

2010 Outline for Sharing Time

I Know My Savior Lives

“For I know that my redeemer liveth, and that he shall stand at the latter day upon the earth”

(Job 19:25).





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

Dear Primary Presidencies and Music Leaders,

This year you have the opportunity to help the children feel and understand the great love that our Savior, Jesus Christ, has for them. Through the witness of the Holy Ghost, the children will learn that because of the central role of Jesus Christ in our Heavenly Father's plan, they can have faith in Him. The children will also learn that their faith will grow stronger as they keep the commandments, serve, share the gospel, follow the example of the Savior, and prepare for His Second Coming.

Thank you for your faithful commitment. We pray for you, and we are confident in your ability to love the children and to teach them the gospel of Jesus Christ and help them live according to its principles.

The Primary General Presidency

Tip: Inviting children to learn from the scriptures will help them develop a lifelong love for the word of God. Plan ways each week to invite the children to use and learn from their scriptures. Some children may not have scriptures. Other children may not be able to read yet. The learning activities in this outline and the teaching tips on pages 7, 12, and 18 will give you ideas on how to teach using the scriptures.

Instructions for Sharing Time

Gospel Instruction

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

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

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

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

1. **Identify the doctrine.** Clearly introduce the doctrine that the children will be learning. Consider ways to do this verbally and visually. (For some examples, see the lessons for the first week in March and the first week in July.)
2. **Encourage understanding.** Ensure that the children gain a deeper understanding of the doctrine through a variety of teaching methods that engage them in learning, such as singing songs, role-playing, and reading scriptures.

3. **Encourage application.** Give the children opportunities to apply the doctrine in their lives. Consider how they can express feelings about or set a goal related to the doctrine.

This booklet provides complete lessons for some of the weeks in the year. Ideas, but not complete lessons, are included for the other weeks. Supplement those ideas with some of your own. You can get ideas by reading other lessons in this booklet. When there is a fifth Sunday, use this time to review previous lessons. The Spirit can guide you as you plan and prepare activities for lessons.

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

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

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

Singing Time

Music in Primary should establish a reverent atmosphere, teach the gospel, and help children feel the influence of the Holy Ghost and the joy that comes through singing. You should spend 20 minutes teaching music in sharing time.

This will ensure that you have enough time to teach new music and to help the children enjoy singing.

This booklet includes a new song for the children to learn this year (see pages 28–29). It also includes a section titled “How to Use Music in Primary” (see pages 26–27) and additional ideas for teaching songs to children (see pages 3, 5, 9, and 15).



Guidelines for the Sacrament Meeting Presentation

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

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

in the presentation. As you plan for the children to share what they have learned about this year’s theme, think of ways they can help the congregation focus on the gospel doctrines they are teaching.

As you prepare the presentation, remember the following guidelines:

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



Sacrament Meeting Presentations

It is not necessary to give each child a scripted speaking part. Effective presentations involve the children in a variety of ways.

Tip: You can find additional teaching resources such as coloring pages, stories, and activities in the *Friend* and the *Liahona*. Use these resources to supplement your lessons.

Resources Used in This Booklet

The following abbreviations are used throughout the booklet:

CS *Children’s Songbook*

TNGC *Teaching, No Greater Call*

Many lessons include suggestions for using pictures. You can find pictures in the *Gospel Art Book*, the *Gospel Art Picture Kit*, *Primary manual picture packets*, and *Church magazines* and online at images.lds.org.

Curriculum for 2010

General Curriculum

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

Basic Curriculum

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

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

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

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

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

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

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

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

Week 1: God is the Father of my spirit.

Identify the doctrine (seeing an object lesson):

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

Encourage understanding (singing a song):

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

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

Encourage application (looking in a mirror):

Let each child take a turn looking in a mirror. Tell them that each time they look into a mirror they should remember that they are seeing a child of God.

Object Lessons

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



Week 2: Jesus Christ is the Son of God.

Encourage understanding (reading scriptures):

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

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



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

Encourage understanding (playing a guessing game and singing):

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

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

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

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

Helps for the music leader

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

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

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



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



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

Jesus Christ Is My Savior and Redeemer

Song: “He Sent His Son”
(CS, 34–35)

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

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

Tip: Children will understand doctrines better when they are connected to something they already know. As you begin each lesson, review the doctrine taught the previous week and connect it to the truths being taught that day.

Week 1: Jesus Christ is my Savior and Redeemer.

Encourage understanding (seeing pictures and reading scriptures): Place pictures of the Last Supper, Christ in Gethsemane, the Crucifixion, and the Resurrection around the room. Point to the pictures and tell the children that these are events from the last week of the Savior’s life. Tell the children you are going to read a scripture that goes with one of the pictures. Ask them to silently think about which picture

matches the scripture. Read Luke 22:13–14, 19–20. Have everyone stand and face the matching picture. Discuss what is happening in the picture. Repeat with the other pictures (Gethsemane: Luke 22:39–44; Crucifixion: Luke 23:33–34, 46; Resurrection: John 20:11–18). Sing a song such as “He Sent His Son” (CS, 34–35) or “To Think about Jesus” (CS, 71). Testify that Jesus died for us so that we can live with Heavenly Father again.

Learning through Movement

Children will learn better and remember longer when they are engaged through physical movement.



Weeks 2 and 3: Through the Atonement of Jesus Christ, all mankind may be saved.

Identify the doctrine (memorizing an article of faith): Write the third article of faith on the board and invite the children to repeat it with you a few times. Briefly explain any words the children do not understand. (For example, the Atonement is what Jesus did to make it possible for us to repent and return to God.) Erase one or two words and say it together again. Repeat to help the children memorize it.

Encourage understanding (acting out a story): Tell the following story and invite the children to stand and act it out with you. “A man was walking along a road (*walk in place*). He fell into a deep hole (*sit down*). He tried and tried but could not get out (*pretend to try to get out*). He called for help (*quietly call for help*). Another man was walking on the same road. He heard the man cry for help (*quietly cry for help again*). He lowered

a ladder down into the hole. The man climbed the ladder out of the hole (*pretend to climb up a ladder*). The man was saved.” Discuss how the man might have felt when he was in the hole and then when he was rescued. Tell the children that when we do wrong or sin, it is like falling into a deep hole that we cannot get out of by ourselves. Show a picture of Jesus and tell the children that just as someone helped the man out of the hole, Jesus Christ can help and save us so that we can return to live with our Heavenly Father again.

Encourage application (reading and discussing a scripture): Invite the children to read Alma 7:11–12 and look for what Jesus has done for us. Ask a few children to share what they found. Tell the children that Jesus understands when we feel hurt, sad, afraid, or sick. He can help us overcome these things. Write the following statements on the board:

I am grateful for the Savior because _____.

The Savior will help me to _____.

Invite a few children to share how they would finish these sentences, or have all of the children share their answers with the person sitting next to them.

Encourage understanding (reviewing scripture stories): Tell the children that there are many stories in the scriptures of people who were blessed because of the Atonement. Share a few of these stories. Possible stories include Alma the Younger (see Alma 36:5–27), Paul (see Acts 8:1–3; 9:1–20), and Enos (see Enos 1:1–8). After telling a story, review it with the children. Toss a crumpled piece of paper to one child and ask him or her to say one thing about the story. Have the child toss the paper back to you. Continue until the children have mentioned most of the important details from the story. Share your testimony about the Atonement.

Tip: Children learn through movement and activity. Involve them as you tell a story by letting them make simple actions and movements. After an activity, you can help them prepare for the next learning moment by reverently bringing the activity or game to a close. For example, have the children sing a few lines of a song slowly, or hold your hands apart in front of you and invite the children to watch you as they sing. The closer you move your hands together, the softer they sing. Thank them for their reverence.

Week 4: Jesus Christ was resurrected, and I will be too.

Encourage understanding (seeing pictures and playing a guessing game): Divide the children into groups and give each group a picture of an event related to the Resurrection (for example, you could use pictures of the Crucifixion, Christ’s burial, the empty tomb, Mary and the resurrected Lord, and Jesus

showing His wounds to His disciples). Tell them not to let the other groups see their picture. Have each group give a few clues to help the other children guess what is happening in their picture. When they guess correctly, show the picture to the other groups. Explain that because Jesus Christ was resurrected, we will all be resurrected.



Children like to participate in learning.

As you plan your sharing times, consider ways to include more children in the learning activities. For example, this activity involves a small group of children rather than one or two individuals.

Helps for the music leader

To help the children learn “He Sent His Son” (CS, 34–35), consider the following:

- As you sing, have the children count on their fingers how many times they sing the words “He sent His Son” or have them stand when they sing the questions and sit down when they sing the answers.
- Divide the children into two groups. Have half sing the questions in the song and the other half respond by singing the answers.

God Speaks through Prophets

Song:
“Follow the Prophet”
 (CS, 110–11)

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

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

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

Week 1: Prophets are called by God.

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

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

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

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

Week 2: Prophets testify of Jesus Christ.

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

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

Identifying Doctrines

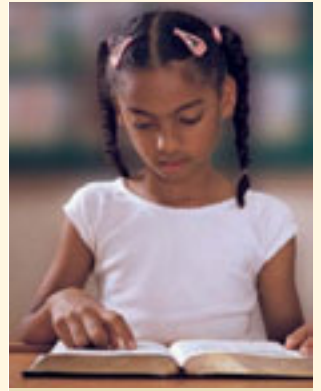
When you do an activity, clearly identify the doctrine you are teaching. This helps the children understand and apply it better.

[Click here for wordstrips.](#)



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

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



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

Week 3: There is safety in following the prophet.

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

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



What will the children do to learn?

Asking this question as you prepare activities will help the children learn through participation.

For example, in this picture children are acting out the story of Moses parting the Red Sea.

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

Week 4: God speaks through prophets.

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

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

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

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

Jesus Christ Restored the Fulness of the Gospel through Joseph Smith

Song: “The Church of Jesus Christ” (CS, 77)

“We believe in the same organization that existed in the Primitive Church” (Articles of Faith 1:6).

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

Tip: Dividing into groups allows more of the children to participate. Consider the size of your Primary and how many groups will be needed to allow all the children to be involved in the activity (see week 1).

Week 1: Heavenly Father and Jesus Christ appeared to Joseph Smith.

Identify the doctrine (reading scriptures): Tell the children that Jesus Christ established His Church when He was living on the earth. Today we call that church the “Primitive Church.” Explain that not long after Jesus died, His gospel was taken from the earth, and many years later He restored the gospel through Joseph Smith. Prepare four wordstrips, each with one of the following sentences:

1. Joseph Smith read in the Bible, “If any of you _____, let him ask of God.” (Joseph Smith—History 1:11)
2. Joseph Smith went to the _____ to _____. (Joseph Smith—History 1:14)
3. Joseph saw a pillar of _____ over his head. (Joseph Smith—History 1:16)

4. Heavenly Father pointed to Jesus Christ and said, “This is My _____ .” (Joseph Smith—History 1:17)

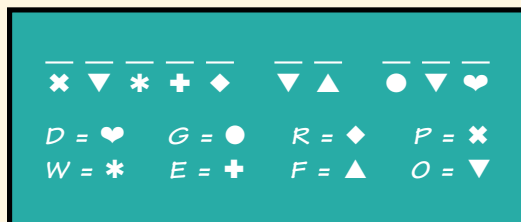
Divide the children into four groups, and give a wordstrip to each group. Invite them to read the scripture to find the missing words. Have them whisper the answer to one another instead of filling in the blanks on the paper. Have the children pass their wordstrip to another group, and repeat until each group has found all the answers. (Answers: 1. lack wisdom; 2. woods, pray; 3. light; 4. Beloved Son)

Encourage understanding: Consider using the activities, visuals, and finger puppets from the nursery manual, *Behold Your Little Ones*, to help the children understand that Heavenly Father and Jesus Christ appeared to Joseph Smith (see pages 88–91).

Week 2: Joseph Smith translated the Book of Mormon by the power of God.

Encourage understanding (reading and discussing a scripture): Write *power of God* on the board using a code (for example, you could replace each letter with a symbol). Ask if anyone can read the message. Write a key on the board that shows which letters the symbols replaced, and have the children work in groups to decode the message. (Remind the children not to call

out the answer.) Read the phrase together. Read Doctrine and Covenants 1:29. Explain that Joseph Smith could not read the writing on the gold plates without the help of the Lord. Invite the children to share what they know about how Joseph Smith was able to translate the Book of Mormon. Invite several children to share how they feel about the Book of Mormon.



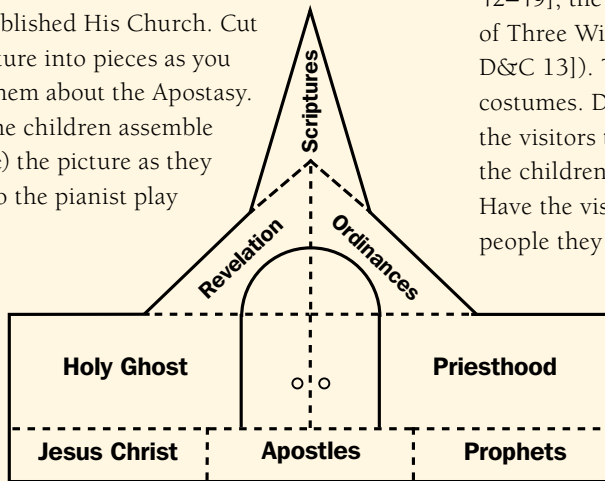
Identifying Doctrines

Clearly identify the doctrine you are teaching. This helps the children understand and apply it better. Consider ways to have the children see the words of the doctrine and commit them to memory.

Weeks 3 and 4: Jesus Christ restored the gospel through Joseph Smith.

Identify the doctrine and encourage understanding (*assembling a puzzle*):

Remind the children that not long after Jesus died, His gospel was taken from the earth and He later restored the gospel through Joseph Smith. Explain that to restore means to put back together again. Draw a simple picture of a church labeled as shown (see Ephesians 2:20; 4:11–13). Explain that when Christ was on the earth He established His Church. Cut the picture into pieces as you teach them about the Apostasy. Have the children assemble (restore) the picture as they listen to the pianist play

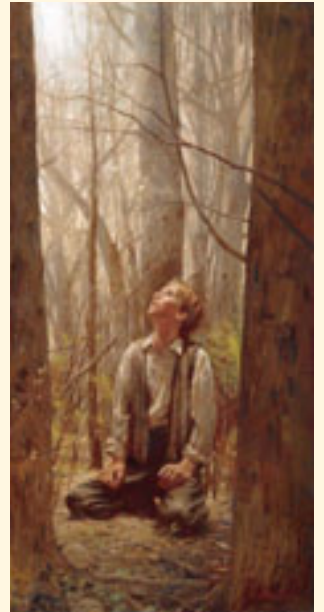


[Click here for drawing.](#)

“On a Golden Springtime” (CS, 88). Sing the third verse together.

Encourage understanding (*listening to guest speakers*): Invite some ward members to come to Primary and portray people who participated in the Restoration (such as Joseph Smith [see Joseph Smith—History 1:8–20], the angel Moroni [see Joseph Smith—History 1:29–35, 42–49], the Three Witnesses [see “The Testimony of Three Witnesses”], or John the Baptist [see D&C 13]). They may want to wear simple costumes. Divide the children into groups. Invite the visitors to announce who they are and have the children tell what they know about them. Have the visitors share their testimonies of the people they are depicting.

Consider using a drawing similar to this one in this activity. If your Primary is large, consider having the children complete this activity in small groups.



Tip: Heavenly Father and Jesus Christ should not be portrayed in a dramatization.

Helps for the music leader

To help the children learn “The Church of Jesus Christ” (CS, 77), consider the following:

- Ask the children to stand if they belong to a family. Repeat for other groups they might belong to, such as a team, a club, and a church. Let the children explain what *belonging* means



(that you are an important part of something).

Introduce the song by showing a picture of Jesus Christ and having the children read together Doctrine and Covenants 115:4.

- Introduce each phrase of the song by having the children listen for the answer to a question while you sing the phrase to them. (For example: What do I belong to? What two things do I know? How will I follow Him?) Then have the children sing the phrase with you. Continue until the children have learned the entire song.
- Divide the Primary into two groups and have one group sing only the first two words of each phrase (*I belong, I know*, and so on), and have the other group complete the phrase. Change groups and repeat.

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

Principles and Ordinances of the Gospel Lead Me to Jesus Christ

Song of your choice from the Children's Songbook

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

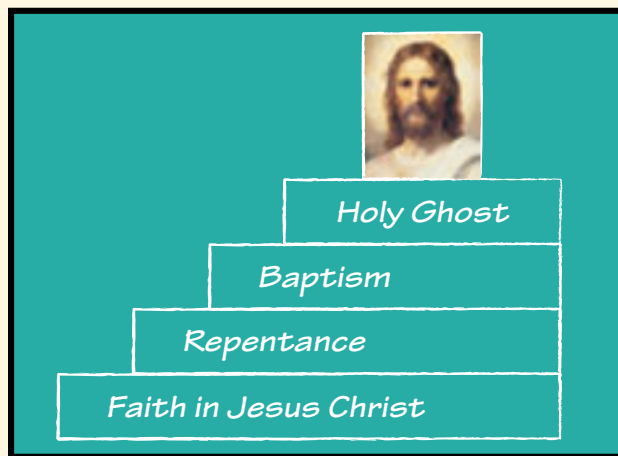
“We believe that the first principles and ordinances of the Gospel are: first, Faith in the Lord Jesus Christ; second, Repentance; third, Baptism by immersion for the remission of sins; fourth, Laying on of hands for the gift of the Holy Ghost” (Articles of Faith 1:4).

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

Week 1: My faith in Jesus Christ is strengthened when I obey.

Identify the doctrine (*learning an article of faith*): Place a picture of Jesus Christ on the board. Draw a staircase with four steps leading up to the picture. Say together the fourth article of faith, and invite the children to name the first principles and ordinances of the gospel as you write them on the appropriate steps. Count on your fingers as you say each principle and ordinance. Consider ways to help the children memorize the fourth article of faith.

Encourage understanding (*singing a song*): Sing “Faith” (CS, 96–97). Make a wordstrip for each sentence in the second verse. Divide the children into four groups and give each group a wordstrip. Have each group stand and sing their line at the appropriate place in the song. Have the groups exchange wordstrips, and repeat until each group has sung each line. Invite the children to act out ways they can obey. (This could be done in their groups or with the whole Primary.) Share with the children an experience that has strengthened your faith in Jesus Christ.



Use the Chalkboard

A chalkboard can be an effective teaching tool. Use simple line drawings to help teach gospel principles.

Week 2: I can repent.

Encourage understanding and application (*discussing case studies*): Explain that because of Jesus Christ, when we do something wrong we can repent, which means we stop sinning and turn to God. Explain that repentance includes feeling sorry, asking for forgiveness, righting the wrong, and not repeating the wrong. Briefly discuss these steps, emphasizing how the Savior

can help us. Divide the children into groups and give each group a case study. Have them read the case study and discuss what they would do to repent. For example, someone gets angry and hits his brother or sister. What should he do? Express gratitude for the opportunity Jesus Christ has given us to repent.

Week 3: When I am baptized I make a covenant with God.

Identify the doctrine (*learning about promises*): To demonstrate what a promise is, invite two children to the front. Have the first child say, “I promise to _____ (lend you my book) if you will promise to _____ (return it).” Have the second child agree and link arms with the first child. Explain that a covenant is a two-way promise between us and God. Write on one side of the board “God Promises” and on the other side “We Promise.” Explain that when we are baptized, we make promises to God and He makes promises to us.

Encourage understanding (*singing songs*): Prepare in advance separate pieces of paper with the following promises and songs: Take upon us the name of Jesus Christ (“The Church of Jesus

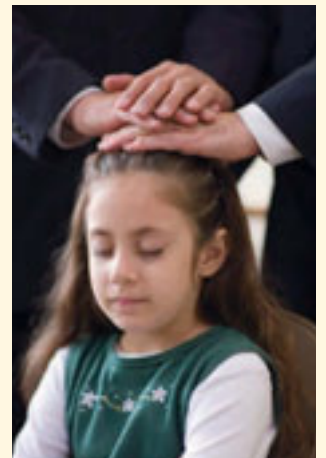
Christ” [CS, 77]); Always remember Him (“To Think about Jesus” [CS, 71]); Keep the commandments (“Keep the Commandments” [CS, 146–47]); Have His Spirit to be with us (“The Holy Ghost” [CS, 105]); Return to live with Him (“I Am a Child of God,” verse 3 [CS, 2–3]). Put the pieces of paper into a container. Have a child draw out one paper and read the promise. Ask the children, “Who is making the promise, God or us?” Write the promise on the board under the correct heading. Have the children sing the song and pass the container until the song ends. Have the child holding the container when the song ends draw out another paper. Repeat with each of the songs. Review the promises and testify of the importance of the baptismal covenant.



Children as Visuals

Using children in visual demonstrations will get their attention and prepare them to learn.

For example, this sharing time begins with children demonstrating the concept of a promise.



Week 4: When I am confirmed I receive the gift of the Holy Ghost.

Identify the doctrine (*seeing a picture and singing a song*): Show a picture of a child being confirmed and ask the children what is happening. Ask, “What is the gift of the Holy Ghost?” Emphasize that the gift of the Holy Ghost is the right to the constant companionship of the Holy Ghost. Sing “The Holy Ghost” (CS, 105).

Encourage understanding (*asking questions*): Invite a Melchizedek Priesthood holder to come

to Primary. Give several children questions to ask him, such as: What priesthood do you hold? How did you receive the priesthood? How do you confirm someone a member of the Church? What does “laying on of hands” mean? What does it mean to “receive the Holy Ghost”? How can the Holy Ghost help me? Invite children to share their experiences of how the Holy Ghost has helped them.

Tip: *When children share their feelings about the gospel, it invites the Spirit. Help the children understand that the feelings of peace and love they feel come from the Holy Ghost. The focus of the sharing time in week 4 should be on the children sharing how the Holy Ghost has helped them. Make sure you create a reverent atmosphere so this can happen.*

The Holy Ghost Testifies of the Truth of All Things

Song: “The Holy Ghost”
(CS, 105)

“By the power of the Holy Ghost ye may know the truth of all things” (Moroni 10:5).

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

Week 1: The Holy Ghost is the third member of the Godhead.

Identify the doctrine (*memorizing an article of faith*): Help the children memorize the first article of faith by dividing them into three groups. Point to a group and have them say, “We believe in God, the Eternal Father.” Point to another group and have them say, “And in His Son, Jesus Christ.” Point to the third group and have them say, “And in the Holy Ghost.” Repeat, giving each group a turn to say each phrase. (You may want to have younger children hold up fingers for each phrase.) Explain that Heavenly Father, Jesus Christ, and the Holy Ghost are the three members of the Godhead. Tell the children that the Holy Ghost is a spirit, without a body of flesh and bones.

Encourage understanding and application (*reading scriptures and sharing experiences*): Invite the children to open their scriptures and read Doctrine and Covenants 130:22 together. Ask them to listen for why the Holy Ghost does

not have a body. Read Doctrine and Covenants 8:2. Have the children point to their heads when you say “mind” and to their hearts when you say “heart.” Share examples of how the Holy Ghost might speak to your mind and your heart (see Galatians 5:22). Consider having children share times when they have felt the influence of the Holy Ghost.

Encourage understanding and application (*discussing roles of the Holy Ghost*): Divide the children into five groups. Give each group one of the following scripture references, and have them identify how the Holy Ghost helps us: John 14:26 (comforts and teaches); 2 Nephi 32:5 (tells us what we should do); Mosiah 5:2 (changes our hearts); Moroni 8:26 (fills us with hope and love); Doctrine and Covenants 20:27 (testifies of Christ). Invite each group to tell the rest of the Primary what they learned.

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

Week 2: The Holy Ghost speaks in a still, small voice.

Identify the doctrine (*learning to listen*): In a quiet voice say, “Everyone who can hear my voice, put your finger on your nose. Everyone who can hear my voice, put your hand on your head.” Continue, designating other parts of the body, until all the children are listening to your quiet voice. You could end by asking them to fold their arms. Point out that even though you were speaking quietly, when the children listened, they could hear your voice and obey your instructions. Explain that the Holy Ghost speaks to us in a quiet or still, small voice.

Encourage understanding (*participating in a physical activity*): Blindfold a child and lead him or her to a different place in the room. Tell the

child, “If you trust me and listen to me, I will guide you back to your seat.” With a soft voice give the child directions to get safely back to his or her seat. Ask, “How is this like the way the Holy Ghost guides us?” Show how the Holy Ghost can be likened to the Liahona by sharing the story of Nephi’s broken bow (see 1 Nephi 16:18–32). Consider using actions as demonstrated in other lessons in this outline (see March, week 3, or August, week 4). Explain that just as the Liahona directed the people according to their faith and diligence, the Holy Ghost will direct us according to our righteousness when we listen for His voice.

Week 3: The Holy Ghost can guide and protect us.

Encourage understanding (*listening to stories*): Invite some ward members to share stories about how the Holy Ghost guides or protects us. They could share a personal experience or a story from the scriptures or Church history (for example, see *Teachings of Presidents of the Church: Wilford Woodruff* [2004], 46–47). Divide the children into groups and rotate either the groups or the storytellers until each group has heard all the stories. Have the children hum “The Holy Ghost” (CS, 105) while they rotate among storytellers.

Encourage understanding and application (*chalkboard activity*): Divide the chalkboard into two columns. Write “Important decisions” at the top of one column and “Invite the Holy Ghost” at the top of the other. Have the children fill in the first column by listing important decisions they will make throughout life. Then have them fill in the second column with what they will do to invite the Holy Ghost into their life so they can receive help in making these decisions.



Tip: One way to invite the Spirit is by giving children opportunities to share what they will do to live the truths of the gospel. Consider how you can give them these opportunities in each sharing time lesson.

IMPORTANT DECISIONS	INVITE THE HOLY GHOST
Be honest	Pray
Be baptized	Come to church
Serve a mission	Read the scriptures

Use the Chalkboard

Chalkboards are effective teaching tools. They can be used to greet the children, ask a question, identify a doctrine, record ideas, and illustrate stories or concepts (see TNGC, 162–63).

Week 4: By the power of the Holy Ghost, we may know the truth of all things.

Encourage understanding and application (*playing a game or sharing experiences*): Read Moroni 10:5 together, and testify that the Holy Ghost will help us learn the truth. Tell the children that sometimes they may get a warm, peaceful feeling while at church, while doing acts of kindness, or as they pray and read the scriptures. Explain that this peaceful feeling is the Holy Ghost letting them know that these things are true and right. Divide the children into class groups, and have each group do one of the following activities: (1) Play the cube game from the nursery manual, *Behold*

Your Little Ones (see pages 29, 31). (2) Share experiences of how the Holy Ghost has helped them. (You may want to invite a teacher in each group to share an experience first.)



Adapting Lessons

Adapt lessons for the children’s ages. Consider using ideas and activities from other approved Church materials, such as the nursery manual and Church magazines.

I Can Follow Jesus Christ's Example

Song:
"Come, Follow Me"
(Hymns, no. 116)

Tip: Movement during Primary keeps the children actively engaged and attentive. Adapt activities to meet the size of your Primary. For example, a large Primary may need to walk in place rather than walk to the pictures in week 2.



Tip: Children will learn more effectively when a variety of teaching methods is used. For example, in week 2, the children identify the doctrine, see pictures, and do a physical activity related to the doctrine.

Jesus said, "Come, follow me" (Luke 18:22).

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

Week 1: Jesus Christ always obeyed Heavenly Father.

Identify the doctrine (reading scriptures): Prepare five pieces of paper with one of the following words on one side and the corresponding scripture reference on the back: *Not* (Moses 4:2); *my will* (Luke 22:42); *but* (3 Nephi 27:13); *thine* (John 6:38); *be done* (John 4:34). Divide the children into five groups, and give each group one of the pieces of paper. Explain that all of these scriptures tell a similar message about how Jesus Christ lived His life. Invite the teachers to help the children understand the message of their scripture. Have each group

report what they learned as they place their paper on the board. Invite them to help you arrange the words in the correct order and then read the sentence together.

Encourage application (making a paper chain): Let the children suggest ways they can follow Jesus Christ's example of obeying Heavenly Father's commandments. Have each child write or draw one idea on a strip of paper. Connect the strips to form a paper chain. Point out that just as the chain grew with each act of obedience, our faith will grow each time we obey.



[Click here for wordstrips.](#)

Identifying Doctrines

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

Week 2: Jesus Christ went about doing good.

Encourage understanding (seeing and discussing pictures): Show the children a pair of leather sandals (or a picture in which Jesus is wearing sandals). Explain that Jesus, wearing shoes like these, went about doing good. Write the following on the board: "He went about doing good, for God was with him" (see Acts 10:38). Have the children repeat this phrase with you. Display pictures depicting the following events around the room: Jesus blessing the children (see 3 Nephi 17:21–24), Jesus

healing the blind man (see John 9:1–17), Jesus raising Jairus's daughter from the dead (see Matthew 9:18–19, 23–25), and Jesus feeding the 5,000 (see John 6:5–14). Ask the children to pretend to put on sandals, and have them walk to a picture. Invite several children to describe what Jesus is doing in the picture. Invite them to repeat the phrase "He went about doing good, for God was with him" before walking to the next picture. Repeat with each picture.

Weeks 3 and 4: Jesus Christ's example teaches me how to live.

Encourage understanding (reading scriptures and singing songs): On the board write two lists in random order—one list of scriptures in which Jesus sets an example for us to follow and one of songs related to these scriptures. Divide the children into groups. Give each group a picture showing one of the scriptural events you have listed. Tell each group to match their picture to both a scripture and a song from the board. Have one group at a time show their picture, explain the example Jesus set, and lead the rest of the Primary in singing the song. Consider using the following:

- Boy Jesus in the Temple, Luke 2:42–49, “Seek the Lord Early” (CS, 108)
- John the Baptist Baptizing Jesus, Matthew 3:13–17, “Baptism” (CS, 100–101)
- Go Ye Therefore, Matthew 28:19–20, “We’ll Bring the World His Truth” (CS, 172–73)
- Jesus Healing the Nephites, 3 Nephi 17:7–9, “I’ll Walk with You” (CS, 140–41)

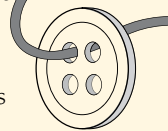
Testify that Jesus Christ is the only perfect example for us to follow.

Encourage understanding (reading a scripture): Cut a heart out of a piece of paper and write on it *Love one another*. Place it in your scriptures at John 13:34. Invite a child to look through your scriptures to find the heart. Explain that in this scripture Jesus teaches how He wants us to treat others. Have the children find John 13:34 in their own scriptures, and read it



together. Consider giving each child a paper heart with the scripture on it to put in their own scriptures and inviting them to share this activity with their family.

Encourage application (singing a song and sharing thoughts): Have the children form one or more circles. (If space is not available, have one row of children turn to face another row.) Give each group a string with the ends tied together, threaded through a button. While singing “Love One Another” (CS, 136), have the children slide the button along the string. Stop the music randomly and ask the child (or children) holding the button to share one way they could show love to others. Conclude by inviting several children to share a time when others have shown love for them.



Helps for the music leader

To help the children learn “Come, Follow Me” (Hymns, no. 116), consider the following:

- Encourage the children to follow you as you touch your nose, shake your hands, and fold your arms. Tell them that we can follow Jesus by doing the things He did. Have them tap the rhythm of the song with two fingers of one hand against the palm of the other hand as the music plays.
- Prepare footprints with the words of the song written on them. Invite the children to place the footprints on the board one at a time as you sing and they echo each phrase. Arrange the footprints so that they lead to a picture of the Savior.

“Come follow me,”

Then let us in

For thus alone

With God's own loved,

the Savior said.

his footsteps tread,

can we be one

begotten Son.

[Click here for footsteps.](#)

Music leaders can engage children in learning the doctrine of the song as the children make a connection between the words, the music, and visuals. In following weeks, the children could remove footsteps until they have learned the song.

Jesus Christ Is the Son of God, and He Is a God of Miracles

Song of your choice from the Children's Songbook

“For behold, I am God; and I am a God of miracles; . . . and I work not among the children of men save it be according to their faith” (2 Nephi 27:23).

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

Tip: Children learn by doing. Invite the children to use actions to tell a story. Practice the actions with the children before you tell the story. This will allow the children to listen and focus as the story is being told.



Week 1: Jesus Christ is a God of miracles.

Identify the doctrine (playing a guessing game): Draw eight small lines on the board, one for each letter of the word *miracles*. Ask the children to guess what the word is. Fill in the first letter and ask children to guess what the word is again. Fill in the second letter and ask them to guess what the word is. Repeat with each successive letter until they guess the word. Tell the children that a miracle is an extraordinary event caused by the power of God. Divide the children in groups. Give each group a set of the following wordstrips: *miracles, show, that, Jesus Christ, has, power, over, the earth.*

Have each group unscramble the words. ([Click here for wordstrips.](#))

Encourage understanding (listening to scripture stories): In your own words, share the stories of Jesus calming the storm (Mark 4:36–39) and filling the nets with fish (Luke 5:1–11). Invite the children to do actions that go along with the stories (such as mimicking the wind and the waves of the water and pulling in empty and full nets). With each story testify how it shows that Jesus Christ has power over the earth. Have the children discuss how these miracles helped people in need.

Week 2: Jesus Christ can heal the sick.

Encourage understanding (drawing pictures): Divide the children into groups. Ask a teacher in each group to read or tell a scripture story in which Jesus heals someone, such as two blind men (Matthew 9:27–31), an invalid (John 5:1–9), the ten lepers (Luke 17:12–19), or the nobleman's son (John 4:46–53). Invite the children to draw pictures to illustrate the story.

You may ask a few children to share their pictures and stories with the whole Primary. As they share their story, invite them to imagine how the people Jesus healed may have felt. Invite the children to share their pictures with their families at home.

Working in Small Groups

Working in small groups will keep more children engaged in learning. In sharing time, children already sit in class groups. These groups could be used for small group activities.



Week 3: Jesus Christ has power over death.

Encourage understanding (hearing scripture stories): Invite some ward members to come to Primary and briefly tell the following stories as though they were witnesses to the events: the raising of Lazarus (John 11:1–45); the raising of Jairus's daughter (Mark 5:21–24, 35–43); the

raising of the widow's son (Luke 7:11–16); and the Resurrection (John 20:1–18). The ward members could wear simple costumes, such as a head scarf or robe. Encourage them to testify that Jesus Christ has power over death and that each of us will be resurrected.



Week 4: Miracles come to those who have faith.

Identify the doctrine (reading a scripture): Write on the board Doctrine and Covenants 63:9: "But, behold, faith cometh not by signs, but signs follow those that believe." Explain that the word *signs* in this scripture can also mean *miracles*. Have the children stand and read the scripture aloud together. Point out the word *faith*. Explain that miracles are not always dramatic events and that we must first have faith, and then we will recognize miracles in our lives. Also explain that even though we have faith, we will still experience sorrow, pain, and suffering, but God is aware of our needs and will care for us.

Encourage understanding (listening to scripture stories): Tell in your own words the story of Moses asking Pharaoh to let God's people go out of Egypt (Exodus 7–10). Before beginning the story, invite the children to practice making sounds or actions to go with some of the plagues. For example, the children could move their arms and make a sound like a river, scratch all over to represent lice, moo like a cow, or moan to

represent the boils. Have the children listen closely as you tell the story. Tell them that when you raise your hand they can make the sound or movement to represent the plague you are telling about, and when you lower your hand they should stop. After you tell about each plague, tell the children that Pharaoh still refused to let the people go. Pharaoh saw many miracles and signs, but he would not believe in God. Contrast this story with an example where faith produced a miracle (for example, Elijah and the widow of Zarephath, Daniel and the lions, the brother of Jared, or Nephi and Lehi in prison). If time allows, let the children come up with actions that go along with the story.

Encourage application (listening to guest speakers): Invite one or two families in the ward to share how miracles have blessed them when they have had faith in Jesus Christ. (Ask the families well in advance so they have time to prepare.) Testify that as we have faith, we will see miracles in our lives.

Tip: When children share what they learn in Primary with others, it strengthens their understanding and testimony of the doctrine. In week 2 they are encouraged to share what they have learned at home. This will provide opportunities for gospel discussions at home and will strengthen the family.

Encourage Understanding

As children act out scripture stories, they are able to remember and understand them better.



I Obey Jesus Christ Because I Love Him

“If ye love me, keep my commandments” (John 14:15).

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

Tip: Memorizing scriptures can help children learn doctrines of the gospel. The words of the scriptures can be a source of comfort and guidance (see TNGC, 171). In week 1, three things will help the children memorize the scripture: repetition, short phrases, and visuals.

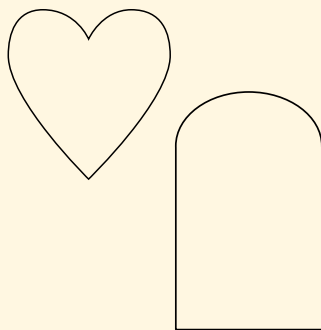
Weeks 1 and 2: I show love for Jesus Christ when I keep the commandments.

Identify the doctrine (memorizing a scripture): To help the children memorize John 14:15, draw a picture of a heart and a picture depicting the Ten Commandments. Divide the children into two groups. Hold up the picture of the heart in front of one group and have them stand and say, “If ye love me.” Hold up the picture of the Ten Commandments in front of the other group and have them stand and say, “Keep my commandments.” Repeat several times. Older children could learn the first part of John 14:21 (“He that hath my commandments, and keepeth them, he it is that loveth me”) in the same way.

Encourage understanding (acting out commandments): Prepare pieces of paper with a commandment written on each one (such as read the scriptures, dress modestly, and obey the Word of Wisdom). Put the papers in a container, and have a child choose one and act out a way to keep the commandment. Have the other children

guess what he or she is doing. Sing “Keep the Commandments” (CS, 146–47). As you sing the chorus, have the child lead the other children in acting out how they can keep the commandment. Invite several children to share how keeping this commandment will bless them.

Encourage application (reading and discussing scriptures): Display “My Gospel Standards” and review the standards with the children. Explain that following these standards shows our love for Jesus Christ. Write each of the following scripture references on separate pieces of paper: Exodus 20:7; Exodus 20:8–10; Exodus 20:12; John 13:34–35; Mosiah 18:10; and Doctrine and Covenants 42:40–41. Divide the children into groups and give each group one of the scriptures to read together. Have them match the scripture to one of the gospel standards and discuss how they can live that standard. Invite them to share their thoughts with the rest of the Primary children.



[Click here for drawings.](#)

Memorizing Scriptures

Seeing visuals while reciting scriptures will help children memorize.



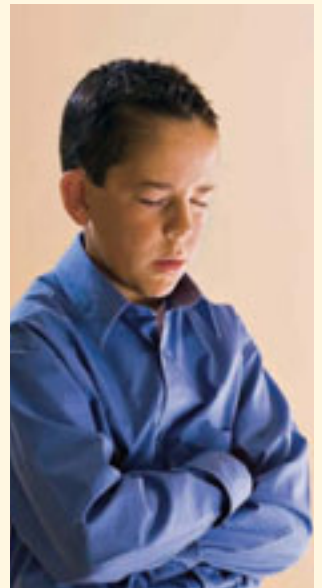
Week 3: My love for Jesus Christ grows when I pray.

Encourage understanding (reading and discussing scriptures): Divide the children into small groups. Have each group read and discuss the following scriptures, looking for what the Savior teaches about prayer: 3 Nephi 18:19–20; Doctrine and Covenants 19:28, 38; 88:63–64. Emphasize that the Savior teaches us to pray to Heavenly Father in His name and that this helps us feel closer to Him.

Encourage understanding (coloring a picture): Make a copy for each child of the illustration on page 19 of the nursery manual, *Behold Your Little Ones*. Let the children color the illustration and take it home to share with their families.

Encourage understanding and application (discussing prayer): Sing a song about prayer

from the *Children’s Songbook*, such as “A Child’s Prayer” (CS, 12–13) or “We Bow Our Heads” (CS, 25). Talk to the children about how your love for the Lord grows when you pray. On the board make a chart with four columns. At the top of the first column, write *Our Heavenly Father*. At the top of the second column, write *Thank Him for blessings*. At the top of the third column, write *Ask Him for blessings*. At the top of the last column, write *In the name of Jesus Christ, amen*. Ask the children to list in their class groups several blessings they are thankful for. Then ask each group to name one blessing they are thankful for as you write that blessing in column 2. Next ask the children to discuss in their class groups blessings they could ask Heavenly Father for, and write their answers in column 3. Review the parts of prayer.



Coloring Activities

Not all children enjoy coloring. Some may make only a mark or two on the page. The purpose of the coloring activities is to give the children a visual representation of the lesson that they can hold and take home.

Tip: Plan your sharing times to engage both older and younger children. For example, in week 3 the first activity would work better with older children and the second activity would work better with younger children.

Week 4: My love for Jesus Christ grows when I study the scriptures.

Encourage understanding (drawing pictures): Tell the story of Christ healing and blessing the people in 3 Nephi 17:7, 9–12, 20–24, or invite older children to read it from the scriptures. Have the children draw a picture depicting something from the story. Testify of how your love for Jesus Christ has grown as you have read the scriptures.

Encourage application (singing a song and discussing scriptures): Sing “Seek the Lord

Early” (CS, 108). Tell the children that they can learn more about Jesus Christ by reading or listening to the scriptures. Then tell the story found in Mark 10:13–16 of Jesus blessing the children. Show a picture of Jesus blessing the little children. Have the children imagine how they would have felt if they had been there. Invite a few children to share their thoughts. Explain that they can feel close to the Savior by reading about Him in the scriptures.

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

The Mission of the Church Is to Invite All to Come unto Christ

“Yea, come unto Christ, and be perfected in him” (Moroni 10:32).

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

Tip: Children will learn better and remember longer when you present ideas using pictures and other visuals (see TNGC, 176, 182–83). Children themselves can be effective and engaging visuals. Consider inviting a full-time missionary to come to Primary or having a child dress as a missionary instead of displaying a picture of one.



Week 1: Following the prophet will help us come unto Christ.

Identify the doctrine (reading a scripture and seeing pictures): Have the children stand and read Doctrine and Covenants 1:38 out loud together. Explain that prophets are servants of Jesus Christ. Show pictures of the Savior and the current prophet, and tell the children that when we follow the prophet we follow Jesus Christ.

Encourage application (singing a song): Sing verse 9 of “Follow the Prophet” (CS, 110–11).

Divide the children into groups and have them choose one or two things they learned from the living prophets and apostles during general conference. Have one group act out what they learned. Have the other children guess what they are doing. Repeat with each group, singing the chorus of “Follow the Prophet” between each group’s turn.

Week 2: Sharing the gospel helps others come unto Christ.

Identify the doctrine (reading scriptures): Place a picture of a full-time missionary on the board. Tell the children that they will read some scriptures about missionary work. Assign half of the children to read Matthew 28:19–20 and the other half to read Doctrine and Covenants 133:37. Invite them to identify what they learn about missionary work from the scriptures, and discuss it with the whole Primary. Ask children who have a family member currently serving a mission to share their feelings about missionary work.

Encourage understanding and application (discussing missionary work): Have the children stand and sing “I Hope They Call Me on a Mission” (CS, 169). Tell the children that Heavenly Father wants the gospel to be preached in all the world and they can prepare now to be missionaries. In a container, place objects that will remind the children of ways they can prepare to serve a mission, such as scriptures, Sunday shoes, a tithing slip, and a paper heart. Have a child choose an object from the container and share how doing what it represents can help them prepare to be missionaries.



Learning through Repetition

Children learn through repetition and challenge. Here the children repeat the scripture and are challenged to place the words in order.

[Click here for wordstrips.](#)

Week 3: We come unto Christ by repenting when we make a mistake.

Identify the doctrine (reading a scripture):

Display a picture of Jesus Christ on the board. Help the children memorize “Yea, come unto Christ, and be perfected in him” (Moroni 10:32). Write each word of the scripture on a separate piece of paper. Post the pieces of paper in random order on the board. Invite the children to look up the scripture and read it with you. Have a child find the first word of the scripture and put it in order on the board. Read the scripture again, and invite another child to find the next word. Repeat until the words are in order. Explain to the children that to come unto Christ means to have faith in Him, to keep His commandments, to make covenants, and to repent when we make mistakes.

Encourage understanding and application

(discussing case studies): Explain that because of the Atonement of Jesus Christ, we can repent when we make a mistake. Cut four footsteps out of paper, and on each footstep write one of the parts of repentance: (1) feel sorry, (2) ask forgiveness, (3) right the wrong, and (4) don't repeat the wrong. Place the footsteps on the floor leading to a picture of Jesus Christ, and let a few children follow them. Divide the children into groups and give each group a case study describing something a child might need to repent of. For example, “Someone disobeys her parents by kicking a ball in the house, and she breaks something.” Ask them to discuss how they should apply each of the steps of repentance.



[Click here for footsteps.](#)

Encourage Application

Children learn when they show how they can apply gospel principles in their lives.

Tip: Case studies are true-to-life situations that help children think about and discuss what they can do in similar situations (see week 3). Case studies can help show how to apply gospel principles (see TNGC, 161–62).



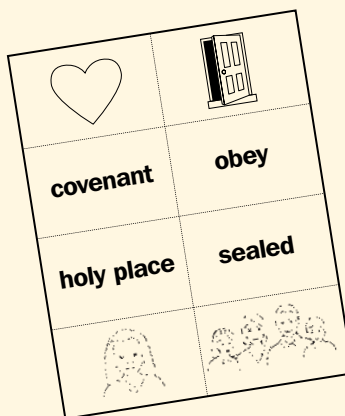
Tip: “As we show love for those we teach, they [and we] become more receptive to the Spirit” (TNGC, 31). You can increase your love for the children as you pray for each of them, get to know their interests and concerns, call them by name, and listen attentively to them.

Week 4: Temple work helps me and my family come unto Christ.

Encourage understanding (singing a song):

Teach the second verse of “I Love to See the Temple” (CS, 95). Display a picture of a temple hidden behind eight pieces of paper. On each piece of paper, write or draw one of the following: a heart, an open door, the word *covenant*, the word *obey*, the words *holy place*, the word *sealed*, a picture of a child, and a picture of a family. Tell the children that these are clues to a song. Invite them to listen carefully as you sing one line of the song. Ask them which clue goes with that line, and invite a child to remove that piece of paper. Sing the line again with the children, and explain what it means. You may invite them to do an action related to the line. Repeat with each line of the song. When you have uncovered the picture, sing the entire song with the actions. Tell the

children that they can prepare now to be worthy to go to the temple when they are older and that doing so will bring them closer to Jesus Christ.



[Click here for artwork.](#)

When We Serve Others, We Serve God

“When ye are in the service of your fellow beings ye are only in the service of your God” (Mosiah 2:17).

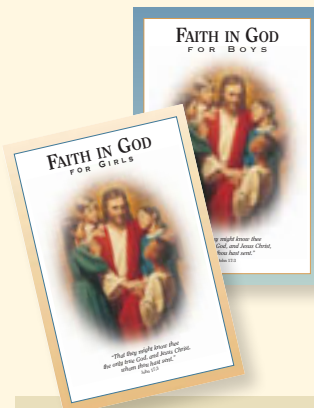
Supplement the ideas provided here with some of your own. Plan ways to identify the doctrine for the children and help them understand it and apply it in their lives. Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”

Tip: Some scripture stories need to be adapted to the age of the children. As you teach the story of the good Samaritan in week 1, it is very important to explain that if a stranger needs or asks for help, the child must first enlist the help of a trusted adult.

Weeks 1 and 2: Jesus Christ taught us how to serve others.

Encourage understanding (participating in a dramatization): Tell the children that one day a man asked Jesus, “Who is my neighbor?” Jesus answered him by telling a story that teaches us how to serve others. Invite a few children to dress up in simple costumes to portray characters from the parable of the good Samaritan: a traveler, some thieves, a priest, a Levite, a Samaritan, and an innkeeper. Tell the story in your own words (see Luke 10:30–37) and then help the children act it out. Ask the children: “What does this story teach us about who our neighbors are? Whom should we serve?” Point out that our neighbors can be anyone in need. Explain to the children that they can serve their friends and family members all the time, but they should serve people they do not know only if they are with a parent or another trusted adult. Testify that Jesus Christ loves everyone and wants us to serve everyone.

Encourage application (planning service for family): Tell the children that Jesus wants us to serve others, including members of our families. Cut out small paper circles and give a few to each child. Have them draw a smiling face on each one to make “Service Smiles.” Encourage the children to perform small acts of service for members of their family during the next week. Brainstorm together tasks they could do (such as leave a kind note, pick up toys, or make a bed). Have the children leave a “Service Smile” where the act of service was performed. Invite them to ask their families to participate in this activity with them. Encourage the children to be ready to share with the Primary next week how their service helped bring smiles to their families.



Tip: Sharing time can provide opportunities for supporting the Faith in God program. The service activity in weeks 1 and 2 will help accomplish goals on pages 8–9 of the Faith in God guidebooks.

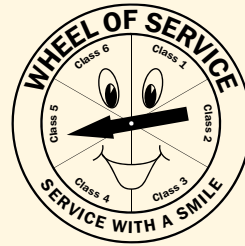


Visualizing Scripture Stories

Simple costumes made of everyday things will help the children visualize this scripture story.

Encourage understanding and application (reporting on service): Invite the children to retell the story of the good Samaritan in their own words. Use the same costumes you used the previous week to help them remember. Then give the children an opportunity to report on their “Service Smiles” from last week. One way to do this is to create a wheel like the one shown here,

with each class in your Primary listed. Spin the wheel and invite one or two children in the class indicated to report on their service and how it helped them and others feel happy. Repeat as time allows.



[Click here for artwork.](#)

Review the Doctrine

Reviewing doctrines in fun ways will help the children remember what they've learned.

Tip: *Having the children participate in a variety of ways will make learning more fun. Try using several different methods to divide the children, such as girls and boys, those wearing a specific color, or those with birthdays in the first and second part of the year.*

Week 3: When I serve my family, I serve God.

Identify the doctrine (memorizing a scripture): Write “When ye are in the service of your fellow beings ye are only in the service of your God” (Mosiah 2:17) on the board and discuss its meaning. Help the children memorize it by dividing the scripture into two sections and having half of the children say the first part (“When ye are in the service of your fellow beings”) and the other half say the second part (“Ye are only in the service of your God”). Repeat several times.

Encourage understanding (singing a song): Sing “When We’re Helping” (CS, 198), substituting the word *serv*ing for the word *help*ing. Repeat the song, substituting other family members for *mother* (for example, father, brother, and sister).

Invite the children to pantomime a service they could perform for that family member while they sing. Remind the children that when we serve others, we serve God.

Encourage application (discussing service opportunities): Draw a clock on the chalkboard. Divide the children into groups and assign each group a different time of the day. Tell the children that they can serve their family anytime during the day. Say to the children, “Tick tock, tick tock, it’s time to serve at ___ o’clock!” Invite the group assigned to that time to stand, and allow them to share one way they could serve their family at that time of day. Repeat until all the groups have had a turn.

Week 4: When I serve my neighbors, I serve God.

Encourage understanding (seeing examples of service opportunities): Have a Primary leader come into the room acting overwhelmed and obviously in need of help. For example, she might be dropping things, trying to carry too much, or calming a baby. Have the children suggest ways they could use their “helping hands” to help her. Remind the children that in the story of the good Samaritan, Jesus taught us to serve others. Show pictures of children who need help. Consider using pictures from the Primary manual picture packets. Invite children to share how they could help in these situations. Repeat the first half of Mosiah 2:17, and have the children repeat the second half.

Encourage understanding (planning service for neighbors): Have the children trace their hands on a piece of paper and write on their “helping hands” a way their family could serve their neighbors. Encourage them to do this

service with their family sometime during the week. Display the hands on a bulletin board or a wall where the children will be reminded of ways they can serve.

Encourage understanding and application (singing a song): Ask a child to come to the front of the room and compare his or her hands with yours. Point out that his or her hands are much smaller than yours. Ask questions such as, “My big hands can pick up toys. Can your little hands?” Involve all of the children by having them compare their hands with their teacher’s hands. Point out that their hands can do many acts of service even though they are small. Sing “I Have Two Little Hands” (CS, 272). Invite the children to fold their hands in front of them while they sing. When they sing the word *hands*, have them lift both hands in the air and then quickly fold them again.

I Know That My Redeemer Lives

“And now, after the many testimonies which have been given of him, this is the testimony, last of all, which we give of him: That he lives!” (D&C 76:22).

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

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

Tip: Children remember better what they have learned when they teach it to others. Consider ways to let them do this during sharing time or at home.



Week 1: Jesus Christ came to earth as promised by the prophets.

Identify the doctrine (discussing birthdays):

Ask the children: “Think of a time you celebrated your birthday in a special way. What did you do?” Allow a few children to talk about their birthdays. Explain that Heavenly Father had His prophets tell the world, from the beginning of time, about the most important birth in the history of the world—the birth of His Son, Jesus Christ. Explain that this message was so important that prophets were willing to give their lives to testify that Christ would come. Have the children repeat the phrase “Jesus Christ came to earth as promised by the prophets.”

Encourage understanding (acting out scripture stories):

Display pictures of a few prophets who taught that Jesus Christ would come. Divide the children into groups and give each group a scripture reference that describes an account of one of the prophet’s teachings. Have the groups take turns dramatizing the accounts (see TNGC, 165–66) while the rest of the Primary identifies which prophet they are portraying. Prophets could include King Benjamin (Mosiah 2:1, 5–7; 3:5–8), Abinadi (Mosiah 12:1, 9; 15:1–2; 17:1, 8–10), and Samuel the Lamanite (Helaman 14:1–5; 16:1–2). Testify that Jesus Christ did come to the earth and the prophecies concerning Him were fulfilled.

Week 2: Jesus Christ is the Savior of the world.

Encourage understanding and application (discussing pictures and objects):

Bring four boxes wrapped as gifts. Each box should contain a picture or object representing one of the following events and a piece of paper with an explanation of the blessing or gift it portrays:

- Event: Jesus’s birth; gift: “Heavenly Father gave His Only Begotten Son to be our Savior.”
- Event: the Sermon on the Mount; gift: “Jesus Christ taught us how to live righteously.”
- Event: Jesus praying in Gethsemane; gift: “Jesus Christ made it possible for us to be saved from sin.”

- Event: the Resurrection; gift: “Jesus Christ made it possible for us to be resurrected.”

Have a different child unwrap each box, and discuss how we are blessed by each of the gifts.

Encourage application (writing or drawing):

Discuss ways to give gifts to the Savior by serving others and showing love to them (see Matthew 25:40). Give each child a piece of paper and invite them to write or draw one gift they will give the Savior. Then have them fold the paper in half and decorate the outside like a gift.

Week 3: Jesus Christ will return to the earth someday.

Encourage understanding (reading scriptures and role-playing): Tell the children that they will be reporting on the great news that Jesus Christ will return to the earth someday. Choose two children to pretend to be TV or newspaper reporters who will ask each class some questions. Give each class one or two of the following questions and scripture references and a few minutes to prepare: What are some signs of Jesus's Second Coming? (Joseph Smith—Matthew 1:28–29); How will He come? (Matthew 24:29–31); When will He come? (Matthew 24:36, 42, 44); What will happen to the righteous people when He comes? (D&C 88:96–97); What

will the government be like after He comes? (Articles of Faith 1:10; D&C 29:11; 45:58–59); What will animals be like after He comes? (Isaiah 11:6–9; Hosea 2:18). Have the two children who are acting as reporters take turns asking the questions, and have each group respond.

Encourage application (discussing and singing): Discuss with the children ways that we can be prepared for Jesus to come again. Emphasize that if we live righteously, we have no need to fear. Invite them to discuss this with their parents at home. Sing “When He Comes Again” (CS, 82–83).

Tip: Plan your sharing times to engage both older and younger children. For example, the first activity in week 3 would work better with older children. Plan ways to adapt this activity for younger children.

Week 4: I can live with Jesus Christ again.

Encourage understanding (participating in a physical activity): Before Primary begins, attach to the bottom of chairs some paper stepping-stones with one of the following written on each stone: baptism, confirmation, prayer, family home evening, partaking of the sacrament, attending church, and temple marriage. Place a picture of the world at one end of the room and a picture of Jesus Christ at the other end of the room. Ask a child to try to jump from one picture to the other. Explain that there are steps we must take to live with Jesus and Heavenly Father again. Have the children look to see if they have a stepping-stone attached to the bottom of their chair. Invite those with stepping-stones to come to the front one at a time and tell how doing the action on their stone will bring them closer to Christ. Place the stepping-stone on the floor between the two pictures. Continue until the stepping-stones make a path across the room. Invite a child to walk from the picture of the world to the picture of the Savior, touching only the stepping-stones. Encourage the children to always do what is right so they can stay on the path to return to live with Jesus Christ again.

Encourage application (drawing and coloring): Have the children trace their feet on separate pieces of paper and write or draw on each tracing one step they could take to live with Jesus Christ

again. Have the pianist softly play “I Will Follow God’s Plan” (CS, 164–65) while they color. Encourage the children to take their drawings home and share them with their families.



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

Meaningful Physical Activities

Children learn through being involved in meaningful activities. In this activity the children take steps that represent things they can do to come closer to Christ. Consider ways to involve as many children as possible.

[Click here for stepping-stones.](#)



How to Use Music in Primary

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

Use prelude music to bring reverence and invite the Spirit

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

Tip: You do not need to be a skilled musician or have a beautiful voice to make singing fun and meaningful in Primary.

Prelude music creates an atmosphere of reverence and helps children prepare to learn the gospel. Have music playing as the children arrive.

Invite the children to participate in the prelude music by having them sing as others are entering the Primary room. For example, you could hold up your hand and tell the children that when your

hand is open they should quietly sing, and when your hand is closed they should hum the melody.

Play a song the children are learning during the prelude time; this can help them become familiar with the melody. Identify the song, and then hum the melody for them. Then ask them to hum the melody with you.



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

Use music to teach gospel principles

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

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



Practice at Home

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

How to teach a song

As you plan how to teach a song, ask yourself the following questions: How can I attract the children's attention? What questions can I ask to help the children understand the gospel message of the song? What testimony can I leave with the children that will strengthen them? (See CS, 300.)

Always sing the words of a new song to the children—don't just read or recite them. This helps the children connect the melody to the words. Children learn a song by hearing and

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

Review songs for learning and fun

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

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

Use music to engage children and provide appropriate movement

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

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

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

My Plan to Teach a Song

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

Ask yourself:

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



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

I Know That My Savior Loves Me

Reverently ♩ = 120-132

Words and music by
Tami Jeppson Creamer and Derena Bell

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

mp

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

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

mf

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

mp

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

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

I know He lives! I will

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

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

I know that my Sav - ior loves me.



THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

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