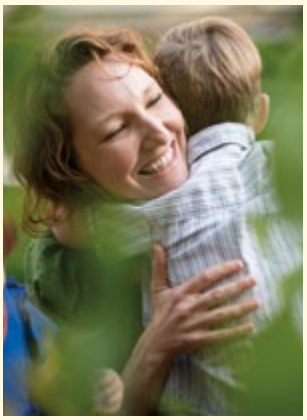
2014 Outline for Sharing Time

Families Are Forever

"And he shall turn the heart of the fathers to the children, and the heart of the children to their fathers" (Malachi 4:6).



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

Dear Primary Presidencies and Music Leaders,

This year in Primary we will have the wonderful opportunity to help each child come to understand the importance of families in our Heavenly Father's plan. Children will learn that marriage between a man and a woman is ordained of God, that the family is central to God's plan, and that through sacred temple ordinances families can be together forever. The sharing time lessons support what children are learning and living in their own homes. The doctrines they learn will strengthen their families now and help children prepare to be faithful mothers and fathers in the future. Each week as you prayerfully prepare and invite the Spirit, the truths of the gospel will be confirmed in the hearts of the children. Look for opportunities to have children share with their families what they are learning and feeling in Primary.

As a Primary presidency we pray for you and know the Lord will help you in your important responsibilities. Your devoted efforts to teach and minister to children and their families will strengthen them. We express our love and great appreciation for your faithful service.

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 third week in August and the second week in November.)
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

Available online: *The information, visuals, and resources referenced in this booklet are available online in the Primary section of LDS.org.*

invite teachers and their classes to help you with parts of the gospel instruction.

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 pages 28–29). It also includes a section titled "How to Use Music in Primary," which includes ideas for teaching songs to children (see pages 26–27).

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 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.

Curriculum for 2014

General Curriculum

Nursery: *Behold Your Little Ones;* Sunbeams: *Primary 1;* CTR 4–7: *Primary 2;* Valiant 8–11: *Primary 6*

Basic Curriculum

Sunbeams: *Primary 1;* CTR 4–7: *Primary 2;* Valiant 8–11: *Primary 4*

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. These resources may be printed and used in teaching the children.*

January

Heavenly Father Prepared a Way for Me to Return to His Presence

Song: "He Sent His Son"
(*CS*, 34–35)

"For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life" (John 3:16).

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

Music helps *and suggestions for how to teach the songs in this outline are found on pages 26–27.*

Invite participation: *Children feel important when they participate in learning. Whenever possible, invite children to write on the board or read scriptures rather than doing it yourself.*

Week 1: I am a child of God and can be like Him someday.

Identify the doctrine and encourage understanding *(seeing pictures, singing a song, and reading a scripture):* Show several pictures of baby animals to the children and ask them what each animal will grow to be (for example, a kitten will grow to be a cat). Show a picture of an infant child and ask the same question. Explain that there is something special about a human baby that is different from animal babies. Invite the children to listen for whose children we are as you sing together "I Am a Child of God" (*CS*, 2–3). Ask a child to read Psalm 82:6, and discuss what the song and scripture teach. Write on the board "I am a child of God and can be like Him someday," and ask a child to read it out loud.

Encourage application *(sharing):* Invite several children to share ways they feel love from a parent. Explain that Heavenly Father wants us to feel His love as well. Share a way you feel God's love for you, and invite several children to share ways they feel His love for them. Ask the children to listen for what whispers to us of His love as you sing together "I Know My Father Lives" (*CS*, 5).

Week 2: Heavenly Father provided a Savior and makes it possible for me to return to His presence.

Encourage understanding *(discussing the Atonement):* Draw a straight path on the chalkboard ending at a place labeled "Eternal Life with Our Father in Heaven." Put a picture of a person at the beginning of the path. Explain that the picture represents all of us and that we need to follow the path to get back to Heavenly Father. Tell the children that we cannot return to Heavenly Father by ourselves. Erase part of the path, and ask, "What could help us continue on the path?" Ask a child to read or recite the third article of faith. Show a picture of Christ in Gethsemane, and briefly explain the Atonement. Tell the children that Christ's Atonement is like a bridge that will help us return to Heavenly Father; if we repent and obey the commandments, we will be able to live with Him again. Draw a bridge on the board, and move the picture of the person to the end of the path. Invite a few children to share their feelings about Jesus Christ and His Atonement. If time allows, sing "I Lived in Heaven" (*CS*, 4).

Week 3: Jesus Christ is the perfect example for me to follow.

Identify the doctrine *(discussing examples):* Ask, "Who has set a good example for us?" Write or have a child write responses, including Jesus Christ, on the board. Explain that all of these people set *good* examples for us, but only Jesus set the perfect example. Tell the children that He "went about doing good" (Acts 10:38) and showed His love by serving others, and He wants us to follow His example.

Encourage understanding *(hearing stories and drawing pictures):* Before Primary, ask four adults to come prepared to briefly discuss one of the following pictures and scriptures and how we can follow Jesus's example.

John 13:14–15

Matthew 5:1–2

Luke 15:4

3 Nephi 17:1–10

Class teachers can help lead in small group discussions, encourage participation, and maintain reverence.

Divide the children into four groups, and assign one of the adults to each group. Ask the children to listen to the adult talk about the Savior, and invite them to draw or write on a piece of paper how they can follow Jesus's example. Invite one child from each group to share what they learned with the rest of the children.

Encourage application *(singing a song):* Sing "I'm Trying to Be like Jesus" (*CS,* 78–79). Ask the children to follow Jesus's example this week and be prepared to report what they did next week.

Week 4: I can return to Heavenly Father by following Jesus Christ.

Identify the doctrine *(reviewing):* Draw the path from week 2 on the board. Ask the children to explain who made it possible to return to Heavenly Father. Ask a few children to report how they followed Christ's example during the previous week. Invite them to share other ways they can follow Jesus (such as being baptized, praying, and obeying the commandments). Write their responses on the board.

Encourage understanding *(hearing a scripture story):* Tell the story of Jesus calling His Apostles (see Matthew 4:18–22), and invite the children to do the actions with you. For example: "Peter and Andrew earned their living by catching fish. One day as they cast their nets into the Sea of Galilee *(cast nets)* they saw Jesus of Nazareth. They heard Him say *(put hand to ear),* "Follow me." Even though Peter and Andrew were in the middle of their work *(pull nets),* they immediately left their nets *(drop nets),* and followed Him *(walk in place).* James and John were in another ship mending their nets *(fix nets).* Jesus called to them, so they left their nets and followed Him *(walk in place).*" Ask the children if they would leave what they were doing if the Savior said to them, "Follow me." Have each class lead the other children in pantomiming an activity, such as swimming or playing with toys. Ask them to stop what they are doing and walk in place when they hear the words "follow me." As they pantomime each activity, hold up a picture of Jesus Christ and softly say, "Follow me."

Encourage application *(discussing examples):* Ask the children to share ways they can follow Jesus Christ today. For example, they could respond to a parent's call to family prayer or a teacher's invitation to be reverent.

Tip: *The Savior should not be portrayed by children in a dramatization.*

Teach with 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.*

February

Heavenly Father Has a Plan for His Children

Song: "I Will Follow God's Plan"
(*CS*, 164–65)

"O how great the plan of our God!" (2 Nephi 9:13).

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

Week 1: Heavenly Father has a plan for His children.

Identify the doctrine *(saying the doctrine):* Have three children come to the front of the room. Have the first say, "Heavenly Father," the second, "has a plan," and the third, "for His children." Divide the children into three groups, and ask each group to stand and, with the help of the three children as leaders, repeat their part of the sentence. Repeat several times, giving each group a chance to say each phrase.

Encourage understanding *(reading scriptures):* Explain that before we were born, we lived in heaven with our heavenly parents; Heavenly Father wanted us to become more like Him, so He presented a plan. Divide the board into three sections and label them "Premortal Life," "Mortal Life," and "Life after Death." Briefly discuss each (see *True to the Faith: A Gospel Reference* [2004], 115–17). Divide the children into small groups, and give each group one or more of the following scriptures: Genesis 1:1; Alma 12:24; Alma 34:32; Alma 40:12; Doctrine and Covenants 76:62; Moses 4:2; Abraham 3:22–23. Invite each group to read their scripture, tell the other children what their scripture is about, and write the reference under the correct heading on the board.

Encourage application *(drawing pictures):* Give each child a piece of paper divided into thirds. Ask them to draw something that represents each part of God's plan (premortal life, mortal life, and life after death). Encourage them to share their pictures with their families at home. Sing together "I Will Follow God's Plan" (*CS*, 164–65).

Visuals: *Children respond well to visuals. Consider using a variety of visuals, including objects, chalkboard drawings, wordstrips, pictures, and puppets (see* TNGC, *89–90).*

Week 2: Heavenly Father commanded Jesus Christ to create the earth as a home for His children.

Encourage understanding *(discussing pictures):* Explain that as part of Heavenly Father's plan, we needed to leave His presence, so Heavenly Father directed Jesus Christ to create the earth for us. Display pictures of some of the creations (such as the sun, the moon, water, plants, and animals) around the room. Choose a child to get a picture and place it on the board. Discuss why that creation is important to us. Continue until all of the pictures have been placed on the board. Ask the children to listen for why these things were created as someone reads Doctrine and Covenants 59:18–19.

Encourage application *(drawing pictures):* Give each child a piece of paper, and invite the children to draw one of their favorite creations. Sing "My Heavenly Father Loves Me" (*CS*, 228–29).

Week 3: My body is created in the image of God.

Identify the doctrine *(seeing a reflection):* Hold a mirror in front of a few children, and let them describe what they see (eyes, ears, mouth, and so on). Explain that what they saw was an "image" of themselves. Have the children listen for whose image we were created in as someone reads Genesis 1:27. Explain that God has eyes, ears, a mouth, and so on, and that is why we do too. (For younger children, consider having them wiggle or touch different body parts as you explain that God has them too.)

Allowing the children to participate will give them the opportunity to play an active part in the learning experience.

Encourage application *(playing a game):* Draw or write the name of a different body part on each side of a square block or a paper cube. Ask the children to pass it around the room as they listen to or sing "The Lord Gave Me a Temple" (*CS*, 153). Stop the music randomly, and let the person holding the cube roll it. Ask, "How does Heavenly Father want you to use or take care of this part of your body?" Continue as time allows.

Click here for paper cube.

Week 4: Agency is the gift to choose for myself.

Identify the doctrine *(seeing an object lesson):* Bring several objects that children can choose between. For example, you could bring two different kinds of fruit, a pen and a pencil, or two different kinds of shoes. Ask several children to choose between the objects. Explain that the ability to choose is a gift called "agency" and that we are free to choose, but every choice comes with a consequence.

Encourage understanding *(reading a scripture):* Tell the children that when we were spirits in the premortal life, we used our agency to make a right choice; all of us chose to follow Heavenly Father's plan. Ask someone to read 2 Nephi 2:27. Discuss what the scripture says about the consequences of choosing to follow Jesus Christ or choosing to not follow Him.

Encourage application *(role-playing):* Invite each class to role-play a situation in which they could use their agency to follow a commandment. (For example, they could role-play obeying their parents or sharing a toy with a friend.) Let the other children discuss the good consequences of their choice.

Preparation: *As you plan your sharing times, first read through all of the lessons for the month. Then balance the activities you plan to use according to the time you have and the needs of your Primary. For example, you could complete half of a longer lesson one week and finish it the next week or repeat shorter activities to help the children review.*

March

Song: "I Stand All Amazed"
(*Hymns,* no. 193)

Jesus Christ Is Our Savior

"We have seen and do testify that the Father sent the Son to be the Saviour of the world" (1 John 4:14).

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

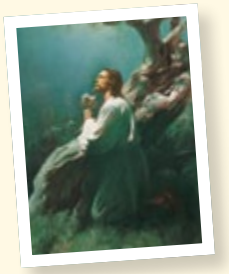
Week 1: I can gain a testimony of Jesus Christ.

Identify the doctrine *(hearing a story):* Tell the following story: "When President James E. Faust was a child, he had a nightmare and woke up crying. His grandmother hugged him, comforted him, and told him they were safe because Jesus Christ was watching over them. He went peacefully back to bed, assured that Jesus does watch over us." Tell the children that this experience helped President Faust gain a testimony of Jesus Christ (see "A Growing Testimony," *Ensign,* Nov. 2000, 53).

Click here for wordstrips

Encourage understanding *(playing a game):* Create 10 wordstrips describing things that will help someone gain a testimony and a few others describing things that will not (sample wordstrips are available at sharingtime.lds.org). Place a long rope or string with 10 knots in it on the floor. Ask a child to stand at one end of the rope and hold a sign that says, "A Testimony of Jesus Christ." Invite another child to stand at the other end of the rope with a sign that says, "I Can Gain." Let a child pick one wordstrip and read it out loud. If it describes something that will help us gain a testimony, have the child with the "I Can Gain" sign step forward one knot; if it does not lead to a testimony, have the child stay in place. Repeat until the child reaches the other end of the rope. Have everyone say, "I can gain a testimony of Jesus Christ." Explain that our testimonies never stop growing; as we continue to follow Jesus Christ and make right choices throughout our lives, our testimonies will continue to grow stronger.

Week 2: Through the Atonement of Jesus Christ I can repent and be forgiven of my sins.



Identify the doctrine *(discussing scriptures):* Show a picture of Jesus Christ in Gethsemane, and briefly review the Atonement (see Luke 22:39–44). Invite someone to read Doctrine and Covenants 19:16, and ask the children to listen for what they must do to enjoy the blessings of the Atonement.

Encourage understanding *(listening to a scripture story):* Tell the story of Alma the Younger, and invite the children to do actions with you that go along with the story. The following is an example: "Alma the Younger was making bad choices *(make a mean face).* He and his friends tried to destroy the Church. One day an angel came to stop them; Alma was afraid *(act afraid).* He was so afraid that he fell over as if he were dead *(act dead).* He felt so sorry for his sins that for three days he could not move *(hold still).* Finally, he remembered that Jesus Christ had paid the price, or atoned,

Role-playing provides an opportunity to engage all the children.

for his sins. When he thought about what Jesus had done, he felt great joy *(jump for joy)*. Alma repented and became a great prophet who taught the people about Jesus Christ" (see Alma 36).

Encourage application *(discussing):* Briefly discuss the following principles of repentance: (1) realize I did something wrong, (2) feel sorrow for sin, (3) confess to Heavenly Father, (4) right the wrong, and (5) don't do it again.

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

Identify the doctrine *(singing a song):* Sing together "Did Jesus Really Live Again?" (*CS,* 64) or "Jesus Has Risen" (*CS,* 70). Ask a child to explain what the song teaches. Tell the children that because Jesus Christ was resurrected, we all will be too. Hold the scriptures and explain that we know that Christ was resurrected because we can read about it in the scriptures. Explain that although we may not have seen the resurrected Christ, others have, and they have told us what they know.

Encourage understanding *(listening to guest speakers):* Ask a few adult members of your ward to come to sharing time and portray one of the following witnesses of the resurrected Christ: Mary Magdalene (see John 20:1–18), Thomas (see John 20:19–29), a Nephite man or woman (see 3 Nephi 11:1–17; 17), and Joseph Smith (see Joseph Smith—History 1:11, 14–17; see also D&C 76:22–24). Ask the ward members to share the scriptural account and bear testimony of Christ's Resurrection.

Tip: *Consider time constraints when planning your sharing times. For example, in the activity in week 3, ask each guest speaker to take about two minutes. You might want to invite fewer guest speakers to allow more time for each one.*

Week 4: I can show respect for the Savior by being reverent.

Encourage understanding *(seeing pictures):* Show pictures of sacred places, such as the Garden of Gethsemane, Jesus's tomb, the Sacred Grove, a temple, and a meetinghouse. As you show each picture, ask: "Why is this place sacred or special? How would you behave if you were there?" Discuss what reverence is and how reverent actions show our love and respect for the Savior. Explain that when we are reverent, we can feel close to Him.

Encourage application *(thinking of examples):* Write the words "Reverent" and "Irreverent" on the board. Divide the children into several groups. Give each group a few small pieces of paper, and ask them to write on each paper something that shows reverence at church or something that does not. Have each group read their papers one at a time. Ask the children to fold their arms if it is a reverent example or wiggle their fingers if it is irreverent. Then ask a member of the group to place the paper under the correct heading on the board.

Games: *Appropriate games in Primary help preserve a reverent atmosphere. Games give variety to lessons and allow children to interact with each other. They also reinforce the gospel principle being taught in a fun way.*

April

Song: "The Family Is of God"
(pages 28–29 in this outline)

The Family Is Central to God's Plan

"Marriage between a man and a woman is ordained of God and . . . the family is central to the Creator's plan for the eternal destiny of His children" ("The Family: A Proclamation to the World").

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

Week 1: The family is central to God's plan.

Identify the doctrine *(finding missing words):* Before Primary begins, tape the words "family" and "central" to the bottom of two chairs. Write the following on the board: "The _____ is _____ to God's plan." Invite the children to look under their chairs for the missing words. Invite those who find the words to put them in the correct blanks on the board. Ask all of the children to say the sentence together.

Encourage understanding *(discussing families and singing a song):* Explain that *central* means "a necessary part." Ask the children to hold up as many fingers as there are members of their family, and discuss how everyone is part of a family. Sing "Families Can Be Together Forever" (*CS,* 188).

Encourage application *(drawing pictures):* Ask the children to draw a large circle and then, in the center of their circle, a picture of their family. Encourage the children to take their pictures home and teach their families that the family is central to God's plan.

Tip: *As you teach about families, be sensitive to the family situations of the children in your Primary. Encourage all the children to live worthily and prepare so they can have eternal families of their own someday.*

Week 2: Parents have important responsibilities in families.

Identify the doctrine *(singing):* Ask the children to think of their favorite Primary song. Tell them that when you count to three they should all stand and sing their song at the same time. Count to three and let them sing. Stop the singing, and have the music leader lead them all in one song. Point out that without the music leader to lead them, there was confusion. Explain that we would have confusion in our homes, too, if Heavenly Father had not given parents the important responsibility of leading the family.

Encourage understanding *(discussing parental roles):* Invite two boys and two girls to come forward. Give each a prop representing a member of the family (father, mother, son, and daughter). Stand next to the "father" and explain that it is the father's responsibility to be the patriarch over his family and to preside over, provide for, and protect them. Ask the children for examples of what fathers do to fulfill these roles, and ask the "father" to pantomime what they describe. Stand by the "mother" and explain that it is the mother's responsibility to care for and nurture the family. Ask the children for examples of what mothers do to fulfill these roles, and ask the "mother" to pantomime what they describe. Tell the children that both parents will have the responsibility to

Using children in visual demonstrations captures the attention of the children and prepares them to learn.

be good examples and teach the gospel. Give each class something that represents how parents can teach their family (for example, the scriptures, a family home evening manual, or pictures of a family eating, praying, or working together). Invite a child in each class to tell how the parents could use the item to help their family.

Show love: *To show your love for those you teach, give sincere compliments that specify what the child has done. For example, you could say, "Thank you for sharing your story about your family," instead of giving a generic compliment such as "good job" or "thank you."*

Week 3: Children have the responsibility to obey their parents.

Identify the doctrine *(reading a scripture):* Before Primary, hide a piece of paper with Ephesians 6:1 written on it. Ask one child to stand, and direct him or her to the hidden paper. For example, you could say, "Take three giant steps forward. Take six steps to the left." When the child has found the paper, have all of the children find the verse in their scriptures, and ask one child to read it out loud. Explain that "in the Lord" means "in doing what is right."

Encourage understanding *(discussing a scripture story):* Tell the story of Lehi sending his sons to get the brass plates (see 1 Nephi 3–4). Review the story by asking questions, such as: "Who were the children? Who was the parent? What was the parent asking? Was it easy to obey? What happened when the children obeyed their parent?"

Week 4: I can show love to each member of my family.

Encourage understanding *(playing a guessing game and singing a song):* Give clues about the following family members, and ask the children to touch their noses when they know who you are describing: father, mother, brother, sister, grandma, grandpa, aunt, uncle, cousin. For example, clues about an aunt could be: "I am a girl. I grew up with your father. I am your cousin's mother." When the children have guessed the correct family member, give a child a prop to represent that person, and invite the child to stand in front of the room. Explain that families may or may not include all of these family members, but even though each family is different, all families have one thing in common—love. Sing together "A Happy Family" (*CS,* 198).

Encourage application *(discussing families):* Have a child hold a picture of a house. Invite a few children to name the family members who live in their house and ways they show love to them. Invite a second child to stand near the first and hold another picture of a house. Ask, "Who has family living nearby? How do you show you love them?" Finally, have a third child hold a picture of a house and stand far away from the other two. Ask, "Do any of you have family members who live far away?" Discuss ways the children can show love to those family members. Encourage the children to choose a way to show love to their family members during the coming week.

May

Families Are Blessed When They Follow the Prophet

"Be mindful of the words which were spoken before by the holy prophets" (2 Peter 3:2).

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

Song: Song of your choice from the *Children's Songbook*, *Hymns*, or Church magazines

Allowing the children to participate will give them the opportunity to play an active part in the learning experience.

Repeating the doctrine: *This month the children will learn different scriptural illustrations of the doctrine that families are blessed when they follow the prophet. Consider inviting the children to say the doctrine each week.*

Week 1: God speaks to us through prophets.

Identify the doctrine *(whispering a message):* Whisper "God speaks to us through prophets" into a child's ear. Ask him or her to whisper it to another child, and continue until every child has heard the message. (In larger Primaries, consider doing this activity in small groups.) Ask the last child to stand and repeat the message out loud. Point out that just as the children delivered a message to each other, God asks prophets to speak (or deliver messages) for Him.

Encourage understanding *(reading scriptures and teaching others):* Show the children a picture of Noah. Divide the children into four groups. Give each group one of the following scripture references: Moses 8:20–26; Genesis 6:13–17; Genesis 6:18–22; Genesis 7:7–12. Ask each group to read their assigned scriptures and then take turns telling the other children what they learned. Ask the children what they think happened to the people who followed Noah's message and to those who did not (see Genesis 7:23). Testify that God speaks to us through His prophets and if we follow them we will be safe.

Week 2: The prophets in the scriptures are examples to my family.

Identify the doctrine *(following an example):* Clap a simple rhythm and invite the children to repeat it, following your example. Discuss what an example is. Explain that prophets in the scriptures are examples for us to follow.

Encourage understanding and application *(reading scriptures):* Divide the children into groups. Give an adult in each group one of the following wordstrips, and ask them to read the scriptures listed on their wordstrip to the children in their group:

John the Baptist: D&C 84:27–28 (was baptized)

Alma the Younger: Mosiah 27:23–24 (repented)

Joshua: Joshua 24:15 (served the Lord)

King Benjamin: Mosiah 2:17–18 (served others)

Lehi: 1 Nephi 1:5 (prayed)

Nephi: 1 Nephi 3:7 (kept the commandments)

Brother of Jared: Ether 3:9 (had faith)

Ask the children to listen for what the prophet did to be an example. Ask each group to make up a verse about their prophet to sing to the tune of "Follow the Prophet" (*CS*, 110–11), and invite them to share their verse with the other children.

Week 3: My family will be blessed as we follow the prophet.

Identify the doctrine *(following directions):* Prepare a wordstrip that says, "My family will be blessed as we follow the prophet," and hide it in the room before Primary begins. Invite a child to follow your directions to find the wordstrip. Explain that just as the child followed your directions, our families can follow the directions of the prophet. Ask the children to read the wordstrip together.

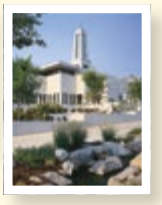
Encourage understanding *(listening to speakers):* Contact a few families ahead of time and invite them to come to Primary and share how obeying the prophet has blessed their family.

Encourage application *(singing and discussing):* Show a picture of the current prophet and explain that we are led by a prophet today and will be blessed as we listen to and follow him.

Sing "Quickly I'll Obey" (*CS*, 197), changing the first line to "When the prophet tells me." Identify direction and counsel the prophet gave at the most recent general conference. Ask some of the children to share how following this counsel will bless their families.

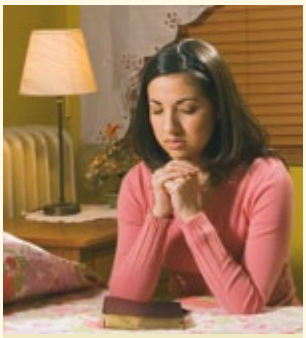
Week 4: The prophet speaks to us at general conference.

Identify the doctrine *(looking at pictures):* Ask the children to stand if they know who leads the Church. Display a picture of the prophet, and ask the children what his name is. Explain that God speaks to us through him. Display a picture of the Conference Center. Tell the children that during general conference the prophet speaks to us from this building.



Encourage understanding *(discussing a scripture story):* Tell the children that God has always spoken to His people through prophets. Display a picture of King Benjamin and tell the story from Mosiah 2:1–8. Invite the children to reenact the story. Remind the children that King Benjamin spoke from a tower and then his talk was written down so everyone could read it. Ask the children to compare the story of King Benjamin to what happens at general conference today.

The use of simple props or costumes can enhance Primary lessons and capture the children's attention.



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 each of them, get to know their interests and concerns, call them by name, and listen attentively to them.*

June

Priesthood Ordinances and Temple Work Bless My Family

Song: Song of your choice from the *Children's Songbook*, *Hymns*, or Church magazines

"Whatsoever ye shall bind on earth shall be bound in heaven" (Matthew 18:18).

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

Week 1: Priesthood ordinances bless and strengthen my family.

Identify the doctrine *(singing a song):* Ask the children to listen for something that blesses their family as you sing the second verse of "Love Is Spoken Here" (*CS*, 190–91) together. Explain that priesthood ordinances can bless and strengthen all families.

Encourage understanding *(discussing pictures):* Divide the children into groups and give each group a picture of a priesthood ordinance. Ask each group to think of some clues that would help others guess the ordinance shown in their picture (for example, "This ordinance takes place each Sunday at church"). Invite each group to share their clues, and let the other children guess what priesthood ordinance they are describing. After they have guessed correctly, discuss how the ordinance blesses us, and display the picture on the board.

Encourage application *(sharing experiences):* Invite the children to talk with their families at home about when priesthood ordinances blessed and strengthened their lives.

Teach others: *When children share what they learn in Primary with others, it strengthens their understanding and testimony of the doctrine. This month they are encouraged to share what they have learned at home. This will provide opportunities for gospel discussions at home and strengthen the family.*

Week 2: Temples make it possible for families to be together forever.

Identify the doctrine *(singing a song):* Show the children a picture of the temple nearest where you live. Invite them to sing the first verse of "I Love to See the Temple" (*CS*, 95). Point out the phrase "I'm going there someday," and ask the children to listen for why Church members go to the temple as you sing together the second verse of the song. Discuss their answers and emphasize that temple ordinances make it possible for families to be together forever.

Encourage application *(drawing a picture):* Give each child a piece of paper with a simple drawing of a temple on it (available at sharingtime.lds.org). Invite the children to draw their family members holding hands near the temple. Encourage them to share their pictures with their families at home.

Allowing children to draw what they have learned reinforces their understanding of the doctrine.

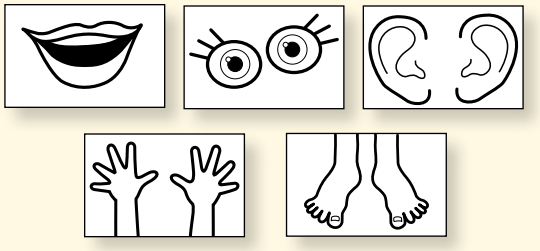
Click here for temple drawing

Week 3: I can prepare now to be worthy to enter the temple.

Identify the doctrine *(singing a song):* Ask the children to listen for what their sacred duty is as they sing the first verse of "I Love to See the Temple" (*CS*, 95). Tell the children that they can prepare now to enter the temple when they are older.

Encourage understanding *(discussing worthiness):* Show a picture of a temple. Explain that because the temple is a holy place, only those who are worthy can enter. Tell the children that living the standards in *For the Strength of Youth* will prepare us to be worthy. Write some of the standards on separate wordstrips. Divide the children into groups, and give each group a wordstrip. Have each group stand and explain how living that standard will prepare them to be worthy to enter the temple.

Encourage application *(playing a game):* On separate pieces of paper, draw pictures of a mouth, eyes, ears, hands, and feet (sample drawings are available at sharingtime.lds.org). While the pianist plays "I Love to See the Temple," have the children



Click here for sample drawings

pass around the drawings. When the music stops, ask the children holding the pictures to tell one thing they can do with that body part to prepare to go to the temple (for example, they can pray, speak kindly, and tell the truth with their mouths). Repeat as time allows.

Week 4: Family history work connects me to my ancestors.

Encourage understanding *(singing a song and listening to a story):* Tell the following story. Whenever you say "sing" or "singing," ask everyone to sing "Family History—I Am Doing It" (*CS*, 94). Begin by singing just the first sentence, and add an additional sentence each time. "One family loves music and singing. From their family history they learned that their ancestors, Mary Jones and her parents, also loved music and singing. The Jones family also loved the Church. They were baptized in the country of Wales and decided to move to Utah. Both of Mary's parents died during the journey, and although she was a little girl, Mary continued walking across the plains, carrying a wooden box filled with Church hymns her father had written. Mary later taught her children to love singing. Today her great-great-great-grandchildren love to sing. Those children have connected with Mary and know that she passed down to them her love for the Church and for singing."

Encourage application *(coloring):* Give each child two pieces of paper, one labeled "Me" and the other labeled "My ancestor." Ask them to draw a picture of themselves on the paper labeled "Me." Then invite them to ask their parents at home to tell them about one of their ancestors so they can draw a picture of that ancestor on the other paper.

Songs: *When singing a new song with the children, sing one phrase to the children and have them echo it back. Repeat with each phrase.*

July

We Become Members of the Church through Baptism and Confirmation

Song: "Baptism"
(*CS*, 100–101)

"Except a man be born of water and of the Spirit, he cannot enter into the kingdom of God" (John 3:5).

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

Week 1: The Church of Jesus Christ has been restored.

Identify the doctrine *(seeing a picture):* Show a picture of the Prophet Joseph Smith, and ask the children to share things they know about him. Explain that the Church of Jesus Christ was restored through Joseph Smith.

If you do not have the materials needed for the object lesson described in week 1, consider using materials you have access to.

Encourage understanding *(seeing an object lesson):* Explain that when Jesus Christ was on the earth, He organized His Church with priesthood leadership and true doctrines. Ask the children to name some of the teachings and leadership positions in the Church, and with each answer have them place a block on a table to form a structure. When the structure is complete, explain that it represents the Church of Jesus Christ. Show pictures of Christ's crucifixion and resurrection and explain that after these events the people started to teach the wrong things. Knock down the structure as you briefly explain the Apostasy. Discuss Joseph Smith's call to restore the Church, and repeat the same teachings and leadership positions the children mentioned as you rebuild the structure. Bear testimony of the Restoration of the Church through Joseph Smith.

Week 2: I become a member of the Church through baptism and confirmation.

Identify the doctrine *(seeing pictures):* Pretend to be a reporter. Tell the children, "Welcome to the Good News Network! Today I have the greatest news to report to you—each one of you can become a member of the true Church of Jesus Christ! This is one of the most important things you can do in your life. You become a member of the Church through baptism *(show a picture of a child being baptized)* and confirmation *(show a picture of a child being confirmed).*"

Encourage understanding *(reading scriptures):* Divide the children into groups and give each group one or more of the following questions and corresponding scripture references. Invite them to imagine what they would say if a reporter asked them these questions. Ask them to find the answers in their scriptures.

1. Why must I be baptized? (See John 3:5; Acts 2:38.)
2. When am I old enough to be baptized? (See D&C 68:27.)
3. Who can baptize me? (See D&C 20:73.)
4. How should I be baptized? (See D&C 20:74.)
5. What does baptism symbolize? (See Romans 6:3–5.)
6. How do I prepare for baptism? (See Alma 7:15–16; 19:35.)
7. What do I promise at baptism? (See Mosiah 18:10.)
8. What do I promise every Sunday when I take the sacrament and renew my baptismal covenants? (See D&C 20:77.)

Encourage application *(answering questions):* Pretend to interview some of the children. Ask them to report what they learned about how you become a member of the Church.

Week 3: The Holy Ghost comforts and guides me.

Identify the doctrine and encourage understanding *(hearing testimonies):* Ask the children to whisper, "The Holy Ghost comforts and guides me." Ask a teacher to briefly share a time when the Holy Ghost comforted and guided him or her.

Encourage application *(singing a song):* Give each child a piece of paper, and ask the children to write a few words that come to mind when they think about how the Holy Ghost comforts and guides us. Invite the children to listen for the words they wrote as they sing one or both of the following songs: "The Holy Ghost" (*CS,* 105) and "Let the Holy Spirit Guide" (*Hymns,* no. 143). Ask them to circle the words when they sing them. Invite the children to share the words they circled, and discuss what each word means. You may also invite children to share words that were not circled. Ask a few children to tell about times when the Holy Ghost has brought them comfort or guidance.

Scriptures: *It is important for children to learn gospel truths from scriptures. Help the children focus and listen when scriptures are read. Even young children can listen for a specific word or two as you read a verse.*

Week 4: I can know the truth through the power of the Holy Ghost.

Identify the doctrine *(distinguishing truth from error):* Write, on separate pieces of paper, some statements that are clearly true and others that are obviously false (such as "The sun is warm," "Ice is hot," "Stars shine at night," and "Fire is cold"). Invite a child to choose one to read aloud, and ask the children to stand if the statement is true and sit if it is not. Ask, "How do you know?" Repeat with each paper. Explain that another way we can know something is true is through the power of the Holy Ghost. Read Moroni 10:5.

Encourage understanding *(reading scriptures):* Explain that through the power of the Holy Ghost we can know the truth; we may hear the Spirit's voice or we may feel Him speak in our minds or hearts. Display pictures of a head (mind), a heart, and an ear (sample images are available at sharingtime.lds.org). Divide the children into four groups, and invite each group to read one of the following scriptures aloud as a group (see "Choral Readings," *TNGC,* 163): D&C 11:13, Helaman 5:45, D&C 8:2, Helaman 5:46–47. As each group reads their scripture, ask everyone to show which pictures go with the scripture by placing their hands on their head, heart, or ears.

Help the children understand that the feelings of peace and love they feel when they learn about the gospel come from the Holy Ghost. Make sure you create a reverent atmosphere so this can happen.

Music: *Include Primary songs in your teaching. This will help the children remember what they've been taught. "We are able to feel and learn very quickly through music . . . some spiritual things that we would otherwise learn very slowly" (Boyd K. Packer, in* TNGC, *46).*

August

Participating in Wholesome Activities Will Strengthen My Family

Song: "Seek the Lord Early"
(*CS*, 108)

"Successful . . . families are established and maintained on principles of faith, prayer, repentance, forgiveness, respect, love, compassion, work, and wholesome recreational activities" ("The Family: A Proclamation to the World").

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

Week 1: "Pray in your families unto the Father . . . that your [families] may be blessed" (3 Nephi 18:21).

Identify the doctrine *(seeing pictures and reciting a scripture):* Show a picture of Jesus Christ, and tell the children that He taught, "Pray in your families unto the Father . . . that your [families] may be blessed" (3 Nephi 18:21). Repeat this scripture with the children a few times. Show a picture of a family praying, and discuss the picture with the children. Explain that in family prayer, we thank Heavenly Father for our blessings and ask Him to help and bless our families.

Encourage understanding and application *(singing and sharing ideas):* Ask the children to form one or more circles. Sing "Family Prayer" (*CS*, 189). Invite each child to share something he or she might thank or ask Heavenly Father for in family prayer and then link arms with another child in the circle. When all the children are linked, emphasize how families are held together, blessed, and strengthened through family prayer.

Movement during Primary keeps the children actively engaged and attentive. Adapt activities to meet the needs of your Primary.

Memorizing scriptures *can help the children learn the doctrines of the gospel. The Spirit will help the children recall these words in times of need throughout their lives.*

Week 2: Family home evening strengthens my family.

Identify the doctrine *(repeating the doctrine):* Divide the Primary into three groups. Invite a child from each group to hold one of the following props, and ask the children in that group to stand and repeat the applicable phrase together:

"Family Home Evening"

"Strengthens My"

"Family"

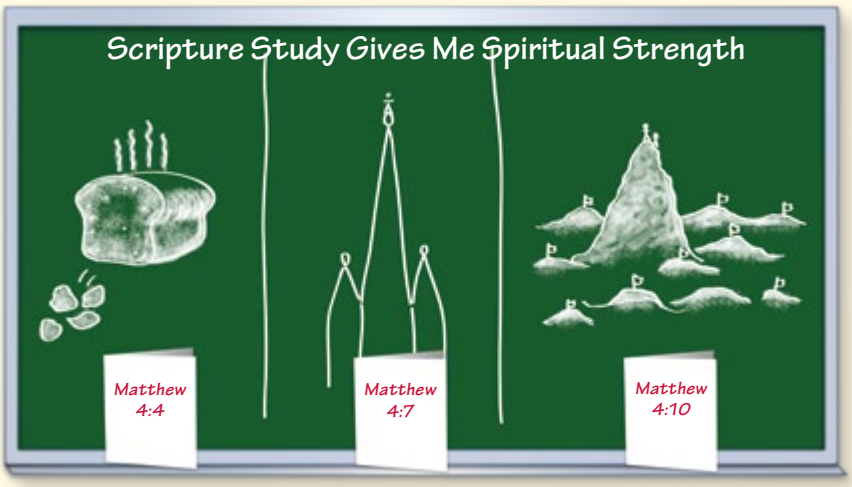
Have the children trade props, and repeat the activity until all the groups have said each phrase.

Encourage understanding *(visualizing strong families):* Show a picture of President Joseph F. Smith, and explain that in 1915 he started family home evening and promised "great blessings" for holding regular family home evenings. Show a picture of the current prophet and explain that almost 100 years later, our prophet still testifies that family home evening will strengthen our families. Invite a few children to represent members of a family, and ask them to stand with their arms linked together. Have another child try to pull one of them away from the others. Explain that families are stronger when they have family home evening.

Encourage application *(role-playing a family home evening):* Invite a few children to share what they would like to do for their family home evening. Write their ideas on the board. Encourage the children to help plan and contribute to their own family home evenings.

Week 3: Scripture study gives me and my family spiritual strength.

Identify the doctrine *(answering questions):* Ask the children to flex their arm muscles and show their physical strength. Ask what they can do to get stronger physically. Hold up your scriptures and explain that our spirits can get stronger as we read the scriptures. Ask the children to say "scripture study" each time you raise your scriptures. Ask a few questions that can be answered with this phrase, such as "What can help me to think good thoughts?" and "How can I gain strength to choose the right?" Hold up your scriptures after each question so the children can respond. (If children bring their scriptures to Primary, invite them to raise their own scriptures as they repeat "scripture study" in answer to your questions.)

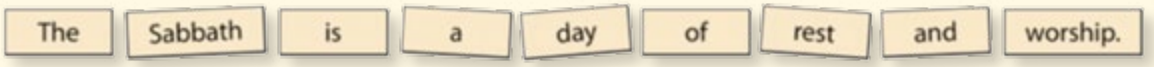


Encourage understanding *(discussing a scripture story):* Prepare three pictures on the board to represent the ways Jesus Christ was tempted in Matthew 4:1–11. Beneath each picture, write the corresponding scripture reference (Matthew 4:4, Matthew 4:7, and Matthew 4:10). Explain that Jesus Christ used the scriptures when He was tempted. Read Matthew 4:1–11 aloud, stopping after each temptation to clarify and ask, "What gave Jesus spiritual strength?" Hold up your scriptures to help the children answer, and invite a child to read Jesus Christ's response from the scriptures. Explain that "it is written" means that Jesus was quoting scripture.

Encourage application *(memorizing a scripture):* Ask each class to choose and memorize together a short phrase from the scriptures that could give them and their families spiritual strength (for example, Luke 1:37, 1 Nephi 3:7, or D&C 10:5).

Week 4: The Sabbath is a day of rest and worship.

Identify the doctrine *(unscrambling words):* Give each class an envelope containing nine pieces of paper with one of the following words written on each: *The Sabbath is a day of rest and worship.* Ask them to put the words in the correct order. Discuss the meaning of "rest" and "worship." Repeat the phrase together.



Click here for wordstrips

Encourage understanding *(discussing scriptures):* Write the following scripture references on the board: Exodus 20:8–11; Luke 23:56; Mosiah 18:23; Doctrine and Covenants 68:29. Explain that Heavenly Father created the world in six days *(hold up six fingers and wiggle them),* but on the seventh day He rested *(hold up seven fingers and hold them still),* and all through time He has commanded His children to rest on the seventh, or Sabbath, day and keep it holy. Invite four children to read the scriptures on the board. Ask the children to listen and discover what principle is being taught. Point out that the scriptures were all written at different times in the history of the world but they all teach the same principle. Explain that keeping the Sabbath day holy means doing things that will bring us closer to Heavenly Father.

Encourage application *(playing a game):* Have the children count off the days of the week one by one, starting with Monday. Ask the child who says "Sunday" to suggest an appropriate activity for the Sabbath. Repeat as time allows.

Scriptures: *Some children may not have scriptures. Other children may not be able to read yet. Think of ways to include all the children as you search the scriptures. For example, you could write the scripture on the board and read it together or have a small group share one set of scriptures.*

September

Living the Gospel Blesses My Family

"We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men; indeed, we may say that we follow the admonition of Paul—We believe all things, we hope all things, we have endured many things, and hope to be able to endure all things. If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things" (Articles of Faith 1:13).

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

Variety: *Use variety when repeating scriptures or phrases together with the children. For example, you could ask the boys and girls to repeat a phrase separately or ask them to use loud or soft voices.*

Week 1: I show my gratitude by offering thanks for all my blessings.

Identify the doctrine *(listening to a story and reading a scripture):* Briefly tell the story of the ten lepers (see Luke 17:11–19). Ask the children who in the story showed gratitude. Read Doctrine and Covenants 59:7, and ask the children who we should show gratitude to and what we should thank Him for.

Encourage understanding and application *(playing a game):* Display pictures of blessings such as family, friends, food, home, the earth, animals, and temples. Ask the children to close their eyes and sing "Thanks to Our Father" (*CS*, 20) as you remove one of the pictures. When they finish the song, ask them to open their eyes and see if they can discover which picture is missing. Toss a beanbag to a child and ask him or her to share how they can show gratitude for that blessing. Repeat as time allows.

Week 2: By giving service to others, I give service to God.

Identify the doctrine *(reading a scripture):* Write the following phrase on the board: By giving _____ to others, I give _____ to God. Read Mosiah 2:17 together, and ask the children what word goes in the blanks (service). Invite the children to repeat the phrase together.

Encourage understanding *(listening to a story):* Share the following story: "President Heber J. Grant's father died when he was just nine days old. His mother was very poor and earned money by sewing for other people. Sometimes she sewed for so many hours without resting that she could hardly push the pedal of her sewing machine. Heber would often crawl under the sewing machine and push the pedal for her. The winters were very cold, and Heber had only a thin, worn coat to keep him warm. He longed to have a warm coat but knew that they barely had enough money for food. He was delighted on his birthday when his mother gave him a warm coat that she had sewn. It was his most prized possession. A few weeks later, Heber saw a boy shivering with cold and he remembered how it felt. He took off his new coat and gave it to the boy." You may also want to consider showing the video "The Coat," available at www.mormonchannel.org/the-coat.) Discuss how Heber served others, and invite a few children and teachers to share experiences they have had with service. Discuss that when we serve others we are serving God. (See *TNGC*, 68–70 for ideas on how to ask questions that will facilitate good discussions.)

Consider using children to help illustrate stories you share in Primary.

Week 3: We believe in being honest.

Identify the doctrine *(hearing a story and reciting a scripture):* Tell a story about a child who tells another child about his fishing trip and greatly exaggerates the size of the fish he caught. Ask the children what the child did wrong and what he should have done. Invite the children to think of one of the Articles of Faith that would help them remember to tell the truth. Repeat together the beginning of the thirteenth article of faith ("We believe in being honest").

Encourage application *(responding to situations):* Present a situation in which the children may be tempted to be dishonest, such as when a parent asks who left toys on the floor. Invite the children to stand when they know what they could do to be honest. Have a few children share their answers. Repeat with different situations as time allows. Encourage the children to think, "We believe in being honest" when they are tempted to do otherwise.

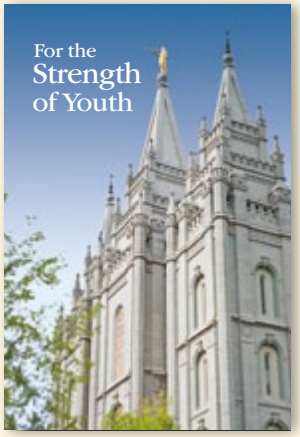
Stories: *Storytelling captures the children's attention and helps them relate to gospel principles. Learn stories well enough to share them in your own words using expression and excitement.*

Week 4: By living the gospel I set a good example for others to follow.

Identity the doctrine *(acting out a story):* Tell the following story, and invite the children to act it out with you: "You were camping in the mountains with your family when a huge snowstorm hit *(shiver).* You couldn't see the trail back to your campsite *(hold hand over eyes, searching).* Then your father came, wearing big, heavy boots *(walk in place).* He said, 'I know the way! Follow me!' Father made big footprints in the snow for you to follow." Explain that just as we could follow the father's footprints, others can see and follow the good example we set when we live the gospel.

Ask the children to repeat after you, "By living the gospel I set a good example for others to follow."

Encourage understanding and application *(reading a scripture and discussing standards):* Have the children read 1 Timothy 4:12. Write some statements from *For the Strength of Youth* that you feel are appropriate for the children on separate pieces of paper, and put them in a container. Invite a child to pick one statement and share a personal experience with that standard or tell how living that standard sets a good example for others to follow. Repeat with the other statements. Sing "I Want to Live the Gospel" (*CS,* 148).



October

"The Family: A Proclamation to the World" Came from God to Help My Family

"These things have I spoken unto you, that my joy might remain in you, and that your joy might be full" (John 15:11).

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

Week 1: "The Family: A Proclamation to the World" came from God to help my family.

Identify the doctrine: Show the children pictures of the Ten Commandments and the scriptures. Ask, "Where did these come from?" Explain that they came from God through His prophets to help us know what to do. Show the children a copy of "The Family: A Proclamation to the World" and explain that it came from God through His latter-day prophets to help our families.

Encourage understanding *(singing songs):* Explain that not all families are the same, but each family is important; God wants all families to be happy and return to Him. Give a wordstrip with a different sentence from the family proclamation to each class. Invite the children to think of a song that relates to their sentence. Invite the classes to take turns reading their wordstrips aloud and leading the other children in singing the song they have chosen. Testify that our families will be blessed as we follow the teachings in the family proclamation.

Week 2: Marriage between a man and a woman is essential to God's plan.

Encourage understanding *(hearing and telling a story):* Tell the story of Adam being the first man on the earth. Have a child read Genesis 2:18 as the children listen for what Heavenly Father said ("It is not good that the man should be alone"). Explain that He created Eve, who would marry Adam. Have a child read Genesis 3:20 as the children listen for what Adam called his wife (Eve). Next have a child read Genesis 1:28 as they listen for what Heavenly Father commanded Adam and Eve to do ("multiply," or have a family). Explain that without Adam and Eve's marriage, God's plan for His children to come to earth would not have happened. Invite a few children to retell the story.

Encourage application *(seeing pictures):* Explain that Heavenly Father's commandment for a man and a woman to be married and have a family is just as important today as it was when Adam and Eve were on the earth. Show pictures of families and let the children point out the man, the woman, and the children.

Week 3: When family life is founded on the teachings of Jesus Christ, we can be happy.

Identify the doctrine *(seeing pictures):* Invite a child to hold a picture of a family. Ask what we should found (or base) our family life on so we can be happy. Invite another child to hold a picture of Jesus Christ. Explain that when family life is founded on the teachings of Jesus Christ, we can be happy.

Encourage understanding and application *(making lists):* Display a picture of Jesus Christ on the board, and write "Teachings of Jesus" beneath it. Divide the children into three groups. Give

each group one of the following wordstrips and scripture references: "Follow the Commandments" (John 14:15), "Help Others" (Mosiah 2:17), and "Show Love to Everyone" (John 13:34). Ask the children to read their assigned scripture and then discuss in their groups ways they can follow that teaching of Jesus in their families. Invite each group to put their wordstrip on the board and tell the other children what they discussed. After each group has shared their ideas, discuss how following that teaching of Jesus can help our families be happy.

Retelling stories: *When children retell a story they have just heard, they will remember it better.*

Week 4: Successful families work together.

Identify the doctrine *(participating in an object lesson):* Invite four children to come to the front of the room. Have each child hold the end of one piece of string while you hold the other ends of all four strings. Ask the children to work together to twist the strings into a rope. Point out that just as twisting the strings together made a strong rope, working together can make a strong family. Put each of the following words on separate wordstrips: *Successful, families, work, together.* Attach the wordstrips to the rope. Invite the children to read the sentence together.

Object lessons "tie [an] invisible idea . . . to some tangible object the [children] already know about and then build from that knowledge" (Boyd K. Packer, in TNGC, *163).*

Encourage understanding *(role-playing):* Show a picture of Noah, and briefly tell the story of how Noah built an ark and gathered animals to prepare for the flood (see Genesis 6–7; Moses 8). Divide the children into groups, and ask each group to role-play one way Noah's family may have worked together (such as gathering wood for the ark, building the ark, and herding the animals). Invite the other children to guess what they are doing. Explain that Noah's family was successful as they worked together.

Encourage application *(drawing pictures):* Explain that just as Noah's family worked together, it is important for us to work together in our own families. Give each child a piece of paper and crayons, and invite them to draw pictures of their families working together. Invite several children to share their pictures and explain how doing what they have drawn will help their families be successful.

Scriptures: *Having children read from their own scriptures reinforces the importance of the scripture and invites the Spirit. If possible, invite the children to mark verses in their own scriptures and then read them together.*

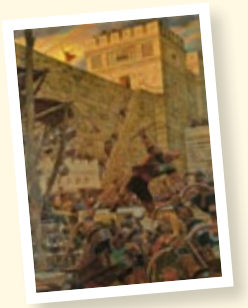
November

Living the Teachings of Jesus Christ Strengthens Me and My Family

"Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ" ("The Family: A Proclamation to the World").

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

Week 1: "If ye have faith ye hope for things which are not seen, which are true" (Alma 32:21).



Identify the doctrine *(memorizing a scripture):* Write on the board "If ye have faith ye hope for things which are not seen, which are true." Have the children read it aloud together several times, and then erase all but the first letter of each word. Ask the children to recite it again. Erase the letters one at a time until the children can repeat the scripture from memory.

Encourage understanding *(hearing a scripture story):* Ask the children to describe how they know when it is nighttime. Show a picture of Samuel the Lamanite and explain that he prophesied that on the night Jesus Christ would be born, the sun would go down but it would not get dark. Invite the children to retell the events from Helaman 16 and 3 Nephi 1:1–13 (you may want to ask a few children in advance to be prepared to share this story). Ask the children to recite the scripture they memorized, and ask them how the Nephite believers showed faith. Ask the children what they think happened to the believers. Invite a child to read 3 Nephi 1:15, 19. Testify of the importance of faith.

Week 2: Prayer is reverent communication with Heavenly Father.

Identify the doctrine *(identifying objects and pictures):* Before Primary, gather or draw pictures of things people use to communicate (such as a letter, a telephone, or a computer), and hide the pictures beneath a few of the chairs in the Primary room. Ask the children to imagine they are far from home and need to communicate with their family. Have them look under their chairs for the hidden pictures, and discuss how they help us communicate with others. Explain that when we came to earth, we left our heavenly home, but we can still communicate with our Heavenly Father. Ask the children, "How can we communicate with Heavenly Father?" Show the children several pictures of children and families praying. Explain that each picture shows reverent communication—praying with love and respect—to Heavenly Father. Ask the children to say, "Prayer is reverent communication with Heavenly Father."

Encourage understanding and application *(chalkboard activity):* List the four parts of prayer on the board. Ask the children to name things we might thank Heavenly Father for and what we might ask Him for. List their responses on the board. Ask the children to demonstrate how we show reverence when we pray.

Week 3: Repentance is a change of mind and heart.

Identify the doctrine *(revealing a picture):* Prepare wordstrips with words from the sentence "Repentance is a change of mind and heart" written on each one. Use the wordstrips to cover a picture of the Anti-Nephi-Lehies burying their weapons. Ask a few children to remove the wordstrips and place them in the correct order on the board. Ask the children to read the sentence together, using actions to emphasize the words *mind* and *heart*.

Encourage understanding *(listening to a scripture story):* Tell the children that there was a group of people in the Book of Mormon who had a change of heart. Tell the following story (see Alma 24): "Ammon taught a group of Lamanites about the gospel. They had been wicked people, but they believed what Ammon taught them and had a change of heart. They wanted to join the Church, so they repented of their sins, promised they would not fight, and buried their weapons of war. They changed their name to the Anti-Nephi-Lehies and became a hardworking, righteous people."

Encourage application *(burying "swords" and singing):* Give each child a piece of paper. Ask the children to draw a picture of a sword and then write a wrong choice on their swords (such as "fighting with my brother" or "telling a lie"). Ask the children to share ways they can choose the right and then "bury" their swords by crumpling their papers or throwing them away. Sing "Repentance" (*CS,* 98).

Week 4: Forgiveness brings peace.

Identify the doctrine *(seeing an object lesson):* Ask the children how they might feel if someone pushed or hit them. Hold up a big rock and tell the children that it represents those hurt feelings. Place the rock in a long sock. Invite a child to come to the front of the room, and tie the sock to his or her ankle. Ask the child to walk around. Discuss how hanging on to bad feelings will drag us down. Explain that when we forgive people who hurt us, we let those bad feelings go. Let the child untie the sock. Ask the children to say, "Forgiveness brings peace."

Encourage understanding *(hearing scripture stories):* Several days in advance, ask leaders or teachers to be prepared to share one of the following scripture stories about forgiveness:

1. Jesus forgives on the cross (see Luke 23:13–34).
2. Nephi forgives his brothers (see 1 Nephi 7:6–21).
3. Joseph forgives his brothers (see Genesis 37; 41–45).

Divide the children into three groups. Send each group to a different part of the room (see "Stations," *TNGC,* 179), where a leader or teacher will briefly discuss the scripture story he or she prepared to share. After each group has visited each station, sing the first verse of "Help Me, Dear Father" (*CS,* 99).

Encourage application *(sharing feelings):* Ask a few children to share a time when forgiving someone has helped them feel peace.

Stations: *If your Primary is large, consider having the leaders move between stations instead of asking the children to move.*

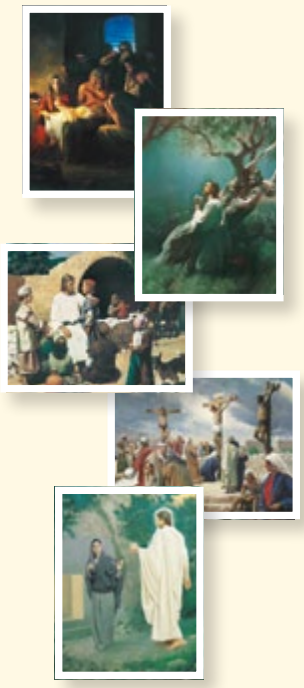
Small groups: *Inviting children to share in small groups gives more children the opportunity to participate. In sharing time, children already sit in class groups. These groups could be used for small group activities. Class teachers can help ensure participation and maintain reverence.*

December

We Remember and Worship Our Savior, Jesus Christ

"Jesus saith unto him, I am the way, the truth, and the life: no man cometh unto the Father, but by me" (John 14:6).

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



Week 1: The sacrament is a time to remember Jesus Christ.

Encourage understanding *(matching scriptures with pictures):* Write the following scripture references on the board: Luke 2:7; Mark 10:13, 16; Matthew 26:36, 39; John 19:17–18; John 20:11–16. Around the room, place pictures depicting the events described in the scriptures (*GAB* 30, 47, 56, 57, and 59). Tell the children that the sacrament is a time to remember how much Jesus Christ loves us and all that He did for us. Ask a child to read one of the scriptures. Ask another child to choose a related picture and bring it to the front of the room. Repeat with the other scriptures.

Encourage application *(playing a memory game):* Place on a table items such as a picture of Christ in Gethsemane, a picture of the Last Supper, a piece of bread, a sacrament cup, sacrament trays, scriptures, and a hymnbook. Invite the children to briefly look at the items, and then

cover them. Ask the children to work in groups to write down the items they remember seeing. Let the children explain how each item can help them remember Jesus Christ during the sacrament.

Week 2: Remembering Jesus Christ helps me choose the right.

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. The suggestions for this month model several different ways to do this. Consider ideas similar to these as you plan other lessons.

Identify the doctrine *(listening to scriptures):* Invite the children to close their eyes and imagine what life would be like if everyone made right choices. Ask a few of them to share what they imagined. Tell them that there was a time in the Book of Mormon when this happened, and ask them to listen for how this time is described as a child reads 4 Nephi 1:15, 17. Explain that the people were able to choose the right because they remembered something very special. Retell the events from 3 Nephi 17:20–25. Invite the children to say together, "Remembering Jesus Christ helps me choose the right."

Encourage understanding and application *(singing songs):* Cover a picture of Christ blessing the Nephite children with some blank pieces of paper. Invite the children to think of songs that help them remember Jesus Christ. Sing a few of these songs together. Following each song, have a child remove a piece of paper from the picture. Repeat until all the pieces are removed. Discuss how the children in the picture may have made right choices following their experience with Jesus. Remind the children that when they remember Jesus they will want to choose the right. Ask them to name some things they can do to remember Jesus in their daily activities.

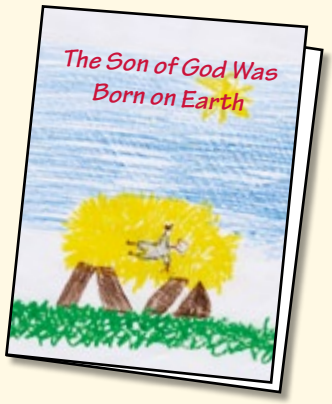
Share understanding: *The children will feel the Spirit as they share their understanding of gospel principles. They can share what they have learned through their words, art, and songs.*

Week 3: The Son of God was born on earth.

Identify the doctrine: Ask the children: "Have you ever waited for something special to happen? Did it seem like a long time to wait? How did you feel when it finally happened?" Give the children an opportunity to share the feelings they had. Explain that since the time of Adam and Eve, our Father in Heaven promised that a very important event would take place. Righteous people looked forward anxiously to this event. Softly whisper to a small group of children, "The Son of God was born on earth." Have them whisper the sentence to the other children, and then ask all of the children to whisper it together.

Encourage understanding *(sharing a story and singing a song):* Ask the children to share what they know about Jesus's birth (see Luke 2:1–20). Fill in the story with details the children don't mention. Sing "Stars Were Gleaming" (*CS*, 37), and invite the children to imagine what the shepherds felt when they heard the angels sing.

Encourage application *(making a Christmas card):* Give each child a piece of paper and a pencil or crayons. Help them fold the paper like a greeting card. Invite them to make a Christmas card for their family by drawing pictures of the birth of Jesus Christ. On the front, have them write "The Son of God Was Born on Earth."



Week 4: Jesus Christ will come again.

Encourage understanding *(reading scriptures):* Prepare the following wordstrips (available online at sharingtime.lds.org):

Only Heavenly Father knows the exact _____ when Jesus will come again (see Joseph Smith—Matthew 1:40).

Jesus will come down from _____ (see Acts 1:11).

Jesus will be dressed in _____ clothes (see D&C 133:48).

False Christs will _____ many (see Joseph Smith—Matthew 1:22).

The wicked will be _____ (see D&C 29:9).

The sun will be _____ (see D&C 45:42).

When Jesus comes, He will look brighter than the _____ (see D&C 133:49).

Jesus Christ will live with the righteous for _____ years after His Second Coming (see D&C 29:11).

Divide the children into groups, and give each group one or two wordstrips. Invite them to find the words that fill in the blanks by reading the scriptures. Ask each group to share what they have learned with the other children.

Encourage application *(singing and sharing):* Explain that we need to remember and worship Jesus Christ every day so we will be prepared for His Second Coming. Ask the children to name some things they and their families can do to be prepared. Sing "I Wonder When He Comes Again" (*CS*, 82).

Testify: *A brief testimony can invite the Spirit at any time during the lesson. Formal testimony language such as "I want to bear my testimony" is not needed to share a witness of truth. A testimony can be as simple as saying, "I know that Jesus Christ lives."*

How to Use Music in Primary

The purpose of music in Primary is to teach the children the gospel of Jesus Christ and help them learn to live it. Primary songs make learning more enjoyable, help children learn and remember gospel truths, and invite the Spirit into Primary.

The following are examples of ways you can teach the songs suggested in this outline. You can also use these methods to teach other Primary songs. For additional ideas, see the "How to Use Music in Primary" sections in previous sharing time outlines.

Use variety: *Think of a variety of ways to repeat songs. Children learn songs best as they hear and sing them over and over again.*

January: "He Sent His Son" (*CS*, 34–35)

Let the children listen to the song. Point out how it is made up of questions and answers. Assign half of the children to sing the questions and the other half to sing the answers. After singing it a few times, have the children switch parts. When they know the song well, use a variety of ways to divide them (for example, boys and girls, teachers and children, and so on) as you review the song.

February: "I Will Follow God's Plan" (*CS*, 164–65)

Tell the children that God has given us a very special gift. Ask them to listen for what it is as you sing the first line of the song (a plan). Show a map, and compare using a map to find a destination to following God's plan to return to Him. Explain that this song teaches us about the plan and tells us how we can return to live with Heavenly Father. Display pictures depicting important words (such as *gift, heaven, home, earth,* and *birth*) and some written words (such as *plan, purpose, choice,* and *direct*) from the song throughout the room. Have the children gather them and hold them up in the correct order as you sing the song to them. Invite them to sing along with you as they look at the pictures and words.

March: "I Stand All Amazed" (*Hymns*, no. 193)

Divide the children into four groups. Give group 1 *GAB* 116, and sing the first phrase of the song to them. Discuss it briefly, and then have them sing it a few times with you. Continue with each group and each additional phrase (use the following pictures: group 2, *GAB* 108; group 3, *GAB* 57; group 4, *GAB* 56). Sing the whole first verse with each group standing, holding their picture, and singing their phrase. Invite the groups to switch pictures, and sing the song again. Repeat until each group has sung each phrase. Sing the chorus, and ask the children to listen for how many times you sing the word "wonderful." Repeat the chorus a few times with them, and invite them to place their hands over their hearts each time they sing the word "wonderful."

April: "The Family Is of God" (pages 28–29 in this outline)

Find or draw pictures depicting words or phrases in the song (sample pictures are available at sharingtime.lds.org). Display them on the board one at a time as you sing each phrase with the children. After you have taught a phrase, sing most of the words and then stop and let the children finish the phrase. Sing the whole song together a few times. Invite a child to take down one or two of the pictures, and sing the song again. Repeat until they can sing it without the pictures.

July: "Baptism" (*CS*, 100–101)

Prepare the following wordstrips: *Who, When, How,* and *Where.* Display a picture of Jesus Christ being baptized. Put the "Who" wordstrip next to the picture. Ask the children to listen for whom Jesus came to as you sing the first phrase of the song. Take responses, and then have the children sing that phrase with you. Do the same with each of the wordstrips and phrases. Sing the entire first verse together. Give a wordstrip with one of the answers you have found to each child (*John the Baptist, long ago, by immersion,* and *River Jordan*). Have the children stand when their words are sung. Let them exchange wordstrips and repeat the activity.

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 and not your book.*

August: "Seek the Lord Early" (*CS*, 108)

Use pictures to teach the song a phrase at a time (sample pictures are available at sharingtime.lds.org). Display all of the pictures on the board. Invite a child to go out of the room while someone else hides one of the pictures. Have the child come back and "seek" for the picture by listening to the other children sing louder as he or she gets closer and softer as he or she gets farther away. Repeat as time allows.

Additional Songs Used in This Outline

"Did Jesus Really Live Again" (*CS*, 64)

Write the words to the first verse on the board or on a large piece of paper. Sing the verse to the children, and briefly discuss it. Sing it together, and invite someone who was singing well to erase or cut out one of the words. Repeat until the children have learned the verse, and then repeat with the other verses.

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

Have the children clap the rhythm as you sing the song to help them become familiar with it. Help them make up simple actions to match key words in the song. Invite the children to do the actions without singing while the music plays and then sing and do the actions together. (Pictures that may help you teach this song are available at sharingtime.lds.org.)

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

Have the children lead and sing along with you, emphasizing repeated melody patterns such as "here on earth" and "good to me." Ask simple questions such as, "When should we prepare for the temple?" and have the children answer by singing phrases from the song. Using simple props, invite children to represent family members and lead groups in singing specific phrases.

"Love Is Spoken Here" (*CS*, 190–91)

Ask what languages are spoken in the children's homes. Sing the first verse of the song, and invite the children to listen for an additional language and put their hands over their hearts when they hear it (love). As you sing, have them listen for rhyming words and words they don't understand. Ask a girl to write them on the board during the first verse and a boy during the second verse. Define the words and sing those phrases, inviting the children to echo you.

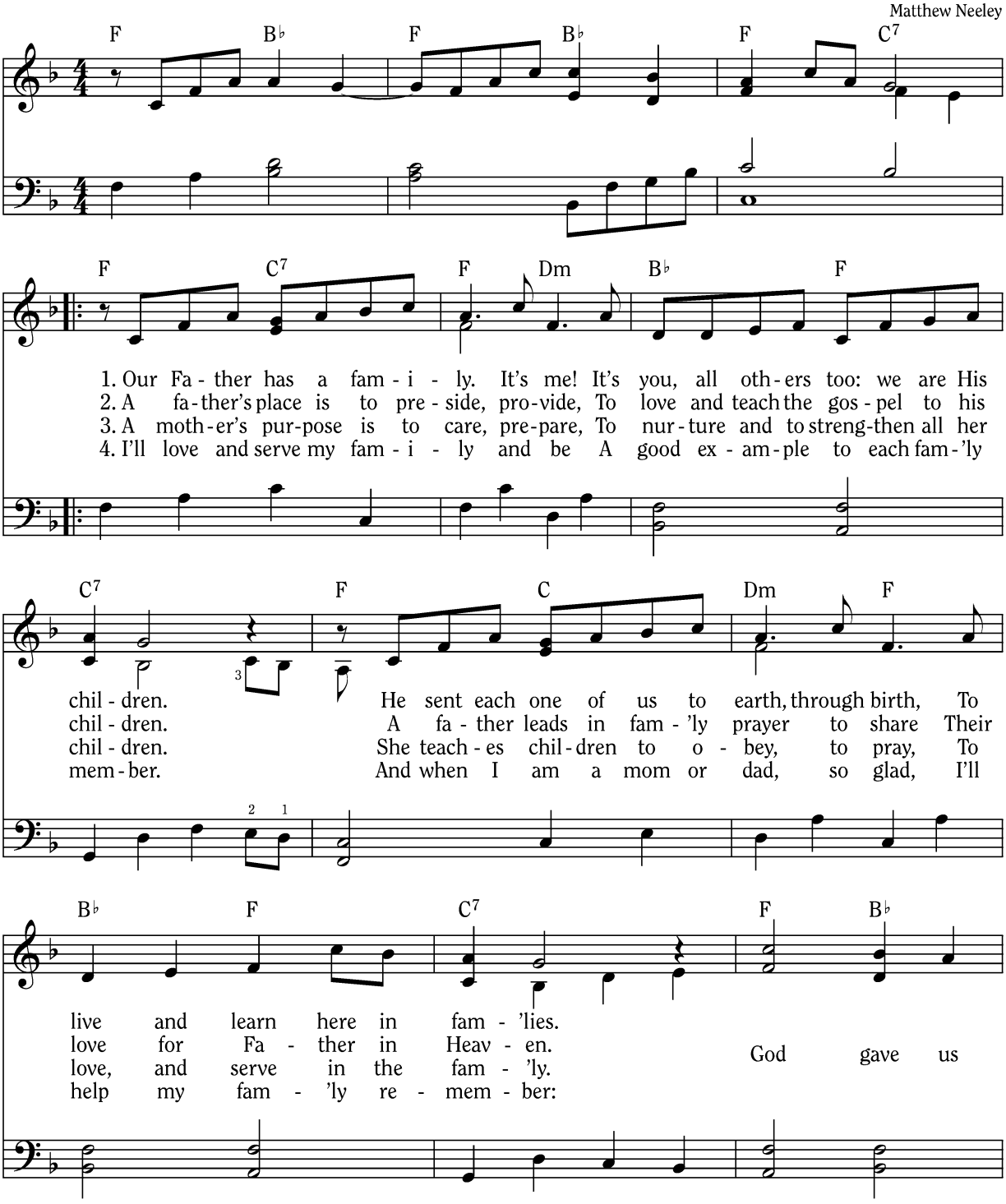
"I Lived in Heaven" (*CS*, 4)

Divide the children into four groups and assign each group a phrase of the song. Give each group a piece of paper, and ask them to draw a simple picture relating to their phrase. Sing the song together using their drawings as visual aids.

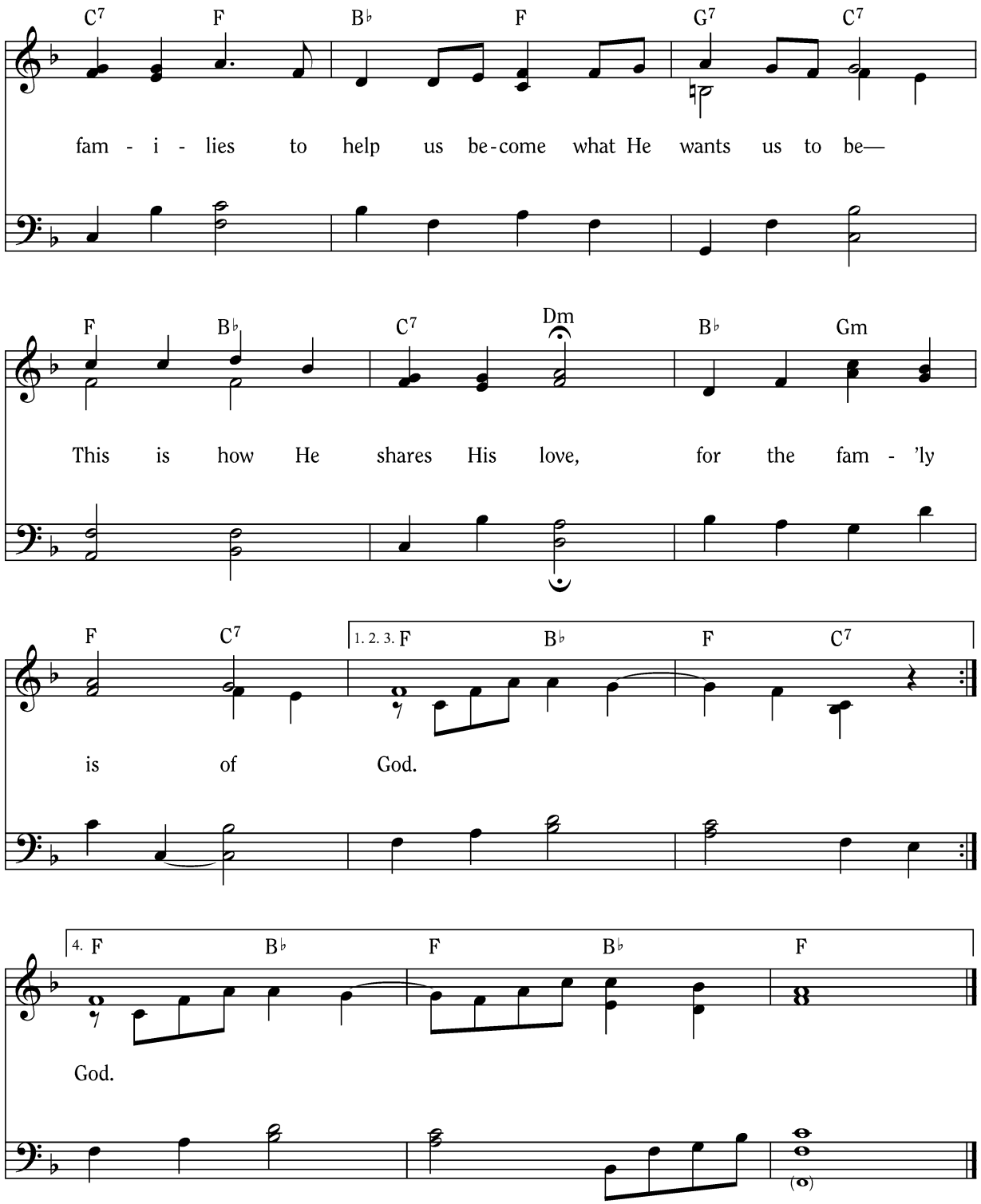
The Family Is of God

With joy ♩ = 76–88

Words and music:
Matthew Neeley



© 2008 by Matthew Neeley. All rights reserved.
This song may be copied for incidental, noncommercial church or home use.
This notice must be included on each copy made.


C7 F B♭ F G7 C7
fam - i - lies to help us be-come what He wants us to be—
F B♭ C7 Dm B♭ Gm
This is how He shares His love, for the fam - 'ly
F C7 1. 2. 3. F B♭ F C7
is of God.
4. F B♭ F B♭ F
God.

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

Published by The Church of Jesus Christ of Latter-day Saints
© 2013 by Intellectual Reserve, Inc. All rights reserved. Printed in the USA. English approval: 2/13

ENGLISH
4 02109 40000 0
10940 000