

2011 Outline for Sharing Time

# I Know the Scriptures Are True

*“For my soul delighteth in the scriptures, and my heart pondereth them”*

*(2 Nephi 4:15).*





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

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

## Dear Primary Presidencies and Music Leaders,

The scriptures are the word of God. As you prayerfully read the scriptures and apply the principles taught in them and in this outline, you will be spiritually prepared to teach the gospel of Jesus Christ to the children in your Primary. You will also be able to use the scriptures to help the children understand gospel principles you will teach this year, such as Heavenly Father's plan, the mission of Jesus Christ, the role of prophets, the Restoration of the Church, and the blessings of the temple. The scriptures will help you invite the Spirit into your Primary and create an environment in which the children can feel the influence of the Holy Ghost. That influence will help every Primary child be able to say, "I know the scriptures are true."

Thank you for your faithful service. We pray for you and are confident in your ability to love the children and teach them the gospel of Jesus Christ.

The Primary General Presidency

**Scriptures:** 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 8, 13, and 24 will give you ideas on how to teach using the scriptures.

**Visuals:** Many of the visuals in this booklet are available online at [sharingtime.lds.org](http://sharingtime.lds.org). Also look for a list of resources on specific gospel topics from the Friend at [friend.lds.org](http://friend.lds.org). These resources may also be printed and used in teaching the children.

## Instructions for Sharing Time

### Gospel Instruction

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

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

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

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

1. **Identify the doctrine.** Clearly introduce the doctrine that the children will be learning. Consider ways to do this verbally and visually. (For some examples, see the lessons for the 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.

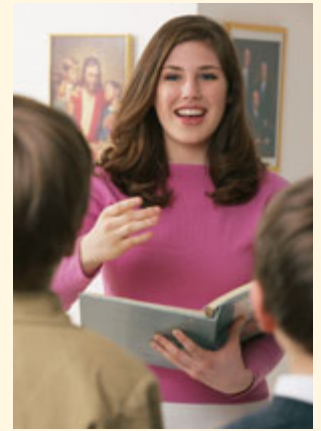
Accompanying the lessons are several teaching tips that will help you improve your ability to teach. The lessons also include pictures that will help you see what an activity looks like. Although developing teaching skills is important, your own spiritual preparation and testimony are what will invite 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. A 20-minute segment of sharing time should be devoted to singing and teaching music. This will ensure that you

have enough time to teach new music and to help the children enjoy singing.

This booklet includes a new song for the children to learn this year (see page 28). It also includes a section titled “How to Use Music in Primary” (see pages 26–27) and additional ideas for teaching songs to children (see page 7).



## Guidelines for the Sacrament Meeting Presentation

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

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

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

As you prepare the presentation, remember the following guidelines:

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



*The songs used in the presentation could be sung by large or small groups, as solos or duets, by a family, or with stringed instrument accompaniment. Make sure the children know the words well and can sing from their hearts.*

**Preparation:** *Pray for guidance and seek the influence of the Spirit as you prepare your sharing times. As you prepare and teach with the Spirit, He will confirm the truthfulness of what you teach. (See TNGC, 13.)*

## 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](http://images.lds.org).

## Curriculum for 2011

### General Curriculum

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

### Basic Curriculum

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



**Resources:** *You can find additional teaching resources such as coloring pages, stories, and activities in the Friend, Liahona, nursery manual, and Gospel Art Book. Use these resources to supplement your lessons.*

# The Scriptures Are the Word of God

**Song: “If I Listen with My Heart”**  
(page 28 in this outline)

“Feast upon the words of Christ; for behold, the words of Christ will tell you all things what ye should do” (2 Nephi 32:3).

*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 scriptures are the word of God.

**Identify the doctrine** (*looking at books*): Bring a variety of books (such as a cookbook, a storybook, and a schoolbook) to Primary, and invite a few children to show these books and the scriptures to the Primary. Invite the children to discuss the similarities and differences between the books, including their authors. Point out that the scriptures are unique because they are written by God’s prophets and are the word of God.

Pearl of Great Price. Explain that we call these the “standard works.” Teach the children about each book. Include a few of the stories or teachings found in each book. Play a matching game (see TNGC, 169) with the names of the standard works and pictures representing a story or teaching found in each book.

**Encourage understanding** (*playing a matching game*): Tell the children that there are four books of scripture we use in the Church: the Bible, the Book of Mormon, the Doctrine and Covenants, and the

**Encourage application** (*sharing scriptures*): Invite several of the children to share their favorite scripture or scripture story. Encourage them to share what they have learned from reading the scriptures. Bear your testimony of the scriptures.



### Yearly Challenge:

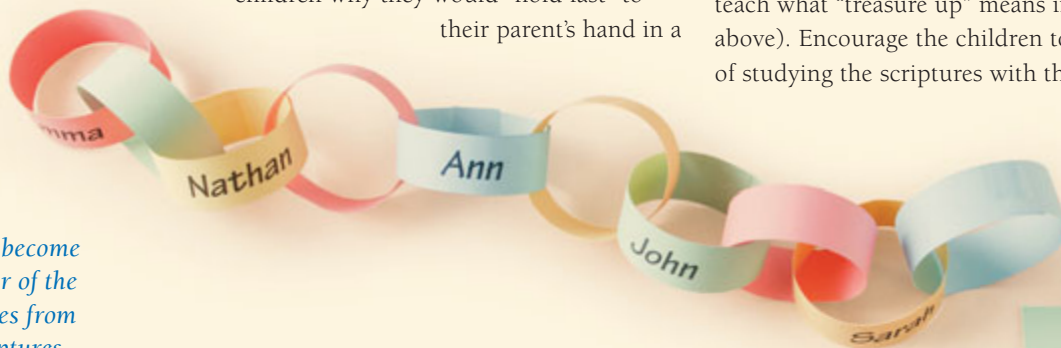
Throughout the year, give children opportunities to share what they have learned from their scripture reading. This will give children a chance to share their experiences and help motivate others to read their scriptures at home.

## Week 2: We are to feast upon the words of Christ.

**Encourage understanding and application** (*learning words and phrases*): Explain that the Lord uses action words to describe how we should study the scriptures. Display the following words and phrases on posters around the room: *feast* (see 2 Nephi 32:3); *treasure up* (see D&C 84:85); *search diligently* (see Mosiah 1:7); *hold fast* (see 1 Nephi 15:24). Plan creative ways to introduce and explain these ideas to the children. For example, you could invite the children to demonstrate the difference between nibbling and feasting on food and then discuss how this relates to studying the scriptures. You could also ask the children why they would “hold fast” to their parent’s hand in a

crowded marketplace and then explain how they can hold fast to the scriptures and why that is just as important as holding fast to their parent’s hand.

**Encourage application** (*reading scriptures*): Challenge the children and teachers to establish a habit of regular scripture study. Explain that each week, children who have read from or listened to the scriptures will be able to write their name on a piece of paper and add it to a paper chain. Tell them that as the chain grows, so will their knowledge of the scriptures. Consider storing the chain in a “treasure” box (this box could also be used to teach what “treasure up” means in the activity above). Encourage the children to share their goal of studying the scriptures with their families.



This chain could become a visual reminder of the growth that comes from reading the scriptures.

### Week 3: The words of Christ will tell us all things we should do.

**Encourage understanding** (*seeing an object lesson*): Blindfold a child. Have another child hold a picture of Jesus Christ somewhere in the Primary room. Have the blindfolded child try to locate the picture without any help. Repeat the activity, but this time ask two children to hold up a pole, rope, or string representing the iron rod that leads from the blindfolded child to the picture of Christ. Have the child follow the rope to the picture. Ask: “How is holding on to the rope like reading the scriptures?” (See 1 Nephi 15:23–25.) Teach the children the chorus to “The Iron Rod” (*Hymns*, no. 274). Share a few examples from your life when the scriptures have taught you what you should do. Explain how following the teachings in the scriptures has helped you come closer to the Savior.



*Object lessons help the children understand ideas in a simple and familiar way (see TNGC, 164).*

#### **Involving all children:**

*Consider ways to help all of the children in your Primary have success in reading their scriptures throughout the year. For example, children who do not have support at home could be given opportunities to read at church and then add their names to the paper chain.*

### Week 4: I can know the scriptures are true.

**Encourage understanding** (*singing a song*): Bring one or more objects that the children can learn about using some of their five senses. For example, you could bring a fruit or a flower, or you could play some music. Give a few children a chance to see, smell, touch, taste, or hear what you have brought. (Consider doing this activity in small groups so every child has the opportunity to participate.) Demonstrate that we can also see, touch, smell, and hear the scriptures, but to gain a testimony of them we need to receive a witness through the Spirit. Invite the children to sing “Search, Ponder, and Pray” (*CS*, 109). Ask them to listen, as they sing, for three things we can do to invite the Spirit to testify that the scriptures are true. Invite the children to create hand actions for the words *search*, *ponder*, and *pray*. Repeat the song, using the actions in place of these words.



**Encourage application** (*sharing feelings*): Display a picture of Moroni, and read Moroni 10:4–5. Invite several children to share their feelings about the scriptures. They could also share what they have been doing to read the scriptures at home. (Ask a few children in advance so they have time to prepare.) Encourage the children to share their testimonies of the scriptures with their parents at home.



#### **Small groups:**

*Participating in small groups gives more children the opportunity to participate (see TNGC, 161). Children already sit in class groups. These groups could be used for small group activities. Class teachers can help ensure participation and maintain reverence.*

# The Scriptures Teach of Heavenly Father's Plan

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



**Strengthen understanding:** When children share what they learn in Primary with others, it strengthens their understanding and testimony of the doctrine. Consider giving them opportunities to do this in class, and encourage them to share what they have learned at home.

**Testimony:** A brief testimony can invite the Spirit at any time during the lesson. It can be as simple as saying, "I know Heavenly Father's plan will bring us happiness," or it could be a more formal testimony that includes language such as "I want to bear my testimony." (See TNGC, 43–44.)

*"For behold, this is my work and my glory—to bring to pass the immortality and eternal life of man" (Moses 1:39).*

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

## Week 1: Heavenly Father has a plan for me.

**Identify the doctrine:** Show the children a picture of a house. Explain that builders need to have a house plan before they can build a house. Ask, "Why is it important to make and follow plans?" Hold up the scriptures, and tell the children that we can find Heavenly Father's plan for us in the scriptures. Write on the board "Heavenly Father has a plan for me." Read the sentence together.

**Encourage understanding (singing songs):**

Write the following questions on the board:

- Who am I?
- Where did I come from?
- Why am I here?
- What will happen to me after I die?

Give each child a piece of paper with one of the following words written on it: *who*, *where*, *why*, or *what*. Read the first question on the board together, and ask all the children holding the word *who* to stand up. Sing "I Am a Child of God" (CS, 2–3), and ask the children who are standing how they would answer the question. Repeat with each question, using the following songs: *where*: "I Lived in Heaven" (CS, 4); *why*: "I Will Follow God's Plan" (CS, 164–65); *what*: "Did Jesus Really Live Again?" (CS, 64). Testify that Heavenly Father's plan will bring us happiness.

## Week 2: Jesus Christ created the earth for me.

**Encourage understanding (drawing pictures):** Brainstorm with the children things they do that have an order to them, such as tying a shoe or getting ready for bed. Explain that in the scriptures we learn that Jesus created the earth in a certain order. Divide the children into six groups and give each group a scripture reference describing one day of the Creation (see Moses 2). Ask each group to draw pictures of their day. Have them show their pictures to the other children and tell them what was created on that day. Invite the children to place the pictures in the correct order on the board.

**Encourage application (playing with dough or drawing):** Ask the children, "What is one thing Jesus created that is important to you?" Give each child a small amount of salt dough (see TNGC, 165, for a salt dough recipe). Let the children use the dough to make the creation that is important to them. (If salt dough is not available, the children could draw a picture of it instead.) Have the children share in their class groups what they have made or drawn and why it is important to them. Sing "My Heavenly Father Loves Me" (CS, 228–29).



## Week 3: Families are central to Heavenly Father's plan.

**Identify the doctrine** (*memorizing*): Write the following on the board: "Families are central to Heavenly Father's plan." Discuss what this sentence means. Erase the sentence. Say the first two words, and ask the children to repeat them. Then say the first four words, and ask the children to repeat them. Continue until the children can repeat the entire sentence.

**Encourage understanding** (*asking and answering questions*): Ask several children in advance to represent families from the scriptures. Provide several clues about each family (for example, Adam and Eve: "Our family was the first family on earth"; Abraham and Sarah: "We were very old before we had a child"; and Lehi and Sariah:

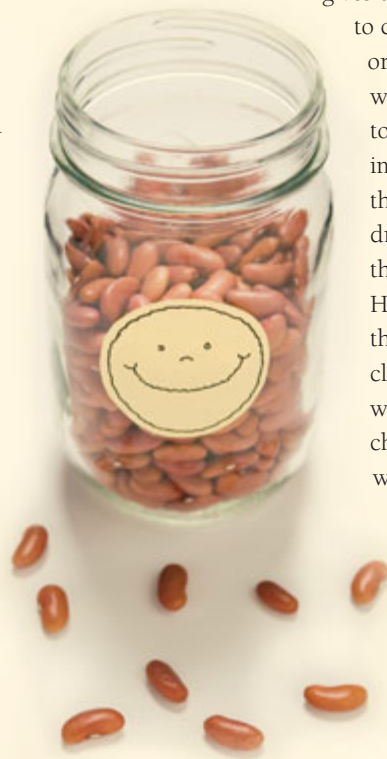
"We crossed the ocean to get to the promised land"), and give the clues to the children. Provide simple costumes, if possible. Ask the children who are representing the scriptural families to come to the front of the room, one group at a time. Have them read their clues and ask the other Primary children to guess who they are representing. After each family is identified, show the children where they can learn about this family in the scriptures. Tell the children how each family followed Heavenly Father's plan for them.

**Encourage application** (*discussing families*): Ask the children to think of good qualities their families possess. Invite them to share these qualities with each other in groups or with the entire Primary.



## Week 4: I will follow God's plan.

**Encourage understanding** (*seeing an object lesson*): Display some beans or small rocks and an empty jar labeled with a smiling face. Tell the children that Heavenly Father's plan gives us freedom to choose right or wrong. Explain that good choices lead to freedom and happiness, while bad choices lead to captivity and unhappiness (see 2 Nephi 2:27). Ask the children, "What commandments do you keep as you follow God's plan?" Give a bean to each child who responds to the question. Write their responses on the board. Ask each child with a bean to share how keeping the commandment he or she mentioned will lead to happiness. Then let the child put his or her bean in the jar. Testify that we will fill our lives with happiness if we choose to follow God's plan.



[Click here for happy face.](#)

**Encourage application** (*making banners*): Prepare a large piece of paper in the shape of a banner for each class. Write on each banner "I will follow God's plan by . . ." Explain that

Heavenly Father's plan gives us freedom to choose right or wrong, and what we choose to do every day is important to our happiness. Let the children work as a class to draw or write on their banner things they can do to follow Heavenly Father's plan, and invite them to sign their names. Ask each class to share what they drew or wrote on their banner. Have the children march around the room while holding their banners and singing "I Will Be Valiant" (CS, 162). Display the banners in the Primary room.

[Click here for banner.](#)



### Adapt activities

to the ages of the children in your Primary (see TNGC, 110–17). For example, in the second activity in week 3, older children could ask the groups yes or no questions instead of hearing clues about the scriptural families they are representing.



*Focus the children's energy through appropriate movement to keep them actively engaged.*

# Heavenly Father Speaks to Us through His Prophets

**Song: “Stand for the Right”**  
(CS, 159)

“What I the Lord have spoken, I have spoken, . . . whether by mine own voice or by the voice of my servants, it is the same” (D&C 1:38).

*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?”*



## Weeks 1 and 2: Prophets speak for Heavenly Father.

### Identify the doctrine (seeing a demonstration):

Invite a child to come to the front of the room. Tell the other children to follow his or her instructions. Whisper simple instructions to the child, such as, “Tell them to put their hands on their heads” or “Tell them to quietly say hello to the person sitting next to them.” Repeat with several other simple instructions, ending with “Tell them to fold their arms.” Ask the children how they knew what you wanted them to do. Explain that one of the ways Heavenly Father and Jesus Christ send messages to people on earth is by speaking to Their servants and then commanding those servants to speak to the people. Ask, “Who are the servants who speak for Heavenly Father and Jesus?” Have the children say together, “Prophets speak for Heavenly Father.”

### Encourage understanding (role-playing scripture stories):

Before Primary, tape a picture of a prophet and some scripture references that tell about what he did or said to the bottom of some of the chairs. Examples could include Noah (Genesis 6:13–14; 7:5, 7–10); Moses (Exodus 14:8–9, 13–14, 21–22); Samuel the Lamanite (Helaman 14:1–8; 16:1–3); and Joseph Smith (D&C 89). Invite the children to look under their

chairs to find the pictures. Divide the children into groups, with one picture in each group, and have them prepare and present a role play of their prophet. Invite the other groups to guess which prophet they are portraying. Discuss how the people received the prophet’s message and what the results were.

### Encourage understanding (singing a song):

Make a “Wheel of Prophets” like the one shown here. Divide the circle into eight sections, each with the name of a prophet from the song “Follow the Prophet” (CS, 110–11). Invite a child to spin the wheel. Share a brief story about the prophet indicated on the wheel (use the scripture references on CS, 111, for ideas). Then sing the verse about that prophet in “Follow the Prophet.” Invite another child to spin the wheel, and repeat the activity as time allows.



[Click here for Wheel of Prophets.](#)

**Reverence:** Children are more likely to be reverent when they are involved in learning. The activities in weeks one and two involve many children. Those not participating in the role play will be engaged as they watch their peers. (See TNGC, 82–83.)

## Week 3: We are led by a living prophet today.

### Encourage understanding (discussing the prophet’s teachings):

Cut a piece of paper into four sections and place them over a picture of the current prophet. On the back of each piece write a teaching of the prophet. (Refer to conference issues of the *Ensign* or *Liahona* to learn what the prophet has spoken about recently.) Invite a



child to remove one piece of paper and act out the teaching. Ask the other children to guess what he or she is doing. Repeat with the other teachings. Show a copy of the *Friend* or *Liahona* and explain that we can read the prophet’s words today.





**Encourage application** (*sharing ideas*): Have one child stand and complete this statement: “I will follow the living prophet by . . .” Invite another child to repeat the first child’s statement, adding

another way to follow the prophet. Continue as time allows, encouraging the children to repeat as many of the other children’s ideas as possible.



*Children are more likely to apply doctrines if they come up with their own applications. Children also feel love and validation as their ideas are repeated by the teachers and other children.*

## Week 4: There is safety in following the prophet.

**Encourage understanding** (*singing a song and hearing stories*): Prepare simple road signs that read “Stop,” “Slow,” and “Go.” Choose three children to hold the signs, and tell them to lift the signs up when the music leader taps them on the shoulder. Tell the children that the Go sign means to start singing, the Stop sign means to stop singing, and the Slow sign means to sing slowly. Have the music leader lead the children in singing “Stand for the Right” (CS, 159).

Explain that road signs keep us safe and warn us of danger ahead. Then explain that the prophet’s directions are like these road signs because Heavenly Father protects and blesses us when we

follow them. Divide the children into three groups. In each group, have a leader or older child share a short story about a time when he or she (or someone from the scriptures) was protected by following the prophet. Then have the groups move to another leader to hear another story. Invite them to sing the chorus to “Follow the Prophet” as they travel between leaders. Testify of the blessings that come as we follow the prophet.

**Encourage application** (*making signs*): Let the children draw their own road signs and write on them how they will follow the teachings of the living prophets. Have them take the signs home to help them remember to follow the prophet.



[Click here for shapes.](#)

## Helps for the Music Leader

To help the children learn “Stand for the Right” (CS, 159), consider the following:

- Display a picture of the current prophet and briefly discuss some of the directions he has given us. Tell the children that the song they will be learning explains the importance of following the prophet.
- Divide the children into groups. Give each group one or two lines of the song, and invite them to create an action that will help them remember the words. Have each group teach their action to the other children.



*When teaching the children a song, use your hand to show them the melody. Raise and lower your hand as the pitch changes (see TNGC, 174).*



**Songs:** *Singing about a doctrine helps children learn and remember it. Children also learn better if they see a visual or perform an activity in conjunction with the music. The suggestions for this month model several different ways to do this. Consider ideas similar to these as you plan other lessons. (See TNGC, 172–75.)*

# Jesus Christ Is My Savior and Redeemer

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

*"We believe that through the Atonement of Christ, all mankind may be saved, by obedience to the laws and ordinances of the Gospel" (Articles of Faith 1:3).*

**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?"**



**Memorizing scriptures** can help children learn doctrines of the gospel. The Spirit can help the children recall these words in times of need. (See TNGC, 171–72.)

**Songs:** Primary songs teach gospel truths in such a way that children will remember them throughout their lives (see TNGC, 172–75).



## Week 1: Jesus Christ was chosen to be our Savior.

**Identify the doctrine** (*unscrambling letters*):

Write on the board "Jesus Christ was \_\_\_\_\_ to be our Savior." Have the letters *c, h, o, s, e,* and *n* scattered around the room. Let the children unscramble the letters to complete the sentence. Ask them to read Moses 4:2 to check their answer. Read the statement on the board together.

**Encourage understanding** (*singing a song*):

Prepare three wordstrips with one of the following questions about "I Lived in Heaven" (CS, 4) written on each:

1. Who presented a plan to everyone in heaven before we came to earth?

2. Who said, "Father, send me, and the glory be thine"?

3. What did Jesus conquer by following the Father's plan?

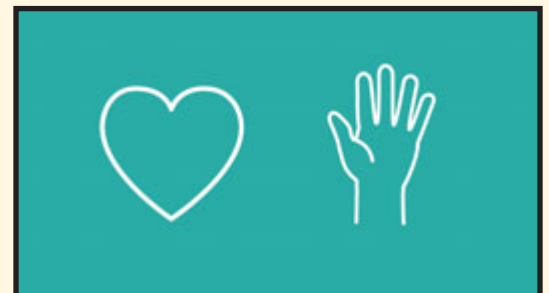
Have the children sing the first verse of the song and stand when they sing the answer to the first question. Then discuss some of the other things they learned from this verse. Consider singing the verse again after you have discussed it. Then repeat the activity with the other verses and questions.

## Week 2: Jesus Christ is the perfect example for me.

**Identify the doctrine** (*following examples*): Sing "Do As I'm Doing" (CS, 276), and ask the children to follow you as you do several simple actions, such as clapping your hands, stretching your arms above your head, or marching in place. Ask the children to name some things they have learned by following someone's example (for example, how to make a bed or play a game). Write on the board "Jesus Christ is the perfect example for me." Testify that Christ was the only person who has lived on the earth who has set the perfect example for us to follow. Have the children read the sentence together.

**Encourage application** (*sharing ideas*): Display some pictures of Jesus loving and serving others. Write "Jesus loved everyone" and "Jesus served others" on the board. Draw a heart and a hand

beneath these phrases. Tell the children that we should follow Jesus's example by loving and serving others. Give each child a piece of paper and have them draw a heart or trace their hand. Then invite them to write or draw something they can do to follow Jesus's example. Have the children share their ideas with the Primary and place their papers next to the pictures of Jesus. Sing "I'm Trying to Be like Jesus" (CS, 78–79).



### Week 3: Through the Atonement of Christ all mankind may be saved.

**Identify the doctrine** (*memorizing an article of faith*): Divide the children into groups and give each group a phrase from the third article of faith. Have each group stand, in the correct order, and repeat their phrase. Then have the entire Primary stand and repeat the whole article of faith.

**Encourage understanding** (*seeing an object lesson*): Testify that one way the Atonement of Jesus Christ saves us is that it saves us from sin. Show



the children a clear glass of water and explain that it represents a person who is free from sin. Drop a small amount of food coloring in the water. Point out how the food coloring spreads throughout the water and makes it no longer clean. Explain that when we sin, we become unclean, like this water. Then add a few drops of liquid bleach to make the water clean again. Explain that when we repent, the Atonement cleanses us from sin and we are forgiven. Show a picture of Christ in Gethsemane. Let the children share what they know about the picture. Testify of Jesus Christ's love for us and of His willingness to pay the price for our sins.

**Encourage application** (*discussing repentance*):

Using some of the teaching methods modeled in this booklet, teach the children about repentance, which includes feeling sorry, asking for forgiveness, righting the wrong, and not repeating the wrong (see Primary 3, 46–49).



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

**Object lessons** can be used to create interest, focus the children's attention, or introduce a gospel principle (see TNGC, 164). If you do not have the materials needed for the object lesson described in week 3, consider using materials you have access to. For example, you could wash a dirty hand with soap to make it clean.

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

**Encourage understanding** (*sharing scripture stories*): Use pictures to briefly tell the story of Jesus's death (see Matthew 27:33–60; Mark 15:22–46; Luke 23:33–53; John 19:17–42). Ask the children to think about how Jesus's family and friends must have felt when He died. In advance, ask several children (or adults) to come to Primary prepared to share a story of one of the witnesses

of Christ's Resurrection, such as Mary Magdalene (see John 20:11–18), Peter and John (see John 20:2–10), the disciples (see John 20:19–22; Luke 24:33–53), Thomas (see John 20:24–29), and the Nephites (see 3 Nephi 11:8–17). Give them name tags to indicate whose story they are sharing.



*“It is often easier to understand a gospel principle when it is expressed as part of a scriptural story” (TNGC, 55).*



# The Church of Jesus Christ Has Been Restored

**Song: “Praise to the Man,” verses 1 and 3 (Hymns, no. 27)**

“I saw two Personages, whose brightness and glory defy all description, standing above me in the air. One of them spake unto me, calling me by name and said, pointing to the other—This is My Beloved Son. Hear Him!” (Joseph Smith—History 1:17).

*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?”*

[Click here for finger puppets.](#)



**Different age-groups:**

Plan your sharing times to engage both older and younger children. For example, in the second activity in week 1, you could use finger puppets to help younger children remember each title (see [sharingtime.lds.org](http://sharingtime.lds.org)). In the activity in week 2, you could divide younger children into class groups and have teachers tell them the stories and then review by pointing to the pictures and asking questions.

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

**Identify the doctrine** (*learning an article of faith*): Before Primary, write the sixth article of faith on the board. Ask the children to close their eyes. Tell them that after Jesus Christ died, the people became wicked and His gospel and priesthood were taken from the earth. Explain that this was called the Apostasy, and the people were in spiritual darkness—like having their eyes closed spiritually—until Jesus restored His Church through Joseph Smith. Hold up a picture of the First Vision, and tell the children to open their eyes. Help the children memorize the sixth article of faith by having them read it out loud together. Erase several words, and repeat until all of the

words have been erased and the children have memorized the article of faith.

**Encourage understanding** (*playing a matching game*): Make wordstrips for each of the duties in the chart shown below. Write the titles of the offices on the board as shown, and leave a blank column in the middle to represent the duties. Divide the children into five groups, and give each group one of the “Duties” wordstrips. Invite each group to place their wordstrip in the correct place on the board. Point out that the restored Church has the same kinds of leaders as the Church when Jesus Christ was on the earth.

| TITLE IN THE PRIMITIVE CHURCH | DUTIES                               | TITLE IN THE RESTORED CHURCH |
|-------------------------------|--------------------------------------|------------------------------|
| Apostle                       | Be a special witness of Jesus Christ | Apostle                      |
| Prophet                       | Speak the will of Heavenly Father    | Prophet                      |
| Pastor                        | Lead a small group of Saints         | Bishop                       |
| Teacher                       | Teach the gospel                     | Teacher                      |
| Evangelist                    | Give special blessings               | Patriarch                    |

[Click here for wordstrips.](#)

**Week 2: Joseph Smith is the prophet of the Restoration.**

**Encourage understanding** (*sharing pictures and stories from scriptures*): Gather pictures of events from the Restoration of the Church. Divide the sentence “Joseph Smith is the prophet of the Restoration” into as many sections as you have

pictures, and prepare a wordstrip for each word or phrase (see example). Divide the children into groups, and give each group one of the wordstrips, a picture, and a scripture reference that describes what is happening in the picture. Ask

|  |  |   |  |   |  |
|--|--|---|--|---|--|
| <p><b>Joseph</b><br/>JS—H<br/>1:5–13</p> | <p><b>Smith</b><br/>JS—H<br/>1:14–20</p> | <p><b>is the</b><br/>JS—H<br/>1:30–35</p> | <p><b>prophet</b><br/>JS—H<br/>1:34–35, 67</p> | <p><b>of the</b><br/>JS—H<br/>1:68–73</p> | <p><b>Restoration.</b><br/>D&amp;C<br/>109:2–4</p> |
|--|--|---|--|---|--|

[Click here for wordstrips and images.](#)

the children to read the scriptures and discuss what is happening in the picture. Then have each group share their story with the rest of the Primary. Discuss Joseph Smith's role in each event, and have the children think about how the event

has affected or can affect their lives. Place each picture and wordstrip on the board in order. After all of the wordstrips are on the board, read the sentence together.

### Week 3: The Book of Mormon is another testament of Jesus Christ.

#### Encourage understanding *(reading scriptures)*:

Read together the title of the Book of Mormon from the title page. Read the following scriptures aloud, and have the children raise their hands when they hear other names of the Savior: 2 Nephi 19:6; Alma 5:38; 3 Nephi 5:26. As the children identify the titles, write them on the board. Choose several titles, and explain how the Savior fulfills those roles.

#### Encourage application *(making a bookmark)*:

Give each child a bookmark with the sentence "The Book of Mormon is another testament of Jesus Christ" written on it. Invite them to decorate the bookmark and use it in their scriptures. Consider having several children report on their goal to establish a habit of regular scripture study (see January, week 2). You could invite them to share their feelings about scripture passages they have read.



[Click here for bookmarks.](#)

### Week 4: The priesthood has been restored.

#### Identify the doctrine *(seeing an object lesson)*:

Show the children something that is powered by electricity. Then show that it cannot work without the proper power. Have a child hold up a picture of Christ ordaining His Apostles. Explain that Christ's Church cannot work without the power of the priesthood. Have the child hide the picture behind his or her back. Explain that after Christ's Apostles died, the priesthood authority was lost. Have another child show a picture of the restoration of the priesthood. Testify that God restored the priesthood through Joseph Smith.

Show the children several pictures of priesthood ordinances, such as baptism, confirmation, passing the sacrament, blessing the sacrament, and healing the sick. Invite the children to pass the pictures as they sing "The Priesthood Is Restored" (CS, 89). Stop the music randomly, and ask the children holding the pictures to stand by the words *Aaronic* or *Melchizedek* to show the power required to perform that ordinance. Repeat as time allows.

#### Encourage understanding *(singing and playing a matching game)*:

Ask someone to read D&C 107:1, and have the children listen for the names of the two priesthoods. Place on the board a picture of the restoration of the Aaronic Priesthood and a picture of the restoration of the Melchizedek Priesthood. Write *Aaronic* or *Melchizedek* above the corresponding picture. Discuss who restored, or brought back, each of these priesthoods to Joseph Smith (see Joseph Smith—History 1:72).

**Encourage application *(writing a thank-you note)*:** Have the children think of how the priesthood has blessed them. Invite them to make a thank-you card or picture to give to a priesthood holder they know (such as a bishop, teacher, father, or missionary).



#### Sharing feelings:

Give children opportunities to share their feelings about the gospel. This will invite the Spirit and strengthen the children's understanding of how the doctrine applies to their lives. (See TNGC, 63–65.)



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

*In the activity in week 4, you have the opportunity to check the children's understanding. The repetition can solidify the concept in their minds.*

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



**Repetition:** Children learn through repetition. Consider expanding the object lesson in week 1 to reinforce the principle of faith. Plant the seeds in a pot, and occasionally bring the growing plant to Primary. Tell the children what you have done to help the plant grow. Compare nurturing a seedling to nurturing faith in Jesus Christ.

# The First Principles and Ordinances of the Gospel Make It Possible for Me to Live with God Again

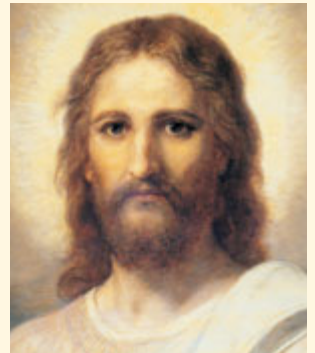
*“We believe that the first principles and ordinances of the Gospel are: first, Faith in the Lord Jesus Christ; second, Repentance; third, Baptism by immersion for the remission of sins; fourth, Laying on of hands for the gift of the Holy Ghost” (Articles of Faith 1:4).*

**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: Faith in Jesus Christ leads us to love Him, trust Him, and keep His commandments.

**Identify the doctrine and encourage understanding** (*seeing an object lesson and singing a song*): Write “Faith in Jesus Christ leads us to love Him, trust Him, and keep His commandments” on the board. Show the children some seeds. Ask: “What can these seeds become?” “How do you know these seeds will grow?” “What must we do to make them grow?” Explain that our faith in Jesus Christ, like a seed, can grow if we nurture it. Discuss things we can do to help our faith grow, and explain how these things will lead us to love and trust Jesus Christ and keep His commandments. Sing “Faith” (CS, 96–97). Make up simple hand movements to go with the first verse.

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



## Week 2: Repentance brings forgiveness.

**Identify the doctrine** (*reading scriptures*): Invite the children to open their scriptures and read Doctrine and Covenants 58:42–43. Ask them to identify what happens when we repent of our sins. (If possible, invite the children to mark these verses in their scriptures.) Briefly tell the children about Enos (see Enos 1:1–4), and have a child read Enos 1:5–8. Testify that the Atonement of Christ makes it possible for us to be forgiven of our sins.

**Encourage understanding** (*role-playing*): Explain that people who have repented and have been forgiven of their sins have a desire to serve

God. Divide the children into three groups, and give each group one of the following pictures and scripture references: Alma baptizing in the Waters of Mormon (Mosiah 17:2–4; 18:1–17); Jonah (Jonah 1–3); the Anti-Nephi-Lehies burying their swords (Alma 23:4–18; 24:6–19). Explain that these stories tell about people who repented of their sins and served the Lord. Ask each group to review the scriptures and prepare and present a role play showing how these people repented and then served the Lord (by teaching the gospel, serving a mission, and refusing to fight).

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

**Encourage understanding** (*seeing an object lesson*): Ask a child to come to the front of the room and hold his or her arms out. Then place a book in each hand. Read Mosiah 18:7–11. Explain that one of the covenants we make when we are baptized is to “bear one another’s burdens, that they may be light.” Ask the child holding the books if his or her arms are getting tired. Have two other children help hold up his or her arms. Discuss some burdens children might have, such as being teased, being sick, feeling alone, or struggling in school. Ask the children how they can help make each other’s burdens lighter.

**Encourage application** (*playing a game*): Tell the children that baptism is the gate that leads to the path to eternal life (see 2 Nephi 31:17). On one side of the room place a picture of a child being baptized. On the other side of the room place a picture of the Savior, and explain that in this

activity this picture represents eternal life. Tell the children that we stay on the path to eternal life when we keep our baptismal covenants. Briefly review these covenants (remembering Jesus Christ, obeying the commandments, and helping others). Give each child a paper with a CTR shield drawn on it. Have the children write on their paper a commandment that will help them keep their baptismal covenants (they may draw pictures to represent the commandment they choose). Invite a child to place his or her paper on the floor between the two pictures. If possible, help the children find the commandment in their scriptures and read it together. Repeat until the children have made a path between the pictures.



[Click here for logo.](#)



*Using children in visual demonstrations will get their attention and prepare them to learn. For example, this activity shows children demonstrating the concept of bearing one another’s burdens.*

### Week 4: The Holy Ghost comforts and guides me.

**Encourage understanding** (*reading scriptures*): Divide the children into groups, and give each group a piece of paper with the following scriptures:

- “Verily, verily, I say unto you, I will impart unto you of my Spirit, which shall enlighten your mind, which shall fill your soul with \_\_\_\_\_” (D&C 11:13).
- “If ye will enter in by the way [baptism], and receive the Holy Ghost, it will \_\_\_\_\_ unto you all things what ye should do” (2 Nephi 32:5).
- “The Comforter, which is the Holy Ghost, . . . shall \_\_\_\_\_ you all things, and bring all things to your \_\_\_\_\_, whatsoever I have said unto you” (John 14:26).
- “Put your trust in that Spirit which leadeth to do \_\_\_\_\_—yea, to do justly, to walk humbly, to \_\_\_\_\_; and this is my Spirit” (D&C 11:12).

- “And by the power of the Holy Ghost ye may \_\_\_\_\_ of all things” (Moroni 10:5).

Ask the children to look up the scriptures and fill in the blanks. Then have them discuss what these scriptures teach about how the Holy Ghost can help us. Invite them to share experiences when the Holy Ghost has helped them.

**Encourage application** (*singing a song*): Tell the children that the Holy Ghost helps us in many ways. Sing “The Holy Ghost” (CS, 105). Ask the children to raise their hands when they sing about a way the Holy Ghost can help them. Stop the song and discuss what they learned about the Holy Ghost. Continue singing and discussing. Share a time when the Holy Ghost has comforted or guided you.

[Click here for handout.](#)

**Scriptures:** *It is important for children to learn gospel truths from the scriptures (see TNGC, 50–51). Invite the children to point to each word as you read a scripture out loud. Ask younger children to listen for a specific word or phrase and raise their hands when they hear it.*

# The Temple Is a House of God

**Song: “I Love to See the Temple”**  
(CS, 95)

“Sacred ordinances and covenants available in holy temples make it possible for individuals to return to the presence of God and for families to be united eternally” (“The Family: A Proclamation to the World,” paragraph 3).

**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: God has commanded His people to build temples.

**Identify the doctrine** (*singing a song*): Display a picture of a temple and write on the board “The temple is \_\_\_\_\_.” Invite the children to the sing the first verse of “I Love to See the Temple” (CS, 95). Tell them to signal when they sing the phrase that completes the sentence on the board by folding their arms. Ask them what the temple is (a house of God). Help the children look up “Temple” in the Bible Dictionary (pages 780–81). Help them find statements explaining that a temple is literally a house of the Lord and that God has always commanded His people to build temples.

**Encourage understanding** (*playing a guessing game*): Prepare clues about the temples built by Moses (see Exodus 25:1–2, 8–9), Nephi (see 2 Nephi 5:16), and Joseph Smith (see D&C 124:31) and their followers. For example:

“Our temple was called a tabernacle, and we moved it as we traveled” (Moses) or “We built a temple after leaving Jerusalem and traveling across the sea” (Nephi). Choose three children to represent these prophets, and invite them to read their clues to the Primary. Invite the other children to guess whom each child is representing. After they guess correctly, show a picture of the prophet or the temple that he and his people built.

**Encourage application** (*discussing temples*): Show a picture of the temple nearest to where you live. Discuss the following questions: Why do you think God commands us to build temples? What can you do to prepare to go to the temple someday?

## Week 2: Families are blessed through sacred temple ordinances.

**Identify the doctrine** (*unscrambling words and singing a song*): Invite an older child to read the last two sentences from paragraph 3 of “The Family: A Proclamation to the World” to the Primary. Put each of the following words and phrases on separate strips of paper: *The temple is, a holy place, where we, are sealed, together.* Place them on the board in random order. Have a child move one strip to its correct place. Continue until the words are in order. Sing the second verse of “I Love to See the Temple,” and have half of the children listen for two things we do in the temple (covenant and promise to obey) and the other half listen for a truth they have learned (a family is forever). Help the children understand that being sealed to their family in the temple means that they can be together forever.

[Click here for wordstrips.](#)



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

### Inviting responses:

Children are more likely to respond to questions if they are given time to ponder. Consider telling them that you will give them time to think before asking for responses. (See TNGC, 69.)

Clearly identify the doctrine you are teaching. This helps the children understand and apply it better.





**Encourage application** (*sharing feelings and drawing pictures*): Invite a family or a few children to share how they feel when they visit the temple grounds or how they have been blessed because of

the temple and sealing ordinances. Invite the children to draw pictures of their family outside the temple.

### Love those you

**teach:** *As you teach about eternal families, be sensitive to children who do not have both a mother and a father in their home. Also be sensitive to children who have parents or siblings who are less active or who are not members of the Church. Encourage all the children to live worthily and prepare so they can have eternal families of their own someday. (See TNGC, 31–32.)*

## Week 3: The pioneers worked hard and sacrificed to build temples.

**Encourage understanding** (*listening to guest speakers*): Gather information about the building of the Kirtland and Salt Lake Temples and, if possible, the temple nearest to where you live. (See *Primary* 5, lessons 25 and 44 or LDS.org for information on the Kirtland and Salt Lake Temples.)

Ask some adults to come to Primary and share the information with the children. Divide the children into groups, and have the groups take turns meeting with each of the adults. Invite the children to sing “I Love to See the Temple” as they move from one guest speaker to another.



*You may need to adapt activities to the needs of your Primary. For example, if your Primary is large, you may have the guest speakers move from group to group instead of moving the children from one speaker to another (see TNGC, 179).*

## Week 4: I can prepare to be worthy to go to the temple.

**Encourage understanding and application** (*discussing and teaching others*): Display “My Gospel Standards” and explain that following these standards will help us be worthy to go to the temple. Divide the children into groups. Have a teacher in each group discuss the standards that will help the children prepare to go to the temple and testify of how living the standards has helped him or her. Ask each group to choose one of the gospel standards



and then write or draw their commitment to follow that standard. Invite the bishop or branch president into Primary, and have each group share with him their commitment. Invite the bishop or branch president to share his testimony about the importance of temples.

[Click here for poster.](#)

### Yearly Challenge:

*Remember to give children opportunities to share what they are learning from their scripture reading (see January, week 2).*

# My Body Is a Temple of God

**Song: “The Lord Gave Me a Temple”**  
(CS, 153)



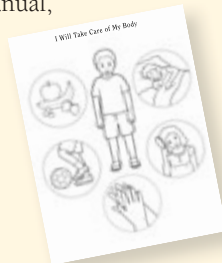
“Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you? . . . The temple of God is holy, which temple ye are” (1 Corinthians 3:16–17).

**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 body is a temple.

**Identify the doctrine** (*discussing temples*): Before Primary, write the phrase “Ye are the temple of God” (1 Corinthians 3:16) on the board. Show the children pictures of temples, and ask them what makes a temple so special (it is a house of the Lord, clean, well cared for, and a place where the Holy Ghost can come). Write their responses on the board. Explain that our bodies, like temples, are sacred and need to be treated with respect by ourselves and others.

**Encourage understanding and application** (*answering questions and coloring*): Copy the picture on page 47 of the nursery manual, *Behold Your Little Ones*. Cut out the circles in the picture, and put them in a container. Ask a child to choose one of the circles. Ask the children how the picture reminds them to treat their



bodies like temples. Give each child a copy of the picture, and invite them to color it. Invite older children to write one thing under each circle that they will do this week to treat their bodies like temples. Invite the children to take their pictures home to teach their family how they can treat their bodies like temples.



**Encourage application** (*discussing gospel standards*):

Display a copy of “My Gospel Standards.” Ask the children to identify which gospel standards teach them how to treat their bodies like temples. Invite the children to turn to someone sitting nearby and share one way they are treating their body like a temple. Then ask them to think about one way they can improve. Invite a few of the children to share their thoughts with everyone.

[Click here for poster and nursery manual page.](#)

**Copies:** If you don’t have access to a copy machine, you could place a sheet of plain paper over the illustrations and trace them, or you could print them from [LDS.org](http://LDS.org).

## Week 2: Dressing modestly shows respect for Heavenly Father and myself.

**Identify the doctrine** (*reading a scripture and a gospel standard*): Ask the children to turn to 1 Corinthians 3:16 and read the scripture aloud together. Tell the children that one of the ways we treat our bodies like temples is by dressing modestly. Display “My Gospel Standards,” and have the children read aloud the standard that says, “I will dress modestly to show respect for Heavenly Father and myself.”

**Encourage understanding** (*discussing modesty and illustrating posters*): Discuss what dressing modestly means (see the “Dress and Appearance”

section of *For the Strength of Youth*). Prepare several posters with “I will dress modestly by . . .” written at the top. Divide the children into groups, and ask each group to write their commitment to dress modestly or draw a picture of themselves in modest dress on one of the posters. Display the posters in the Primary room.



**Adapt activities** to the needs of your Primary (see TNGC, 110–17). For example, you could adapt the second activity in week 2 for a larger Primary by asking each child to write or draw one idea on a small piece of paper. Then attach all of the papers to the posters.

### Week 3: Living the Word of Wisdom shows respect for my body.

#### Encourage understanding (reading scriptures):

On one side of the board write “Commandments” and the following scripture reference: D&C 89:7–9, 12, 14, 16. On the other side, write “Promises” and the following reference: D&C 89:18–21. Have half of the children read the first set of scriptures and look for commandments the Lord has given us in the Word of Wisdom. Have the other children

read the remaining scriptures and look for blessings He has promised us if we obey. Discuss what the commandments and blessings mean.

**Encourage application (playing a game):** Invite one child to say, “I will live the Word of Wisdom by \_\_\_\_\_” and fill in the blank with something he or she will do to live the Word of Wisdom. Then invite another child to repeat the phrase and the first child’s response and then add his or her own response. Ask a third child to repeat the phrase and both of the other children’s responses and then add another response. Repeat as time allows, with each child adding a response.



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

| THE WORD OF WISDOM                            |                                 |
|---|---------------------------------|
| <u>Commandments</u><br>D&C 89:7–9, 12, 14, 16 | <u>Promises</u><br>D&C 89:18–21 |

### Week 4: Reading, watching, and listening to wholesome things keeps my mind clean.

#### Identify the doctrine (seeing an object lesson):

Show the children two glasses, one with dirty water and one with clean water. Ask the children which one they would rather drink and why. Tell the children that our minds are like the glasses, and we should put only clean and good things in them. Write the following sentence on the board, and have the children say it with you: “Reading, watching, and listening to wholesome things keeps my mind clean.” Consider teaching the children simple hand actions to help them remember the sentence. For example, for the word *reading*, put your hands out like you are holding a book; for the word *watching*, point to your eye; for *listening*, cup your hand around your ear; and for *mind*, point to your forehead. Repeat the sentence several times, substituting the actions for the words.

#### Encourage understanding (playing a game and singing a song):

Show the children a picture of Jesus Christ with children, and ask them to look at it for a few seconds. Cover the picture and ask the children to tell you details they remember about it. Help the children understand that we remember the things we see. Explain that when we fill our minds with good things we also think of good things. Show the picture again, and have the children sing “I Feel My Savior’s Love” (CS, 74–75). Ask the children to share how the song makes them feel. Explain that listening to good music helps us feel the Spirit and keeps our minds clean.



Children will learn more effectively when a variety of teaching methods is used. For example, in week 4, the children identify the doctrine by seeing an object lesson and then are encouraged to use simple hand actions to help them remember.

# The Gospel Will Be Preached in All the World

*“This gospel shall be preached unto every nation, and kindred, and tongue, and people” (D&C 133:37).*

**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?”**

**Drawing:** The map in week 1 could be drawn, printed, or brought from home. If you plan to draw on the chalkboard, practice your drawings ahead of time. Do not apologize for your lack of artistic ability. Apologizing will only draw attention to that particular aspect of your drawing. If you are uncomfortable drawing, ask someone to help (see TNGC, 162–63).



**Show love:** Look for opportunities to show your love to each child. As you show love for those you teach, they become more receptive to the Spirit and more enthusiastic about learning (see TNGC, 31).

## Week 1: The scriptures teach that the gospel will be preached in all the world.

**Identify the doctrine** (*reading a scripture*): Invite an older child to read Doctrine and Covenants 133:37 out loud. Tell the children that missionaries teach the gospel in many areas of the world, in many different languages. Have the children repeat the scripture together.

**Encourage understanding** (*discussing missions*): Show the children a map of the world or draw a simple map on the board. Ask them to share places where people they know have served missions. Mark these places on the map. Invite the children to share where they would like to serve, and let them mark those places on the map. Explain that mission calls come from the Lord through the prophet and that missionaries serve wherever the Lord calls them. Help the children practice saying the name of the Church in a few different languages. Discuss with the children that there are some places where missionaries are not yet allowed to teach. Explain that President Thomas S. Monson asked us to “pray for the opening of those areas, that we might share with [everyone] the joy of the gospel” (in Conference Report, Oct. 2008, 4; or *Ensign*, Nov. 2008, 6).

**Encourage application** (*writing to missionaries*): Invite the children to write a note to a missionary from your ward or the missionaries who are serving in your area. Give the letters to the ward mission leader to send to the missionaries.



*In this activity, only a few children will come to the front of the room. To allow all of the children to participate, invite them to whisper to their neighbor where they would like to serve.*

[Click here for map.](#)

## Week 2: Missionary work blesses everyone.

**Encourage understanding** (*listening to guest speakers*): Invite a returned missionary to come to Primary and tell the children about some of the blessings he or she received from doing missionary work. Invite others (recent converts, children, or families) to share a missionary experience they have had or an example of how missionary work

has blessed their lives. Invite the children to sing “We’ll Bring the World His Truth” (CS, 172–73) to the guests.

### Week 3: I can prepare now to serve a mission.

#### **Encourage understanding** (*reading scriptures*):

Show a picture of Ammon and tell the children that he was a great missionary who taught the gospel to the Lamanites. Explain that he prepared to serve as a missionary before he went on his mission. Read (or ask an older child to read) Alma 17:2–3 out loud. Ask the other children to listen and raise their hand when they hear ways Ammon prepared to be a missionary. Ask a child to write their answers on the board. Tell the children that they can do these same things as they prepare to be missionaries. Sing “I Hope They Call Me on a Mission” (CS, 169). As they sing, invite the children to pantomime simple actions missionaries might do, such as knock on doors, read the scriptures, or ride a bike.

#### **Encourage application** (*preparing for missions*):

Tell the children that there are things they can do now to prepare to be missionaries, such as studying the scriptures, gaining a testimony, keeping the commandments, paying tithing, and saving money. Give each child a tithing slip, and show them how to fill it out. Help the children prepare a special place where they can put their tithing money and money they are saving for their missions. It could be a box, a small jar or can, or an envelope with separate spaces for tithing and savings.



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



*Inviting a child to write on the board will make him or her feel valued. It will also help hold the interest of the other children.*

**Adapt lessons** for the children's ages (see TNGC, 110–17). For example, in the second activity for week 4 you may want to give each older child a missionary edition of the Book of Mormon and encourage them to share it with someone. To help younger children review the story of the First Vision, you could use the activities, visuals, and finger puppets on pages 88–91 of Behold Your Little Ones.

### Week 4: I can be a missionary now.

#### **Encourage understanding** (*sharing ideas*):

Write the following sentence on the board: “I can be a missionary now by \_\_\_\_\_.” Invite the children to think of things they can do to be a missionary now. Have them share their ideas with someone sitting next to them. Invite several children to write their responses on the board.

#### **Encourage understanding** (*hearing testimonies*):

Invite an older child to share the story of the First Vision, and invite another child to share his or her feelings about the Book of Mormon. (Ask the children ahead of time so they have plenty of time to

prepare.) Encourage all of the children to share the story of the First Vision or their feelings about the Book of Mormon with their families.

#### **Encourage application** (*singing a song*):

Ask the children to think of an action that shows how we can be missionaries and live the gospel now. Choose a child to come to the front of the room and share his or her action with the rest of the Primary. Invite the children to do the action as they sing “Do As I’m Doing” (CS, 276). Repeat with other children as time allows.



# Prayer Is Reverent Communication between God and Me

“If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him” (James 1:5).

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



## Week 1: I can pray to Heavenly Father.

### Identify the doctrine (seeing an object lesson):

Ask a parent and child to stand in front of the children. Invite the child to ask his or her parent a question, and have the parent answer. Then ask the parent to leave the room and close the door. Ask the children how they can communicate with their parents when they are not with them (for example, writing a letter or talking on the phone). Explain that God is our Father and we are His children; because we are not in His presence, He has given us a way to talk to Him. Ask the children if they know how we talk to God. Have the children say after you, “I can pray to Heavenly Father.”

**Encourage understanding (coloring):** Sing “I Pray in Faith” (CS, 14). Make a copy of the flip book on page 19 of the nursery manual, *Behold*

*Your Little Ones*, for each child. Invite the children to color the pictures. (Older children could write on the flaps some things they are grateful for and some things they could ask Heavenly Father for. You could then invite them to share their ideas with the whole Primary.) Have the children sing the song again while reviewing their flip books.



[Click here for flip book.](#)

**Preparation:** As you plan your sharing times, first read through all of the lessons for the month. Then balance the activities you plan to use according to the time you have and the needs of your Primary. For example, you could complete half of a longer activity one week and finish it the next week or repeat shorter activities to help the children review. (See TNGC, 98–99.)

*Planning activities that involve the children in a variety of ways enhances understanding and application. For example, in this activity the children see, sing, color, write, hear, and share.*



## Week 2: The scriptures teach me how and when to pray.

### **Identify the doctrine** (*memorizing a scripture*):

Help the children memorize the following sentence from Alma 13:28: “Humble yourselves before the Lord, and call on his holy name, and watch and pray continually.” Discuss what the scripture teaches about how and when we should pray.

**Encourage understanding** (*reading scriptures and hearing a scripture story*): Help the children understand that we can pray to Heavenly Father silently in our hearts anytime, anywhere and that we should thank Him for our blessings and ask Him for help. Write the following scripture references on the board: 3 Nephi 18:19; 3 Nephi 19:6–8; 3 Nephi 18:15. Also write the words *how* and *when* on the board. Invite the children to look

up each scripture and discuss what it teaches us about how or when we should pray. Tell about Alma and Amulek teaching the Zoramites how to pray (see Alma 31; 34:17–27; see also *Primary 4*, lesson 21). You may want to ask a few children to act out the story as you tell it.

**Encourage application** (*sharing feelings and singing songs*): Invite several children to share how they feel when they pray. Ask the children to suggest some Primary songs that teach about prayer. Sing a few of the songs, and invite the children to suggest simple actions to replace one or two words in each song. For example, instead of singing the words “pray” or “prayer,” they could fold their arms.

**Adapt lessons** to meet the needs and learning capabilities of the children (see TNGC, 110–17). For example, in week 2, younger children could memorize the phrase “Watch and pray continually” rather than the complete scripture.

## Weeks 3 and 4: Heavenly Father hears and answers my prayers.

**Identify the doctrine** (*reading scriptures*): Have the children look up 3 Nephi 14:7 and James 1:5. Invite them to look for what the scriptures teach about prayer. Read the scriptures out loud together, and let the children share what they learn. Invite the children to say “Heavenly Father hears and answers my prayers” with you.

**Encourage understanding and application** (*listening to stories*): Divide the children into groups, and have them take turns visiting the following stations (see TNGC, 179). At each station, have a teacher explain one way Heavenly Father answers our prayers and allow the children to share how their prayers have been answered. You may want to plan two of the stations for one week and the other two stations for the next week.

- Station 1: Sometimes prayers are answered by thoughts or ideas that can come to our minds and hearts (see D&C 8:2). Share an experience when this happened in your life, or tell the story of Enos (see Enos 1:4–5, 10; see also *Behold Your Little Ones*, 17).
- Station 2: Heavenly Father can use others to answer prayers. Share an experience when someone else has answered your prayers, or tell the story of President Thomas S. Monson answering Ben and Emily Fullmer’s prayer (see Conference Report, Oct. 2003, 63; or *Ensign*, Nov. 2003, 58–59).
- Station 3: Answers to prayer can come from the words of Christ, which are found in the scriptures (see 2 Nephi 32:3). Share an experience when you have had a prayer answered as you read your scriptures.
- Station 4: Answers to prayer can come from the teachings of the latter-day prophets (see D&C 1:38). Show the children an issue of the *Ensign* or the *Friend*, and tell them that they can find the teachings of the prophets in the Church magazines. Share an experience when you have had a prayer answered as you have listened to general conference or read the words of latter-day prophets.



*Stations are places where smaller groups of children participate in various learning experiences (see TNGC, 179). In large Primaries, stations can be as simple as teachers moving between groups of children.*

# Reverence Is Love and Respect for God

“Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind” (Matthew 22:37).

**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?”**



**Review:** Connecting a doctrine to a physical activity or visual will help the children remember it (see TNGC, 182–83). The second activity in week 1 helps the children remember that reverence is tied to love for God by inviting them to place their hand on their heart. Consider reviewing this doctrine for several months by placing your hand on your heart when you encourage reverence.

When inviting guest speakers to Primary, remind them to keep their message simple so the children will understand. All guest speakers should be approved by the bishopric.

## Week 1: Reverence is love and respect for God.

**Identify the doctrine** (*seeing a picture and playing a game*): Show a picture of a child praying, and explain that the child is showing love and respect for God. Tell the children that you are thinking of a nine-letter word that means love and respect for God. Draw nine blanks on the board, one for each letter in the word *reverence*, and invite the children to guess letters. As they guess correct letters, write them in the appropriate blanks. You may want to have an older child help you. For younger children, show the picture and ask them how they know the child is being reverent. Have the children say together, “Reverence is love and respect for God.”

**Encourage understanding** (*reading a scripture and singing a song*): Ask the children to open their scriptures and read John 14:15. (If the children

memorized this verse last year, you may want to ask them to recite it.) Ask the children how we show our love for Jesus Christ. Sing “Reverence Is Love” (CS, 31). Ask the children to put their hand on their heart each time they hear the word “reverence” or “reverent.”

**Encourage application** (*discussing reverence*): Divide the children into small groups, and have them discuss ways they can show reverence for Heavenly Father and Jesus Christ in one of the following situations: when they are at church, when they pray, and when they are at home or with friends. Younger children could draw pictures of what they could do. Have some of the children share their ideas with the whole group. Encourage them to share their ideas with their families at home.

## Week 2: Reverence during the sacrament helps me to remember Jesus Christ.



**Encourage understanding and application** (*learning about the sacrament*): Invite the bishop or branch president and a few Aaronic Priesthood holders to teach the children about the sacrament. If possible, you could ask them to take the children into the chapel and teach them what the sacrament

symbolizes and show them the sacrament table, the place where they kneel to offer the prayer, and the cloth used to cover the sacrament. Invite another Aaronic Priesthood holder to explain what he does to pass the sacrament each week to the congregation and why this is a sacred privilege. Ask the children what the priesthood bearers do that shows respect for God when they bless the sacrament (kneel to pray, cover the sacrament with a white cloth, dress and act in a reverent manner). Invite the children to share what they can do to show respect for Jesus Christ during the administration of the sacrament.



### Week 3: I can show reverence for sacred places and things.

**Identify the doctrine** (*participating in an object lesson*): Write “I can show reverence for sacred places and things” on the board, and ask a child to read it to the whole Primary. Ask the children to close their eyes and to raise their hands if they can hear when you drop a coin or button. Tell the children that the church building is a sacred place and that sitting still and listening carefully is one way we can show our reverence. Invite the children to share several other things they can do in church buildings to show reverence.



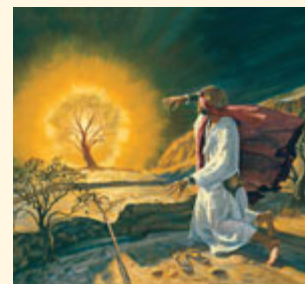
**Encourage understanding** (*listening to a scripture story*): Display a picture of Moses and the burning bush, and tell the story found in Exodus 3:1–10. Read aloud verse 5 and have the children listen for why the Lord asked Moses to take off his shoes. Explain that we do not have to take off our

shoes to be reverent, but there are many things we can do to show reverence for sacred places and things.

**Encourage application** (*playing a game*): Display some of the following pictures: a temple or a church building, a home, a family, someone praying, a child, the scriptures, a group of children, a Primary class, and the sacrament. Hold up a large cloth in front of all the pictures and remove one picture. Take away the cloth and have the children tell you which picture is missing. Show the missing picture and invite the children to share a way they can show reverence or respect for the place or thing in the picture. Repeat with the other pictures.



*What will the children do to learn? Asking this question as you prepare activities will help the children learn through participation. For example, the third activity in week 3 allows all of the children to participate by discussing, seeing pictures, and sharing ideas.*



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



#### Teach by example

how to show love and respect for others (see TNGC, 18–19). Minister to the teachers in your Primary by offering encouragement and support. Then help the children see how they can love and encourage one another.

### Week 4: Reverence for God helps me respect and love others.

**Encourage understanding** (*singing songs*): Sing the following songs. After each song, discuss the accompanying questions.

- “Reverence Is Love” (CS, 31). Repeat the line that says, “When I’m reverent, it shows in my words and my deeds.” Ask: What are some words or phrases that show respect to Heavenly Father or others? What are some things we can do to show respect for others?
- “Kindness Begins with Me” (CS, 145). Ask: What are some ways we can show kindness to our friends?
- “I’ll Walk with You” (CS, 140–41). Ask: Who are some of the people who need our kindness? How can we show kindness to them?

# The Scriptures Teach Me about the Savior's Birth and Second Coming

*“For the Son of man shall come in the glory of his Father with his angels; and then he shall reward every man according to his works” (Matthew 16:27).*

**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?”**

**Scriptures:** Reading directly from the scriptures can help children feel comfortable with scriptural language. Make sure to define difficult words or ideas. (See TNGC, 50–51.)

**Note:** The Savior should not be portrayed by children in a dramatization except in a nativity scene.

[Click here for wordstrips.](#)

## Week 1: Prophets prophesied about the birth of Jesus Christ.

**Encourage understanding** (*reading scriptures and role-playing*): Divide the children into five groups. Give each group one of the following scriptures and some props or a simple costume to represent the corresponding prophet: Isaiah 7:14; 9:6 (Isaiah); 1 Nephi 11:14–21 (Nephi); Mosiah 3:5, 8 (King Benjamin); Alma 7:9–10 (Alma); Helaman 14:2–6 (Samuel). Invite each group to read and

discuss what the prophet said about Christ's birth. Have one child from each group use the props or costume to represent the prophet and tell the other children which prophet he or she is representing and to read or tell what that prophet said about Jesus's birth. Sing “He Sent His Son” (CS, 34–35) or “Samuel Tells of the Baby Jesus” (CS, 36).

## Week 2: Jesus Christ was born.

**Encourage understanding** (*singing a song and drawing pictures*): Sing together the first verse of “The Nativity Song” (CS, 52–53). Divide the children into four groups, and assign each group one of the remaining verses (2–5). Ask the children to draw pictures to go with their verse. Sing the whole song, and have the children hold up their pictures as they come to their part in the song.



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

**Identify the doctrine** (*unscrambling words*): Write each of the following phrases on small wordstrips: *For the, Son of man, shall come, in the glory, of his Father.* (Wordstrips are available at [sharingtime.lds.org](http://sharingtime.lds.org).) Display the wordstrips in random order on the board, and invite the children to help you unscramble them. (You may want to make a few sets of the wordstrips and let the children work together in groups.) When the children have put the phrases in the correct order, have them check their answer by reading Matthew 16:27.

**Encourage understanding** (*seeing pictures*): Ask four children to come to the front of the room and hold up pictures of Samuel the Lamanite, the birth of Jesus, Jesus teaching, and the Second Coming.

Discuss each picture with the children. Ask the children holding the pictures to stand in random order. Invite the Primary to tell the children where to move so the pictures are in chronological order.

**Encourage application** (*playing a matching game*): Draw a line down the middle of the board. At the top of the board write “Jesus Christ will someday return to the earth.” On one half of the board write the following questions. On the other half write the scripture references in random order.

- What are some wonders that will take place when Christ comes again? (Joseph Smith—Matthew 1:33, 36–37)
- When will the Savior come again? (Joseph Smith—Matthew 1:38–40)



Using pictures or other visuals helps children tie a principle or doctrine to an image in their mind, which increases their ability to understand and remember what they have learned.

- Why should we prepare for the Second Coming? (D&C 38:30)
- How long will the Savior dwell on the earth? (D&C 29:11)

Ask the children to work with their teacher to match the questions to the answers. Discuss the answers together. (See also *True to the Faith* [2004], 159–61.) Ask the children how they can prepare for the Second Coming.

### Different age-groups:

Plan your sharing times to engage both older and younger children (see TNGC, 110–17). For example, the second activity in week 3 would work better with younger children because it uses pictures to teach a simple concept. For the first activity in that week, you could ask the older children to help the younger children unscramble the wordstrips.



## Week 4: To prepare for the Second Coming, I will follow Jesus Christ.



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

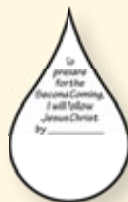
**Encourage understanding** (*dramatizing a scripture story*): Tell the children that Jesus often taught with parables, using familiar objects and situations to teach spiritual truths. Briefly tell the story of the ten virgins (see Matthew 25:1–13; see also “The Parable of the Ten Virgins,” *Ensign*, Mar. 2009, 48–49). Explain that this parable compares the Second Coming of Jesus Christ to a wedding. Invite some children to dramatize the parable. Ask the children who play the parts of the wise virgins how it feels to know they were prepared, and discuss the importance of preparing for the Savior to come again.

### Encourage application

(*discussing and drawing pictures*): Draw a lamp on the chalkboard. Discuss how following Jesus Christ by doing good things each day is like putting oil in our lamps. Have the children name some ways they can follow Jesus Christ, such as



serving others, paying tithing, and praying. Explain that these are things they need to do individually; other people cannot do these things for them. Give each child a piece of paper cut into the shape of a



large drop of oil. Ask them (or their teachers) to write “To prepare for the Second Coming, I will follow Jesus Christ by \_\_\_\_\_” on their papers. Ask the children to fill in the blank or draw a picture of something they can do to prepare for the

Second Coming. Encourage the children to take their papers home and share what they learned with their families.

[Click here for lamp and droplet.](#)



# How to Use Music in Primary

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

*The following are skills that you could use to teach a song to children. The examples will help you with songs suggested in this outline. See the “How to Use Music in Primary” section in the 2010 outline for additional ideas.*

## Attract Children’s Attention

Before you begin singing, make sure you have the children’s attention. You can attract their attention by using visual aids such as pictures, simple objects, or the children themselves. You could also simply change the tone of your voice. Attention activities should be brief and lead directly into the song. For example:

- Before singing “I Love to See the Temple” (CS, 95), ask the children to raise their hands if they have seen a temple. Invite them to think about how they feel when they see a temple as they sing.
- Children can be your best visual aid. Invite them to use simple props such as ties or scriptures to represent missionaries as they sing “We’ll Bring the World His Truth” (CS, 172–73).



**Practice** the songs at home so when you teach the children you can look at them, not at your book.



*Keep visuals simple. This allows the children to focus on the message of the song, and it allows the Spirit to testify that what they are singing is true.*

## Direct the Children’s Listening

Asking the children to listen for an answer to a question helps them learn the words and message of the song. You could ask them to listen for answers to questions such as “who?” “what?” “where?” “when?” or “why?” You could also ask the children to listen for key words or rhyming words or to count on their fingers how many times they sing a certain word.

As you teach “If I Listen with My Heart” (page 28 in this booklet), write one of the following questions on the board: “Where can I hear the Savior’s voice?” “Who teaches us how to live righteously?” “Who speaks quietly to us?” Invite the children to listen for the answer as they sing and to signal (by folding their arms, standing up, or touching their ears) when they sing the answer. Have the children sing the answer with you a few times. Write another question on the board and repeat.

*The children will feel your love and enthusiasm for the gospel as you sing with them. As you share your testimony of the Savior, they will also be able to feel His love for them.*



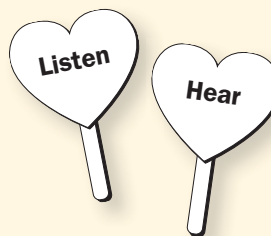
**Prepare** to teach the gospel message of a song by studying the scripture references given in the Children's Songbook.

## Involve the Children

Involve the children in a variety of ways as you sing. For example:

- Invite the children to think of simple hand actions to help them remember the words and message of a song (see “Helps for the music leader” on page 7).
- Invite the children to pretend to be missionaries as they sing “We’ll Bring the World His Truth.” Ask them to march in place or around the room and hold their scriptures as they sing.

- Before singing “If I Listen with My Heart,” give each child a paper heart and ask them to write “Listen” on one side and “Hear” on the other side. Explain that these words are repeated several times in the song. Ask the children to show the correct side of the heart when they sing that word.



[Click here for hearts.](#)

## Sing, Sing, Sing

Children learn songs best as they hear and sing them over and over again.

Review and sing songs in a variety of fun ways. For example:

- Invite the children to begin learning the melody of a new song by listening to it or humming it during the prelude time.
- To review “I Will Follow God’s Plan” (CS, 164–65), make a few road signs. Write a different word from the song on each road sign. Hold up a sign, and tell the children that as they sing the song they should not sing that word. Repeat with the other road signs.
- Make a cube out of paper or cardboard, and on each side of the cube write a different way to

sing (for example, clap the melody, do hand actions, sing softly, boys sing, girls sing, or hum the melody). On another cube write the names of some Primary songs the children are learning. Invite a child to roll the first cube to decide how they will sing the song, and invite another child to roll the other cube to decide which song they will sing.



[Click here for cube patterns.](#)



**New songs:** When you introduce a new song to the children, sing it to them first. Children learn a song best when they hear it a few times before they begin singing.



# If I Listen with My Heart

Quietly ♩ = 88-104

Words and music by Sally DeFord

1. If

I had been a lit-tle child when Je - sus lived on earth, I would have liked to  
hear a liv-ing proph-et speak the things that Christ would say If He were here up -  
feel the Ho - ly Spi-rit as He tea - ches truth and right. He com-forts me in

walk with Him and lis - ten to His words, But as I search the scrip-tures I can  
on the earth to talk with me to - day. The proph-et teach-es how to live in  
times of need; He tes - ti - fies of Christ. He speaks to me in qui - et ways that

1. 2.  
hear His words of peace,  
righ-teous-ness and peace, And if I lis-ten with my heart I hear the Sav-ior's voice.  
fill my soul with peace,

3.  
2. I hear the Sav - ior's voice. *rit.*  
3. I

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# Teaching Children with Disabilities

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

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



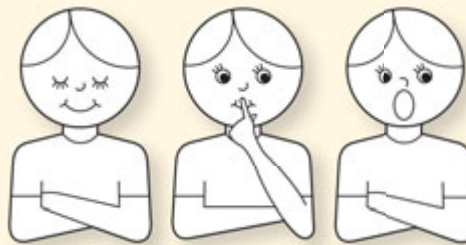
Painting available at [sharingtime.lds.org](http://sharingtime.lds.org)

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

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

- Counsel with the child’s parents.** Parents usually know their child better than anyone. They can teach you how to accommodate his or her needs, attention span, and favorite ways of learning. For example, some children respond especially well to music, others to stories, pictures, the scriptures, or movement. Use a variety of teaching methods, being sure to include the ways each child learns best.
- Counsel with other Primary leaders and teachers.** Pray and work together to find ways to help every child learn the gospel of Jesus Christ and feel loved.
- Counsel with the ward council.** Priesthood and other auxiliary leaders may have ideas about how to help children with special needs. In one ward, the high priests group offered to provide a “grandfather for Primary” every week to sit with a young boy who had autism. (Ideally, this would be the same person each week.) This helped the boy focus on the lesson and feel loved.

Elder M. Russell Ballard taught, “Clearly, those of us who have been entrusted with precious children have been given a sacred, noble stewardship, for we are the ones God has appointed to encircle today’s children with love and the fire of faith and an understanding of who they are” (“Great Shall Be the Peace of Thy Children,” *Ensign*, Apr. 1994, 60).



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

[Click here for figures.](#)

## For more information

on how to help children with special needs, see [lds.org/pa](http://lds.org/pa) (click **Primary**, then **Teaching All Children, Including Those with Disabilities**); Teaching, No Greater Call, 38–39; and [disabilities.lds.org](http://disabilities.lds.org).

## Adapting lessons:

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





THE CHURCH OF  
**JESUS CHRIST**  
OF LATTER-DAY SAINTS

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ENGLISH

