



New-Teacher Training Resource

*A Teacher-Improvement Companion to the
Gospel Teaching and Learning Handbook*

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A Teacher-Improvement Companion to the Gospel Teaching and Learning Handbook

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Comments and corrections are appreciated. Please send them, including errors, to:

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At-Home Learning Experiences

LEARNING EXPERIENCE 1

Living and Teaching in the Savior's Way

Overview

This learning experience covers the following concepts:

- Teaching, your great responsibility
- Jesus Christ, the Master Teacher
- Living and teaching as the Savior did



Key Concepts

Welcome to Seminaries and Institutes of Religion (S&I). In seminary and institute programs throughout the world, thousands of teachers and leaders help the youth and young adults of the Church learn and apply the doctrine and principles of the gospel of Jesus Christ. We are grateful for your desire to serve the Lord in this important assignment.

The Great Responsibility of Teaching God's Children

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught the following regarding the responsibility of teaching God's children:



"We are *so* grateful to all who teach. We love you and appreciate you more than we can say. We have great confidence in you. To teach effectively and to feel you are succeeding is demanding work indeed. But it is worth it. We can receive 'no greater call' [*Teaching—No Greater Call* (resource materials for teacher improvement, 1978)]. . . .

"For each of us to 'come unto Christ' [D&C 20:59], to keep His commandments and follow His example back to the Father is surely the highest and holiest purpose of human existence. To help others do that as well—to teach, persuade, and prayerfully lead them to walk that path of redemption also—surely that must be the second most significant task in our lives. Perhaps that is why President David O. McKay once said, 'No greater responsibility can rest upon any man [or woman] than to be a teacher of God's children' [David O. McKay, in Conference Report, Oct. 1916, 57]" ("A Teacher Come from God," *Ensign*, May 1998, 25).

Jesus Christ, the Master Teacher

You will receive divine help as you seek to grow and develop as a teacher of God's children and strive to pattern your life and teaching after that of the Savior.



Take a moment to watch the video "The Master Teacher"

(3:51), available on LDS.org. In this

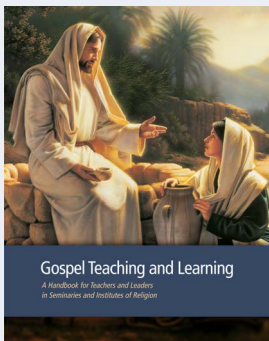
video, President Boyd K. Packer

(1924–2015) of the Quorum of the Twelve Apostles describes certain aspects of teaching the gospel.



As you watch the video, listen for essential reasons why you must live and teach as the Savior did. Record your insights and impressions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Gospel Teaching and Learning Handbook Activity



Concerning the Savior as a role model for teachers, President Boyd K. Packer of the Quorum of the Twelve Apostles taught:



"What better model could we find? What finer study could we undertake than to analyze our ideals and goals and methods and compare them with those of Jesus Christ?" (*Teach Ye Diligently*, rev. ed. [1991], 22).

The following activity will help deepen your understanding of how the Savior taught and influenced others and how He helped them to learn, to grow spiritually, and to become converted to His gospel.

Study the preface on pages v–vii in *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* (2012). Highlight or underline action words that describe the different ways the Savior taught and ministered.

After you study these pages in *Gospel Teaching and Learning*, record your responses to the following questions in the margins of your handbook. (You are encouraged to write notes in your handbook margins throughout these lessons.)

- What do you notice about the Savior’s way of living, teaching, and leading?
- How did He help others to learn, to grow spiritually, and to become converted to His gospel?

Summary and Application

Principles to Remember

- No greater responsibility can rest upon any person than to be a teacher of God’s children.
- Christ is the Master Teacher. We should try to live and teach as He did.
- We teach what we are, which means that our discipleship, our traits, our testimonies, and our commitment to the gospel can influence others as much as our words.



“The gift to teach must be earned, and once it is earned, it must be nourished if it is to be kept” (Boyd K. Packer, *Teach Ye Diligently*, 345).

“Therefore, What?”

President Boyd K. Packer of the Quorum of the Twelve Apostles is known to have asked, “Therefore, what?” at the end of meetings with the Quorum of the Twelve in order to inspire discussion on how the topic at hand could be applied to change people’s lives (see Jeffrey R. Holland, “Therefore, What?” [CES Conference on the New Testament, Aug. 8, 2000], si.lds.org). At the end of each learning experience, ask yourself “Therefore, what?” and think about how you might personally apply the topics and principles discussed.

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 2

The Objective of Seminaries and Institutes of Religion

Overview

This learning experience covers the following concepts:

- Understanding the Objective of Seminaries and Institutes of Religion
- Understanding your purpose as a teacher
- Helping students become truly converted

Key Concepts

Understanding Your Purpose

To focus our efforts as we assist in the Lord's work, teachers in S&I have been given a clear purpose. This purpose is called the Objective of Seminaries and Institutes of Religion. It is important that you develop a deep understanding of this purpose and how it can guide your daily work as a teacher.

What Is Our Purpose?

"Our purpose is to help youth and young adults understand and rely on the teachings and Atonement of Jesus Christ, qualify for the blessings of the temple, and prepare themselves, their families, and others for eternal life with their Father in Heaven" (*Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], x).



Watch the video "Our Purpose" (1:32), available on LDS.org. In this video, several teachers recite the purpose of Seminaries and Institutes of Religion.



After you watch the video, record your insights and impressions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Taking the Gospel Down into the Hearts of Students

During the seminary centennial broadcast in 2012, President Henry B. Eyring of the First Presidency shared some impressions about the origin and purposes of seminary.

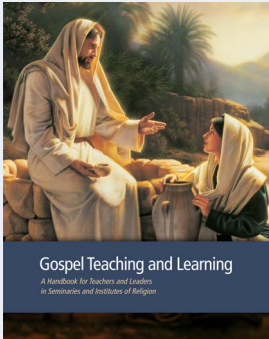


Watch the video "A Foundation of Faith: 100 Years of Seminary" (7:36), an excerpt from President Eyring's address, available on LDS.org. As you watch, look for evidence of how seminary is helping the gospel to go down into the hearts of students.



After you watch the video, record your insights and impressions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Gospel Teaching and Learning Handbook Activity



Read section 1.1 ("Our Purpose") on pages 1–2 of the *Gospel Teaching and Learning* handbook. Underline words and phrases that help you understand your purpose as a teacher in Seminaries and Institutes of Religion.



After you complete the reading, record your insights and impressions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Summary and Application

Principles to Remember

- A clear understanding of the Objective of Seminaries and Institutes of Religion will guide us in our daily work as teachers.
- Effective teaching can help the gospel go deep into students' hearts.
- Our aim must be to help our students experience true conversion to the gospel.



"As we teach our young people to love the Savior Jesus Christ, they will become true disciples of the Master. This process will prepare them to become ... leaders of eternal families. The temple will become a natural and important part of their lives. (Dieter F. Uchtdorf, "A Teacher of God's Children" [evening with President Dieter F. Uchtdorf, Jan. 28, 2011], 5, si.lds.org).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 3

Teaching and Learning by the Spirit

Overview

This learning experience covers the following concepts:

- Understanding the role of the Holy Ghost in teaching and learning
- Meeting both the seen and unseen needs of students
- Inviting the influence of the Holy Ghost

Key Concepts

The Role of the Holy Ghost in Teaching and Learning

“Gospel teaching and learning takes place through the power of the Holy Ghost. ... Only through teaching and learning by the Spirit will students come to understand and rely on the teachings and Atonement of Jesus Christ in such a way that they may qualify for eternal life” (*Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], 10).

Why Teach and Learn by the Spirit?



Sister Christine Park has taught daily seminary in Redding, California, for five years and continually seeks to meet the unique needs and circumstances of her students. Watch the video “Students’ Needs” (1:35), available on LDS.org. In this video, Sister Park shares her hopes for her students and also what weighs upon her heart and mind as she seeks to help her students experience deeper conversion to the gospel of Jesus Christ.

Just as Sister Park has students with various needs and challenges, you will too. The following examples represent some typical student circumstances. Think of how your students’ circumstances might affect how the Spirit directs your teaching.

“Sometimes school keeps me really busy. I’ve got so much to do in my other classes.”

“I hope I can focus in class today. I don’t read very well, and I have a hard time paying attention.”

“I’m surrounded by so many people, but I still feel lonely.”

“I love being here in seminary—finally a place where I feel accepted.”



“I don’t know if I should be here today. I’ve done some things I’m ashamed of.”

“I feel like I’m the only one in my family without a testimony.”

If we rely solely upon our own abilities, we will not be able to address all of the unique needs of our students. However, if we are prepared and follow the promptings of the Holy Ghost, we will be guided to teach in a way that will deepen our students’ conversion and help meet their seen and unseen needs.

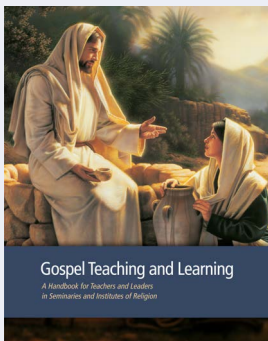


Watch the video “Teaching by the Spirit” (1:39), available on LDS.org. In this video, Sister Park shares the importance of having the Spirit guide her as she teaches.



Next, watch the video “The Lord Knows Every Need” (0:45), available on LDS.org. In this video, Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles explains how the Holy Ghost can guide you to meet the needs of your students.

Gospel Teaching and Learning Handbook Activity



“Teaching and learning by the Spirit occurs when the Holy Ghost is performing His role or functions with the teacher, with the student, or with both” (*Gospel Teaching and Learning*, 10).

The *Gospel Teaching and Learning* handbook helps to further clarify and deepen our understanding of why teachers and students must teach and learn by the power of the Holy Ghost. Study section 2.1 (“Teach and Learn by the Spirit”) on page 10 through the end of the bulleted list on page 11.

In your handbook, note important principles and practices that will help you do the following:

- Recognize that gospel teaching and learning occurs only by the power of the Holy Ghost.
- Deepen your understanding of the roles and functions of the Holy Ghost in gospel teaching and learning.

In your personal journal, explain how understanding and believing in the role of the Holy Ghost will influence the way you prepare lessons and teach your students.

Inviting the Spirit to Fulfill His Role

When we understand the role of the Holy Ghost in gospel teaching and learning, we will do all we can to invite Him to fulfill His role in our lives and in the lives of our students (see *Gospel Teaching and Learning*, section 2.1 [“Teach and Learn by the Spirit”], page 11).

Teachers can do the following to invite the Spirit to fulfill His role:

- Strive for personal worthiness.
- Offer a “prayer of faith” (D&C 42:14).
- Seek to be thoroughly prepared for each lesson.
- Seek to focus on their students’ learning experience.
- Seek peace rather than feeling upset and anxious about other things.

- Have a spirit of humble inquiry.
- Encourage students to invite the Holy Ghost into their learning experiences.



Watch the video “Inviting the Spirit: Teachers” (2:47), available on LDS.org. In this video, teachers share what they can do to invite the Spirit into their hearts and into the classroom. As you watch the video, take notes in your *Gospel Teaching and Learning* handbook about important practices that you want to remember.

Teachers and students can do the following to invite the Spirit to fulfill His role:

- Read and teach from the scriptures and the words of the prophets.
- Focus examples and discussions on the Savior and bear testimony of Him.
- State gospel doctrine and principles simply and clearly.
- Take time for thoughtful pondering during moments of inspired silence.
- Share appropriate personal experiences and testify of doctrine and principles.
- Express love and gratitude for one another and for the Lord.



Watch the video “Inviting the Spirit: Teachers and Students” (2:23), available on LDS.org. In this video, teachers and students share what they can do to invite the Spirit into their hearts and into the classroom. As you watch the video, take notes in your *Gospel Teaching and Learning* handbook about important practices that you want to remember.

In your personal journal, record a few impressions or action items that have come to your mind as you have pondered how you and your students can invite the Holy Ghost to fulfill His role in gospel teaching and learning.



See the appendix of this manual for the handout titled “Inviting the Holy Ghost to Fulfill His Role in Gospel Teaching and Learning,” which lists ways teachers and students can invite the Spirit to fulfill His role.

Summary and Application

Principles to Remember

- “Teaching and learning by the Spirit occurs when the Holy Ghost is performing His role or functions with the teacher, with the student, or with both” (*Gospel Teaching and Learning*, 10).
- As you are attentive to the quiet promptings of the Spirit, you can be led to help meet students’ seen and unseen needs.
- Once you and your students understand the crucial role the Holy Ghost performs in spiritual learning, you will do all you can to invite the Spirit to fulfill these functions.



"No eternal learning can take place without that quickening of the Spirit from heaven. . . . For this reason, you are to teach the gospel 'by the Spirit, even the Comforter which was sent forth to teach the truth' [D&C 50:14]" (Dieter F. Uchtdorf, "A Teacher of God's Children" [evening with President Dieter F. Uchtdorf, Jan. 28, 2011], 7, si.lds.org).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 4

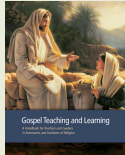
Cultivating an Environment of Love, Respect, and Purpose

Overview

This learning experience covers the following concepts:

- Understanding the influence of Christlike love
- Cultivating an environment of love and respect
- Establishing a sense of purpose in the classroom

Key Concepts



"When teachers and students love and respect the Lord, one another, and the word of God, learning is enhanced. A shared sense of purpose focuses efforts and expectations and gives direction to the classroom experience" (*Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], 13).

Christlike Love: An Influence for Good

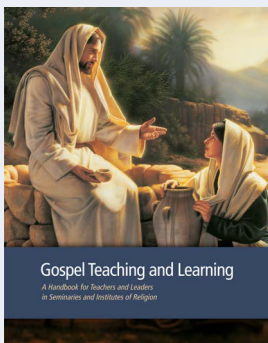
Our lives are made richer and fuller by the influence of Christlike individuals. As we reflect upon our lives, each of us can identify the kind acts of caring people who have influenced us for good.



Think of a teacher, leader, or other person who demonstrated Christlike love and made a difference in your life. How did he or she help you feel, and why? Record your insights and impressions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Just as the person you reflected on had a positive influence on you, as seminary and institute teachers, we can make a difference in the lives of our students. We do this by cultivating an environment of Christlike love and respect in the classroom.

Gospel Teaching and Learning Handbook Activity



The following activity will deepen your understanding of the need to cultivate a learning environment of love and respect and how to create that environment.

Study section 2.2.1 ("Love and Respect") on pages 13–14 in your *Gospel Teaching and Learning* handbook. Underline words or phrases that help deepen your understanding of (1) why it is important to have a classroom environment of love and respect and (2) how to cultivate that environment.

Cultivating an Environment of Love and Respect: Why and How

The following videos illustrate many of the principles and practices identified in section 2.2.1 ("Love and Respect") of the *Gospel Teaching and Learning* handbook.

Watch these videos and ponder your answers to the questions that follow the video descriptions below.



Watch the video “Teach with Charity” (1:44), available on LDS.org. In this video, Elder Neil L. Andersen of the Quorum of the Twelve Apostles declares that it is essential that teachers be filled with the pure love of Christ. As you watch, look for how the Lord showed love for those He taught.

After you have watched the video, write in your study journal brief answers to the following questions:

- How did the Savior demonstrate His love for those He taught?
- How can I show love and respect for those I teach?



Watch the video “Sister Egan’s Class” (2:17), available on LDS.org. In this video, Sister Egan, a called seminary teacher, illustrates how to effectively cultivate an environment of love, respect, and purpose. Watch for how she and her students care for one another and create such an environment.

After you have watched the video, write in your study journal brief answers to the following questions:

- What did Sister Egan and her students do to cultivate an environment of love and respect?
- What can I do to cultivate a learning environment of love and respect in my classroom?

Reaching Out to All Students

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught:



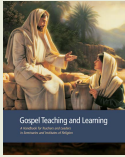
“If [students] are unresponsive, maybe you can’t teach them yet, but you can love them. And if you love them today, maybe you can teach them tomorrow” (“Teaching and Learning in the Church,” *Ensign*, June 2007, 102).

Students may struggle with varying challenges: family stress, illness, learning disabilities, physical disabilities, and so on. Be sensitive to their individual circumstances and needs. Not all students will respond immediately to your efforts to cultivate an environment of love and respect. The following video illustrates how teachers can reach out to influence students who may at times seem unresponsive in class.



Watch the video “Reaching the Individual” (1:28), available on LDS.org. As you watch this video, look for how a teacher’s Christlike love and kindness invited change into the heart of a student.

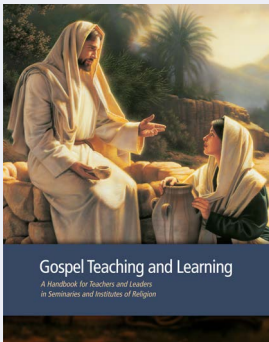
Cultivating a Sense of Purpose



"A sense of purpose shared by teacher and student can increase faith and give direction and meaning to the classroom experience. Students should understand that they are attending class to come to know Heavenly Father and His Son, Jesus Christ, and to progress toward eternal life through a study of the scriptures and the words of the prophets" (*Gospel Teaching and Learning*, 15).

In the classroom, it is just as important for teachers to cultivate a sense of purpose as it is for them to cultivate an environment of love and respect.

Gospel Teaching and Learning Handbook Activity



The following handbook activity will help you understand how important it is to cultivate a sense of purpose in your classroom.

Read section 2.2.2 ("A Sense of Purpose") on page 15 in your *Gospel Teaching and Learning* handbook. In your handbook, underline words and phrases that deepen your understanding of:

- What it means for you and your students to share a sense of purpose.
- How you and your students can cultivate this environment in the classroom.

Practices That Help Cultivate a Sense of Purpose



Watch the video "A Sense of Purpose" (8:32), available on LDS.org. In this video, several teachers and students share practices that help cultivate a sense of purpose in their classrooms. As you watch this video, look for ways to cultivate a sense of purpose in your classroom.

Questions to Help Teachers Cultivate an Environment of Love, Respect, and Purpose

Periodically reflecting on the following questions as you teach your students will help you cultivate an environment of love, respect, and purpose:

- Do my students know that I love them?
- When I find it hard to be caring, do I pray to be filled with charity, the pure love of Christ (see Moroni 7:47–48)?
- In what ways do the Savior's teachings and example influence how I interact with my students and how they interact with each other?
- What simple actions do I take to regularly serve, bless, and pray for my students?
- Do my students understand that the purpose of our class is to fulfill the Objective of Seminaries and Institutes of Religion—to help them understand and rely on the teachings and Atonement of Jesus Christ?

- Do the learning activities I choose help fulfill our purpose and not distract us from achieving the Objective of Seminaries and Institutes of Religion?
- Have I taken the time to study and understand the scripture block and to see how the Savior is central to the lesson?
- Am I prepared to give proper focus to my students from the moment they arrive to the moment they leave the classroom?
- In what ways do I regularly train and invite my students to fulfill their role in spiritual learning?



Summary and Application

Principles to Remember

- When you and your students love and respect the Lord, one another, and the word of God, learning is enhanced.
- You can develop genuine love for your students by seeking the gift of charity through sincere prayer, as instructed by the prophet Mormon (see Moroni 7:47–48).
- A sense of purpose shared by you and your students can increase faith and give direction and meaning to the classroom experience.
- A sense of purpose can be cultivated when you and your students understand that they are attending class to come to know Heavenly Father and His Son, Jesus Christ, and to progress toward eternal life through study of the scriptures and the words of the prophets.



"Think of the purest, most all-consuming love you can imagine. Now multiply that love by an infinite amount—that is the measure of God's love for you" (Dieter F. Uchtdorf, "The Love of God," *Ensign* or *Liahona*, Nov. 2009, 22).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 5

Experiencing the Learning Pattern

Overview

This learning experience covers the following concepts:

- Introducing a learning pattern
- Getting the gospel into students' hearts
- Understanding the learning pattern
- Applying the learning pattern in gospel study

Key Concepts

Latter-day prophets and apostles have charged teachers in Seminaries and Institutes of Religion with teaching students to identify, understand, and apply the doctrine and principles of the gospel found in the scriptures and the words of the prophets. Concerning this charge, President J. Reuben Clark Jr. (1871–1961) of the First Presidency taught:



"You are to teach this gospel, using as your sources and authorities the standard works of the Church and the words of those whom God has called to lead His people in these last days" (*The Charted Course of the Church in Education*, rev. ed. [1994], 10).

Introducing a Learning Pattern

As students learn the gospel of Jesus Christ as found in the scriptures and the words of the prophets, it is essential that gospel doctrine and principles sink deep into their hearts. To help this process take place, Seminaries and Institutes of Religion emphasizes a basic learning pattern that allows teachers and students to discover, understand, and apply gospel truths in their lives. This pattern consists of the following fundamentals:

- Understand the context and content.
- Identify doctrine and principles.
- Understand doctrine and principles.
- Feel the truth and importance of doctrine and principles.
- Apply doctrine and principles.



The more you come to understand and use these fundamentals in your own gospel study, the better you will be able to help students implement them.

The purpose of this learning experience is to give an overview of the five fundamentals of the learning pattern. Each fundamental will be addressed in more detail in learning experiences 6–8.



Watch the video “The Parable of the Gems” (6:47), available on LDS.org. As you watch the video, ask yourself, “How might searching for and finding gems in the sand be compared to studying and learning from the scriptures?”



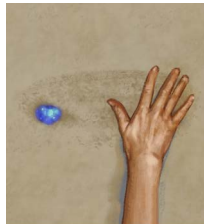
After you watch the video, record your insights and impressions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Apply the Parable to the Learning Pattern

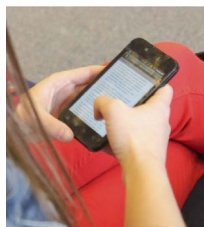
The parable of the gems helps us understand the fundamentals of the learning pattern. Read the descriptions below to learn more about each fundamental.

**Understand the context and content:**

The young woman searching for gems in the sand symbolizes a learner searching for eternal truths in the scriptures and in the teachings of prophets. The sand represents the details of the scriptures or teachings—the story line, people, places, dates, and so on. The young woman sifting through the sand for gems is like a learner sifting through the details of the scriptures in search of doctrine, principles, and other basic truths. This process is referred to as understanding context and content.

**Identify doctrine and principles:**

The young woman discovering gems in the sand symbolizes the process of identifying doctrine and principles in the scriptures and in the words of the prophets. Just as some gems lay close to the surface and others were found deeper in the sand, some eternal truths in the scriptures are easily identified, while others require more effort to discover.

**Understand doctrine and principles:**

The young woman carefully examining each gem represents a learner studying diligently in order to understand doctrine and principles more deeply.

**Feel the truth and importance of doctrine and principles:**

The young woman feeling appreciation for the uniqueness and significance of each gem can be compared to a learner feeling the truth and importance of doctrine and principles found in the scriptures and the words of the prophets.

**Apply doctrine and principles:**

Just as the young woman's thoughts turned to specific ways she could use each gem, learners should also consider how to personalize and apply doctrine and principles as the Spirit gives personal direction to their minds and hearts.





Applying the Learning Pattern in Gospel Study

The following statements are examples of how this learning pattern is helping actual students use the scriptures to discover, understand, and apply gospel truths in their lives:

"I understand the scriptures a lot better. I know how to ask questions and find answers. Now I read to find truth and for a better understanding of how I should act."

"I had never sat down on my own to read the scriptures, but now I am forming the habit of doing it each night. It feels so great to find and understand truths that touch you and immediately go straight to your heart."

"I used to not read the scriptures very often because I didn't understand them. But now I know that they are full of principles and that I can search them for answers. This year I've done that more than I have my whole life."

"The one thing that seminary has helped me with almost more than anything else is to grow to love and understand the scriptures. I've had so many prayers answered. I have also strengthened my relationship with my Savior, and I'm so grateful for that. How could I ask for more?"

"I've really learned how to study out of the scriptures better, and now they don't seem boring to me anymore. I actually want to study out of them and ponder about how I should live to return to my Father in Heaven."

"Sometimes in reading it seems that not only do I feel overwhelmed with love and warmth but the pages and binding are almost on fire with knowledge."

Summary and Application

Principles to Remember

- As teachers in seminaries and institutes, you are charged with teaching students the doctrine and principles of the gospel as found in the scriptures and the words of the prophets.
- Teachers and students must learn how to get the gospel from the pages of scriptures and the words of the prophets deep into their hearts.
- Seminaries and Institutes of Religion emphasizes a basic learning pattern that invites teachers and students to discover, understand, and apply gospel truths in their lives.
- The more you understand and use the fundamentals of the learning pattern in your own gospel study, the better you will be able to help students implement them as well.



"In contrast to the institutions of the world, which teach us to *know* something, the gospel of Jesus Christ challenges us to *become* something" (Dallin H. Oaks, "The Challenge to Become," *Ensign*, Nov. 2000, 32).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 6

Understanding Context and Content

Overview

This learning experience covers the following concepts:

- Understanding the meaning of context and content
- Understanding the importance of context and content
- Discovering content and context in the scriptures

Key Concepts

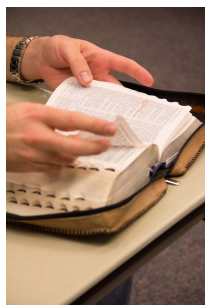
In the next few learning experiences, we will take a closer look at the individual components of the learning pattern one at a time. The learning pattern provides a framework of fundamentals that helps to instill the gospel in our minds and hearts. In this learning experience, we will learn about understanding context and content.

The purpose of this learning experience is to provide a brief introduction to aspects of the learning pattern. As you serve as a seminary or institute teacher, you will have many more opportunities to learn about and practice these skills.

Learning from the Scriptures: Understanding Context and Content

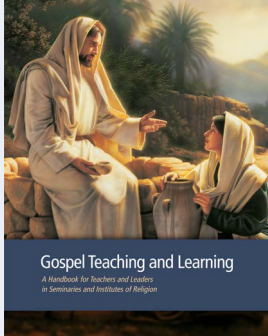


In the parable of the gems, the young woman dreams about looking for gems in the sand. Her search symbolizes a learner searching for eternal truths in the scriptures. The sand represents the context and content of the scriptures—the people, places, events, story lines, teachings, and so on—in which the truths of the gospel can be found.



As we search for eternal truths in the scriptures, we should begin by trying to understand the background and basic details of the passages we are reading. Seeking to understand the context and content of the scriptures will allow us to more readily discover important gospel truths.

Gospel Teaching and Learning Handbook Activity



Read sections 2.4.1 ("Context") and 2.4.2 ("Content") on pages 24–25 in your *Gospel Teaching and Learning* handbook. Highlight words or phrases in these sections that help you understand what is meant by the context and content of the scriptures and why they are important in our study.



Record your insights and impressions about the importance of understanding context and content in gospel study in a study journal or another place where you can refer to them and share them with your inservice leader or group.

The Meaning and Importance of Context and Content

Review the following chart to further understand context and content:

Context	Content
What is context? Context consists of circumstances that surround or give background to a particular scripture passage, event, or story. Context includes historical, cultural, and geographic setting; questions that prompted scriptural events; and so on.	What is content? Content includes the story line, people, events, sermons, and inspired explanations that make up the scripture text. Discovering content includes learning the meaning of difficult words and phrases as well as the interpretation of parables, symbols, and so on.
Why is context important? Context clarifies and deepens understanding of the stories, teachings, doctrine, and principles in the scripture text.	Why is content important? Content gives life and relevance to the doctrine and principles that are found in the scripture block.

Asking Questions

To understand the context and content of the scriptures, first seek to become familiar with the basic details of the passage and then explore those details for greater understanding. You can do this by learning to ask questions about the people, places, events, and so on in the scripture passage you are reading and then seeking for answers to those questions using helpful and trusted resources.



Questions like the following can help you better understand the context and content of the scripture passage you are studying:

- What is the background of the passage?
- What is the historical, cultural, and geographical setting?
- Who is the writer?
- Who are the people in the passage? What are they doing or saying, and why?
- What is taking place? What is the story line?
- What is the meaning of unfamiliar words, phrases, or expressions?
- What is the significance of customs and practices described?

Searching for Answers

The following are some of the best and most trusted resources you can use to help you find answers to your questions:

- Scripture study aids such as chapter and section headings, footnotes, the Bible Dictionary, the Topical Guide, the Guide to the Scriptures, the index to the triple combination, maps, and so forth
- Related scripture passages
- The words of living prophets and apostles (especially those found in general conference addresses)
- The seminary and institute scripture course curriculum (including teacher and student manuals)
- Dictionaries



As you come to understand the context and content of the scriptures, you will be able to more fully step into the world of the people, places, events, and teachings you are reading about and see things as the writer saw them. This will help open the door to discovering important gospel truths.

Receiving Divine Help in Gospel Teaching



Watch the video “Understanding Context and Content” (7:39), available on LDS.org. In this video, three teachers discuss their efforts to understand context and content.



Record two or three ideas you learned from the video in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Scripture Activity

Now it is time to practice discovering context and content in the scriptures.

Read Luke 5:12–26, picking up where the teachers in the “Understanding Context and Content” video left off. Make a list of questions about the people, places, events, and other details that might help you better understand the context and content of these verses. Then spend a few minutes searching for answers to your questions.

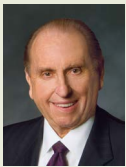


After you complete the activity, write a summary of your experience in a study journal or another place where you can refer to it and share it with your inservice leader or group. Include (1) some of the things you learned about the importance of understanding context and content in gospel study and (2) some of the new insights you gained about the people, places, and events of Luke 5:12–26.

Summary and Application

Principles to Remember

- Context clarifies and deepens our understanding of the stories, teachings, doctrine, and principles in the scripture text.
- Content gives life and relevance to the doctrine and principles in the scriptures.
- Understanding the context and content of the scriptures will help to unlock many important gospel truths.
- To come to understand the context and content of the scriptures, we must ask questions and search reliable resources for answers to those questions.



“Become acquainted with the lessons the scriptures teach. Learn the background and setting of the Master’s parables and the prophets’ admonitions. Study them as though they were speaking to you, for such is the truth” (Thomas S. Monson, “Be Your Best Self,” *Ensign* or *Liahona*, May 2009, 68).

“Therefore, What?”

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 7

Identifying Doctrine and Principles

Overview

This learning experience covers the following concepts:

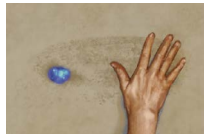
- Identifying stated doctrine and principles
- Identifying implied doctrine and principles
- Writing principle statements

Key Concepts

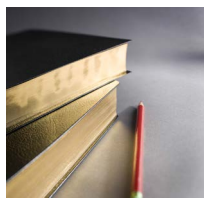
The learning pattern introduced in learning experience 5 provides fundamentals that help instill the gospel in our minds and hearts. In this learning experience, we will address identifying doctrine and principles.

The purpose of this learning experience is to provide a brief introduction to aspects of the learning pattern. As you serve as a seminary or institute teacher, you will have many more opportunities to learn about and practice these skills.

Identifying Doctrine and Principles



In the parable of the gems, a young woman dreams about discovering gems of great worth.



Similarly, when we study the scriptures we can discover scriptural gems that can bless our lives.

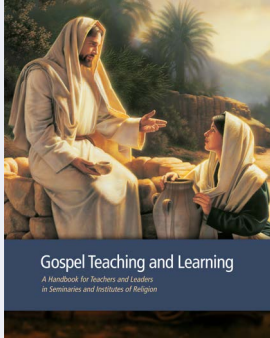
Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles taught:



"Brothers and sisters, the scriptures offer us so many doctrinal diamonds. And when the light of the Spirit plays upon their several facets, they sparkle with celestial sense and illuminate the path we are to follow" ("According to the Desires of [Our] Hearts," *Ensign*, Nov. 1996, 21).

The gems in the sand symbolize the essential doctrine and important principles of truth that are contained in the scriptures and the words of the prophets.

Gospel Teaching and Learning Handbook Activity



inservice leader or group.

Study the first four paragraphs of section 1.3.1 (“Teach”) on page 5 and the first four paragraphs of section 2.5 (“Identify, Understand, Feel the Truth and Importance of, and Apply Gospel Doctrines and Principles”) on page 26 of your *Gospel Teaching and Learning* handbook. Underline words or phrases that help answer the following questions:

- What is doctrine?
- What is a principle?
- Why are doctrine and principles important?



Record your insights and impressions about why doctrine and principles are important in a study journal or another place where you can refer to them and share them with your

Doctrine and Principles: Stated versus Implied

In the parable of the gems, the young woman seeks to discover valuable gems. As she searches, she finds some close to the surface and others deeper in the sand. Similarly, you will find that some doctrine and principles are stated overtly in the scriptures and are easily identified. Others are not stated directly in the scriptures but instead are implied. These require more effort to discover.

Stated Doctrine and Principles	Implied Doctrine and Principles
Doctrine and principles that are stated clearly and overtly in the scripture text.	Doctrine and principles that are not stated directly by the scripture writer but are instead implied in the text.

When speaking of identifying doctrine and principles, Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles taught:



“Search for principles. Carefully separate them from the detail used to explain them” (“Acquiring Spiritual Knowledge,” *Ensign*, Nov. 1993, 86).

The remainder of this learning experience will assist in developing your capacity to identify both stated and implied doctrine and principles in your study. (See also *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], 27.)

Identifying *Stated* Doctrine and Principles

Stated doctrine and principles are those that are clearly and overtly declared in the scripture text.

Read the following scriptures to see examples of clearly stated doctrine and principles (emphasized in bold).

- John 15:10—“**If ye keep my commandments, ye shall abide in my love;** even as I have kept my Father’s commandments, and abide in his love.”
- Genesis 1:27—“So **God created man in his own image**, in the image of God created he him; male and female created he them.”
- Doctrine and Covenants 59:23—“But learn that **he who doeth the works of righteousness shall receive his reward, even peace in this world, and eternal life in the world to come.**”
- Helaman 3:27—“Thus we may see that **the Lord is merciful unto all who will, in the sincerity of their hearts, call upon his holy name.**”
- Job 36:5—“Behold, **God is mighty, and despiseth not any: he is mighty in strength and wisdom.**”

Scripture Activity: Identifying Stated Doctrine and Principles

Read the following scripture passages and mark or note in your scriptures each stated doctrine or principle.

- Amos 3:7
- 2 Nephi 9:20
- Mosiah 2:17



Record your insights and impressions about each doctrine and principle you marked in these verses in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Identifying *Implied* Doctrine and Principles

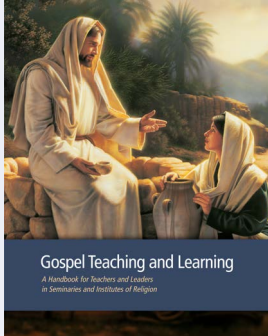


In the parable of the gems, the young woman was not content discovering only the gems just under the surface of the sand. She learned that by digging deeper in the sand and carefully sifting through it, she could discover other gems of great worth.



Similarly, as you study the scriptures, you can learn to “dig” and “sift” through the context and content of the scriptures to find implied doctrine and principles. These are often some of the most precious and important discoveries you will make in your scripture study. Discovering implied doctrine and principles requires time and careful thought.

Gospel Teaching and Learning Handbook Activity



Read section 2.5.1 (“Identify Doctrines and Principles”) on page 27 of the *Gospel Teaching and Learning* handbook, starting with the seventh paragraph, which begins “Many principles are not stated directly ...” through the second paragraph on page 28. Underline words or phrases that help deepen your understanding of implied doctrine and principles and how to identify them in your study.



Based on what you underlined, record how you would explain to a friend or family member what implied truths are and how they can be identified. Record these thoughts and impressions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Suggestions for Identifying *Implied* Doctrine and Principles

The *Gospel Teaching and Learning* handbook gives the following suggestions to help teachers and students identify implied doctrine and principles:

1. Look for cause-and-effect relationships

“By analyzing the actions, attitudes, and behaviors [causes] of individuals or groups in the scriptural account, and identifying the blessings or consequences that came as a result [effects], gospel principles become more apparent” (*Gospel Teaching and Learning*, 27).



“While reading Matthew 4:1–11, I began to focus on the actions of the Savior and how He fasted and prayed in an effort to ‘be with God.’ I then saw how He used the scriptures to dismiss the temptations directed toward Him by the adversary. His fasting, prayer, and use of the scriptures (cause) provided sufficient spiritual strength to overcome temptation (effect). As I made this discovery, I wrote this simple statement of principle in my journal: **When we fast, pray, and understand the scriptures, we can have greater spiritual strength to overcome temptation.**”



“I found a great implied principle in 1 Nephi 18:3. Nephi went ‘into the mount oft and did pray oft unto the Lord.’ As a result, the Lord showed him great things. As I contemplated this message, I wrote the following principle in the margin of my scriptures: **The more I seek to commune with the Lord in personal prayer, the more He will reveal to me great things.**”

2. Ask questions

Implied principles can also be identified by asking questions like the following:

- What is the moral, or point, of the story?
- Why did the author include these events or passages?
- What did the author intend for us to learn?

- What are some of the fundamental truths taught in this passage?



"While reading Doctrine and Covenants 9, which contains the Lord's counsel to Oliver Cowdery, who had failed in an attempt to help translate the Book of Mormon, I asked, 'What is the moral or point of this story?' An implied principle that came to my mind was **Receiving and recognizing revelation requires effort on our part.**"



"In Alma 17–18, I read about Ammon serving King Lamoni with no thought of reward and King Lamoni being impressed by Ammon's faithfulness. I found myself wondering, 'Why did the author include these details in these chapters?' In answer to this question, I wrote the following principle in my scriptures: **As we serve others faithfully, we can help them prepare to receive the truths of the gospel.**"

3. State doctrine and principles clearly and simply

The *Gospel Teaching and Learning* handbook teaches that "identifying implied [doctrine and] principles includes recognizing the truths being illustrated in a scriptural account and stating them clearly and succinctly" (*Gospel Teaching and Learning*, 27). Writing clear and complete statements of doctrine and principle helps us to articulate our thoughts and capture a scriptural message the Lord desires to give us.

Elder B. H. Roberts (1857–1933) of the Seventy taught:



"To be known, the truth must be stated and the clearer and more complete the statement is, the better the opportunity will the Holy Spirit have for testifying to the souls of men that the work is true" (*New Witnesses for God*, 3 vols. [1909], 2:vii, quoted in James E. Faust, "What I Want My Son to Know before He Leaves on His Mission," *Ensign*, May 1996, 41).

Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles emphasized:



"It is worth great effort to organize the truth we gather to simple statements of principle" ("Acquiring Spiritual Knowledge," *Ensign*, Nov. 1993, 86).

As you do as Elder Scott suggests—"organize the truth [you] gather to simple statements of principle"—you will find that the most helpful statements of doctrine or principle share some of the following characteristics:

- They are complete statements.

- They are simple, clear, and succinct.
- The truths they express are fundamental, unchanging, and timeless.
- They often suggest action as well as associated consequences.
- They are personally relevant.

Which of these characteristics can you see in each of the following statements of doctrine or principle?

- The more I seek to commune with the Lord in personal prayer, the more He will reveal great things to me.
- When I fast, pray, and understand the scriptures, I can have greater spiritual strength to overcome temptation.
- Jesus Christ suffered for my sins.
- Receiving and recognizing revelation requires effort on my part.
- As I serve others faithfully, I can help them prepare to receive the truths of the gospel.



Watch the video “Identifying Doctrine and Principles” (7:09), available on LDS.org. In this video, three teachers discuss their efforts to identify doctrine and principles in Luke 5:1–11 using the three suggestions outlined above.



Record two or three ideas that stood out to you from the video in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Guided Scripture Activity: Identifying *Implied* Doctrine and Principles

Let’s practice identifying implied doctrine and principles. Study Enos 1:1–8, searching for doctrine or principles of eternal value.

1. Understanding context and content

Before searching for doctrine and principles, first try to understand the context and content of the passage. Questions like the following may help you to do this:

- What is a “wrestle”? (See verse 2.)
- What specifically sank deep into Enos’s heart? (See verse 3.)
- What did Enos do, and for how long? (See verse 4.)
- What does the word *supplication* mean? (See verse 4.)
- What is the dialogue between the Lord and Enos in these verses? (See verses 5–8.)

2. Identifying *implied* doctrine or principles

As you seek to identify doctrine or principles in Enos 1:1–8, consider asking one or more of the following questions:

- What cause-and-effect relationships are found in these verses?
- What is the moral of the story?
- What did the author intend for us to learn?
- What are some of the fundamental truths taught in this passage?

3. Stating doctrine and principles clearly and simply

As you identify doctrine or principles in Enos 1:1–8, try to state them clearly and simply. If you need help doing this, try using one of the following prompts:

- If (cause)_____, then (effect)_____.
- And thus we see,_____.



Record your statements of doctrine or principle in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Scripture Activity: Identifying *Implied* Doctrine and Principles

Now, practice on your own the skills you've learned so far in this learning experience.

Read Luke 5:12–26 and do the following:

- Review the context and content of the passage.
- Identify any doctrine and principles taught in these verses.
- Write clear and simple statements for each doctrine or principle you identify.



Record your statements of doctrine or principle in a study journal or another place where you can refer to them and share them with your inservice leader or group.

The Impact of Identifying Doctrine and Principles



Watch the video “Identifying Doctrine and Principles: Students’ Testimonies” (2:39), available on LDS.org. In this video, several seminary and institute students share the impact that learning to identify doctrine and principles has had in their scripture study. As you watch, reflect on the impact this skill can have on your own scripture study and on the teaching and learning that will occur in your classroom.

Summary and Application

Principles to Remember

- A central purpose of scripture is to teach the doctrine and principles of the gospel of Jesus Christ.
- *Doctrine* consists of fundamental, unchanging truths of the gospel of Jesus Christ.
- A *principle* is an enduring truth or rule that individuals can adopt to guide them in making decisions.
- Some doctrine and principles are stated clearly and overtly in the scripture text, while others are only implied.
- Identifying implied doctrine and principles includes stating them clearly and succinctly.

- Identifying doctrine and principles in the scriptures takes thoughtful effort and practice.



"One cannot honestly study the scriptures without learning gospel principles because the scriptures have been written to preserve principles for our benefit" (Marion G. Romney, "The Message of the Old Testament" [Church Educational System symposium on the Old Testament, Aug. 17, 1979], 3, si.lds.org).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 8

Understanding, Feeling, and Applying Doctrine and Principles

Overview

This learning experience covers the following concepts:

- Getting the gospel into our hearts
- Understanding doctrine and principles
- Feeling the truth and importance of doctrine and principles
- Applying doctrine and principles

Key Concepts

The learning pattern provides fundamentals that help instill the gospel in our minds and hearts. In this learning experience, we will address understanding, feeling the truth and importance of, and applying doctrine and principles.

The purpose of this learning experience is to provide a brief introduction to aspects of the learning pattern. As you serve as a seminary or institute teacher, you will have many more opportunities to learn about and practice these skills.

Understanding, Feeling the Truth and Importance of, and Applying Doctrine and Principles

The parable of the gems is a metaphor for studying the scriptures. The following three elements help us understand what we can do in our study after we have identified important gospel truths.

1. Understand doctrine and principles



The young woman studied each gem she discovered, carefully exploring its shapes and facets.



As we discover gems of truth in the form of doctrine and principles, we can carefully study each one to better understand its meaning and significance.

2. Feel the truth and importance of doctrine and principles



The young woman felt an appreciation for each gem grow within her.



As we gain a deeper understanding of the truths we discover, we feel their importance, relevance, and urgency.

3. Apply Doctrine and Principles



The young woman's father invited her to consider what she might do with the gems she had discovered.



Having gained a testimony of and appreciation for a doctrine or principle, we should consider specific ways we can apply it in our own lives.

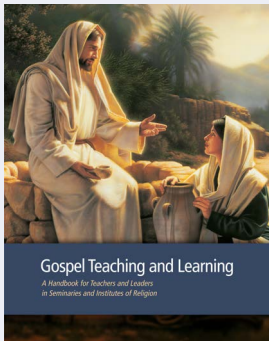
Latter-day prophets and apostles have emphasized the importance of getting the gospel deep into our hearts. Understanding the context and content of the scriptures in order to identify important gospel doctrine and principles is a good start to gaining knowledge of the truths of the gospel. But to help what we know in our minds sink deep into our hearts, there is often more we must do. We must seek to:

1. Understand the doctrine and principles we have identified.
2. Feel of their truth and importance.
3. Apply them in our lives.

These three elements of the learning pattern work together to invite the Holy Ghost, who helps us get the gospel deep into our hearts.



Gospel Teaching and Learning Handbook Activity



Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion (2012) contains important information about each of these aspects of the learning pattern. Explore what the handbook teaches by reading the indicated sections in the handbook and answering the corresponding questions.

1. Understand doctrine and principles

Search section 2.5.2 ("Understand Doctrine and Principles") on pages 28–29 of your *Gospel Teaching and Learning* handbook. As you study, look for answers to the following questions:

- What does it mean to "understand a gospel doctrine or principle"?
- How can I increase my understanding of the gospel doctrine and principles I identify?

2. Feel the truth and importance of doctrine and principles

Search section 2.5.3 ("Feel the Truth and Importance of Doctrines and Principles") on pages 29–30 of your *Gospel Teaching and Learning* handbook. As you study, look for answers to the following questions:

- Why is it important for me to feel the truth and importance of a doctrine or principle I have identified?
- What can I do as a learner to invite the influence of the Spirit to help me feel the truth and importance of a principle or doctrine I have identified?
- What role does the Holy Ghost play in this process?

3. Apply doctrine and principles

Search section 2.5.4 ("Apply Doctrine and Principles") on pages 30–31 of your *Gospel Teaching and Learning* handbook. As you study, look for answers to the following questions:

- How do I know when I am applying a gospel principle I have learned?
- What will happen in my life as I seek to apply the doctrine or principle I have identified?

- What can I do in my personal study to focus more on applying the truths I am learning?

Of all the material you just studied in the *Gospel Teaching and Learning* handbook, let's focus on three key suggestions. In the following list, each element is paired with one action you can take as you seek to understand, feel the truth and importance of, and apply the truths you learn in the scriptures.

1. Understand doctrine and principles

Analyze the meaning of the doctrine or principle by asking questions and searching for answers.

2. Feel the truth and importance of doctrine and principles

Reflect on the impact the principle has had in your life or in the lives of others.

3. Apply doctrine and principles

Consider what specific action you should take to apply the doctrine or principle in your life.

Applying the Learning Pattern



Watch the video “Understand, Feel, and Apply Principles” (7:12), available on LDS.org. In this video, three teachers discuss their efforts to understand, feel the truth and importance of, and apply doctrine and principles in Luke 5:1–11.



Record two or three ideas that stood out to you as you watched this discussion in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Guided Practice Activity



In Ether 6:1–12, we read that the Lord caused the wind to direct the Jaredite barges to the promised land. The following is one principle we could identify in this passage: **As we trust in the Lord and do His will, He will direct the course of our lives.** Follow the steps below in an effort to understand, feel the truth and importance of, and apply this principle. Record your answers and insights in your scriptures or personal journal.

1. Develop your understanding of the principle

Analyze the meaning of the principle by asking questions such as the following and searching for answers:

- What does it mean to trust?
- What does it mean to trust in the Lord?
- Why is the Lord able to direct the lives of those who trust Him?
- How does the Lord direct the course of an individual's life?

2. Seek to feel the truth and importance of the principle

Reflect on the impact the principle has had in your life or in the lives of others, including individuals from the scriptures or Church history.

- In what ways does your life and testimony reflect the truth of this principle?
- In what ways do the lives and testimonies of others you thought of reflect the truth of this principle?

3. Apply the principle

Consider what specific action you should take to apply the doctrine or principle in your life.

Self-Practice Activity



Select a principle you identified in your study of Luke 5:12–26 in learning experience 7 or select a principle identified in section 3.2 (“Luke 5: An Example”) on pages 42–46 of the *Gospel Teaching and Learning* handbook. Then do the following:

1. Develop your understanding of the principle.

Analyze the meaning of the doctrine or principle by asking questions and searching for answers.

2. Seek to feel the truth and importance of the principle.

Reflect on the impact the principle has had in your life or in the lives of others.

3. Apply the principle.

Consider what specific action you should take to apply the doctrine or principle in your life.



Record some of your insights and impressions from this activity in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Summary and Application

Principles to Remember

- The aim of gospel learning is to invite the Holy Ghost to help us get the doctrine and principles of the gospel from our minds into our hearts.
- Understanding a doctrine or principle includes knowing not only what it means but also how it can affect our lives.
- A clear understanding of a doctrine or principle prepares us to feel of its truth and importance.
- Feeling the truth and importance of a doctrine or principle increases our desire to apply it in our lives.
- Application takes place when we speak, think, and live according to what we have learned.



“A true teacher, once he has taught the facts [of the gospel], ... takes [the students] a step further to gain the spiritual witness and the understanding in their hearts that brings about the action and the doing” (Robert D. Hales, “Teaching by Faith” [an evening with Elder Robert D. Hales, Feb. 1, 2002], 5, si.lds.org).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 9

Preparing a Lesson: Deciding What to Teach

Overview

Note: The next five learning experiences are designed to help you learn how to prepare a lesson. Learning experiences 9–10 focus on deciding what to teach, and learning experiences 11–13 focus on deciding how to teach.

This learning experience covers the following concepts:

- Teaching the scriptures sequentially
- Balancing what and how to teach
- Deciding what to teach

Key Concepts

Newly called teachers often have questions such as the following:

- How is teaching seminary different from teaching other classes like Gospel Doctrine, Relief Society, elders quorum, and so on?
- How do I prepare a lesson?
- How much time should I spend choosing what to teach and how to teach it?
- How do I decide what to teach?

This learning experience will help answer some of these questions.

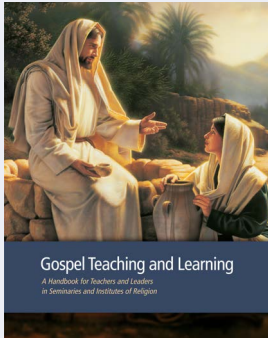
Studying and Teaching the Scriptures Sequentially

In seminary and institute courses that focus on the standard works, the books and chapters of the scriptures are taught in the sequence they appear in the scriptures. Lessons are organized by scripture block rather than by topics. Each scripture block may contain multiple chapters, principles, and topics that you can emphasize. This approach is different from institute courses that are taught with a thematic approach.



Watch the video “Studying the Scriptures Sequentially” (0:46), available on LDS.org. In this video, Elder David A. Bednar of the Quorum of the Twelve Apostles describes the benefits of studying the scriptures sequentially.

Gospel Teaching and Learning Handbook Activity



Read the introduction to chapter 3 on pages 38–39 of *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* (2012) to help you understand why seminary and institute courses that focus on the standard works cover the scriptures sequentially. As you read this section, mark in your handbook the ways in which studying the scriptures sequentially will bless you and your students.

When teaching a scripture block sequentially, you will teach multiple principles within a single lesson. Each principle can receive a different level of emphasis.



Watch the video “Teaching the Scriptures Sequentially” (4:28), available on LDS.org. This video illustrates several important concepts to consider when planning to teach a scripture block sequentially.

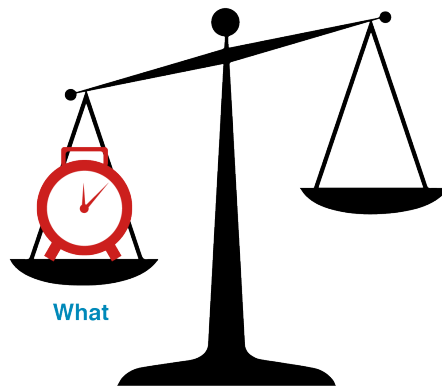
What and How: Balancing Your Preparation

During lesson preparation, it is important to balance your efforts in deciding both what to teach and how to teach.

Unbalanced Preparation

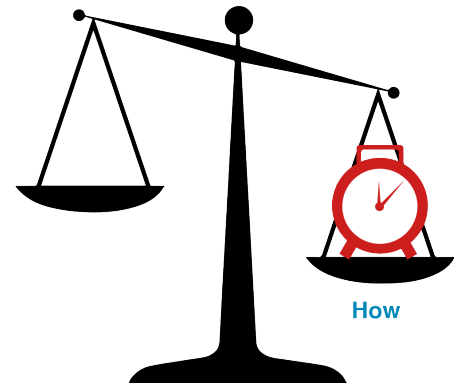
1. What

When a teacher spends too much time and effort deciding *what* to teach, he or she will not have sufficient time to consider how to help students participate in learning. Often this will result in lessons that are boring and too centered on the teacher.



2. How

When a teacher spends too much time and effort deciding *how* to teach, lessons can lack purpose and power. In this case, students might remember the teaching method more than the inspired messages from the scriptures.



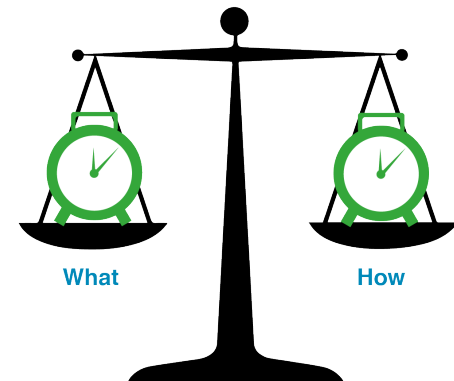
Balanced Preparation

"When preparing a lesson, every teacher must decide: 'What will I teach?' and 'How will I teach it?'" (*Gospel Teaching and Learning*, 52). You have just learned what happens when the *what* and *how* are not balanced in your preparation. Now read the following sections and note the characteristics of preparation when the *what* and *how* are balanced.

1. What

Preparing *what* to teach consists of:

- Understanding the context (background, culture, and setting).
- Understanding the content (story line, people, events, sermons, and inspired explanations).
- Identifying important doctrine or principles.



2. How

Preparing *how* to teach consists of determining the methods, approaches, and activities you will use to help students learn (class discussion, questions, audiovisual resources, writing exercises, small group work, and so forth).

For more information, see section 4.3.2 ("Decide What to Teach and How to Teach It") on page 52 of the *Gospel Teaching and Learning* handbook.

A New Teacher's Concern



Watch the video "Obtain the Word" (8:54), available on LDS.org. In this video, Leah Murray is a busy mother who has recently been called as a seminary teacher. Like many newly called teachers, she feels apprehensive about finding time to prepare lessons and teach every day. She wonders where to even begin. As you watch the video, look for who she reaches out to when she needs help with her calling. Also, look for what counsel she is given regarding the most important place to start when preparing lessons.

Deciding What to Teach: Four Stages

As you prepare a lesson, follow these four stages to help you decide what to teach. These stages are explained in the *Gospel Teaching and Learning* handbook, section 4.3.3 (“Decide What to Teach”), on pages 52–55.

1. Immerse yourself in the scriptures to understand the context and content of the scripture block.
2. Identify and seek to understand the doctrine and principles found in the block.
3. Decide which doctrine and principles are most important for your students to learn and apply.
4. Decide what level of emphasis to give each segment of the scripture block.

The following activity will focus on the four stages of deciding what to teach. For each of the four parts of the activity, watch the video demonstrating how to complete each stage. Then practice what you have learned by creating lesson notes while outlining Mosiah 27.

Lesson Preparation Activity



Stage 1: Understand the Context and Content of the Scripture Block

The *Gospel Teaching and Learning* handbook gives four suggestions to consider when seeking to understand the context and content of a scripture block:

- Immerse yourself in the scripture block until the content becomes clear and familiar.
- Note natural breaks in the scripture block where a change in topic or action occurs.
- Divide the scripture block into smaller segments or groups of verses based on the natural breaks. (*Note:* You will use these smaller segments to organize the flow of the lesson and give at least some attention to all of the content within a scripture block.)
- Summarize what took place within each segment of verses.



Watch the video “Lesson Preparation: Verse Segments and Summary Statements” (5:08), available on LDS.org. In this video, Sister Wilson demonstrates these steps.



Create a blank document similar to the one you saw in the video, or use the handout titled “Determining What to Teach” that is provided in the appendix of this manual. Then identify the context and content of the scripture block by doing the following:

1. Study the scripture block (Mosiah 27) to become familiar with the context and content.
2. Note natural breaks where a change in topic or action occurs.
3. Divide the scripture block into smaller groups of verses based on these natural breaks.
4. On your document, write summary statements describing what took place within each segment of verses.



Stage 2: Identify and Understand Doctrine and Principles

After you have summarized verse segments, you will identify the doctrine and principles in each. Then you will write clear, simple statements that summarize the doctrine and principles you have identified.



Watch the video "Lesson Preparation: Identify Doctrine and Principles" (2:57), available on LDS.org. In this video, Sister Wilson demonstrates how she identifies doctrine and principles, summarizes them in simple statements, and writes them in her lesson outline.

Return to your lesson notes for Mosiah 27 and do the following:

1. Identify the doctrine and principles in each verse segment.
2. On your document, write each doctrine or principle using clear, simple statements.



Stage 3: Decide Which Doctrine and Principles Are Most Important for Your Students to Learn and Apply

Scripture blocks often contain more material than can be discussed in class. Consider the following points when deciding which doctrine and principles are most important for your students to learn and apply:

- Promptings of the Holy Ghost
- The intent of the inspired author
- Converting doctrine and principles
- The needs and abilities of your students



Watch the video "Lesson Preparation: Decide Which Principles to Emphasize" (5:07), available on LDS.org. In this video, Sister Wilson demonstrates how she decides which doctrine and principles are most important for her students to learn and apply.

Return to your lesson notes for Mosiah 27 and do the following:

1. Decide which of the doctrine and principles you identified are most important for students to learn and apply. As you do so, consider the following:
 - Promptings of the Holy Ghost
 - The intent of the inspired author
 - Converting doctrine and principles
 - The needs and abilities of your students
2. On your document, circle or put a mark by the doctrine and principles you have decided are most important for your students to learn and apply.



Stage 4: Decide What Level of Emphasis to Give Each Segment of the Scripture Block

After determining the doctrine and principles that are most important for students to learn and apply, the next step is to decide which verse segments of the scripture block should receive the most emphasis during the lesson. The segments containing the truths you identified as most important

will generally receive the most emphasis.

To help you decide the level of emphasis to give each verse segment, you might ask yourself some of the following questions, which correspond to the learning pattern. In this verse segment, will I plan to help my students:

- Understand the context and content?
- Identify important doctrine and principles?
- Understand the doctrine and principles?

- Feel the truth and importance of those doctrines and principles?
- Apply the truths in their lives?



Watch the video “Lesson Preparation: Determine the Emphasis Level of Each Verse Segment” (6:57), available on LDS.org. In this video, Sister Wilson demonstrates how she uses the learning pattern to decide the level of emphasis to give each verse segment in the scripture block.

Return to your lesson notes for Mosiah 27 and complete the following tasks:

1. As you look at the verse segments on your document, consider what level of emphasis each segment will receive by asking yourself the following questions from the learning pattern. In this verse segment, will I plan to help my students:
 - Understand the context and content?
 - Identify important doctrine and principles?
 - Understand the doctrine and principles?
 - Feel the truth and importance of those doctrines and principles?
 - Apply the truths in their lives?
2. Write the level of emphasis you have chosen for each segment in your lesson notes.

Summary and Application

Principles to Remember

- In seminary and institute courses that focus on the standard works, the doctrine and principles should be taught in the sequence they appear in the scriptures.
- When preparing a lesson, balancing what to teach and how to teach ensures a more powerful and purposeful learning experience.
- When deciding what to teach:
 1. Immerse yourself in the scriptures to understand the context and content of the scripture block.
 2. Identify and seek to understand the doctrine and principles found in the block.
 3. Decide which doctrine and principles are most important for your students to learn and apply.
 4. Decide what level of emphasis to give each segment of the scripture block.



“Determine, according to the individual capabilities and needs of your students, what is of highest priority. If a key principle is understood, internalized, and made part of the students’ guidebooks for life, then the most important objective has been accomplished” (Richard G. Scott, “To Understand and Live Truth” [an evening with Elder Richard G. Scott, Feb. 4, 2005], 2–3, si.lds.org).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 10

Deciding What to Teach: Using the Scriptures and the Teacher Manual

Overview

This learning experience covers the following concepts:

- An introduction to the teacher manual
- Adopting and adapting the curriculum
- Using the teacher manual and the scriptures to prepare a lesson

Key Concepts

Sister Murray has enjoyed teaching a Gospel Doctrine class a couple of times each month in her ward. While she is excited to be a newly called seminary teacher, she wonders how she will prepare an effective lesson every day:

“Preparing and teaching a lesson every day seems like a huge commitment. What resources are available to help me?”



Introduction to the Teacher Manual

Preparing a lesson every weekday can seem like a daunting and time-consuming task.



Watch the video “Introduction to the Teacher Manual” (4:01), available on LDS.org. In this video, you will learn how to use the scriptures and the teacher manual to prepare lessons effectively and efficiently.

Note: If you have not yet received a teacher manual, contact your supervisor. You can also find all manuals on lds.org/manual/institute for institute manuals and lds.org/manual/seminary for seminary manuals.

Teacher Manual Activity

Note: Each lesson in the seminary and institute teacher manuals is organized to help you prepare effectively. Not all teacher manuals are organized or labeled the same way, but similar material is available in all teacher manuals. The activities in this learning experience are based on the most recent seminary manuals.



Open your teacher manual to any lesson or use the handout titled “Sample Lesson—3 Nephi 11:1–17” that is provided in the appendix of this manual.

Read through the lesson and look for the following elements. When you have identified each element, check it off on the following list:

- Lesson title
The lesson title indicates the scripture chapters covered in the lesson.
- Scripture block introduction
The scripture block introduction gives an overview of the context and content of the scripture block.
- Verse groupings and contextual summary statements
Verse groupings state a specific range of verses that focus on a particular topic or action. Contextual summary statements summarize the events or teachings within a verse grouping.
- Lesson body
- Statements of doctrine or principle
Statements of doctrine or principle are brief statements of scriptural truths.
- Commentary and background information and supplemental teaching ideas (these may not be in every lesson)
The commentary and background information provides additional quotations and explanations of historical context or scripture passages. Supplemental teaching ideas provide suggestions for teaching doctrine and principles that may not be identified or emphasized in the body of the lesson. They may also provide suggestions for using visual media, such as DVD presentations or videos found on LDS.org.

Fundamentals of Gospel Teaching and Learning in the Teacher Manual

The seminary and institute teacher manuals are designed to help you incorporate the Fundamentals of Gospel Teaching and Learning as you prepare and teach each lesson.



Watch the video “The Fundamentals in the Curriculum” (2:15), available on LDS.org. As you watch, look for how the seminary and institute teacher manuals help teachers incorporate the Fundamentals of Gospel Teaching and Learning in each lesson.

Adopt and Adapt the Curriculum

Elder Dallin H. Oaks of the Quorum of the Twelve Apostles taught the following regarding how teachers should use seminary and institute curriculum materials:



“We first adopt, then we adapt. If we are thoroughly grounded in the prescribed lesson that we are to give, then we can follow the Spirit to adapt it” (“A Panel Discussion with Elder Dallin H. Oaks” [Seminaries and Institutes of Religion satellite broadcast, Aug. 7, 2012], si.lds.org).

As seminary and institute teachers, we adopt the curriculum in the teacher manual and adapt it to meet our students’ needs.

Adopt	Adapt
<i>Adopting</i> the curriculum means reading and immersing yourself in the scriptures and the prescribed lesson in your teacher manual. The curriculum helps you understand the scriptures, the intent of the inspired scripture authors, the converting principles, and basic doctrine. Trust the content and use it in your classroom.	<i>Adapting</i> the curriculum means you customize the lesson as the Spirit directs in order to meet the needs of individual students and to help them succeed.

Using the Scriptures and the Teacher Manual to Prepare a Lesson

As you use your teacher manual effectively, you can prepare edifying lessons that don't require hours of preparation time.



Watch the video “Curriculum Overview” (4:45), available on LDS.org. This video summarizes how using your scriptures and the teacher manual together can help you prepare effective lessons for your students.



Watch the video “Using the Scriptures and the Teacher Manual” (5:11), available on LDS.org. In this video, Sister Wilson shares important counsel about using the scriptures and curriculum together in lesson preparation. As you watch, look for important ideas to remember as you prepare your lessons.

Lesson Preparation Activity



Now it's your turn to use your scriptures and your teacher manual to practice preparing a lesson. Open your teacher manual to any lesson or use the handout titled “Sample Lesson—3 Nephi 11:1–17” that is provided in the appendix of this manual.

As you complete the following steps, check them off to indicate that you have completed that part of your preparation.

- Read the lesson title and turn to the block in your scriptures.
- Read the scripture block introduction.
- Immerse yourself in the scripture block by reading, studying, pondering, and praying for inspiration.
- Study the lesson body, paying close attention to statements of doctrine and principle.
- Consider the needs of your students and decide what principles they need most.
- Determine how much emphasis you will place on various principles, based on your students' needs.
- Read any supplemental material provided in the lesson and consider how you might use this material in your lesson.



Be prepared to discuss this experience with your inservice leader or group.

Summary and Application

Principles to Remember

The scriptures are your source for teaching material, and the teacher manual is your resource for preparing your lesson.

- The curriculum is organized in a way to help you prepare lessons effectively and efficiently.
- You can adopt and adapt the curriculum to meet students' needs.
- As you adapt the curriculum, carefully consider your students' needs and the promptings of the Holy Ghost.
- You can meet students' needs as you prepare lessons using the curriculum effectively.



"Those called by the prophet to assure the correctness of doctrine taught in the Church review every word, every picture, every diagram in that curriculum which you receive. We can unlock the power of the curriculum simply by acting on our faith that it is inspired of God. ...

"Sticking with the content of the curriculum as well as its sequence will unlock our unique teaching gifts, not stifle them" (Henry B. Eyring, "The Lord Will Multiply the Harvest" [an evening with Elder Henry B. Eyring, Feb. 6, 1998], 4, 5, si.lds.org).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 11

Deciding How to Teach: Helping Students Fulfill Their Role

Overview

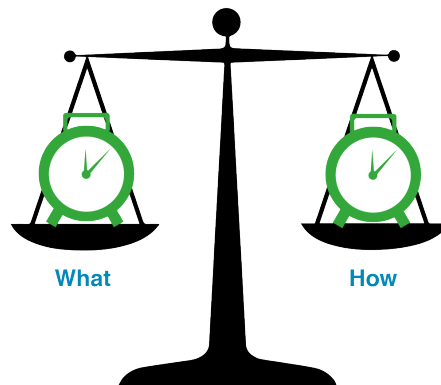
This learning experience covers the following concepts:

- Determining *how* to teach
- Understanding students' role in learning
- Helping students fulfill their role

Key Concepts

As you prepare lessons, it is important to balance determining *what* to teach and *how* to teach.

In learning experience 10, you learned how to use the curriculum when deciding *what* to teach in the scripture block. You are now ready to determine *how* to teach your students.

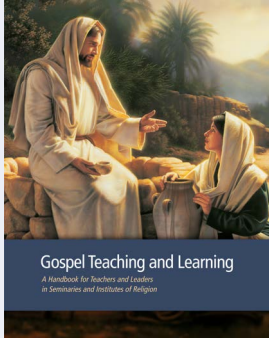


The Student's Role in the Learning Process

If students are to experience spiritual growth, you will need to understand their role in the learning process and prepare learning activities that will help them actively fulfill their role.

Throughout this learning experience, record any inspiration or ideas you receive for helping your students fulfill their role in the learning process.

Gospel Teaching and Learning Handbook Activity



Study section 1.3.3 (pages 6–7) and the first three paragraphs of section 4.3.4 (page 55) of *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* (2012). While reading, look for answers to the following questions:

- What is the student's role in the learning process?
- What do you feel are the most important things you can do to help your students fulfill their role?



Record your responses to these questions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Prophetic Counsel on the Student's Role

Many General Authorities have emphasized the importance of helping students fulfill their role in the learning process.



Watch the video "Prophetic Teaching about the Student's Role in Learning" (4:14), available on LDS.org. In this video, several Church leaders testify of the importance of the student's role in the learning process.

Personal Reflection

Think of a time when the teacher of a class you attended prepared activities that engaged you in the learning process. Now think of a time when a teacher did not actively involve members of the class. Compare and contrast the two experiences.

- What difference did it make when you and others were invited to participate in the learning process?
- What did the teacher do to help you fulfill your role as a learner?



Record your responses to these questions in a study journal or another place where you can refer to them and share them with your inservice leader or group.



Helping Students Fulfill Their Role

Students can fulfill their role in gospel learning as you invite them to *explain*, *share*, and *testify* of gospel doctrine and principles. Explaining, sharing, and testifying of gospel doctrine and principles clarifies students' understanding, improves their ability to teach the gospel to others, and strengthens their testimony of the things they are expressing. (See *Gospel Teaching and Learning*, section 2.6 [pages 31–33].)

- Students can *explain* a scripture passage or principle in their own words. You can invite students to explain in pairs, in small groups, with the entire class, through role-playing, or in writing.
- Students can *share* insights, experiences, or feelings related to a scripture or principle. You can invite students to share feelings or appropriate personal experiences they have had with a doctrine or principle. They can also share experiences they have witnessed in the lives of others. This could be done verbally or in writing.
- Students can *testify* of doctrine and principles they know to be true. You can invite them to testify of what they feel and know to be true and the difference it has made in their lives. Students need not begin with “I would like to bear my testimony” or “I know.” Making any statement of conviction or personal witness of truth constitutes testifying.

Participation Enhances Learning



Watch the video “Explain, Share and Testify: Students’ Testimonies” (2:28), available on [LDS.org](https://www.LDS.org). In this video, students speak about fulfilling their role as they explain, share, and testify in seminary.

A Student-Centered Classroom



Watch the video “A Student-Centered Classroom: An Example” (6:51), available on LDS.org. In this video, Sister Weller helps students to fulfill their role in learning from the scriptures. Watch for how she accomplishes this purpose.



Watch the video “A Student-Centered Classroom: A Teacher’s Reflections” (3:01), available on LDS.org. In this video, Sister Weller discusses the importance of helping students participate in the learning process.

Teacher Manual Activity



Each lesson in your teacher manual has questions, activities, and methods that can help your students actively participate while learning from the scriptures. Open your teacher manual to any lesson or use the handout titled “Sample Lesson—3 Nephi 11:1–17” that is provided in the appendix of this manual. Look for questions, activities, and methods that you might use to invite students to fulfill their role in the learning process.



Record a few questions, activities, or methods that you found in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Teaching Students Their Role

Students will participate more fully as they understand their role in gospel learning. One of the first lessons in most seminary teacher manuals provides information on teaching students their role. Briefly review lesson 1, “The Role of the Learner,” in the *Book of Mormon Seminary Teacher Manual* and consider how you might use principles from the lesson as you teach your students about their role in the learning process.



Watch the video “Teaching Students Their Role” (6:27), available on LDS.org. In this video, Brother Howell teaches his students about their role at the beginning of the school year.



Record some ideas you may want to use as you teach your students about their role at the beginning of and throughout the school year. Record your ideas in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Summary and Application

Principles to Remember

- You can help your students understand, accept, and fulfill their role in gospel learning.
- It is important for you to teach your students about their role in gospel learning at the beginning of and throughout the school year.
- You can help students fulfill their role in the learning process by inviting them to explain, share, and testify of doctrine and principles.

- The teacher manual can help you prepare activities that will engage your students in the learning process.



"[The students'] decision to participate is an exercise in agency that permits the Holy Ghost to communicate a personalized message suited to their individual needs. Creating an atmosphere of participation enhances the probability that the Spirit will teach more important lessons than you can communicate.

"That participation will bring into their lives the direction of the Spirit"

(Richard G. Scott, "To Learn and to Teach More Effectively" [Education Week devotional, Aug. 21, 2007], 4–5, speeches.byu.edu).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 12

Deciding How to Teach: Asking Effective Questions

Overview

This learning experience covers the following concepts:

- Understanding the importance of questions
- Crafting questions for specific outcomes
- Asking effective questions

Key Concepts

Understanding the Importance of Questions

There are many effective teaching techniques you can use in your classroom, including class discussions, teacher presentations, and writing. All of these methods enhance the learning and teaching process, but there is one method that is more critical than almost any other. President Henry B. Eyring of the First Presidency taught:



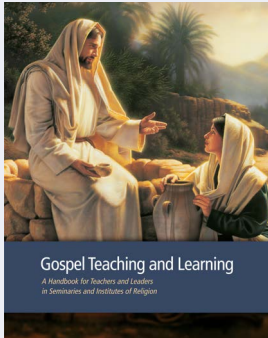
"To ask and to answer questions is at the heart of all learning and all teaching"
("The Lord Will Multiply the Harvest" [an evening with Elder Henry B. Eyring, Feb. 6, 1998], 5–6, si.lds.org; emphasis added).

Learning to carefully craft good questions takes time, effort, and practice. This learning experience will help you learn to ask questions that can have profound effects on your students.



Watch the video "Asking Questions" (2:42), available on LDS.org. While watching the video, look for insights into the importance of asking effective questions.

Gospel Teaching and Learning Handbook Activity



Read the first three paragraphs of section 5.1 ("Questions") on page 58 of *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* (2012). Underline words or phrases that help you understand the importance of asking effective questions.



In what ways is asking and answering questions "at the heart of all learning and all teaching"? Record your insights and impressions in a study journal or another place where you can refer to them and share them with your inservice leader or group.



Crafting Questions with Purpose

The questions you ask should invite students to apply the elements of the learning pattern. Since each element leads to a different outcome, the kinds of questions you ask will vary based on the desired outcome.

For example, if the outcome you seek is to help students understand the context and content of the scriptures, ask questions concerning the people, story line, and cultural background. However, if the outcome you seek is to help students apply a doctrine or principle, ask questions that encourage students to reflect on ways they could incorporate a doctrine or principle into their lives.

Learning Fundamentals and Typical Questions

The following are examples of questions you might ask students that relate to each learning fundamental. Notice how the questions at each level build on each other,

starting with *understand context and content* and moving to *apply doctrine and principles*.

Understand Context and Content

- Who are the people involved in this story?
- What is happening in this passage?
- Where are these events taking place?

Identify Doctrine and Principles

- What doctrine and principles do you see?
- What is the moral or point of the story?
- What do you think the author intended for us to learn?

Understand Doctrine and Principles

- What do you know about this principle?
- Why do you think this principle is important to us today?
- How would you explain this principle to someone else?
- What behaviors and characteristics would you see in someone living this principle?

Feel the Truth and Importance of Doctrine and Principles

- When have you felt the truth of this principle?
- How do you know this is a true principle?
- When have you been blessed by obeying this principle?

Apply Doctrine and Principles

- What are you going to do because of what you have felt today?
- What changes can you make to apply this principle in your life?



Asking Questions That Help Students Understand Context and Content

To help students understand the context and content of a scripture block, ask questions that prompt students to search for information about what they are reading and that help them analyze what they find.

Questions that Help Students Search for Information

When helping your class understand the context and content of a scripture block, ask questions that encourage them to search for information regarding the people, story line, cultural background, and other details. The answers to these questions are often found directly in the scripture text or in scripture study helps such as footnotes, the Bible Dictionary, the Guide to the Scriptures, scripture maps and photographs, and so forth. These resources should help the students understand the specific details of the scripture block. For example, you could ask questions such as the following:

- According to 1 Nephi 3:1–4, who commanded Nephi to go to Laban and retrieve the records?
- Look in 1 Nephi 16:10. What did the Liahona look like?
- Look up the word *Apostle* in the Bible Dictionary or the Guide to the Scriptures. What does this word mean? (You could ask this question after students have read Luke 6:13.)

Read section 5.1.1 on pages 59–60 of your *Gospel Teaching and Learning* handbook. As you read, highlight words or phrases that help you understand how asking questions that encourage students to search for information can help them to discover the context and content of the scripture block.



Watch the video “Asking Questions: Searching for Information” (1:36), available on LDS.org. In this video, a seminary teacher creates questions that will help her students search for important information concerning the content and context of Doctrine and Covenants 1:1–4.

Practice Activity

Study Luke 5:1–11 and write two questions that invite students to search for information that helps them understand the context and content of these verses.

Typical questions for helping students search for information often begin with these words:

- According to this verse, who _____?
- When looking at this verse, what _____?
- In this verse, where _____?



Record your two questions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Questions That Help Students Analyze Context and Content

After students are familiar with the basic details of a passage, ask questions that invite them to analyze the details of the story line, the people and their circumstances, and so forth.

For example, when studying Luke 5:1–11, students will learn that Peter had fished all night without success. To help students analyze the passage more deeply, you might ask questions such as the following:

- Why do you think Peter was hesitant to begin fishing again?
- Why do you think the Savior made this request of Peter?

Study the paragraphs under the subtitle “Helping students better understand the context and content of the scriptures” in section 5.1.2 on page 60 of the *Gospel Teaching and Learning* handbook. Highlight words or phrases that help you understand how asking questions that help students analyze context and content will help deepen and enrich their understanding of the scriptures.



Watch the video “Asking Questions: Analyzing Context and Content” (1:45), available on LDS.org. In this video, a seminary teacher asks questions that encourage students to analyze the content and context of Doctrine and Covenants 1:1–4.

Practice Activity

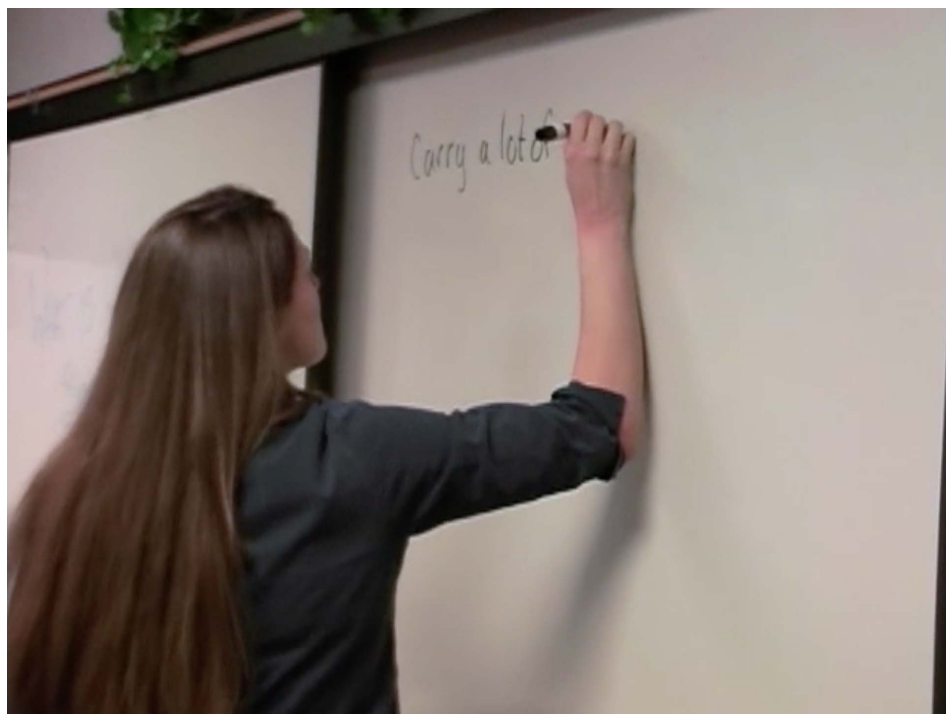
From the information you have gathered from Luke 5:1–11, write two questions that invite students to analyze the meaning of the scripture passage.

Typical questions for helping students analyze context and content often begin like this:

- Why do you think _____?
- Why is it that _____?
- How is it that _____?



Record your two questions in a study journal or another place where you can refer to them and share them with your inservice leader or group.



Asking Questions That Help Students Identify Doctrine and Principles

When you ask questions that help students identify doctrine and principles, you invite them to both discover and clearly state important truths they have learned.

For example, after studying the story of Nephi retrieving the brass plates, you might ask, “What principle is illustrated by Nephi’s success in obtaining the brass plates despite great difficulty?” This encourages the students to identify and state a doctrine or principle in their own words, such as **I can accomplish great things when I do what the Lord asks of me.**

Study the paragraphs under the subtitle “Helping students identify gospel principles and doctrines” on pages 60–61 of your *Gospel Teaching and Learning* handbook. Highlight words or phrases that help clarify the importance of asking questions that encourage students to identify doctrine and principles.



Watch the video “Asking Questions: Identifying Doctrine and Principles” (0:42), available on LDS.org. In this video, a class discusses Exodus 17, which contains the account of Moses having to hold up his hands so that the Israelite army could prevail in battle. As you watch the video, look for how the teacher asks the class to identify a principle from the story.

Practice Activity

Study Luke 5:1–11 and write a question that will invite students to identify a doctrine or principle.

The following are examples of typical questions that encourage students to identify doctrine and principles:

- What principle is illustrated in this passage?
- What is the moral or point of the story?
- What do you think the author intended for us to learn?



Record your question in a study journal or another place where you can refer to it and share it with your inservice leader or group.



Asking Questions That Help Students Understand Doctrine and Principles

Once students have identified a doctrine or principle, ask questions that help the class understand (1) what the doctrine or principle means and (2) how the doctrine or principle can be relevant today. For example, after the class has identified the principle **With God nothing shall be impossible** (Luke 1:37), you could ask

questions such as “What do you think the word *impossible* means?” and “Why do you think we need to understand this principle today?”

Study the paragraphs under the subtitle “Helping students develop a deeper understanding of principles and doctrines” on page 61 of your *Gospel Teaching and Learning* handbook. Highlight words or phrases that clarify the importance of asking questions that encourage students to understand doctrine and principles.



Watch the video “Asking Questions: Understanding Doctrine and Principles” (0:41), available on LDS.org. In this video, an institute teacher introduces a principle to his students and asks a question that helps them deepen their understanding of that principle.

Practice Activity

Study Luke 5:1–11 and write two questions that will help students deepen their understanding of the following principle: **If we do what the Lord asks even when we don’t understand why, He can provide greater blessings than we anticipate.**

Typical questions for helping students understand doctrine and principles often begin like this:

- What do you think is meant by _____?
- Why do you think _____?
- How would you explain _____?



Record your two questions in a study journal or another place where you can refer to them and share them with your inservice leader or group.



Asking Questions That Help Students Feel the Truth and Importance of Doctrine and Principles

You can help students to personally feel the truth and importance of a principle by asking questions that invite them to share experiences and testimony. Also, students can be very receptive to a principle after other students have testified of its effect in their lives.

For example, after your class has deepened their understanding of the principle **With God nothing shall be impossible** (Luke 1:37), you could ask the following question: “Think of a time when God helped you or someone you know do something that seemed impossible. How did that experience strengthen your testimony of God’s power?”

Study section 5.1.3 on pages 61–62 of your *Gospel Teaching and Learning* handbook. Highlight words or phrases that clarify the importance of asking questions that help students to feel the truth and importance of doctrine and principles.



Watch the video “Asking Questions: Inviting Feelings and Testimony” (0:48), available on LDS.org. In this video, a class discusses a principle from Alma 7. Note how the teacher asks a question that will help students to feel the principle’s truth and importance.

Practice Activity

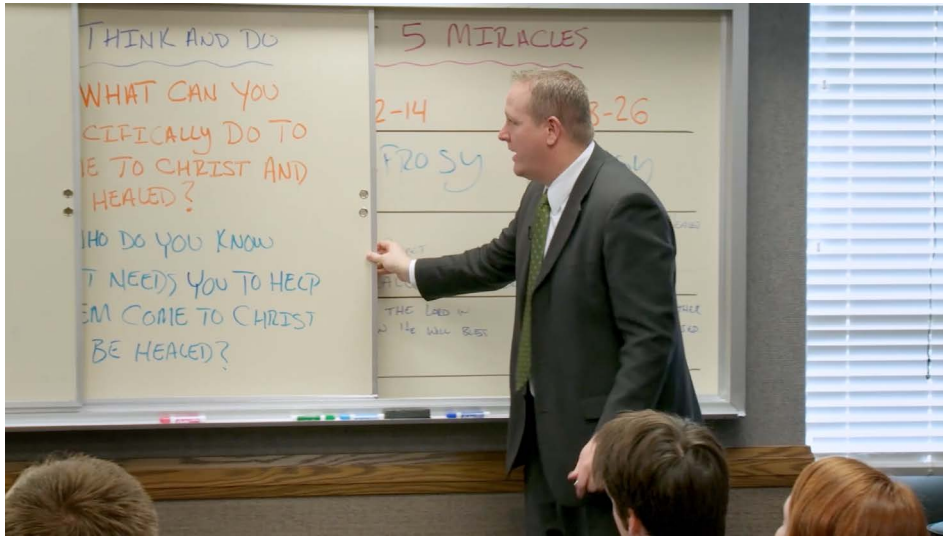
Study Luke 5:1–11 and write two questions that will help lead students to feel the truth and importance of the following principle: **If we do what the Lord asks even when we don’t understand why, He can provide greater blessings than we anticipate.**

Typical questions for helping students feel the truth and importance of doctrine and principles often begin like this:

- When have you seen _____?
- When have you felt _____?
- How do you know _____?
- How is your life different because _____?



Record your two questions in a study journal or another place where you can refer to them and share them with your inservice leader or group.



Asking Questions That Encourage Students to Apply Doctrine and Principles

Even when students understand and feel the truth and importance of a principle, they still must choose to apply it in their lives. Your role as a teacher is to ask questions that help students consider how to apply gospel principles in their current and future situations. For example, after a class discussion on the principle **With God nothing shall be impossible** (Luke 1:37), you might ask, “How will you put your trust in God when you face a situation that seems impossible?”

Because some students’ answers may be personal or sensitive, you may want to have students record their answers to this type of question in their study journals instead of having them share their answers with the class.

Study section 5.1.4 on page 62 of your *Gospel Teaching and Learning* handbook. Highlight words or phrases that clarify the importance of asking questions that encourage students to apply doctrine and principles in their lives.



Watch the video “Asking Questions: Encouraging Application” (0:50), available on LDS.org. In this video, a class discusses a principle from Luke 5:12–26. Note how the teacher asks questions that help the students consider how they might apply the principle in their lives.

Practice Activity

Study Luke 5:1–11 and write a question that will help students consider how they might apply the following principle in their lives: **If we do what the Lord asks even when we don’t understand why, He can provide greater blessings than we anticipate.**

Typical questions for helping students understand doctrine and principles often begin like this:

- What changes can you make to better _____?
- What are you going to do because _____?

- How will you _____?



Record your question in a study journal or another place where you can refer to it and share it with your inservice leader or group.

Using Questions from Your Teacher Manual

One of the greatest resources you have for examples of effective questions is your teacher manual. Each lesson contains suggested questions that you should consider using in your lesson. Many questions in your teacher manual are meant to help students implement elements of the learning pattern.

As you seek to improve your question-writing skills, you may find it instructive to review the questions in your teacher manual to better understand the characteristics of well-crafted questions.

Summary and Application

Principles to Remember

- Asking and answering questions is at the heart of all learning and teaching.
- Asking effective questions is one of the most important skills you can develop as a teacher.
- Using carefully crafted questions can help you and your students achieve specific, intended outcomes.
- Learning to carefully craft good questions takes time, effort, and practice.



"Ask carefully formulated questions that stimulate thought. Even if the responses are not perfect, they will increase the probability that important lessons will be learned" (Richard G. Scott, "To Understand and Live Truth" [an evening with Elder Richard G. Scott, Feb. 4, 2005], 3, si.lds.org).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

LEARNING EXPERIENCE 13

Deciding How to Teach: Exercising Faith

Overview

This learning experience covers the following concepts:

- Having confidence in the power of the word of God
- Exercising faith in the Lord and in the Spirit
- Trusting in your students

Key Concepts

Three Core Beliefs

The “teach” paragraph of the Objective of Seminaries and Institutes of Religion states: “We teach students the doctrines and principles of the gospel as found in the scriptures and the words of the prophets. These doctrines and principles of the gospel are taught in a way that leads to understanding and edification. We help students fulfill their role in the learning process and prepare them to teach the gospel to others” (*Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], x).

This paragraph implies that the actions of effective teachers reflect three important core beliefs:

1. We can have confidence in the power of the word
2. We can exercise faith in the Lord and in the Spirit
3. We can trust in the students

In this learning experience, you will explore key concepts designed to deepen your understanding of and belief in each of these three elements.

Like the individual legs of a three-legged stool, each of the three core beliefs is essential. Teachers will be more likely to experience success when their methods are consistent with all three of these core beliefs.

However, sometimes teachers' methods are not consistent with what they believe in their heart. Just as a three-legged stool cannot balance successfully with a broken or missing leg, the *Gospel Teaching and Learning* handbook suggests that when teachers are not successful, it is often because one of the following elements is lacking:

1. Confidence in the power of the word
2. Faith in the Lord and in the Spirit
3. Trust in the students



Watch the video “Three Core Beliefs” (1:47), available on LDS.org. In this video, Chad Webb, administrator of Seminaries and Institutes of Religion, talks about a time when he felt his teaching approach was not consistent with his core beliefs. Note what he resolved to do because of this experience.



Confidence in the Power of the Word

Read the two paragraphs under the subheading “Confidence in the power of the word” in section 4.1.3 of the *Gospel Teaching and Learning* handbook (pages 47–48). Then read the following scripture passages:

- 2 Timothy 3:15–17
- 2 Nephi 25:23, 26
- Alma 31:5
- Helaman 3:29–30

While reading from the handbook and the scriptures, do the following:

- Look for words or phrases that indicate the blessings the scriptures can bring into your life and the lives of your students.

- Ponder experiences when the scriptures have blessed your life or the lives of others. Consider recording your thoughts and impressions.



In classrooms where teachers and students have confidence in the power of the word, the scriptures occupy a central role in teaching and learning. Watch the video “Scripture-Centered Teaching” (3:20), available on LDS.org. In this video, Brother Webb explains what this might look like in a classroom and why it is important. As you watch, keep in mind the following questions:

- What will you see in a classroom where the scriptures are at the center of teaching and learning?
- Why is it important for teachers to make the scriptures the center of students’ classroom experiences?



Record your responses to these questions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Faith in the Lord and in the Spirit

Read the two paragraphs under the subheading “Faith in the Lord and in the Spirit” in section 4.1.3 of the *Gospel Teaching and Learning* handbook (page 48). While reading, look for how exercising faith in the Lord and in the Spirit can make a difference in the lives of your students.



Watch the video “The Lord Knows Every Need” (0:45), available on LDS.org. This video will help deepen your understanding of how exercising faith in the Lord and in the Spirit can bless both you and your students. As you watch, keep in mind the following questions:

- As a teacher, what are some ways you can demonstrate faith in the Lord and in the Spirit?
- How will your trust in the Lord and in the Spirit be a blessing to your students?



Record your responses to these questions in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Trust in the Students

Read the first four paragraphs under the subheading “Trust in the students” in section 4.1.3 of the *Gospel Teaching and Learning* handbook (page 48). While reading, look for words or phrases that indicate why you can trust your students’ abilities to learn, teach, and apply gospel doctrine and principles.



Watch the video “Expecting More from Your Students” (2:21), available on LDS.org. This video illustrates how one teacher’s expectations and trust in his students helped them “feel the stirrings of the Spirit” (Bonnie L. Oscarson, “Greater Expectations” [Seminaries and Institutes of Religion satellite broadcast,

Aug. 5, 2014], [lds.org/broadcasts](https://www.lds.org/broadcasts)) and influenced their conversion. As you watch, keep in mind the following question:

- How might a class with a teacher who trusts in students' abilities to learn, teach, and live the gospel be different from a class where a teacher has low expectations or little confidence in the students?



Record your thoughts about this question in a study journal or another place where you can refer to them and share them with your inservice leader or group.

Summary and Application

Principles to Remember

In order to teach effectively, your teaching methods must be consistent with the following three core beliefs:

1. We can have confidence in the power of the word of God.
2. We can exercise faith in the Lord and in the Spirit.
3. We can trust in the students.

From time to time it can be helpful to ask yourself how your methods and actions in class reflect the application of these core beliefs.



"I beg of you, for yourselves and for the students, to have faith that they will want to read [the Book of Mormon], not that you must drive them to it, but that it will draw them to it" (Henry B Eyring, "The Book of Mormon Will Change Your Life" [CES symposium on the Book of Mormon, Aug. 17, 1990], 2, [si.lds.org](https://www.lds.org)).

"Therefore, What?"

To conclude this learning experience, write down some things you will do based on the principles you have learned today.

Inservice Lessons

Introduction to the Inservice Lessons

Seminaries and Institutes of Religion has developed a series of four 90-minute lessons that inservice leaders can use to train newly called seminary and institute teachers. These lessons provide inservice leaders with an opportunity to practice with new teachers the important concepts and principles they are learning in the 13 at-home learning experiences. Where possible, inservice leaders should complete these four inservice lessons with newly called teachers before the school year begins.

Before an Inservice Lesson

Newly called teachers should complete the 13 learning experiences at home. The at-home learning experiences will help deepen teachers' understanding of key information found in *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* (2012). Inservice leaders should also complete the at-home learning experiences to familiarize themselves with the material.



The “share” icon that is used in the 13 at-home learning experiences indicates times when teachers are asked to record insights and impressions and to be prepared to share them with their inservice leaders. The inservice leader may gather these recorded insights and impressions from the teachers and then use them to assess how well the teachers have learned the information in the at-home learning experiences. The inservice leader should then prayerfully prepare inservice lessons to meet the needs of the teachers. Inservice leaders may use the practice activities suggested in the following inservice lessons or develop their own activities.

Note: The videos referenced in these inservice lessons are not available in all languages. If a particular video is not available in your language, you may choose another video resource that illustrates the principle you are teaching or you may develop another activity that accomplishes the same purpose.

During an Inservice Lesson



The primary purpose of these inservice lessons is to allow inservice leaders to conduct activities that help the teachers practice and reinforce the skills they learned in the at-home learning experiences. If necessary, inservice leaders can review information presented in the at-home learning experiences to ensure the teachers understand the materials. However, most of the inservice lesson should be spent on practice activities.

Typical Agenda

The following is a suggested agenda for a 90-minute inservice training lesson. Modify it as needed to meet the needs and circumstances of your class.

Introduction (10 minutes)

- Open with a brief devotional and prayer.
- Help teachers get to know each other.
- Follow up on any assignments from the previous inservice lesson.

Practice (70 minutes)

- Hand out copies of the “Principles to Remember” sections from the at-home learning experiences being reviewed. Discuss these principles and the experiences and insights teachers recorded as they studied the learning experiences. Answer questions and provide clarifications. If needed, reteach or reinforce material that the teachers are unclear on.
- Lead discussions and conduct practice activities to reinforce skills and principles presented in the at-home learning experiences. You can draw from the suggested practice activities for the current lesson or develop your own activities.

Conclusion (10 minutes)

- Invite teachers to consider ways they can incorporate what they have learned as they prepare and teach classes throughout the school year.
- Clarify expectations and assignments for the next inservice meeting. Ensure that teachers have all the necessary materials for and feel comfortable with any assignments.
- Close with prayer.

INSERVICE LESSON 1

Our Purpose

Suggested Inservice Activities

This lesson includes a list of activities that will allow teachers to practice the principles they learned in at-home learning experiences 1–4. If needed, you may develop your own practice activities to meet the needs of the teachers in your class.

Learning Experience 1: Living and Teaching in the Savior’s Way

Practice Activity 1: Developing Christlike Attributes

Purpose: To help teachers assess their personal development of Christlike attributes and to encourage them to actively strive to live and teach more like the Savior.

Activity: Provide teachers with copies of the “Attribute Activity” on page 126 of *Preach My Gospel: A Guide to Missionary Service* (2004). Give them a few minutes to complete the activity. After they finish, lead a brief discussion about what they learned and felt. Testify that the more we strive to become like the Savior in living and teaching, the more influence we can have in the lives of our students.

Practice Activity 2: Following the Savior’s Example

Purpose: To help teachers learn to see a situation and discern the proper approach based on the Savior’s example.

Activity: Invite teachers to share the action words or phrases they identified in the “*Gospel Teaching and Learning Handbook Activity*” in at-home learning experience 1. Role-play one of the following classroom scenarios or create one of your own, and invite teachers to identify in the handbook how the Savior modeled a possible solution to each scenario. Invite the teachers to practice addressing this situation as a class or as partners.

- A student does not bring scriptures to class or will not open them during the lesson.
- A student is in class every day but has not participated in any classroom activities.
- Half of the students are not achieving the daily reading goal.

Learning Experience 2: The Objective of Seminaries and Institutes of Religion

Practice Activity 3: Teaching and Sharing the Objective of Seminaries and Institutes of Religion

Purpose: To help teachers practice teaching students the importance of the Objective of Seminaries and Institutes of Religion.

Activity: Review the importance of the Objective of Seminaries and Institutes of Religion with the teachers in your inservice class (see section 1.1 in *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], 1–2). Discuss why it is important for students to understand this objective and how teachers might help them to do so. Invite teachers to role-play a conversation or teaching situation in which they can teach students the importance of the objective. Teachers could also role-play having conversations about the objective with parents and priesthood leaders.

Practice Activity 4: Inviting Unenrolled Students to Participate in Seminary or Institute

Purpose: To help teachers understand their role in finding and enrolling new students in seminary or institute.

Activity: Ask teachers to bring to the inservice class a list of potential students in their area. As a class, study and discuss the principles and practices in the “Administer” paragraph of the Objective of Seminaries and Institutes of Religion (see *Gospel Teaching and Learning*, x) and section 1.4.3 of the *Gospel Teaching and Learning* handbook (page 8). Invite teachers to review their lists of potential students and identify who might not enroll. Divide the teachers into pairs and have them role-play the following conversations:

- Talking with a bishop about potential students and how to work together to invite unenrolled students to attend.
- Talking with a student on the list and inviting him or her to attend class.
- Talking with a student’s parent about the student’s needs and how you can work together to help the student benefit from the blessings of seminary or institute.

Learning Experience 3: Teaching and Learning by the Spirit

Practice Activity 5: The Importance of Testimony

Purpose: To illustrate how a teacher’s testimony can invite the Spirit into the classroom and into the hearts of students.



Activity: Ask teachers to study section 2.6.3 (“Testify”) in the *Gospel Teaching and Learning* handbook (page 33). Then show them the video “A Man without Eloquence” (6:06), available on LDS.org. Invite teachers to look for the difference that hearing a sincere testimony can make in the heart of an individual. (This video is not available in all languages.)

After teachers have read section 2.6.3 and watched the video, invite them to imagine themselves bearing testimony of a gospel principle in front of their class. Have them write down what they might say. Then invite them to discuss the importance of both teachers and students sharing simple testimonies to invite the Spirit into the classroom.

Practice Activity 6: Teaching by the Spirit: Dos and Don'ts

Purpose: To provide teachers with practical suggestions that can help them teach by the Spirit.



Activity: Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles outlined a list of dos and don'ts regarding inviting the Spirit into gospel teaching and learning. Give teachers copies of the handout titled “Teaching by the Spirit: Some Dos and Don'ts,” which is provided in the appendix of this manual, and give them a few minutes to carefully review it. Invite teachers to mark or write down one or two of Elder Maxwell's suggestions that they would like to focus on in their teaching. Ask a few teachers to share their thoughts and feelings with the class.

Practice Activity 7: Using Devotionals to Invite the Spirit

Purpose: To help teachers understand the importance of teaching students how to give effective devotionals in order to invite the Spirit in class.

Activity: Remind the teachers that in at-home learning experience 3 they identified things that teachers and students can do to invite the Spirit into the classroom. Invite them to review the *Gospel Teaching and Learning* handbook section titled “Invite the Spirit through effective devotionals” (pages 16–17). Ask teachers to prepare an outline of a lesson that they might present to help their students understand the purpose of a class devotional and how to prepare for presenting one effectively. Discuss teachers' thoughts and ideas, and give feedback as needed. Have teachers practice presenting a portion of their lessons to the class.

Learning Experience 4: Cultivating an Environment of Love, Respect, and Purpose**Practice Activity 8: What Do You Already Know about Your Students?**

Purpose: To help teachers understand the importance of cultivating an environment of love and respect by getting to know their students. This activity will give teachers a head start in their efforts to learn about their students, which includes getting to know their names, interests, challenges, abilities, and so on.

Activity: Invite teachers to bring to the inservice class a list of names of the students they will be teaching in the coming year. Ask them to review the names one by one and write down what they know about each student, including interests, challenges, abilities, and so on. Invite teachers to form small groups and discuss what they can do both before and after school starts to get to know each of their students better.

Practice Activity 9: Scenarios and Role Plays

Purpose: To allow teachers to practice cultivating a sense of purpose in the classroom.

Activity: Briefly review with teachers the list of methods for cultivating a sense of purpose in the classroom in section 2.2.2 of *Gospel Teaching and Learning* (page 15).

Invite teachers to practice some of these methods by role-playing the following scenarios:

- *Expect students to fulfill their role as learners.* Ask the inservice participants to act as a seminary or institute class. The lesson for the day is Alma 32. Just as the lesson begins, the person acting as the teacher notices that several students don't have their scriptures and are already showing signs of uninterest. Invite the appointed teacher to do what he or she can to encourage the students to fulfill their role as learners. After the exercise, discuss as a group what message the teacher sent to the class by expecting all students to be engaged in learning. Discuss what went well and what could have been done differently. Based on this feedback, have the teacher practice the scenario again.
- *Be sincere, passionate, and energetic about the scriptures and the gospel.* Invite two teachers to model the beginning moments of a seminary or institute lesson. Ask one teacher to do so with excitement, faith, and purpose and the other to do so with no energy, passion, or focus. Discuss with the inservice participants how students might be affected by each teacher's delivery.
- *Avoid wasting time.* Two teachers will be needed for this scenario: teacher A and teacher B. Explain that these two teachers hold their classes in the same Church building at the same time. Teacher A consistently begins class 10 minutes late and ends 10 minutes early. Teacher B, sensing the importance and urgency of every minute of class time, is committed to starting right on time and ending on time. One morning after class, teacher A comes to teacher B's room. He or she seems slightly troubled and confesses that his or her students don't seem to sense the importance of the things they are studying. He or she wonders if teacher B has any suggestions.

Invite teacher B to discuss with teacher A the importance of starting and ending class on time as a means to promote a sense of purpose in the minds of the students. After the discussion, invite the inservice participants to share any additional thoughts they have that would help teacher A understand how wasting time can erode the sense of purpose in a class.

- *Establish class routines.* Review with the inservice participants the list of potential class routines included in the bulleted item called "Establish class routines" on page 15 of *Gospel Teaching and Learning*. Help the teachers understand some of the routines that you have found most helpful for teachers and students. Model how you would teach a class routine to seminary or institute students for the first time. Then invite a teacher to come to the front of the class and do the same thing for another class routine.

INSERVICE LESSON 2

A Basic Learning Pattern

Suggested Inservice Activities

This lesson includes a list of activities that will allow teachers to practice the principles they learned in at-home learning experiences 5–8. If needed, you may develop your own practice activities to meet the needs of the teachers in your class.

Learning Experience 6: Understanding Context and Content

When helping teachers practice understanding context and content, remember to focus on developing the following skills:

- Asking questions that will deepen their own understanding of context and content
- Answering those questions with appropriate resources

Practice Activity 1: Understanding Context and Content

Purpose: To help teachers realize the importance of understanding the context and content of the scriptures and to provide opportunities to practice asking questions and finding answers.

Activity: Provide teachers with the full text of Doctrine and Covenants 22. Do not include the verse numbers, the section heading, or any other information that would give clues about the context of the passage. Invite the teachers to read the text, and then ask them what questions they have regarding the context and content of what they read. Write their questions on the board. It may be helpful to remind teachers of the questions listed in the “Asking Questions” section of at-home learning experience 6 (you may want to write them on the board):

- What is the background of the passage?
- What is the historical, cultural, and geographical setting?
- Who is the writer?
- Who are the people in the passage? What are they doing or saying, and why?
- What is taking place? What is the story line?
- What is the meaning of unfamiliar words, phrases, or expressions?
- What is the significance of customs and practices described?

Tell the teachers where the passage can be found in the Doctrine and Covenants, and invite them to turn to it. Ask the teachers to use appropriate resources (the section heading, footnotes, student manuals, and so on) to search for answers to their questions.

Have the teachers discuss the insights they gained from this activity about the role of understanding context and content in scripture study.

Practice Activity 2: Asking Questions to Increase Learners' Knowledge of Context and Content

Purpose: To help teachers practice asking questions about context and content.

Activity: Invite the teachers to individually study one of the following scripture passages:

- 1 Kings 17:8–16 (the widow of Zarephath feeds Elijah)
- Acts 3:1–8 (Peter and John heal a man at the temple)
- Jacob 7:1–5 (Sherem seeks to shake Jacob from the faith)

Ask the teachers to write down questions that would help students increase their understanding of the scripture passage's context and content. To remind teachers of the questions they might ask, you may want to refer them to the different elements that make up context that are discussed in section 2.4.1 (page 24) of *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012].

Invite teachers to share their questions with a partner and search together for answers to some of their questions. Ask teachers to share the insights they gained from this activity.

Learning Experience 7: Identifying Doctrine and Principles

Practice Activity 3: Identifying Stated Principles

Purpose: To help teachers practice recognizing stated doctrine and principles.

Activity: List the following six scripture references randomly on the board: 2 Nephi 32:3; 3 Nephi 13:21; Doctrine and Covenants 19:4; Exodus 19:5; Matthew 5:16; and 1 Nephi 1:20 (the first four references contain clearly stated doctrine or principles, and the final two do not).

Invite the teachers to review section 2.5.1, paragraph four, in *Gospel Teaching and Learning* (page 27). Ask the teachers to work in pairs and to determine which of the six scripture references listed on the board contain clearly stated doctrine or principles. Invite the pairs to explain what they found and to share their reasoning with the class.

Practice Activity 4: Four-Minute Scripture Drill

Purpose: To help teachers practice identifying stated doctrine and principles.

Activity: Ask the teachers to search their scriptures for two minutes to find and mark as many stated doctrines and principles as they can. Then invite teachers to

share as many of those stated doctrines and principles as they can with the class in the next two minutes. Provide teachers with feedback as necessary.

Practice Activity 5: Looking for Cause-and-Effect Relationships

Purpose: To help teachers identify cause-and-effect relationships within a scripture passage and to identify implied principles.

Activity: Invite the teachers to open their scriptures to a well-known scripture story that has obvious cause-and-effect relationships. Examples include David and Goliath (1 Samuel 17:1–51), Daniel in the lion’s den (Daniel 6:1–28), and Nephi retrieving the brass plates (1 Nephi 3–4).

Ask the teachers to scan through the story looking for actions, attitudes, or behaviors of individuals or groups and then identify the blessings or consequences that came as a result. Invite teachers to share with the class the cause-and-effect relationships they discovered and the truths these relationships illustrate.

Note: Make sure the focus of this activity is on identifying cause-and-effect relationships rather than spending time on crafting statements of doctrine or principle. Teachers will practice the skill of crafting statements of doctrine or principle in other practice activities.

Practice Activity 6: Asking Questions to Identify Implied Doctrine and Principles

Purpose: To help teachers learn to use questions to identify implied doctrine and principles.

Activity: On the board, write the following questions found in section 2.5.1 of the *Gospel Teaching and Learning* handbook (page 27):

- *What is the moral or point of the story?*
- *Why do you think the writer included these events or passages?*
- *What did the author intend for us to learn?*
- *What are some of the fundamental truths taught in this passage?*

As a class, read two short verse groupings (for example, Genesis 11:1–9 and Mark 12:41–44). Ask the teachers to use the questions on the board to identify implied doctrine and principles in the verses. Write on the board the doctrine and principles that teachers discover.

Next, invite the teachers to read one or two other verse groupings and to identify doctrine and principles on their own, making sure to refer to the questions on the board as needed. (It will be helpful if you select the verse groupings for them to study from the upcoming seminary or institute curriculum.) Then ask the teachers to share with the class the truths they identified.

Practice Activity 7: The Prophet Mormon for a Day

Purpose: To help teachers learn to write clear and simple statements of doctrine or principle.

Activity: Select a few pictures from the Media Library on LDS.org or the *Gospel Art Book* (2009) that represent well-known stories from the scriptures in which gospel doctrine and principles can be easily identified (for example, the stripling warriors, the Savior feeding the five thousand, Captain Moroni and the title of liberty, or others). Explain that as Mormon abridged the Book of Mormon records, he often emphasized the lessons he wanted us to learn by expressing them in simple statements of principle. One way he would do this was by prefacing the statement of truth with the words “And thus we see ...” (see Alma 30:60; Helaman 12:3). Tell teachers that they have the opportunity to be Mormon for a day by summarizing truths in scripture accounts into statements of doctrine or principle.

Do the following with each picture you selected:

- Display it and briefly recount the events in the story.
- Invite teachers to identify a principle or doctrine implied in the story and to state it simply and clearly beginning with the phrase “And thus we see. ...” For one or two of the pictures, consider asking teachers to work together in pairs and then to share their statements with the class.

Remind teachers of the statement by Elder B. H. Roberts found on page 28 of the *Gospel Teaching and Learning* handbook.

Practice Activity 8: Examples of Simple, Clear Statements of Doctrine or Principle

Purpose: To help teachers practice recognizing simple, clear statements of doctrine or principle.

Activity: On one side of the board, write the following characteristics of well-written statements of doctrine or principle (from at-home learning experience 7):

- *They are complete statements.*
- *They are simple, clear, and succinct.*
- *The truths they express are fundamental, unchanging, and timeless.*
- *They often suggest action as well as associated consequences.*
- *They are personally relevant.*

On the other side of the board, write five or six statements of doctrine or principle. For the purposes of this exercise, these statements should vary in quality. For example, you could use the following:

- Incomplete statements, such as “faith and obedience.”

- Statements that are too long or complex (two or three sentences).
- Statements that are not timeless or personally relevant, such as “Nephi was obedient, and the Lord blessed him” (instead of “When I am obedient, I invite the blessings of the Lord into my life”).
- Well-written statements from a seminary or institute teacher manual.

Ask the teachers to evaluate whether each statement of doctrine or principle is well-written based on the five characteristics listed on the board. Choose one or two statements that could be improved, and work together as a class to rewrite them.

Practice Activity 9: Pass the Principle

Purpose: To help teachers learn to write simple, clear statements of doctrine or principle.

Activity: Prepare for each teacher a sheet of paper containing one scripture reference along with a few words related to the truth taught in the passage (for example, “1 Nephi 16:9–16, 28–29—faith and diligence” or “Doctrine and Covenants 27:15–18—armor of God”).

Invite the teachers to sit in a circle. Then pass a paper to each teacher. Invite each teacher to review the scripture reference and words on his or her paper and to begin creating a simple, clear statement of doctrine or principle by making just one or two changes to the words.

After sufficient time, ask the teachers to pass their papers to the person on their right, who will also review the scripture reference and make one or two changes in order to strengthen the statement of doctrine or principle. Repeat the process several times.

Invite the class to discuss their insights about the process of writing clear statements of doctrine or principle.

Learning Experience 8: Understanding, Feeling, and Applying Doctrine and Principles

Practice Activity 10: Asking Questions to Understand Doctrine and Principles

Purpose: To help teachers find deeper meaning in the scriptures by asking questions about a doctrine or principle and seeking answers to those questions.

Activity: In the center of the chalkboard, write a statement of doctrine or principle from a seminary or institute teacher manual. Invite the class to ask as many questions as they can that will strengthen their understanding of the doctrine or principle. Write all of their questions on the board.

Invite the teachers to work in pairs to search the scriptures or the words of modern prophets for answers to as many questions as they can in three to five minutes.

Then ask the pairs to share their insights with the class about how this activity helped strengthen their understanding of the doctrine or principle.

Practice Activity 11: Personal Worksheet

Purpose: To provide teachers with a study aid that they can use on their own to help them experience the process of understanding, feeling, and applying a doctrine or principle.



Activity: Give each teacher a copy of the handout titled “Understanding, Feeling, and Applying Doctrine and Principles,” which is provided in the appendix of this manual. Explain that the handout is a study aid that teachers can use to help them understand, feel, and apply a doctrine or principle. Discuss the first three sections of the handout with teachers, and explain the purpose and desired outcome of each section.

Encourage teachers to continue developing their ability to understand, feel, and apply doctrine and principles in their personal study.

INSERVICE LESSON 3

Preparing a Lesson: Decide What to Teach

Suggested Inservice Activities

This lesson includes a list of activities that will allow teachers to practice the principles they learned in at-home learning experiences 9–10. If needed, you may develop your own practice activities to meet the needs of the teachers in your class.

Learning Experience 9: Preparing a Lesson: Deciding What to Teach

The following activities are designed to help teachers develop the skill of deciding what to teach using the scriptures and the teacher manual together. This process can be divided into four stages and is similar to the “Lesson Preparation Activity” in at-home learning experience 9. The activities can be used consecutively to guide teachers through a complete process of deciding what to teach, or each activity can be used separately to emphasize a particular skill.

Practice Activity 1: Understanding the Context and Content of the Scripture Block

Purpose: To help teachers practice the skill of outlining a scripture block by noting natural breaks or changes in story line, events, or action.

Activity: Although the seminary and institute teacher manuals divide scripture blocks into verse groupings, teachers can better understand the context and content of a scripture block when they practice the skill of outlining a scripture block themselves by noting natural breaks in the story line or changes in events or action. This activity helps teachers practice that skill.



Show teachers the video “Teaching the Scriptures Sequentially” (4:28), available on LDS.org. Discuss how the process of deciding what to teach consists of following a pattern very similar to the one illustrated in the video.



Invite the teachers to immerse themselves in a scripture block for 10–15 minutes. You can designate a scripture block at the inservice meeting or ask the teachers to study a block at home prior to your meeting. As they study, invite the teachers to outline the scripture block by dividing the content into smaller verse segments based on natural breaks in the story line or changes in events or action. They can outline the block using the handout titled “Determining What to Teach,” which is provided in the appendix of this manual, or in another way that works for them.

After sufficient time, invite the teachers to discuss their work with the group or in pairs. Invite them to compare their verse segments with those in the seminary or institute teacher manual. Then, using their notes and the teacher manual, have the

teachers decide which verse groupings they would use in an actual lesson. Invite the teachers to discuss their work again.

Practice Activity 2: Identifying and Understanding Doctrine and Principles

Purpose: To help teachers continue to practice and develop the skill of identifying and understanding doctrine and principles within a scripture block.

Activity: Although the teacher manual already includes statements of doctrine or principle for many verse segments, teachers will enhance their own scripture study and better help their students identify doctrine and principles as they regularly practice this skill themselves.



Invite the teachers to identify doctrine and principles within the verse segments they outlined in the first activity. Then have them record the doctrine or principles they discovered on the handout titled “Determining What to Teach” or in another way that works for them.

After sufficient time, invite the teachers to discuss their work as a group or in pairs. Invite the teachers to compare the doctrine and principles they identified with the boldface principles or doctrine from the corresponding scripture block in the teacher manual. Ask them to make any wording adjustments they feel would clarify the statements they wrote and then share their work again with the group or in pairs.

Practice Activity 3: Deciding Which Doctrine and Principles Are Most Important for Students to Learn and Apply

Purpose: To help teachers continue developing the skill of identifying which doctrine and principles are most important for their students to learn and apply by considering the following:

- Promptings of the Holy Ghost
- The intent of the inspired author
- Converting doctrine and principles
- The needs and abilities of students

Activity: Because teachers must decide which doctrine and principles are most important for their students to learn and apply, it will be helpful for them to think specifically about their students during this activity. Invite them to bring their class roll or, if they don’t have a class roll yet, invite them to write down the names of a few students who will be in their class.

Then ask the teachers to use the doctrine or principles on their outline from the second activity. If your class did not complete the second activity, write on the board three or four statements of doctrine or principle from a scripture block in the teacher manual. Invite the teachers to determine which doctrine and principles are most important for their students to learn and apply by asking themselves the following reflection questions:

Promptings of the Holy Ghost

- Why do I feel that these particular doctrines or principles are the most important to emphasize in my lesson?

The intent of the inspired author

- What do the scriptures say about why the author included this doctrine or principle in the record?
- Does this doctrine or principle align with the intent of the inspired writer?
- Does the teacher manual help me understand how this doctrine or principle relates to the intent of the inspired author?

Converting doctrine and principles

- How will this doctrine or principle help my students draw closer to Heavenly Father and Jesus Christ, and how will it help lead them to salvation? How will a testimony of this doctrine or principle help them obey the will of God?
- In what ways will this doctrine or principle help students understand and rely on the teachings and Atonement of Jesus Christ?
- Does the teacher manual help me understand how this doctrine or principle will deepen students' conversion?

The needs and abilities of students

- Which of my students' needs should I consider as I decide whether to teach this doctrine or principle?
- How relevant is this doctrine or principle to the lives of my students compared with the other doctrine or principles I could address in class?
- Does the teacher manual have suggestions that will help me relate this doctrine or principle to the needs of my students?

After the teachers have had sufficient time to ponder these questions, invite them to identify which doctrine or principles they feel are the most important for their students to learn and apply. If the teachers are using their outlines from the second activity, invite them to place a check mark or star on their outlines next to the principles and doctrine they identify. Invite them to share the doctrine or principles they chose as a group or in pairs.

Note: These questions are adapted from section 4.3.3 (pages 52–54) of *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* (2012). Help teachers remember that “in all of these considerations, [they] should seek confirmation from the Spirit. The Spirit will help them better understand the intent of the inspired scripture writer, the needs of the students, and which gospel truths will help students draw nearer to their Heavenly Father and the Savior” (*Gospel Teaching and Learning*, 54).

Practice Activity 4: Deciding What Level of Emphasis to Give Each Verse Segment of the Scripture Block

Purpose: To help teachers continue developing the skill of deciding what level of emphasis to give each verse segment of the scripture block.

Activity: Invite the teachers to look at the verse segments in their outlines from the first activity or in a scripture block you choose from the teacher manual. Ask them to consider what level of emphasis they might give each segment by asking the following questions, which are based on the learning pattern.

As I teach this verse segment, will I want my students to:

- Understand the context and content?
- Identify important doctrine and principles?
- Understand doctrine and principles?
- Feel the truth and importance of doctrine and principles?
- Apply doctrine and principles in their lives?

Ask teachers to write the level of emphasis they have chosen for each verse segment in their lesson notes and discuss their reasoning with the group or in pairs.

Learning Experience 10: Deciding What to Teach: Using the Scriptures and the Teacher Manual

Practice Activity 5: Curriculum Review

Purpose: To help teachers understand that the curriculum was written with great purpose and contains questions, methods, and activities that help deepen students' conversion.



Activity: Watch the video “Curriculum Overview” (4:45), available on LDS.org.

Then invite the teachers to open to any lesson in a teacher manual or use the handout titled “Sample Lesson—3 Nephi 11:1–17,” which is provided in the appendix of this manual. Ask the teachers to search for activities, statements of doctrine or principle, questions, or quotations that illustrate the curriculum’s purpose of helping the gospel to go down into the hearts of the students. When the teachers have completed this activity, invite them to turn to a partner and share what they discovered.

Practice Activity 6: Fundamentals in the Curriculum

Purpose: To help teachers understand that the teacher manual was written to help them and their students incorporate the Fundamentals of Gospel Teaching and Learning in their lessons.



Activity: Watch the video “The Fundamentals in the Curriculum” (2:15), available on LDS.org.

Then divide the teachers into five groups. Assign each group one of the elements from the learning pattern.

- Group 1: Understand the context and content
- Group 2: Identify doctrine and principles
- Group 3: Understand the meaning of the doctrine and principles
- Group 4: Feel the truth and importance of the doctrine and principles
- Group 5: Apply doctrine and principles

Invite the teachers to search the curriculum for questions, activities, or methods that can help them and their students incorporate their assigned fundamental.

Ask a spokesperson from each group to come to the front of the class and present a summary of what his or her group discovered and discussed.

Practice Activity 7: Adopt and Adapt

Purpose: To help teachers understand the importance of *adopting* the curriculum and *adapting* it to the needs of students by following the promptings of the Holy Ghost, teaching the intent of the inspired author, focusing on converting doctrine and principles, and considering the needs and abilities of students.

Note: It will be helpful for your teachers to think about their own students during this activity. Invite them to bring their class roll or, if they do not yet have a class roll, to write down the names of a few students who will be in their class.



Activity: Watch the video “4.3.4 Teaching Students, Not Lessons” (2:12), available on LDS.org. In this video, Elder Neil L. Andersen of the Quorum of the Twelve Apostles shares an example of a teacher who adapted her lesson plan to meet the needs of her students. (This video is not available in all languages.)

After you watch the video, discuss the following questions:

- What was the key to the teacher meeting the needs of her students and helping deepen their conversion in the classroom that day?
- What did the teacher do when a student shared a comment that could have taken the class in a different direction from what she had planned?
- What did the teacher do when her student’s comment made her aware of his concern?
- What impact did this teacher have on her students because she was trying to meet their needs?

After discussing these questions, present the following scenario and have teachers discuss how they would adapt the lesson to address their student’s needs and circumstances:

Your class is studying Mosiah 18, which records Alma's acknowledgment that the people were "willing to ... comfort those that stand in need of comfort" (Mosiah 18:9) and his invitation for the people to enter a covenant with the Lord to "serve him and keep his commandments" (Mosiah 18:10). After you ask your class to share examples of when they have comforted those that stand in need of comfort, a young woman in your class raises her hand and shares that a girl in one of her school classes recently moved to the area and her family is going through some challenges. She wants to keep her baptismal covenant but doesn't know how to help her classmate.

Practice Activity 8: Adapting the Curriculum to Students' Needs

Purpose: To help teachers learn to adapt the curriculum to the life circumstances and needs of their students.

Activity: Divide the class into groups and assign one of the following scenarios to each group. Provide copies of the indicated lessons to the groups. Have each group read its scenario and prepare to share with the class how the lesson could be adapted to meet the needs of students.

- Your class is studying Doctrine and Covenants 4, which discusses qualifications and key attributes for those who serve the Lord. Some of your students are preparing to submit their mission papers. However, several students might not be able to serve a traditional mission due to medical conditions or other circumstances. Quickly review lesson 13 (pages 43–45) in the *Doctrine and Covenants and Church History Seminary Teacher Manual* (2013) and consider how you would adapt your instruction to the needs of your students as you teach the doctrine and principles that are discussed in this lesson.
- Your class is studying Doctrine and Covenants 132:3–33, which discusses the conditions of the new and everlasting covenant of marriage and the promises extended to those who honor it. Some students in your class have parents who are not members of the Church. Other students' parents are members of the Church who have not been sealed in the temple. One student's parents are currently going through a divorce. Quickly review lesson 139 (pages 474–76) in the *Doctrine and Covenants and Church History Seminary Teacher Manual* and consider how you would adapt your instruction to the needs of your students as you teach the doctrine and principles that are discussed in this lesson.

After discussing the scenarios above, invite the teachers to consider the life circumstances of their own students by asking the following questions:

- What are some of my students' life circumstances?
- How will this information help me to meet my students' individual needs as I teach?
- Based on my students' circumstances, how can I prepare for lessons and adapt instruction to meet their needs as I teach?

Invite the teachers to discuss insights and impressions that come to mind about how they can adopt and adapt the curriculum to meet their students' needs.

INSERVICE LESSON 4

Preparing a Lesson: Decide How to Teach

Suggested Inservice Activities

This lesson includes a list of activities that will allow teachers to practice the principles they learned in at-home learning experiences 11–13. If needed, you may develop your own practice activities to fit the needs of the teachers in your class.

Learning Experience 11: Deciding How to Teach: Helping Students Fulfill Their Role

Practice Activity 1: How the Teacher Manual Helps Students Fulfill Their Role

Purpose: To help teachers see how the questions, methods, and learning activities in the teacher manual will assist them in inviting students to fulfill their role in learning the gospel.



Activity: Invite teachers to open a seminary or institute teacher manual to any lesson or use the handout titled “Sample Lesson—3 Nephi 11:1–17,” which is provided in the appendix of this manual. Ask them to search for questions, activities, or teaching methods that will help students fulfill their role in the learning process. After sufficient time, invite them to discuss what they found with the inservice group.

Practice Activity 2: Teach Students to Fulfill Their Role in the Learning Process

Purpose: To help teachers prepare to teach students their role in the learning process at the beginning of and throughout the school year.

Activity: Each seminary teacher manual includes a lesson called “The Role of the Learner” that is designed to help students understand, accept, and fulfill their role in gospel teaching and learning (for example, see *Book of Mormon Seminary Teacher Manual* [2012], lesson 1). Invite the teachers to review one of these lessons, looking for principles, activities, and teaching methods that they can use to teach their students to fulfill their role in the learning process.

Invite the teachers to each prepare a brief lesson on a principle from the lesson “The Role of the Learner.” After sufficient time, divide the teachers into groups and invite them to practice teaching the lessons they prepared to their groups. (Groups should be small enough to allow time for each teacher to share what he or she prepared.) After the teachers have finished presenting their lessons, discuss as a class how they might continually teach students to fulfill their role in learning the gospel throughout the year.

Learning Experience 12: Deciding How to Teach: Asking Effective Questions

Practice Activity 3: Identifying Types of Effective Questions

Purpose: To help teachers identify and understand the different types of questions that can lead students to the desired outcomes related to the learning pattern.



Activity: Distribute copies of the handout titled “Identify Types of Effective Questions,” which is provided in the appendix of this manual. Invite the teachers to identify the different types of questions on the handout. Then discuss as a class what they discovered.

Practice Activity 4: Using the Teacher Manual

Purpose: To help teachers identify questions in the teacher manual and understand how these questions can lead students to experience the desired outcomes of the learning pattern.



Activity: Invite the teachers to choose any lesson in the teacher manual or use the handout titled “Sample Lesson—3 Nephi 11:1–17,” which is provided in the appendix of this manual. Ask them to highlight all of the questions in the lesson. Then invite them to consider which element of the learning pattern each question relates to. Discuss as a class what they have discovered.

Practice Activity 5: Rewriting the Question

Purpose: To help teachers practice crafting effective questions that relate to the learning pattern.



Activity: Distribute copies of the handout titled “Rewrite the Question,” which is provided in the appendix of this manual. Invite the teachers to rewrite the questions on the handout in a way that will more likely result in students reaching desired learning outcomes. After they have finished, invite a few teachers to share their rewritten questions with the group.

Practice Activity 6: Modeling and Writing

Purpose: To help teachers practice writing a series of questions that can lead students through the full learning pattern for a segment of verses, from understanding context and content to applying a gospel principle in their lives.



Activity: Distribute copies of the handout titled “Model and Practice,” which is provided in the appendix of this manual. Ask the teachers to study the series of sample questions on the worksheet, which are designed to help a teacher lead students through the learning pattern for a segment of verses. Then invite the teachers to practice following that same pattern by writing a similar series of questions for one or two scripture segments of their choice.

Practice Activity 7: Preparing to Teach

Purpose: To provide an experience for teachers to use the scriptures and the teacher manual to prepare a brief lesson and then practice teaching each other.

Note: At this point in the training, teachers should be ready to practice preparing and teaching a lesson. Rather than inviting teachers to practice preparing and presenting a full lesson from the teacher manual, invite them to prepare to teach only one verse segment. This activity will most likely take the full inservice period.

Activity: Briefly review with the teachers the key elements they have learned about determining what and how to teach. Then invite them to choose one verse segment from the teacher manual that they will use as they prepare a brief lesson.



It may be helpful to pace the class so that all teachers are working on the same stage of lesson preparation at the same time so that no teacher falls behind in the activity. To help them in their planning, distribute copies of the handout titled “Lesson-Planning Questions,” which is provided in the appendix of this manual. After the teachers have prepared their lessons, invite one or two to teach their lesson to the group. As appropriate, encourage the teachers to share thoughts and give helpful feedback at the end of each lesson. (If needed, teachers could use the handout titled “Sample Lesson—3 Nephi 11:1–17,” which is provided in the appendix of this manual.)

Learning Experience 13: Deciding How to Teach: Teaching and Learning by the Spirit

Practice Activity 8: Our Three Core Beliefs

Purpose: To help teachers deepen their understanding of what a classroom experience might look like when teachers have confidence in the power of the word, faith in the Lord and in the Spirit, and trust in their students.

Activity: Invite the teachers to write the following three core elements on a piece of paper (see *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], 47–48):

- Confidence in the power of the word
- Faith in the Lord and in the Spirit
- Trust in the students



Show the teachers a video that depicts a classroom experience. You may use one of the following videos (available on LDS.org), or you may choose another video. (These videos are not available in all languages.)

“2.7 Analyzing a Passage” (8:12)

“2.7 A Student-Centered Discussion” (10:47)

As the teachers watch the video, invite them to look for examples of when the teacher manifests confidence in the power of the word, faith in the Lord and in the Spirit, or trust in the students. Then ask the teachers to share their thoughts and insights.

Practice Activity 9: Trusting the Students

Purpose: To help teachers deepen their understanding of who their students are and why they can trust in their students' ability to fulfill their role in gospel learning and experience deeper conversion.



Activity: Invite the teachers to study the handout titled "Trust in the Students," which is provided in the appendix of this manual. As they read, invite them to underline key truths that help them trust that their students can fulfill their role in the learning process with the help and encouragement of their teacher. Briefly discuss some of their impressions.



Show the teachers a video that depicts a classroom experience. You may use one of the following videos (available on [LDS.org](https://www.lds.org)), or you may choose another video. (These videos are not available in all languages.)

"2.7 Analyzing a Passage" (8:12)

"2.7 A Student-Centered Discussion" (10:47)

Invite the teachers to look for evidence of the truth of the things they underlined in their handouts and to then discuss in pairs their insights and impressions.

Handouts

Inviting the Holy Ghost to Fulfill His Role in Gospel Teaching and Learning

“Once [teachers] understand the crucial role the Holy Ghost performs in spiritual learning, [they] will do all they can to invite the Spirit to fulfill these functions.”*

What Teachers Can Do	What Teachers and Students Can Do
<ul style="list-style-type: none"> • Strive for personal worthiness. • Offer a “prayer of faith” (D&C 42:14). • Seek to be thoroughly prepared for each lesson. • Seek to focus on their students’ learning experience. • Seek peace rather than feeling upset and anxious about other things. • Have a spirit of humble inquiry. • Encourage students to invite the Holy Ghost into their learning experiences. 	<ul style="list-style-type: none"> • Read and teach from the scriptures and the words of the prophets. • Focus examples and discussions on the Savior and bearing testimony of Him. • State gospel doctrine and principles simply and clearly. • Take time for thoughtful pondering during moments of inspired silence. • Share appropriate personal experiences and testify of doctrine and principles. • Express love and gratitude for one another and for the Lord.

**Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* (2012), 11.



Sample Lesson—3 Nephi 11:1–17

LESSON 120

3 Nephi 11:1–17

Introduction

Following the destruction and three days of darkness that signaled the Savior's death, about 2,500 Nephite men, women, and children gathered around the temple in the land of Bountiful (see 3 Nephi 17:25). As they spoke with one another, they heard the voice of Heavenly Father introducing His Son, Jesus Christ,

who then appeared. Jesus Christ invited the people to personally witness that He had been slain for the sins of the world. One by one they approached Him and felt the wound in His side and the prints of the nails in His hands and feet.

Suggestions for Teaching

3 Nephi 11:1–7

The Nephites hear the voice of the Father announcing the appearance of His Son

As students enter class, have a recording of sacred music or of general conference playing quietly in the background—just loud enough to be heard. Stop the recording when it is time to have the opening prayer and devotional. Following the prayer, ask students if they heard the recording. (If you do not have the resources to carry out this activity, consider having a student read in a soft voice from 3 Nephi 11 as students enter the room. If you choose this option, it will work best if you make the assignment a day ahead of time, perhaps to a student who usually arrives early.)

- What must a person do to hear and understand a soft voice?
- What was the message of the song (or general conference address or scripture passage) that was playing as you entered the classroom today?
- Was it easy or difficult to hear and understand the words as everyone was coming into class? Why?

Invite a student to read 3 Nephi 11:1–3 aloud. Ask the class to follow along, looking for what the Nephites had difficulty understanding.

- How is the voice described in 3 Nephi 11:3? (You may want to suggest that students mark the description of the voice in their scriptures.)
- What effect did the voice have on those who heard it?

Ask students to read 3 Nephi 11:4–7 silently, looking for what the Nephites did differently in order to understand the voice the third time they heard it.

- What did the Nephites do differently the third time they heard the voice?
- Based on what you read in 3 Nephi 11:7, whose voice did the people hear? (They heard the voice of Heavenly Father, introducing His Son, Jesus Christ.)

Consider asking students to read Helaman 5:30, looking for another description of the voice of the Lord.

- How was the voice the Nephites heard similar to the promptings we receive from the Holy Ghost? (Students may use different words, but they should identify the following truth: **The Holy Ghost often speaks to us through our feelings.**)
- Why is it important to pay attention to the inspiration we receive from the Lord through the Holy Ghost?

Invite students to share experiences they have had when they felt the inspiration of the Holy Ghost come into their minds or hearts. Ask them to describe how they felt. You may also want to share an experience of your own.



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Invite a student to read the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles about what we need to do to listen to and understand the voice of the Lord through the Holy Ghost:



“The Spirit does not get our attention by shouting. It never shakes us with a heavy hand. The Spirit whispers. It caresses so gently, indeed, that if we are preoccupied, we can’t feel it at all.

“Occasionally, the Spirit will press just firmly enough or often enough for us to pay attention; but from my experience, most of the time, if we do not heed the gentle feeling, if we do not listen with those feelings, the Spirit will withdraw and wait until we come seeking and listening, in our manner and our expression” (“How Does the Spirit Speak to Us?” *New Era*, Feb. 2010, 3).

- What principle can we learn from 3 Nephi 11:1–7 and from President Packer? (Students may give a variety of answers, but make sure they identify the following truth: **As we learn how to listen to the voice of the Lord through the Holy Ghost, we will be able to understand the communication He gives us.**)
- What helps you to prepare your mind and heart to hear and understand the whisperings of the Holy Ghost?

3 Nephi 11:8–17

Jesus Christ appears to the Nephites and invites them one by one to feel the wound marks in His hands, feet, and side



Invite a student to read 3 Nephi 11:8–10 aloud. Ask the class to follow along and imagine what it might have been like to be among the Nephites at this time. Display the picture Jesus Teaching in the Western Hemisphere (62380; *Gospel Art Book* [2009], no. 82), and ask:

- What thoughts and feelings do you think you would have had if you had been among the Nephites when the Savior visited them?

Remind students of the darkness and destruction that the Nephites experienced just before the Savior appeared. Then invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles about the importance of the Savior’s appearance to the Nephites:



“That appearance and that declaration constituted the focal point, the supreme moment, in the entire history of the Book of Mormon. It was the manifestation and the decree that had informed and inspired every Nephite prophet for the previous six hundred years, to say nothing of their Israelite and Jaredite forefathers for thousands of years before that.

“Everyone had talked of him, sung of him, dreamed of him, and prayed for his appearance—but here he actually was. The day of days! The God who turns every dark night into morning light had arrived” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 250–51).

Explain to the class that the next portion of the lesson is designed to allow them to ponder the Savior’s visit on their own. Before class, prepare the following instructions and questions on a handout for each student (or write them on the board or on a poster). Allow students sufficient time to read 3 Nephi 11:11–17 and follow the instructions on the handout. Encourage them to ponder carefully the meaning of these verses as they study them.

1. Read 3 Nephi 11:11–12 silently. Look for what Jesus Christ wanted the people to know about Him and about what He had done during His mortal ministry. Ponder the following questions:
 - Which of the Savior’s statements in 3 Nephi 11:11 is most meaningful to you? Why?
 - What did the Savior mean when He said, “I have drunk out of that bitter cup which the Father hath given me”? Why is it important to know that Jesus Christ has always been submissive to Heavenly Father’s will?
2. Read 3 Nephi 11:13–15, and ponder the following questions:
 - What did the Savior invite the Nephites to do? What did He want them to know as a result of this experience?



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- The people went to the Savior “one by one until they had all gone forth” (3 Nephi 11:15). Considering there were about 2,500 people in the multitude (see 3 Nephi 17:25), what does this teach you about how the Savior feels about each one of us?
3. Respond to the following questions in a notebook or scripture study journal:
- Why do you think the Lord wanted the people to see and touch Him “one by one”?
 - How do you think it would affect you to be able to touch the wounds the Savior received while atoning for your sins?
4. Consider writing the following truth in the margin of your scriptures near 3 Nephi 11:11–15. **Jesus Christ invites me to receive a personal testimony that He is my Savior.** Respond to the following questions in a notebook or scripture study journal:
- What experiences have led you to gain your own testimony that Jesus Christ is your Savior?
 - What do you think the Savior would like you to do to strengthen your testimony of Him?
 - When have you felt that the Savior knows you and has blessed you individually?

After students have had sufficient time to complete this activity, invite a student to read 3 Nephi 11:16–17 aloud. Ask the class to follow along, looking for what the people did after they had this personal experience with the Savior. You may want to explain that *hosanna* is a Hebrew word that means “save now” or “please save us” and is used throughout the scriptures as an exclamation of praise and supplication (see Bible Dictionary, “Hosanna”; Guide to the Scriptures, “Hosanna,” scriptures.lds.org).

- Why do you think the people cried “hosanna” after their experience with the Savior?

Invite students to take a closer look at 3 Nephi 11:15. Ask them to identify what the people did after they had seen and felt the Savior’s wounds. (The people bore record, or testified, that it was Jesus Christ.)

- Do we need to be able to see and touch the Savior to know that He lives? (See Moroni 10:5.) How can we “bear record” of Jesus Christ?
- How can we liken 3 Nephi 11:15 to ourselves? What should each of us do after we receive a testimony of Jesus Christ? (**When we receive a personal testimony of Jesus Christ, it is our responsibility to bear record of Him.**)

Conclude class by inviting students to tell about times when they have shared their testimonies of Jesus Christ with others. As time allows, invite all those who wish to do so to share a brief testimony of the Savior and, perhaps, tell what they have done to gain their testimonies. If time allows, you also might invite them to share some of what they wrote down or felt during their study of 3 Nephi 11 today.

Commentary and Background Information

3 Nephi 11:3. “A small voice”

President Boyd K. Packer of the Quorum of the Twelve Apostles explained how the voice of the Holy Ghost operates on our minds and hearts:

“The voice of the Spirit comes as a *feeling* rather than a sound. You will learn, as I have learned, to ‘listen’ for that voice that is *felt* rather than *heard*. . . .

“The gift of the Holy Ghost, if you consent, will guide and protect you and even correct your actions. It is a spiritual voice that comes into the mind as a thought or a feeling put into your heart. . . .

“It is not expected that you go through life without making mistakes, but you will not make a major mistake without first being warned by the promptings of the Spirit” (“Counsel to Youth,” *Ensign* or *Liahona*, Nov. 2011, 17–18).



Teaching by the Spirit: Some Dos and Don'ts

Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles suggested some dos and don'ts for teaching by the Spirit:

Do	Don't
1. Focus on the teaching moment by becoming settled and serene in your own heart.	1. Don't be upset by Martha-like anxieties. Recall how Joseph Smith was once ineffective after he and Emma had a disagreement? Inviting the Spirit is difficult, but it won't come if we are crowded with other concerns.
2. Be meek and "I will tell you in your mind" (D&C 8:2).	2. Don't try to impress in order to be heard or seen of men.
3. Have considerable eye contact with and listen to the students.	3. Don't be so busy presenting that either listening to the Spirit or to the students is not possible. Don't expect the class to listen to you when you are not listening to the Spirit.
4. Use inspired one-liners that will be remembered and retained.	4. Don't multiply words or concepts. Would we cherish the Sermon on the Mount if it filled three volumes?
5. Know the substance of what is being presented. Ponder and pray over its simple focus.	5. Don't present a "smorgasbord," hoping someone will find something of value. The lack of focus leaves the receivers uncertain.
6. Proffer relevant applications and implications of what is being taught.	6. Don't answer questions no one is asking.
7. Ask inspired questions.	7. Don't be afraid of questions.
8. Be prepared to learn from what you say while under the influence of the Spirit. I heard President Marion G. Romney say on several occasions, "I always know when I am speaking under the inspiration of the Holy Ghost because I always learn something from what I've said" (in Boyd K. Packer, Teach Ye Diligently [1975], 304).	8. Don't be afraid to ponder in front of the students.
9. Provide moments of deliberate pause. The Spirit will supply its own "evidence of things not seen" (Hebrews 11:1).	9. Don't be afraid of inspired silences.
10. Let the doctrines speak for themselves. "Every principle God has revealed carries its own convictions of its truth to the human mind" (Teachings of Presidents of the Church: Brigham Young [1997], 72).	10. Don't end up "selling" the doctrines.
11. Bear your testimony appropriately and specifically.	11. Don't just say "I have a testimony."

Adapted from Neal A. Maxwell, "Teaching by the Spirit—'The Language of Inspiration'" (CES Symposium on the Old Testament, Aug. 15, 1991), 4–5, si.lds.org.



Understanding, Feeling, and Applying Doctrine and Principles

This study aid will help you practice the last three elements of the learning pattern.

- **Write down a doctrine or principle.**
- **Develop your understanding of the doctrine or principle.**
Analyze the meaning of the doctrine or principle by asking questions and searching for answers. Practice this skill by writing your questions and answers below.
- **Seek to feel the truth and importance of the doctrine or principle.**
Reflect on the impact the doctrine or principle has had in your life or in the lives of others, including individuals from the scriptures or Church history. Record below your thoughts about how your life and testimony (or those of others) reflect the truth of this doctrine or principle.
- **Apply the doctrine or principle.**
Consider what specific action you should take to apply the doctrine or principle in your life, and record your insights below.



Determining What to Teach

Scripture Block: _____

Verses	Summary	Doctrine or Principles	Most Important	Level of Emphasis



Identify Types of Effective Questions

The following are examples of questions a teacher might use when teaching a lesson on Daniel 1–3. Each question will help lead a learner to a desired outcome related to the learning pattern. Read each question and decide which element of the learning pattern it could apply to. In the space next to each question, write one of the following labels:

- **UCC** for Understand Context and Content
- **IDP** for Identify Doctrine and Principles
- **UDP** for Understand Doctrine and Principles
- **FTI** for Feel the Truth and Importance of Doctrine and Principles
- **ADP** for Apply Doctrine and Principles

- _____ 1. Think of an experience in which exercising faith like that of Daniel and his companions blessed your life or the lives of others. What blessings came as a result?
- _____ 2. What are some examples of circumstances in which today's youth might have to exercise faith like unto that of Daniel and his companions?
- _____ 3. According to Daniel 3:25, where was the Lord when Shadrach, Meshach, and Abednego were in their moment of danger?
- _____ 4. What principle can we identify from this passage?
- _____ 5. Considering the principle we identified, what difference would it make in your life if you were worthy of the Lord's presence in your moments of greatest danger?
- _____ 6. What principle is illustrated by Daniel and his companions refusing to eat the king's food (see Daniel 1)?
- _____ 7. How is it that "the most mighty men" who were in Nebuchadnezzar's army were slain (Daniel 3:20; see also verse 22), while Shadrach, Meshach, and Abednego "came forth of the midst of the fire" (verse 26)?
- _____ 8. Like Shadrach, Meshach, and Abednego, why should we refuse to partake of some things that the world proclaims are good?
- _____ 9. What were the Hebrew names of Shadrach, Meshach, and Abednego? (See Daniel 1:7.)
- _____ 10. Why do you think God does not always preserve the righteous from harm or danger?
- _____ 11. In what areas of your life can you apply what you have learned from Daniel and his companions?



Rewrite the Question

Rewrite the following questions for 1 Nephi 1:1–7 in a way that will help students achieve the desired outcome of each element of the learning pattern.

Understand Context and Content

1. Were Nephi's parents "goodly"? (See verse 1.)
2. Do you see how influential parents can be when teaching their children? (See verse 1.)
3. What did Nephi make? (See verse 2.)
4. Where did Lehi go? (See verse 7.)

Identify Doctrine and Principles

1. What is a characteristic of prophets? (See verses 4–5.)
2. What is important in this example? (See verses 1–7.)

Understand Doctrine and Principles

1. Can our testimony grow out of the "proceedings" of our own lives? (See verse 1.)
2. Why should we repent? (See verse 4.)
3. Is it important to pray? (See verse 5.)

Feel the Truth and Importance of Doctrine and Principles

1. Can you see how important it is to follow your own "goodly parents"? (See verse 1.)
2. Do you know someone whose life has been influenced by praying "with all his [or her] heart"? (See verse 5.)

Apply Doctrine and Principles

1. Can you see the difference it makes when we pray "with all [our] heart"? (See verse 5.)
2. What makes our prayers powerful? (See verses 5–6.)



Model and Practice

Study the examples of questions and statements of doctrine or principle in the first column that could be used while teaching 3 Nephi 14. In the remaining columns, write questions and statements of doctrine or principle for the indicated verses.

3 Nephi 14:1–6	3 Nephi 14:7–11	3 Nephi 14:12–27
Understand Context and Content		
<ul style="list-style-type: none"> According to verse 1, who was the audience for this portion of the Savior's instruction? What difference does knowing the audience make in this situation? According to verses 3–5, what objects did the Savior use in this metaphor? Where were the objects located? Why might the Savior have chosen to use these specific objects? What is the significance of the objects' locations? 		
Identify Doctrine and Principles		
<ul style="list-style-type: none"> What is a principle that the Savior's metaphor can teach us? Principle: If I focus my attention on others' faults, I will be less able to clearly see my own faults. 		
Understand Doctrine and Principles		
<ul style="list-style-type: none"> How does focusing on others' weaknesses prevent us from seeing our own faults? 		
Feel the Truth and Importance of Doctrine and Principles		
<ul style="list-style-type: none"> When have you been blessed because you refrained from judging someone else unrighteously? 		
Apply Doctrine and Principles		
<ul style="list-style-type: none"> What changes might you make to remove the "beam" from your own eye in order to see your own faults more clearly and take steps to correct them? 		



Lesson-Planning Questions

Use the following table to help you plan a lesson based on the learning pattern. The questions have been adapted from those in section 4.3.4 (page 56) of *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* (2012).

Understand Context and Content
What questions, teaching methods, or learning activities will help my students understand the context and content of the scripture block?
Identify Doctrine and Principles
What questions or activities will help my students to identify key doctrine and principles in the scripture block?
Understand Doctrine and Principles
What questions or activities will help my students understand the doctrine and principles in the scripture block?
Feel the Truth and Importance of Doctrine and Principles
What questions, teaching methods, or activities will help my students feel the truth and importance of the doctrine and principles in the scripture block and will invite my students to share their thoughts, feelings, or testimonies?
Apply Doctrine and Principles
What activities or questions will help my students see how they can apply the doctrine and principles in their lives and will encourage them to do so?



Trust in the Students

Read the following statements and underline words or phrases that help you understand why you can trust your students' ability to fulfill their role as they learn, teach, and apply gospel doctrine and principles.

1. The Prophet Joseph Smith taught:
 "All the minds and spirits that God ever sent into the world are susceptible of enlargement" (*Teachings of Presidents of the Church: Joseph Smith* [2007], 210).
2. President J. Reuben Clark Jr. (1871–1961) of the First Presidency declared:
 "The youth of the Church are hungry for things of the Spirit; they are eager to learn the gospel, and they want it straight, undiluted. . . . They are not now doubters but inquirers, seekers after truth. . . .
 "These students as they come to you are spiritually working on toward a maturity which they will early reach if you but feed them the right food. They come to you possessing spiritual knowledge and experience the world does not know" (*The Charted Course of the Church in Education*, rev. ed. [1994], 3, 5–6).
3. President Henry B. Eyring of the First Presidency taught:
 "I can make a promise to you: If you treat [students] as seekers, they will feel that you love them. And that may awaken a hope in them that they could have a softer heart. It may not happen every time, and it may not last. But it will happen often, and sometimes it will last. And all of them will at least remember that you believed in the best in them—their inheritance as a child of God" ("And Thus We See: Helping a Student in a Moment of Doubt" [address to Church Educational System religious educators, Feb. 5, 1993], 5, si.lds.org).
4. President Spencer W. Kimball (1895–1985) taught:
 "The Lord is sending forth great and powerful spirits that have been reserved to help move his work forward in these critical times. These spirits need to be trained and prepared for the work they have to do" ("Men of Example" [address to Church Educational System religious educators, Sept. 12, 1975], 5, si.lds.org).
5. President Dieter F. Uchtdorf of the First Presidency taught:
 "Our young people want to believe; they yearn to know more about the Savior" ("A Teacher of God's Children" [address to Church Educational System religious educators, Jan. 28, 2011], 6, si.lds.org).
6. Elder Neil L. Andersen of the Quorum of the Twelve Apostles testified:
 "I like these words from President George Q. Cannon [1827–1901], who served in the First Presidency: 'God has reserved spirits for this dispensation who have the courage and determination to face the world and all the powers of the evil one, visible and invisible, to proclaim the gospel and maintain the truth and establish and build up the Zion of our God fearless of all consequences. He has sent these spirits in this generation to lay the foundation of Zion never more to be overthrown, and to raise up a seed that will be righteous, and that will honor God, and honor Him supremely, and be obedient to Him under all circumstances' [*Deseret News*, May 31, 1866, 203].
 "The young men and women in your classes are these spirits. They are the hope of the future" ("A Classroom of Faith, Hope, and Charity" [evening with a General Authority, Feb. 28, 2014], lds.org/broadcasts).
7. President Ezra Taft Benson (1899–1994) declared:
 "For nearly six thousand years, God has held you in reserve to make your appearance in the final days before the Second Coming of the Lord. . . . God has saved for the final inning some of his strongest children, who will help bear off the Kingdom triumphantly. And that is where you come in, for you are the generation that must be prepared to meet your God. . . . Make no mistake



about it—you are a marked generation. . . . Will [you] be true to [your] last-days, foreordained mission?" ("In His Steps" [Brigham Young University fireside, Mar. 4, 1979], 1, speeches.byu.edu).

8. President Henry B. Eyring of the First Presidency explained:

"[Our students] will be hungry for the things of the Spirit. They will recognize when the truth is

confirmed to them by the Spirit. They will be eager to have their testimonies deepened by feeling the fire of our testimonies of the fundamental truths of the restored gospel of Jesus Christ" ("The Lord Will Multiply the Harvest" [address to Church Educational System religious educators, Feb. 6, 1998], 2, si.lds.org).





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