

# 2010 Outline for Sharing Time

## I Know My Savior Lives



Dear Sisters,

As January approaches, most of you have received the “new and improved” *2010 Outline for Sharing Time*. We are so excited about the new format. Ward and stake leaders, including music leaders, please spend some time studying all the ways to use the outline to help teach the gospel of Jesus Christ to children. We encourage stake leaders to consider using it as a focus in their fall leadership meeting and other training opportunities. Here are some ideas to help.

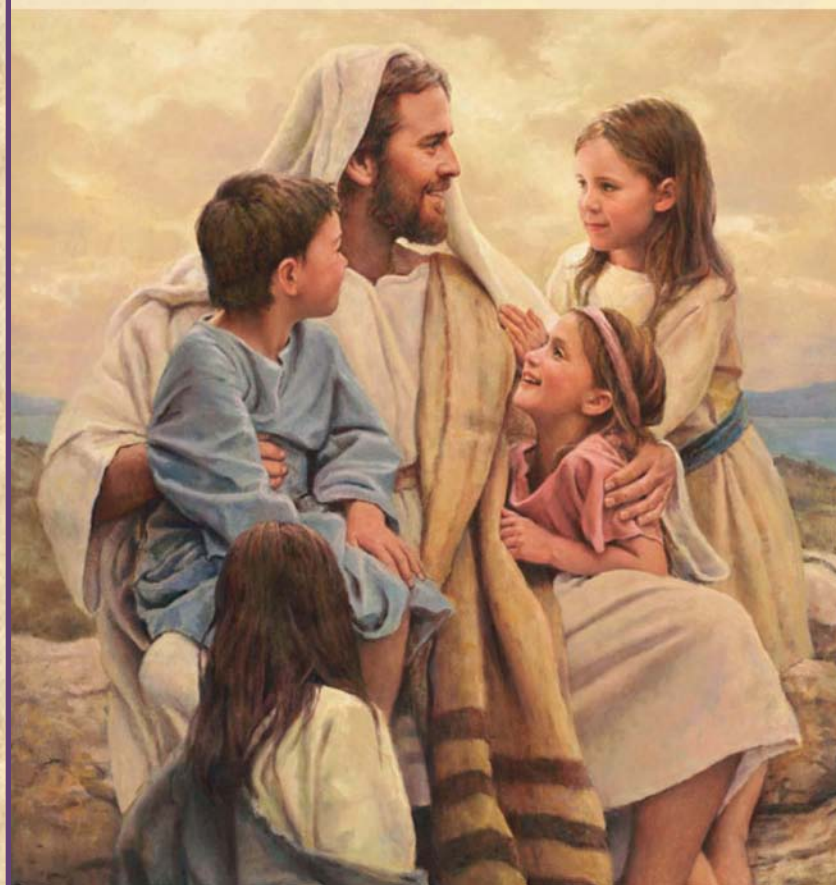


Use the outline to help you Prepare to teach

2010 Outline for Sharing Time

## I Know My Savior Lives

*"For I know that my redeemer liveth, and that he shall stand at the latter day upon the earth"  
(Job 19:25).*



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January

## We Believe in God the Eternal Father and in His Son, Jesus Christ

**Song:** "I Know That My Savior Loves Me" (pages 28–29 of this outline or Friend, Oct. 2002, 46–47)

**Tip:** Pray for guidance to feel the influence of the Spirit as you prepare during times. As you teach and teach with the Spirit, He will confirm the truthfulness of what you teach.

**Tip:** Plan ways to identify the doctrine for the children and help them understand it and apply it in their lives. Consider how you can give the children opportunities to:

- Discuss the doctrine.
- Read scriptures related to the doctrine.
- Visualize the doctrine.
- Sing songs related to the doctrine.
- Do a physical activity related to the doctrine.

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

Supplement the ideas provided here with some of your own. Plan ways to identify the doctrine for the children and help them understand it and apply it in their lives. Ask yourself, "What will the children do to learn, and how can I help them feel the Spirit?"

### Week 1: God is the Father of my spirit.

**Introduce the doctrine (using an object lesson):** Show the children a few different gloves and point out that each of these gloves looks different, just as each of us looks different. Explain that no matter how different we look, we all have a spirit inside our body, and our spirit gives us life. To illustrate this, put on a glove and wiggle your fingers. Explain that the glove is like our body and the hand is like our spirit. Have the children listen for the answer to the question "Who is the Father of my spirit?" as you read the first two sentences of Malachi 2:10. Write "God is the Father of my spirit" on the board. Have the children read it together with you. Explain that we are all part of one big family—God's family.

**Encourage understanding (singing a song):** Show a picture of a family and explain that when Heavenly Father sent us to earth, He sent us to live in families. Have the children hold up their fingers to show how many people are in their family. Tell the children that they will sing a song that teaches about their heavenly family and their

### Object Lessons

"Object lessons relate intangible principles to familiar physical things" (TNGC, 164). This object lesson will help children understand the nature of their spirit in relation to their physical body.



Monthly Doctrine

Scripture

Weekly Doctrine

Notice that the monthly and weekly doctrines are identified. They will be reinforced as the children learn the monthly song and scripture.



# Use the outline to help you Prepare to teach

**January**

## We Believe in God the Eternal Father and in His Son, Jesus Christ

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**Tip:** Pray for guidance and seek the influence of the Spirit as you prepare your sharing times. As you prepare and teach with the Spirit, He will confirm the truthfulness of what you teach.

**Tip:** Plan ways to identify the doctrine for the children and help them understand it and apply it in their lives. Consider how you can give the children opportunities to:

- Discuss the doctrine.
- Read scriptures related to the doctrine.
- Visualize the doctrine.
- Sing songs related to the doctrine.
- Do a physical activity related to the doctrine.

**Week 1: God is the Father of my spirit.**

**Identify the doctrine** (seeing an object lesson): Show the children a few different gloves and point out that each of these gloves looks different, just as each of us looks different. Explain that no matter how different we look, we all have a spirit. Your spirit gives us life. To hold a glove and wiggle your fingers, the glove is like our body and the spirit is like our spirit. Have the children ask the question "Who is the Father of my spirit?" as you read the first two sentences of Malachi 2:10. Write "God is the Father of my spirit" on the board. Have the children read it together with you. Explain that we are all part of one big family—God's family.


**Encourage understanding** (singing a song): Show a picture of a family and explain that when Heavenly Father sent us to earth, He sent us to live in families. Have the children hold up their fingers to show how many people are in their families. Tell the children that they will sing a song about their heavenly family and their Father.

**Object Lessons**  
"Object lessons relate intangible principles to familiar physical things" (TNGC, 164). This object lesson will help children understand the nature of their spirit in relation to their physical body.

**Doctrines**  
The doctrine of the Father of our spirits is that God is the Father of our spirits. We are all part of one big family—God's family.

**Apply** (looking in a mirror): Have the children look in a mirror and describe a picture of a family. Invite the child to return and find the picture of the family while the children sing "I Am a Child of God" (CS, 2–3). When the child is far from the picture, have the children stay seated; as he or she gets closer to the picture, have the children gradually stand. Repeat with other children as time allows. Discuss the messages of the song and testify of the importance of families.

**Encourage application** (looking in a mirror): Have each child take a turn looking in a mirror and describe a picture of a family. Invite the child to return and find the picture of the family while the children sing "I Am a Child of God" (CS, 2–3). When the child is far from the picture, have the children stay seated; as he or she gets closer to the picture, have the children gradually stand. Repeat with other children as time allows. Discuss the messages of the song and testify of the importance of families.



The outline provides a template for each lesson. To teach the doctrine (found in the orange bar), identify it and then encourage the children to understand it and apply it. Usually, one week of the month includes ideas for all of these parts of the lesson.



# Use the outline to help you Prepare to teach

## Week 2: Jesus Christ is the Son of God.

### Encourage understanding (reading scriptures):

Show three pictures on the board: John Baptizing Jesus, Christ Appears to the Nephites, and The First Vision. Divide the children into three groups, and give each group one of the following scriptures: Matthew 3:16–17; 3 Nephi 11:6–8; Joseph Smith—History 1:17. Have them discuss

the scripture in their groups and then report to the rest of the children (1) the event, (2) what Heavenly Father said, and (3) how they would have felt if they had been there. Invite a child to read John 5:39. Explain that we can gain a testimony that Jesus Christ is the Son of God when we read the scriptures and pray.



**Tip:** Elder Dallin H. Oaks said, “We need to make more use of our hymns to put us in tune with the Spirit of the Lord, to unify us, and to help us teach and learn our doctrine” (in *Conference Report*, Oct. 1994, 13; or *Ersign*, Nov. 1994, 12). Refer to the tips and activities in this outline to learn a variety of ways you can use music in sharing time.

## Weeks 3 and 4: Heavenly Father and Jesus Christ love me.

### Encourage understanding (playing a

*guessing game and singing*): Have the pianist play the first two notes of a song that teaches about Heavenly Father and Jesus Christ’s love for us, and have the children guess the song. Add one note at a time until the children guess correctly. Sing the song together and then discuss what the song teaches about Heavenly Father and Jesus Christ’s love for us. List the children’s ideas on the board. Repeat with each song. Consider using the following songs: “My Heavenly Father Loves Me” (CS, 228–29), “Thanks to Our Father” (CS, 20), “I Feel My Savior’s Love” (CS, 74–75), and “I Am a Child of God” (CS, 2–3).

**Encourage application (drawing):** Give each child a piece of paper and have them draw one way they know that Heavenly Father and Jesus Christ

love them. You may want to refer the children to the ideas you listed on the board in the activity above. Tape the pictures together, and display them in a roller box (see *TNGC*, 178–79) or unroll them as you would a scroll. As the children watch, have the pianist play one of the songs listed above.

### Encourage understanding and application

(*participating in a physical activity*): Write some examples of ways that Heavenly Father shows His love for us and ways we show our love for Him on separate pieces of paper. Put the pieces of paper in a container, and have a child pull them out one at a time. Read each one aloud. If it is something that shows Heavenly Father’s love for us, have the children stretch one arm upward. If it shows our love for Heavenly Father, have them put their hands over their heart.

## Helps for the music leader

To help the children learn “I Know That My Savior Loves Me” (pages 28–29 of this outline), consider the following:

Show a picture of the Savior blessing the Nephite children, and tell the children the story found in 3 Nephi 17:11–24 in your own words. Sing the first line of the song to the children, and include

an action to go with the phrase “beautiful place” (such as spreading your arms wide). Have the children sing and do the action with you. Invite the children to think of actions to go with each line of the song. Then sing and do the actions together.



Children love to see their own artwork. If you make a roller box, it can be reused for other lessons. This activity can also be done by taping pictures together to make a simple scroll.

The lesson plans for other weeks give one or more parts of the lesson. Leaders are asked to develop the other parts.



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January

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**Song:** "I Know That My Savior Loves Me" (pages 28–29 of this outline or *Friend*, Oct. 2002, 46–47)

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

Supplement the ideas provided here with some of your own. Plan ways to identify the doctrine for the children and help them understand it and apply it in their lives. Ask yourself, "What will the children do to learn, and how can I help them feel the Spirit?"

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**Encourage understanding (singing a song):** Show a picture of a family and explain that when Heavenly Father sent us to earth, He sent us to live in families. Have the children hold up their fingers to show how many people are in their family. Tell the children that they will sing a song that teaches about their heavenly family and their

earthly family. Ask a child to leave the room, and have the other children choose a place to hide the picture of a family. Invite the child to return and find the picture of the family while the children sing "I Am a Child of God" (CS, 2–3). When the child is far from the picture, have the children stay seated; as he or she gets closer to the picture, have the children gradually stand. Repeat with other children as time allows. Discuss the message of the song and testify of the importance of families.

**Encourage application (looking in a mirror):** Let each child take a turn looking in a mirror. Tell them that each time they look into a mirror they should remember that they are seeing a child of God.

### Object Lessons

"Object lessons relate intangible principles to familiar physical things" (TNGC, 164). This object lesson will help children understand the nature of their spirit in relation to their physical body.



Notice the two questions for the teacher that appear under every monthly theme. "What will the children do to learn, and how can I help them feel the Spirit?" Prayerfully consider these questions as you prepare for sharing time.

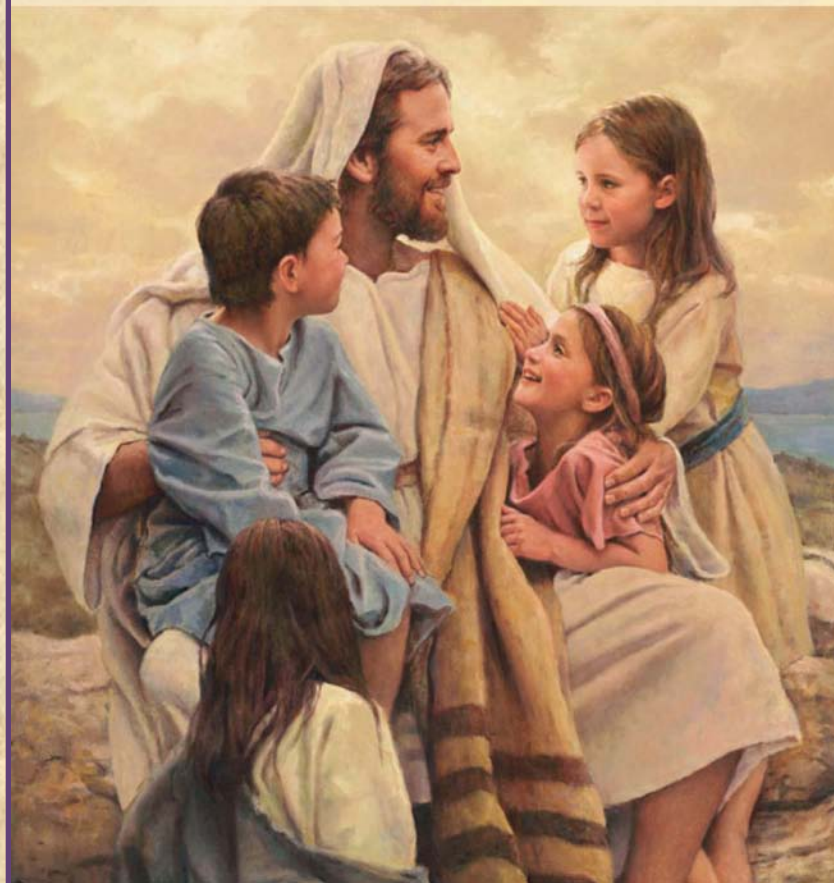


Use the outline to help you **Teach**

2010 Outline for Sharing Time

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# Use the outline to help you **Teach**

Have the children read the scripture with their class and identify which prophet is testifying and what he testifies about Jesus Christ. Have one class point to the picture of the prophet they read about and share with the Primary what they learned.

Take the picture of the prophet off the board. Repeat with the other three prophets. Point to the picture of Christ and tell the children that all prophets testify of Jesus Christ.



### Week 3: There is safety in following the prophet.

**Encourage understanding** (*participating in a physical activity*): Show a picture of Moses, and explain that Moses was a prophet who led his people to safety. Explain that the Israelites were in bondage to Pharaoh, the king of Egypt, and the Lord told Moses to lead them out of Egypt (see Exodus 3:10). Tell the story from Exodus 14, and invite the children to act it out with you. For example: "The people followed Moses across the desert (*walk in place*). They came to the sea (*make waves with arms*). The people looked back (*look back*) and saw Pharaoh and his army following

them (*make sound of running horses by slapping hands on legs*). They were afraid (*show fear*)." Read Exodus 14:13, and then continue with the story. "The Lord told Moses to lift up his rod (*pretend to lift up a rod*), and the sea parted (*spread arms apart*). The people followed Moses safely through the sea on dry ground to the other side (*walk in place*). When Pharaoh's army tried to follow them, the Lord told Moses to stretch out his hand, and the waters came back together (*bring arms together*). Pharaoh's army drowned in the sea. The people were safe because they followed the prophet."

**Tip:** Having children read from their own scriptures reinforces the importance of the scriptures and invites the Spirit. If possible, invite the children to look up at least one of the references with you. You can help the children find the reference by giving the page number and pointing to the verse in your scriptures. Consider reading the verse together out loud.



### What will the children do to learn?

Asking this question as you prepare activities will help the children learn through participation. For example, in this picture children are acting out the story of Moses parting the Red Sea.

### Week 4: God speaks through prophets.

Consider reviewing the doctrines the children have learned this month during sharing time. For example, you could:

- Repeat or expand some of the activities done in previous sharing times.
- Show the children a picture of today's prophet and say, "If you know who this is, raise your

hand." Ask the children to whisper his name to their neighbor. Invite several children to share how they feel about the prophet.

- Sing the chorus of "Follow the Prophet" (CS, 110–11) while the children act out things they will do to follow the prophet.

**Tip:** This month you have used the following teaching methods: unscrambling words, reading scriptures, discussing and acting out ideas, seeing pictures, participating in a physical activity, and reviewing previous activities. Look for ways you can use these techniques in other lessons.

We have included “teacher improvement” tips in the side bars of each page. Most of them come from *Teaching, No Greater Call*. Applying them will increase your ability and confidence as you teach.



# Use the outline to help you **Teach**

March

## God Speaks through Prophets

**Song:**  
"Follow the Prophet"  
(CS, 110–11)

**Tip:** The children will feel the Spirit as they share their understanding of gospel principles. They can share what they have learned through their words, art, and songs.

"He spake by the mouth of his holy prophets, which have been since the world began" (Luke 1:70).

Supplement the ideas provided here with some of your own. Plan ways to identify the doctrine for the children and help them understand it and apply it in their lives. Ask yourself, "What will the children do to learn, and how can I help them feel the Spirit?"

### Week 1: Prophets are called by God.

**Identify the doctrine (unscrambling words):** Write each of the following words on separate strips of paper: Prophets, are, called, by, God. Give the strips of paper to five children. Arrange the children in front of the Primary so the words are out of order. Invite other children to arrange the words in the correct order. Repeat the sentence together.

**Encourage understanding (reading scriptures):** Prepare clues about how Moses, Lehi, and Joseph Smith were called by God. For example, the clues about Moses could be: "I was called by God as He spoke to me from a burning bush"; "God called me to write the first five books of the Bible"; and "God called me to lead His people out of Egypt." Choose three children to represent these prophets, and invite them to give the clues to the Primary. Invite the children to raise their hand when they think they know who the

prophet is. Have the children say the answer together. After they have identified each prophet, read a scripture about that prophet (Moses: Exodus 3:4–5; Lehi: 1 Nephi 1:5–6; Joseph Smith: Joseph Smith—History 1:16–17). Point out that Moses was called by God, Lehi was called by God, and Joseph Smith was called by God. Tell the children that all prophets are called by God.

**Encourage application (discussing and acting out ideas):** Ask the children, "Who is our prophet today?" Show a picture of the current President of the Church. Explain that he was called by God. Have the children discuss in class groups how they can follow the current prophet. Invite a child from each class to come to the front and act out one thing they discussed in their group. Invite the other children to guess what the action is. Ask the child to share how following the prophet in this way will bless his or her life.

### Week 2: Prophets testify of Jesus Christ.

**Encourage understanding (seeing pictures and reading scriptures):** Before sharing time, place a picture of Jesus Christ on the board and cover the picture with pictures of the following

prophets: Isaiah, John the Baptist, Nephi, and Joseph Smith. Assign one of the following scriptures to each class: Isaiah 9:6; Mark 1:6–8; 2 Nephi 25:26; Doctrine and Covenants 76:20–24.

### Identifying Doctrines

When you do an activity, clearly identify the doctrine you are teaching. This helps the children understand and apply it better.

[Click here for wordstrips.](#)



The visuals used within the outline will help you see what the activity, visuals, or teaching ideas look like when used in an actual Primary.



# Use the outline to help you **Teach**

March

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### Identify the Doctrine

When you do a lesson, clearly identify the doctrine you are teaching. This helps the children understand and apply it in their lives.

[Click here for wordstrips.](#)

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Click here for wordstrips



Some of the visuals direct you to LDS.org. If you go to the online version of the outline and click on that visual . . .



Use the outline to help you Teach

**Prophets**

**are**

**called**

**by**

**God**

... you can print it.



Use your Primary Music Leader to help in sharing time

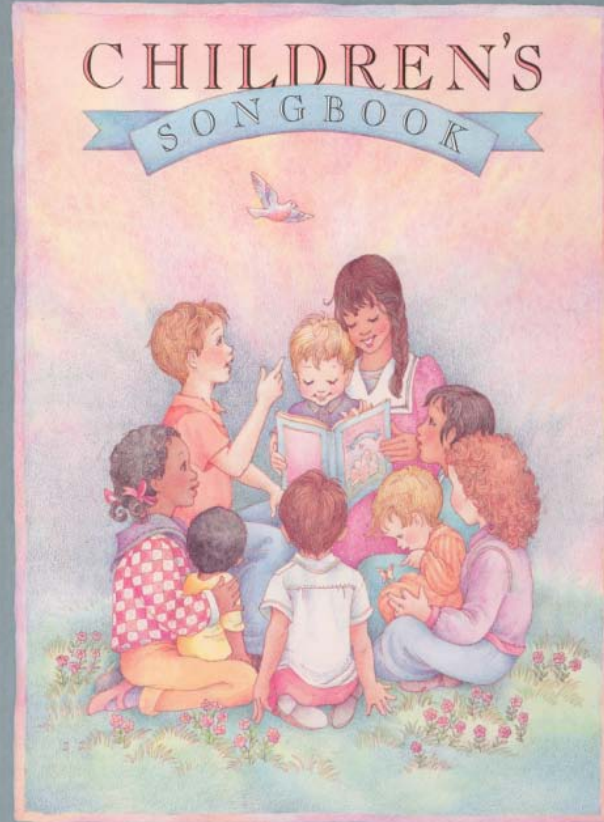
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## CHILDREN'S SONGBOOK



# Use your Primary Music Leader to help in sharing time

## How to Use Music in Primary



The purpose of music in Primary is to teach children the gospel of Jesus Christ. Primary songs make learning the gospel more enjoyable, invite the Spirit, and create a reverent and learning atmosphere.

### Use prelude music to bring reverence and invite the Spirit

**Tip:** Music can help the children calm down and prepare to listen and learn. For example, you could raise your hands high and tell the children to watch your hands as they sing. Tell them that as you lower your hands, they should sing more quietly or more slowly. Thank them for their reverence.

Prelude music creates an atmosphere of reverence and helps children prepare to learn the gospel. Have music playing as the children arrive. Invite the children to participate in the prelude music by having them sing as others are entering the Primary room. For example, you could hold up your hand and tell the children that when your



Music can engage the children from the first moment they arrive in Primary.

### Use music to teach gospel principles

Help the children understand they are learning not only a song but also a gospel principle (see CS, 11). Ask questions or help them focus on the principle taught in the song through a simple activity such as counting how many times they sing a word or phrase (see February helps for the music leader).

Children testify as they sing (see January, week 1). Remind the children to sit up tall and sing with their best voices. Compliment the children and thank them when they sing well.



### Practice at Home

To teach a song effectively, you must know the song yourself. Practice at home so when you teach the children you can look at them, not at your book.

### How to teach a song

As you plan how to teach a song, ask yourself the following questions: How can I attract the children's attention? What questions can I ask to help the children understand the gospel message of the song? What testimony can I leave with the children that will strengthen them? (See CS, 300.) Always sing the words of a new song to the children—don't just read or recite them. This helps the children connect the melody to the words. Children learn a song by hearing and

singing it over and over again. They do not need to read to learn a song. For example, you could invite the children to be your echo. Touch your ear and have the children listen to a short phrase or a line as you sing. Then motion to them when it is their turn to sing the line back to you. Sing two lines this way, and then repeat them until the children know them. Repeat with the next two lines (and then the next two, and so on) until they have learned the whole song.

### Review songs for learning and fun

Involve the children in choosing songs to review. For example, give each child a paper heart, and ask them to write their name and a favorite Primary song on it. Put the hearts in a container labeled "Songs of the Heart," and have the

children choose a few to sing. Tell the children that Primary songs can be a source of comfort, guidance, and inspiration and that we can sing them almost anytime, anywhere.

### Use music to engage children and provide appropriate movement

Using movement while singing can help the children learn songs more quickly. It can also keep their attention. Ensure that the movements you use with sacred songs are appropriate. Simple hand gestures for key words or phrases can be appropriate for almost any song (see January helps for the music leader). For example, when singing "I Feel My Savior's Love" (CS, 74–75), tell the children that every time they sing the word *love* they should put their hands over their heart.

There are several fun activity songs in the *Children's Songbook*. Have fun with them, and the children will too. For example:

- Sing "Head, Shoulders, Knees, and Toes" (CS, 275) with the children at the regular speed, and then challenge them to keep up with you as you sing it faster and faster.
- Sing "I Hope They Call Me on a Mission" (CS, 169). Invite younger children to pretend they are riding a horse and carrying a Book of Mormon to people who live far away. (They could also pretend to be flying on an airplane or riding on a bumpy train.)

### My Plan to Teach a Song

**Know the song:** Practice, Practice, Practice

#### Ask yourself:

1. How can I attract the children's attention?
2. What questions can I ask to help the children understand the gospel message of the song?
3. What testimony can I leave with the children that will strengthen them?





**Tip:** Using music effectively will invite the Spirit. When you have finished singing a song, remind the children that when they feel love and peace, the Holy Ghost is helping them recognize truth.

Be sure to give a copy of the outline to your music leader(s). Training for the music leader is included in the outline.



# Use your Primary Music Leader to help in sharing time

 **I Know That My Savior Loves Me** 

Words and music by  
Tani Jepson Creamer and Doreni Bell

*Reverently* ♩ = 120-132

1. A long time a - go in a  
2. Now I am here in a

*mp*

beau - ti - ful place,      Chil - dren were gath - ered 'round Je - sus.  
beau - ti - ful place,      Learn - ing the teach - ings of Je - sus.

He blessed and taught as they felt of His love.      Each saw the tears on His  
Par - ents and teach - ers will help guide the way.      Light - ing my path ev - ry

*mf*


face.      The love that He felt for His lit - tle ones,  
day.      — Wrapped in the arms of my Sav - ior's love,

*mp*

I know He feels for me.      I did not touch Him or  
I feel His gen - tle touch.      Liv - ing each day. I will

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sit on His knee.      Yet, Je - sus is real to me.  
fol - low His way.      — Home to my Fa - ther a - bove.

*f*

I know He lives!      I will

fol - low faith - ful - ly.      My heart I

*mf*      *mp*

gave to Him.      I know that my Sav - ior loves me.

*mf*      *mp*

*mf*      *p*

I know that my Sav - ior loves me.

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New music is also included in the outline.



# Use your Primary Music Leader to help in sharing time

## Week 2: Jesus Christ is the Son of God.

**Encourage understanding** (*reading scriptures*): Post three pictures on the board: John Baptizing Jesus, Christ Appears to the Nephites, and The First Vision. Divide the children into three groups, and give each group one of the following scriptures: Matthew 3:16–17; 3 Nephi 11:6–8; Joseph Smith—History 1:17. Have them discuss

the scripture in their groups and then report to the rest of the children (1) the event, (2) what Heavenly Father said, and (3) how they would have felt if they had been there. Invite a child to read John 5:39. Explain that we can gain a testimony that Jesus Christ is the Son of God when we read the scriptures and pray.



**Tip:** Elder Dallin H. Oaks said, “We need to make more use of our hymns to put us in tune with the Spirit of the Lord, to unify us, and to help us teach and learn our doctrine” (in *Conference Report*, Oct. 1994, 13; or *Ersign*, Nov. 1994, 12). Refer to the tips and activities in this outline to learn a variety of ways you can use music in sharing time.

## Weeks 3 and 4: Heavenly Father and Jesus Christ love me.

**Encourage understanding** (*playing a guessing game and singing*): Have the pianist play the first two notes of a song that teaches about Heavenly Father and Jesus Christ’s love for us, and have the children guess the song. Add one note at a time until the children guess correctly. Sing the song together and then discuss what the song teaches about Heavenly Father and Jesus Christ’s love for us. List the children’s ideas on the board. Repeat with each song. Consider using the following songs: “My Heavenly Father Loves Me” (CS, 228–29), “Thanks to Our Father” (CS, 20), “I Feel My Savior’s Love” (CS, 74–75), and “I Am a Child of God” (CS, 2–3).

**Encourage application** (*drawing*): Give each child a piece of paper and have them draw one way they know that Heavenly Father and Jesus Christ

love them. You may want to refer the children to the ideas you listed on the board in the activity above. Tape the pictures together, and display them in a roller box (see *TNGC*, 178–79) or unroll them as you would a scroll. As the children watch, have the pianist play one of the songs listed above.

**Encourage understanding and application** (*participating in a physical activity*): Write some examples of ways that Heavenly Father shows His love for us and ways we show our love for Him on separate pieces of paper. Put the pieces of paper in a container, and have a child pull them out one at a time. Read each one aloud. If it is something that shows Heavenly Father’s love for us, have the children stretch one arm upward. If it shows our love for Heavenly Father, have them pass their hands over their heart.

## Helps for the music leader

To help the children learn “I Know That My Savior Loves Me” (pages 28–29 of this outline), consider the following:

Show a picture of the Savior blessing the Nephite children, and tell the children the story found in 3 Nephi 17:11–24 in your own words. Sing the first line of the song to the children, and include

an action to go with the phrase “beautiful place” (such as spreading your arms wide). Have the children sing and do the action with you. Invite the children to think of actions to go with each line of the song. Then sing and do the actions together.



Children love to see their own artwork. If you make a roller box, it can be reused for other lessons. This activity can also be done by taping pictures together to make a simple scroll.

Some of the monthly lesson plans include specific ideas to teach the suggested song.



# Use your Primary Music Leader to help in sharing time

## Week 2: Jesus Christ is the Son of God.

**Encourage understanding (reading scriptures):** Post three pictures on the board: John Baptizing Jesus, Christ Appears to the Nephites, and The First Vision. Divide the children into three groups, and give each group one of the following scriptures: Matthew 3:16–17; 3 Nephi 11:6–8; Joseph Smith—History 1:17. Have them discuss

the scripture in their groups and then report to the rest of the children (1) the event, (2) what Heavenly Father said, and (3) how they would have felt if they had been there. Invite a child to read John 5:39. Explain that we can gain a testimony that Jesus Christ is the Son of God when we read the scriptures and pray.



## Weeks 3 and 4: Heavenly Father and Jesus Christ love me.

**Encourage understanding (playing a guessing game and singing):** Have the pianist play the first two notes of a song that teaches about Heavenly Father and Jesus Christ's love for us, and have the children guess the song. Add one note at a time until the children guess correctly. Sing the song together and then discuss what the song teaches about Heavenly Father and Jesus Christ's love for us. List the children's ideas on the board. Repeat with each song. Consider using the following songs: "My Heavenly Father Loves Me" (CS, 228–29), "Thanks to Our Father" (CS, 20), "I Feel My Savior's Love" (CS, 74–75), and "I Am a Child of God" (CS, 2–3).

**Encourage application (drawing):** Give each child a piece of paper and have them draw one way they know that Heavenly Father and Jesus Christ

love them. You may want to refer the children to the ideas you listed on the board in the activity above. Tape the pictures together, and display them in a roller box (see *TNGC*, 178–79) or unroll them as you would a scroll. As the children watch, have the pianist play one of the songs listed above.

**Encourage understanding and application (participating in a physical activity):** Write some examples of ways that Heavenly Father shows His love for us and ways we show our love for Him on separate pieces of paper. Put the pieces of paper in a container, and have a child pull them out one at a time. Read each one aloud. If it is something that shows Heavenly Father's love for us, have the children stretch one arm upward. If it shows our love for Heavenly Father, have them put their hands over their heart.

## Helps for the music leader

To help the children learn "I Know That My Savior Loves Me" (pages 28–29 of this outline), consider the following:

Show a picture of the Savior blessing the Nephite children, and tell the children the story found in 3 Nephi 17:11–24 in your own words. Sing the first line of the song to the children, and include

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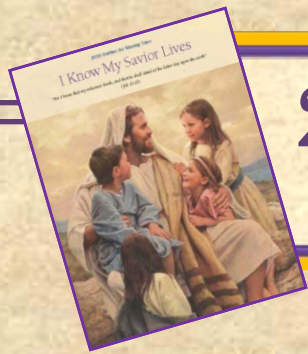
**Tip:** Elder Dallin H. Oaks said, "We need to make more use of our hymns to put us in tune with the Spirit of the Lord, to unify us, and to help us teach and learn our doctrine" (in *Conference Report*, Oct. 1994, 13; or *Ersign*, Nov. 1994, 12). Refer to the tips and activities in this outline to learn a variety of ways you can use music in sharing time.



Children love to see their own artwork. If you make a roller box, it can be reused for other lessons. This activity can also be done by taping pictures together to make a simple scroll.

Many sharing time ideas include the use of music. Plan with your music leader(s) to help the children sing songs that reinforce the gospel principles you are teaching.





# 2010 Outline for Sharing Time

## I Know My Savior Lives



These ideas may direct your study or your training. We are excited about the new format and welcome your responses as you begin to use it. Please know that we pray for you and are grateful for your service as you teach the children. The children are naturally believing and full of faith. You have an important responsibility to teach the gospel and help them learn to live it while their hearts are so open to the truth. May blessings be with you. We love you.

*The Primary General Presidency*