

2013 Outline for Sharing Time

# I Am a Child of God

*“All human beings—male and female—are created in the image of God. Each is a beloved spirit son or daughter of heavenly parents” (“The Family: A Proclamation to the World”).*





# Instructions for Sharing Time and the Children's Sacrament Meeting Presentation

## Dear Primary Presidencies and Music Leaders,

This year we will have the sacred blessing and opportunity to help each child in Primary come to know that he or she is a child of God. We hope that the children will learn this important truth as they feel our Heavenly Father's love for them. As you prayerfully teach the doctrines in these sharing time lessons, you can help the children understand their divine identity, purpose, and potential. You can help them increase their faith in Jesus Christ and their testimony of our Heavenly Father's plan for them. And you can give them hope for their future and strengthen their desire to stay on the path back to our Heavenly Father.

Seek the help of the Spirit as you prepare, teach, and testify of these truths. Families will be blessed by your devoted efforts. We love you and extend our gratitude for the dedicated service you are giving to fortify and protect our precious children.

## The Primary General Presidency

### Instructions for Sharing Time

#### Gospel Instruction

Use this booklet as you prepare to teach a 15-minute lesson each week during sharing time. You may supplement the weekly lessons with other Church-approved materials, such as the *Friend* or the *Liahona*. The following guidelines will help you plan and present lessons.

*Love Those You Teach.* Show your love for the children by learning their names and being aware of their interests, talents, and needs.

*Teach the Doctrine by the Spirit.* As you prepare lessons, pray for guidance and strive to strengthen your testimony of the principles you will teach. This will help you teach by the Spirit.

*Invite Learning.* This booklet is designed to help you know not only *what* to teach but also *how* to teach and invite learning. You will teach the doctrine more effectively as you do the following three things in every lesson:

1. Identify the doctrine. Clearly introduce the doctrine that the children will be learning. Consider ways to do this verbally and visually. (For some examples, see the lessons for the fourth week in February and the third week in July.)

2. Encourage understanding. Ensure that the children gain a deeper understanding of the doctrine through a variety of teaching methods that engage them in learning, such as singing songs, role-playing, and reading scriptures.
3. Encourage application. Give the children opportunities to apply the doctrine in their lives. Consider how they can express feelings about or set a goal related to the doctrine.

**Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives.**

This booklet provides complete lessons for some of the weeks in the year. Ideas, but not complete lessons, are included for the other weeks. Supplement those ideas with some of your own. You can get ideas by reading other lessons in this

booklet. When there is a fifth Sunday, use this time to review previous lessons. The Spirit can guide you as you plan and prepare activities for lessons.

Work with the music leader as you prepare your lessons. Singing songs will help reinforce the doctrines you are teaching. Occasionally you may invite teachers and their classes to help you with parts of the gospel instruction.

**Available online:** The information, visuals, and resources referenced in this booklet are available online in the *Serving in the Church* section of [LDS.org](http://LDS.org).

Some lessons suggest inviting guest speakers to participate in Primary. You should get the approval of your bishop or branch president before inviting these individuals to participate.

Accompanying the lessons are several teaching tips that will help you improve your ability to teach. The lessons also include pictures that will help you see what an activity looks like. Although developing teaching skills is important, your own spiritual preparation and testimony are what will invite the Spirit to confirm these doctrines in the hearts of the children.

## Singing Time

Music in Primary should establish a reverent atmosphere, teach the gospel, and help children feel the influence of the Holy Ghost and the joy that comes through singing. A 20-minute segment of sharing time should be devoted to singing and teaching music. This will ensure that you have enough time to teach new music and to help the children enjoy singing.

This booklet includes a new song for the children to learn this year (see page 28). It also includes a section titled “How to Use Music in Primary” (see pages 26–27) and additional ideas for teaching songs to children (see pages 3, 11, 17).



**Preparation:** *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. (See TNGC, 13.)*

## Guidelines for the Sacrament Meeting Presentation

Under the direction of the bishop or branch president, the children’s sacrament meeting presentation is normally given during the fourth quarter of the year. Meet with the counselor in the bishopric or branch presidency who oversees Primary early in the year to discuss preliminary plans. Obtain his approval when the plans are completed.

Plan for the children to present the program based on the monthly sharing time themes. Throughout the year, keep notes of children’s talks and personal experiences for possible use in the presentation. As

you plan for the children to share what they have learned about this year’s theme, think of ways they can help the congregation focus on the gospel doctrines they are teaching. A member of the bishopric may conclude the meeting with brief remarks.

As you prepare the presentation, remember the following guidelines:

- Practices should not take time away from classes or families unnecessarily.
- Visuals, costumes, and media presentations are not appropriate for sacrament meeting.



## Resources Used in This Booklet

The following abbreviations are used throughout the booklet:

CS *Children’s Songbook*

GAB *Gospel Art Book*

TNGC *Teaching, No Greater Call*

Many lessons include suggestions for using pictures. You can find pictures in the *Gospel Art Book*, Primary manual picture packets, and Church magazines and online at [images.lds.org](http://images.lds.org).

## Curriculum for 2013

### General Curriculum

Nursery: *Behold Your Little Ones*; Sunbeams: *Primary 1*; CTR 4–7: *Primary 3*; Valiant 8–11: *Primary 5*

### Basic Curriculum

Sunbeams: *Primary 1*; CTR 4–7: *Primary 3*; Valiant 8–11: *Primary 7*

**Resources:** *You can find additional teaching resources such as coloring pages, stories, and activities in the Friend, Liahona, nursery manual, and Gospel Art Book. Use these resources to supplement your lessons. Also look for a list of resources on specific gospel topics from the Friend at [friend.lds.org](http://friend.lds.org). These resources may be printed and used in teaching the children.*

# I Am a Child of God, and He Has a Plan for Me

**Song: “I Am a Child of God”**  
(CS, 2–3)

“The Spirit itself beareth witness with our spirit, that we are the children of God”  
(Romans 8:16).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. **Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”**

**Yearlong Activity:** Briefly share a way you have recognized that God loves you. Place a small object (such as a cotton ball, a bean, or a pebble) into a clear jar or container. Throughout the year, allow children to share ways they have recognized that God knows and loves them.



Each time a child shares something, allow him or her to add another object to the jar. Refer to the jar frequently, pointing out how many ways Heavenly Father shows His love for us.

## Week 1: God is my Heavenly Father. He knows and loves me.

**Identify the doctrine (playing a guessing game):** Tell the children that you are thinking of someone who loves us, knows each of us, helps us, and lives far away. Ask them to guess who you are thinking of (Heavenly Father). Discuss our relationship with Heavenly Father. Invite the children to repeat together “God is my Heavenly Father. He knows and loves me.”

**Encourage understanding (reading scriptures):** Divide the children into groups. Have each group read Enos 1:5, Moses 1:6, and Joseph Smith—History 1:17 and discuss how the Lord addresses each prophet. Ask the children, “If

Heavenly Father visited you, what would He call you?” Bear testimony that God knows each of us by name.

**Encourage application (singing songs):** Have the children stand in a circle and pass around several items that represent God’s love for His children as they sing “I Am a Child of God” (CS, 2–3) or “I Know My Father Lives” (CS, 5). Items could include scriptures, a picture of the sacrament, a piece of fruit, or a picture of a family. Randomly stop the singing and have the children holding an item share one way they know God loves them. Repeat as time allows.

## Weeks 2 and 3: Heavenly Father’s plan is a plan of happiness.



**Identify the doctrine:** Write “Heavenly Father’s plan is a plan of happiness” on a piece of paper. Place the paper in a container and wrap it to look like a gift. Hold up the gift and tell the children

that inside is something that will bring them happiness. Let them guess what it might be. Then open the gift and have a child read the sentence to the class. Explain that Heavenly Father has a plan so that we can be happy and live with Him again.

**Encourage understanding (singing a song and answering questions):** Give each class a wordstrip with one of the following questions written on it:

- What does my life have, and where did it begin?
- What was my choice, and what should I seek?
- What should I follow, and to what can I hold fast?
- How will I feel if I follow God’s plan?

Sing the first two lines of “I Will Follow God’s Plan” (CS, 164–65), and discuss the answer to the first question. Repeat with the rest of the song and the other questions.

**Adapt activities to** work with the size of your Primary. Dividing a large Primary into groups to read scriptures gives more children the opportunity to participate. You may not need to divide a small Primary into groups to engage all of the children.

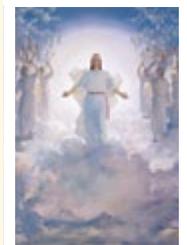
### Premortal



### Mortal



### Postmortal



**Encourage understanding (finishing a statement):** Put pictures representing premortal, mortal, and postmortal life in three separate areas of the room. Draw a happy face on a piece of paper. Tell the children that each time you hold up the happy face, they should say, “Happy.” Stand near the picture of premortal life and describe the Council in Heaven. Whenever possible, let the children finish your statements with “happy” as you hold up the happy face. For example: “Heavenly Father wanted us to be *happy*. He told us about His plan to send us to earth and receive a body. He said that we could be *happy* if we obeyed His commandments. He knew that we would need a Savior to help us be *happy*, because none of us are perfect. When we heard about Heavenly Father’s plan, we were so *happy* we shouted for

joy!” Continue this activity as you move to the other areas and describe the plan of happiness: “You came to your family, and they were so *happy* when you were born.” “We are *happy* as we make righteous choices.” “We will be *happy* to be with our families and Heavenly Father and Jesus Christ forever in the celestial kingdom.” Add details of the plan as appropriate for the ages and understanding of the children.

**Encourage application (drawing pictures):** Give each child a piece of paper with a happy face and the words “Heavenly Father’s plan is a plan of happiness” on it. Invite them to draw a picture of something in our Heavenly Father’s plan that makes them happy. Testify that the Father’s plan is for our eternal happiness.

**Show love:** “As we show love for those we teach, they become more receptive to the Spirit” (TNGC, 31). You can increase your love for the children as you pray for them, get to know their interests and concerns, call them by name, and listen attentively to them.

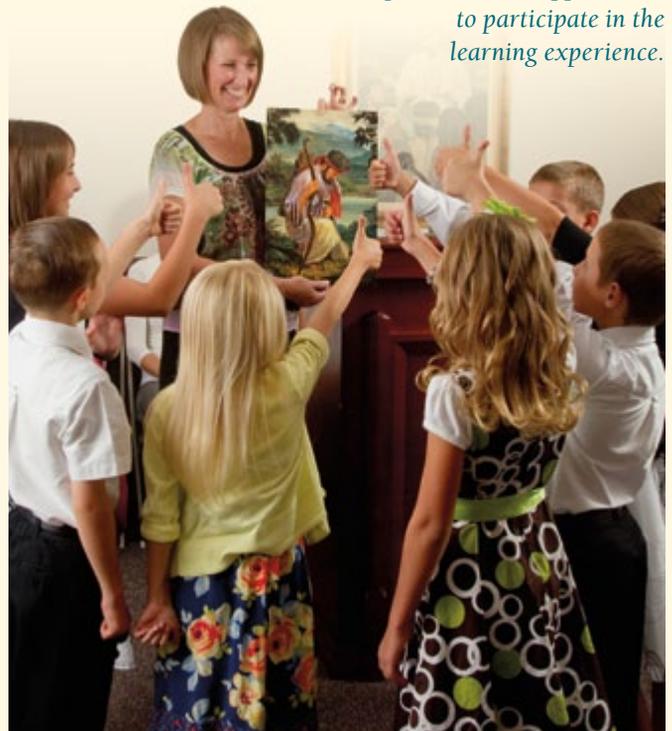
#### Week 4: I have agency, and I am responsible for my choices.

**Identify the doctrine:** Prepare two wordstrips, one that says “I have agency” and one that says “I am responsible for my choices.” Divide the children into two groups. Ask two children to come to the front of the room. Ask one of them to hold up the first wordstrip, and have one of the groups stand and say, “I have agency.” Ask the other child to hold up the second wordstrip, and have the other group stand and say, “I am responsible for my choices.” Repeat several times, letting each group say each phrase.

**Encourage understanding (discussing consequences):** Ask the children what the consequence would be if they chose to not eat, to touch a hot stove, to attend church, or to be kind to others. Explain that Heavenly Father loves us and wants us to make good choices and receive the blessings of those choices.

**Encourage application (playing a game):** Write on strips of paper some good choices and some bad choices a child could make. Place the strips in a container. Have the children form two lines, a “choice” line and a “consequences” line.

Have the first child in each line walk to the front of the room as everyone sings the first line of “Choose the Right” (Hymns, no. 239). Have the child in the “choice” line draw out and read a choice. Have the other child give a possible consequence of that choice. Have the rest of the children point their thumbs up if it is a good choice and point their thumbs down if it is a bad choice. Continue as time allows.



*Actively engaging all of the children in an activity keeps their attention and gives them the opportunity to participate in the learning experience.*

#### Helps for the music leader

Ask the children to sing the chorus of “I Am a Child of God” (CS, 2–3) with you and listen for words that describe what they would like someone to do for them. List their responses (lead, guide, walk beside, help, teach) on the board. Ask a question about each word. For example, “Who

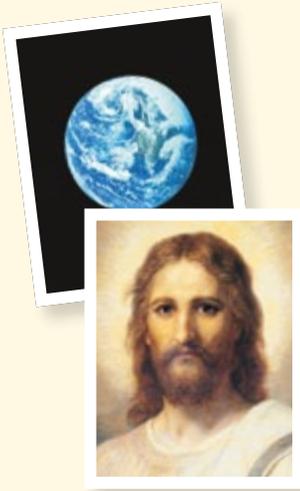
leads us?” or “Why would you want someone to walk beside you?” Testify of the blessings of having parents, teachers, leaders, prophets, the scriptures, and the Holy Ghost to help us find our way back to Heavenly Father.

# The Earth Was Created for Heavenly Father's Children

**Song: "My Heavenly Father Loves Me"**  
(CS, 228–29)

*"We will make an earth whereon these may dwell; and we will prove them herewith, to see if they will do all things whatsoever the Lord their God shall command them"*  
(Abraham 3:24–25).

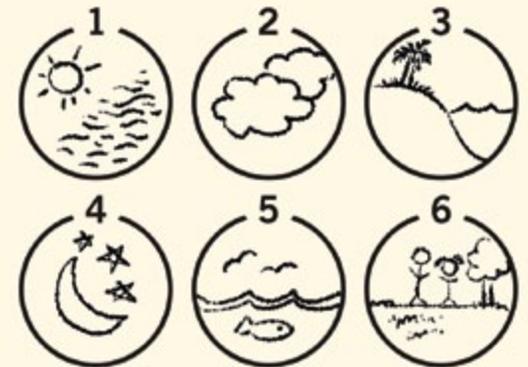
Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. **Ask yourself, "What will the children do to learn, and how can I help them feel the Spirit?"**



## Week 1: Jesus Christ created the earth under the direction of Heavenly Father.

**Identify the doctrine (seeing pictures):** Show a picture of the earth and ask the children who created the earth. Explain that Jesus Christ created the earth under Heavenly Father's direction. Then show a picture of Jesus Christ and invite the children to say, "Jesus Christ created the earth."

**Encourage understanding (drawing pictures):** Tell the children that part of Heavenly Father's plan of happiness was that an earth would be created where we would gain a body so we could grow and learn. Draw six numbered circles on the chalkboard. Divide the children into six groups, and ask each group to read one of the following scripture passages about the six days of the Creation: Genesis 1:1–5 (day 1); Genesis 1:6–8 (day 2); Genesis 1:9–13 (day 3); Genesis 1:14–19 (day 4); Genesis 1:20–23 (day 5); Genesis 1:24–31 (day 6).



Invite each group to come one at a time to the front of the room, tell the other children what happened on the day they read about, and draw a picture that represents that day in the corresponding circle. Read Genesis 2:1–3 together. Review with the children what happened on each day of the Creation.

**Seek the Spirit:** 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.



## Week 2: The Fall was part of God's plan.

**Identify the doctrine (seeing a picture):** Show a picture of Adam and Eve. Tell the children that Adam and Eve were the first people to come to earth and receive bodies; they were placed in a garden called Eden. Explain that when they left the garden, it became possible for us to come to earth; their leaving the garden is called the Fall. Write "The Fall was part of God's plan" on the board, and have the children say it with you.

**Encourage understanding (discussing the doctrine):** Draw two circles on the board, and label one *spirit world* and the other *earth*. Explain that when Adam and Eve were in the Garden of Eden, we were in the spirit world. Show a picture of some children, and tape it on the board in the "spirit world" circle. Explain that after Adam and Eve left

the garden, we could come to the earth. Invite a child to move the picture of the children to the "earth" circle. Ask the children to put their thumbs up if they think the Fall was good, and invite a child to explain why.

**Encourage application (playing a matching game):** Prepare several pairs of matching phrases representing blessings we experience in mortality (for example, a body, families, choices between good and evil, opportunities to learn, health and sickness, happiness and sadness, joy and pain). Place the papers facedown on the board. Invite children to take turns choosing two papers to see if the phrases match. When a match is found, discuss why it is a blessing.

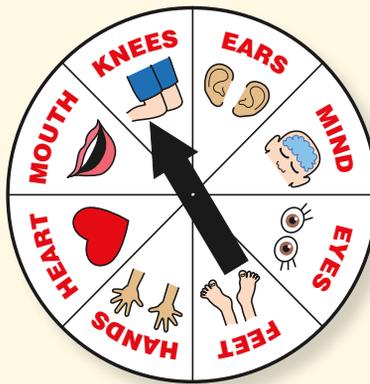
**Week 3: I have been sent to earth to gain a body and to be tested.**



Children can be your best visual aids.

**Identify the doctrine (seeing a visual):** Write on the board, “I have been sent to earth to gain a \_\_\_\_\_ and to be tested.” Invite a child to come to the front of the room and draw his or her body on the chalkboard or a large piece of paper. Ask the children to tell you what the drawing is (a body). Fill in the blank and have the children say the sentence together.

**Encourage understanding and application (participating in a physical activity):** Make a spinner displaying pictures of several parts of the body (see example below). Discuss several things that our bodies can do, and invite the children to do them with you (for example, wiggling your fingers, stomping your feet, and turning around). Explain that one reason we came to earth was to be tested to see if we will use our bodies to obey Heavenly Father’s teachings. Invite the children to take turns spinning the pointer and telling how they can use the part of the body indicated to obey Heavenly Father. (If you cannot make a spinner, point to different parts of your body and ask the children to tell you how they can use that part of their body to obey Heavenly Father.) Invite the children to sing “I Have Two Ears” (CS, 269).



Click here for spinner.

**Drawings:** Encourage children to show and discuss their pictures with their families. This will help them remember what they have learned. It will also give parents an opportunity to discuss gospel principles with their children (see TNGC, 167).

**Week 4: If I keep the commandments, I can live with Heavenly Father again.**

**Identify the doctrine (singing a song):** Write on the board, “If I keep the \_\_\_\_\_, I can live with Heavenly Father again.” Hum “Keep the Commandments” (CS, 146). Invite the children to stand when they recognize the song and join in humming. Ask, “What do we need to do to live with Heavenly Father again?” Write “commandments” in the space on the board. Invite the children to sing the song with you.

**Encourage understanding (discussing commandments):** Invite a few children to share some rules their parents have made that keep their family members safe. Ask, “What happens when you obey the rules?” Write their ideas on the board. Explain that parents show love when they establish rules. Ask, “What happens when we obey Heavenly Father’s commandments?” Write some of the children’s comments on the board. Explain that just

as obeying their parents’ rules will keep them safe, obeying Heavenly Father’s commandments will help keep them safe. Bear your testimony that if we obey the commandments, we will be able to return to live with Him again.

**Encourage application (reading scriptures):** Give each child a pencil and a piece of paper divided into four sections, with one of the following scripture references written in each section: D&C 1:37, D&C 10:5, D&C 59:9–10, and D&C 119:4. Ask the children to read each scripture together as a class, discuss the commandment it describes, and draw a picture of that commandment on their papers. When they are finished, invite the children to share how keeping the commandments will help them prepare to live with Heavenly Father again.



Click here for handout.

# Jesus Christ Is Our Savior

“Hearken ye to these words. Behold, I am Jesus Christ, the Savior of the world” (D&C 43:34).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. **Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”**

**Song: “If the Savior Stood Beside Me”**  
(page 28 in this outline)

## Week 1: Jesus Christ taught the gospel and set an example for us.

**Identify the doctrine** (*singing a song*): Sing together “Do As I’m Doing” (CS, 276) several times, inviting different children to choose the action to perform. Explain that when we follow the actions of someone else, we are following his or her example. Ask who set the perfect example for us to follow (Jesus Christ). Invite the children to say together, “Jesus Christ set an example for us.”

**Encourage understanding** (*reading scriptures*): Place pictures of the following events on the board: Christ being baptized, Christ with children, Christ praying, and Christ teaching. Read one of the following scriptures together, and ask the children to explain what Christ is teaching in that scripture: Mark 16:15; John 13:34–35; 3 Nephi 11:37; 3 Nephi 18:19. Slowly point to each picture and invite the children to stand when you point to the one that best shows Christ doing what He taught us to do in the scripture you read. Repeat with the remaining scriptures.

**Encourage application** (*drawing a picture*): Give each child a piece of paper, and invite them to draw a picture of themselves following Christ’s example. For example, a child could draw himself being baptized, teaching the gospel to a friend, or helping someone. Invite a few children to share their pictures with the other children, and encourage them to share their drawings with their families.



*Children are more likely to be reverent when they are involved in learning. In this activity, having the children stand and sit reverently will help keep their attention.*

## Week 2: Because of Christ’s Atonement, I can repent and live with God again.

**Identify the doctrine** (*filling in the blanks*): Before Primary, write on the board, “Because of Christ’s \_\_\_\_\_, I can \_\_\_\_\_ and live with \_\_\_\_\_ again.” Write the words *Atonement*, *repent*, and *God* on separate wordstrips and tape them

under three of the chairs in the room. Invite the children to find the wordstrips and place them on the board in their proper place. Read the sentence together.

### Encourage good behavior:

*Praising children’s good behavior will promote good behavior better than asking children to stop bad behavior.*

**Encourage understanding** (*reading scriptures and answering questions*): Place pictures of Christ in Gethsemane and the Crucifixion on the board. Cover the pictures with several smaller pieces of paper. On each piece of paper write a question about the event in the pictures and a scripture reference from Matthew 26–27 or Luke 22–23 where the answer can be found. (For example: What is the name of the place where Jesus went to pray? Matthew 26:36.) Divide the children into groups, and ask each group to look up one of the scriptures and find the answer to the question. Have the groups share the answers to their questions and remove the corresponding pieces of paper to reveal the pictures.

**Encourage application** (*seeing an object lesson*): Discuss with the children the meaning of the words *Atonement* and *repentance*, and explain how the Atonement can bless us (see *True to the Faith: A Gospel Reference* [2004], 14–20, 132–35). Show the children a gift. Ask a child to try to give the gift to another child, and ask the second child to refuse to receive it. Explain that when we do not receive a gift that is given to us, we cannot enjoy the blessings of



*To adapt scripture reading activities for younger children, ask them to listen as you read and then stand when they hear a specific word or phrase.*

the gift. Have the children listen for what they must do to receive the gift of the Atonement as you read together Doctrine and Covenants 19:16.

**Week 3: Because Jesus Christ was resurrected, I will be too.**

**Identify the doctrine** (*hearing a story*): Use the illustration from page 123 in the nursery manual (see instructions on page 121) to tell the story of the Resurrection (see John 19:41–42; 20:1, 11–18). Explain that when Jesus Christ was resurrected, His body and spirit were reunited; this made it possible for everyone to be resurrected. Have the children say, “Because Jesus Christ was resurrected, I will be too.”

**Encourage understanding** (*discussing feelings*): On the board list words that describe how the disciples might have felt the day Jesus died (such as *grief, sorrow, sadness, and despair*). Have the children suggest opposites of those words (such as *happiness, joy, hope, and faith*), and write them on

the board. Explain that these feelings are what the disciples felt when Jesus was resurrected. Discuss some of the blessings that come from knowing we will be resurrected (see Isaiah 25:8; Alma 22:14).

**Encourage application** (*sharing feelings*): Write on the board, “I am thankful Jesus was resurrected because . . .” Invite a ward member who has had a loved one die to come to Primary and briefly share why he or she is thankful for the Resurrection. Ask the children if they know anyone who has died, and invite them to close their eyes and think of that person. Invite some of the children to stand and complete the sentence on the board and share what the Resurrection means to them.

**Visuals:** Children respond well to visuals. A variety of visual aids will keep the children interested (see TNGC, 89–90).

**Week 4: Jesus Christ is our Savior.**

**Identify the doctrine** (*discussing the word “Savior”*): Show some objects or pictures representing people who might save our lives (such as a doctor, a policeman, or a lifeguard), and discuss how they might save us. Show a picture of Jesus, and explain that He is the only one who has the power to save us from the eternal consequences of death and sin. Write on the board, “Jesus Christ is our Savior,” and read it with the children, emphasizing the word “Savior.”

**Encourage understanding and application** (*hearing scripture stories*): Tell the children some scripture stories about people who were saved from sin by the Savior (for example, Alma the Younger [see Alma 36:6–24], Enos [see Enos 1:1–8], Zeezrom [see Alma 15:3–12], Lamoni’s father [see Alma 22:1–26], or the man brought to Jesus [see Luke 5:17–26]). Explain that through Jesus Christ’s Atonement, all of us can be saved from sin. Testify that Jesus Christ is our Savior, and invite a few children to bear their testimonies of Him.



# Jesus Christ Restored His Church in the Latter Days

**Song:** Song of your choice from the *Children's Songbook*

**Testify:** As you teach the children, take opportunities to briefly testify of gospel truths (see TNGC, 45).

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

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. **Ask yourself, "What will the children do to learn, and how can I help them feel the Spirit?"**

## Week 1: After Jesus Christ and His Apostles died, gospel truths were lost.

**Identify the doctrine (discussing):** Ask the children to name some things Jesus Christ taught when He was on the earth. Show a picture of Christ ordaining the Apostles. Explain that after Christ died and was resurrected, His Apostles taught the gospel, but many people would not listen to them; soon, the Apostles died, and some important truths about the gospel were not taught

anymore. Write on the board "After Jesus Christ and His Apostles died, gospel truths were lost," and have the children say it with you.

**Encourage understanding (drawing pictures):** Write on the board some gospel principles that were lost or changed during the Apostasy (for example, baptism, priesthood, temples, living prophets, and the sacrament). Divide the children into small groups. Give each group a piece of paper with one of the gospel principles written on it, and ask the children to draw a picture to represent that principle. Invite a child from each group to place their picture on the board. Explain that when Christ was on the earth, He taught all of these important gospel truths. Ask the children to close their eyes. Remove all of the pictures and hide them. Then ask the children to open their eyes. Explain that the gospel truths were lost after Jesus Christ and His Apostles died. Tell the children that the gospel was restored through Joseph Smith. Replace the pictures, and testify that The Church of Jesus Christ of Latter-day Saints has all the truths that were once lost. (Keep the pictures to use in week 4.)



*Drawing allows children to express their understanding of gospel principles. Children love to see their own pictures used as visual aids.*

## Week 2: Heavenly Father and Jesus Christ appeared to Joseph Smith.

**Identify the doctrine (seeing a picture):** Cover a picture of the First Vision with several smaller pieces of paper. Invite children to remove the pieces of paper one at a time. Ask the children to quietly raise their hands when they know what the picture is. After all the pieces of paper have been removed, ask the children to tell you what is happening in the picture.

**Encourage understanding (reading scriptures):** Show the children where in the scriptures we can read Joseph Smith's description of his experience in the Sacred Grove (Joseph Smith—History 1:14–19). Read or ask some children to read several verses that describe what happened. You may

want to ask younger children to do simple actions, such as standing and stretching their arms up like trees or folding their arms as if they are praying. Ask the children how they might have felt if they could have watched Heavenly Father and Jesus Christ appear and talk to Joseph Smith. Discuss the importance of this event.

**Encourage application (sharing testimonies):** Have the children sing "The Sacred Grove" (CS, 87). Then bear your testimony that Heavenly Father and Jesus Christ appeared to Joseph Smith. Invite a few children to share their testimonies of the First Vision.

## Week 3: Priesthood authority was restored by heavenly messengers.

### Encourage understanding (singing a song):

Ask the children how they might announce something very important. Explain that long ago trumpets would be played when something important was announced. Ask the children to close their eyes and imagine that they hear trumpets as the pianist plays “The Priesthood Is Restored” (CS, 89). Ask the children to sing the song and discover what important message this song is announcing. Ask a few children to explain what the song means.

### Encourage understanding (listening to guest speakers):

Show the children pictures of the restoration of the Aaronic Priesthood and the restoration of the Melchizedek Priesthood. Invite an Aaronic Priesthood holder to briefly share the story of the restoration of the Aaronic Priesthood (see D&C 13; Joseph Smith—History 1:68–72). Then invite a Melchizedek Priesthood holder to tell the children about the restoration of



the Melchizedek Priesthood (see D&C 27:12–13; Joseph Smith—History 1:72). Show the pictures again, and ask the children to name the people in the pictures.

### Encourage application

(sharing testimonies): Have each class write on a piece of paper one thing that we have today because the Aaronic

Priesthood was restored (for example, baptism and the sacrament) and one thing we have because the Melchizedek Priesthood was restored (for example, confirmation and blessings for the sick). Ask some of the

children to share what they wrote. Express your gratitude for the blessings that come from our Heavenly Father because of the restoration of the priesthood.



Guest speakers can add variety and interest to Primary.

## Week 4: Joseph Smith translated the Book of Mormon and restored gospel truths.

### Identify the doctrine and encourage understanding (discussing):

Before Primary, write “Joseph Smith translated the Book of Mormon and restored gospel truths” on a sheet of paper, and cut the paper into puzzle pieces. On the back of each piece, write the name of a person or thing related to the translation of the Book of Mormon (for example, Joseph Smith, Urim and Thummim, angel Moroni, golden plates, power of God, and Oliver Cowdery). Give each class one of the puzzle pieces, and ask them to discuss how the

item or person on the back of the piece is related to the translation of the Book of Mormon. Invite each class to come to the front of the room, share what they discussed, and put their puzzle piece on the board. When the puzzle is complete, read the sentence together.

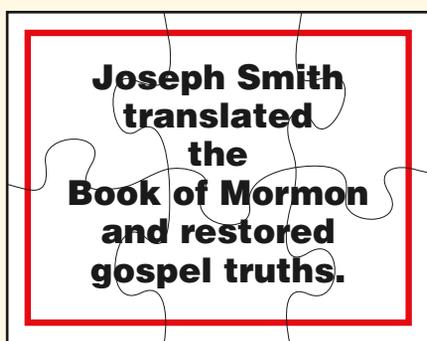
### Encourage understanding (listening to a

guest speaker): Invite a priesthood holder to portray Joseph Smith and tell the story of how he translated the Book of Mormon. Give him several of the pictures the children drew in week 1 and ask him to share how the gospel principles were restored through Joseph Smith. He could wear a simple costume, such as a black ribbon bow tie. Invite him to take off the costume and bear his testimony of Joseph Smith.

### Encourage application (sharing ideas):

Ask the children to stand if they can name a gospel truth that had been lost and was restored through Joseph Smith. Invite a few of the children to share their thoughts. Share your testimony of the restored gospel and the Book of Mormon.

**Adapt activities:** Some of the activities in this outline would work better for older children; others would work better for younger children. As you plan your lessons, consider the ages and abilities of the children you are teaching.



Click here for puzzle.

# Prophets Teach Us to Live the Restored Gospel

**Song: Song of your choice from the Children's Songbook**

"Surely the Lord God will do nothing, but he revealeth his secret unto his servants the prophets" (Amos 3:7).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. **Ask yourself, "What will the children do to learn, and how can I help them feel the Spirit?"**



## Weeks 1 and 2: The living prophet leads the Church under the direction of Jesus Christ.

**Identify the doctrine** (*seeing pictures and playing a game*): Show a picture of the living prophet. Ask several children to take a turn leading the Primary in a simple action such as hopping or clapping their hands. Point to the picture of the prophet and explain that he is the President of the Church and we should follow what he asks us to do. Ask: "Who does the prophet follow?" Show a picture of Jesus Christ, and explain that the prophet works under His direction.

**Encourage understanding** (*discussing the prophet's teachings*): Show the children the most recent conference issue of the *Ensign* or *Liahona*. Explain that at general conference, the prophet teaches us what Jesus Christ wants us to do. Select sentences from the prophet's talks, and invite

children to read them aloud. Together, make a list of things the children could do to follow the prophet.

**Encourage application** (*drawing a picture*): Give each child a piece of paper. Invite them to fold it in half. Ask them to draw a picture of the prophet on one half of the paper and to write or draw one way they will follow the prophet on the other half. Invite the children to stand and hold their pictures as they sing the chorus to "Follow the Prophet" (CS, 110–11).

For week 2, teach the children about something the prophet has taught in a recent general conference. As you plan the activities you will use, think about how you will identify the prophet's teaching and help the children understand it and apply it in their lives.

**Reinforce the doctrine:** Throughout this month, emphasize that the living prophet teaches us what Jesus Christ wants us to know today. Help the children understand that when we follow the prophet, we are following Jesus Christ.

## Week 3: Prophets teach me to pay tithing.

**Identify the doctrine** (*reading a scripture*): Explain that Malachi was an Old Testament prophet who taught the people to pay their tithing. Ask a child to read Malachi 3:10 as the other children listen for what the Lord promises us if we pay tithing. Explain that "open you the windows of heaven" refers to blessings we receive when we pay tithing.

**Encourage understanding** (*seeing an object lesson*): Invite 10 children to the front of the room. Give each one an apple (or other fruit) and ask them to hold their apples up and pretend to be apple trees. Have another child "pick" the apples and put them into a basket. Explain that tithing is one-tenth of what we earn and is usually paid with money, but there have been times when



people paid with whatever they had. Ask how many apples the child would give to the bishop for tithing.

**Encourage application (discussing tithing):** Show a tithing receipt and envelope. Discuss the process of paying tithing. Invite children to share how their families have been blessed by paying tithing. Bear testimony of the blessings that come from obeying the prophet's counsel to pay tithing.



**Week 4: Prophets teach me to live the Word of Wisdom.**

**Identify the doctrine (reading a scripture):** Ask the children to tell about a time when their parents warned them about danger. Ask them why their parents would warn them. Explain that Heavenly Father loves us and warns us of danger through His prophets. Ask a child to read Doctrine and Covenants 89:4, and have the children listen for what this warning is called. Explain that the Prophet Joseph Smith received this warning, the Word of Wisdom, as a revelation from God.

**Encourage understanding (reading scriptures):** Before Primary, tape the following scripture references to the bottom of different chairs: D&C 89:7, D&C 89:8, D&C 89:9, D&C 89:10, D&C 89:12, D&C 89:16. Explain that Heavenly Father gave us our physical bodies and He wants us to take care of them; He has given us the Word of Wisdom to help us know what things will help our bodies and what things will hurt them. Ask the children to look under their chairs to find the scripture references. Invite each child who finds a reference to read the

scripture out loud. Discuss what each verse means. Clarify that “strong drinks” are alcohol and “hot drinks” are coffee and tea.

**Encourage application (playing a game):** Place in a bag some pictures of various foods, drinks, and other items that are either good or bad for the body. Invite a child to select a picture from the bag and show it to the other children. Ask the children to open their mouths if the item is good or to cover their mouths if the item is bad. Read Doctrine and Covenants 89:18–21 and discuss the blessings we receive when we follow the prophet's counsel to live the Word of Wisdom.



*Children can learn through fun activities and movement and still maintain an attitude of reverence.*

**Helps for the music leader**

A song for this month could be “We Thank Thee, O God, for a Prophet” (Hymns, no. 19). The following are some ideas that can be used to teach any song. Although wordstrips are used in this example, with some songs pictures can be used to teach young children.

Write each phrase of the song on a different color wordstrip (or write each phrase in a different color). Divide each phrase into two parts. Use any of the following methods to teach the song:

1. Randomly place all the wordstrips around the room. Allow a few children to put the phrases in the correct order as you and the children sing the song over and over. Sing and discuss each phrase, and then sing the whole song.
2. Begin with the wordstrips in place on the board. Sing the song with the children. Ask a child to remove one wordstrip, and sing the song again. Repeat until all of the wordstrips have been removed.
3. Place the first part of each phrase on the board in the correct order and put the second parts

We thank thee, O God,	for a prophet
To guide us	in these latter days.
We thank thee	for sending the gospel
To lighten our minds	with its rays.
We thank thee	for every blessing
Bestowed by	thy bounteous hand.
We feel it a pleasure	to serve thee
And love	to obey thy command.

[Click here for wordstrips.](#)

on the board in random order. Sing the first part of a phrase and ask the children to find the second part of the phrase and explain what the phrase means.

4. Divide the children into two groups. Have one group sing the first part of each phrase and the other group sing the second part. Switch groups and repeat.

# I Will Follow Heavenly Father’s Plan by Being Baptized and Confirmed

**Song: “When I Am Baptized”**  
(CS, 103)

**Show love:** To show your love for those you teach, give sincere compliments to children who participate, even if an answer they give is not exactly what you were looking for.

“Come unto me, and be baptized in my name, that ye may receive a remission of your sins, and be filled with the Holy Ghost” (3 Nephi 30:2).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. **Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”**

## Week 1: I will follow Jesus Christ by being baptized and confirmed and keeping my baptismal covenants.

Before Primary, cut two large footsteps out of different colors of paper. Write on one “being baptized and confirmed” and on the other “and keeping my baptismal covenants.” Prepare several smaller footsteps in both colors. Write one of the following on each footstep of the first color: 8 years old, repent, interview with the bishop, immersion, priesthood authority, covenant, white clothing, Holy Ghost. On each small footstep of the second color, write one of the standards from “My Gospel Standards.” Randomly place all the small footsteps around the room.

**Identify the doctrine:** Write on the board “I will follow Jesus Christ by . . .” Place the large footsteps on the board, one at a time, and read them together. Explain that these are necessary steps in Heavenly Father’s plan. If necessary, help the children understand what a baptismal covenant is.

**Encourage understanding and application (playing a matching game):** Ask a child to find one of the footsteps of the first color. Ask him or her to read the word or phrase on the footstep and place it on the board under the matching large

footstep. Ask the children what this has to do with baptism and confirmation. Repeat with all the footsteps of the first color.

Ask a child to find a footstep of the second color. Ask him or her to read the word or phrase on the footstep and place it on the board under the



[Click here for footsteps.](#)

matching large footstep. Discuss how living the gospel standard listed on the footstep will help the children keep their baptismal covenants. Repeat with the other footsteps.

## Week 2: If I live worthily, the Holy Ghost will help me choose the right.

**Identify the doctrine (singing a song):** Ask the children what gift we are given after we are baptized. Sing the second verse of “The Holy Ghost” (CS, 105). Before you sing, ask the children to listen for the answer to the following question: What does the Holy Ghost help us do? Help the children understand that the still, small voice is the Holy Ghost and that He helps us choose the right.

**Encourage understanding (seeing an object lesson):** Explain that we have to learn to listen to the promptings of the Holy Ghost by paying attention to thoughts in our minds and feelings in our hearts (see D&C 8:2). Have a child place a coin in a glass jar and shake it. Let the children

observe how clearly they can hear the sound. Have children add spoonfuls of dirt, rice, sand, or cotton balls to the jar. After each spoonful, have a child shake the jar again, and let the children comment on how this affects the sound. Continue adding spoonfuls until the children cannot hear the coin. Liken this to the difficulty of listening to the Holy Ghost when our lives are filled with distractions or sin. Empty the jar and demonstrate how clearly the coin can be heard again. Testify that keeping the commandments and repenting of our sins help us hear the Holy Ghost.



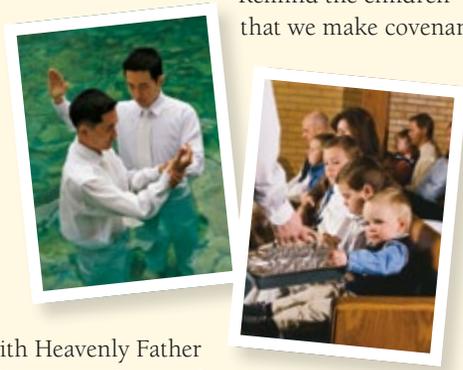
Connecting a doctrine to a visual will help the children remember the lesson being taught.

**Encourage application (sharing ideas):** Divide the children into groups and have each group pass around a small object while you sing or say the words to “The Holy Ghost.” Stop randomly and

have each child who is holding an object tell one thing they can do to hear the Holy Ghost more clearly. Conclude by singing “The Holy Ghost” together.

### Week 3: When I take the sacrament, I renew my baptismal covenants.

**Identify the doctrine (looking at pictures):** Show a picture of baptism and a picture of the sacrament and ask how the two pictures are related. Remind the children that we make covenants



with Heavenly Father when we are baptized, and explain that when we take the sacrament we renew our baptismal covenants.

**Encourage understanding (listening and discussing):** Invite the children to point either to themselves or to heaven to identify who is making the promise as you read the following statements from the sacrament prayer (see D&C 20:77): “take upon them the name of thy Son”; “always remember him”; “keep his commandments”; “always have his Spirit to be with them.” Discuss the meaning of each phrase.

**Encourage application (doing actions):** Ask the children to think of an action to remind them of each part of the covenant we hear in the sacrament prayer, such as placing their hand on their heart (take upon them the name of thy Son); pointing to their forehead (always remember him); opening their hands like a book (keep his commandments); and wrapping their arms around themselves (always have his Spirit). Repeat all four promises with the actions several times. Encourage the children to review these actions in their minds when they hear the sacrament prayers.



### Week 4: When I repent, I can be forgiven.

**Identify the doctrine (unscrambling words):** Ask the children to explain the meaning of the words *repent* and *forgive*. Give each class an envelope with the following words inside, each on a separate piece of paper: *When, I, repent, I, can, be, forgiven*. Invite each class to put their words in the correct order. When they have finished, have all the children repeat the sentence together.

**Encourage understanding (acting out a scripture story):** Tell the story of the prodigal son (see Luke 15:11–24) in your own words, using as many actions as possible (for example, hold up two fingers to represent two sons, and rub your stomach

to represent hunger). Invite the children to listen to the story and silently copy your actions. Show a picture representing the prodigal son and ask how the father in the story is like our Heavenly Father. Explain that just like the father, our Heavenly Father loves us and wants us to return to Him; He will forgive us of all we do wrong if we repent.

**Encourage application (reading a scripture):** Invite a child to read Mosiah 26:30. Ask the children to listen for how often someone can be forgiven. Invite them to think silently about what they will do the next time they do something wrong.

#### Involve all children:

Children learn and remember through movement and activity. Involve them as you tell a story by letting them make simple actions and movements.

# Families Are Part of Heavenly Father's Plan

**Song: "Families Can Be Together Forever"**  
(CS, 188)

*"The family is ordained of God" ("The Family: A Proclamation to the World," paragraph 7).*

*Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. Ask yourself, "What will the children do to learn, and how can I help them feel the Spirit?"*

## Week 1: Heavenly Father planned for me to come to a family.

**Identify the doctrine:** Show the children "The Family: A Proclamation to the World," and explain that it teaches that Heavenly Father's plan is for His children to come to earth in families.

**Encourage understanding** (*looking at pictures*): Divide the children into groups and give each group a picture of a family (for example, Adam and Eve teaching their children [GAB, no. 5], Christ raising Jairus's daughter [GAB, no. 41], Lehi's family arriving in the promised land [GAB, no. 71], and a family praying [GAB, no. 112]).

Invite each group to find the family members in their picture. Have each group show their picture to the rest of the children and point out the father, mother, and children. Ask the children to show with their fingers how many people are in their own families. Tell them that their families are part of Heavenly Father's plan.

**Encourage application:** Ask the boys to stand. Explain that they can each be the father of a righteous family someday. Invite a few of the boys to say something they might do to be a good father.



*Children will learn better and remember longer when you present ideas using pictures and other visuals (see TNGC, 176).*

Ask the girls to stand, and explain that they can each be the mother of a righteous family. Ask a few of them to say something they might do to be a good mother. Invite all the children to share something they can do to bring happiness to the families they have now.

## Week 2: Family prayer, family scripture study, and family home evening can strengthen my family.

**Identify the doctrine and encourage understanding** (*seeing an object lesson*): Have a child



hold a bundle of sticks. Explain that the sticks represent members of a family. Write "family prayer," "family scripture study," and "family home evening" on three strips of paper. Ask the children how these activities strengthen or help hold families together. Invite children to wrap the papers around the sticks. Explain that these activities invite the Spirit into our homes and lives and bring us closer to Heavenly Father and Jesus Christ, which makes our families stronger.

**Encourage application** (*drawing pictures*): Give the children pieces of paper, and invite them to draw pictures of activities they have done with their families that have strengthened them. Invite them to share what they drew with their families at home.



**Adapt activities:** The second activity in week 1 will work well for younger children. For older children, plan ways to teach about these families from the scriptures.

*Object lessons can be used to create interest, focus the children's attention, and introduce a gospel principle (see TNGC, 164).*

### Week 3: The priesthood can bless and strengthen my family.

**Identify the doctrine** (*playing a guessing game*): Tell the children that you are going to give them some clues about something that blesses and strengthens families. Ask them to raise their hands when they know the answer. Give some clues about the priesthood, such as “Fathers with this can bless their families” and “Boys who are 12 can receive this.” After the children have guessed correctly, say together, “The priesthood can bless and strengthen my family.”



**Encourage understanding** (*discussing the priesthood*): Ask the children to name some things priesthood holders can do (for example, baptize, give the gift of the Holy Ghost, bless the sick, and pass the sacrament). Show pictures of these ordinances and blessings as you discuss them, and help the children understand how they bless and strengthen families. Show a picture of a temple. Explain that one of the greatest blessings of the priesthood is that it makes it possible to go to the temple and be sealed together as a family forever.

**Encourage application** (*sharing ideas*): Invite several children to stand and share one or two ways the priesthood has blessed and strengthened their families. Encourage them to share these ideas with their families at home.



### Week 4: Heavenly Father wants me to marry in the temple and have an eternal family.

**Identify the doctrine** (*seeing a picture*): Show a picture of a couple standing in front of the temple in their wedding clothes. Ask the children why Heavenly Father wants us to be married in the temple. Explain that when we are married in the temple, our families can be eternal.

**Encourage understanding** (*hearing testimonies*): Invite a few teachers, including couples, to share blessings they have received because of the temple and temple marriage. Ask the children to listen for specific blessings as the teachers share their thoughts. Make a list of these blessings on the board.

**Encourage application**: Ask a few children to stand and share why they would like to be married in the temple and what they can do now to prepare for that blessing.



**Tip:** As you teach about eternal families, be sensitive to children who do not have both a mother and a father in their home. Also be sensitive to children who have parents or siblings who are less active or not members of the Church. Encourage all the children to live worthily and prepare so they can have eternal families of their own someday.

# Heavenly Father Hears and Answers My Prayers

**Song: “A Child’s Prayer”**  
(CS, 12–13)

**Reverence:** Children learn through movement and activity. Plan ways to reverently bring an activity involving movement to a close to help the children prepare for the next activity. Consider singing a reverence song.

Children themselves can be effective and engaging visuals. In this activity, the children have the opportunity to demonstrate the correct way to pray.

“Be thou humble; and the Lord thy God shall lead thee by the hand, and give thee answer to thy prayers” (D&C 112:10).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. **Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”**

## Week 1: The scriptures teach me how to pray.



**Identify the doctrine:** Hold up the scriptures and ask the children to tell you some of the things we learn about in the scriptures. Tell the children that one of the things we can learn about in the scriptures is how to pray.

**Encourage understanding and application (hearing a scripture story):** Tell the story of Alma and Amulek teaching the Zoramites (see Alma 31; 33–34). Invite the children to pantomime the correct way to pray. Ask the children what the story teaches about prayer. Make a list on the board of the children’s answers. Invite the children to discuss how the story applies to them.

## Week 2: Heavenly Father wants me to pray to Him often—anytime, anywhere.

**Identify the doctrine and encourage understanding (reading scriptures):** Tell the children that they can pray to Heavenly Father anytime, anywhere. Have them look up Alma 33:3–9. Read the verses together and have the children raise their hands each time they hear a place where Zenos prayed. Write these places on the board. Help the children understand what these places would mean to them today by creating wordstrips for the modern-day equivalents of them (for

example, a place where you have felt lost or alone for “wilderness”; yard, playground, or park for “field”; and our classes and meetings at church for “congregations”). Ask the children to match the wordstrips to the corresponding words on the board.

**Encourage application (discussing prayer):** Divide the children into groups and ask them to share experiences when they have prayed in the places Zenos mentioned.

## Weeks 3 and 4: Answers to prayers come from Heavenly Father in many ways.

**Identify the doctrine (playing a game):** Before Primary, write on the board, “Answers to prayers come from Heavenly Father in many ways,” and cover each word with a separate piece of paper. Have a child remove one piece of paper, and ask the children to guess what the sentence is. Repeat until the children discover the sentence, and ask them to read it together.

**Encourage understanding (reading scriptures):** Tell the children that Joseph Smith prayed

to know which church to join. Read together Joseph Smith—History 1:17 to find how his prayer was answered (through a visit from Heavenly Father and Jesus Christ). Tell the children that Alma prayed that his son, Alma the Younger, would learn the truth. Read together Mosiah 27:11 to find how Alma’s prayer was answered (an angel appeared to Alma the Younger). Explain that most answers to prayers come in other ways. On separate pieces of paper write the following scriptures



that describe ways prayers may be answered: D&C 6:22–23 (through peaceful feelings); D&C 8:2 (through thoughts in our minds and feelings in our hearts); Mosiah 27:36 (through the actions of other people); and 2 Nephi 32:3 (through the scriptures). Place the pieces of paper in a container. Have a child draw one and read it. Look up the scripture reference, read it together, and ask the children what each scripture teaches about how Heavenly Father answers prayers.

**Encourage application** (*hearing stories*): Invite four guests to share a story illustrating one of the ways that prayers are answered. The examples may come from personal experiences, Church magazines, or the scriptures. Invite the children to ask their families at home about times when their prayers have been answered.



*Clearly introduce the doctrine the children will be learning each week. Consider inviting them to say it with you at the beginning of sharing time.*

### Helps for the music leader

To help the children learn “A Child’s Prayer” (CS, 12–13), consider the following:

- Ask the children to imagine being away from their family for a long time and finally coming home; they open the door and are surrounded with comfort and love. Explain that praying is like opening a door to Heavenly Father; He is really there to comfort and love us, and He wants to hear and answer every child’s prayer.
- Ask the children to listen for the words “there” and “prayer” as you sing the first two lines of “A Child’s Prayer.” Have the children touch their ears when they hear the words. Invite them to sing those lines with you. Continue with the rest of the song, having the children listen for the rhyming words in each line.

- Sing the second verse a phrase at a time, and ask the children to repeat each phrase when you point to them. Then divide the children into two groups and ask one group to sing the first part of each phrase (for example, “Pray”) and the other group to finish the phrase (“he is there”). Invite all of the children to stand to sing, “Of such is the kingdom, the kingdom of heaven.”

**Scriptures:** *It is important for the children to learn gospel truths from the scriptures. Hold the scriptures while you teach from them.*



# I Will Serve God with All My Heart, Might, Mind, and Strength

*“Thou shalt love the Lord thy God with all thy heart, with all thy might, mind, and strength; and in the name of Jesus Christ thou shalt serve him” (D&C 59:5).*

*Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”*

**Role plays:** Role-playing or acting out situations helps children apply gospel principles to real-life situations. It also provides opportunities for the children to actively participate.

## Week 1: Jesus Christ taught us how to serve others.

**Identify the doctrine (looking at pictures):** Display a few pictures of Jesus Christ serving others. For example, use GAB pictures 41, 42, 46, 47, and 55. Ask the children to describe what is happening in each picture. Point out that Jesus is serving others in each picture. Write on the board, “Jesus Christ taught us how to serve others.”



**Encourage understanding (reading scriptures and role-playing):** Ask the children to take turns acting out one of the needs described in Matthew 25:35–36. For example, a child could pretend to be hungry, thirsty, a stranger, or sick. Ask the other children to guess the need and then act out how they can serve someone with that need. Read Matthew 25:35–40 together, and ask the children to look for who Jesus Christ says we are serving when we serve others.

**Encourage application:** Give the children a piece of paper and ask them to list names or draw pictures of people they can serve and acts of service they can perform for those people. Ask them to share their papers with their families at home.

## Week 2: Prophets and apostles show us how to serve.

**Identify the doctrine:** Display pictures of Moses, King Benjamin, Joseph Smith, and Thomas S. Monson. Tell the children that these prophets, just like all prophets and apostles, show us how to serve others.

**Encourage understanding (playing a guessing game):** Prepare clues about how Moses, King Benjamin, Joseph Smith, and Thomas S. Monson show us how to serve. For example, some clues about President Monson could be “I visited widows from my ward regularly,” “When I was a boy I gave another boy one of my favorite toys,”

and “I often visit people who are in hospitals.” You may want to use the following references to prepare the clues. Moses: Exodus 2:16–17; 1 Nephi 17:24–29. King Benjamin: Mosiah 2:12–19. Joseph Smith: Joseph Smith—History 1:62, 67; D&C 135:3. Thomas S. Monson: *Ensign*, Sept. 1994, 12–17; Dec. 1995, 2–4; Nov. 2006, 56–59.

Choose four children to represent these prophets, and invite one of them to read the clues you have prepared. Invite the other children to raise their hands when they think they know who the prophet is. Then have them find the picture of that prophet. Repeat with the other prophets.

**Encourage application (listening to conference):** Invite the children to watch or listen to general conference next month. Encourage them to listen for stories about how to serve others. Give them opportunities to share what they learn.

*Simple costumes such as robes and hats can make dramatizations more interesting. Dramatizations help children gain a greater understanding of gospel principles and accounts from the scriptures.*



## Weeks 3 and 4: When I serve others, I serve God.

**Identify the doctrine** (*memorizing a scripture*): Help the children memorize the last part of Mosiah 2:17 by writing on the chalkboard, “When



ye are in the service of your fellow beings ye are only in the service of your God.” Invite the children to repeat the phrase two or three times. Ask a child to erase one or two words, and have the children repeat the phrase again. Repeat until no words are left on the chalkboard.

**Encourage understanding** (*hearing case studies*): In preparation, prayerfully study President Dieter F. Uchtdorf’s April 2010 conference talk, “You Are My Hands” (see *Ensign* or *Liahona*, May 2010, 68–70, 75). Ask the children how we serve God when we serve those around us (we are doing what He would do if He were here). Share a story or a personal experience of service, and explain how it blessed both the giver and the receiver. (You can find stories about service in the *Friend* or *Liahona*.) Prepare some case studies (see *TNGC*, 161–62) that show how children can serve others. For example: “Annie tripped and fell on the way home from school, and her books and papers were scattered on the ground. David stopped to help her up and picked up her books.” “Mary’s neighbor was struggling to carry groceries into her house

while her baby was crying. Mary helped her carry her groceries.” Ask the children to act out the case studies and tell who was served (both the recipient of the service and God).

**Encourage understanding and application** (*playing a matching game*): Find or draw pictures of people children can serve, such as a parent, a sibling, a grandparent, a friend, and a neighbor. Make a second copy of these pictures and play a matching game with them (see *TNGC*, 169). When a child makes a match, invite him or her to tell one way to serve the person in the pictures. List the children’s ideas on the chalkboard. For some ideas about how to serve, see *Primary 4*, 166.

**Keep the doctrine pure** by teaching the truths of the gospel and not other things. Always use Church produced and approved lesson materials (see *TNGC*, 52).



*Games give variety to lessons, allow children to interact with each other, and reinforce the gospel principle being taught in a fun way.*

# I Will Share the Gospel with All of God’s Children

“Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven” (Matthew 5:16).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. **Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”**

## Week 1: Living the gospel helps me to be a missionary now.

**Review:** Remember to give the children opportunities to share what they learned as they watched or listened to general conference (see September, week 2).

**Identify the doctrine and encourage understanding (hearing a story):** Display a picture of missionaries. Ask the children what missionaries do. Share the following story or one from the *Friend* or *Liahona*: “One day two missionaries knocked on the door of a home. A woman named Mrs. James opened the door. The missionaries told her they were from The Church of Jesus Christ of Latter-day Saints. Mrs. James invited the missionaries in and told them she would like to learn more about the Church. . . . Mrs. James told the missionaries that she used to live next door to a

family that belonged to the Church. She said the children in that family were always very polite and kind. They played fairly with everyone and treated other people’s property with respect. Mrs. James said she would like to learn about a church that taught those children to be such nice neighbors” (*Primary* 2, 52). Ask: “How were the children who lived next to Mrs. James missionaries?” Explain that whenever we live the gospel we are being missionaries. Invite the children to say with you “Living the gospel helps me to be a missionary now,” emphasizing the word *now*.

## Week 2: Living the gospel helps me to be a missionary now.

**Encourage understanding (singing a song and discussing gospel standards):** Make 13 cards, each with one of “My Gospel Standards” written on it (see “Sharing Time: Keep the Commandments,” *Friend*, June 2006, 36). Hand out some of the

cards to the children, and have them pass the cards to one another while everyone sings “I Want to Be a Missionary Now” (CS, 168). When the song ends, have each child holding a card read the standard aloud and then share how living that standard will help him or her be a missionary now. Repeat, using different cards each time.

**Encourage application (setting goals):** Ask each child to choose one gospel standard they will try to live better in the coming week. Have them write or draw a picture of the standard on a piece of paper and look at it each day as a reminder. Invite them to report their experiences next week in Primary.



Singing about a doctrine helps children learn and remember it. Children also learn better if they see a visual or perform an activity in conjunction with the music.

### Week 3: I can share the gospel with my family and friends.

**Identify the doctrine (hearing a story):** Before Primary, read Elder Robert C. Oaks's October 2000 conference talk, "Sharing the Gospel" (see *Ensign*, Nov. 2000, 81–82). Tell the children the story of the orange juice. Explain that the gospel is far sweeter than orange juice and that we should share it with others. Have the children say, "I can share the gospel with my family and friends."

**Encourage understanding (listening to a guest speaker):** Invite a missionary or a returned missionary to speak about ways children can share the gospel with others (such as by being good

examples, inviting friends to Primary, and sharing their testimonies) and how their efforts to share the gospel help Heavenly Father and the missionaries.

**Encourage application (hearing a story and sharing ideas):** Remind the children they can be missionaries now. Share a time when you or someone you know has shared the gospel. Have the children stand one at a time and each say one word of the sentence "I can share the gospel." Invite the child who says "gospel" to think of a way he or she can share the gospel with family or friends. Repeat as time allows.

**Tip:** Some weeks contain more ideas than you can cover in one sharing time. Prayerfully choose the activities that will work best for the children in your Primary.

### Week 4: My testimony is strengthened when I share the gospel.

**Identify the doctrine (seeing an object lesson):** Fill a clear container with water. Explain that each time we share the gospel, our testimony grows stronger. Put a drop of food coloring in the container. Give a few examples of how we can share the gospel, adding another drop of the same color of food coloring for each example. Point out that just as the color grows stronger with each drop of food coloring, our testimony grows stronger each time we share the gospel.



*Object lessons create interest and focus the children's attention on a gospel principle.*

**Encourage understanding (discussing testimonies):** Put the following in a bag: a picture of Jesus Christ, a picture of Joseph Smith, a picture of the current prophet, a Book of Mormon, and the words "true Church." Write the word *testimony* on the

board, and ask the children what a testimony is. Discuss their answers. Tell the following story: "A young girl was afraid to bear her testimony because she felt unsure of her feelings. But she knew it was important, so one day she bravely stood and bore her testimony, listing five things she believed in. When she was through, she had a good feeling and knew that her testimony had grown stronger." Have the children discover the five things she had a testimony of by pulling the items from the bag you have prepared. Discuss each item, and display them at the front of the room.

**Encourage application (sharing examples):** Allow each child to share an example of how he or she could share the gospel. Each time a child mentions something, add a drop of food coloring to the container of water to show that sharing the gospel can strengthen testimonies. (If you have a large Primary, you may want to do this in groups so each child has an opportunity to share ideas.)

**Invite responses:** When children share how they can apply a doctrine, it confirms the message in their hearts and invites the Spirit. After you have taught a doctrine, give the children an opportunity to share how they can apply it in their lives.



# We Are to Thank God in All Things

*“He commanded them that . . . every day they should give thanks to the Lord their God” (Mosiah 18:23).*

*Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”*

**Primary songs** help children remember doctrines. Consider singing songs that reinforce what you teach. This month some of those songs might be “Children All Over the World” (CS, 16–17), “For Health and Strength” (CS, 21), “I Think the World Is Glorious” (CS, 230), “My Heavenly Father Loves Me” (CS, 228–29), and “Thanks to Our Father” (CS, 20).

## Week 1: I am thankful for my body, and I know that it is a temple.

**Identify the doctrine** (*seeing pictures and reading a scripture*): Display a picture of a child and a picture of a temple. Read 1 Corinthians 3:16 out loud together. Ask: “What do we learn about our bodies from this scripture?” Write “My body is a temple” on the board.

**Encourage understanding** (*reading scriptures*): Discuss ways that we show Heavenly Father we are thankful for our bodies; for example, we take care of them and we keep them clean. Explain that prophets have counseled us to take

care of our bodies by not smoking, using alcohol or illegal drugs, or getting tattoos. Divide the children into groups, and ask each group to read and discuss one or more of the following scriptures: Doctrine and Covenants 88:124; 89:7, 8, 9, 10–11, 12, 16–17. Invite each group to share what they learned from these scriptures about how they can care for their bodies.

**Encourage application** (*setting a goal*): Have the children write or draw something they will do during the week to take care of their bodies.

## Week 2: I am thankful for temporal blessings.

**Identify the doctrine**: Write on the board, “I am thankful for temporal blessings.” Ask the children to repeat the sentence. Explain that temporal blessings are blessings that we can see, touch, hear, taste, or smell.

**Encourage understanding** (*playing a guessing game*): Display objects or pictures that represent some of our temporal blessings (for example,

bodies, homes, food, water, clothing, health, the sun, the moon, stars, the earth, animals, plants, family, friends, toys, books, and school). Give clues describing one of the blessings, and ask the children to guess which blessing you are describing. For older children, write each of the blessings on a separate piece of paper and put the papers in a container. Invite a child to choose one and give clues about it to the other children. When the children guess a blessing, write it on the board, and ask a child to share why he or she is grateful for it.

**Encourage application** (*sharing ideas*): Ask the children to think about what they can do to show gratitude for one of the blessings you discussed. Ask a few children to share their ideas.



*Children will learn more effectively when a variety of teaching methods are used. Choose activities and teaching methods that engage all of the children.*

### Week 3: I am thankful for spiritual blessings.

**Identify the doctrine and encourage understanding** (*reading scriptures*): Prepare a gift with a picture of the Savior and the following scripture reference inside: Moroni 10:8–17. Write on the board, “I am thankful for spiritual blessings.” Explain that there are many spiritual blessings the Lord may give us; He gives us these blessings by the power of the Holy Ghost. Have a child open the gift and show its contents. Ask the children to look up the scripture and find the spiritual blessings the Lord can give us, and write them on the board. Discuss some of these blessings, and explain that we should use them to help others.



### Week 4: We should thank Heavenly Father for all our blessings.

**Identify the doctrine:** Show the children one or two items that someone has given you. Explain that these gifts are important to you and that you have said “Thank you” for them. Ask the children to share other ways we can show our gratitude for gifts we receive. Ask the children who we should thank for all our blessings. Discuss reasons we should thank Heavenly Father for all our blessings.

**Encourage understanding** (*making lists*): In five separate sacks, place a piece of paper, a pen, and one of the following items: a picture of a Church meetinghouse, an article of clothing, scriptures, a picture of a family, and a picture of the

Savior. Divide the children into groups, and give each group one of the sacks. Have each group look at the item in their sack and write on the paper one way they can show gratitude for it. Then ask them to put the item, paper, and pen back in the sack and pass it to another group. Let each group have a turn with each sack, and then invite each group to share what is written on the list in their sack.

**Encourage application** (*sharing ideas*): Ask a few children to share what they have learned from this activity and what they will do to apply it in their lives.

**Chalkboard:** *The chalkboard is one of the simplest, most readily available teaching tools. You can use the chalkboard to acknowledge the children’s responses and ideas by writing them down.*



*Inviting the children to share in small groups gives more children the opportunity to participate. Teachers can help ensure participation and maintain reverence.*

# I Know That Jesus Christ Will Come Again

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

*Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”*

## Week 1: The prophets foretold that Jesus Christ would come to earth.

**Encourage understanding** (*reading scriptures*): Display pictures of Isaiah, Nephi, King Benjamin, Abinadi, Alma, and Samuel the Lamanite from the *Gospel Art Book* and the *Primary 4* picture packet. Divide the children into groups and give each group one of the following scriptures to look up: (1) Isaiah 7:14; 9:6; (2) 1 Nephi 11:14–15, 20–21; (3) Mosiah 3:5–8; (4) Mosiah 15:1; (5) Alma 7:10–12; and (6) Helaman 14:1–3. Ask the children to look for which prophet is speaking and whom he is prophesying about. Ask each group to

show the picture of the prophet and tell the other children who he is and what he said. (For younger children, help six children dress in simple costumes to depict the six prophets. Briefly tell about each prophet and what each said concerning the birth and mission of Jesus Christ.) Explain that each of these prophets foretold that Jesus Christ would come to earth. Sing “Samuel Tells of the Baby Jesus” (CS, 36). Testify that Jesus Christ came to earth as the prophets foretold.

## Week 2: Jesus Christ will come to the earth again.

**Identify the doctrine**: Display a picture of the Second Coming (GAB, no. 66). Remind the children that Jesus Christ first came to earth as a baby in Bethlehem. Explain that we learn in the scriptures that He will come to earth again.

**Encourage understanding** (*playing a matching game*): Make two matching sets of the following scripture references, with each reference on a separate piece of paper: Matthew 16:27; Matthew 24:30, 36, 42; Acts 1:9–11; D&C 36:8; D&C

45:57–59; D&C 88:95–98. Put the papers face-down on the board. Have the children take turns choosing two pieces of paper. Turn the papers over to see if they match. If they do not match, turn them back over. If they match, leave the scripture showing and ask the children to look up the reference to discover what it teaches about Christ coming again. Repeat until all the matches have been made.

## Week 3: I will prepare to live with Heavenly Father and Jesus Christ again.

**Identify the doctrine** (*playing a guessing game*): Invite two or three children to pantomime preparing to go to bed, to church, or on a long trip. Ask the other children to guess what they are doing. Discuss with the children what would happen if we did not prepare to do these things. Explain that one important thing we should prepare for is living with Heavenly Father and Jesus Christ again.

*Attention activities, such as pantomime, can be used to create interest and to help the children focus their attention on the subject of the lesson. Those not participating will be engaged as they watch the other children.*



**Adapt activities:** Adapt activities for the resources you have available and for the children in your Primary. For example, for the application activity in week 3, you could invite the children to hold up one finger for each thing they can do to prepare instead of writing their ideas on a piece of paper.

**Encourage understanding (singing songs):** Sing the third verse of “I Am a Child of God” (CS, 2), and invite the children to listen for how we can prepare to live with Heavenly Father again. Invite the children to stand and sing the phrase “If I but learn to do his will” again. Explain that some Primary songs remind us of things we can do to prepare to live with Heavenly Father and Jesus Christ again (for example, “I Will Follow God’s Plan” [CS, 164–65], “Keep the Commandments” [CS, 146–47], “Kindness Begins with Me” [CS, 145], and “When I Am Baptized” [CS, 103]). Have the pianist play a few notes from one of these songs, and ask the children to guess which song it

is. Invite the children to sing the song and to stand up when they sing about a way they can prepare to live with Heavenly Father. Repeat with the other songs.

**Encourage application (drawing):** Have the children think of ways they can prepare to live with Heavenly Father and Jesus Christ. Give each child a piece of paper, and invite them to draw an outline of their hand. Then ask them to write or draw on each finger of the outline one thing they can do to prepare. Ask the children to choose one of those things to work on during the week. Tell them you will ask them to share what they did next Sunday.

**Writing** a gospel principle will help the children remember it.



#### Week 4: I have a testimony that I am a child of God.

**Identify the doctrine (playing a guessing game):** On the board write, “I have a \_\_\_\_\_.” Tell the children to listen to the following clues and to fold their arms and stand up when they think they can fill in the blank:

- This makes us feel good, happy, or warm inside.
- The Holy Ghost gives this to us.
- This helps us want to make right choices.
- We can share this with others when we give talks in Primary, in family home evening, and in fast and testimony meeting.

Ask, “What is this wonderful thing?” Fill in the blank with the word *testimony*, and tell the children that they can have a testimony that they are children of God.

**Encourage understanding (singing a song):** Invite the children to sing “I Am a Child of God” (CS, 2–3), and ask them to think about how they feel inside as they sing. Ask a few children to share how they felt. Explain that good feelings they may have felt were from the Holy Ghost, telling them they really are children of God. Explain that knowing this is true is what it means to have a testimony. Explain that there are many ways to know we are children of God. Ask: “How do you know you are a child of God?”

**Encourage application (hearing testimonies):** Ask the children, “Why is it important to have a testimony that we are children of God? How does having a testimony help us make right choices?” Share your testimony and invite a few children and adults to share their testimonies that we are all children of God.

**Testify:** As you are prompted, bear your testimony of the doctrine you teach. The Holy Ghost can witness to each child the truth of what you say. Bearing your testimony helps the children feel the Spirit and motivates them to strengthen their testimonies.



# 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 atmosphere that is ideal for learning (see Handbook 2: Administering the Church [2010], 11.2.4).

When preparing to teach a song, ask yourself: How can I attract and keep the children's attention? What questions can I ask to help the children understand the gospel message of the song? What methods might I use to teach this song? The following are some methods you might try. The examples will help you teach songs suggested in this outline. For additional ideas, see the Primary section of *Serving in the Church on LDS.org* and the "How to Use Music in Primary" sections in the 2010, 2011, and 2012 outlines.

**Adapt activities:** Some of the teaching ideas described here will work best for younger children. Adapt your teaching methods for children of different ages so they will all be engaged in learning and singing.

## Emphasize the gospel principles in the song.

Consider the following ideas as you teach "Families Can Be Together Forever" (CS, 188). Ask the children to listen for a part of Heavenly Father's plan as you sing the first line of the song and to stand when they know what it is (family). Invite the children to sing that line with you. Point out that the melodies for "here on earth" and "good to me" follow the same pattern, and ask the children to sing those words. Ask them to listen to the next part of the song to find out how long they can share their life with their family. Sing the second line, emphasizing the words "through all eternity." Invite the children to sing that line with you, and then sing both lines together. Ask the children to listen for another word that means "through all eternity" in the chorus. Sing, "Families can be together forever," and have them echo it back to you. Sing and have them echo, "Through Heavenly Father's plan." Ask what Heavenly Father's plan



To help children learn the melody of a song, "hold your hand in a horizontal position, and while singing the words, move your hand up to indicate higher pitches and down to indicate lower pitches" (TNGC, 174).

is, reminding the children that He wants them to marry in the temple and have eternal families of their own. Finish teaching the chorus by singing phrases and inviting the children to echo them.

**Practice:** 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.

## Use visual aids to help children learn and remember the words.

<p>If the Savior stood beside me,</p>	<p>would I do the things I do?</p>	<p>Would I think of His commandments</p>	<p>and try harder to be true?</p>	<p>Would I follow His example?</p>	<p>Would I live more righteously</p>	<p>if I could see the Savior standing nigh, watching over me?</p>

Visuals available at [sharingtime.lds.org](http://sharingtime.lds.org)

Consider the following ideas as you teach "If the Savior Stood Beside Me" (page 28 in this outline):

- Make a wordstrip for each phrase of the song, and find a picture that represents each wordstrip. Place the pictures on one side of the

room and the wordstrips on the other side. Discuss with the children how they might act differently if they could see the Savior standing beside them. Sing the song, and ask the children to match the pictures to the words.

- Have the children sing the song with you as you point to the pictures.
- Give each class one phrase to sing while

standing, and then change phrases until each class has had a turn singing each phrase.

**Testify:** Bear brief testimony to the children of gospel truths found in the Primary songs. Help the children understand that singing is one way they can bear testimony and feel the Spirit.

### Use appropriate actions to engage children and help them remember the song.

Consider the following ideas as you teach “My Heavenly Father Loves Me” (CS, 228–29). Ask the children how they have shown their love for family members. Ask how Heavenly Father has shown His love for them. Explain that He created this beautiful world for them because He loves them. Sing the song to the children one phrase at a time, and invite them to sing it with you as they act out each part: birds singing, looking at the sky, rain falling on their faces, and so on. For the second

verse, invite them to do actions such as pointing to their eyes, acting like butterflies, and cupping their hands behind their ears. Invite them to hug themselves as they sing, “He gave me my life,” then tap their heads (“my mind”), put their hands on their hearts (“my heart”), and bow their heads and fold their arms (“I thank him reverently”). Ask them to place their hands back on their hearts as they sing, “Yes, I know Heavenly Father loves me.”



**Repetition** helps children learn new songs. Repeat songs in a variety of ways, such as whispering, humming, clapping the beat, varying the tempo, or singing while sitting and standing.

# If the Savior Stood Beside Me

Thoughtfully ♩ = 90-100

Words and music by Sally DeFord

1. If the Sav - ior stood be - side me, would I do the things I do? Would I  
 2. If the Sav - ior stood be - side me, would I say the things I say? Would my  
 3. — He is al - ways near me though I do not see Him there, And be-

think of His com - mand - ments and try hard - er to be true? Would I fol - low His ex -  
 words be true and kind if He were ne - ver far a - way? Would I try to share the  
 cause He loves me dear - ly, I am in His watch - ful care. So I'll be the kind of

am - ple? Would I live more righ - teous - ly if I could see the Sav - ior stand - ing nigh,  
 gos - pel? Would I speak more rev - 'rent - ly if I could see the Sav - ior stand - ing nigh,  
 per - son that I know I'd like to be if I could see the Sav - ior stand - ing nigh,

1. 2. watch - ing o - ver me? 3. watch - ing o - ver me.

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# Teaching Children with Disabilities

The Savior taught, “All thy children shall be taught of the Lord; and great shall be the peace of thy children” (3 Nephi 22:13).

Primary leaders have an important responsibility to teach the gospel of Jesus Christ to all children, including those with disabilities. Primary is a place where every child should be welcomed, loved, nurtured, and included. In this atmosphere it is easier for all children to understand the love of our Heavenly Father and Jesus Christ and to feel and recognize the influence of the Holy Ghost.

## For more information

on how to help children with special needs, see TNGC, 38–39, and [disabilities.lds.org](http://disabilities.lds.org).

## Each child is precious to God. Each needs love, respect, and support.

Counsel with others as you work to accommodate the needs of children in your Primary who have disabilities.

Elder M. Russell Ballard taught, “Clearly, those of us who have been entrusted with precious children have been given a sacred, noble stewardship, for we are the ones God has appointed to encircle

### 1. Counsel with the child’s parents.

Parents usually know their child better than anyone. They can teach you how to accommodate his or her needs, attention span, and favorite ways of learning. For example, some children respond especially well to music, others to stories, pictures, the scriptures, or movement. Use a variety of teaching methods, being sure to include the ways each child learns best.

### 2. Counsel with other Primary leaders and teachers.

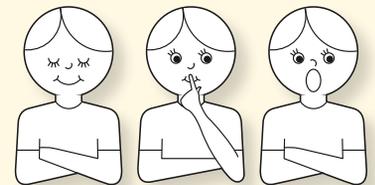
Pray and work together to find ways to help every child learn the gospel of Jesus Christ and feel loved.

### 3. Counsel with the ward council.

Priesthood and other auxiliary leaders may have ideas about how to help children with special needs. In one ward, the high priests group offered to provide a “grandfather for Primary” every week to sit with a young boy who had autism. (Ideally, this would be the same person each week.) This helped the boy focus on the lesson and feel loved.



today’s children with love and the fire of faith and an understanding of who they are” (“Great Shall Be the Peace of Thy Children,” *Ensign*, Apr. 1994, 60).



Some children with disabilities respond well to visual cues. Use cues such as the ones shown here to indicate when it is time for prayer, quiet time, or singing time.

[Click here for figures.](#)

## Adapting lessons:

You may need to adapt your sharing times for children with disabilities. See [sharingtime.lds.org](http://sharingtime.lds.org) for some examples of how to do this.



THE CHURCH OF  
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OF LATTER-DAY SAINTS

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