bodies healthy: D&C 88:124; D&C 89:5–9; and D&C 89:10–16 (if they need help understanding the counsel in D&C 89, see *True to the Faith*, pages 186–88). Have each group report their findings. Ask the young women to review their lists and determine if there are additional things they could do to maintain their health. Invite the young women who feel comfortable doing so to share any changes they plan to make that will bless them now and in the future.
- If necessary, briefly review the Word of Wisdom to ensure that the young women understand the Lord’s counsel regarding physical health. Write on the board, “Why has the Lord given us the Word of Wisdom?” Ask the young women to suggest some answers. Invite the young women to read D&C 89:18–21 to find the promises the Lord makes to those who obey the Word of Wisdom. How are each of these promises fulfilled in our lives? (If they need help understanding these promises, suggest that they refer to President Boyd K. Packer’s explanation in his talk “The Word of Wisdom: The Principle and the Promises”). Invite them to share their testimonies of this doctrine or of blessings they have received by living the Word of Wisdom.
- Show the video “Physical Health,” and invite the young women to watch for reasons we should keep our bodies healthy—including both temporal and spiritual reasons. Ask them to share what they find. As part of this discussion, consider sharing this statement from President Boyd K. Packer: “Surely the Word of Wisdom

was given so that you may keep the delicate, sensitive, spiritual part of your nature on proper alert. Learn to 'listen' to your feelings. You will be guided and warned and taught and blessed" ("The Word of Wisdom: The Principle and the Promises," *Ensign*, May 1996, 19). How has President Packer's promise been fulfilled in the lives of the young women?

- Invite the young women to read "Physical and Emotional Health" in *For the Strength of Youth*. Ask some of the young women to list on the board several items of counsel they find, and ask others to list the blessings promised to those who follow this counsel. Ask them to discuss how the way they treat their bodies affects their spirits. How could they use the lists on the board to explain their standards to friends of other faiths?

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand why the Lord wants them to be healthy? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Keep track of what they eat for a week and evaluate whether they are following the Lord's counsel regarding physical health.
- Complete Knowledge value project 3 in *Personal Progress*.
- Plan a Mutual activity that includes exercise and healthy foods.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior invited those He taught to act in faith and live the truths He taught. How can you invite the young women you teach to act in faith and keep their minds and bodies healthy? How can you inspire them to seek the spiritual and physical benefits of living as the Lord has commanded?

# Selected Resources

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*Excerpt from Boyd K. Packer, "The Word of Wisdom: The Principle and the Promises," Ensign, May 1996, 17–19*

Honor the principle of the Word of Wisdom and you will receive the promised blessings. "All saints," the revelation promises, "who remember to keep and do these sayings, walking in obedience to the commandments," are promised that they "shall receive health in their navel and marrow to their bones" and "shall run and not be weary, and shall walk and not faint" (D&C 89:18, 20).

The Word of Wisdom does not promise you perfect health, but it teaches how to keep the body you were born with in the best condition and your mind alert to delicate spiritual promptings. . . .

And then there is a greater blessing promised in the Word of Wisdom. Those who obey it are promised that they "shall find wisdom and great treasures of knowledge, even hidden treasures" (D&C 89:19). This is the personal revelation through which you can detect invisible crocodiles or hidden mines or other dangers. . . .

There's a final promise in the revelation. Speaking again of those who keep and do and obey these commandments, the Lord said, "I . . . give unto them a promise, that the destroying angel shall pass by them, as the children of Israel, and not slay them" (D&C 89:21). That is a remarkable promise.

To understand it, we must turn to the time of Moses. The Israelites had been enslaved for 400 years. Moses came as their deliverer. He called forth plagues upon Egypt. The Pharaoh agreed each time

to free the Israelites, but each time he reneged on his promise. Finally, "the Lord said unto Moses, Yet will I bring one plague more upon Pharaoh, and upon Egypt; afterwards he will let you go. . . . All the firstborn in the land of Egypt shall die" (Ex. 11:1, 5).

Moses told the Israelites to "take . . . a lamb . . . without blemish, a male of the first year. . . . Neither shall ye break a bone thereof" (Ex. 12:3, 5, 46; see also John 19:33).

They were to prepare the lamb as a feast and "take of the blood, and strike it on the . . . door post of the houses. . . . For I will pass through the land of Egypt this night, and will smite all the firstborn in the land . . . : and when I see the blood, I will pass over you, and the plague shall not be upon you to destroy you. . . . And this day . . . ye shall keep . . . by an ordinance for ever" (Ex. 12:7, 12–14). "When your children shall say unto you, What mean ye by this . . . ? . . . ye shall say, It is the sacrifice of the Lord's passover" (Ex. 12:26–27).

Surely, young people, you see the prophetic symbolism in the Passover. Christ was "the Lamb of God" (John 1:29, 36), the firstborn, male, without blemish. He was slain without breaking his bones, even though the soldiers were sent to do it.

But it is not from mortal death that we shall be spared in such a passover if we walk in obedience to these commandments, for each of us in time shall die. But there is spiritual death which you need not suffer. If you are obedient, that spiritual death will pass over you, for "Christ our passover is sacrificed for us," the revelation teaches (1 Cor. 5:7).





## What is the Lord's way for providing for the poor and needy?

When Jesus Christ came to earth, He spent much of His ministry caring for the poor and needy. Through His Church, the Lord has provided a way for us to care for those in need. He has asked us to give generously according to what we have received from Him. "The Lord's way of caring for the needy is different from the world's way. The Lord has said, '[Caring for the poor] must needs be done in mine own way.' He is not only interested in our immediate needs; He is also concerned about our eternal progression. For this reason, the Lord's way has always included self-reliance and service to our neighbor in addition to caring for the poor" (Dieter F. Uchtdorf, "Providing in the Lord's Way," *Ensign* or *Liahona*, Nov. 2011, 54).

### Prepare yourself spiritually

*What scriptures and other resources will help the young women understand how the Lord provides for the poor and needy?*

Isaiah 58:6–11; Malachi 3:8–10;  
Matthew 25:35–40; D&C 82:18–19  
(Ways to care for the poor)

James 1:27; Mosiah 18:27–28; D&C  
42:29–30 (The importance of caring  
for the poor and needy)

Alma 34:27–28; Mormon 8:35–37;  
D&C 56:16–18; 70:14 (The Lord's  
warnings to those who do not care for  
the poor)

D&C 104:15–18 (Provide for the poor  
in the Lord's way)

Patrick Kearon, "Refuge from the  
Storm," *Ensign* or *Liahona*, May 2016,  
111–14

Linda K. Burton, "I Was a Stranger,"  
*Ensign* or *Liahona*, May 2016, 13–15

Jeffrey R. Holland, "Are We Not All  
Beggars?" *Ensign* or *Liahona*, Nov.  
2014, 40–42

"Members' Efforts to Care for the  
Poor and Needy and Give Service,"  
*Handbook 2: Administering in the  
Church* (2010), 6.1.2

Videos: "I Was a Stranger: Love One  
Another," "I Was a Stranger—Invite a  
Refugee to Dinner," "When We Were  
Strangers," Humanitarian videos

How have you sought to follow the example of the Savior in providing for others? What experiences could you share with the young women?

What principles of providing in the Lord's way do the young women need to understand? How will understanding these principles help them become better disciples of Christ?

See the appendix for other teaching and learning ideas.

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Show one of the Church's humanitarian videos, and ask the young women what they learn about helping the poor and needy from the Church's example. Invite them to share experiences they have had helping others.
  - Ask the young women to list some of the temporal and spiritual needs a person might have. Write on the board, "What is the Lord's way for providing for the poor and needy?" Share with the young women the statement by President Dieter F. Uchtdorf at the beginning of this outline, and ask the young women to listen for answers to the question. Invite them to share what they find. How can we help the poor and needy become more self-reliant?
- 

## Learn together

*Each of the activities below will help the young women learn about the Lord's way of providing for the poor and needy. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- In his talk "Refuge from the Storm," Elder Patrick Kearon said, "There are an estimated 60 million refugees in the world today. . . . It is shocking to consider the numbers involved and to reflect on what this means in each individual life." To help the young women become aware of the refugee crisis and how they can help, show them one or more of the videos in this outline. How do they feel about the trials refugees face? You might invite class members in small groups to review Elder Kearon's talk or Sister Linda K. Burton's talk "I Was a Stranger," looking for things they can do to help refugees. Help the young women make plans to act on these suggestions.
- Divide the young women into pairs. Assign one member of each pair to read scriptures about the importance of caring for the poor and needy, and assign the other to read scriptures that give warnings to those who do not care for the poor and needy (for ideas, see the scriptures suggested in this outline). Invite the young women to study their scripture passages and then share with their partners what they learned. Ask them

### Teaching tip

"When an individual asks a question, consider inviting others to answer it instead of answering it yourself. For example, you could say, 'That's an interesting question. What do the rest of you think?' or 'Can anyone help with this question?'" (*Teaching, No Greater Call* [1999], 64).

why caring for the poor and needy is so important to Heavenly Father. Invite the young women to discuss ways they can help those in need in their families, ward, and community.

- Give class members copies of Elder Jeffrey R. Holland's talk "Are We Not All Beggars?" Ask each young woman to choose one of the scripture passages Elder Holland quotes about helping the poor and needy. Invite each young woman to share the scripture passage she has chosen and what it means to her. As a class, review Elder Holland's counsel: "I don't know exactly how each of you should fulfill your obligation to those who do not or cannot always help themselves. But I know that God knows, and He will help you and guide you in compassionate acts

of discipleship." Give class members some time to think of ways they feel God wants them to care for the poor and needy. Invite them to share their feelings with the class.

- Invite a member of the bishopric to share with the young women his feelings about caring for the poor and needy and opportunities the young women have to help ward or community members in need. He could also discuss how sacred Church funds are used, including fast offerings, humanitarian contributions, and donations to the Perpetual Education Fund (see *Handbook 1: Stake Presidents and Bishops* [2010], 14.4). Consider using class time to plan a specific service activity based on this discussion.

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand what it means to provide for the needy in the Lord's way? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Complete one of the following in *Personal Progress*: Individual Worth value project 3 or Good Works value experience 6.
- Perform an act of service for someone in need.

- Follow President Thomas S. Monson's counsel to "pray for the inspiration to know of the needs of those around us, and then . . . go forward and provide assistance" ("God Be with You Till We Meet Again," *Ensign* or *Liahona*, Nov. 2012, 110).

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior was an example and mentor. He taught His disciples to pray by praying with them. He taught them to love and serve by the way He loved and served them. He taught them how to teach His gospel by the way He taught it. How can you follow His example?

# Selected Resources

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*Excerpt from Jeffrey R. Holland, "Are We Not All Beggars?" Ensign or Liahona, Nov. 2014, 40–42*

In what would be the most startling moment of His early ministry, Jesus stood up in His home synagogue in Nazareth and read these words prophesied by Isaiah and recorded in the Gospel of Luke: "The Spirit of the Lord is upon me, because he hath anointed me to preach the gospel to the poor; he hath sent me to heal the brokenhearted, to preach deliverance to the captives, and . . . set at liberty them that are bruised" [Luke 4:18]. . . .

Down through history, poverty has been one of humankind's greatest and most widespread challenges. Its obvious toll is usually physical, but the spiritual and emotional damage it can bring may be even more debilitating. In any case, the great Redeemer has issued no more persistent call than for us to join Him in lifting this burden from the people. As Jehovah, He said He would judge the house of Israel harshly because "the spoil of the [needy] is in your houses."

"What mean ye," He cried, "that ye beat my people to pieces, and grind the faces of the poor?" [Isaiah 3:14–15].

The writer of Proverbs would make the matter piercingly clear: "He that oppresseth the poor reproacheth his Maker," and "whoso stoppeth his ears at the cry of the poor . . . shall [also] cry himself, but shall not be heard" [Proverbs 14:31; 21].

In our day, the restored Church of Jesus Christ had not yet seen its first anniversary when the Lord commanded the members to "look to the poor and . . . needy, and administer to their relief that they shall not suffer" [D&C 38:35]. Note the imperative tone of that passage—"they *shall* not suffer." That is language God uses when He means business.

Given the monumental challenge of addressing inequity in the world, what can one man or woman do? The Master Himself offered an answer. When, prior to His betrayal and Crucifixion, Mary anointed Jesus's head with an expensive burial ointment, Judas Iscariot protested this extravagance and "murmured against her" [see Mark 14:3–5; see also Matthew 26:6–9; John 12:3–5].

Jesus said:

"Why trouble ye her? she hath wrought a good work. . . .

*"She hath done what she could."*

"She hath done what she could"! What a succinct formula! A journalist once questioned Mother Teresa of Calcutta about her hopeless task of rescuing the destitute in that city. He said that, statistically speaking, she was accomplishing absolutely nothing. This remarkable little woman shot back that her work was about love, not statistics. Notwithstanding the staggering number *beyond* her reach, she said she could keep the commandment to love God and her neighbor by serving those *within* her reach with whatever resources she had. "What we do is nothing but a drop in the ocean," she would say on another occasion. "But if we didn't do it, the ocean would be one drop less [than it is]" [Mother Teresa of Calcutta, *My Life for the Poor*, ed. José Luis González-Balado and Janet N. Playfoot (1985), 20]. Soberly, the journalist concluded that Christianity is obviously *not* a statistical endeavor. He reasoned that if there would be more joy in heaven over one sinner who repents than over the ninety and nine who need no repentance, then apparently God is not overly preoccupied with percentages [see Malcolm Muggeridge, *Something Beautiful for God* (1986), 28–29, 118–19; see also Luke 15:7].

So how might we "do what we can"?

# Selected Resources

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For one thing, we can, as King Benjamin taught, cease withholding our means because we see the poor as having brought their misery upon themselves. Perhaps some *have* created their own difficulties, but don't the rest of us do exactly the same thing? Isn't that why this compassionate ruler asks, "Are we not all beggars?" [Mosiah 4:19]. Don't we all cry out for help and hope and answers to prayers? Don't we all beg for forgiveness for mistakes we have made and troubles we have caused? Don't we all implore that grace will compensate for our weaknesses, that mercy will triumph over justice at least in our case? Little wonder that King Benjamin says we *obtain* a remission of our sins by pleading to God, who compassionately responds, but we *retain* a remission of our sins by compassionately responding to the poor who plead to us [see Mosiah 4:11–12, 20, 26].

In addition to taking merciful action in their behalf, we should also pray for those in need. A group of Zoramites, considered by their fellow congregants to be "filthiness" and "dross"—those are scriptural

words—were turned out of their houses of prayer "because of the coarseness of their [wearing] apparel." They were, Mormon says, "poor as to things of the world; and also . . . poor in heart" [Alma 32:2–3]—two conditions that almost always go together. Missionary companions Alma and Amulek counter that reprehensible rejection of the shabbily dressed by telling them that whatever privileges others may deny them, they can always pray—in their fields and in their houses, in their families and in their hearts [see Alma 34:17–27].

But then, to this very group who had themselves been turned away, Amulek says, "After [you] have [prayed], if [*you*] turn away the needy, and the naked, and visit not the sick and afflicted, and impart of your substance, if [*you*] have [*it*], to those who stand in need—I say unto *you*, . . . your prayer is vain, and availeth you nothing, and [you] are as hypocrites who do deny the faith" [Alma 34:28; emphasis added]. What a stunning reminder that rich *or* poor, we are to "do what we can" when others are in need.



# How can I find solutions to my challenges and problems?

Self-reliance includes the ability to find solutions to our own problems and challenges. Many of these solutions are found in the restored gospel of Jesus Christ. Our Heavenly Father is mindful of the challenges we face. He loves us and wants to help us. We should pray for guidance as we seek answers to our challenges in the scriptures and the words of the prophets and apostles.

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## Prepare yourself spiritually

*What scriptures and other resources will help the young women understand how the gospel can help with life's challenges?*

Proverbs 3:5–6; Matthew 11:28–30; Mark 4:36–39; Alma 7:11–13; Alma 37:35–37; 38:5 (Seek the Lord's help with challenges and problems)

Thomas S. Monson, "We Never Walk Alone," *Ensign* or *Liahona*, Nov. 2013, 121–24

Richard G. Scott, "Make the Exercise of Faith Your First Priority," *Ensign* or *Liahona*, Nov. 2014, 92–95

Jeffrey R. Holland, "Like a Broken Vessel," *Ensign* or *Liahona*, Nov. 2013, 40–42

"Physical and Emotional Health," *For the Strength of Youth* (2012), 25–27

Video: "Sitting on the Bench: Thoughts on Suicide Prevention"

How has the gospel provided solutions and comfort during your challenging times?

What issues or challenges do the young women face?  
What challenges might they face in the future?  
What principles of the gospel will help them successfully cope with these challenges?

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.



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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to name some challenges or problems youth their age are facing, and write their responses on the board. Ask the young women to identify some unhealthy or unproductive things youth might do to cope with these problems. Throughout the lesson, invite the young women to look for ways the truths of the gospel can help.
- Share an experience from your own life in which the gospel provided answers or assistance for a specific problem or challenge. Invite the young women to share similar experiences from their own lives.

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## Learn together

*Each of the activities below can help the young women learn how to find solutions to their own challenges. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Invite the young women to think of a challenge or problem that young women today face. Ask them to browse the topic index in the most recent conference issue of the *Ensign* or *Liahona*, looking for topics that could help address that problem. Invite them to search one of the talks related to those topics and share with the class a statement that could help a young woman overcome her challenges. Encourage the young women to use the topic index to find help with their own challenges.
- Invite the young women to read the last two paragraphs of "Physical and Emotional Health" in *For the Strength of Youth* and look for counsel that could help them or people they know. What are some examples of "healthy solutions" we should seek when we have problems? What solutions does the gospel of Jesus Christ offer?
- Share the following statement by President Thomas S. Monson: "My dear sisters, your Heavenly Father loves you—each of you. That love never changes. It is not influenced by your appearance, by your possessions, or by the amount of money you have in your bank account. It is not changed by your talents and abilities. It is simply there. It is there for you when you are sad or happy, discouraged or hopeful. God's love is there for you whether or not you feel you deserve love. It is simply always there" ("We Never Walk Alone," *Ensign* or *Liahona*, Nov. 2013, 123–24). Invite the young women to share experiences in which they felt God's love during a difficult challenge. Ask each young woman to read one of the scriptures from this outline and share how it could help someone who is facing a challenge or problem that is common among youth today. What

### Teaching tip

"Be careful not to end good discussions too soon in an attempt to present all the material you have prepared. Although it is important to cover the material, it is more important to help learners feel the influence of the Spirit, resolve their questions, increase their understanding of the gospel, and deepen their commitment to keep the commandments" (*Teaching, No Greater Call* [1999], 64).



## Teaching in the Savior's way

The Savior taught His followers to think about the scriptures for themselves and use them to find answers to their own questions. How can you help the young women desire to turn to the scriptures and the words of the prophets as they seek answers to their challenges?

does it mean to “trust in the Lord” or come unto Christ when we need help? Are there other scriptures the young women can think of that could help with specific challenges or problems?

- Ask the young women to think of someone they know who is struggling with mental or emotional challenges. Give each young woman a copy of Elder Jeffrey R. Holland's talk “Like a Broken Vessel.” Ask them to look for answers to his question “How do you best respond when mental or emotional challenges confront you or those you love?” You might also show the video “Sitting on the Bench:

Thoughts on Suicide Prevention.” Invite the young women to share what they learn and to discuss how these teachings could help the person they are thinking of.

- Ask class members to think of personal challenges or problems they are facing. List on the board the four tools Elder Richard G. Scott mentions in his talk “Make the Exercise of Faith Your First Priority,” and ask class members to study about one of the tools they feel could help them with their challenges. Invite them to share what they learn from Elder Scott's counsel.

*Ask the young women to share what they learned today. Do they understand how to find solutions to life's challenges in the gospel of Jesus Christ? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Study the scriptures with a specific question or problem in mind. Record in a journal the impressions and answers from the Spirit.

- Choose a topic in the *For the Strength of Youth* pamphlet they would like to improve in. Keep a journal of their efforts and successes in the coming week.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

# Selected Resources

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*Excerpt from Dieter F. Uchtdorf, “Forget Me Not,” Ensign or Liahona, Nov. 2011, 120–23*

## **First, forget not to be patient with yourself.**

I want to tell you something that I hope you will take in the right way: God is fully aware that you and I are not perfect.

Let me add: God is also fully aware that the people you think are perfect are not.

And yet we spend so much time and energy comparing ourselves to others—usually comparing our weaknesses to their strengths. This drives us to create expectations for ourselves that are impossible to meet. As a result, we never celebrate our good efforts because they seem to be less than what someone else does. . . .

God wants to help us to eventually turn all of our weaknesses into strengths, [see Ether 12:27] but He knows that this is a long-term goal. He wants us to become perfect, [see 3 Nephi 12:48] and if we stay on the path of discipleship, one day we will. It’s OK that you’re not quite there yet. Keep working on it, but stop punishing yourself.

Dear sisters, many of you are endlessly compassionate and patient with the weaknesses of others. Please remember also to be compassionate and patient with yourself. . . .

## **Third, forget not to be happy now. . . .**

So many people today are waiting for their own golden ticket—the ticket that they believe holds the key to the happiness they have always dreamed about. For some, the golden ticket may be a perfect marriage; for others, a magazine-cover home or perhaps freedom from stress or worry.

There is nothing wrong with righteous yearnings—we hope and seek after things that are “virtuous, lovely,

or of good report or praiseworthy” [Articles of Faith 1:13]. The problem comes when we put our happiness on hold as we wait for some future event—our golden ticket—to appear. . . .

This is not to say that we should abandon hope or temper our goals. Never stop striving for the best that is within you. Never stop hoping for all of the righteous desires of your heart. But don’t close your eyes and hearts to the simple and elegant beauties of each day’s ordinary moments that make up a rich, well-lived life.

The happiest people I know are not those who find their golden ticket; they are those who, while in pursuit of worthy goals, discover and treasure the beauty and sweetness of the everyday moments. They are the ones who, thread by daily thread, weave a tapestry of gratitude and wonder throughout their lives. These are they who are truly happy. . . .

## **Fifth, forget not that the Lord loves you. . . .**

Sisters, wherever you are, whatever your circumstances may be, you are not forgotten. No matter how dark your days may seem, no matter how insignificant you may feel, no matter how overshadowed you think you may be, your Heavenly Father has not forgotten you. In fact, He loves you with an infinite love.

Just think of it: You are known and remembered by the most majestic, powerful, and glorious Being in the universe! You are loved by the King of infinite space and everlasting time! . . .

God loves you because you are His child. He loves you even though at times you may feel lonely or make mistakes.

The love of God and the power of the restored gospel are redemptive and saving. If you will only allow His divine love into your life, it can dress any wound, heal any hurt, and soften any sorrow.



## UNIT OVERVIEW

# December: Building the Kingdom of God in the Latter Days

*“May the kingdom of God go forth, that the kingdom of heaven may come” (D&C 65:6).*

The young women in your class were sent to the earth at this specific time to help prepare the world for the Second Coming of the Savior. They have special gifts and talents that the Lord wants them to use to help build His kingdom and share His gospel. The lessons in this unit will help them develop those gifts as they prepare to become leaders and teachers in the Church of and kingdom of God.

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### Outlines to choose from this month:

*How can I invite others to come unto Christ?*

*How does Heavenly Father want me to use my spiritual gifts?*

*How can I prepare to establish a Christ-centered home?*

*What can I do to help new members of the Church?*

*How can I help my less-active friends return to church?*

*What is Zion?*

*How can I participate in the hastening of the Lord’s work?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective

Mutual activities. Work with class presidencies to select and plan appropriate activities that reinforce what the young women learn on Sunday.

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## Personal Progress

The following activities from *Personal Progress* relate to the lessons in this unit:

Individual Worth value experience 7

Good Works value experience 7

## For the Strength of Youth

The following standards from *For the Strength of Youth* relate to the lessons in this unit:

Family

Friends



## How can I invite others to come unto Christ?

Each member of the Church has the responsibility to help others come unto Christ and receive the blessings of His restored gospel. Our testimonies and our good examples can inspire our friends and neighbors to want to learn more about the Savior and His gospel.

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### Prepare yourself spiritually

*What scriptures and other resources will inspire the young women to invite others to come unto Christ?*

1 Timothy 4:12 (Be an example of the believers)

1 Peter 3:15 (Be ready always to give an answer to those who ask about our beliefs)

Mosiah 18:9 (We are willing to stand as witnesses of God)

D&C 28:16; 100:3–8 (If we open our mouths, they will be filled with what to say)

D&C 84:85 (If we treasure up the word, the things we should say will be given to us)

M. Russell Ballard, “Put Your Trust in the Lord,” *Ensign* or *Liahona*, Nov. 2013, 43–45

Richard G. Scott, “I Have Given You an Example,” *Ensign* or *Liahona*, May 2014, 32–35

David A. Bednar, “Come and See,” *Ensign* or *Liahona*, Nov. 2014, 107–10

“Missionary Work,” in chapter 5 of *Preach My Gospel* (2004), 84

Video: “Because I Have Been Given Much”

What experiences have you had inviting others to come unto Christ? What are some effective ways you have found to talk about the gospel with others?

What opportunities do the young women have to invite others to come unto Christ? What experiences have they had that they could share with each other?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Recite the Young Women theme as a class. Ask the young women how they would respond if a friend of another faith asked, "What do you mean when you say, 'We will stand as witnesses of God'?"
- Invite the young women to show pictures of full-time missionaries from their families (or see *Gospel Art Book*, 109–10). Ask them to make a list of the qualities or attributes a person needs in order to be a missionary. Which of these things can the young women obtain right now? Help them understand that they do not need to be called as full-time missionaries in order to share the gospel.

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## Learn together

*Each of the activities below can help the young women learn how to invite others to come unto Christ. Following the guidance of the Spirit, select one or more that will work best in your class:*

- Invite the young women to read as a class Elder M. Russell Ballard's invitation in his talk "Put Your Trust in the Lord" (in the two paragraphs beginning with "The key is that you be inspired of God"). Share an experience you have had as you have accepted this invitation, and invite the young women to share their experiences. Give them time to think about someone they could reach out to and invite to come unto Christ.
- Divide the class in half, and assign one half to read about the example of Grandmother Whittle in Elder Richard G. Scott's talk "I Have Given You an Example." Assign the other half to read about the example of Jeanene Watkins in the same talk. Ask them to summarize these stories for each other and share what they learn from them about inviting others to come unto Christ. Invite the young women to search the rest of Elder Scott's talk and share other counsel he gives. How can they apply his counsel in their efforts to help others come unto the Savior?
- With permission of the bishop, invite a ward member (if possible, one of the young women) who is a convert to the Church to share his or her experiences being introduced to the gospel. What influence did the examples of Latter-day Saint friends have on the person's decision to investigate the gospel? What advice would he or she give the young women about inviting others to come unto Christ? Invite the young women to ask any questions they have. (As an alternative, you could show the video "Because I Have Been Given Much" and discuss the influence we can have in helping our friends accept the gospel.)

### Teaching tip

"Testimonies are often most powerful when they are short, concise, and direct" (*Teaching, No Greater Call* [1999], 43).



- Write the scripture references from this lesson on the board. Ask each young woman to select one of the scriptures, study it, and draw a picture that represents what the scripture teaches. Ask the young women to share the messages of their scriptures, based on their pictures. Then invite each young woman to read her scripture to the class and share what she plans to do to live by it.

- Before class, invite each young woman to bring an object or picture

that represents one way the gospel has blessed her life. During class, read together the story about Elder David A. Bednar's sons in his talk "Come and See." Why was the younger brother so enthusiastic about bandaging his friends' arms? Invite the young women to share the objects or pictures they brought and describe the blessings these objects represent. Encourage them to think of people they know who haven't received these blessings, and invite them to make a plan to share the gospel with them.

*Ask the young women to share what they learned today. Do they understand how to invite others to come unto Christ? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Pray for opportunities to share the gospel and discuss in a future class the experiences they have.

- Carry pass-along cards with them to school and look for opportunities to use them to share the gospel.

- Study chapter 3 of *Preach My Gospel* to prepare to talk to others about the restored gospel.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior's way

The Savior invited those who followed Him to testify. How can you help the young women feel more comfortable testifying of their beliefs to those around them?

# Selected Resources

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*Excerpt from M. Russell Ballard, “Put Your Trust in the Lord,” Ensign or Liahona, Nov. 2013*

The key is that you be inspired of God, that you ask Him for direction and then go and do as the Spirit prompts you. When members view the work of salvation as their responsibility alone, it can be intimidating. When they view it as an invitation to follow the Lord in bringing souls unto Him to be taught by

the full-time elders and sisters, it is inspiring, invigorating, and uplifting.

We are not asking everyone to do everything. We are simply asking all members to pray, knowing that if every member, young and old, will reach out to just “one” between now and Christmas, millions will feel the love of the Lord Jesus Christ. And what a wonderful gift to the Savior.



# How does Heavenly Father want me to use my spiritual gifts?

Spiritual gifts are blessings or abilities that are given by the power of the Holy Ghost. As children of Heavenly Father, we all have spiritual gifts. God gives us these gifts so that we can serve others and help build His kingdom. He has commanded us to diligently seek out and develop our spiritual gifts.

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## Prepare yourself spiritually

*What scriptures and other resources will help the young women understand spiritual gifts and how Heavenly Father wants them to be used?*

1 Corinthians 12:3–27; Moroni 10:8–18; D&C 46:13–25 (Examples of spiritual gifts)

David A. Bednar, “Quick to Observe,” *Ensign*, Dec. 2006, 31–36; *Liahona*, Dec. 2006, 14–20

D&C 46:8–10 (Why we are given spiritual gifts)

“Spiritual Gifts,” *True to the Faith* (2004), 165–67

D&C 46:11–12 (Spiritual gifts are given to everyone)

“The Gifts of the Spirit,” *Gospel Principles* (2009), 125–32

Articles of Faith 1:7 (We believe in spiritual gifts)

Video: “Extraordinary Gift,” “With All Your Heart”

Henry B. Eyring, “Help Them Aim High,” *Ensign* or *Liahona*, Nov. 2012, 60–67

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## Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What spiritual gifts do you have? How have they blessed you and others?  
How have the spiritual gifts of others blessed you?  
How have you identified your gifts?

Why is it important for the young women to know about their spiritual gifts?  
How will this help them prepare for their future roles, homes, and families?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write these questions on the board: What are spiritual gifts? How do I identify my spiritual gifts? How does Heavenly Father want me to use my gifts? Invite the young women to share possible answers to these questions. Invite them to look for additional insights throughout the lesson.
- Bring to class a gift-wrapped box with “Doctrine and Covenants 46:8” written on a piece of paper inside. Invite the young women to imagine what might be inside the box. Ask one of them to open the box and read the scripture. What are “the best gifts”? Encourage the young women to think about this question during this lesson.

### Teaching tip

“Never ridicule or criticize any question or comment, but show courtesy and love as you do your best to respond. When people feel that their comments are valued, they will share their experiences, feelings, and testimonies more freely” (*Teaching, No Greater Call* [1999], 64).

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## Learn together

*Each of the activities below will help the young women learn about the gifts of the Spirit. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Write on the board the following three questions: Why are we given spiritual gifts? Who is given spiritual gifts? (see D&C 46:9). What are some examples of spiritual gifts? Assign each of the young women one of the scriptures from this outline that help answer these questions. Ask her to study the scripture and share the answers she finds. Which of these gifts do the young women have? Which would they like to have? (If any of the young women have received their patriarchal blessing, suggest that they read their blessing later to find out which spiritual gifts they have been given.) Invite the young women to share their thoughts on how spiritual gifts can help them now and in their future roles and responsibilities.
- Invite the young women to read the lists of spiritual gifts in 1 Corinthians 12:8–10; Moroni 10:9–16; or Doctrine and Covenants 46:13–25 and find a gift they are interested in learning more about. Give them time to study the gift they chose using resources such as “The Gifts of the Spirit” in *Gospel Principles* (pages 125–30), “Spiritual Gifts” in *True to the Faith* (pages 165–67), or the Topical Guide. Ask them to share what they find. How can these gifts be used to help build the kingdom of God?
- Ask the young women to list the gifts of the Spirit they know of (if they need help, refer them to the scriptures suggested in this outline). Invite them to read the list of “less conspicuous gifts” at the beginning of Elder David A. Bednar’s talk “Quick to Observe.” Ask the young women to share examples they have seen of people using one of these gifts to bless the lives of others. What other “less conspicuous gifts” can the young

women think of? Share examples of spiritual gifts you have noticed in each of the young women in the class.

- Invite each young woman to review the list of spiritual gifts on pages 165–66 of *True to the Faith* and select one or more that she would like to develop. Ask her to explain why she chose those gifts. How do we develop spiritual gifts? Invite the young women to search Doctrine and Covenants 46:7–12 and “We Can Develop Our Gifts” in *Gospel Principles*, page 130–31. Ask them to share what they learn.

- Show one of the videos in this outline and invite the young women to think of and share a talent or gift they see in each member of the class (make sure that good qualities of each young woman are shared). Invite the young women to read Matthew 25:14–30, or invite a class member to retell the parable of the talents. How does this parable relate to the gifts God has given us? How can we use our talents to serve others and fulfill our responsibilities? Invite the young women to write down their thoughts, and ask a few of them to share what they wrote with the class.

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand spiritual gifts better? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Pray earnestly to understand their own spiritual gifts and seek to use them for the benefit of others.
- Complete Individual Worth value experience 7 in *Personal Progress*.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior used the scriptures to teach and testify about His mission. How can you use the scriptures in your lesson to teach and testify of how Heavenly Father wants the young women to use their spiritual gifts?

# Selected Resources

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*Excerpt from Mervyn B. Arnold, “‘Messages from the Doctrine and Covenants: Seek Ye Earnestly the Best Gifts,’” Ensign or Liahona, Mar. 2005, 64–67*

## **What Are the “Best Gifts,” and Why Should We Seek Them?**

The scriptures and modern-day prophets teach that there are many spiritual gifts (see Moro. 10:8; D&C 46:13–26). Their purpose, among other things, is to give us strength, lead us to do good, help us resist temptation, encourage and edify us, increase our wisdom, help us judge righteously, and help us qualify for eternal life. . . .

The Savior commanded us to become perfect (see 3 Ne. 12:48). Although none of us will obtain perfection in this life, Heavenly Father will inspire us, as we ponder and pray, to seek those gifts that will best help us perfect ourselves. President George Q. Cannon (1827–1901) stated: “If any of us are imperfect, it is our duty to pray for the gift that will make us perfect. . . . No man ought to say, ‘Oh, I cannot help this; it is my nature.’ He is not justified in it, for the reason that God has promised to give strength to correct these things, and to give gifts that will eradicate them” [in *Millennial Star*, Apr. 23, 1894, 260].

*Excerpt from Robert D. Hales, “Gifts of the Spirit,” Ensign, Feb. 2002, 12–20*

A prerequisite for seeking after the gifts may require that we find out which gifts we have been given. The scriptures further record:

“And again, verily I say unto you, I would that ye should always remember, and always retain in your minds what those gifts are, that are given unto the church.

“For all have not every gift given unto them; for there are many gifts, and to every man is given a gift by the Spirit of God” (D&C 46:10–11).

To find the gifts we have been given, we must pray and fast. Often patriarchal blessings tell us the gifts we have received and declare the promise of gifts we can receive if we seek after them. I urge you each to discover your gifts and to seek after those that will bring direction to your life’s work and that will further the work of heaven.

During our time here on earth, we have been charged to develop the natural gifts and capabilities Heavenly Father has blessed us with. Then it will be our opportunity to use these gifts to become teachers and leaders of God’s children wherever they may be found on earth. To exercise these gifts, we must develop a purity of heart.

*Excerpt from David A. Bednar, “Quick to Observe,” Ensign or Liahona, Dec. 2006, 31–36*

In October 1987 Elder Marvin J. Ashton, a member of the Quorum of the Twelve Apostles, spoke in general conference about spiritual gifts. I recall with fondness the impact his message had upon me at that time, and the things he taught then continue to influence me today. In his message Elder Ashton detailed and described a number of less conspicuous spiritual gifts—attributes and abilities that many of us might not have considered being spiritual gifts. For example, Elder Ashton highlighted the gifts of asking; of listening; of hearing and using a still, small voice; of being able to weep; of avoiding contention; of being agreeable; of avoiding vain repetition; of seeking that which is righteous; of looking to God for guidance; of being a disciple; of caring for others; of being able to ponder; of bearing mighty testimony; and of receiving the Holy Ghost (see “There Are Many Gifts,” *Ensign*, Nov. 1987, 20).



## How can I prepare to establish a Christ-centered home?

Building the kingdom of God begins with building a righteous home and family. The family is the most important unit of the Church. As members of the Church, we should establish a home where the Spirit is present. A Christ-centered home offers us a place of defense against sin, refuge from the world, and committed, genuine love. Whether our home is large or small, it can be a “house of prayer, a house of fasting, a house of faith, a house of learning, a house of glory, a house of order, a house of God” (D&C 88:119).

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### Prepare yourself spiritually

*What scriptures and talks will help the young women prepare to establish Christ-centered homes?*

Ezekiel 16:44 (The importance of a mother’s example)

Psalms 127:3; 2 Nephi 25:26; Mosiah 4:14–15; D&C 68:25–28; 88:119; 93:40 (Parents are commanded to teach and nurture their children)

Alma 53:20–21; 56:47–48 (Helaman’s stripling warriors were taught by their mothers)

“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129

Henry B. Eyring, “To My Grandchildren,” *Ensign* or *Liahona*, Nov. 2013, 69–72

Richard G. Scott, “For Peace at Home,” *Ensign* or *Liahona*, May 2013, 29–31

L. Tom Perry, “Becoming Goodly Parents,” *Ensign* or *Liahona*, Nov. 2012, 26–28

“Family,” *For the Strength of Youth* (2011), 14–15

Videos: “Motherhood: An Eternal Partnership with God”; “A House of Order, a House of God”

What do you do to make your home a defense against sin and a refuge from the world? What do you do to teach your children and family the gospel?

Consider the homes in which the young women live. What experiences are they having now that will help them raise their own righteous families?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.



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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Invite the young women to describe what they think a Christ-centered home is like. What would they see there? What would they feel there? Ask them to suggest answers to the question “How can I prepare to establish a Christ-centered home?”
- Ask the young women what they think the role of mothers is in building the kingdom of God. Invite them to think about their own mothers and other mothers they know and share some of the qualities they have that the young women would like to emulate (for examples of qualities, see Proverbs 31:10–31).

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## Learn together

*Each of the activities below will help the young women understand how to establish a Christ-centered home. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Divide the class into three groups, and assign each group to read one of the following scripture passages: Mosiah 4:14–15, Alma 53:20–21, 56:47–48. Invite the young women to make a list on the board of principles in these verses that will help them establish Christ-centered homes. Show one or both of the videos listed in this outline. Suggest that the young women think of themselves as mothers while they watch. After each video, ask the young women to discuss what the main message is and what additional principles they learned that will help them establish Christ-centered homes. Consider adding these principles to the list on the board. Invite them to share examples of these principles from their own families or other families.
- Ask the young women to list on the board their best advice for a couple about to be married. Divide President Henry B. Eyring’s talk “To My Grandchildren” into sections, and give the young women portions of the talk to read. Ask them to add items to the list on the board that they find in President Eyring’s talk and to discuss what they can do now to prepare to establish a Christ-centered home.
- Read as a class the five things parents can do to create stronger family cultures as described in Elder L. Tom Perry’s talk “Becoming Goodly Parents.” Ask each young woman to choose one of Elder Perry’s suggestions and share an example she has seen of families practicing the suggestion and how doing so helps establish a Christ-centered home. Ask the

### Teaching tip

“Discussions in small groups can instantly involve those who seem to be losing interest and concentration” (*Teaching, No Greater Call* [1999], 72).

young women to read the last seven paragraphs of the talk and share reasons establishing a strong family culture is important. What can the young women do now to establish a strong family culture in their homes?

- Why are patterns important? What is the pattern that Heavenly Father has given us for establishing a Christ-centered home? (see “The Family: A Proclamation to the World,” paragraph 7). What can the young women do now to prepare to build a home and family according to this pattern? Ask the young women what they would say to someone whose family situation does not match Heavenly

Father’s pattern. Invite them to read the last paragraph of “Family” in *For the Strength of Youth* for some ideas.

- Divide the class into groups, and divide Elder Richard G. Scott’s talk “For Peace at Home” among the groups. Ask the groups to study their sections of the talk, looking for descriptions or characteristics of a Christ-centered home. Invite them to share what they find by drawing pictures of what a Christ-centered home is like. What can the young women do to help their homes be more Christ-centered now? How can they prepare to establish Christ-centered homes in the future?

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand how to establish a Christ-centered home? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Help their parents by being a positive influence in their homes now.
- Identify good mothers they know, learn from them, and follow their examples.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

The Savior asked His followers questions that caused them to think and feel deeply. He trusted them and prepared them. Consider how you will help the young women understand the importance of raising a righteous posterity and preparing to establish Christ-centered homes.

# Selected Resources

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*Excerpt from Henry B. Eyring, "To My Grandchildren," Ensign or Liahona, Nov. 2013*

Heavenly Father has made each of us unique. No two of us have exactly the same experiences. No two families are alike. So it is not surprising that advice about how to choose happiness in family life is hard to give. Yet a loving Heavenly Father has set the same path to happiness for all of His children. Whatever our personal characteristics or whatever will be our experiences, there is but one plan of happiness. That plan is to follow all the commandments of God.

For all of us, including my grandchildren contemplating marriage, there is one overarching commandment that will help us to meet the challenges and lead to the heart of a happy family life. It applies to all relationships regardless of circumstances. It is repeated throughout the scriptures and in the teachings of the prophets in our day. Here is the Bible wording of the Lord's advice to all who want to live together forever in loving happiness:

"Then one of them, which was a lawyer, asked him a question, tempting him, and saying,

"Master, which is the great commandment in the law?

"Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind.

"This is the first and great commandment.

"And the second is like unto it, Thou shalt love thy neighbour as thyself.

"On these two commandments hang all the law and the prophets" [Matthew 22:35–40].

From that simple statement it is not hard to summarize all I have learned about what choices lead to happiness in families. I start with the question, "What choices have led me toward loving the Lord with all my heart and soul and with all my mind?" For me it has been to choose to put myself where I felt the joy of forgiveness through the Lord's Atonement.

*Excerpt from "The Family: A Proclamation to the World," Ensign, June 2006, 104*

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



## What can I do to help new members of the Church?

For many people, becoming a member of the Church can be challenging. It may involve leaving behind old friendships and adjusting to a new way of life. Each new member of the Church needs friendship, a responsibility, and nurturing with “the good word of God” (Moroni 6:4). We can help new members by befriending them, serving alongside them, and sharing our testimonies with them.

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### Prepare yourself spiritually

*What scriptures and other resources will inspire the young women to strengthen new members of the Church?*

Luke 22:32; Romans 15:1–2; Moroni 6:4–5; D&C 81:5; 108:7 (Strengthen fellow Saints)

John 21:15–17 (Feed my sheep)

Neill F. Marriott, “What Shall We Do?” *Ensign* or *Liahona*, May 2016, 10–12

Neil L. Andersen, “Whoso Receiveth Them, Receiveth Me,” *Ensign* or *Liahona*, May 2016, 49–52

Dieter F. Uchtdorf, “You Are My Hands,” *Ensign* or *Liahona*, May 2010, 68–75

Videos: “Missionary Work and Retention: Georgia Elias”; “Help New Members Take a Name to the Temple”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What have you done to help strengthen new members? What did others do to help you after you were baptized?

Are any of the young women in your class new members? How have they adapted to being members of the Church? How have other young women helped them?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Read or share the story at the beginning of President Dieter F. Uchtdorf's talk "You Are My Hands." Ask the young women to share their thoughts on how they can be the Savior's hands for others. Share with the young women the paragraph at the beginning of this outline, and ask the young women what they can do to be the Savior's hands for a new member of the Church.
  - Invite the young women to describe some feelings that accompany new experiences, such as the first day of a class, joining a club or a team, or starting a new job. Ask them to discuss how these feelings might be similar to those experienced by new members of the Church. Invite them to share related experiences they have had, either as new members themselves or with other new members.
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## Learn together

*Each of the activities below can help the young women learn how to strengthen new members of the Church. Following the guidance of the Spirit, select one or more that will work best in your class:*

### Teaching tip

"Before the lesson begins, assign one or two individuals to listen carefully and be prepared to help summarize a major point of the lesson or the entire lesson" (*Teaching, No Greater Call* [1999], 94).

- Invite the young women to visualize or think about a Church member who reaches out to new converts, who may come from different circumstances than the member. The young women could make a list on the board of things that this Church member might do or not do to make new converts feel welcome. Elder Neil L. Andersen in "Whoso Receiveth Them, Receiveth Me" told several stories about people who reached out to new members, and Sister Neill F. Marriott in "What Shall We Do?" told about the welcome she received as a new convert from her husband's step-grandmother. What can the young women learn from these stories that they can add to their list?
- Show a picture of the Savior holding a lamb (see *Gospel Art Book*, 64). Write on the board the words "Feed my sheep." Ask the young women what they know about this statement. Invite them to listen for additional insights as you read to the class John 21:15–17. Who are the "sheep" and "lambs" in this passage? How are new members of the Church like lambs? What does it mean to feed the Savior's lambs? Invite the young women to share experiences they have had strengthening new members. What specific things can they do to help new members in the future?
- Invite the young women to watch the video "Missionary Work and Retention: Georgia Elias" and look for things Georgia's new ward did to help her stay strong in the gospel after her baptism. What else do they learn from Georgia's experience that can help them strengthen new members? Invite the young women to

think about the new members in their ward. What questions might they have? How could the young women help them? As part of this discussion, you may want to show and discuss the video “Help New Members Take a Name to the Temple.”

- Write on the board scripture references (such as those listed in this outline) about our responsibility to strengthen fellow Saints. Ask each young woman to read one of the scripture references, thinking about how it applies to new members of the Church. Ask her to write on the board a short summary of her passage and share an example of the principle it teaches. Ask the young women why it is important to strengthen new members of the Church.
- Help the young women think of questions they would like to ask someone who recently joined the

Church. With the bishop’s permission, invite one or two recent converts to class. Ask them to share their conversion stories and their experiences as new members of the Church. Invite the young women to ask their questions and discuss how they can help new members make the transition into the Church.

- Invite the young women to read “Friends” in *For the Strength of Youth* and look for answers to the question “What does it mean to be a true friend?” Ask them to share what they find and share an experience in which someone was a true friend to them. Why is it especially important for us to be good friends to new members of the Church? Invite the young women to make a list of new members they know and discuss how they can apply the counsel in *For the Strength of Youth* to befriend them.

*Ask the young women to share what they learned today. Do they understand how to strengthen new members of the Church? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Invite a new member to come to a Mutual activity or other ward event.
- Share their testimonies with a new member.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week’s lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

## Teaching in the Savior’s way

As the Savior taught His disciples, He responded to their questions and listened to their experiences. He was sincerely interested in their answers to His questions, and He rejoiced in their expressions of faith. What can you do to show love and interest for the young women in your class?



# Selected Resources

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*Excerpt from Dieter F. Uchtdorf, “‘You Are My Hands,’” Ensign or Liahona, May 2010, 68–75*

A story is told that during the bombing of a city in World War II, a large statue of Jesus Christ was severely damaged. When the townspeople found the statue among the rubble, they mourned because it had been a beloved symbol of their faith and of God’s presence in their lives.

Experts were able to repair most of the statue, but its hands had been damaged so severely that they could not be restored. Some suggested that they hire a sculptor to make new hands, but others wanted to leave it as it was—a permanent reminder of the tragedy of war. Ultimately, the statue remained without hands. However, the people of the city added on the base of the statue of Jesus Christ a sign with these words: “You are my hands.” . . .

When I was a young boy, during the aftermath of World War II, Germany was broken and in ruins. Many people were hungry, sick, and dying. I remember well the humanitarian shipments of food and clothing that came from the Church in Salt Lake City. To this day, I can still remember the smell of the clothing, and I can still taste the sweetness of the canned peaches.

There were some who joined the Church because of the goods they received at that time. Some members looked down on these new converts. They even called them an offensive name: *Büchsen Mormonen*, or “Canned-Food Mormons.” They resented these new members because they believed that once their temporal needs had been met, they would fall away.

While some did leave, many stayed—they came to church, tasted the sweetness of the gospel, and felt the tender embrace of caring brothers and sisters. They discovered “home.” And now, three and four generations later, many families trace their Church membership back to these converts.

I hope that we welcome and love all of God’s children, including those who might dress, look, speak, or just do things differently. It is not good to make others feel as though they are deficient. Let us lift those around us. Let us extend a welcoming hand. Let us bestow upon our brothers and sisters in the Church a special measure of humanity, compassion, and charity so that they feel, at long last, they have finally found home. . . .

An old Jewish legend tells of two brothers, Abram and Zimri, who owned a field and worked it together. They agreed to divide both the labor and the harvest equally. One night as the harvest came to a close, Zimri could not sleep, for it didn’t seem right that Abram, who had a wife and seven sons to feed, should receive only half of the harvest, while he, with only himself to support, had so much.

So Zimri dressed and quietly went into the field, where he took a third of his harvest and put it in his brother’s pile. He then returned to his bed, satisfied that he had done the right thing.

Meanwhile, Abram could not sleep either. He thought of his poor brother, Zimri, who was all alone and had no sons to help him with the work. It did not seem right that Zimri, who worked so hard by himself, should get only half of the harvest. Surely this was not pleasing to God. And so Abram quietly went to the fields, where he took a third of his harvest and placed it in the pile of his beloved brother.



# Selected Resources

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The next morning, the brothers went to the field and were both astonished that the piles still looked to be the same size. That night both brothers slipped out of their houses to repeat their efforts of the previous night. But this time they

discovered each other, and when they did, they wept and embraced. Neither could speak, for their hearts were overcome with love and gratitude [see Clarence Cook, "Abram and Zimri," in *Poems by Clarence Cook* (1902), 6–9].



## How can I help my less-active friends return to church?

As part of our commitment to “stand as witnesses of God at all times and in all things, and in all places” (Mosiah 18:9), we reach out to Latter-day Saint friends and neighbors who are not coming to church. We can help them by making sure they feel our genuine love and concern by sharing our testimonies through our words and actions and by including them in our activities.

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### Prepare yourself spiritually

*What scriptures and talks will help the young women learn how to help their less-active friends?*

Luke 15 (Parables of the lost sheep, lost coin, and prodigal son)

Luke 22:32; John 21:15–17; 1 Peter 5:2–4 (The Lord commands us to strengthen each other)

Alma 31:34–35; D&C 18:10–16 (The worth of souls is great)

Mervyn B. Arnold, “To the Rescue: We Can Do It,” *Ensign* or *Liahona*, May 2016, 53–55

Brent H. Nielson, “Waiting for the Prodigal,” *Ensign* or *Liahona*, May 2015, 101–3

Dieter F. Uchtdorf, “Come, Join with Us,” *Ensign* or *Liahona*, Nov. 2013, 21–24

Video: “Help Others Come Back to Church,” “The Faith of Youth: The Ennis Family,” “Reach Out with Love”

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

What do you do to reach out to less-active members you know? What experiences can you share with the young women?

How do the young women treat members of their class who are less active? What are some ways they could reach out to these young women?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Show the video “The Faith of Youth: The Ennis Family” or the video “Reach Out With Love” and ask the young women to share their thoughts about helping others come back to church.
- Write the title of the lesson on the board. Invite the young women to write on a piece of paper one way they can help less-active friends return to church. Collect the papers and pass them out to different young women. Invite them to share the ideas from the papers. Ask the young women to be thinking during the lesson of someone they know who is not active in the Church and to look for ways they can help that person.

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## Learn together

*Each of the activities below will help the young women understand how to help their less-active friends return to church. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Ask the young women to think of a time when they lost something very valuable. What did they do to try to find it? Assign each young woman one of the three parables in Luke 15. Ask her to retell the parable in her own words and share a phrase from the parable that summarizes what the Savior was teaching in the parable. What do the young women learn from the actions of the shepherd, the woman, and the father in these parables? How can they follow these examples as they try to help those who are “lost” from the Church? Ask the young women to share any experiences of friends or family members who have returned after being less active, if they feel comfortable doing so.
- In advance, invite a young woman to read Elder Mervyn B. Arnold’s talk “To the Rescue: We Can Do It.” Ask her to come prepared to share one or two stories from the talk that impressed her. Invite the young women to discuss how the stories might apply to them as a class. Whom do they know who has not been attending church? How can they work together as a class to help that person draw nearer to the Savior? You could also invite the young women to look for the four main principles in Elder Arnold’s talk. Do they know people who exemplify these principles? What can they do to be like these people?
- Share the story of Elder Brent H. Nielson’s sister from his talk “Waiting for the Prodigal” or share an experience you have had helping a less-active friend or family member return to church. Invite the young women to read Alma 31:34–35 and D&C 18:10–16. What do these scriptures teach about how Heavenly Father feels about His children? Help the

### Teaching tip

“Listening is an expression of love. It often requires sacrifice. When we truly listen to others, we often give up what we want to say so they can express themselves” (*Teaching, No Greater Call* [1999], 66).

## Teaching in the Savior's way

The Savior helped those He taught grow spiritually and become converted by inviting them to act in faith. How might you show the young women you teach that you have confidence in their ability to live the gospel?

young women make a list of less-active young women in the ward, and discuss as a class the great worth each of them has and things they can do to invite those young women to return.

- Write on the board some reasons people give for not coming to church, such as "I have doubts about the Church's teachings," "I don't fit in with people in the Church," "I don't think I could live up to the Church's standards," "I know a member of the Church who is a hypocrite," and so on. Invite the young women look for President Dieter F. Uchtdorf's responses to these concerns in his talk

"Come, Join with Us." Give the young women an opportunity to role-play how they would respond if a friend expressed one of these concerns.

- Show the video "Help Others Come Back to Church." Invite the young women to look for principles Elder Bednar teaches that will help them be more effective as they invite their less-active friends to return to church. Why is family history work a good way to invite less-active friends to participate in church? What other activities could accomplish what Elder Bednar is describing?

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand how to help their less-active friends? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Complete Good Works value experience 7 in *Personal Progress*.
- Pray for inspiration on how to help a friend or family member return to church and invite that person to come to church or a Mutual activity.
- Follow through with any plans they made today to reach out to a less-active class member.

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

## Related Youth Activities

*Plan a Mutual activity that will help the young women apply what they learned in this lesson.*

# Selected Resources

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*Excerpt from Richard C. Edgley, "The Rescue for Real Growth," Ensign or Liahona, May 2012, 52–54*

One Sunday morning some 30 years ago, while I was serving in a stake presidency, we received a telephone call from one of our faithful bishops. He explained that his ward had grown so rapidly that he could no longer provide a meaningful calling to all worthy members. His plea to us was that we divide the ward. While waiting for such approval, we decided as a stake presidency that we would visit the ward and call all these wonderful, worthy brothers and sisters to be stake missionaries.

About the third person I visited was a young female student attending the local university. After chatting for a few moments, I issued the call to serve as a missionary. There was silence for a few moments. Then she said, "President, don't you know that I am not active in the Church?"

After a few moments of silence on my part, I said, "No, I did not know you were not active."

She answered, "I have not been active in the Church for years." Then she said, "Don't you know that when you have been inactive, it's not all that easy to come back?"

I responded, "No. Your ward starts at 9:00 a.m. You come into the chapel, and you are with us."

She answered, "No, it is not that easy. You worry about a lot of things. You worry if someone will greet you or if you will sit alone and unnoticed during the meetings. And you worry about whether you will be accepted and who your new friends will be."

With tears rolling down her cheeks, she continued, "I know that my mother and father have been praying for me for years to bring me back into the Church." Then after a moment of silence, she said, "For the last three months I have been praying to find the courage, the strength, and the way to come back into activity." Then she asked, "President, do you suppose this calling could be an answer to those prayers?"

My eyes started to water as I responded, "I believe the Lord has answered your prayers."

She not only accepted the call; she became a fine missionary. And I'm certain she brought much joy not only to herself but also to her parents and probably other family members.

There were several things I learned or was reminded of with this and similar interviews:

- I learned that many less-active members have loved ones on their knees daily petitioning the Lord for help in rescuing their loved one.
- I learned that it is not all that easy or comfortable for a less-active member to just walk back into the Church. They need help. They need support. They need fellowship.
- I learned we have less-active members who are trying and willing to find the path back to activity.
- I learned that many less-active members will hold callings if asked.
- I learned that a less-active member deserves to be treated as an equal and be viewed as a son or daughter of a loving God.



## What is Zion?

The Lord commands us to “seek to bring forth and establish the cause of Zion” (D&C 6:6). *Zion* refers to the Lord’s people who are of one heart and one mind and dwell together in righteousness. We can establish Zion by building unity and spiritual strength in our homes, wards or branches, and communities.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel will help the young women learn how to establish the cause of Zion?*

Mosiah 18:21; D&C 38:26–27 (We should seek unity)

1 Nephi 13:37; D&C 6:6 (Seek to bring forth Zion)

4 Nephi 1:1–18 (The Nephites and Lamanites live together in a Zion-like state)

D&C 97:21; Moses 7:18 (What is Zion?)

Henry B. Eyring, “Our Hearts Knit as One,” *Ensign* or *Liahona*, Nov. 2008, 68–71

D. Todd Christofferson, “Come to Zion,” *Ensign* or *Liahona*, Nov. 2008, 37–40

Bonnie L. Oscarson, “Sisterhood: Oh, How We Need Each Other,” *Ensign* or *Liahona*, May 2014, 119–121

“Zion,” *True to the Faith* (2004), 189–90

“As Sisters in Zion,” *Hymns*, no. 309

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week’s lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

How do you strive to live the principles of Zion in your life and family? When have you felt a spirit of unity in a ward or in your family?

Are the young women unified as a sisterhood? What can they do to establish Zion? What obstacles might they face?

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write “Zion” on the board, and ask the young women to list words that come to mind when they think of Zion. Invite them to read pages 189–90 of *True to the Faith* to add to their definition. What is our role as women in building Zion?
- Sing together the first verse of “As Sisters in Zion” (*Hymns*, no. 309). Ask the young women to find words and phrases in the hymn that teach about Zion. Encourage the young women to share what they believe their role is in establishing a Zion-like home, ward, or community.

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## Learn together

*Each of the activities below will help the young women understand what Zion is. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Read as a class D&C 38:27 and Moses 7:18. What does it mean to be of one heart and one mind? Why is unity such an important part of building Zion? Divide one of the conference talks in this outline among the young women, and ask them to find principles that could help us achieve more unity in our families and as a Young Women class. Invite the young women to write the principles they find on the board. What are some obstacles that prevent young women from achieving unity? How can they overcome these obstacles? Encourage the young women to set personal goals to apply one of these principles to increase the unity in their families. Work together to set a similar goal to be more united as a class.
- As a class, read the first five paragraphs of Elder D. Todd Christofferson’s talk “Come to Zion,” looking for answers to the question “What does it mean to flee Babylon and come to Zion?” Divide the class into three groups, and assign each of the groups to read the “Unity,” “Holiness,” or “Caring for the Poor” section of the talk. Invite them to discuss in their groups things they can do to apply these principles to build Zion in their current and future homes. Ask them to share what they discussed with the rest of the class.
- Divide the class into two groups. Ask one group to read and discuss Mosiah 18:21 and Doctrine and Covenants 97:21, and ask the other group to read and discuss Doctrine and Covenants 38:27 and Moses 7:18. Invite the groups to plan an object lesson they could use to teach the rest of the class what they learned from their scriptures (if they need help, share with them “Comparisons and Object Lessons” on pages 163–64 of *Teaching, No Greater Call*). Ask them to share

### Teaching tip

“We should not attribute statements to Church leaders without confirming the source of the statements. When we quote scriptures, we should ensure that our use of them is consistent with their context” (*Teaching, No Greater Call* [1999], 53).



## Teaching in the Savior's way

In every setting the Savior was the example and mentor for His disciples. He taught them to live by the way He lived. How will your example of love and unity affect the young women's desire to strive toward Zion?

their ideas with each other. What do they learn from these scriptures that can help them build Zion in their families, their class, and their ward or branch?

- Invite the young women to read 4 Nephi 1:1–18 and list on the board

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand what Zion is? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

words or phrases that describe the Zion-like society the Nephites and Lamanites established after the coming of Christ. Invite them to make another list of specific things they can do as individuals or as a class to live these principles and encourage others to do the same.

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Reach out to someone who doesn't feel included in their circle of friends.
- Strengthen a relationship with a family member or friend (see Divine Nature value experience 3 in *Personal Progress*).

*Share with the young women what they will be studying next week. What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

# Selected Resources

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*Excerpt from Henry B. Eyring, "Our Hearts Knit as One," Ensign or Liahona, Nov. 2008, 68–71*

The joy of unity He wants so much to give us is not solitary. We must seek it and qualify for it with others. It is not surprising then that God urges us to gather so that He can bless us. He wants us to gather into families. He has established classes, wards, and branches and commanded us to meet together often. In those gatherings, which God has designed for us, lies our great opportunity. We can pray and work for the unity that will bring us joy and multiply our power to serve. . . .

. . . Pride is the great enemy of unity. You have seen and felt its terrible effects. Just days ago I watched as two people—good people—began with a mild disagreement. It started as a discussion of what was true but became a contest about who was right. Voices became gradually louder. Faces became a little more flushed. Instead of talking about the issue, people began talking about themselves, giving evidence why their view, given their great ability and background, was more likely to be right. . . .

Happily I am seeing more and more skillful peacemakers who calm troubled waters before harm is done. You could be one of those peacemakers, whether you are in the conflict or an observer.

One way I have seen it done is to search for anything on which we agree. To be that peacemaker, you need to have the simple faith that as children of God, with all our differences, it is likely that in a strong position we take, there will be elements of truth. The great peacemaker, the restorer of unity, is the one who finds a way to help people see the truth they share. That truth they share is always greater and more important to them than their differences. You can help yourself and others to see that common ground if you ask for help from God and then act. He will answer your prayer to help restore peace, as He has mine. . . .

That leads to another principle of unity. It is to speak well of each other. Think of the last time you were asked what you thought about how someone else was doing in your family or in the Church. It happened to me more than once in the past week. Now, there are times we must judge others. Sometimes we are required to pronounce such judgments. But more often we can make a choice. . . .

Realizing that you see others in an imperfect light will make you likely to be a little more generous in what you say. In addition to that scripture, you might remember your mother saying—mine did—“If you can’t say anything good about a person, don’t say anything at all.”



## How can I participate in the hastening of the Lord's work?

We live in the last days, when the Lord is fulfilling His promise: "Behold, I will hasten my work in its time" (D&C 88:73). Young women play an important role in this work. We can participate by inviting all to come unto Christ through sharing the gospel, giving Christlike service, strengthening new members, rescuing the less active, and providing saving ordinances for the dead.

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### Prepare yourself spiritually

*What scriptures and other resources will inspire the young women to participate in the hastening of the Lord's work?*

Isaiah 11:9; 1 Nephi 13:37; 14:14  
(Prophecies about the Lord's work)

Mosiah 28:1–3 (The sons of Mosiah  
desire to preach the gospel)

Moses 1:39 (God describes His work)

D&C 138:56 (Faithful children of God  
were prepared in premortality to  
labor in the Lord's vineyard)

Carol F. McConkie, "Here to Serve a  
Righteous Cause," *Ensign* or *Liahona*,  
Nov. 2015, 12–14

Linda K. Burton, "Wanted: Hands and  
Hearts to Hasten the Work," *Ensign* or  
*Liahona*, May 2014, 122–24

Carole M. Stephens, "We Have  
Great Reason to Rejoice," *Ensign* or  
*Liahona*, Nov. 2013, 115–17

Hastening the Work of Salvation

Video: "Our Spiritual Passport"

What evidence have you seen that the Lord is hastening His work in our day? What experiences could you share that might inspire the young women to be active participants in this work?

What talents and gifts do you notice in the young women that could make them particularly effective in advancing the Lord's work? What are they already doing to participate in the work?

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### Share experiences

*At the beginning of each class, invite the young women to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson. This will encourage personal conversion and help the young women see the relevance of the gospel in their daily lives.*

See the appendix for other teaching and learning ideas.

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## Introduce the doctrine

*Choose from these ideas or think of your own to introduce this week's lesson:*

- Write the word *hasten* on the board, and ask someone to read Doctrine and Covenants 88:73. Invite the young women to discuss what it means to hasten something (if necessary, they could look the word up in a dictionary). Ask the young women why they think the Lord's work needs to be hastened in our day.
- Write on the board, "What is the Lord's work?" Invite young women to come to the board and write possible answers to this question. Encourage them to add to this list as they learn more during this lesson.

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## Learn together

*Each of the activities below will help the young women discover how they can participate as the Lord hastens His work. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- A few days in advance, ask the young women to visit the Hastening the Work of Salvation section of LDS.org and review some of the resources there. Invite them to come to class prepared to share something from the site that has inspired them to participate more fully in the Lord's work.
- Invite each young woman to read (individually or in small groups) one of the stories in Sister Carol F. McConkie's talk "Here to Serve a Righteous Cause" or Sister Carole M. Stephens's talk "We Have Great Reason to Rejoice." You could also invite a ward member who recently joined the Church or recently returned to activity to share his or her experiences. If the young women read the talks, ask them to summarize the stories for the rest of the class and discuss what they learn about participating in the Lord's work. What do these stories teach them about how to participate in the work of salvation? In what ways are they already participating?
- Write questions like the following on the board: *What can young women do to participate in the Lord's work? What helps you feel the excitement and urgency of the work? How are your experiences preparing you to participate in the work?* Ask the young women to read the scriptures suggested in this outline or watch the video "Our Spiritual Passport" to help them answer one or more of these questions. Invite them to share what they find.

### Teaching tip

"You can demonstrate that you are listening by displaying an expression of interest. You can look at the speaker rather than at your lesson materials or other things in the room. You can encourage the speaker to complete his or her thoughts without interruption. You can avoid jumping into conversations prematurely with advice or judgments" (*Teaching, No Greater Call* [1999], 66).

## Teaching in the Savior's way

The Savior asked questions that caused His followers to think and feel deeply. They knew He loved them, and they felt safe sharing their thoughts and personal feelings. As you sincerely listen and show interest in the young women's answers and insights, you will help them to feel the Savior's love.

- Read together the list of "help wanted" signs in Sister Linda K. Burton's talk "Wanted: Hands and Hearts to Hasten the Work." Invite the young women to pick items from the list and make signs that invite people to participate in those aspects

of the Lord's work. Encourage them to include on their signs some of the qualifications for doing this work and the blessings that come from it. Invite them to share their signs and to share experiences they have had participating in the Lord's work.

*Ask the young women to share what they learned today. What feelings or impressions do they have? Do they understand how they can participate in the hastening of the Lord's work? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## Live what we are learning

*Invite the young women to consider how they will live by what they have learned today. For example, they could:*

- Invite a friend to a Mutual activity or another Church event.
- Use FamilySearch.org to find ancestors who have not been baptized and confirmed. Go to the temple to receive those ordinances for their ancestors.
- Share their testimony of the gospel with a friend or family member.

*Share with the young women what they will be studying next week. What are their thoughts and questions on this topic? What can they do to prepare to learn? For example, they could read a talk, watch a video, or study a scripture related to next week's lesson.*

# Learning and Teaching Ideas

The Savior used the scriptures to teach and testify about His mission. He taught people to ponder the scriptures and use them to help answer questions. He helped them discover gospel lessons in their own experiences and in the world around them by using examples that they could relate to. He invited them to become witnesses of His teachings by teaching and testifying to others and in this way deepen their understanding of the doctrine.

Part of your responsibility as a teacher of youth is to prepare learning activities that follow the principles exemplified by the Savior. Use the ideas in this appendix or other teaching strategies you think of to help the youth search the words of the prophets, see examples of the principles they are learning, and share the gospel with others. You can adapt these ideas to any lesson topic.

As you plan activities, remember that one of your main objectives in teaching youth is to encourage them to share what they learn. As youth express gospel truths, these truths are confirmed in their hearts and minds by the power of the Holy Ghost. Sharing the gospel with others also allows the youth to strengthen one another—hearing a gospel truth from a peer is sometimes more powerful than hearing it from a leader or teacher.

# Activities to Introduce the Doctrine

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The following activities can:

- Help youth **review the doctrine** they learned in a previous lesson and ensure that their understanding is correct.
- **Introduce the doctrine** the youth will be learning about in class or quorum meeting.

The youth can participate in these activities individually, in small groups, or as a class or quorum. Remember that the best ideas will come to you as you consider the needs of the youth you teach.

## Help the youth review the doctrine, and ensure that their understanding is correct

### *Share what you remember*

Have youth share something they remember or learned from last week's lesson.

### *Write a statement on the board*

Invite the youth to write on the board a summary statement of what they learned.

### *Draw what you learned*

Invite the youth to draw a picture of what they learned.

### *What impressed you?*

Invite several youth to share what impressed them about the lesson.

### *Summarize in one word or sentence*

Invite the youth to summarize in one word or one sentence what they learned.

### *Compare to an object or picture*

Show an object or picture to the youth, and ask how it relates to the previous lesson.

### *Share applications*

Share what you did to apply what was taught in last week's lesson. Invite the youth to share what they did.

### *Ask questions*

Ask the youth to answer questions that were addressed in last week's lesson.

### *Share scriptures*

Invite the youth to share a scripture that they remember from last week's lesson.

### *Teach what you know*

Ask the youth to teach another member of the class or quorum what they remember about the doctrine taught last week.

### *Explain a phrase*

Write on the board a phrase from last week's lesson, and ask the youth to explain it.

## Introduce the doctrine the youth will be learning about in class or quorum meeting

### *Find the doctrine in the scriptures*

Invite the youth to look in the scriptures for a verse that teaches the doctrine of the lesson.

### *Ask a question*

Invite the youth to respond to a question about the doctrine.

### *Sing a hymn*

Invite the youth to sing a hymn related to the doctrine.

### *Answer the question in the lesson title*

Write on the board the question in the title of the lesson, and invite the youth to ponder how they would answer it.



### *Role-play*

Ask the youth to role-play a situation in which someone asks them a question about the doctrine. How would they answer?

### *Explain what you know*

Ask class members to explain what they know about the doctrine.

### *Divide the doctrine into parts*

Divide the doctrine into parts, and assign different youth to explain what each part means.

### *Explain a picture or object*

Show the youth a picture or object related to this week's lesson, and ask them to explain it.

### *Draw a picture*

Invite the youth to draw a picture that represents what they understand about the doctrine you will be discussing.

### *Find and share scriptures*

Ask the youth to find a scripture that helps answer the question in the title of the lesson.

### *Summarize what you know*

Invite the youth to summarize in a few words or phrases what they know or have experienced about the doctrine.

### *Anonymous survey*

Give the youth a short, anonymous survey that asks about their feelings or experiences related to the doctrine.

### *Quiz*

Give the youth a brief quiz to find out what they already know about the doctrine.

### *Make a list of words*

Ask the youth to think of words that relate to the doctrine they will be discussing. Which words or phrases do they have questions about?

## Activities for Learning Together

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The following activities can help youth:

- **Search** the scriptures and words of the prophets and consider their meaning.
- **See examples** of the doctrine you are discussing.
- **Share** their thoughts and feelings about the doctrine with others.

The youth can participate in these activities individually, in small groups, or as a class or quorum. Remember that the best ideas will come to you as you consider the needs of the youth you teach.

### **Search the scriptures and words of the prophets and consider their meaning**

#### *Look for answers to questions*

Invite the youth to look for answers to your questions or questions they have about the doctrine and discuss what they find.

#### *Look for words and phrases*

Invite the youth to find words, phrases, and examples that help them understand the doctrine.

#### *Summarize in a few words*

Ask the youth to summarize a scripture or message from a prophet in a few words.

#### *Make a list*

Ask the youth to make a list of key points they learn about the doctrine from the scriptures or words of the prophets. Invite them to share what they find.

#### *Matching verses*

Give the youth some scripture references and brief statements that summarize what each scripture passage teaches. Ask them to read the scriptures and match each one with its summary statement.

### *Match a picture*

Ask the youth to match pictures to scriptures passages. Invite them to share insights they gain from the passages and the pictures.

### *Fill in the blanks*

Write a statement with missing words on the board. Invite the youth to look for words or phrases from the scriptures that could complete the statement.

### *Compare examples*

Invite the youth to read two or more stories or passages from the scriptures and compare what they teach about the doctrine.

### *Draw a picture*

Invite youth to draw a picture of what they read in the scriptures and words of the prophets.

### *Find a scripture*

Invite the youth to find a scripture passage about the doctrine and share what it means.

### *Linking related scriptures*

Help the youth make a list of scriptures related to the doctrine, read them, and write the references in the margins of their scriptures.

### *Find and sing hymns*

Invite the youth to find hymns about the doctrine and sing them together.

## **See examples of the doctrines and principles you are teaching**

### *Interview others*

Ask the youth to interview others about their experiences with the doctrine.

### *See examples in the scriptures*

Invite the youth to read or hear about individuals in the scriptures who lived the doctrine.

### *See examples of other Latter-day Saints*

Invite the youth to read or hear about other Latter-day Saints who live the doctrine.

### *Share examples*

Share your own examples of people who live the doctrine, and ask the youth to share their examples.

### *Discuss a story*

Invite the youth to describe how a story (from the scriptures or words of the prophets) exemplifies the doctrine.

### *Visualize*

Ask the youth to visualize someone living the doctrine.

### *Role-play*

Invite the youth to role-play or imagine a situation that illustrates the doctrine.

### *Watch media*

Invite the youth to view Church-produced media (such as DVDs or video clips from LDS.org).

### *Hear a panel discussion*

Invite approved guests to answer questions or discuss a topic with the youth.

### *Listen to a guest speaker*

Invite an approved guest speaker to discuss the doctrine.

## **Share their thoughts and feelings about the doctrines with others**

### *Prepare a talk*

Ask the youth to prepare to give a talk about the doctrine.

### *Teach the lesson*

Invite a member of the class or quorum to teach part of the lesson.

### *Teach another class*

Ask the youth to prepare a brief lesson about the doctrine and teach it to another class (as approved by the bishop).

### *Teach someone*

Help the youth think of ideas about how they could teach the doctrine to someone else.

### *Testify of the doctrine*

Invite class or quorum members to share their testimonies of the doctrine.

### *Write about the doctrine*

Ask class members to write what they have learned or their thoughts and feelings about the doctrine.

### *Explain what it means*

Ask the youth what the doctrine means to them.

### *Discuss questions*

Invite the youth to discuss questions about the meaning and importance of the doctrine.

### *Ask questions*

Ask the youth to think about the doctrine and ask questions about it. Answer them together.

### *Explain a picture or object*

Invite the youth to explain how a picture or object illustrates the doctrine.

### *Draw a picture*

Ask the youth to draw a picture or diagram or create a poster that illustrates the doctrine.

### *Share a Personal Progress or Duty to God experience*

Invite the youth to share or teach something they have done in Duty to God and Personal Progress related to the doctrine.

## Activities to Invite the Youth to Act

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The following activities can help youth see how the gospel applies to their lives. In general, the youth should be encouraged to make their own plans to act on what they learn. These activities can help give them ideas.

The youth can participate in these activities individually, in small groups, or as a class. Remember that the best ideas will come to you as you consider the needs of the youth you teach.

### **Make plans to live the doctrine**

#### *Ponder what to do*

Invite the youth to ponder what they can do to apply the doctrine.

#### *Write what to do*

Invite the youth to write down what they will do to apply the doctrine.

#### *Counsel with the class or quorum*

Invite the youth to counsel together as a class or quorum about how to apply the doctrine.

#### *Share feelings and testimony*

Invite the youth to share their feelings and testimony about the doctrine and explain why it is important to them.

#### *Create a teaching outline*

Invite the youth to create an outline to teach others about the doctrine.

#### *Discuss the importance of the doctrine*

Invite the youth to discuss the importance of the doctrine in their lives.

#### *Record testimony*

Ask the youth to record their testimony of the doctrine.

#### *Interview others*

Invite the youth to interview others to find out about their experiences and thoughts about the doctrine.

#### *Make a list*

Invite the youth to make a list of blessings they have received from applying the doctrine.

*Overcome a challenge or problem*

Invite youth to share a challenge or question they have and share how a doctrine or scripture helps them.

*Likening*

Ask the youth to apply something from the scriptures or words of living prophets to their lives.

*Do activities in Duty to God or Personal Progress*

Invite the youth to do an activity from the *Duty to God* or *Personal Progress* books.

THE CHURCH OF  
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