



Come, Follow Me

Young Women 1

Learning Resources for Youth

Young Women

January–June 2013

About this manual

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

More online

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

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

© 2012 by Intellectual Reserve, Inc.
All rights reserved

English approval: 9/12

10697 000

Contents

January: The Godhead

What do we know about the nature of the Godhead?

How can I know my Heavenly Father?

Why is Jesus Christ important in my life?

What are the roles of the Holy Ghost?

Who am I, and who can I become?

February: The Plan of Salvation

What is the plan of salvation?

What happened in my premortal life?

What is the purpose of life?

Why do the choices I make matter?

Why do we have adversity?

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

Why should I treat my body like a temple?

March: The Atonement of Jesus Christ

What is the Atonement of Jesus Christ?

What does it mean to have faith in Jesus Christ?

How can repentance help me every day?

What is grace?

Why do I need to forgive others?

What is the resurrection?

How can the Atonement help me during my trials?

April: The Apostasy and the Restoration

Why was a restoration necessary?

Why do we need the Book of Mormon?

How was the priesthood restored?

What was Joseph Smith's role in the Restoration?

Why is the First Vision important?

May: Prophets and Revelation

Why is it important to listen to and follow the living prophets?

How do I receive personal revelation?

How can I make my prayers more meaningful?

Why is it important to study the scriptures?

How can I strengthen my testimony?

How can a patriarchal blessing help me?

June: Priesthood and Priesthood Keys

What is the priesthood?

What are the duties of priesthood holders?

What are the keys of the priesthood?

How does the priesthood bless me?

How do I honor and uphold the priesthood?

January: The Godhead

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

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

Learning outlines

Seek the inspiration of the Spirit as you select from the outlines below. Let the questions and interests of the young women guide you as you decide which outlines to teach and how long to spend on a topic.

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

What do we know about the nature of the Godhead?

How can I know my Heavenly Father?

Why is Jesus Christ important in my life?

What are the roles of the Holy Ghost?

Who am I, and who can I become?

Prepare yourself spiritually

To help the young women learn the doctrine of the Godhead, you must understand and live the doctrine

yourself. Study the scriptures and other resources provided in the learning outlines, and look for statements, stories, or examples that may be especially relevant or inspiring. Then use the learning outlines to plan ways to help class members discover truths for themselves, gain a testimony of them, and live by what they learn. Consider sharing some of the talks or videos with the young women before class.

Counsel together

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

Mutual

Many of the lesson topics and learning activities in this unit would work well as Mutual activities. Work with class presidencies in selecting and planning appropriate activities to reinforce what the young women learn on Sunday.

Personal Progress

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

Faith value experience 5

Divine Nature value experiences 1, 2, and 6

Individual Worth value experience 1

Note to the teacher

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



JANUARY: THE GODHEAD

What do we know about the nature of the Godhead?

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

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

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

Prepare yourself spiritually

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

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

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

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

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

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

Gordon B. Hinckley, "In These Three I Believe," *Ensign*, July 2006, 3–8

Robert D. Hales, "Gaining a Testimony of God the Father; His Son, Jesus Christ; and the Holy Ghost," *Ensign* or *Liahona*, May 2008, 29–32

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

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

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

- Write “God the Father,” “Jesus Christ,” and “The Holy Ghost” on the board. Choose sections of President Gordon B. Hinckley’s article “In These Three I Believe” that will help the young women understand the Godhead. Give a section to each young woman to read silently and then summarize in her own words to the rest of the class. As she reports, have her write on the board under the appropriate heading what she learned about that member of the Godhead. Why do the young women feel it is important to understand these truths about the Godhead? How would they explain their beliefs to those who have a different view of the Godhead?
- Invite each young woman to read “Godhead” in *True to the Faith*. Ask one of the young women to share what she learns from her reading. Then ask another young woman to restate what the first young woman said and then share something she learned herself. Repeat until each young woman has had a chance to share. Ask the young women how our view of the Godhead might differ from the views of other religions. How can having an accurate view of the Godhead bless the young women?
- Read as a class Elder Jeffrey R. Holland’s description of other Christian beliefs about the Godhead (in his talk “The Only True God and Jesus Christ Whom He Hath Sent”). Show

Teaching tip

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

the young women the First Vision scene in the video “The Restoration” or show a picture of the First Vision (see *Gospel Art Book*, 90). What did Joseph learn about the Godhead? How was what he learned different from what other Christians believed? Why is what he learned important? How do the young women think this experience changed what Joseph believed about himself?

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

scriptures may belong under more than one heading). How can knowing these truths about the Godhead bless the young women? Encourage the young women to keep a list of these references in their scriptures so they can use them to teach others about the Godhead.

- Give the young women a paper with the following questions: “How did Elder Hales gain a testimony of the Godhead?” “How can you gain your own testimony?” “How might a testimony of the Godhead affect the choices you make each day?” Invite them to ponder these questions as they watch, listen to, or read Elder Robert D. Hales’s talk “Gaining a Testimony of God the Father; His Son, Jesus Christ; and the Holy Ghost.” Give them time to write their answers, and invite them to share what they wrote.

Teaching in the Savior’s way

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

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

Live what we are learning

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

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

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

Selected Resources

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

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

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

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

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

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



JANUARY: THE GODHEAD

How can I know my Heavenly Father?

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

Prepare yourself spiritually

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

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

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

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

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

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

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

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

Videos: "He Knows Me," "Prayer"

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

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

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

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

Teaching tip

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

- Invite the young women to read John 17:3, and ask them to explain the difference between knowing *about* someone and knowing someone. Invite them to think about someone they know very well. What have they done to get to know that person? List their responses on the board. How can we use similar methods to know Heavenly Father? Invite half of the class to read Enos 1:1–7, and invite the other half to read the first two sections of Elder Richard G. Scott’s talk “Using the Supernal Gift of Prayer.” Ask the young women to look for ways they can improve their communication with Heavenly Father. After they have discussed what they found, invite them to ponder their relationship with Heavenly Father or a few minutes and

consider what they can do to improve it.

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

Teaching in the Savior’s way

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

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

Live what we are learning

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

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

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

Selected Resources

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

The Gift of Prayer

Prayer is a supernal gift of our Father in Heaven to every soul. Think of it: the absolute Supreme Being, the most all-knowing, all-seeing, all-powerful personage, encourages you and me, as insignificant as we are, to converse with Him as our Father.

Actually, because He knows how desperately we need His guidance, He commands, "Thou shalt pray vocally as well as in thy heart; yea, before the world as well as in secret, in public as well as in private" (D&C 19:28).

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

How Should You Pray?

We pray to our Heavenly Father in the sacred name of His Beloved Son, Jesus Christ. Prayer is most effective when we strive to be clean and obedient, with worthy motives, and are willing to do what He asks. Humble, trusting prayer brings direction and peace.

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

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

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



JANUARY: THE GODHEAD

Why is Jesus Christ important in my life?

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

Prepare yourself spiritually

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

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

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

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

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

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

Jeffrey R. Holland, "The First Great Commandment," *Ensign or Liahona*, Nov. 2012, 83–85

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

Videos: "He Will Give You Help," "Reclaimed"

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

Videos: "Lifting Burdens," "He Lives," "The Only True God and Jesus Christ Whom He Has Sent" (no download available)

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

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

Teaching tip

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

- Display a picture of the Savior. Write on the board the following questions: "Who is Jesus Christ?" "What has He done for us?" "How do we know that He lives today?" Invite the young women to search "The Living Christ: The Testimony of the Apostles" to find answers to these questions. Ask them to share what they find. Invite a few of them to explain how they gained their testimonies of Jesus Christ. How do their testimonies affect their daily lives?
- Invite the young women to look up "Jesus Christ" in the Topical Guide and review the list of entries after the heading. Ask them to find words and phrases that describe Christ's roles and mission. What do they learn about Jesus Christ by reviewing this list? How do they feel about Him after reviewing what He has done for us?
- Assign each young woman to read one of the scriptures suggested in this outline. Ask her to explain in her own

words what help Jesus Christ offers to those who follow Him. Consider encouraging them to memorize the scripture. Show “Lifting Burdens” or another appropriate video. Invite the young women to share examples of how they have witnessed the Savior’s peace or strength in their own lives or the lives of others.

- Display on the walls testimonies of Jesus Christ by members of the First Presidency in the most recent conference issue of the *Ensign* or *Liahona* (these testimonies often appear at the end of the talks). Invite the young women to read these testimonies or watch the video “He Lives.” Ask them how they feel when they hear or read the testimonies of the Savior’s special witnesses. Ask them how their testimonies of Christ affect their daily actions. Allow time for class members to express their love and testimony of Jesus Christ.

- Read the paragraph under the heading “What He Has Done for Us” in Elder Dallin H. Oaks’s talk “Teachings of Jesus.” What would the young women say in response to the woman’s question “What’s He done for me?” Write on the board the next nine headings from the talk (from “Life of the World” to “The Atonement”). Invite the young women to choose one or more of these headings and prepare one or two sentences they would use

to teach the woman what Jesus Christ has done for her. They can use Elder Oaks’s talk, relevant scriptures (such as those suggested in this outline), and their own experiences and testimony. Invite them to share what they prepared.

- Invite the young women to look up “Jesus Christ” in the “Topics” index of the hymnbook to find a hymn that teaches about what Jesus Christ has done for them. Ask them to share lines from the hymns they chose. Consider singing one of the hymns as a class. Ask the young women to read the last four paragraphs of Elder Jeffrey R. Holland’s talk “The First Great Commandment” as they ponder the question “What can I do to show how important Jesus Christ is in my life?” Invite them to write down their thoughts, and allow them to share what they wrote, if they feel comfortable doing so.

- Show the video “Reclaimed.” What do the young women learn from the video about what Jesus Christ can do for them? How could they use the message of this video to help people who are having difficulty forgiving themselves or feel they are beyond the reach of the Savior’s help? What scriptures would they share? (see, for example, Isaiah 1:18; Alma 36:3, 27; Ether 12:27; D&C 58:42–43).

Teaching in the Savior’s way

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

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

Live what we are learning

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

- Complete Faith value experience 5 in *Personal Progress*.
- Strive to live more like the Savior and share their experiences in a future class.
- Think of someone who could benefit from knowing what the Savior has done for us and plan ways to share their testimonies with that person.

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

Selected Resources

THE LIVING CHRIST

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE FIRST PRESIDENCY

James A. Lincoln
Thomas M. Monson
James E. Faust

January 1, 2000

THE QUORUM OF THE TWELVE

Boyd K. Packer
L. Tom Perry
Dwight B. Peterson
Neal A. Maxwell
Russell M. Nelson
Dallin H. Oaks

M. Russell Ballard
Joseph B. Wirthlin
Richard G. Scott
Robert D. Hall
Jeffrey R. Holland
Henry B. Eyring



JANUARY: THE GODHEAD

What are the roles of the Holy Ghost?

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

Prepare yourself spiritually

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

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

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

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

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

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

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

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

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

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

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

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

Boyd K. Packer, “Counsel to Youth,” *Ensign* or *Liahona*, Nov. 2011, 16–19

Craig C. Christensen, “An Unspeakable Gift from God,” *Ensign* or *Liahona*, Nov. 2012, 12–15

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

Video: “Voice of the Spirit”

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

- Invite the young women to look in the hymnbook in the "Topics" index under "Holy Ghost" to find a hymn that teaches about how the Holy Ghost can help us. Ask them to share lines from the hymns they chose. Consider singing one of the hymns as a class.
- Divide the young women into small groups. Ask each group to read a few scriptures about the Holy Ghost (such as those suggested in this outline). Invite one young woman from each group to share with the rest of the class what her group's scriptures teach about the roles of the Holy Ghost. Invite the young women to share personal experiences they have had in which the Holy Ghost has helped them in any of these ways.
- Invite each young woman to study the section titled "What Is the Mission of the Holy Ghost?" from Elder Craig C. Christensen's talk "An Unspeakable Gift from God" and prepare to share with the class what she learns about the Holy Ghost. Invite her to share

Teaching tip

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

Teaching in the Savior's way

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

experiences when the Holy Ghost has helped her in the ways Elder Christensen describes.

- Show the video "Voice of the Spirit," and ask the young women to listen for answers to the following questions: Why do we need the Holy Ghost? How can the Holy Ghost help us? Share appropriate experiences you have had listening to the Holy Ghost, and invite the young women to share any experiences they have had. As a class, make a list of things they can do to better hear the promptings of the Holy Ghost.
- Invite the young women to read "Roles of the Holy Ghost" in *True to the Faith* (page 82). Ask each young woman to select one of the Holy Ghost's roles and look for scriptures or scriptural stories that teach about that role. Invite the young women to share with each other what they find. Encourage them to share experiences in which the Holy Ghost helped them

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

- Find some stories from recent general conference talks that illustrate the various roles of the Holy Ghost (some examples from the May 2012 *Ensign* or *Liahona* include the stories about Cheryl A. Esplin's granddaughter Ashley in "Teaching Our Children to Understand," pages 10–11; Elder Larry Y. Wilson's daughter in "Only upon the Principles of Righteousness," pages 104–5; and young Dieter F. Uchtdorf being called as deacons quorum president in "The Why of Priesthood Service," page 58). Invite each young woman to read one of the stories, retell it to the class in her own words, and identify what role the Holy Ghost was playing in that story. Encourage the young women to share their own experiences in which the Holy Ghost has helped them in any of these ways.

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

Live what we are learning

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

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

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

Selected Resources

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

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

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

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

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

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

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

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



JANUARY: THE GODHEAD

Who am I, and who can I become?

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

Prepare yourself spiritually

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

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

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

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

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

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

Dieter F. Uchtdorf, “You Matter to Him,” *Ensign or Liahona*, Nov. 2011, 19–22

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

Susan W. Tanner, “Daughters of Heavenly Father,” *Ensign or Liahona*, May 2007, 106–9

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

Videos: “Significant in Every Way,” “Our True Identity”

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

- Ensure that each young woman has a copy of *For the Strength of Youth*. Ask one of the young women to read the First Presidency message (pages ii–iii), while the rest of the class looks for and underlines phrases that describe who they are and who they can become. Ask them to share what they find. Invite the young women to share their feelings about what the First Presidency says about them. What does the First Presidency say they should do to fulfill the work God has for them?
- Show the young women a seed, and ask them what plant they think will grow from it. Show them the plant (or a picture of the plant) that the seed produces. Ask the young women how we, as children of God, are like the seed. Invite them to search the last section of President Dieter F. Uchtdorf's talk "You Matter to Him" (or read some of the following scriptures: 1 John 3:1–3; D&C 84:37–38; 88:107; 132:20) and share things they find that teach them about who they are and who they can become. Invite them to share how this knowledge affects their choices and the way they treat other children of God. As part of this discussion, consider sharing the following statement from President Gordon B. Hinckley: "The whole design of the gospel is to lead us onward and upward to greater achievement, even, eventually, to godhood" ("Don't Drop the Ball," *Ensign* or *Liahona*, Nov. 1994, 48).
- Divide the young women into two or three groups, and instruct each group to search Susan W. Tanner's talk "Daughters of Heavenly Father" to find ways they can know they are

Teaching tip

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

Teaching in the Savior's way

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

daughters of Heavenly Father and that He loves them. Ask them to share their favorite paragraph with the class and to explain why the truths in that paragraph are important for young women to understand.

- Ask the young women to list some of the messages the world gives women about who we are and what qualities make us important. Show the video "Significant in Every Way" or "Our True Identity," and ask the young women to contrast the messages in these videos with the world's messages. Invite them to find scriptures, including scripture stories, that teach them about their worth as daughters of God (such as the scriptures suggested in this outline).

What can the young women do to support each other as they strive to live up to their true identity as daughters of God?

- As a class, read the section titled "The Gospel Is the Way to Happily Ever After" from President Dieter F. Uchtdorf's talk "Your Happily Ever After," and ask the young women to ponder what the story of their lives would be like. Invite them to write a paragraph or two about what "happily ever after" would be in their life story. Then ask them to list some choices they can make now that will lead to this happy ending. Allow a few young women to share what they wrote if they feel comfortable doing so.

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

Live what we are learning

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

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

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

Selected Resources

Excerpt from Dieter F. Uchtdorf, “Your Happily Ever After,” Ensign or Liahona, May 2010, 124–27

The Gospel Is the Way to Happily Ever After

I understand that, at times, some may wonder why they attend Church meetings or why it is so important to read the scriptures regularly or pray to our Heavenly Father daily. Here is my answer: You do these things because they are part of God’s path for you. And that path will take you to your “happily ever after” destination.

“Happily ever after” is not something found only in fairy tales. You can have it! It is available for you! But you must follow your Heavenly Father’s map.

Sisters, please embrace the gospel of Jesus Christ! Learn to love your Heavenly Father with all your heart, might, and mind. Fill your souls with virtue, and love goodness. Always strive to bring out the best in yourself and others.

Learn to accept and act upon the Young Women values. Live the standards in *For the Strength of Youth*. These standards guide and direct you to your “happily ever after.” Living these standards will prepare you to make sacred covenants in the temple and establish your own legacy of goodness in your individual circumstances. “Stand . . . in holy places, and be not moved” (D&C 87:8), regardless of temptations or difficulties. I promise you that future generations will be grateful for you and praise your name for your courage and faithfulness during this crucial time of your life.

My dear young sisters—you who stand for truth and righteousness, you who seek goodness, you who have entered the waters of baptism and walk in the ways of the Lord—our Father in Heaven has promised that you will “mount up with wings as eagles; [you] shall run, and not be weary; and [you] shall walk, and not faint” (Isaiah 40:31). You “shall not be deceived” (JS—M 1:37). God will bless and prosper you. “The gates of hell shall not prevail against you; . . . and the Lord God will disperse the powers of darkness from before you, and cause the heavens to shake for your good, and his name’s glory” (D&C 21:6).

Sisters, we love you. We pray for you. Be strong and of good courage. You are truly royal spirit daughters of Almighty God. You are princesses, destined to become queens. Your own wondrous story has already begun. Your “once upon a time” is now.

As an Apostle of the Lord Jesus Christ, I leave you my blessing and give you a promise that as you accept and live the values and principles of the restored gospel of Jesus Christ, “[you] will be prepared to strengthen home and family, make and keep sacred covenants, receive the ordinances of the temple, and enjoy the blessings of exaltation” (*Young Women Personal Progress*, 3). And the day will come when you turn the final pages of your own glorious story; there you will read and experience the fulfillment of those blessed and wonderful words: “And they lived happily ever after.” Of this I testify in the holy name of Jesus Christ, amen.

February: The Plan of Salvation

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

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

Learning outlines

Seek the inspiration of the Spirit as you select from the outlines below. Let the questions and interests of the young women help guide you as you decide which outlines to teach in this unit and how long to spend on a topic.

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

What is the plan of salvation?

What happened in my premortal life?

What is the purpose of life?

Why do the choices I make matter?

Why do we have adversity?

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

Why should I treat my body like a temple?

Prepare yourself spiritually

To help the young women learn the doctrine of the plan of salvation, you must understand and live this doctrine yourself. Study the scriptures and other resources provided in the learning outlines. Treasure up in your mind these eternal truths, and as you do, look for statements, stories, or examples that may be especially relevant or inspiring to the young women you teach. Then use the learning outlines to plan ways to help the young women discover these truths for themselves, gain a testimony of them, and live by what they learn. Consider sharing some of the talks or videos with the young women before class.

Counsel together

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

Mutual

Many of the lesson topics and learning activities in this unit would work well as Mutual activities. Work with class presidencies in selecting and planning appropriate activities to reinforce what the young women learn on Sunday.

Personal Progress

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

Individual Worth value experience 1

Choice and Accountability value experiences and value projects

Virtue value experiences 1 and 2

Note to the teacher

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



FEBRUARY: THE PLAN OF SALVATION

What is the plan of salvation?

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

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

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

Prepare yourself spiritually

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

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

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

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

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

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

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

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

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

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

Video: "Men's Hearts Shall Fail Them"

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

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

Share experiences

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

Introduce the doctrine

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

- Write on the board “What is the plan of salvation?” Ask the young women to suggest some ways they could answer this question. Encourage them to continue thinking about their answers as they learn about the plan of salvation in today’s lesson.
- Bring in three pictures or objects to represent the Creation, the Fall, and the Atonement (for example, clay for the Creation, an apple for the Fall, and a sacrament cup for the Atonement). Ask the young women to share what they know about these events and why they are important.

Learn together

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

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

Teaching tip

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

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

did not have this knowledge about the plan of salvation.

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

Teaching in the Savior’s way

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

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

Live what we are learning

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

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

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

Selected Resources

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

Premortal Life

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

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

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

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

Mortal Life

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

Life after Death

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



What happened in my premortal life?

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

Prepare yourself spiritually

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

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

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

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

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

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

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

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

How could your knowledge of the premortal life influence your choices?

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

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

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

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

Teaching tip

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

Live what we are learning

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

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

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

Teaching in the Savior's way

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

Selected Resources

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

A Unique Feminine Identity

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

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

will qualify them both for homemaking and raising a righteous family and for earning a living outside the home if the occasion requires.

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

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

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

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



FEBRUARY: THE PLAN OF SALVATION

What is the purpose of life?

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

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

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

Prepare yourself spiritually

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

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

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

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

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

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

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

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

Dieter F. Uchtdorf, "Of Regrets and Resolutions," *Ensign* or *Liahona*, Nov. 2012, 21–24

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

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

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

- Invite the young women to read the Beatitudes in 3 Nephi 12:3–12 and look for attributes that Heavenly Father wants us to develop during our mortal lives. Ask them to think of people in the scriptures or in their own lives who exemplify these principles. How do the Savior’s teachings in this chapter help us understand our purposes as women?
- Assign each young woman to read about one of the regrets mentioned in President Dieter F. Uchtdorf’s talk “Of Regrets and Resolutions,” looking for things she learns about the purpose of life. Ask her to find someone in the class who read about a different regret. Invite them to share with each other what they learned, and ask a few of the young women to share with the rest of the class. Invite them to consider what they need to do to avoid having these regrets in their own lives.
- Divide the talk “The Race of Life” or “Your Happily Ever After” into sections, and invite the young women to search a section and share what they find that helps them understand the purpose of life. Ask them to ponder what they are doing—and what they should be doing—to better fulfill their purpose. Invite a few of them to share their thoughts.
- Invite the young women to find a scripture or scriptures that they would use to help someone who doesn’t know the purpose of life (for example,

Teaching tip

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

they could use the scriptures suggested in this outline). Ask them to share what they find with someone else in the class. Encourage them to think of ways they could share their scripture with a friend or family member who may not fully understand the purpose of life.

- Give each young woman a copy of “The Family: A Proclamation to the World,” and ask her to read it and mark words and phrases that teach her about her purpose as a daughter of God. Invite the young women to share what they find and explain why it is meaningful to them.

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

Live what we are learning

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

- Share something they learned in class that inspired them to continue making good choices or to make changes in their lives.
- Think of something specific they will do this week to better fulfill their eternal purpose.

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

Teaching in the Savior’s way

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

Selected Resources

THE FAMILY

A PROCLAMATION TO THE WORLD

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

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

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

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

THE FIRST COMMANDMENT that God gave to Adam and Eve pertained to their potential for parenthood as husband and wife. We declare that God's commandment for His children to multiply and replenish the earth remains in force. We further declare that God has commanded that the sacred powers of procreation are to be employed only between man and woman, lawfully wedded as husband and wife.

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

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

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

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

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

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

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



FEBRUARY: THE PLAN OF SALVATION

Why do the choices I make matter?

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

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

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

Prepare yourself spiritually

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

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

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

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

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

Thomas S. Monson, “The Three Rs of Choice,” *Ensign* or *Liahona*, Nov. 2010, 67–70

Elaine S. Dalton, “Guardians of Virtue,” *Ensign* or *Liahona*, May 2011, 121–24

“Choice and Accountability,” *Personal Progress*, 46–49

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

“Agency and Accountability,” *For the Strength of Youth* (2011), 2–3

Video: “Surfing or Seminary?”

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

Teaching tip

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

- Invite the young women to do one of the Choice and Accountability value experiences in the *Personal Progress* book (individually or in groups). Before class is over, invite each young woman to share something she learned from her study about agency. Invite a young woman to share with the rest of the class what she has done on her own to complete one of the Choice and Accountability value experiences.
- Give each young woman part of President Thomas S. Monson's talk "The Three Rs of Choice" to read on her own. Ask the young women to share things that impressed them. They could do this in small groups or with the entire class. Invite them to discuss how President Monson's counsel could help them in making good choices.
- Invite each young woman to silently read "Agency and Accountability" in *For the Strength of Youth* and share what impresses her. Class members could then choose another standard in the book and share some choices they've made in relation to that standard and the blessings that came from their choices. For example, you might discuss as a class the blessings they've received for following the counsel to avoid addictions (see page 27).
- Ask the young women to search the talk "Guardians of Virtue," looking for things Elaine S. Dalton did as a young woman to ensure that she made good choices. In what ways can the young women follow her example? With permission from the bishop, invite some of the exemplary sisters in the ward to participate in a discussion about how their choices as daughters of God have blessed their lives. Consider including single sisters as well as married sisters.

- Invite each young woman to find an example of someone making a choice in the scriptures (for example, contrast the choices of Mary and Martha in Luke 10:38–42). What were the consequences of these choices? How did the choices affect others?

- Show the video “Surfing or Seminary?” in class. Invite the young

women to look for the results of the choices the young man in the video made. Ask them to share what they find. Invite them to share experiences in which they made a choice that had far-reaching consequences. Invite each young woman to read one of the scriptures in this outline and share how it can help her make the right choices in the future.

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

Live what we are learning

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

- Make lists similar to those Sister Dalton describes in her talk “Guardians of Virtue,” describing things they will always do and things they will never do.

- Continue to work on the Choice and Accountability value experiences in *Personal Progress*.

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

Teaching in the Savior’s way

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

Selected Resources

*Excerpt from Elaine S. Dalton, "Guardians of Virtue,"
Ensign or Liahona, May 2011, 121–24*

What can each of you do to be a guardian of virtue? It starts with believing you can make a difference. It starts with making a commitment. When I was a young woman, I learned that some decisions need to be made only once. I wrote my list of things I would *always* do and things I would *never* do in a small tablet. It included things like obeying the Word of Wisdom, praying daily, paying my tithing, and committing to never miss church. I made those decisions once, and then in the moment of decision, I knew exactly what to do because I had decided beforehand. When my high school friends said, "Just one drink won't hurt," I laughed and said, "I decided when I was 12 not to do that." Making decisions in advance will help you be guardians of virtue. I hope each of you will write a list of things you will *always* do and things you will *never* do. Then live your list.

Being a guardian of virtue means you will always be modest not only in your dress but also in your speech, your actions, and your use of social media. Being a guardian of virtue means you will never text words or images to young men that may cause them to lose the Spirit, lose their priesthood power, or lose their virtue. It means that you understand the importance of chastity because you also understand that your body is a temple and that the sacred powers of procreation are not to be tampered with before marriage. You understand that you possess a sacred power that involves the holy responsibility of bringing other spirits to earth to receive a body in which to house their eternal spirit. This power involves another sacred soul. You are a guardian of something "more precious than rubies" (Proverbs 3:15). Be faithful. Be obedient. Prepare now so that you may qualify to receive all the blessings that await you in the Lord's holy temples.



Why do we have adversity?

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

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

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

Prepare yourself spiritually

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

1 Samuel 1; 1 Kings 17; Ruth 1; Esther 4
(Examples of women in the scriptures who faced adversity)

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

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

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

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

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

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

Henry B. Eyring, "Mountains to Climb," *Ensign* or *Liahona*, May 2012, 23–26

Neil L. Andersen, "Trial of Your Faith," *Ensign* or *Liahona*, Nov. 2012, 39–42

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

Video: "God Will Lift Us Up"

Share experiences

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

Introduce the doctrine

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

- Write the following questions on the board, and discuss them as a class: Why do we have adversity? What are the causes of our trials? How do we learn from our trials? Draw pictures of a piece of coal and a diamond on the board. Ask the young women how diamonds are made from coal (through extreme pressure and heat applied over a long period of time). What does this teach us about adversity?
- What experiences have the young women already had with adversity that they could share with the class? How have they grown from these experiences? What questions do they have about their trials?

Learn together

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

- Read together some scriptures in which the Savior experienced adversity (such as Matthew 4:1–11; 26:38–39; Luke 23:33–34). What can the young women learn about adversity from the Savior's life? How did He face His trials? Invite each young woman to write down a trial that she or a loved one is facing. Encourage the young women to ponder what they can learn from the Savior's example that could help with this trial.
- Invite the young women to think of examples of women in the scriptures who faced adversity (see the examples suggested in this outline). Ask them to read about these women in the scriptures and summarize the story for the rest of the class. What do they learn about adversity from these stories that can help them overcome their own trials?
- Invite the young women to read about President Henry B. Eyring's experience building foundations for houses (as told in his talk "Mountains to Climb"). What do they learn from President Eyring about preparing spiritually to face adversity? What are the young women doing now to prepare for adversity they might face in their future?
- Divide the class into two groups. Invite one group to look for examples in the Book of Mormon of individuals or groups who faced difficult

Teaching tip

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

challenges (see, for example, Mosiah 24:8–17; 3 Nephi 1:4–21; Moroni 1). Invite the other group to look through the hymnbook to find a hymn that helps them during their trials. Ask the groups to share what they learn that could help them overcome adversity.

- Read together the first two paragraphs of “Adversity” in *True to the Faith*. What is the role of adversity in Heavenly Father’s plan? Assign each young woman one of the remaining three sections about adversity in *True to the Faith*, and ask each to prepare to teach the rest of the class what she learns. Encourage the

young women to share stories or personal experiences related to what they read.

- Ask the young women to read the four paragraphs from Elder Neil L. Andersen’s talk “Trial of Your Faith,” beginning with “These fiery trials are designed to make you stronger,” or show the video “God Will Lift Us Up.” Invite the young women to ponder the question “Why do we have adversity?” as they read or watch. What do they learn from this talk or video that helps them know what to do when adversity comes?

Teaching in the Savior’s way

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

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

Live what we are learning

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

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

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

Selected Resources

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

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

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

Excerpt from Henry B. Eyring, "Mountains to Climb," Ensign or Liahona, May 2012, 23–26

As a young man I worked with a contractor building footings and foundations for new houses. In the summer heat it was hard work to prepare the ground for the form into which we poured the cement for the footing. There were no machines. We used a pick and a shovel. Building lasting foundations for buildings was hard work in those days.

It also required patience. After we poured the footing, we waited for it to cure. Much as we wanted to keep the jobs moving, we also waited after the pour of the foundation before we took away the forms.

And even more impressive to a novice builder was what seemed to be a tedious and time-consuming process to put metal bars carefully inside the forms to give the finished foundation strength.

In a similar way, the ground must be carefully prepared for our foundation of faith to withstand the storms that will come into every life. That solid basis for a foundation of faith is personal integrity.

Our choosing the right consistently whenever the choice is placed before us creates the solid ground under our faith. It can begin in childhood since every soul is born with the free gift of the Spirit of Christ. With that Spirit we can know when we have done what is right before God and when we have done wrong in His sight.

Those choices, hundreds in most days, prepare the solid ground on which our edifice of faith is built. The metal framework around which the substance of our faith is poured is the gospel of Jesus Christ, with all its covenants, ordinances, and principles.

One of the keys to an enduring faith is to judge correctly the curing time required. That is why I was unwise to pray so soon in my life for higher mountains to climb and greater tests.

That curing does not come automatically through the passage of time, but it does take time. Getting older does not do it alone. It is serving God and others persistently with full heart and soul that turns testimony of truth into unbreakable spiritual strength.



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

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

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

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

Prepare yourself spiritually

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

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

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

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

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

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

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

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

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

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

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

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

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

- Invite the young women to write down their questions, thoughts, or fears about death and then search for answers in the scriptures suggested in this outline or in Elder Russell M. Nelson's talk "Doors of Death." Encourage them to note, in particular, scriptures or statements that highlight the Savior's role in helping us overcome death. Ask them to share what they learn. Invite them to share their feelings about what the Savior has done for us.
- Show the video "He Will Give You Help," and invite the young women to share their impressions. Ask the young women to imagine how the world would be different if everyone knew what the young man in the video found out. How does this knowledge affect our everyday lives? Invite a young woman to share her testimony about life after death and what gives her hope.
- Share the story about Mrs. Patton from President Thomas S. Monson's talk "Mrs. Patton—the Story Continues," or show the video "Until We Meet Again." Ask the young women how they would respond to

Teaching tip

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

the question Mrs. Patton asked young Thomas Monson. As a class, read Mosiah 18:8–10. Discuss the responsibility we all have to provide comfort, assistance, and other service to families who lose loved ones. Consider inviting a member of the Relief Society presidency to participate in this discussion.

- Invite half of the class to read the story about Sister Ramirez in Elder Shayne M. Bowen’s talk “‘Because I

Live, Ye Shall Live Also,’” and invite the other half to read the story about Elder Bowen’s son Tyson. Ask them to share what they learn about how to find comfort when someone they love dies and how to comfort others. Invite the young women to share any experiences they have had in which they lost a loved one. How did their knowledge of the Atonement and plan of salvation help them find comfort? If appropriate, share an experience of your own.

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

Live what we are learning

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

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

Teaching in the Savior’s way

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

Selected Resources

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

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

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

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

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

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

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



FEBRUARY: THE PLAN OF SALVATION

Why should I treat my body like a temple?

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

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

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

Prepare yourself spiritually

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

Genesis 29:1–21; Daniel 1:3–21 (Joseph and Daniel show respect for their bodies)

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

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

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

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

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

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

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

Video: “Chastity: What Are the Limits?”

Video: “195 Dresses”

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

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

Teaching tip

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

what they find. How can they follow the examples of Joseph and Daniel?

- Invite the young women to look at the table of contents in *For the Strength of Youth* and identify which of the standards relate to keeping their minds and bodies clean. Divide the young women into groups, and have them search these sections and find answers to the question “Why is my body sacred?” Invite them to share what they can do to live these standards.

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

- Write the following questions on the board, and invite each young woman to choose one that she would like to find an answer to: What are the Lord’s standards concerning modesty? Why is it important for me to follow these standards? How does modesty affect our attitude toward the law of chastity? Ask the young women to use the “Dress and Appearance” section in *For the Strength of Youth* to find answers to the questions they chose. Invite them to share what they find.

Teaching in the Savior’s way

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

Live what we are learning

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

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

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

Selected Resources

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

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

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

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

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

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

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

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

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

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

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

UNIT OVERVIEW

March: The Atonement of Jesus Christ

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

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

Learning outlines

Seek the inspiration of the Spirit as you select from the outlines below. Let the questions and interests of the young women guide you as you decide what to emphasize in this unit and how long to spend on a topic.

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

What is the Atonement of Jesus Christ?

What does it mean to have faith in Jesus Christ?

How can repentance help me every day?

What is grace?

Why do I need to forgive others?

What is the resurrection?

How can the Atonement help me during my trials?

Prepare yourself spiritually

To help the young women learn the doctrine of the Atonement, you must understand and live this doctrine yourself. Study the scriptures and other resources provided in the learning outlines. Treasure up in your mind these eternal truths, and as you do, look for statements, stories, or examples that may be especially relevant or inspiring to the young women you teach. Then use the learning outlines to plan ways to help the young women discover these truths for themselves, gain a testimony of them, and live by what they learn. Consider sharing some of the talks or videos with the young women before class.

Counsel together

Counsel with the class presidency and with other teachers and leaders about the young women in your class. What questions and needs do the young women have? What are they learning about the Atonement in

other settings—at home, in seminary, in Sunday School? How will this influence your preparation to teach this unit? Write your thoughts and impressions below. (If sensitive information is shared in these conversations, please keep it confidential.)

Mutual

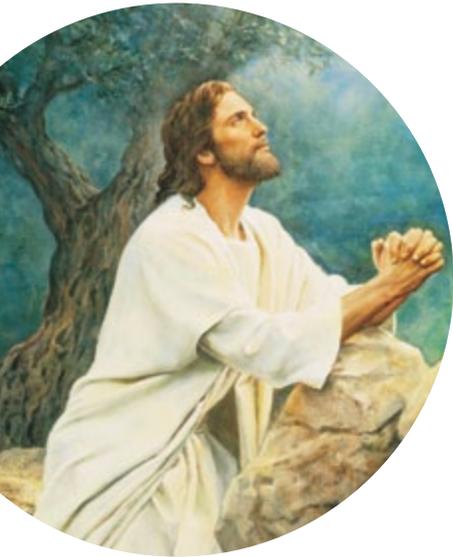
Many of the lesson topics and learning activities in this unit would work well as Mutual activities. Work with class presidencies in selecting and planning appropriate activities to reinforce what the young women learn on Sunday.

Personal Progress

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

Faith value experience 5

Virtue value experience 4



MARCH: THE ATONEMENT OF JESUS CHRIST

What is the Atonement of Jesus Christ?

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

Prepare yourself spiritually

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

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

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

Matthew 26–27 (In Gethsemane and on the cross, Jesus Christ paid the price for our sins and took upon Himself our pains)

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

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

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

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

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

Linda K. Burton, “Is Faith in the Atonement of Jesus Christ Written in Our Hearts?” *Ensign* or *Liahona*, Nov. 2012, 111–115

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

Videos: Bible videos portraying the Atonement

Video: “An Apostle’s Easter Thoughts on Christ” (no download available)

Share experiences

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

Introduce the doctrine

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

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

Teaching tip

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

Learn together

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

- Ask the young women to match an event that happened during the last few hours of the Savior's life with scripture references in Matthew 26–28 (for depictions of these events, go to biblevideos.lds.org or the *Gospel Art Book*). What do the young women learn about the Savior and His Atonement from these events? Invite a few class members to share their feelings about the Savior.
- Invite the young women to read about the Atonement from the scriptures listed in this outline or President Thomas S. Monson's talk "He Is Risen!" (or show one of the videos in this outline). Ask them to write a brief definition of the Atonement and their feelings about what the Savior did for them through His Atonement. Invite a few young women to share what they wrote.

- Invite each young woman to read one of the principles of the Atonement in Linda K. Burton’s talk “Is Faith in the Atonement of Jesus Christ Written in Our Hearts?” Ask her to find someone in the class who read about the same principle, and invite them to discuss what they learned and share an example from their own lives or the lives of people they know that illustrates the principle. Ask someone from each pair to share with the rest of the class what they discussed.

- Ask the young women what they learn about the Savior and the Atonement from His final words on the cross (see Luke 23:34, 39–43, 46; John 19:26–30).

- Invite the young women to read 2 Nephi 9:6–26 and look for verses that teach them about the need for the Atonement. Give time for several

young women to share the verses they selected and what they teach.

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

- Ask the young women to list on the board some trials, challenges, or sicknesses that people face. Invite them to read Alma 7:11–13 and the last three paragraphs of “Atonement of Jesus Christ” in *True to the Faith* (page 20). What do the young women learn about the Atonement from these resources? How do we access the power of the Atonement to help us during times of trial (see Mosiah 24:12–14)? Ask the young women to consider ways they can share what they have learned about the Atonement to help with the trials they listed on the board.

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

Live what we are learning

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

- Record in their journals what they know and how they feel about the Atonement. During the week, they could think about how the Atonement

blesses their lives and write their thoughts in their journals.

- Share what they learned with a family member or friend.

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

Teaching in the Savior’s way

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

Selected Resources

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

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

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

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

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

...

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

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

"Why seek ye the living among the dead?"

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

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

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

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

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



MARCH: THE ATONEMENT OF JESUS CHRIST

What does it mean to have faith in Jesus Christ?

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

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

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

Prepare yourself spiritually

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

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

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

Moroni 7:33–39 (Miracles are wrought by faith)

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

Bible Dictionary, “Faith”

Quentin L. Cook, “In Tune with the Music of Faith,” *Ensign or Liahona*, May 2012, 41–44

Marcus B. Nash, “By Faith All Things Are Fulfilled,” *Ensign or Liahona*, Nov. 2012, 99–101

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

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

Video: “Pure and Simple Faith”

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

Teaching tip

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

- Invite the young women to read James 2:14–20 and identify the examples James uses to teach about the relationship between faith and works. Ask a few of them to summarize in their own words what James is teaching about faith. Give the young women time to think about examples or analogies they could use to teach this to others.
- Invite the young women to complete one of the Faith value experiences in the Personal Progress book (in groups or individually). Invite each young woman to share something she learned from her study about faith that will help her prepare for her roles as a daughter of God, including those of wife and mother.
- Ask each young woman to find and share a story from the scriptures in which someone acted on his or her belief in Jesus Christ (see, for example, Esther 4; Mark 5:25–34; Hebrews 11:4–9, 17–29; 1 Nephi 4; Alma 19:16–29; Ether 12:11–22). Invite the young women to also write down an experience in which they or someone they know exercised faith in Jesus Christ. Ask each young woman to share the story she found in the scriptures and the experience she wrote about. They could do this in small groups or as a class.
- Ask the young women to read "Go Forward with Faith" from *For the Strength of Youth* and look for words and phrases that strengthen their faith

to live the Lord's standards. How does their faith influence their ability to live the gospel?

- Ask the young women to read the first three paragraphs of Elder Marcus B. Nash's talk "By Faith All Things Are Fulfilled," and invite each young woman to write a one-sentence definition of faith, based on what she read. Ask them to read the story about Ann Rowley from Elder Nash's talk and identify what Sister Rowley believed and how she acted on her belief. Invite them to share what they find and any experiences they have had that demonstrate the power of faith.
- Invite the young women to read Matthew 17:20, and ask them what they think it means to move mountains

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

Teaching in the Savior's way

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

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

Live what we are learning

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

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

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

Selected Resources

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

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

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

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

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

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

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

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

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

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

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



MARCH: THE ATONEMENT OF JESUS CHRIST

How can repentance help me every day?

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

Prepare yourself spiritually

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

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

Neil L. Andersen, “‘Repent ... That I
May Heal You,’” *Ensign* or *Liahona*,
Nov. 2009, 40–43

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

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

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

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

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

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

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

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

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

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

- Invite the young women to search (individually or as a class) resources such as the “Repentance” sections of *True to the Faith* and *For the Strength of Youth* or Alma 36:11–20. Ask them to share favorite statements or ideas from these resources and explain why they are meaningful to them.
- Invite the young women to select a scripture passage about repentance (such as those suggested in this outline) and summarize in their own words what they learn from their scripture. How could they use these scriptures to help someone who thinks he or she cannot be forgiven?
- Assign each young woman to read one of the five aspects of repentance that Elder D. Todd Christofferson identifies in his talk “The Divine Gift of Repentance.” What do the young women learn from this talk about how we can know if we have truly repented? What else do they learn about repentance from Elder Christofferson’s message?
- Divide Elder Neil L. Andersen’s talk “‘Repent ... That I May Heal You’” among the young women. Ask them to read their assigned sections, looking for answers to the question “How can repentance help me every day?” or other insights they gain about repentance. Invite them to share what they find.
- Give the young women time in class to work on Virtue value experience 4 from the *Personal Progress* book. If they have already completed this value experience, ask them to share what they learned from it.

Teaching tip

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

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

Live what we are learning

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

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

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

Teaching in the Savior's way

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

Selected Resources

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

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

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

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

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

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

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

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



MARCH: THE ATONEMENT OF JESUS CHRIST

What is grace?

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

Prepare yourself spiritually

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

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

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

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

Bible Dictionary, "Grace"

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

David A. Bednar, "In the Strength of the Lord," *Ensign or Liahona*, Nov. 2004, 76–78

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

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

Share experiences

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

Introduce the doctrine

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

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

the person in the pit? What does this diagram teach the young women about how the Savior's grace saves us?

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

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

Teaching tip

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

Learn together

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

- Write brief summaries of the scriptures from this outline and place one on each wall of the room. Assign each young woman to read one of the scriptures and to then find and stand by the summary that matches her scripture. Ask the young women to share what they learn from their scriptures about grace. What evidence of grace do they see in their lives? What examples can they think of from the scriptures (such as Nephi, Ammon, and Alma the Younger)?

- Invite each young woman to make a list of things she learns as she reads about grace in the Bible Dictionary and in *True to the Faith*. Ask the young women to share something from their lists and explain why it is meaningful to them. Invite them to find pictures (in the *Gospel Art Book* or a Church magazine) that show people who received grace or help from God, and

ask them to share what they find in pairs or small groups. What similar experiences can they share from their own lives?

- Bring a branch from a tree to class, and invite the young women to find out how the Savior used branches to teach about grace in John 15:1–10. What insights do they gain about grace from these verses? Invite a young woman to use the branch you brought to summarize to the rest of the class what she learned about grace.

- Write on the board the following questions: What is grace? How did grace help Elder Bednar? How can grace help you? Invite the young women to read Elder David A. Bednar's talk "In the Strength of the Lord," looking for answers to these questions, and ask them to share what they find.

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

Live what we are learning

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

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

Teaching in the Savior's way

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

Selected Resources

Excerpt from David A. Bednar, "In the Strength of the Lord," Ensign or Liahona, Nov. 2004, 76–78

In the Bible Dictionary we learn that the word *grace* frequently is used in the scriptures to connote a strengthening or enabling power:

"The main idea of the word is divine means of help or strength, given through the bounteous mercy and love of Jesus Christ.

"... It is likewise through the grace of the Lord that individuals, through faith in the atonement of Jesus Christ and repentance of their sins, receive strength and assistance to do good works that they otherwise would not be able to maintain if left to their own means. This grace is an enabling power that allows men and women to lay hold on eternal life and exaltation after they have expended their own best efforts" (p. 697).

Thus, the enabling and strengthening aspect of the Atonement helps us to see and to do and to become good in ways that we could never recognize or accomplish with our limited mortal capacity. I testify and witness that the enabling power of the Savior's Atonement is real. Without that strengthening power of the Atonement, I could not stand before you this morning.

Can we sense the grace and strengthening power of Christ in the testimony of Ammon? "Yea, I know that I am nothing; as to my strength I am weak; therefore I will not boast of myself, but I will boast of my God, for in his strength I can do all things; yea, behold,

many mighty miracles we have wrought in this land, for which we will praise his name forever" (Alma 26:12). Truly, brothers and sisters, in the strength of the Lord we can do and endure and overcome all things. ...

For all of us who feel unprepared and overwhelmed and unequal to a new calling or responsibility, the promise of the Lord to Enoch is equally applicable. The promise was true in Enoch's day, and it is true today.

On the night of June 20, 2000, several colleagues and I were working late in the executive offices of then Ricks College in Rexburg, Idaho. We were making final preparations for an unexpected and historic assembly on our campus the next morning and the announcement by President Hinckley that Ricks College would become a baccalaureate-degree-granting institution and take on the name of Brigham Young University–Idaho. As an administrative team we were just beginning to realize the monumental nature of the responsibility and challenges that were before us.

As we walked out of the building that night, one of my colleagues asked, "President, are you scared?" As best as I can recall, I answered something like this: "If I thought we had to execute this transition relying exclusively upon our own experience and our own judgment, then I would be terrified. But we will have help from heaven. Because we know who is in charge and that we are not alone, then no, I am not scared."



MARCH: THE ATONEMENT OF JESUS CHRIST

Why do I need to forgive others?

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

Prepare yourself spiritually

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

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

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

Matthew 6:14–15; 18:21–35 (To receive forgiveness, we must forgive others)

Video: “Reclaimed”

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

Video: “Forgiveness: My Burden Was Made Light”

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

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

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

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

Share experiences

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

Introduce the doctrine

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

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

Learn together

Teaching tip

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

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

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

- Ask the young women to find something in the scriptures that the Savior taught about forgiving others and share what they find with the class (see Matthew 5:44; 6:14–15; 18:22–23). Ask them to share experiences of the peace that comes from forgiving others. Why is it important to learn to forgive ourselves? As part of this discussion, the young women could watch the video “Reclaimed” and share what they learn from the video about forgiving themselves.

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

Live what we are learning

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

- Write in their journals any impressions they received about forgiving others. Whom do they need

- Write the following questions on separate slips of paper, and hand one to each class member: Why do we need to forgive everyone? Why is the Lord the only one who can decide whether or not a person should be forgiven? Why is failure to forgive such a great sin? Invite the young women to ponder their question as they read Doctrine and Covenants 64:9–11 and to share their thoughts and insights.

to forgive? How will forgiving others bless their lives?

- Memorize a hymn or scripture about forgiveness.

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

Teaching in the Savior’s way

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

Selected Resources

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

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

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

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

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

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

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



MARCH: THE ATONEMENT OF JESUS CHRIST

What is the resurrection?

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

Prepare yourself spiritually

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

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

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

Luke 24 (The Resurrection of Jesus Christ)

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

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

Thomas S. Monson, “Mrs. Patton—the Story Continues,” *Ensign* or *Liahona*, Nov. 2007, 21–24

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

Dallin H. Oaks, “Resurrection,” *Ensign*, May 2000, 14–16; *Liahona*, July 2000, 16–19

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

Video: “He Is Risen”

Share experiences

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

Introduce the doctrine

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

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

Learn together

Each of the activities below can help the young women understand the resurrection.

Following the guidance of the Spirit, select one or more that will work best for your class:

- Select some passages from 1 Corinthians 15 about the resurrection. Invite the young women to read the passages, in small groups or individually, and create a summary statement of what they learn about the resurrection (for example, verses 1–8 could be summarized as “There are witnesses of the resurrection”). Why do the young women feel it is important for them to know these truths about the resurrection?
- Invite the young women to write down some questions they have about the resurrection (or prepare some yourself). Give each young woman a section of Elder Dallin H. Oaks’s talk “Resurrection,” and ask her to look for answers to these questions. Invite the young women to share what they learn, and ask them how their lives are blessed because they know these things about the resurrection.
- Invite the young women to read the stories President Thomas S. Monson tells in his talks “He Is Risen!” and “Mrs. Patton—the Story Continues.” Ask them to summarize these stories in their own words and share what the stories teach them about the resurrection. What else impresses them about these stories?
- Ask the young women to imagine that a friend who is not a member of the Church has lost a loved one. Invite half of the young women to read Alma 40 and the other half to read Alma 41. Ask them to make a list of teachings about the resurrection in these chapters that they could share with their friend. Then have them share their lists with the rest of the class.
- Hand out several of the *Teachings of Presidents of the Church* books (or make

Teaching tip

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

copies of selected chapters), and invite the young women to find teachings from latter-day prophets about the resurrection. Ask them to share what they find with the class.

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

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

Live what we are learning

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

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

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

Teaching in the Savior's way

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

Selected Resources

Excerpt from Thomas S. Monson, "Mrs. Patton—the Story Continues," Ensign or Liahona, Nov. 2007, 21–24

First, may I tell you about Arthur. He had blond, curly hair and a smile as big as all outdoors. He stood taller than any boy in the class. I suppose this is how, in 1940, as the great conflict which became World War II was overtaking much of Europe, Arthur was able to fool the recruiting officers and enlist in the navy at the tender age of 15. To Arthur and most of the boys, the war was a great adventure. I remember how striking he appeared in his navy uniform. How we wished we were older or at least taller so we too could enlist.

Youth is a very special time of life. As Longfellow wrote:

How beautiful is youth! how bright it gleams
With its illusions, aspirations, dreams!
Book of Beginnings, Story without End,
Each maid a heroine, and each man a friend!
["Morituri Salutamus," in *The Complete Poetical Works of Henry Wadsworth Longfellow* (1883), 259.]

Arthur's mother was so proud of the blue star which graced her living room window. It represented to every passerby that her son wore the uniform of his country and was actively serving. When I would pass the house, she often opened the door and invited me in to read the latest letter from Arthur. Her eyes would fill with tears; I would then be asked to read aloud. Arthur meant everything to his widowed mother.

I can still picture Mrs. Patton's coarse hands as she would carefully replace the letter in its envelope. These were hardworking hands; Mrs. Patton was a cleaning woman for a downtown office building. Each day of her life except Sundays she could be seen walking along the sidewalk, pail and brush in hand, her gray hair pulled back into a tight bob, her shoulders weary from work and stooped with age.

In March 1944, with the war now raging, Arthur was transferred from the USS *Dorsey*, a destroyer, to the USS *White Plains*, an aircraft carrier. While at Saipan in the South Pacific, the ship was attacked. Arthur was one of those on board who was lost at sea.

The blue star was taken from its hallowed spot in the front window of the Patton home. It was replaced by one of gold, indicating that he whom the blue star represented had been killed in battle. A light went out in the life of Mrs. Patton. She groped in utter darkness and deep despair.

With a prayer in my heart, I approached the familiar walkway to the Patton home, wondering what words of comfort could come from the lips of a mere boy.

The door opened, and Mrs. Patton embraced me as she would her own son. Home became a chapel as a grief-stricken mother and a less-than-adequate boy knelt in prayer.

Arising from our knees, Mrs. Patton gazed into my eyes and spoke: "Tommy, I belong to no church, but you do. Tell me, will Arthur live again?" To the best of my ability, I testified to her that Arthur would indeed live again.



MARCH: THE ATONEMENT OF JESUS CHRIST

How can the Atonement help me during my trials?

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

Prepare yourself spiritually

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

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

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

Alma 7:11–13 (Jesus Christ understands our suffering because He experienced it)

David A. Bednar, “The Atonement and the Journey of Mortality,” *Ensign*, Apr. 2012, 40–47

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

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

Video: “God Will Lift Us Up”

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

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

Share experiences

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

Introduce the doctrine

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

- Select one of the stories Elder David A. Bednar shares in his article “The Atonement and the Journey of Mortality” (see the section titled “Illustrations and Implications”), and share it with the young women. What do they learn from the story about how the Atonement can help them during their trials? What similar examples can the young women share?
- Give each young woman a small piece of paper and ask her to write down a trial she is going through. Ask the young women to ponder how Jesus Christ can give them strength during this trial. Invite them to share their thoughts and feelings if they feel comfortable doing so.

Learn together

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

- Divide the young women into groups. Have each group read one or more of the scriptures in this outline and summarize what they read. Invite the young women to write down how the things they learn from these scriptures can help them overcome their trials. Encourage them to share what they wrote, if they feel comfortable doing so. Consider sharing your own experiences.
- As a class, read Mosiah 24:8–17. Invite the young women to share what they learn from the experience of Alma and his people. With permission from the bishop, invite some of their mothers to come to the class and share how the Savior has strengthened them in their trials.
- Show the video “God Will Lift Us Up.” How would the young women answer the question posed by Elder Robert D. Hales at the beginning of the video? What did Brittany do to find strength to overcome her trial? Invite the young women to ponder and write down ways they can follow Brittany’s example as they face their own trials.
- Invite the young women to read or watch the story about how Elder Shayne M. Bowen coped with the loss of his son (in the talk “‘Because I Live, Ye Shall Live Also’”). Ask them to

Teaching tip

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

think about the following question as they read or watch: How did the Atonement help Elder Bowen during his trial? Invite them to share their

thoughts. Ask the young women to think about a trial they are currently experiencing. How can they draw strength from the Atonement?

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

Live what we are learning

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

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

Teaching in the Savior's way

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

Selected Resources

Excerpt from David A. Bednar, "The Atonement and the Journey of Mortality," Ensign, Apr. 2012, 40–47

Daniel W. Jones was born in 1830 in Missouri, and he joined the Church in California in 1851. In 1856 he participated in the rescue of handcart companies that were stranded in Wyoming by severe snowstorms. After the rescue party had found the suffering Saints, provided what immediate comfort they could, and made arrangements for the sick and the feeble to be transported to Salt Lake City, Daniel and several other young men volunteered to remain with and safeguard the company's possessions. The food and supplies left with Daniel and his colleagues were meager and rapidly expended. The following quote from Daniel Jones's personal journal describes the events that followed.

"Game soon became so scarce that we could kill nothing. We ate all the poor meat; one would get hungry eating it. Finally that was all gone, nothing now but hides were left. We made a trial of them. A lot was cooked and eaten without any seasoning and it made the whole company sick. ...

"Things looked dark, for nothing remained but the poor raw hides taken from starved cattle. We asked the Lord to direct us what to do. The brethren did not murmur, but felt to trust in God. ... Finally I was impressed how to fix the stuff and gave the company advice, telling them how to cook it; for them to scorch and scrape the hair off; this had a tendency to kill and purify the bad taste that scalding gave it.

After scraping, boil one hour in plenty of water, throwing the water away which had extracted all the glue, then wash and scrape the hide thoroughly, washing in cold water, then boil to a jelly and let it get cold, and then eat with a little sugar sprinkled on it. This was considerable trouble, but we had little else to do and it was better than starving.

"We asked the Lord to bless our stomachs and *adapt them to this food*. ... On eating now all seemed to relish the feast. We were three days without eating before this second attempt was made. We enjoyed this sumptuous fare for about six weeks." [Daniel W. Jones, *Forty Years among the Indians* (n.d.), 57–58.]

In those circumstances I probably would have prayed for something else to eat: "Heavenly Father, please send me a quail or a buffalo." It likely would not have occurred to me to pray that my stomach would be strengthened and adapted to the food we had. What did Daniel W. Jones know? He knew about the enabling power of the Atonement of Jesus Christ. He did not pray that his circumstances would be changed. He prayed that he would be strengthened to deal with his circumstances. Just as Alma and his people, Amulek, and Nephi were strengthened, Daniel W. Jones had the spiritual insight to know what to ask for in that prayer.

The enabling power of the Atonement of Christ strengthens us to do things we could never do on our own.

UNIT OVERVIEW

April: The Apostasy and the Restoration

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

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

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

Learning outlines

Seek the inspiration of the Spirit as you select from the outlines below. Let the questions and interests of the young women guide you as you decide what to emphasize in this unit and how long to spend on a topic.

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

Why was a restoration necessary?

Why do we need the Book of Mormon?

How was the priesthood restored?

What was Joseph Smith’s role in the Restoration?

Why is the First Vision important?

Prepare yourself spiritually

To help the young women learn the doctrine related to the Apostasy and Restoration, you must understand and live this doctrine yourself. Study the scriptures and other resources provided in the learning outlines and look for statements, stories, or examples that may be especially relevant or inspiring. Then use the learning outlines to plan ways to help the young women learn these truths for themselves. Encourage them to bring

their scriptures and use them in class, to participate in class discussions and teach one another, and to live by what they learn so they can receive the promised blessings.

Counsel together

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

Mutual

Many of the lesson topics and learning activities in this unit would work well as Mutual activities. Work with class presidencies in selecting and planning appropriate activities to reinforce what the young women learn on Sunday.



APRIL: THE APOSTASY AND THE RESTORATION

Why was a restoration necessary?

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

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

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

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources.

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

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

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

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

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

Videos: “A Search for Truth,” “The Message of the Restoration” (no download available)

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

Teaching tip

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

- Write the words *Apostasy* and *Restoration* on the board. Ask the young women what these words mean (see *True to the Faith*, 13–14, 135–39). Write the scripture references listed in this outline, or others you may find, on the board. Invite the young women to read each one and decide whether it belongs with *Apostasy* or *Restoration*. Ask the young women how their lives might be different if the gospel had never been restored.
- Show pictures of events from the Restoration (for some examples, see *Gospel Art Book*, 90–95). Ask the young women to read "Restoration of the Gospel: Events of the Restoration," found in *True to the Faith* (pages 136–38), and match the picture with the events. Invite each to share an event and what was restored. How are we blessed because of the restoration of these things?
- Give each young woman the name of a person mentioned in Elder Robert D. Hales's talk "Preparations for the Restoration and the Second Coming: 'My Hand Shall Be over Thee'" (such as William Tyndale, Johannes Gutenberg, and Martin Luther). Ask the young women to read or watch the talk and find out what the

person did to prepare the world for the Restoration. Invite them to share what they found. How have the sacrifices these people made affected the lives of the young women today?

- Read Joseph Smith—History 1:5–6 as a class. Ask the young women to

name some false or incomplete doctrine people believe today (for example, that God does not have a body, that infants should be baptized, that we do not need prophets today, and so on). Ask them to share how the truths of the Restoration can help them overcome confusion.

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

Live what we are learning

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

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

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

Teaching in the Savior's way

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

Selected Resources

Excerpt from “Apostasy,” True to the Faith, 13–14

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

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

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

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

Excerpt from “Restoration of the Gospel,” True to the Faith, 135–39

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

The Great Apostasy was a time of spiritual darkness, but we now live in a time when we can partake of “the light of the glorious gospel of Christ” (2 Corinthians 4:4; see also D&C 45:28). The fulness of the gospel has been restored, and the true Church of Jesus Christ is on the earth again. No other organization can compare to it. It is not the result of a reformation, with well-meaning men and women doing all in their power to bring about change. It is a restoration of the Church established by Jesus Christ. It is the work of Heavenly Father and His Beloved Son.

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



APRIL: THE APOSTASY AND THE RESTORATION

Why do we need the Book of Mormon?

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

Prepare yourself spiritually

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

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

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

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

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

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

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

Book of Mormon title page and introduction

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

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

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

“The Iron Rod,” *Hymns*, no. 274

Share experiences

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

Introduce the doctrine

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

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

Learn together

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

- Invite the young women to search the scriptures suggested in this outline and the title page of the Book of Mormon to find answers to the question “Why do we need the Book of Mormon?” Share your testimony of the Book of Mormon. Invite the young women to share how they gained their testimonies.
- Ask the young women why the phrase “Another Testament of Jesus Christ” is a good subtitle for the Book of Mormon. Invite them to share a scripture from the Book of Mormon that teaches or testifies of Christ (such as 1 Nephi 10:4–6; Mosiah 3:5–10; 3 Nephi 11:7–11). How have their testimonies been strengthened by the Book of Mormon?
- Help the young women list several doctrines that were lost or changed during the Apostasy, such as truths about the Godhead, mode of baptism, and plan of salvation. Encourage the young women to find scriptures from the Book of Mormon that help clarify the truth (see, for example, 3 Nephi 11:3–11; Moroni 8:4–26; Alma 34:32–35).
- Invite the young women to share a scripture in the Book of Mormon that has influenced them or helped them overcome a challenge (or share a scripture that is meaningful to you). Why is it meaningful to them? What experiences can they share about how the scripture influenced them? What do these experiences teach us about the importance of the Book of Mormon?

Teaching tip

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

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

Live what we are learning

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

- Make a personal plan to read the Book of Mormon looking for answers to the question “Why do we need the Book of Mormon?” They could share what they find in future classes.
- Complete the Virtue value project in *Personal Progress*.
- Share their testimonies and a copy of the Book of Mormon with a friend or family member.

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

Teaching in the Savior’s way

The Savior testified of truth and invited His followers to do the same. He used boldness and simplicity so the Spirit could witness of the truth. How can your testimony help the young women understand the importance of the Book of Mormon in their lives and strengthen their testimonies of the truths it contains?

Selected Resources

Excerpt from Jeffrey R. Holland, "Safety for the Soul," Ensign or Liahona, Nov. 2009, 88–90

For 179 years this book has been examined and attacked, denied and deconstructed, targeted and torn apart like perhaps no other book in modern religious history—perhaps like no other book in *any* religious history. And still it stands. Failed theories about its origins have been born and parroted and have died—from Ethan Smith to Solomon Spaulding to deranged paranoid to cunning genius. None of these frankly pathetic answers for this book has ever withstood examination because *there is no other answer* than the one Joseph gave as its young unlearned translator. In this I stand with my own great-grandfather, who said simply enough, "No wicked man could write such a book as this; and no good man would write it, unless it were true and he were commanded of God to do so." [George Cannon, quoted in "The Twelve Apostles," in Andrew Jenson, ed., *The Historical Record*, 6:175.]

I testify that one cannot come to full faith in this latter-day work—and thereby find the fullest measure of peace and comfort in these, our times—until he or she embraces the divinity of the Book of Mormon and the Lord Jesus Christ, of whom it testifies. If *anyone* is foolish enough or misled enough to reject 531 pages of a heretofore unknown text teeming with literary and Semitic complexity without honestly attempting to account for the origin of those pages—especially without accounting for their

powerful witness of Jesus Christ and the profound spiritual impact that witness has had on what is now tens of millions of readers—if that is the case, then such a person, elect or otherwise, has been deceived; and if he or she leaves this Church, it must be done by crawling over or under or around the Book of Mormon to make that exit. In that sense the book is what Christ Himself was said to be: "a stone of stumbling, ... a rock of offence," a barrier in the path of one who wishes not to believe in this work. [1Peter 2:8.] Witnesses, even witnesses who were for a time hostile to Joseph, testified to their death that they had seen an angel and had handled the plates. "They have been shown unto us by the power of God, and not of man," they declared. "Wherefore we know of a surety that the work is true." ["The Testimony of Three Witnesses," Book of Mormon.] ...

I ask that my testimony of the Book of Mormon and all that it implies, given today under my own oath and office, be recorded by men on earth and angels in heaven. I hope I have a few years left in my "last days," but whether I do or do not, I want it absolutely clear when I stand before the judgment bar of God that I declared to the world, in the most straightforward language I could summon, that the Book of Mormon is true, that it came forth the way Joseph said it came forth and was given to bring happiness and hope to the faithful in the travail of the latter days.



APRIL: THE APOSTASY AND THE RESTORATION

How was the priesthood restored?

The priesthood was restored to Joseph Smith by the laying on of hands by those who held it anciently. In May 1829, John the Baptist restored the Aaronic Priesthood, and shortly thereafter, Peter, James, and John, three of the Savior's original Apostles, restored the Melchizedek Priesthood. On April 3, 1836, Moses, Elijah, and Elias restored additional priesthood keys.

How does our claim to priesthood authority make Latter-day Saints unique? How has the priesthood blessed your life?

What do the young women already know about the restoration of the priesthood? How can you help them understand the blessings they have received because of the restoration of the priesthood?

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources. What are you impressed to share with the young women?

Hebrews 5:4; (A man must be called of God to receive the priesthood)

D&C 13; Joseph Smith—History 1:66–72 (John the Baptist restored the Aaronic Priesthood)

D&C 27:12–13 (Peter, James, and John restored the Melchizedek Priesthood)

Articles of Faith 1:5 (The priesthood is conferred by the laying on of hands by one who has authority)

Jeffrey R. Holland, "Our Most Distinguishing Feature," *Ensign* or *Liahona*, May 2005, 43–45

Video: "Restoration of the Priesthood" (no download available)

Share experiences

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

Introduce the doctrine

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

- Show the young women a picture of Moses ordaining Aaron (see *Gospel Art Book*, 15) and a picture of a young man being ordained to the priesthood (see *Gospel Art Book*, 106). What similarities do they notice in these pictures? What gospel truths do they illustrate?
- Invite the young women to share what they know about how the priesthood was restored. How has the priesthood blessed their lives?

Learn together

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

Teaching tip

"If several people have comments about a subject, you may want to say something like, 'We'll hear your comments first and then yours.' Then those you teach will remain orderly because they know that they will have an opportunity to speak" (*Teaching, No Greater Call* [1999], 69).

- Write on the board several scripture references about how and why the priesthood was restored (such as D&C 13; 27:12–13; Joseph Smith—History 1:66–72; Articles of Faith 1:5). Invite the young women to read the scriptures, individually or in small groups, and write on the board a summary of each passage. What do these scriptures teach the young women about the restoration of the priesthood? How has the restoration of the priesthood influenced their lives?
- Divide Elder Jeffrey R. Holland's talk "Our Most Distinguishing Feature" among the young women. Ask the young women to search their sections of the talk, looking for answers to the questions "How is the priesthood conferred?" and "Why is the priesthood given in this way?" As part of this discussion, invite the young women to read Hebrews 5:4 and Articles of Faith 1:5. Why is it important for young women to know about the restoration of the priesthood?
- Display pictures depicting events of the restoration of the priesthood (see *Gospel Art Book* 93–95), or watch the video "Restoration of the Priesthood." Ask the young women to identify key participants in these events (such as Joseph Smith, John the Baptist, and Elijah) and to read scriptures related to these events (such as those suggested in this outline). Invite the young women to discuss how the restoration of the priesthood can bless their lives now and in the future. How does the priesthood bless women and mothers?
- With permission from the bishop, invite the father of one of the young women or another priesthood holder to visit the class and share his priesthood line of authority with the

young women and explain what a line of authority is. What does the line of authority teach the young women about the restoration of the

priesthood? Bear your testimony of the restoration of the priesthood, and invite the young women to bear their testimonies.

Teaching in the Savior's way

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

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

Live what we are learning

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

- Talk to a friend or family member who holds the priesthood and ask about his experience receiving the priesthood.
- Offer to teach a family home evening lesson about the restoration of the priesthood.

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

Selected Resources

Excerpt from Jeffrey R. Holland, "Our Most Distinguishing Feature," Ensign or Liahona, May 2005, 43–45

In May of 1829 while translating the Book of Mormon, Joseph Smith came across a reference to baptism. He discussed the matter with his scribe, Oliver Cowdery, and the two earnestly supplicated the Lord regarding the matter. Oliver wrote: "Our souls were drawn out in mighty prayer, to know how we might obtain the blessings of baptism and of the Holy Spirit. ...*We diligently sought for ... the authority of the holy priesthood, and the power to administer in the same.*" [Quoted in Richard Lloyd Anderson, "The Second Witness of Priesthood Restoration," *Improvement Era*, Sept. 1968, 20; emphasis added.]

In response to that "mighty prayer," John the Baptist came, restoring the keys and powers of the Aaronic Priesthood, which our young men in this audience tonight have been given. A few weeks later Peter, James, and John returned to restore the keys and powers of the Melchizedek Priesthood, including the keys of the apostleship. Then when a temple had been built to which other heavenly messengers might come, there unfolded on April 3, 1836, a modern-day equivalent of that earlier Mount of Transfiguration, part of something President Hinckley once called the "Kirtland cascade" of revelation in which the Savior Himself, plus Moses, Elijah, and Elias, appeared in glory to the Prophet Joseph Smith and Oliver Cowdery and conferred keys and powers from their respective dispensations upon these men. That visit was then concluded with this thunderous declaration, "Therefore, the keys of this dispensation are committed into your hands." [D&C 110:16; see also vv. 1–15.]

Little wonder that the Prophet Joseph would include in those succinct and eloquent articles of our faith,

"We believe that a man must be called of God, by prophecy, and *by the laying on of hands by those who are in authority*, to preach the Gospel and administer in the ordinances thereof." [Articles of Faith 1:5; emphasis added.] Clearly, acting with divine authority requires more than mere social contract. It cannot be generated by theological training or a commission from the congregation. No, in the authorized work of God there has to be power greater than that already possessed by the people in the pews or in the streets or in the seminaries—a fact that many honest religious seekers had known and openly acknowledged for generations leading up to the Restoration.

It is true that some few in that day did not want their ministers to claim special sacramental authority, but most people longed for priesthood sanctioned by God and were frustrated as to where they might go to find such. [See David F. Holland, "Priest, Pastor, Power," *Insight*, fall 1997, 15–22 for a thorough examination of priesthood issues current in America at the time of the Restoration.] In that spirit the revelatory return of priesthood authority through Joseph Smith should have eased centuries of anguish in those who felt what the famed Charles Wesley had the courage to say. Breaking ecclesiastically with his more famous brother John over the latter's decision to ordain without authority to do so, Charles wrote with a smile:

How easily are bishops made
By man or woman's whim:
Wesley his hands on Coke hath laid,
But who laid hands on him?

[Quoted in C. Beaufort Moss, *The Divisions of Christendom: A Retrospect* (n.d.), 22.]

Selected Resources

In responding to that challenging question, we in the restored Church of Jesus Christ can trace the priesthood line of authority exercised by the newest deacon in the ward, the bishop who presides over him, and the prophet who presides over all of us. That line goes back in an unbroken chain to angelic ministers who came from the Son of God Himself, bearing this incomparable gift from heaven.



APRIL: THE APOSTASY AND THE RESTORATION

What was Joseph Smith's role in the Restoration?

After centuries of Apostasy, the Lord restored His Church and the fulness of the gospel through the Prophet Joseph Smith. This Restoration began with Joseph's First Vision, in which Heavenly Father and Jesus Christ appeared. Through the Prophet Joseph, the Lord brought forth the Book of Mormon and other scriptures, restored priesthood authority, and established His Church.

Prepare yourself spiritually

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

How has your life been blessed by the truths restored through Joseph Smith? How did you gain your testimony of Joseph Smith? How can you encourage the young women to gain testimonies of their own?

How can studying the life, testimony, and sacrifice of Joseph Smith deepen the testimony of each young woman in your class? How can hearing the testimonies of others help?

D&C 35:17–18 (Through the Prophet Joseph Smith, the Lord restored the fulness of the gospel)

D&C 76:22–24 (Joseph Smith's testimony of Jesus Christ)

D&C 135:3 (Through the Prophet Joseph Smith, the Lord gave us additional scripture)

Joseph Smith—History 1:1–25 (God the Father and Jesus Christ appeared to Joseph Smith in answer to his prayer)

Henry B. Eyring, "An Enduring Testimony of the Mission of the Prophet Joseph," *Ensign or Liahona*, Nov. 2003, 89–92

Tad R. Callister, "Joseph Smith—Prophet of the Restoration," *Ensign or Liahona*, Nov. 2009, 35–37

"The Restoration of the Gospel of Jesus Christ through Joseph Smith," *Preach My Gospel* (2004), 36–37

"Joseph Smith," *True to the Faith* (2004), 89–90

Video: "Joseph Smith: The Prophet of the Restoration," *Church History* (3-DVD set); also online (no download available)

"Praise to the Man," *Hymns*, no. 27

Share experiences

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

Introduce the doctrine

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

- Before class, invite a few young women to come prepared to tell the class about something God restored through Joseph Smith and to share her testimony of Joseph Smith's mission as a prophet.
 - Write on the board, "Joseph Smith is important because _____." Invite the young women to fill in the blank. At the end of class, ask the young women to fill in the blank again with something they learned during the lesson.
-

Learn together

Each of the activities below can help the young women learn about the divine mission of Joseph Smith. Following the guidance of the Spirit, select one or more that will work best in your class:

- Invite each young woman to make a list of things she learns as she reads about Joseph Smith in *True to the Faith* (pages 89–90) or *Doctrine and Covenants* 135:3. Ask each young woman to share one thing from her list and explain why it is meaningful to her.
- As a class, sing a hymn about Joseph Smith (use the topical index at the back of the hymnbook to find a hymn). What does this hymn teach the young women about Joseph Smith and the Restoration? Let members of the class share their feelings about and testimony of the Prophet.
- Invite the young women to read about Joseph Smith's First Vision in *Joseph Smith—History* 1:7–25, looking for gospel truths they find in the account (such as truths about the nature of God, the power of prayer, or the Great Apostasy). How do these truths affect our lives?
- Ask the young women to imagine that a friend of another faith asks,

Teaching tip

"Use the current editions of the standard works and the lesson materials published by the Church. Consider the methods suggested in the lesson manual before consulting other resources for ideas. Any materials or ideas you use that are not found in the manual should emphasize truth and goodness" (*Teaching, No Greater Call* [1999], 91).

Teaching in the Savior's way

The Savior invited His followers to testify to others of the truthfulness in His teachings. He promised that the Spirit would help them know when to testify and what to say. How can you help the young women recognize when they are being prompted by the Spirit to share their testimonies?

“Why is Joseph Smith so important in your Church?” Invite them to look for possible answers to this question in the video “Joseph Smith: Prophet of the Restoration” or Elder Tad R. Callister’s talk “Joseph Smith—Prophet of the Restoration.”

- Display several pictures depicting events in Joseph Smith’s life (see *Gospel*

Art Book, 89–97). Ask the young women to describe the events depicted. If possible, help them find scriptures that describe the event (possible scriptures are suggested at the beginning of the *Gospel Art Book*). Invite a few of them to share their testimonies of Joseph Smith.

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

Live what we are learning

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

- Write their testimonies of Joseph Smith in their journals.
- Share their testimonies with their families.

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

Selected Resources

“Joseph Smith,” True to the Faith (2004), 89–90

In the spring of 1820, 14-year-old Joseph Smith was searching for the true Church of Jesus Christ when he read a passage in the Bible: “If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him” (James 1:5; see also Joseph Smith—History 1:11–12). With simple, unwavering faith, young Joseph followed the counsel in that passage. He went alone to a grove of trees, where he prayed to know which church he should join. In answer to his prayer, God the Father and Jesus Christ appeared to him. Among other things, They told him that he should join none of the churches then in existence. (See Joseph Smith—History 1:13–20.)

As Joseph Smith proved his worthiness, he was given a divine mission as a prophet of God. Through him, the Lord accomplished a great and marvelous work

that included bringing forth the Book of Mormon, restoring the priesthood, revealing precious gospel truths, organizing the true Church of Jesus Christ, and establishing temple work. On June 27, 1844, Joseph and his brother Hyrum were killed in an attack by an armed mob. They sealed their testimonies with their blood.

For your testimony of the restored gospel to be complete, it must include a testimony of Joseph Smith’s divine mission. The truthfulness of The Church of Jesus Christ of Latter-day Saints rests on the truthfulness of the First Vision and the other revelations the Lord gave to the Prophet Joseph. President John Taylor, the third President of the Church, wrote, “Joseph Smith, the Prophet and Seer of the Lord, has done more, save Jesus only, for the salvation of men in this world, than any other man that ever lived in it” (D&C 135:3).



APRIL: THE APOSTASY AND THE RESTORATION

Why is the First Vision important?

In the spring of 1820, God the Father and His Son, Jesus Christ, appeared to the Prophet Joseph Smith. This vision, which marked the beginning of the Restoration of the gospel, is the most important event since the Resurrection of Jesus Christ. Joseph Smith's humble prayer led to the restoration of gospel truths, priesthood authority, and saving ordinances. "That one revelation answers all the [questions] regarding God and his divine personality. ... His interest in humanity through authority delegated to man is apparent. The future of the work is assured. These and other glorious truths are clarified by that glorious first vision" (*Teachings of Presidents of the Church: David O. McKay* [2003], 93).

How did you receive a witness that Joseph Smith saw God the Father and His Son, Jesus Christ? How has your life been blessed because of this testimony? What is the significance of the First Vision for you?

How can studying the First Vision deepen the testimony of each young woman in your class? How can you help the young women understand the significance of this great event?

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources and others that you choose. What do you feel will be most meaningful to the young women you teach?

Joseph Smith—History 1:11–19, 24–25

Video: "The Restoration"

Dieter F. Uchtdorf, "The Fruits of the First Vision," *Ensign or Liahona*, May 2005, 36–38

Share experiences

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

Introduce the doctrine

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

- Show a picture of the First Vision. Ask someone in the class to briefly describe what is happening in the picture. Invite the young women to ponder for a few moments the significance of this event. Ask them to look for insights during the lesson that will help them understand the importance of the First Vision.
- As a class, sing the hymn "Joseph Smith's First Prayer" (*Hymns*, no. 26). Invite the young women to share their feelings about Joseph Smith and his experience seeing and speaking to God the Father and Jesus Christ.

Learn together

Each of the activities below can help the young women learn about Joseph Smith's First Vision. Following the guidance of the Spirit, select one or more that will work best in your class:

- Invite the young women to write down some of the blessings they have received because of the First Vision. Ask them to look for other blessings of the First Vision as they read the last 10 paragraphs of President Dieter F. Uchtdorf's talk "The Fruits of the First Vision." Invite them to share what they find and their feelings about the importance of the First Vision.
- As a class, read about Joseph Smith's First Vision in Joseph Smith—History 1:7–20. Invite the young women to look for truths we can learn from Joseph's experience (for example, the Father and the Son are real, separate beings; Satan and his power are real, but God's power is greater; God hears and answers prayers; revelation has not ceased). Invite a young woman to write the truths on the board. How are these truths different from what other religions believe? How would our lives be different if we did not know these things?
- Invite the young women to silently read and ponder Joseph Smith's First Vision and his testimony in Joseph Smith—History 1:11–19, 24–25 (or watch the video "The Restoration"). Ask them to think about why the First Vision is significant in the history of the world. Why is it important to us as individuals? Share your testimony about the importance of the First Vision, and invite the young women to share their thoughts and testimonies.
- Invite the young women to review scriptural accounts of God the Father and Jesus Christ manifesting Themselves to people on earth (such as Matthew 3:13–17; Acts 7:54–60;

Teaching tip

"Ask those you teach what they might say if someone wants to know what they have learned from the lesson" (*Teaching, No Greater Call* [1999], 94).

Teaching in the Savior's way

The Savior invited His followers to testify to others of the truthfulness of His teachings. As they did, the Spirit touched their hearts. How can you encourage the young women to bear testimony to each other?

3 Nephi 11:3–10). You could also show pictures of these events (see *Gospel Art Book*, 35, 63, and 82). Ask them to summarize each account. Then invite them to read Joseph Smith History 1:17 (see *Gospel Art Book*, 90). How was

Joseph Smith's First Vision similar to these other manifestations? How was it unique? Invite the young women to share why the First Vision is important to them.

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

Live what we are learning

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

- Write their testimonies of First Vision Joseph Smith in their journals.
- Share their testimonies of the First Vision with their families.

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

Selected Resources

Excerpt from Dieter F. Uchtdorf, “The Fruits of the First Vision,” Ensign or Liahona, May 2005, 36–38

This is how Joseph Smith’s First Vision blesses our own personal lives, the lives of families, and eventually the whole human family—we come to believe in Jesus Christ through the testimony of the Prophet Joseph Smith. Prophets and apostles throughout the history of mankind have had divine manifestations similar to Joseph’s. Moses saw God face-to-face and learned that he was a son of God “in the similitude of [His] Only Begotten” (see Moses 1:1–6). The Apostle Paul testified that the resurrected Jesus Christ appeared to him on the road to Damascus and made Paul one of His great missionaries (see Acts 26:9–23). Hearing Paul’s witness of his heavenly vision during the trial at Caesarea, the powerful King Agrippa admitted, “Almost thou persuadest me to be a Christian” (Acts 26:28).

And there were many other ancient prophets who also bore powerful testimony of Christ. All of these manifestations, ancient and modern, lead those who believe to the divine source of all righteousness and hope—to God, our Heavenly Father, and to His Son, Jesus Christ.

God has spoken to Joseph Smith for the purpose of blessing all of God’s children with His mercy and love, even in times of uncertainties and insecurities, of wars and rumors of wars, of natural and personal disasters. The Savior said, “Behold, mine arm of mercy is extended towards you, and whosoever will come, him will I receive” (3 Nephi 9:14). And all who accept this invitation will be “encircled about with the matchless bounty of his love” (Alma 26:15).

Through our faith in the personal witness of the Prophet Joseph and the reality of the First Vision, through study and prayer, deep and sincere, we will be blessed with a firm faith in the Savior of the world, who spoke to Joseph “on the morning of a beautiful, clear day, early in the spring of eighteen hundred and twenty” (Joseph Smith—History 1:14).
...

Through his work and sacrifice, I now have a true understanding of our Heavenly Father and His Son, our Redeemer and Savior, Jesus Christ, and I can feel the power of the Holy Ghost and know of Heavenly Father’s plan for us, His children. For me, these are truly the fruits of the First Vision.

May: Prophets and Revelation

*“We believe all that God has revealed, all that He does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God”
(Articles of Faith 1:9).*

The outlines in this unit will help each young woman learn to recognize the voice of the Lord as He speaks to her through the scriptures, living prophets and apostles, and personal revelation by the Holy Ghost to her heart and mind. Help the young women learn to love and trust the word of the Lord so that when they are faced with trials or difficult decisions—now and in the future—they will naturally and automatically turn to the scriptures, prayer, and the words of the living prophets for guidance.

Learning outlines

Seek the inspiration of the Spirit as you select from the outlines below. Let the questions and interests of the young women guide you as you decide which outlines to teach and how long to spend on a topic.

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

Why is it important to listen to and follow the living prophets?

How do I receive personal revelation?

How can I make my prayers more meaningful?

Why is it important to study the scriptures?

How can I strengthen my testimony?

How can a patriarchal blessing help me?

Prepare yourself spiritually

To help the young women learn about prophets and revelation, you must understand and live the doctrine yourself. Study the scriptures and other resources provided in the learning outlines. Treasure up in your mind these eternal truths, and as you do, look for statements, stories, or examples that may be especially relevant or inspiring to the young women you teach. Then use the learning outlines to plan ways to help the young women discover these truths for themselves, gain a testimony of them, and live by what they learn.

Counsel together

Counsel with the class presidency and with other teachers and leaders about the young women in your class. What questions and needs do the young women

have? What are they learning about prophets and revelation in other settings—at home, in seminary, in Sunday School? How will this influence your preparation to teach this unit? (If sensitive information is shared in these conversations, please keep it confidential.)

Mutual

Many of the lesson topics and learning activities in this unit would work well as Mutual activities. Work with class presidencies in selecting and planning appropriate activities to reinforce what the young women learn on Sunday.

Personal Progress

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

Faith value experience 1

Individual Worth value experience 2

Choice and Accountability value experience 5

Virtue value project



MAY: PROPHETS AND REVELATION

Why is it important to listen to and follow the living prophets?

We sustain the members of the First Presidency and the Quorum of the Twelve Apostles as prophets, seers, and revelators. Their teachings reflect the will of the Lord. They give us instruction, warnings, and counsel from the Lord for our day. We are blessed with safety, peace, and spiritual strength when we listen to and obey their counsel.

What counsel have living prophets given that you have applied in your life? How have you been blessed for following that counsel?

Why is it important for the young women in your class to have a testimony of the living prophets? How can you help them see what a blessing it is to have living prophets to guide them today?

Prepare yourself spiritually

Prayerfully study the following scriptures and resources. What do you feel prompted to share with the young women?

Amos 3:7; D&C 1:4, 37–38; Moses 6:26–38 (The Lord speaks to us through His prophets)

D&C 21:1, 4–7 (The Lord promises great blessings to those who follow the prophet)

Thomas S. Monson, “Believe, Obey, and Endure,” *Ensign* or *Liahona*, May 2012, 126–29

Claudio R. M. Costa, “Obedience to the Prophets,” *Ensign* or *Liahona*, Nov. 2010, 11–13

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

“Prophets,” *True to the Faith* (2004), 129–30

Video: “We Need Living Prophets”

Share experiences

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

Introduce the doctrine

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

- Ask the young women how they would respond if a friend of another faith asked them what counsel their prophet has given to young people. As a class, read the first paragraph of "Message from the First Presidency" in *For the Strength of Youth*. Ask the young women why they feel it is important to listen to and follow the living prophet.
- Invite the young women to think of and share a story from the Book of Mormon that illustrates the need to listen to and follow the living prophet. Some examples might include stories about Lehi, King Benjamin, Abinadi, or Samuel the Lamanite. What do they learn from these stories? What experiences can the young women share in which they followed the counsel of the prophet?

Learn together

Each of the activities below will help the young women understand the importance of following the living prophets. Following the inspiration of the Spirit, select one or more that will work best for your class:

Teaching tip

"We should study the scriptures, teachings of latter-day prophets, and lesson materials thoroughly to be sure we correctly understand the doctrine before we teach it" (*Teaching, No Greater Call* [1999], 52).

- Assign each young woman one of the scriptures suggested in this outline and ask her to look for reasons we need a prophet and blessings that come from following the prophet. Invite the young women to share their thoughts. Share a personal experience in which you followed the counsel of the prophet, and testify about what you learned from doing so. Invite the young women to share their own experiences.
- Separate the young women into three groups, and ask each group to study a section of President Monson's talk to the young women "Believe, Obey, and Endure." For example, one group could study his counsel to believe, one could study his counsel to obey, and the other could study his counsel to endure. Ask a young woman from each group to report to the class what they learned and why it is important for young women today.
- Show pictures of the First Presidency and Quorum of the Twelve Apostles (such as those in the conference issue of the *Ensign* or *Liahona*). Bear your testimony that all of these men are prophets, seers, and revelators. Invite the young women to make a list on the board of counsel given by the living prophets (bring copies of the most recent general conference issue of the *Ensign* or *Liahona* to help them remember). How does following this counsel bless their lives and the lives of their families?

- Give each young woman a small card. Invite the young women to read one of President Monson’s recent talks and find a statement that they would like to write on the card to take home and display in their rooms or save in their scriptures. Ask them to share their statements and explain why they chose them.

- Show the video “We Need Living Prophets,” or read together “Prophets” in *True to the Faith*. Invite the young women to look for reasons it is important to listen to and follow the living prophets. Ask them to share

what they find. Invite the young women to share their testimonies of the prophet.

- Give each young woman a copy of Elder Claudio R. M. Costa’s talk “Obedience to the Prophets,” and ask her to choose and read about one or more of the 14 principles Elder Costa describes. Ask the young women to report to the class the principle they chose and what it teaches about following the living prophets. Why do the young women feel these principles are important for us as members of the Church?

Teaching in the Savior’s way

The Savior asked questions to those He taught and gave them opportunities to ask their own questions. What questions can you ask that will help the young women think and feel deeply about living prophets? How can you show that you are interested in their answers?

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

Live what we are learning

Invite the young women to consider how they will live what they have learned today. Ask a few of them to share what they feel impressed to do.

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

Selected Resources

Excerpt from Thomas S. Monson, "Believe, Obey, Endure," Ensign or Liahona, May 2012, 126–29

First, I mention a signal which is basic and essential: *believe*. Believe that you are a daughter of Heavenly Father, that He loves you, and that you are here for a glorious purpose—to gain your eternal salvation. Believe that remaining strong and faithful to the truths of the gospel is of utmost importance. I testify that it is!

My young friends, believe in the words you say each week as you recite the Young Women theme. Think about the meaning of those words. There is truth there. Strive always to live the values which are set forth. Believe, as your theme states, that if you accept and act upon those values, you will be prepared to strengthen your home and your family, to make and keep sacred covenants, to receive the ordinances of the temple, and to eventually enjoy the blessings of exaltation. These are beautiful gospel truths, and by following them, you will be happier throughout your life here and hereafter than you will be if you disregard them. ...

Next, young women, may you *obey*. Obey your parents. Obey the laws of God. They are given to us by a loving Heavenly Father. When they are obeyed, our lives will be more fulfilling, less complicated. Our challenges and problems will be easier to bear. We will receive the Lord's promised blessings. He has said, "The Lord requireth the heart and a willing mind; and the willing and obedient shall eat the good of the land of Zion in these last days." [D&C 64:34] ...

Precious young women, make every decision you contemplate pass this test: "What does it do to me? What does it do for me?" And let your code of conduct emphasize not "What will others think?" but rather "What will I think of myself?" Be influenced by that still, small voice. Remember that one with authority placed his hands on your head at the time of your confirmation and said, "Receive the Holy Ghost." Open your hearts, even your very souls, to the sound of that special voice which testifies of truth. As the prophet Isaiah promised, "Thine ears shall hear a word ... saying, This is the way, walk ye in it." [Isaiah 30:21] ...

Finally, may you *endure*. What does it mean to endure? I love this definition: *to withstand with courage*. Courage may be necessary for you to believe; it will at times be necessary as you obey. It will most certainly be required as you endure until that day when you will leave this mortal existence.

I have spoken over the years with many individuals who have told me, "I have so many problems, such real concerns. I'm overwhelmed with the challenges of life. What can I do?" I have offered to them, and I now offer to you, this specific suggestion: seek heavenly guidance one day at a time. Life by the yard is hard; by the inch it's a cinch. Each of us can be true for just one day—and then one more and then one more after that—until we've lived a lifetime guided by the Spirit, a lifetime close to the Lord, a lifetime of good deeds and righteousness. The Savior promised, "Look unto me, and endure to the end, and ye shall live; for unto him that endureth to the end will I give eternal life." [3 Nephi 15:9.]



MAY: PROPHETS AND REVELATION

How do I receive personal revelation?

Each of us is entitled to personal revelation to guide our lives. In order to receive personal revelation, we must prepare by living worthily and studying and pondering the scriptures. If we seek and ask, God will reveal His will to us through the Holy Ghost.

Prepare yourself spiritually

How do you know when you have received personal revelation? How has learning to recognize personal revelation blessed your life?

Why do you feel it is important that the young women in your class learn how to receive personal revelation? How will you help them learn to recognize personal revelation?

As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the young women?

1 Kings 19:9–12; Helaman 5:30; D&C 6:14–16, 23; 8:2–3; 11:12–14 (Ways the Spirit speaks to us)

John 14:26–27 (The Holy Ghost can help us remember things and feel peace)

Ether 2–3; D&C 9:7–9 (Personal revelation must be accompanied by our own thought and study)

Henry B. Eyring, “Where Is the Pavilion?” *Ensign or Liahona*, Nov. 2012, 72–75.

Richard G. Scott, “How to Obtain Revelation and Inspiration for Your

Personal Life,” *Ensign or Liahona*, May 2012, 45–47

David A. Bednar, “The Spirit of Revelation,” *Ensign or Liahona*, May 2011, 87–90

“Learn to Recognize the Promptings of the Spirit,” *Preach My Gospel* (1999), 96–97

“Revelation,” *True to the Faith* (2003), 140–44

Videos: “Patterns of Light: Spirit of Revelation,” “Hearing His Voice”

“Let the Holy Spirit Guide,” *Hymns*, no. 143

Share experiences

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

Introduce the doctrine

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

- Ask the young women to read or sing all three verses of “Let the Holy Spirit Guide” (*Hymns*, no. 143) and look for words that describe how the Holy Ghost speaks to us. What are some other words the young women can think of that describe how the Holy Ghost communicates with us?
- Write on the board “I know I am receiving personal revelation when _____.” Ask the young women how they would complete this sentence. Invite them to continue to ponder this statement during the lesson and look for additional answers.

Learn together

Each of the activities below will help the young women understand how to receive personal revelation. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Ask the young women if they know what a pavilion is and what its purpose is. Invite the young women to read D&C 121:1–4, in which Joseph Smith describes feeling separated from God by a “pavilion” or covering (encourage them to read the section heading also to gain historical context). In these verses, what does the pavilion represent? Invite the young women to read President Henry B. Eyring’s stories about receiving revelation regarding his profession (in his talk “Where Is the Pavilion?”), and ask them to list things that might create a pavilion between us and God and ways we can remove that pavilion. Are there other things they can think of to add to their lists? Invite them to ponder what they will do to improve their communication with Heavenly Father.
- Write on the board the scripture references suggested in this outline. Ask each young woman to read one of them and identify what it teaches about how the Holy Ghost can communicate with us. Have the young women write what they find on the board next to the reference. Invite them to share any experiences they have had in which the Holy Ghost has spoken to them in one of these ways.
- Make a copy of the chart on pages 96–97 of *Preach My Gospel* for each young woman. Invite her to review the chart and its descriptions of how the Holy Ghost communicates with us. Invite the young women to write about a time when they have experienced any of the feelings, thoughts, or impressions described in the chart. Invite a few of them to share what they wrote with the rest of the class.

Teaching tip

“Perhaps the greatest temptation of the teacher struggling to maintain the attention of [a] class is the use of the sensational story. There are a number of these, of very questionable origin, continually being circulated throughout the Church. ... These are not teaching tools: stability and testimony are not built on sensational stories” (Joseph F. McConkie, in *Teaching, No Greater Call* [1999], 53).

- Invite the young women to read the section titled “Patterns of Revelation” from Elder David A. Bednar’s talk “The Spirit of Revelation” or watch the video “Patterns of Light: The Spirit of Revelation.” Ask them to identify phrases or sentences that explain how the Holy Ghost communicates with us. Why is it important for the young women to understand how the Holy Ghost communicates? How can He help with important decisions we must make? Invite the young women to list some important decisions they will need to make in the next few years. With permission from the bishop,

invite exemplary women from the ward to share how they have sought personal revelation to make similar decisions.

- Show the video “Hearing His Voice,” and ask the young women to look for things the youth in this video did to prepare themselves to receive personal revelation. What are some other ways we can prepare ourselves? (see 3 Nephi 17:2–3; D&C 9:7–8). Encourage the young women to accept the challenge that the youth in the video accepted, and invite them to share their experiences in a future class.

Teaching in the Savior’s way

The Savior invited those who followed Him to act in faith and live the truths He taught. He focused on helping His followers live the gospel with all their hearts by providing them with powerful learning experiences. How can you teach the young women to act in faith and live the truths they learn?

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

Live what we are learning

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

- Complete Choice and Accountability value experience 5 in *Personal Progress*.
- Write down specific spiritual promptings or impressions they receive throughout the week and act on them. They could record in their journal what happened when they followed the promptings and what blessings they received.

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

Selected Resources

Excerpt from David A. Bednar, "The Spirit of Revelation," Ensign or Liahona, May 2011, 87–90

Revelations are conveyed in a variety of ways, including, for example, dreams, visions, conversations with heavenly messengers, and inspiration. Some revelations are received immediately and intensely; some are recognized gradually and subtly. The two experiences with light I described help us to better understand these two basic patterns of revelation.

A light turned on in a dark room is like receiving a message from God quickly, completely, and all at once. Many of us have experienced this pattern of revelation as we have been given answers to sincere prayers or been provided with needed direction or protection, according to God's will and timing. Descriptions of such immediate and intense manifestations are found in the scriptures, recounted in Church history, and evidenced in our own lives. Indeed, these mighty miracles do occur. However, this pattern of revelation tends to be more rare than common.

The gradual increase of light radiating from the rising sun is like receiving a message from God "line upon line, precept upon precept" (2 Nephi 28:30). Most frequently, revelation comes in small increments over time and is granted according to our desire, worthiness, and preparation. Such communications from Heavenly Father gradually and gently "distil upon [our souls] as the dews from

heaven" (D&C 121:45). This pattern of revelation tends to be more common than rare and is evident in the experiences of Nephi as he tried several different approaches before successfully obtaining the plates of brass from Laban (see 1 Nephi 3–4). Ultimately, he was led by the Spirit to Jerusalem, "not knowing beforehand the things which [he] should do" (1 Nephi 4:6). And he did not learn how to build a ship of curious workmanship all at one time; rather, Nephi was shown by the Lord "from time to time after what manner [he] should work the timbers of the ship" (1 Nephi 18:1).

Both the history of the Church and our personal lives are replete with examples of the Lord's pattern for receiving revelation "line upon line, precept upon precept." For example, the fundamental truths of the restored gospel were not delivered to the Prophet Joseph Smith all at once in the Sacred Grove. These priceless treasures were revealed as circumstances warranted and as the timing was right. ...

We as members of the Church tend to emphasize marvelous and dramatic spiritual manifestations so much that we may fail to appreciate and may even overlook the customary pattern by which the Holy Ghost accomplishes His work. The very "simplicity of the way" (1 Nephi 17:41) of receiving small and incremental spiritual impressions that over time and in totality constitute a desired answer or the direction we need may cause us to look "beyond the mark" (Jacob 4:14).



MAY: PROPHETS AND REVELATION

How can I make my prayers more meaningful?

Heavenly Father loves us and wants us to communicate with Him through prayer. When we pray, we should tell Heavenly Father what we feel in our hearts. We should not repeat meaningless words or phrases. Through sincere, heartfelt prayer, we can feel the nearness of our Heavenly Father.

Prepare yourself spiritually

As you prepare, prayerfully study these resources. What would you like the young women to discover about prayer?

Luke 22:41–42; Helaman 10:5; D&C 46:30–31 (We should seek God’s will when we pray)

3 Nephi 14:7; D&C 9:7–8 (Prayer should be accompanied by faithful effort)

3 Nephi 17–19 (Jesus Christ prays with the Nephites and teaches about prayer)

Moroni 10:3–5 (Pray with faith, a sincere heart, and real intent)

Bible Dictionary, “Prayer,” 752–53

David A. Bednar, “Ask in Faith,” *Ensign or Liahona*, May 2008, 94–97

David A. Bednar, “Pray Always,” *Ensign or Liahona*, Nov. 2008, 41–44

“Prayer,” *True to the Faith* (2004), 118–23

Video: “The First Step”

What meaningful experiences have you had with prayer? What have these experiences taught you about communicating with Heavenly Father? What have you done to make your prayers more meaningful?

When have you heard the young women in your class pray? How can you help them make their prayers more meaningful? How can understanding how to communicate with Heavenly Father help them now and in the future?

Share experiences

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

Introduce the doctrine

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

- As a class, sing or read hymns about prayer (use the topical index at the end of the hymnbook to find an appropriate hymn). What do the young women learn about prayer from these hymns?
- Ask the young women to make a list of ways we communicate with others. How are these communication methods similar to prayer? How are they different? What questions do the young women have about prayer?

Learn together

Each of the activities below will help the young women understand how to make their prayers more meaningful. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite the young women to find in the scriptures an example of prayer that they find inspiring (if necessary, suggest that they read the scriptures listed in this outline). Ask them to share what they find and what they learn about prayer from the example.
- Assign each young woman a scripture about prayer (such as those suggested in this outline). Ask the young women to write down a principle about prayer they learn from their scripture and an example of that principle from their lives or the lives of others. Invite them to share what they wrote with another young woman in the class. What did the young women learn from each other that can help them make their prayers more meaningful?
- Provide each young woman with a section from one of Elder David A. Bednar's talks suggested in this outline. Invite the young women to underline practical advice Elder Bednar gives to help us make our prayers more meaningful. Ask them to share what they find. Then invite them to imagine that they are teaching someone to pray. What would they teach, and how would they teach it? Consider role-playing a possible teaching situation.
- Divide chapters 17, 18, or 19 of 3 Nephi among the young women. Ask the young women to read their sections and share what they learn about prayer from Jesus Christ's example and teachings and from the examples of His disciples. What can they do to follow these examples in their own prayers?

Teaching tip

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

- Assign each young woman to study one of the principles of prayer discussed in *True to the Faith*, pages 119–21, or in the entry about prayer in the Bible Dictionary. Ask the young women to teach the class what they learn. Encourage them to share personal examples when they teach.

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

Live what we are learning

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

- Make a specific goal to improve their personal prayers.
- Complete Faith value experience 1 in *Personal Progress*.

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

Teaching in the Savior's way

The Savior loved and prayed for those He taught. When we get to know and love those we teach, we pray for them by name and for specific challenges and opportunities they may be facing.

Selected Resources

Excerpts from Elder David A. Bednar, “Pray Always,” Ensign or Liahona, Nov. 2008, 41–44

Simply stated, prayer is communication to Heavenly Father from His sons and daughters on earth. “As soon as we learn the true relationship in which we stand toward God (namely, God is our Father, and we are his children), then at once prayer becomes natural and instinctive on our part” (Bible Dictionary, “Prayer,” 752). We are commanded to pray always to the Father in the name of the Son (see 3 Nephi 18:19–20). We are promised that if we pray sincerely for that which is right and good and in accordance with God’s will, we can be blessed, protected, and directed (see 3 Nephi 18:20; D&C 19:38). ...

There may be things in our character, in our behavior, or concerning our spiritual growth about which we need to counsel with Heavenly Father in morning prayer. After expressing appropriate thanks for blessings received, we plead for understanding, direction, and help to do the things we cannot do in our own strength alone. For example, as we pray, we might:

- Reflect on those occasions when we have spoken harshly or inappropriately to those we love the most.
- Recognize that we know better than this, but we do not always act in accordance with what we know.
- Express remorse for our weaknesses and for not putting off the natural man more earnestly.
- Determine to pattern our life after the Savior more completely.
- Plead for greater strength to do and to become better.

Such a prayer is a key part of the spiritual preparation for our day.

During the course of the day, we keep a prayer in our heart for continued assistance and guidance—even as Alma suggested: “Let all thy thoughts be directed unto the Lord” (Alma 37:36).

We notice during this particular day that there are occasions where normally we would have a tendency to speak harshly, and we do not; or we might be inclined to anger, but we are not. We discern heavenly help and strength and humbly recognize answers to our prayer. Even in that moment of recognition, we offer a silent prayer of gratitude.

At the end of our day, we kneel again and report back to our Father. We review the events of the day and express heartfelt thanks for the blessings and the help we received. We repent and, with the assistance of the Spirit of the Lord, identify ways we can do and become better tomorrow. Thus our evening prayer builds upon and is a continuation of our morning prayer. And our evening prayer also is a preparation for meaningful morning prayer.

Morning and evening prayers—and all of the prayers in between—are not unrelated, discrete events; rather, they are linked together each day and across days, weeks, months, and even years. This is in part how we fulfill the scriptural admonition to “pray always” (Luke 21:36; 3 Nephi 18:15, 18; D&C 31:12). Such meaningful prayers are instrumental in obtaining the highest blessings God holds in store for His faithful children.



MAY: PROPHETS AND REVELATION

Why is it important to study the scriptures?

The scriptures contain the word of God. Latter-day prophets counsel us to study the scriptures every day, both individually and with our families. Studying the scriptures can help us know Heavenly Father and Jesus Christ, give us power to resist temptation, and strengthen us in our challenges.

Prepare yourself spiritually

Prayerfully study the following scriptures and resources. What do you feel will help the young women understand the importance of studying the scriptures?

2 Timothy 3:16–17; 2 Nephi 32:3 (The scriptures can be a guide for our lives)

1 Nephi 15:24–25; Alma 31:5; Helaman 3:29–30; 15:7–8; D&C 11:21 (There is power in the word of God)

D&C 84:45; Joseph Smith—Matthew 1:37 (The scriptures help us discern truth and avoid deception)

Richard G. Scott, “The Power of Scripture,” *Ensign* or *Liahona*, Nov. 2011, 6–8

Choice and Accountability value experience 1, *Young Women Personal Progress* (2009), 46

“Scriptures,” *True to the Faith* (2004), 155–59

Video: “The Book of Mormon: Messages from Heaven”

How has studying the scriptures been a blessing in your life? What experiences can you share with the young women?

What verses of scripture do you think could be meaningful to the young women in your class?

What can you do to help the young women make their scripture study more meaningful and effective?

Share experiences

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

Introduce the doctrine

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

- Invite a few young women to share a favorite scripture. Why are these scriptures important to them?
- Show the young women a few items that can guide them, such as a map, a compass, or a GPS device. How are the scriptures like these objects? Invite the young women to share an experience in which they found guidance and direction in the scriptures.

Learn together

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

Teaching tip

“The spirit must be present for a gospel message to be carried to the hearts of those you teach (see 2 Nephi 33:1; D&C 42:14). Therefore, you should use methods that will set the proper tone for the lesson and invite the Spirit” (see *Teaching, No Greater Call* [1999], 91).

- Invite the young women to read 2 Timothy 3:16–17 and 2 Nephi 32:3. What do these scriptures teach about the importance of scripture study? As a class, review Elder Richard G. Scott’s list of scriptures that have guided his life (in his talk “The Power of Scripture”). Ask each young woman to make her own list of scriptures that have guided her. Ask the young women to share their scriptures with the class and explain how these scriptures have guided their lives.
- Invite the young women to read the first 14 paragraphs of Elder Richard G. Scott’s talk “The Power of Scripture.” Ask them to look for blessings that come from studying the scriptures. When have they experienced these blessings in their lives?
- Ask each young woman to read one of the scriptures suggested in this outline. Ask her to draw a picture that represents what her scripture teaches, and invite the rest of the class to guess what the scripture says about the importance of scripture study. What experiences can the young women share in which they have seen the importance of scripture study in their own lives?
- Invite the young women to watch the video “The Book of Mormon: Messages from Heaven” or to read “The Importance of Daily Scripture Study” from *True to the Faith* (pages 155–56). Ask them to look for answers to the question, “Why is it important that I study the scriptures?” Invite them to share what they find.

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

Live what we are learning

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

- Work on Choice and Accountability value experience 1 in *Personal Progress* and make a plan to develop a habit of daily scripture study or improve their study of the scriptures.
- Memorize a scripture that inspires them and share it in class next week.

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

Teaching in the Savior's way

The Savior used the scriptures to teach and testify about His mission. He taught people to think about the scriptures for themselves and use them to find answers to their own questions. How can you encourage the young women to turn to the scriptures to receive direction from the Lord?

Selected Resources

Excerpts from Richard G. Scott, "The Power of Scripture," Ensign or Liahona, Nov. 2011, 6–8

Our Father in Heaven understood that for us to make desired progress during our mortal probation, we would need to face difficult challenges. Some of these would be almost overpowering. He provided tools to help us be successful in our mortal probation. One set of those tools is the scriptures.

Throughout the ages, Father in Heaven has inspired select men and women to find, through the guidance of the Holy Ghost, solutions to life's most perplexing problems. He has inspired those authorized servants to record those solutions as a type of handbook for those of His children who have faith in His plan of happiness and in His Beloved Son, Jesus Christ. We have ready access to this guidance through the treasure we call the standard works—that is, the Old and New Testaments, the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price.

Because scriptures are generated from inspired communication through the Holy Ghost, they are pure truth. We need not be concerned about the validity of concepts contained in the standard works since the Holy Ghost has been the instrument which has motivated and inspired those individuals who have recorded the scriptures.

Scriptures are like packets of light that illuminate our minds and give place to guidance and inspiration from on high. They can become the key to open the channel to communion with our Father in Heaven and His Beloved Son, Jesus Christ.

The scriptures provide the strength of authority to our declarations when they are cited correctly. They can become stalwart friends that are not limited by

geography or calendar. They are always available when needed. Their use provides a foundation of truth that can be awakened by the Holy Ghost.

Learning, pondering, searching, and memorizing scriptures is like filling a filing cabinet with friends, values, and truths that can be called upon anytime, anywhere in the world.

Great power can come from memorizing scriptures. To memorize a scripture is to forge a new friendship. It is like discovering a new individual who can help in time of need, give inspiration and comfort, and be a source of motivation for needed change. For example, committing to memory this psalm has been for me a source of power and understanding:

"The earth is the Lord's, and the fulness thereof; the world, and they that dwell therein.

"For he hath founded it upon the seas, and established it upon the floods.

"Who shall ascend into the hill of the Lord? or who shall stand in his holy place?

"He that hath clean hands, and a pure heart; who hath not lifted up his soul unto vanity, nor sworn deceitfully.

"He shall receive the blessing from the Lord, and righteousness from the God of his salvation" (Psalm 24:1–5).

Pondering a scripture like that gives great direction to life. The scriptures can form a foundation of support. They can provide an incredibly large resource of willing friends who can help us. A memorized scripture becomes an enduring friend that is not weakened with the passage of time.



MAY: PROPHETS AND REVELATION

How can I strengthen my testimony?

A testimony is a spiritual witness of the truth given by the Holy Ghost. As members of the Church, we have sacred opportunity and responsibility to obtain our own testimonies. If we seek a testimony through study, prayer, and living the gospel, the Holy Ghost will help us know for ourselves that the gospel is true.

Prepare yourself spiritually

Prayerfully study the following scriptures and resources. What do you find that will inspire the young women to gain a testimony?

John 7:16–17 (If we do the Lord’s will, we will gain a testimony)

1 Corinthians 2:9–13; Alma 5:45–46; D&C 8:2–3 (The Holy Ghost testifies of truth)

James 1:5; 1 Nephi 10:17–19; 15:11; 3 Nephi 18:20; Moroni 10:3–5 (To obtain a testimony, we must ask and seek for one)

Mosiah 26:3; Alma 12:11 (Obstacles to obtaining a testimony)

Alma 32:27–34 (Begin with a desire to believe)

D&C 9:7–9 (We must study for ourselves before we ask)

Thomas S. Monson, “Believe, Obey, and Endure,” *Ensign* or *Liahona*, May 2012, 126–29

Henry B. Eyring, “A Living Testimony,” *Ensign* or *Liahona*, May 2011, 125–28

Quentin L. Cook, “Can Ye Feel So Now?” *Ensign* or *Liahona*, Nov. 2012

“Testimony,” *True to the Faith* (2004), 178–80

How have you gained your own testimony? How has your testimony influenced you in your roles as a daughter of God, such as wife, mother, sister, or teacher?

What do you know about the testimonies of the young women in your class? How will having a strong testimony influence their lives now and in the future? What can you do to encourage them to strengthen their testimonies?

Share experiences

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

Introduce the doctrine

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

- Write the title of this lesson on the board. Ask a few young women to come to the board and write an idea about how to strengthen a testimony.
- Ask the young women to write down a definition of the word *testimony*. Invite them to share their definitions with the class. You may encourage them to read “Testimony” in *True to the Faith*.

Learn together

Each of the activities below will help the young women learn how to gain their own testimonies. Following the inspiration of the Spirit, select one or more that will work best for your class:

Teaching tip

“Often a lesson will contain more material than you are able to teach in the time you are given. In such cases, you should select the material that will be most helpful for those you teach” (*Teaching, No Greater Call* [1999], 98).

- Show the young women seeds and a potted plant. Ask them what needs to happen in order for the seeds to grow into a plant. Read Alma 32:27–34, and ask the young women to compare growing a plant to gaining a testimony. How are their testimonies growing? What can they do to nourish their testimonies? Invite them to write in their journals how their testimonies are growing and what they can do to strengthen them.
- As a class, make a list of individuals in the scriptures who gained a testimony. Discuss what these people did and how they received their spiritual witness (see 1 Nephi 10:17–19; Alma 5:45–46). Invite the young women to share experiences that have strengthened their testimonies.
- Invite each young woman to make a list of things that might weaken her testimony and ways she can keep it strong as she reads from the 9th and 10th paragraphs of Elder Quentin L. Cook’s talk “Can Ye Feel So Now?” or the 12th and 13th paragraphs of President Thomas S. Monson’s talk “Believe, Obey, and Endure.” Ask the young women to share examples they have seen that illustrate something from their lists.
- Select meaningful passages from President Henry B. Eyring’s talk “A Living Testimony,” and give one to each young woman. Ask her to search her passage and look for what President Eyring teaches about gaining a testimony. Ask the young women to share what they find and share experiences they have had that have strengthened their testimonies. President Boyd K. Packer said, “A testimony is to be found in the bearing of it!” (“The Quest for Spiritual Knowledge,” *New Era*, Jan. 2007, 6; or *Liahona*, Jan. 2007, 18). Ask the young

women to share experiences in which their testimony was strengthened as they shared it.

- Ask each young woman to read one of the scriptures in this outline to find ways to gain and strengthen a

testimony or things that prevent us from gaining a testimony. After they have shared some ideas, ask them to think about ways they can help others strengthen their testimonies. How can they help family members? friends at school?

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

Live what we are learning

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

- Bear their testimonies in class.
- Set a goal to strengthen their testimonies by living one of the principles they learned.
- Share their testimonies with a friend or family member in the coming week.

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

Teaching in the Savior's way

The Savior invited His disciples to testify. For example, He asked them, "Whom say ye that I am?" (see Matthew 16:15–16). When you ask inspired questions to the young women, their answers can be opportunities to bear and strengthen their testimonies.

Selected Resources

Excerpts from President Henry B. Eyring, "A Living Testimony," Ensign or Liahona, May 2011, 125–128

Testimony requires the nurturing by the prayer of faith, the hungering for the word of God in the scriptures, and the obedience to the truth we have received. There is danger in neglecting prayer. There is danger to our testimony in only casual study and reading of the scriptures. They are necessary nutrients for our testimony.

You remember the warning from Alma:

"But if ye neglect the tree, and take no thought for its nourishment, behold it will not get any root; and when the heat of the sun cometh and scorcheth it, because it hath no root it withers away, and ye pluck it up and cast it out.

"Now, this is not because the seed was not good, neither is it because the fruit thereof would not be desirable; but it is because your ground is barren, and ye will not nourish the tree, therefore ye cannot have the fruit thereof." [Alma 32:38–39.]

Feasting on the word of God, heartfelt prayer, and obedience to the Lord's commandments must be applied evenly and continually for your testimony to grow and prosper. All of us at times have circumstances beyond our control that interrupt our pattern of scripture study. There may be periods of time when we choose for some reason not to pray. There may be commandments that we choose for a time to ignore.

But you will not have your desire for a living testimony granted if you forget the warning and the promise in Alma:

"And thus, if ye will not nourish the word, looking forward with an eye of faith to the fruit thereof, ye can never pluck of the fruit of the tree of life.

"But if ye will nourish the word, yea, nourish the tree as it beginneth to grow, by your faith with great diligence, and with patience, looking forward to the fruit thereof, it shall take root; and behold it shall be a tree springing up unto everlasting life.

"And because of your diligence and your faith and your patience with the word in nourishing it, that it may take root in you, behold, by and by ye shall pluck the fruit thereof, which is most precious, which is sweet above all that is sweet, and which is white above all that is white, yea, and pure above all that is pure; and ye shall feast upon this fruit even until ye are filled, that ye hunger not, neither shall ye thirst.

"Then ... ye shall reap the rewards of your faith, and your diligence, and patience, and long-suffering, waiting for the tree to bring forth fruit unto you." [Alma 32:40–43.]

The words in that scripture "looking forward to the fruit thereof" guided the wise teaching you received this evening. That is why your eyes were pointed toward a future day in a temple sealing room. That is why you were helped to visualize tonight the seemingly endless chain of light reflected in facing mirrors on the walls of a sealing room, where you could be married in a temple of God.



MAY: PROPHETS AND REVELATION

How can a patriarchal blessing help me?

A patriarchal blessing is personal revelation for our lives. It helps us understand our potential and the blessings we can receive if we are faithful. It may contain promises, admonitions, or warnings to guide our lives. It also helps us know that Heavenly Father knows and cares about us personally.

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources. What do you find that will be most helpful to the young women you teach?

Alma 16:16–17; 3 Nephi 17:2–3 (We should prepare our hearts to receive instruction from the Lord)

Julie B. Beck, “You Have a Noble Birthright,” *Ensign* or *Liahona*, May 2006, 106–8

3 Nephi 20:25–27 (The house of Israel blesses families of the earth)

“About Patriarchal Blessings,” *New Era*, Mar. 2004, 32–35; or *Liahona*, Mar. 2004, 18–21

D&C 82:10; 130:20–21 (Blessings are conditioned upon obedience)

“Patriarchal Blessings,” *True to the Faith* (2004), 111–13

Henry B. Eyring, “Help Them Aim High,” *Ensign* or *Liahona*, Nov. 2012, 60–67

If you have received a patriarchal blessing, how has it guided your life? How has it helped you in times of adversity? How has it inspired you?

In what ways can a patriarchal blessing be a guide in the lives of the young women you teach? Why is it important for them to know their lineage in the house of Israel? How can you help them prepare to receive a patriarchal blessing?

Share experiences

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

Introduce the doctrine

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

- If you have a patriarchal blessing, show the young women what it looks like (without sharing specific content). Share with them how it has blessed your life.
- Write on the board, "How can a patriarchal blessing help me?" Ask the young women to suggest answers to this question. Refer back to this question throughout the lesson.

Learn together

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

Teaching tip

"When an individual asks a question, consider inviting others to answer it instead of answering it yourself. For example, you could say, 'That's an interesting question. What do the rest of you think?' or 'Can anyone help with this question?'" (*Teaching, No Greater Call* [1999], 64).

- Invite one or more young women to share their experiences receiving a patriarchal blessing (or share your own experience). How have their patriarchal blessings helped them? (Remind the young women that the specific content of patriarchal blessings is sacred and should not be shared.) Cut a copy of the article "About Patriarchal Blessings" into pieces, one for each question and answer. Invite the young women to take turns selecting one piece of the article and sharing the question and answer with the class. What other questions do the young women have?
- Ask the young women to write down any questions they have about patriarchal blessings. As a class, look for answers in *True to the Faith*, pages 111–13.
- As a class, read sections of Julie B. Beck's talk "You Have a Noble Birthright" and President Henry B. Eyring's comments about his patriarchal blessing in "Help Them Aim High." After reading each section, invite the young women to write a statement that summarizes what they learn about patriarchal blessings.
- Invite the young women to read the scriptures suggested in this outline and share what they feel each scripture teaches about patriarchal blessings.

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

Live what we are learning

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

- They could complete Individual Worth value experience 2 from *Personal Progress*.
- If they have received their patriarchal blessing, they could study it and make note of the counsel, warnings, spiritual gifts, and blessings it contains.

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

Teaching in the Savior's way

The Savior knows the young women in your class, and He knows who they can become. He finds unique ways to help each of them learn and grow. How can you teach of the Savior's love for the young women as you talk about patriarchal blessings?

Selected Resources

Excerpts from “About Patriarchal Blessings,” New Era, Mar. 2004, 32–35; or Liahona, Mar. 2004, 18–21

What is a patriarchal blessing?

A patriarchal blessing has two main purposes. First, the patriarch will be inspired to declare your lineage—the tribe of Israel to which you belong. Second, guided by the spirit of prophecy, the patriarch will pronounce blessings and may also provide promises, cautions, or admonitions that apply specifically to you. Your patriarchal blessing may point out certain things you are capable of achieving and blessings you can receive if you exercise faith and live righteously.

Why is lineage important?

Every member of the Church belongs to one of the twelve tribes of Israel. Those who aren't literal descendants are “adopted” into the house of Israel through baptism. Knowing your lineage can be a helpful guide in your life, because belonging to one of the twelve tribes brings the blessings and missions specific to each tribe. The blessings Jacob gave his sons (the heads of each of the tribes) can be found in Genesis 49. ...

Who may receive a patriarchal blessing?

All worthy members of the Church are entitled to and should receive a patriarchal blessing regardless of how long they have been members.

How old do I have to be for a blessing?

There is no set age. You should be old enough to appreciate the sacred nature of the blessing.

How is the blessing given?

The patriarch will place his hands on your head and give the blessing through inspiration. It will be revealed direction for you. The blessing will then be

transcribed so that you can have a written copy to study throughout your life. The Church will also keep a copy of your blessing in case you ever lose yours.

How do I get a patriarchal blessing?

Make an appointment for an interview with your bishop. He will determine your readiness and worthiness and either give you a recommend or help you prepare to receive one. After receiving your recommend, you may contact the patriarch to schedule an appointment. Ask your bishop or the patriarch who may accompany you to your blessing, such as your parents. And bring your recommend to the appointment.

How do I know if I'm ready?

The desire to receive a patriarchal blessing should come from a desire to know and live God's will for you. Curiosity or pressure from others isn't the right reason to get a blessing. The bishop will help determine if you are ready for the blessing.

How can I prepare?

You should do everything possible to draw closer to the Lord. Prayer, fasting, scripture study, meditation, and repentance can help. Concerns about worldly things should be left behind for such a sacred occasion. ...

When will the promises in my blessing be fulfilled?

Occasionally patriarchal blessings reveal things from our pre-earth life. But mostly they are guides for present and future living. Because blessings are eternal in nature, they may include possibilities beyond mortal life.

June: Priesthood and Priesthood Keys

“The keys of the kingdom of God are committed unto man on the earth” (D&C 65:2).

The outlines in this unit will help the young women understand the priesthood and how it can bless them now and in all their future roles as daughters of God. Young women can receive great strength and qualify for the blessings of exaltation as they continually rely upon priesthood authority and participate in priesthood ordinances. Help them learn that the priesthood is the power of God used to bless all of His children equally, both male and female.

Learning outlines

Seek the inspiration of the Spirit as you select from the outlines below. Let the questions and interests of the young women guide you as you decide what to emphasize in this unit and how long to spend on a topic.

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

What is the priesthood?

What are the duties of priesthood holders?

What are the keys of the priesthood?

How does the priesthood bless me?

How do I honor and uphold the priesthood?

Prepare yourself spiritually

To help the young women learn the doctrine of the priesthood and priesthood keys, you must understand and live the doctrine yourself. Study the scriptures and other resources provided in the learning outlines.

Treasure up in your mind these eternal truths, and as you do, look for statements, stories, or examples that may be especially relevant or inspiring to the young women you teach. Then use the learning outlines to plan ways to help the young women discover these truths for themselves, gain a testimony of them, and live by what they learn.

Counsel together

Counsel with the class presidency and with other teachers and leaders about the young women in your class. What questions and needs do the young women

have? What are they learning about the priesthood and priesthood keys in other settings—at home, in seminary, in Sunday School? How will this influence your preparation to teach this unit? (If sensitive information is shared in these conversations, please keep it confidential.)

Mutual

Many of the lesson topics and learning activities in this unit would work well as Mutual activities. Work with class presidencies in selecting and planning appropriate activities to reinforce what the young women learn on Sunday.

Note to the teacher

Be sensitive to young women who live without priesthood authority in the home or have negative examples in their lives. It is important to teach the ideal, but with sensitivity to these situations.



JUNE: PRIESTHOOD AND PRIESTHOOD KEYS

What is the priesthood?

The priesthood is the eternal power and authority of our Heavenly Father. Through the priesthood, God created and governs the heavens and earth. Through this power He redeems and exalts His children. God grants this power to men on earth and, when they exercise it properly, priesthood bearers do what He would do if He were present.

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources. What scriptures and talks will help the young women understand what priesthood is?

Hebrews 5:4; D&C 42:11; Articles of Faith 1:5 (Men must be called of God and ordained by one in authority)

David A. Bednar, “The Powers of Heaven,” *Ensign* or *Liahona*, May 2012, 48–51

Alma 13:1; D&C 107:1–5 (Priesthood holders are ordained after the order of the Son of God)

“Priesthood,” *True to the Faith* (2004), 124–28

D&C 84:17–22 (The priesthood is eternal)

“Aaronic Priesthood,” *True to the Faith*, 3–4

D&C 121:34–41 (The authority of the priesthood operates only on principles of righteousness)

“Melchizedek Priesthood,” *True to the Faith*, 101–2

What do you know about the priesthood? What do you feel inspired to learn about the priesthood?

What could you do before class to find out what each young woman knows about the priesthood? How might this influence what you decide to teach?

Share experiences

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

Introduce the doctrine

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

- Ask the young women what they know about the priesthood. Share with them the paragraph at the beginning of this outline, and ask them what additional truths they learn from it about the priesthood
- Invite the young women, as a class or in pairs, to role-play a discussion in which a friend of another faith asks what the priesthood is. How would the young women describe the priesthood? Use the statement at the beginning of this lesson to help them understand what the priesthood is.

Learn together

Each of the activities below will help the young women understand the priesthood.

Following the inspiration of the Spirit, select one or more that will work best for your class:

Teaching tip

“Testify whenever the Spirit prompts you to do so, not just at the end of each lesson. Provide opportunities for those you teach to bear their testimonies” (*Teaching, No Greater Call* [1999], 45).

- Divide the young women into four groups. Assign each group to search one or more of the scriptures suggested in this outline, looking for things the scriptures teach about the priesthood. Invite them to share what they learn. What experiences have the young women had with the priesthood?
- Ask the young women to list ways in which people in the world gain power (money, education, popularity, good looks, and so on). Read together Doctrine and Covenants 121:36–44, and ask the young women to list the principles upon which priesthood power is based. Contrast the world's way of obtaining power and the Lord's way. How does knowing about these principles affect the way the young women view the priesthood and priesthood holders?
- Invite some of the young women to read about the Aaronic Priesthood in *True to the Faith* (pages 3–4), and invite the others to read about the Melchizedek Priesthood (pages 101–2). Ask each young woman to share something she learned from what she read. Why do they feel it is important for young women to know about the priesthood?
- Invite each young woman to read one of the sections of Elder David A. Bednar's talk “The Powers of Heaven,” and ask her to share what she learns from Elder Bednar about authority and power. Ask the young women to explain the differences between priesthood authority and priesthood power and how priesthood holders can receive both. As part of this discussion, consider sharing this statement from Elaine S. Dalton: “Being a guardian of

virtue means you will always be modest not only in your dress but also in your speech, your actions, and your use of social media. Being a guardian of virtue means you will never text words or images to young men that may cause them to lose the Spirit, lose their priesthood power, or lose their virtue” (“Guardians of Virtue,” *Ensign* or *Liahona*, May 2011, 123).

- Invite the young women to read the section titled “Priesthood Quorums” on page 125 of *True to the Faith*. What are the similarities between how Aaronic Priesthood quorums and young women classes are organized? What are the differences? Help the young women see that the women of the Church are organized after the pattern of the priesthood (see

Daughters in My Kingdom: The History and Work of Relief Society [2011], 138).

- Write on the board “God’s promise” and “Man’s promise.” Invite the young women to read Doctrine and Covenants 84:33–44 and look for the promise a man makes when he receives the priesthood and the promises Heavenly Father makes to him if he keeps his covenants. Ask them to write what they find on the board. Explain that these verses describe the oath and covenant of the priesthood. Ask the young women what impresses them about the oath and covenant of the priesthood. Ask why it is important for them to know what priesthood holders covenant to do.

Teaching in the Savior’s way

The Savior used the scriptures to teach and testify about His mission. He taught His disciples to turn to the scriptures for answers to questions and to receive spiritual strength. In what ways can you encourage the young women to turn to the scriptures to find answers to their questions and challenges?

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

Live what we are learning

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

- Prepare and teach a family home evening lesson on the priesthood.
- Write in their journals something they have learned about the priesthood.

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

Selected Resources

Excerpts from Elder David A. Bednar, “The Powers of Heaven” Ensign or Liahona, May 2012, 48–51

The priesthood is the authority of God delegated to men on the earth to act in all things for the salvation of mankind (see Spencer W. Kimball, “The Example of Abraham,” *Ensign*, June 1975, 3). ...

Ordinary men are given the authority of the priesthood. Worthiness and willingness—not experience, expertise, or education—are the qualifications for priesthood ordination.

The pattern for obtaining priesthood authority is described in the fifth article of faith: “We believe that a man must be called of God, by prophecy, and by the laying on of hands by those who are in authority, to preach the Gospel and administer in the ordinances thereof.” Thus, a boy or a man receives the authority of the priesthood and is ordained to a specific office by one who already holds the priesthood and has been authorized by a leader with the necessary priesthood keys.

A priesthood holder is expected to exercise this sacred authority in accordance with God’s holy mind, will, and purposes. Nothing about the priesthood is self-centered. The priesthood always is used to serve, to bless, and to strengthen other people.

The higher priesthood is received by a solemn covenant that includes the obligation to act in the authority (see D&C 68:8) and the office (see D&C 107:99) that have been received. As bearers of God’s holy authority, we are agents to act and not objects to be acted upon (see 2 Nephi 2:26). The priesthood is inherently active rather than passive. ...

As we do our best to fulfill our priesthood responsibilities, we can be blessed with priesthood power. The power of the priesthood is God’s power operating through men and boys like us and requires personal righteousness, faithfulness, obedience, and diligence. A boy or a man may receive priesthood authority by the laying on of hands but will have no priesthood power if he is disobedient, unworthy, or unwilling to serve.

“The rights of the priesthood are inseparably connected with the powers of heaven, and ... the powers of heaven cannot be controlled nor handled only upon the principles of righteousness.

“That they may be conferred upon us, it is true; but when we undertake to cover our sins, or to gratify our pride, our vain ambition, or to exercise control or dominion or compulsion upon the souls of the children of men, in any degree of unrighteousness, behold, the heavens withdraw themselves; the Spirit of the Lord is grieved; and when it is withdrawn, Amen to the priesthood or the authority of that man” (D&C 121:36–37; emphasis added).

Brethren, for a boy or a man to receive priesthood authority but neglect to do what is necessary to qualify for priesthood power is unacceptable to the Lord. Priesthood holders young and old need both authority and power—the necessary permission and the spiritual capacity to represent God in the work of salvation.



JUNE: PRIESTHOOD AND PRIESTHOOD KEYS

What are the duties of priesthood holders?

God grants His priesthood to worthy men to bless and serve His children. Men who honor the priesthood can be authorized to preach the gospel, administer ordinances of salvation, and lead the Church. As women we should understand the duties of priesthood holders so that we can benefit from the blessings they provide and support them in their efforts to fulfill those duties.

Prepare yourself spiritually

As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the young women?

Matthew 3:1–6; 28:19–20; John 15:16
(Priesthood holders invite all to come unto Christ)

Acts 3:1–8; James 5:14–15 (Priesthood holders serve others)

3 Nephi 11:21–22; 12:1–2; 17:6–18; 18:1–12 (Christ gave an example of priesthood service)

D&C 84:19–22; 107:20 (Priesthood holders administer ordinances)

Video: “Blessings of the Priesthood”
(no download available)

When have you seen the priesthood in action? What are some examples of priesthood holders fulfilling their duties that you could share?

Why is it important for the young women to understand the duties of priesthood holders? What can you do to help them?

Share experiences

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

Introduce the doctrine

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

- Invite the young women to think about the meetings they have attended (or will attend) today and discuss the priesthood duties that were performed during the meetings. Why is it important for the young women to know about the duties of priesthood holders?
- Write on the board, "What duties to priesthood holders have?" Ask the young women to list as many duties as they can think of. Add to the list as the young women learn about other duties throughout the lesson. Why is it important for the young women to know about the duties of priesthood holders?

Learn together

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

Teaching tip

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

- Divide the class into three groups. Assign each group one of the first three sets of scriptures suggested in this outline, and ask them to look for the duties of priesthood holders in those scriptures. Have each group find a picture in the *Gospel Art Book* that illustrates the priesthood duty they read about. Invite them to share with the class the picture, a scripture, and a personal experience in which they have observed priesthood holders fulfilling this duty.
- Invite the young women to search 3 Nephi 11:21–22; 12:1–2; 17:6–18; 18:1–12. Ask them to find words and phrases from the example of Christ's ministry among the Nephites that teach about the duties of the priesthood. Discuss what priesthood holders can learn from the example of Jesus Christ as they administer ordinances and serve others. Invite the young women to share with the class how the priesthood has been a blessing to them.
- With the permission of the bishop, invite one or more Aaronic Priesthood holders in the ward to teach the young women about priesthood duties. Invite the young women to ask questions about priesthood duties. You may want to encourage them to write their questions a few days beforehand and give the young men time to prepare a response.

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

Live what we are learning

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

- Write a note to a priesthood holder expressing gratitude for their priesthood service.
- Look for examples in their lives of priesthood holders who serve as the Savior would.

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

Teaching in the Savior's way

The Savior invited His followers to testify, and as they did, the Spirit touched their hearts.

What experiences have you had with the priesthood that you could share with the young women?



JUNE: PRIESTHOOD AND PRIESTHOOD KEYS

What are the keys of the priesthood?

Priesthood keys are the authority Heavenly Father has given to priesthood leaders to direct the use of His priesthood on earth. Jesus Christ has given to the members of the First Presidency and Quorum of the Twelve Apostles all the keys to lead the Church. Priesthood keys are also given to stake presidents, bishops, and quorum presidents—including Aaronic Priesthood quorum presidents.

Think of the priesthood leaders in your life. How did you gain a testimony that they are called of God? Why is it important for you to sustain those who hold priesthood keys?

What can you do to help the young women understand the significance of priesthood keys in the Church? In what ways have the young women been blessed by the service of those who hold priesthood keys?

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will help the young women understand priesthood keys?

Matthew 16:18–19 (Peter is promised the keys of the kingdom of God)

Mosiah 25:19 (Mosiah authorizes Alma to establish the Church)

D&C 65:2 (Priesthood keys are necessary for the gospel to go forth)

D&C 124:123, 142–43 (Presidents hold priesthood keys to govern the work of the ministry)

D&C 132:7 (The President of the Church is the only person on earth authorized to exercise all priesthood keys)

Boyd K. Packer, “The Twelve,” *Ensign* or *Liahona*, May 2008, 83–87

Russell M. Nelson, “Keys of the Priesthood,” *Ensign*, Nov. 1987, 36–39

“Priesthood Keys,” *True to the Faith* (2004) 126–27

Share experiences

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

Introduce the doctrine

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

- Ask the young women, "What are priesthood keys?" Then read to the young women the first two sentences of the paragraph at the beginning of this outline. Ask the young women who else besides the First Presidency and Quorum of the Twelve Apostles holds priesthood keys. Then read the third sentence of the statement. Invite a few young women to explain in their own words what priesthood keys are.
- Invite the young women to ponder and answer questions like the following: What are priesthood keys? Who holds priesthood keys in the Church? Encourage them to look for answers in "Priesthood Keys," *True to the Faith*, 126–27.

Learn together

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

- In his talk "Keys of the Priesthood," Elder Russell M. Nelson uses an example from his profession as a doctor to explain priesthood keys. Read his example as a class. What in this analogy could represent the priesthood? priesthood keys? priesthood leaders who hold keys? Invite the young women to think of their own object lesson that they could use to explain priesthood keys.
- Write the following scripture references on the board: Matthew 16:18–19; D&C 124:123, 142–43; D&C 132:7. Invite the young women to read each of the scriptures and write a one-sentence summary of what they learn about priesthood keys from the verses. Ask each young woman to read one of her summaries aloud, and ask the other young women to identify which scripture she is summarizing. Ask the young women why it is important to them that the priesthood keys are on the earth today.
- Assign the young women to read relevant sections from the general conference talks suggested in this outline (for example, in President Boyd K. Packer's talk "The Twelve," they could read the first three paragraphs and the story about visiting a church in Denmark). Invite them to teach each other what they learn about priesthood keys from these talks. What blessings have come to them through the service of those who hold priesthood keys?

Teaching tip

"Ask questions that require learners to find answers in the scriptures and the teachings of latter-day prophets" (*Teaching, No Greater Call* [1999], 62).

Teaching in the Savior's way

The Savior called and set apart leaders to direct and govern His Church (see Matthew 10:1–5). How can you help the young women feel gratitude for those who are called to serve and help them?

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

Live what we are learning

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

- Share their feelings about the priesthood leaders who have been called to preside at this time.
- Teach what they learned about priesthood keys to a member of their family.

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

Selected Resources

Excerpts from Boyd K. Packer, "The Twelve," Ensign or Liahona, May 2008, 83–87

Shortly after the death of President Gordon B. Hinckley, the 14 men, Apostles, who had had conferred upon them the keys of the kingdom, gathered together in the upper room of the temple in order to reorganize the First Presidency of the Church. There was no question about what would be done, no hesitancy. We knew that the senior Apostle was the President of the Church. And in that sacred meeting, Thomas Spencer Monson was sustained by the Quorum of the Twelve Apostles as the President of the Church. He nominated and named his counselors. They likewise were sustained, and they were each ordained and given authority. President Monson was specifically given the authority to exercise all of the priesthood keys of authority. Now, as the scriptures provide, he is the only man on the earth who has the right to exercise all of the keys. But we all hold them as Apostles. There is one man among us called and ordained, and he becomes the President of The Church of Jesus Christ of Latter-day Saints. Already he was and had been sustained for years as a prophet, seer, and revelator.

With President Uchtdorf being called to the First Presidency, there was then a vacancy in the Twelve, and so yesterday we sustained a new member of the Quorum of the Twelve, Elder D. Todd Christofferson. He now joins that sacred brotherhood in that sacred circle, and the circle now stands filled. The calling of an Apostle goes back to the Lord Jesus Christ. ...

In 1976 an area general conference was held in Copenhagen, Denmark. Following the closing session, President Spencer W. Kimball desired to visit the Vor Frue Church, where the Thorvaldsen statues of the *Christus* and of the Twelve Apostles stand. He had visited there some years earlier and wanted all of us to see it, to go there.

To the front of the church, behind the altar, stands the familiar statue of the *Christus* with His arms turned forward and somewhat outstretched, the hands showing the imprint of the nails, and the wound in His side very clearly visible. Along each side stand the statues of the Apostles, Peter at the front to the right and the other Apostles in order.

Most of our group was near the rear of the chapel with the custodian. I stood up front with President Kimball before the statue of Peter with Elder Rex D. Pinegar and Johan Helge Benthin, president of the Copenhagen stake.

In Peter's hand, depicted in marble, is a set of heavy keys. President Kimball pointed to those keys and explained what they symbolized. Then, in an act I shall never forget, he turned to President Benthin and with unaccustomed firmness pointed his finger at him and said, "I want you to tell everyone in Denmark that I hold the keys! We hold the *real* keys, and we use them every day."



JUNE: PRIESTHOOD AND PRIESTHOOD KEYS

How does the priesthood bless me?

Through the priesthood, we can receive the ordinances of salvation, including baptism and confirmation and temple ordinances that seal our families eternally. Priesthood ordinances allow us to have the gift of the Holy Ghost to guide and comfort us. Through the priesthood we can also receive special blessings of comfort and healing, including father's blessings and patriarchal blessings. And we benefit from inspired counsel given through priesthood leaders and home teachers.

Prepare yourself spiritually

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

Matthew 3:1–6, 13–17; Acts 3:1–10; Mosiah 18:7–18; 3 Nephi 18:1–5 (How the priesthood blesses us)

Dallin H. Oaks, "Priesthood Authority in the Family and the Church," *Ensign* or *Liahona*, Nov. 2005, 24–27

Julie B. Beck, "An Outpouring of Blessings," *Ensign* or *Liahona*, May 2006, 11–13

"Full Partakers of the Spiritual Blessings of the Priesthood," *Daughters in My Kingdom: The History and Work of Relief Society* (2011), 127–33

Video: "Blessings of the Priesthood" (no download available)

How have you been blessed by the priesthood? Do you have any experiences you could share with the young women?

How have the young women in your class been blessed by the priesthood? What can you do to help them see how the priesthood can bless their lives?

Ensure that that young women recognize that they have access to priesthood blessings regardless of their circumstances. These blessings can come through family members, priesthood leaders, and home teachers.

Share experiences

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

Introduce the doctrine

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

- Write the following statement on the board: "Because of the priesthood, we can receive the ____ of salvation, receive special blessings of _____, and benefit from inspired _____." Ask the young women to think about how the priesthood blesses their lives. Then ask them to fill in the blanks on the board as you read the statement at the beginning of this outline. Invite the young women to share how they have been blessed by the priesthood.
- Invite a young woman to come to the board and draw a picture or write a phrase that represents one way the priesthood blesses her. Throughout the lesson, have young women add pictures or phrases as they learn about other blessings that come through the priesthood.

Learn together

Each of the activities below will help the young women understand how the priesthood blesses them. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Assign each young woman to read a scripture story that shows how the priesthood blesses us (for example, see the scriptures listed in this outline). Ask them to retell the story in their own words and explain the blessings that come from the priesthood. Encourage them also to share personal examples of when the priesthood blessed them.
- Give each young woman part of Julie B. Beck's talk "An Outpouring of Blessings." Ask her to look for blessings that come through the priesthood and share what they find. What else do the young women learn about the priesthood from this talk?
- Divide the chapter "Full Partakers of the Spiritual Blessings of the Priesthood," in *Daughters in My Kingdom* into sections, and invite the young women to look for stories in which people were blessed by the power of the priesthood. Invite the young women to share a story that was meaningful to them with the rest of the class.
- Show a picture of a couple who have been married in the temple (for instance, *Gospel Art Book*, 120). Write on the board, "Why is it important to marry a worthy priesthood holder?" and invite each young woman to write an answer to this question. Invite the young women to read "Blessings of the Priesthood," and invite the young women to look for examples of ways priesthood holders use the priesthood

Teaching tip

"Do not be afraid of silence. People often need time to think about and reply to questions or to express what they are feeling. You might pause after you have asked a question, after a spiritual experience has been shared, or when a person is having difficulty expressing himself or herself" (*Teaching, No Greater Call* [1999], 67).

Teaching in the Savior's way

The Savior invited His followers to testify, and as they did, the Spirit touched their hearts. What experiences have the young women had with the priesthood that they could share with each other?

to bless the lives of men, women, and children. Invite the young women to share with the class how the priesthood has been a blessing to them.

- Ask the young women to read the following statement and look for ways the priesthood blesses them: "Sisters, some will try to persuade you that because you are not ordained to the priesthood, you have been shortchanged. They are simply wrong, and they do not understand the gospel of Jesus Christ. The blessings of the priesthood are available to every righteous man and woman. We may all

receive the Holy Ghost, obtain personal revelation, and be endowed in the temple, from which we emerge 'armed' with power. The power of the priesthood heals, protects, and inoculates all of the righteous against the powers of darkness. Most significantly, the fulness of the priesthood contained in the highest ordinances of the house of the Lord can be received only by a man and woman together" (Sheri Dew, in *Daughters in My Kingdom*, 128). Ask the young women to share examples of these blessings in their lives or the lives of people they know.

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

Live what we are learning

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

- Ask a priesthood holder (such as a father, brother, or friend) to share his testimony of the priesthood and how it blesses his family and affects his daily choices.
- Express gratitude to priesthood holders who have had a positive influence in their lives.

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

Selected Resources

Excerpts from Julie B. Beck, "An Outpouring of Blessings," Ensign or Liahona, May 2006, 11–13

Last fall our oldest granddaughter was baptized and confirmed a member of the Church. After she received the Holy Ghost, her newest sister was blessed and given a name. The following month, another new granddaughter was named and blessed. Since then I have reflected often on the privileges those little girls enjoy because the priesthood of God has been restored. ...

All faithful members of the Lord's Church are equally blessed by priesthood ordinances. The first ordinance [See *Family Guidebook* (2001), 18.] in a child's life usually takes place when he or she is a baby and is given a name and a blessing. When children reach the age of accountability, they are baptized. There is not a separate baptism for boys and girls. The same baptismal ordinance is performed for a young girl and a young boy, who are baptized in the same font. When those children are confirmed and receive the Holy Ghost, the same power is given to each of them. They qualify for the help of that holy power through their faithfulness and not in any other way.

As members of the Church, we are equal before the Lord as we partake of the sacrament. Through our faith in Jesus Christ and the power of His Atonement made possible because of that ordinance, we can all repent and become better.

Each of us is equally entitled to a priesthood blessing when we are sick or need added support from the Lord in our lives. A young woman who desires a patriarchal blessing is equally entitled to know her lineage and potential as a young man her same age. The blessings that come to each of them through Abraham are powerful and important. ...

Through the blessings of the priesthood, the Lord shows us that He is "no respecter of persons." [D&C 38:16.] In my travels, I usually have the chance to visit members in their homes. Some of those homes are very basic dwellings. At first I would say to myself: "Why am I blessed with a house that has electricity and plumbing when this family does not even have water near their home? Does the Lord love them less than He loves me?"

Then one day I sat in a temple next to a sister who lives in a humble house. I spent two hours at her side. I looked often into her beautiful eyes and saw the love of the Lord in them. As we finished our work in the temple, I had a powerful realization. In all of the eternal blessings, in all of our most important privileges and opportunities, we were equals. I had been "baptized unto repentance," [Alma 9:27.] and so had she. I had spiritual gifts, and so did she. I had the opportunity to repent, and so did she. I had received the Holy Ghost, and so had she. I had received temple ordinances, and so had she. If both of us had left this world together at that moment, we would have arrived equal before the Lord in our blessings and potential.



JUNE: PRIESTHOOD AND PRIESTHOOD KEYS

How do I honor and uphold the priesthood?

We honor the priesthood by sustaining our leaders and following their counsel. We seek for and live worthy to receive the blessings of the priesthood. We show respect for the authority God has given to bless His children.

Prepare yourself spiritually

Prayerfully study these scriptures and resources. What will inspire the young women to honor and uphold the priesthood?

Exodus 17:8–12 (Aaron and Hur hold up Moses’s hands)

D&C 21:1–6; 124:45–46 (Those who hearken to the voice of the Lord’s servants will be blessed)

Articles of Faith 1:5 (Those who lead in the Church are called of God)

Boyd K. Packer, “The Power of the Priesthood,” *Ensign* or *Liahona*, May 2010, 6–10

Dallin H. Oaks, “Priesthood Authority in the Family and the Church,” *Ensign* or *Liahona*, Nov. 2005, 24–27

James E. Faust, “Called and Chosen,” *Ensign* or *Liahona*, Nov. 2005, 53–55

What do you do to support and sustain priesthood authority? How have you been blessed for doing so?

How do the young women in your class feel about priesthood authority? What experiences have they had? What can they do to support and sustain the priesthood?

Share experiences

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

Introduce the doctrine

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

- Write the title of this lesson on the board, and ask the young women to think of other words that mean the same thing as *honor* and *uphold*.
- Ask the young women to read Exodus 17:8–12 individually, and invite one of them to summarize the story in her own words. How does this story relate to us as we sustain our priesthood leaders and support and encourage Aaronic Priesthood bearers? Consider sharing the following commentary by President Boyd K. Packer about the story from Exodus 17: “The wicked who now oppose the work of the Lord, while different from, are no less terrible than the plundering Amalekites. The sustaining of the prophet is still an essential ongoing part of the safety of this people” (“The Shield of Faith,” *Ensign*, May 1995, 8).

Learn together

Each of the activities below will help the young women understand how to honor priesthood authority. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite some of the young women to read section I of Elder Dallin H. Oaks's talk “Priesthood Authority in the Family and the Church,” and invite the others to read the two stories about fathers blessing and ordaining their sons in President Boyd K. Packer's talk “The Power of the Priesthood.” Ask them to share what they learn about honoring the priesthood from these talks. What does it mean to honor the priesthood? What can the young women do to honor the priesthood?
- Divide the class into groups, and assign each group a section of President James E. Faust's talk “Called and Chosen” or Doctrine and Covenants 124:45–46. Ask them to look for blessings promised to those who sustain their leaders and warnings to those who don't. Invite them to share what they find and to share stories from the talk that illustrate these blessings and warnings.
- Invite some of the young women to find an example of people in the scriptures who rejected their priesthood leaders, such as Saul (see 1 Samuel 15:1–28), Laman and Lemuel (see 1 Nephi 18:9–14), the children of Israel (see D&C 84:23–25). Ask the rest of the young women to find examples of people who followed a priesthood leader, such as the widow of Zarephath (see 1 Kings 17:8–16), Naaman (2 Kings 5:8–14), and the Nephites (see 3 Nephi 9:10–15). Ask them to share with their stories and explain what these stories

Teaching tip

“To help learners prepare to answer questions, you may want to tell them before something is read or presented that you will be asking for their responses. For example, you could say, ‘Listen as I read this passage so that you can share what most interests you about it’ or ‘As this scripture is read, see if you can understand what the Lord is telling us about faith.’” (*Teaching, No Greater Call* [1999], 69).

Teaching in the Savior's way

The Savior called and set apart leaders to direct and govern His Church (see Matthew 10:1–5). How can you help the young women feel gratitude for those who are called to serve and help them?

teach about the consequences of rejecting or honoring priesthood leaders.

- Invite the young women to make a list on the board of some of the ways they can honor and sustain Aaronic Priesthood holders. Why is it important that the young women do these things? Consider sharing the following quotation or others that you know of to help the young women add

ideas to their list: “Being a guardian of virtue means you will always be modest not only in your dress but also in your speech, your actions, and your use of social media. Being a guardian of virtue means you will never text words or images to young men that may cause them to lose the Spirit, lose their priesthood power, or lose their virtue” (Elaine S. Dalton, “Guardians of Virtue,” *Ensign* or *Liahona*, May 2011, 123).

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

Live what we are learning

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

- Do something to help a young Aaronic Priesthood holder understand and honor his priesthood more fully.
- Express gratitude to a priesthood holder who they feel honors his priesthood.

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

Selected Resources

*Excerpts from James E. Faust, "Called and Chosen,"
Ensign or Liahona, Nov. 2005, 53–55*

I was humbled and overwhelmed to be called as an Assistant to the Twelve Apostles 33 years ago. A few days later President Hugh B. Brown counseled me that the most important thing I should do is to always be in harmony with my Brethren. President Brown did not elaborate. He just said, "Stick with the Brethren." I interpreted that to mean that I should follow the counsel and direction of the President of the Church, the First Presidency, and Quorum of the Twelve. That resonated as something I wanted to do with all my heart.

Others may not agree with that counsel, but it warrants some consideration. I have concluded that spiritual guidance in large measure depends upon being in harmony with the President of the Church, the First Presidency, and the Quorum of the Twelve—all of whom are sustained, as they were today, as prophets, seers, and revelators. I do not know how we can expect to be in full harmony with the Spirit of the Lord if we are not in harmony with the President of the Church and the other prophets, seers, and revelators. ...

My counsel to the members of the Church is to support the President of the Church, the First Presidency, Quorum of the Twelve, and other General Authorities with our whole hearts and souls. If we do, we will be in a safe harbor. ...

All of us may expect some challenges to our faith. These challenges may come in different ways. You may not always like the counsel that the Church leaders give to you. They are not trying to be popular. They are trying to help us avoid the calamities and disappointments that come through disobedience to God's laws.

We also need to support and sustain our local leaders, because they also have been "called and chosen." Every member of this Church may receive counsel from a bishop or a branch president, a stake or a mission president, and the President of the Church and his associates. None of these brethren asked for his calling. None is perfect. Yet they are the servants of the Lord, called by Him through those entitled to inspiration. Those called, sustained, and set apart are entitled to our sustaining support.

I have admired and respected every bishop I have ever had. I have tried not to question their guidance and have felt that in sustaining and following their counsel I was protected against the "sleight of men, and cunning craftiness." [Ephesians 4:14.] This was because each of these called and chosen leaders was entitled to the divine revelation that comes with the calling. Disrespect for ecclesiastical leaders has caused many to suffer spiritual weakening and downfall. We should look past any perceived imperfections, warts, or spots of the men called to preside over us, and uphold the office which they hold.