

Outline for Sharing Time

Choose the Right

“Choose you this day whom ye will serve; . . . but as for me and my house, we will serve the Lord” (Joshua 24:15).





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

Dear Primary Presidencies and Music Leaders,

This year you have the opportunity to teach the children the importance of choosing the right. Learning to make good choices is an important part of our Heavenly Father's plan for us and will bring many blessings. Seek to invite the Lord's Spirit as you prayerfully teach the lessons included in this outline. As you do so, the children will learn that they can receive help in making choices by following the example of Jesus Christ, living gospel principles, and heeding the promptings of the Holy Ghost. Choosing the right will help children stay on the path back to our Heavenly Father.

We appreciate your faithful service as you love and teach the precious children of your Primary. We pray for you and know that the Lord will bless you as you serve in this important calling.

The Primary General Presidency

Instructions for Sharing Time

Gospel Instruction

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

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

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

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

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

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.

Each week, plan ways to
(1) identify the doctrine,
(2) help the children understand it, and (3) help them apply it in their lives.



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

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 pages 9, 17).



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

Guidelines for the Sacrament Meeting Presentation

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

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

can help the congregation focus on the gospel doctrines they are teaching. A member of the bishopric may conclude the meeting with brief remarks.

As you prepare the presentation, remember the following guidelines:

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



Resources Used in This Booklet

The following abbreviations are used throughout the booklet:

CS *Children’s Songbook*
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.

Resources: *You can find additional teaching resources such as coloring pages, stories, and activities in the Friend, Liahona, nursery manual, and Gospel Art Book. Use these resources to supplement your lessons. Also look for a list of resources on specific gospel topics from the Friend at friend.lds.org. These resources may be printed and used in teaching the children.*

Agency Is the Gift to Choose for Ourselves

Song: “As a Child of God”
(page 28 in this outline)

“Wherefore, men are free . . . to choose liberty and eternal life, through the great Mediator of all men” (2 Nephi 2:27).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”

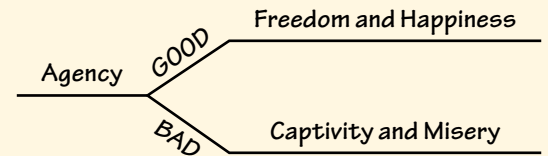


Using scriptures: It is important for children to learn gospel truths from the scriptures. For some ideas of how to teach scripture stories to children, see TNGC, 59.

Weeks 1 and 2: Agency is the gift to choose for ourselves.

Identify the doctrine (*playing a guessing game*): Tell the children that you are thinking of a word, and give them clues to help them guess the word. Ask them to raise their hands when they know the answer. Clues could include the following: We had this before we came to earth. It is a gift from our Heavenly Father. It is an important part of Heavenly Father’s plan for us. Satan wanted to take it from us. We use it when we make choices. It is a gift that lets us choose for ourselves. It starts with the letter A. After the children have guessed the answer, say together, “Agency is the gift to choose for ourselves.”

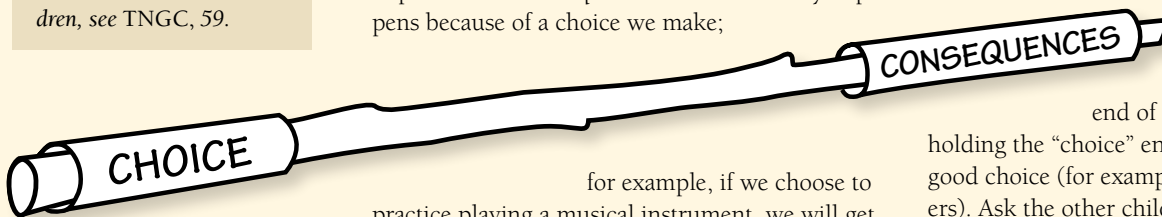
an older child to read 2 Nephi 2:27. Invite the other children to listen for what the consequences are for making the right choice (liberty and eternal life) and what the consequences are for making the wrong choice (captivity and misery). Draw a simple diagram on the board like the one shown here.



Encourage understanding (*seeing and discussing an object lesson*): Show the children a stick that has the word *choice* written on one end and the word *consequences* written on the other end. Explain that a consequence is what naturally happens because of a choice we make;

Help the children understand that when we make good choices, it leads to freedom and happiness, and when we make wrong choices, it leads to captivity and unhappiness.

Invite two children to come to the front of the room, and let each child hold one



for example, if we choose to practice playing a musical instrument, we will get better at it, and if we choose to touch fire, we will be burned. Pick up the stick and show the children that every time you pick up the stick, you get both the choice and the consequence of that choice. Ask

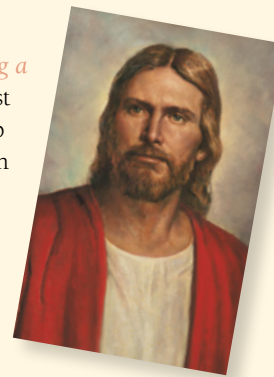
end of the stick. Ask the child holding the “choice” end to give an example of a good choice (for example, speaking kindly to others). Ask the other child to share possible consequences of that choice (for example, making lasting friendships). Repeat with several other children.

Reinforce the children’s learning through repetition. Keep the “choice and consequences” stick. There will be other opportunities to use it during sharing time throughout the year.



Encourage understanding (*learning scripture stories*): During the first two weeks of the month, teach some stories from the scriptures that show how making right choices leads to freedom and happiness and how making bad choices leads to captivity and misery. Scripture stories you could use include the Savior and Satan (see Moses 4:1–4); Nephi and Laman and Lemuel (see 1 Nephi 2–4, 7, 18); Shadrach, Meshach, and Abednego (see Daniel 3); or Alma and King Noah (see Mosiah 17–19). After teaching a story, invite two children to each hold one end of the “choice and consequences” stick. Ask one child to explain the choices made by those in the story and the other child to explain the consequences of those choices.

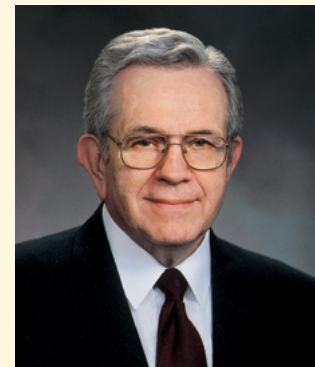
Encourage application (*hearing a story*): Place a picture of Jesus Christ on the board. Draw steps leading up to the picture. Draw a stick figure on a piece of paper, and place it at the bottom of the steps. Tell a short story about the choices a child might make during one day. For each choice, ask the children to show whether it is a good choice or a bad choice by standing up for a good choice and sitting down for a bad choice. For example: “Jane took a toy away from her baby brother, and he started crying. When Jane’s mother asked her why he was crying, Jane said she didn’t know.” For each good choice, move the stick figure up one step toward Jesus. Continue the story with other choices until the figure reaches the Savior. Discuss how good choices bring us happiness and help us move closer to the Lord.



Week 3: In the premortal life, I chose to follow God’s plan.

Encourage understanding (*singing songs*): Briefly discuss the following concepts, and then sing the corresponding songs with the children: Before I came to earth I lived in heaven (“I Lived in Heaven” [CS, 4]). I chose to come to earth and receive a body (“I Am a Child of God” [CS, 2–3]; “The Lord Gave Me a Temple” [CS, 153]). I will be baptized and receive the gift of the Holy Ghost (“When I Am Baptized” [CS, 103]; “The Holy Ghost”

[CS, 105]). I can prepare to go to the temple (“I Love to See the Temple” [CS, 95]; “Families Can Be Together Forever” [CS, 188]). I will be resurrected (“He Sent His Son” [CS, 34–35]).



Week 4: Jesus Christ created the earth as a place where I can learn to choose the right.

Identify the doctrine (*seeing and discussing an object lesson*): Show the children a container of many different colors of crayons. Show them a second container with only one color. Ask the children: “If you were going to color a picture,

which of these containers of crayons would you want to use? Why?” Explain that having a variety of choices is a blessing. Testify that Heavenly Father and Jesus Christ love us and They want us to make correct choices.

Object lessons “tie [an] invisible idea . . . to some tangible object the student already knows about and then build from that knowledge” (Boyd K. Packer, in TNGC, 163).



Encourage understanding (*coloring*): Let the children color a copy of the illustration on page 35 of the nursery manual, *Behold Your Little Ones*, or invite them to draw similar pictures with the same captions. Discuss who created the things in the illustration and why they were created. Teach the children that Heavenly Father expects us to take care of this world His Son created for us. Ask the children to share ways they can choose to take care of the earth and the creations that are on it. Invite the children to take their illustration home and have their parents make it into a book.

In this activity, you may choose to demonstrate the concept that choice is a blessing with crayons, colored pencils, a variety of fruits, or any other objects the children are familiar with.

When We Choose the Right, We Are Blessed

Song: “Choose the Right”
(Hymns, no. 239)

“If ye do keep his commandments he doth bless you and prosper you” (Mosiah 2:22).

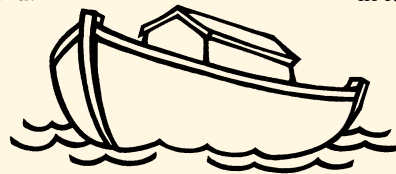
Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives.

Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”

Week 1: Noah was blessed for choosing the right.

Identify the doctrine (playing a matching game): Draw a simple ark on the chalkboard. Prepare several sets of two identical animal pictures. Give one picture to each child. Ask the children to stand and make the sound that the animal in their picture makes and to listen for someone else who is making a similar sound.

When the children with matching pictures find each other, have them stand together until all the animals have been paired. Ask the children to come as pairs and put their animals on the ark drawing. Ask the children, “Which prophet did the Lord ask to gather the animals into the ark?” Point out that it was probably a difficult task to gather so many animals into the ark, but Noah chose to obey the Lord’s command.



Drawing available at sharingtime.lds.org

Encourage understanding (reading scriptures): Show the children a picture of Noah preaching, and read Moses 8:20. Ask the children why they think the people did not listen to Noah. Divide the board in half, and write the following questions on one side, with the scripture references in random order on the other side:

What was the Lord going to do to destroy the wicked? (Genesis 6:17). What did He tell Noah to do to save his family? (Genesis 6:18). What did Noah do to choose the right? (Genesis 7:5).

Ask the children to read the scriptures and find which one answers each question. Show the children a picture of Noah building the ark. Explain that sometimes it is hard to choose the right. Ask, “How was Noah blessed for choosing the right?” Encourage the children to share how they will be blessed as they choose the right.



Reverence: Children can learn through fun activities and movement and still maintain an attitude of reverence. “Reverence . . . does not equate with absolute silence” (Boyd K. Packer, “Reverence Invites Revelation,” Ensign, Nov. 1991, 22).

Week 2: Jesus’s disciples were blessed by choosing the right.

Encourage understanding (reading scriptures, coloring, and using puppets): Read with the children the following accounts of how Jesus’s disciples chose the right: Luke 10:38–42 (Mary); Matthew 4:18–20 (Peter and Andrew); Acts 9:1–9, 17–20 (Paul). Discuss some of the blessings these people received for choosing the right. Draw some simple figures for each child (or use the scripture figures in “Funstuf,” *Friend*, Jan. 2006, 35; and “Funstuf,”

Simple puppets can be used to dramatize parts of a lesson. They are valuable tools for strengthening the main idea and attracting the children’s attention (see TNGC, 176–77).



Friend, Feb. 2006, 31). Let the children color the drawings, cut them out, and make them into stick puppets or paper sack puppets. Invite the children to use their puppets to retell one of the stories. For example: “My name is Paul. I used to persecute people who followed Jesus. I saw a vision of Jesus. Jesus asked me to stop persecuting Him. I chose to follow Jesus and was a missionary for the rest of my life.”

Encourage application (reviewing scripture stories): Invite the children to use their puppets to retell the scripture stories to their families at home. Encourage them to share with family members how the individuals in the stories chose the right and how they were blessed. Ask the children how they can choose the right during the next week.



Stick puppets available at sharingtime.lds.org

Week 3: Nephi was blessed for choosing the right.

Encourage understanding (participating in dramatizations): Have the children act out times when Nephi obeyed his father and the Lord (for example, see 1 Nephi 16:18–24, 30–32; 1 Nephi 17:8, 17–18, 48–53; 1 Nephi 18:9–21). Consider having them use simple costumes and props (for information about dramatizations, see *TNGC*, 165–66). Read together what Nephi said in 1 Nephi 17:3.

Encourage application (singing a song): Show the “choice and consequences” stick from January, and invite the children to share what they remember about choices and consequences. Tell them that many blessings we receive are consequences of the good choices we make. Invite the children to think of ways they can be like Nephi and make good choices. Have the children sing “Nephi’s Courage” (CS, 120–21) and pass around the “choice and consequences” stick while they sing. Stop the music at random. When the music stops, invite the child holding the stick to share a good choice he or she can make. Have the child pass the stick to another child, and invite him or her to share a blessing that comes from making that good choice. Repeat as time allows.



Visual aids can enhance learning. Keep visuals simple. This allows the children to focus on the message of the lesson rather than on the visual.

Saying the doctrine:

This month the children will learn different scriptural illustrations of the doctrine that when we choose the right, we are blessed. Consider inviting the children to say, “When we choose the right, we are blessed” at the beginning of each lesson.

Week 4: Church members today are blessed for choosing the right.

Encourage understanding (sharing stories): Invite several parents or grandparents of the children in your Primary to share stories about how they or their ancestors chose the right. This could include stories of how they chose to join the Church. Before each story, ask the children to listen for ways these Church members chose the right and how they were blessed for doing so. After each story, ask the children to tell how the

members were blessed for choosing the right. Consider asking the children to draw pictures about the stories as they hear them and then share their pictures with others in Primary and at home.

Living Prophets Teach Me to Choose the Right

Song: “Stand for the Right”
(CS, 159)

“O, remember, my son, and learn wisdom in thy youth; yea, learn in thy youth to keep the commandments of God” (Alma 37:35).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them 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 speaks through living prophets.

Identify the doctrine (*seeing a demonstration and memorizing a scripture*): 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 clap three times” or “Tell them to stand and march in place.” Allow several children to have a turn as the leader. Explain that although they did not all hear you give instructions, they were able to obey the instructions because they knew who to follow. Ask who we should follow to know what Heavenly Father wants us to do. Show a picture of

the current President of the Church. Have the children say together, “God speaks through living prophets.” Read Amos 3:7, and explain any words the children do not understand. Help the children memorize the scripture (see *TNGC*, 171–72).

Week 2: The First Presidency and the Twelve Apostles are prophets.

Identify the doctrine: Write on the board, “The First Presidency and the Twelve Apostles are prophets.” Tell the children that in The Church of Jesus Christ of Latter-day Saints, we are led by the President of the Church, his two counselors in the First Presidency, and the Twelve Apostles. Explain that the First Presidency and the Twelve Apostles are prophets.

Encourage application (*playing a matching game*): Gather pictures of six members of the First Presidency and Quorum of the Twelve, and write their names on separate pieces of paper. Put the papers and pictures facedown on the board. Have a child turn over a picture, and invite another child to turn over a piece of paper with a name on it. If the picture and name do not match, put them back in place and allow two other children to choose. If the papers match, whisper to the two children a gospel principle the leader taught in the most recent general conference (see the latest conference issue of the *Ensign* or *Liahona*), and have them act out a way they can live the principle. Invite the other children to guess what they are doing.



Ask questions:

Questions can encourage participation and discussion. Ask questions to help determine if children understand the doctrine being taught and to encourage them to ponder (see *TNGC*, 73). For example, you could ask questions such as “How does Heavenly Father speak to members of the Church?” and “How have you been blessed by following the prophet?”

Week 3: God's prophets and apostles speak to us in general conference.



Adapt your activities to the ages and abilities of the children you teach. In the activity in week 3, you could use pictures in addition to the written messages.

Encourage understanding and application

(playing a game): Write on separate pieces of paper a one-sentence summary of the most recent conference messages from members of the First Presidency and Quorum of the Twelve. Place them on the board along with pictures of the leaders. Discuss each message. Invite a group of children to leave the room. Remove one of the messages from the board. Invite the children to return and decide together which message is missing. Ask the children to choose a Primary song that corresponds with the message, and sing it together. Invite the children to suggest ways they can apply the message. Repeat with other messages.

Tip: Consider ways to let children and their parents know about the resources available at conferencegames.lds.org.

Repetition: Children learn through repetition. In weeks 2 and 3 you will be teaching the children the same doctrine in different ways. This will be an opportunity to reinforce their understanding of the doctrine.

Week 4: I am blessed when I choose to follow the prophet.

Identify the doctrine *(singing a song):* Sing the ninth verse and the chorus of “Follow the Prophet” (CS, 110–11). Invite the children to listen for reasons we follow the prophet. Have the children say together, “I am blessed when I choose to follow the prophet.”

Encourage understanding *(acting out scripture stories):* Tell the children the story of Elijah and the widow of Zarephath (see 1 Kings 17:8–16), and invite the children to act it out with you. For example: “The Lord told the prophet Elijah to go to a city called Zarephath (*walk in place*). When he got to the city, he saw a woman gathering sticks (*pretend to pick up sticks*). Elijah asked the woman to give him a drink (*pretend to give someone a drink*) and a piece of bread. The woman told Elijah that she had only a little flour and oil to make bread for her son (*shake head no*). Elijah told her to make some bread for him first and God would give her more flour and oil. The woman obeyed Elijah (*pretend to knead bread*). She had enough flour and oil to make bread for many days (*pretend to eat*).” Repeat the activity with the stories of Moses and the brazen serpent (see Numbers 21:5–9) and Nephi and the brass plates (see 1 Nephi 3–4; 5:21–22). Ask the children to share how the people in the stories were blessed because they followed the prophet’s counsel.

Encourage application

(discussing the prophet’s teachings): Ask the children, “Who is our prophet today?” Show a picture of the current President of the Church. Explain that he was called by God. Have the children discuss in small groups how they can follow him. Ask a few children from each group to share their ideas. Invite the children to choose one way they can follow the prophet during the week. Create a reminder for them to take home and share with their families. Remind the children that they can hear the prophet’s words during general conference, and encourage them to watch or listen to conference with their families. The week following general conference, ask some of the children to share experiences they had as they listened to the prophet and followed his teachings.



Dividing the children into groups allows more children to participate. You can form groups many ways. For example, you could ask the children to work together as class groups, or you could pair older children with younger children. An adult should supervise each group.

Jesus Christ Teaches Me to Choose the Right

Song: Song of your choice about Jesus Christ from the *Children's Songbook*

"For I have given you an example, that ye should do as I have done to you" (John 13:15).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives.

Ask yourself, "What will the children do to learn, and how can I help them feel the Spirit?"



Adapt activities for the age and number of children in your Primary. For example, in the activity in week 1, if you have a large Primary, you may want to prepare more than one set of puzzle pieces. For younger children, a teacher could read the scripture and help the children draw pictures.

Week 1: Jesus Christ is the perfect example for me.

Encourage understanding (*reading scriptures and drawing pictures*): On a large piece of paper write the phrase, "Jesus Christ is the perfect example for me." Cut the paper into four simple puzzle pieces. Write one of the following sentences on the back of each puzzle piece:

- He showed us the way to be baptized (see Matthew 3:13–17).
- He showed love for others (see Mark 10:13–16).
- He forgave those who hurt Him (see Luke 23:34).
- He showed us how to pray (see Matthew 6:5–13).

Sing "I'm Trying to Be like Jesus" (CS, 78–79). Ask the children to explain what the song teaches. Show a picture of Christ, and tell the children that He taught us many things through His perfect example. Divide the children into four groups, and give each group one of the puzzle pieces and some



When teaching gospel principles, help the children find ways to apply them to their lives.

blank pieces of paper. Ask them to read the scripture together and then draw pictures of how they can follow Christ's example. Invite each group to explain their scripture and pictures and to place their puzzle piece on the board. After the puzzle has been assembled, repeat together, "Jesus Christ is the perfect example for me."

Weeks 2 and 3: Jesus Christ taught me the right way to live.

Identify the doctrine (*singing a song*): Sing "Choose the Right Way" (CS, 160–61), and ask half of the children to listen for how we can be happy and the other half to listen for what will help us and show us the way. Discuss what the children learned from the song.

Encourage understanding (*playing a guessing game and reading scriptures*): Prepare wordstrips containing the following words and scripture references: *hunger* (Matthew 5:6); *shine* (Matthew 5:16); *love* (Matthew 5:44); and *pray* (Matthew 6:6). Show a picture of the Sermon on the Mount. Explain that Jesus went up on a mountain to teach His disciples; the things He taught are now called the Sermon on the Mount. Show one



Wordstrips available at sharingtime.lds.org

of the wordstrips to half of the children, and ask them to act out the word for the other children to guess. Read the corresponding scripture together, and help the children understand what Christ taught and how we can follow His example. Repeat with the other words and scriptures.

Encourage application (*discussing case studies*): On four pieces of paper write the following teachings of Jesus: (1) Hunger and thirst after righteousness, (2) Let your light shine, (3) Love your enemies, (4) Pray to Heavenly Father. (Consider using pictures that illustrate these teachings for younger children.) Display the papers in different areas of the room. Prepare case studies (see *TNGC*,

161–62) that help the children understand how to apply these teachings. For example, “Someone at school is teasing you and calling you names. What would you do?” Review the scriptures from the guessing game described above, and point out that the papers displayed around the room correspond to the scriptures. Read a case study to the children, and invite them to stand and face the paper with the teaching that would help them choose the right. Ask a few children to share what choice they would make.



Have children read aloud from the scriptures. Be aware of each child's ability, and help each participate successfully.

Week 4: I feel my Savior's love when I try to be like Jesus Christ.

Encourage understanding (*singing a song and making choices*): Sing “I Feel My Savior's Love” (CS, 74–75). Write several case studies that illustrate how a child could follow one of Christ's teachings. Also include a scripture reference where that teaching can be found. Below are some examples.

Sara had asked her younger sister not to use her crayons, but her sister used them anyway. To be like Jesus, Sara could:

- Get angry with her sister.
- Hide her crayons.
- Forgive her sister.

Matthew 18:21–22.

John is playing soccer with his friends, and he notices another boy standing by himself watching the game. To be like Jesus, John could:

- Make fun of the boy for being alone.
- Ignore the boy and continue playing with his friends.
- Invite the boy to play soccer with them.

John 13:34.

Ask a child to read one of the case studies. Then ask him or her to read the answers one at a time. Invite the other children to stand when they hear the answer that would be following Jesus's example.

Invite a few children to read the scripture out loud, and discuss what Jesus taught. Discuss how following Jesus's example in these situations can help us feel the Savior's love. Repeat with each case study.

Encourage application: Invite the children to do what Jesus would want them to do this week. Tell them that next week you will ask some of them to share what they did and how they felt the Savior's love.

Helps for the music leader

To help the children learn a new song, consider the following:

- Invite the children to signal when they sing a specific word or to count on their fingers how many times they sing a word. For example, sing “He Sent His Son” (CS, 34–35), and ask them count on their fingers how many times they sing the words “His Son.”
- Choose a picture and a word that represent each phrase in a song, and put them on a piece of



paper. For example, when you sing “He Sent His Son” (CS, 34–35), illustrate the phrase “How could the world of love and tenderness?” with a picture of a heart and the word *tenderness*. For the phrase “He sent his Son, a newborn babe, with peace and holiness,” show a picture of the nativity and the word *peace*. You could involve the children by having them hold the pictures while they sing.

I Choose the Right When I Am Baptized and Confirmed a Member of the Church

Song: “When I Am Baptized”
(CS, 103)

“Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost” (Acts 2:38).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives.

Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”

Tip: For the activity in week 1, you could also invite one child to carry a bag filled with rocks and then show how repentance is like taking the rocks out of the bag.

Week 1: As I repent, I can be forgiven.

Encourage understanding (participating in an object lesson): Give each child a pebble. Ask the children to put the pebble in their shoe, and invite them to stand and walk. Ask the children how it feels to walk with a pebble in their shoe. Ask how sin is like the pebble. (It doesn't feel good; it makes us unhappy.) Have them remove the pebble, and ask how repenting and



receiving Heavenly Father's forgiveness is like removing the pebble from our shoe.

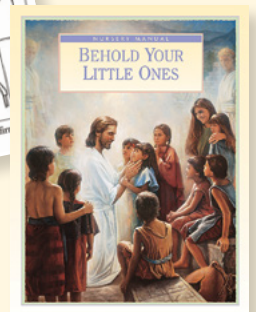
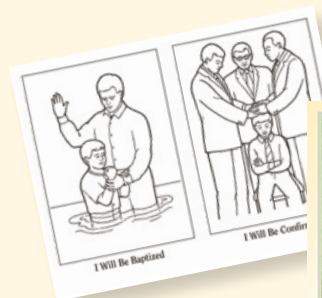
Explain that because of Jesus Christ, we can repent and receive forgiveness of our sins. Bear testimony that repentance is a wonderful blessing from Heavenly Father and that it brings us happiness.

Week 2: When I am baptized and confirmed, I am following Jesus's example.

Encourage understanding (playing a memory game and reading scriptures): Display pictures of John the Baptist baptizing Jesus and a child being baptized. Let the children look at the pictures for 20 seconds. Then cover the pictures and ask the children to tell you as many things as they can that are the same in the two pictures. You may want to list their answers on the board.

Ask the children to read Doctrine and Covenants 20:72–74 to discover who can baptize someone and how a baptism should be performed. Invite the children to share what they have found. Emphasize that the person who performs the baptism must have priesthood authority and that the person being baptized must be immersed, or go completely under the water. Show both pictures again. Point out that both Jesus and the child are being baptized by immersion, by one with priesthood authority.

Encourage application (coloring and singing a song): Make a copy of page 111 in the nursery manual, *Behold Your Little Ones*, for each child to color. Sing “Baptism” (CS, 100–101), and encourage the children to be baptized as Jesus was. Invite a child who has recently been baptized to tell the other children about his or her baptism.



Nursery manual available at sharingtime.lds.org

Week 3: The Holy Ghost can help me.

Identify the doctrine (seeing an object lesson):

Have a child stand by the door. Blindfold the child, and have him or her try to find his or her chair and sit down without any help. Repeat the activity, but this time ask another child to guide the blindfolded child by touching his or her arm and leading the way. Discuss with the children why it was easier for the child to find the chair the second time. Explain that the Holy Ghost can help us by giving us direction in our lives. Invite the children to say, “The Holy Ghost can help me.”



Using children in visual demonstrations will get their attention and encourage learning.

Week 4: When I take the sacrament I renew my baptismal covenants.

Encourage understanding (discussing covenants and reading scriptures):

Explain that a covenant is a sacred two-way promise between us and Heavenly Father; we promise to do certain things, and when we do, He promises to bless us. Remind the children that we make a covenant with Heavenly Father when we are baptized, and explain that we renew that covenant when we take the

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

Write the word *help* on the board. Sing “The Holy Ghost” (CS, 105), and invite the children to count things mentioned in the song that the Holy Ghost does to help us.

Before Primary, prepare 10 pieces of paper with a CTR shield drawn on the front. On the back of each paper, write one of the following 5 phrases describing how the Holy Ghost helps us: *the Holy Ghost comforts us, the Holy Ghost testifies of Jesus Christ, the Holy Ghost teaches us, the Holy Ghost tells us what to do or not do, and the Holy Ghost helps us to do good* (each phrase will be on two different papers). Place the papers on the board in random order with the CTR shields facing the children. Invite a child to turn over one of the papers. Say the words on the back together. Choose another child to turn over another paper and try to make a match. Say the words on the back together. If the papers match, take them off the board. If they do not match, turn them back over. Repeat until all the matches have been made.



CTR logo available at sharingtime.lds.org

Encourage application (discussing scriptures):

Divide the children into groups. Give each group one of the following scripture references: John 14:26; John 15:26; 2 Nephi 32:5; D&C 11:12. Ask each group to read their scripture and discuss what it means. Invite the children and their teachers to share examples of how they have felt the influence of the Holy Ghost.



Involve all children:

You can involve younger children by pairing them with older children. For example, in the activity in week 4, younger children could hold the wordstrips while older children help them stand in the correct order.

I Choose the Right by Living Gospel Principles

Song: “Nephi’s Courage”
(CS, 120–21)

“I will go and do the things which the Lord hath commanded, for I know that the Lord giveth no commandments unto the children of men, save he shall prepare a way for them that they may accomplish the thing which he commandeth them” (1 Nephi 3:7).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them 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 pray to Heavenly Father for strength to do what is right.

Invite the Spirit: As you teach with the Spirit, the Holy Ghost will bear witness of the truthfulness of the gospel principles you are teaching (see TNGC, 45–46).

Encourage understanding (*discussing prayer*): Show the children a telephone or another form of communication. Discuss how it is used. Ask the children how we can communicate with Heavenly Father. Explain that just as we dial a number to talk to someone on the phone, we can pray to communicate with Heavenly Father; we can ask Him for strength to do what is right. Give each class a picture of a different kind of prayer (for example, personal prayer, family prayer, blessing on the food, or class prayer). Ask each class to show their picture to the other children and tell them what type of prayer is shown and when, where, and why this type of prayer is said.

Encourage application (*playing a game*): Punch a small hole in the end of two empty aluminum cans, and connect the cans with a string. Pull the string tight, and let the children take turns quietly saying into one can something they could pray to Heavenly Father for as they try to do what is right (for example, to tell the truth, to be reverent, or to be kind). Let another child listen in the other can. Share (or ask a child to share) an experience when Heavenly Father has given you strength to do what is right. Testify that Heavenly Father hears and answers our prayers and will give us strength to do what is right.



Week 2: When I pay my tithing, Heavenly Father will bless me.

Identify the doctrine and encourage understanding (*seeing a demonstration*): Explain that tithing is giving one-tenth of the money you earn to the Lord through His Church. Show the children 10 coins. Ask them how many of the coins should be used to pay tithing. Show a

tithing envelope and a donation slip, and explain that we pay tithing by filling out the donation slip, putting it in the envelope with our tithing, and giving it to the bishop or one of his counselors.



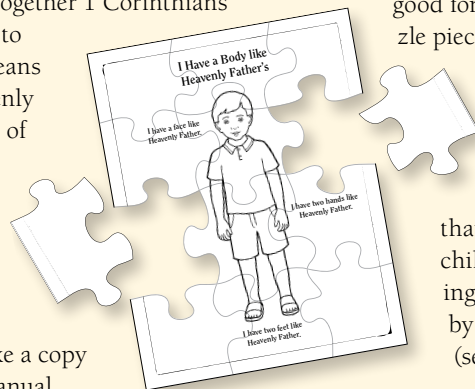
Encourage application (*playing a game and hearing testimonies*): Display pictures and objects that represent blessings that come from paying tithing, such as temples, meetinghouses, a hymnbook, the *Children’s Songbook*, a Primary manual, and the scriptures. Tell the children that because of tithing funds the Church can provide these things. Cover the pictures and objects. Take away one or two. Remove the cover and ask the children to guess what is missing. Repeat several times. Explain that there are other blessings that come from paying tithing that cannot be seen (see 3 Nephi 24:10). Have one or two adults tell about blessings they have received from paying tithing.



Visuals: Children will learn better and remember longer when you present ideas using pictures and other visuals (see TNGC, 176, 182–83).

Week 3: I obey the Word of Wisdom by eating and drinking that which is good and avoiding that which is bad.

Encourage understanding (*reading scriptures and playing a game*): Read together 1 Corinthians 3:16–17. Invite the children to share what this scripture means to them. Explain that Heavenly Father wants us to take care of our bodies. Place pictures of various foods, drinks, and other items that are either good or bad for the body (such as fruits, vegetables, bread, alcohol, and tobacco) in a container. Make a copy of page 43 in the nursery manual, and cut it into puzzle pieces. Have the children take turns taking pictures



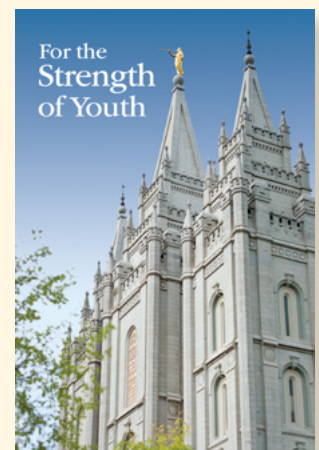
Nursery manual available at sharingtime.lds.org

from the container. If the item in the picture is good for us, have a child place a puzzle piece on the board. If the item is bad, remove a puzzle piece. Continue playing until the puzzle is complete (you will need to have more good things in the container than bad things). Ask an adult or child to share some of the blessings that he or she has received by obeying the Word of Wisdom (see D&C 89:18–21).

Week 4: When I dress modestly, I respect my body as a gift from God.

Identify the doctrine (*seeing a picture and reading scriptures*): Write the following on the board: “My ____ is a ____.” Show a picture of a temple. Ask, “Why are temples so special?” Have the children turn to 1 Corinthians 6:19. Ask them to look for what it says about their bodies as they read the scripture out loud with you. Ask the children what words will complete the sentence on the board (*body, temple*). Invite the children to stand and say the sentence together.

Encourage understanding and application (*singing a song and discussing*): Tell the children that our bodies are temples where the Holy Spirit can dwell. Sing the first verse of “The Lord Gave Me a Temple” (CS, 153). Invite the children to share how Heavenly Father wants us to dress and why. Explain that prophets of God have always counseled His children to dress modestly. Invite the children to listen for what parts of their body should be covered as you read from the “Dress and Appearance” section in *For the Strength of Youth*. Ask the children to think of one way they can dress modestly. Toss a soft object to a child and invite that child to share his or her idea. Ask that child to toss the object to another child, who will share his or her idea. Continue with other children.



I Choose the Right by Living Gospel Principles

Song: “The Wise Man and the Foolish Man” (CS, 281) or a song of your choice from the *Children’s Songbook*



Wordstrips available at sharingtime.lds.org

Tip: As you teach about fasting, remember that younger children do not need to fast.

“Wherefore, let us be faithful in keeping the commandments of the Lord” (1 Nephi 3:16).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them 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: Fasting and prayer can strengthen my testimony.

Identify the doctrine (*seeing an object lesson*): Prepare two wordstrips: *Fasting* and *Prayer*. Invite two children to stand close together, and give each child one of the wordstrips. Have another child walk between them. Ask the first two children to securely link their arms, and ask the other child to try to walk between them again. Point out how much stronger the children are when they are linked together. Explain that fasting and prayer are more powerful when we use them together. Write “Fasting and prayer can strengthen my testimony” on the board, and have the children repeat it together.

Encourage understanding (*listening to scriptures and participating in an object lesson*): Ask the children to listen for things the sons of Mosiah did to become strong in the gospel as you read Alma 17:2–3. Invite the children to flex their muscles each time they hear something that helped the sons of Mosiah become strong.

Lead a discussion on fasting by asking several questions such as “What is fasting?” “Why should we fast?” “When should we fast?” and “Why should we pray when we fast?” (see Joseph B. Wirthlin, “The Law of the Fast,” *Ensign*, May 2001, 73–75). Let every child who adds to the discussion hold on to one end of a piece of yarn or string. Hold the

other end of each piece of string in your hand. At the end of the discussion, ask the children holding the strings to come to the middle of the room and twist all of their pieces of string together, making a



A visual demonstration helps children understand abstract concepts.

strong rope. Explain that each piece of string we add to the rope makes the rope stronger. Help the children understand that in a similar way, each time we fast and pray we add strength to our testimony.

Week 2: Being kind is doing and saying nice things to others.

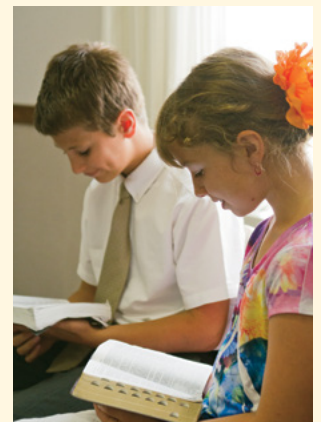
Identify the doctrine (*reciting a scripture*): Write “Be ye kind one to another” (Ephesians 4:32) on the board with a number from 1 to 6 written beneath each word. Assign each child a number from 1 to 6. Begin by having all of the 1s stand and say “Be” and then quickly sit down. Then have the 2s stand and say “ye” and quickly sit down. Continue with the rest of the phrase. Repeat several times. Then have all of the children repeat the whole phrase together.

Encourage understanding (*listening to a story and singing a song*): Tell the children a story of kindness, such as “Standing Up for Caleb” (*Friend*, Mar. 2009, 4–5). Ask them to put both thumbs up when they hear about an act of kindness in the story and both thumbs down when they hear about an unkind act. Sing “Kindness Begins with Me” (CS, 145). Ask the children to stand up when they sing about who we should be kind to. Sing the song again, and have them point both thumbs to themselves when they sing, “Kindness begins with me.”

Encourage application (*sharing ways to be kind*): Identify several people in the children's lives (such as father, mother, sister, brother, grandpa, friend, or teacher) with a wordstrip, a picture, or a simple prop (such as a tie for father or a cane for grandpa). Give the objects to a few children, and invite them to come to the front of the room. Have each child share something nice they could say or do for the person their object represents. Then have them pass their wordstrips, pictures, or props to other children. Repeat as time allows.



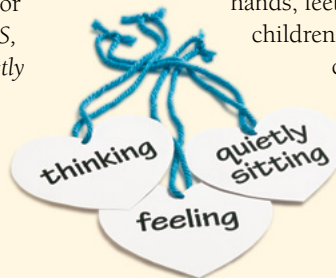
Using children in visual demonstrations will engage children and will also help hold the interest of the other children.



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

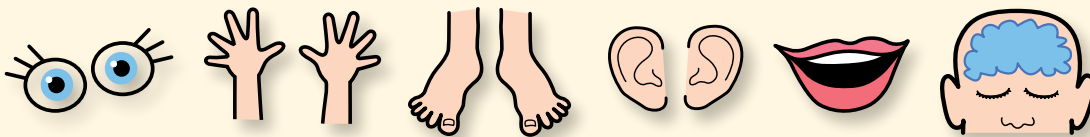
Week 3: Reverence is deep respect and love toward God.

Identify the doctrine (*singing a song*): Prepare several string necklaces with a paper heart attached to each. Write a key word or phrase from “Reverence Is Love” (CS, 31) on each heart (for example, *quietly sitting, thinking, feeling*, and so on). Invite several children to wear the necklaces. Sing “Reverence Is Love,” and ask the children with the necklaces to walk reverently to the front of the room when the word on their heart is sung. Invite the children with the necklaces to stand in order, and sing the song again.



Hearts available at sharingtime.lds.org

Encourage application (*discussing reverence*): Prepare wordstrips or draw simple pictures of eyes, hands, feet, ears, mouth, and mind. Divide the children into groups, and let each group choose one or two of the wordstrips or pictures. Have each group share (with words and actions) several ways this part of their body can be reverent by showing respect and love toward God.



Images available at sharingtime.lds.org

Week 4: Honesty is telling the truth regardless of the consequences.

Encourage understanding (*discussing consequences*): Prepare several case studies (see TNGC, 161–62) in which children are faced with a choice to be honest or dishonest. For example, “You hit your brother, and your mother asks why he’s crying.” Ask, “What would the consequences be of being honest?” Then ask, “What would the consequences be of being dishonest?” Help the children discover that immediate consequences of honesty might be difficult but long-term consequences lead to peace and happiness.

Encourage application (*creating a rhyme*): Invite each class (with the help of their teachers) to create a one-line phrase or a rhyme about honesty. For example, “If the truth is what I tell, I will never, never fail!” Invite each class to share their phrase with the other children. Encourage them to repeat the phrase whenever they are tempted to be dishonest.

I Choose to Fill My Life with Things That Invite the Spirit

Song: “I’m Trying to Be like Jesus”
(CS, 78–79)

“If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things” (Articles of Faith 1:13).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives.

Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”



Stories: Telling stories captures the children’s attention and helps them relate to the doctrine. Learn stories well enough that you can share them in your own words with expression and excitement.

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

Week 1: Having good friends will help me choose the right.

Encourage understanding and application

(listening to a story): Tell the following story: “Two boys found a worn-out pair of shoes by the road. In the distance they could see a man working in a field. One of the boys suggested that they hide the shoes and then watch the man’s reaction.” Ask the children to share what they would say to this boy. Then tell the rest of the story: “The other boy suggested that instead of hiding the shoes, they should put a silver coin in each one, and that’s what they did. Soon the man returned. When he found the coins, he was so overwhelmed with gratitude that he knelt down and offered a

prayer of thanks. He spoke of his wife, who was sick, and his children, who had no food, and he asked the Lord to bless whoever had helped him. The boys felt something warm in their hearts and were thankful they had chosen the right” (see Gordon B. Hinckley, in Conference Report, Apr. 1993, 71; or *Ensign*, May 1993, 54). Invite several children to share times when good friends have helped them choose the right.

Week 2: I should read, listen to, and look at things that are pleasing to Heavenly Father.

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

Show the children a bowl filled with fruit and a bowl filled with dirt. Ask the children which would be good to eat and why. Explain that Heavenly Father wants us to fill our minds with things that are good for us rather than things that are harmful. Invite them to say, “I should read,

listen to, and look at things that are pleasing to Heavenly Father,” doing simple hand actions for *read, listen to, and look at*.

Encourage understanding *(discussing the doctrine):*

Tell the children that if we make choices that are not pleasing to Heavenly Father we could lose something very important. Ask them to listen for what that important thing is as you read the first paragraph under “Entertainment and the Media” from *For the Strength of Youth* (see also “My Gospel Standards”). Ask the children if they heard what we lose if we make wrong choices (the Spirit). Divide the children into three groups and have them take turns visiting three stations: “Reading,” “Listening,” and “Looking.” At each station invite the children to read, listen to, or look at something that is pleasing to Heavenly Father. Discuss how they feel when they read, listen to, and look at things that are pleasing to God.



Weeks 3 and 4: I should do things on the Sabbath that will help me stay close to Heavenly Father.

Identify the doctrine (memorizing a scripture):

Tell the children you will give them some clues to discover an important message. Write the first letter of each word in Exodus 20:8 on the board (R T S D T K I H). Explain that the letters are the first letters of each word in the message. Give the next clue by showing a picture of Moses and the Ten Commandments. Then invite the children to look up Exodus 20:8 and read it together. Let the children discover the connection between the letters on the board and the scripture. Help the children memorize the scripture by pointing to the letters on the board as they repeat the scripture several times.

Encourage understanding (discussing and coloring):

Divide the children into four groups. Assign each group a paragraph from the “Sabbath Day Observance” section of *For the Strength of Youth* to read. Ask them to discuss the paragraph in their groups and then share what they learned with the other children. Give each child a piece of paper, and invite them to draw some good things to do on the Sabbath. Ask a few children to share their drawings with the rest of the Primary. Encourage them to share what they learned with their families at home.

Encourage understanding (doing a scripture activity):

Before Primary, prepare a basket filled with pieces of paper representing manna to use during this activity. Write the following questions on the board:

What food did the Lord provide for the Israelites in the wilderness?
 How much were they to gather each day?
 What were they to do on the sixth day?
 What was different on the Sabbath?



Have the children listen for the answers as you tell the story of the Israelites gathering manna (see Exodus 16:11–31). Ask them to stand when they hear the answer to one of the questions. Let one child retell the part of the story that answers the question. Then continue with the rest of the story. When you are finished, talk with the children about why the Lord didn’t want the Israelites to gather manna on the Sabbath. Have the children close their eyes and pretend to be asleep. Quickly spread the “manna” around the room. Ask the children to open their eyes and gather their share of manna (one or two pieces). Ask the children to place the manna back into the basket. As each child does so, ask him or her to share an appropriate way to keep the Sabbath day holy.

Adapting activities to the size of the Primary will help engage more children. In this activity, if your Primary is large, consider having several baskets and allowing the children to share within smaller groups.

Drawing: *Allowing children to draw what they have learned reinforces their understanding of the doctrine. To further reinforce their learning, encourage them to share their drawings with their families.*

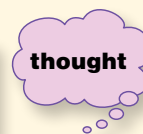
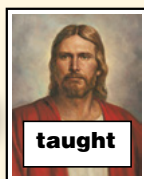


Helps for the music leader

To help the children learn “I’m Trying to Be like Jesus” (CS, 78–79), consider the following:

- Sing the song to the children. Invite them to count on their fingers how many times you sing the words *try* or *trying*. Sing the song again, and ask the children to clap the rhythm as you sing.

- Display simple pictures with key words from each phrase of the song around the Primary room (such as *be like, following, love, do and say, tempted, and listen*), leaving the wall at the front of the room blank. Ask the children to listen while you begin singing the song. Invite them to point to a picture they think matches the words you sing. Ask one child to move it to the front wall. Have everyone sing that much of the song. Continue singing and repeat the activity for each picture. Then have the children sing the entire song several times. Briefly testify of the importance of trying to be like Jesus.



The Ten Commandments Teach Me to Love God and His Children

“If thou lovest me thou shalt serve me and keep all my commandments” (D&C 42:29).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them 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: We are blessed when we keep the commandments.

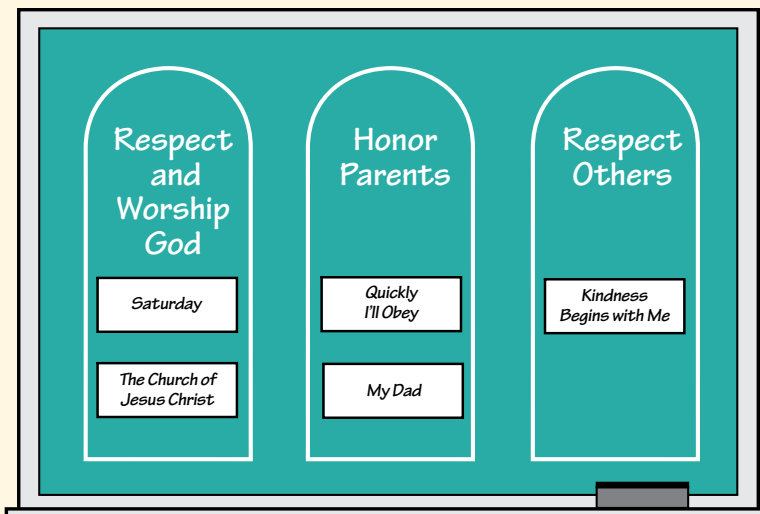
Identify the doctrine (seeing an object lesson):

Invite a mother to bring her baby to sharing time. Invite the children to share some rules that would help keep the baby safe. Tell the children that we are all Heavenly Father’s children; He loves us and gives us rules or commandments that will keep us safe and happy. Show a picture of Moses and the Ten Commandments, and briefly tell the children how Moses received the commandments (see Exodus 19–20).

Encourage understanding (singing songs):

Put the following three phrases on the board: “Respect and Worship God,” “Honor Parents,” and “Respect Others.” Tell the children that the Ten Commandments can be separated into these three categories. Divide the children into groups and give them each a song that relates to one of the categories. Ask each group to decide who will sing the song (for example, boys only, girls only, or those wearing red). After the song is sung, ask a child to post the song under the proper category. Consider using the following songs: “Saturday” (CS, 196), “Quickly I’ll Obey” (CS, 197), “My Dad” (CS, 211), “The Church of Jesus Christ” (CS, 77), and “Kindness Begins with Me” (CS, 145).

Encourage application (singing a song): Sing “Keep the Commandments” (CS, 146–47), and ask the children to listen for the promises we receive when we keep the commandments. Invite them to share how they are blessed when they keep the commandments.



Small groups: Dividing the children into groups can be an effective way to allow more children to be actively engaged in the lesson.

Week 2: I should respect and worship God.

Encourage understanding and application

(reading scriptures): Explain that the first four commandments Heavenly Father gave to Moses teach us that we should respect and worship God. Write the following sentences on the board. Write the scripture references on four pieces of paper.

1. Thou shalt have no other ____ before me. (Exodus 20:3)
2. Thou shalt not make unto thee any ____ _____. (Exodus 20:4)
3. Thou shalt not take the name of the Lord thy God ____ _____. (Exodus 20:7)
4. Remember the ____ _____, to keep it holy. (Exodus 20:8)

Divide the children into four groups. Give each group one of the scripture references, and ask them to read the scripture and find the corresponding sentence on the board. Ask the first group to fill in their blank on the board and lead the other children in repeating the sentence together. Discuss the meaning of the commandment, and let the children suggest what they can do to obey it. Write their suggestions on the board. Repeat with the other three groups. Encourage the children to choose one of the suggestions on the board to work on during the week.

Week 3: I should honor my parents.

Identify the doctrine (*memorizing a scripture*):

Briefly review the commandments the children learned about last week, and ask a few children to share what they did to live those commandments. Divide the children into four groups, and give one of the wordstrips shown below to each group (see Exodus 20:12).

Invite the first group to stand, repeat the words on their wordstrip, and sit down, followed by the other groups in order. Ask the groups to pass their wordstrips to another group, and repeat

**Honour thy father
and thy mother**

that thy days

**may be long
upon the land**

**which the Lord
thy God giveth thee.**

Wordstrips available at sharingtime.lds.org

the activity until all the groups have read each wordstrip. Invite all the children to stand and repeat the commandment together.

Encourage application (*playing a game*):

Divide the children into groups. Ask each group to think of something they could do to honor their parents. Invite each group to pantomime their action, and ask the other children to guess what they are doing. When they guess correctly, ask one of the children in the group to write their idea on the board.

Tip: *The lessons as written may not speak to the specific needs of your children. You understand their abilities and circumstances and can adjust the sharing time ideas to make them effective in your Primary.*

Week 4: I should respect others.

Identify the doctrine (*discussing respect*):

Tell the children that a very important person is coming to Primary today. Ask the children to demonstrate how they can show respect to this person. Have them guess who the person might be. Hum “I Am a Child of God” as you pin a paper star on every child. Explain that every person is important and that we should treat everyone with respect. Tell the children that several of the Ten Commandments teach us how to respect others.

Encourage understanding (*discussing case studies*):

Explain that the Ten Commandments teach us that we should not steal or lie; this is one way we respect others. Prepare several case studies (see *TNGC*, 161–62) that present situations in which children are faced with a choice about honesty. Divide the children into groups, and give each group a few case studies. Ask them to read each case study and discuss how they could be honest in each situation.

*Look for opportunities to show 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).*



Blessings of the Priesthood Are Available to All

“And also all they who receive this priesthood receive me, saith the Lord” (D&C 84:35).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives.

Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”

Questions: Asking effective questions will prompt thoughtful answers from the children. Avoid asking questions with just yes or no answers.



Tip: Be sensitive to the family situations of the children. Emphasize that the priesthood blesses everyone, regardless of gender, and that children who do not have a priesthood holder in their home can be blessed through home teachers, extended family, and Church leaders.

Week 1: Worthy young men receive the priesthood when they are 12 years old.

Identify the doctrine (*seeing a picture*): Show the children a picture of Jesus Christ instituting the sacrament. Explain that Christ gave the sacrament to His Apostles and to His disciples in the Book of Mormon, and He asked them to continue to bless and pass the sacrament when He was gone. Read together 3 Nephi 18:5–6. Ask the children questions such as: Who blesses the sacrament in our day? Who passes the sacrament? What power does a person need to hold to bless and pass the sacrament?

Encourage understanding (*discussing the doctrine*): Explain that the priesthood is God’s power to serve and bless people on earth. In the latter days Christ has taught us that any man can have the priesthood as long as he meets two requirements. The first is to be a certain age. Ask the children to stand when they hear you say the age when a boy can receive the priesthood. Count up slowly from one to twelve. Tell the children that the other requirement is that the boy must be

worthy. Explain what it means to be worthy, and explain that both boys and girls can use “My Gospel Standards” to help them know how to live worthily.

Encourage application (*participating in a physical activity*): Divide the children into groups. Assign one standard from “My Gospel Standards” to each group. Ask each group to think of a simple action that represents their standard. Call out a few words to identify a standard, and have the assigned group stand and show their action. Continue until all of the groups have had a turn. Explain that living these standards helps boys remain worthy to hold the priesthood and receive priesthood ordinances and girls remain worthy to receive priesthood ordinances, such as baptism and temple ordinances.

Week 2: We receive the ordinances of salvation through the priesthood.



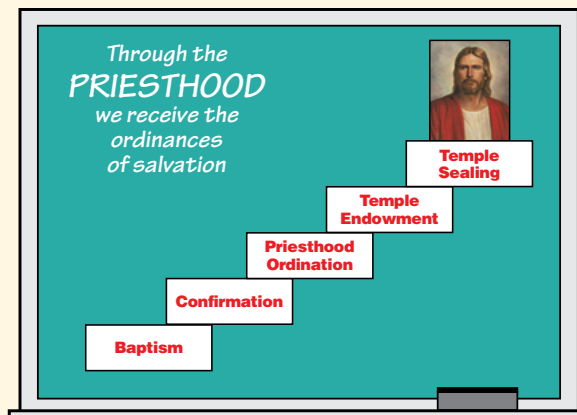
Identify the doctrine (*seeing an object lesson*): Have one child hold an opened umbrella. Let a few children stand under it. Compare the umbrella to the priesthood. Point out that if it were raining, all the children under the umbrella would receive the blessing of staying dry, not just the one holding it. Similarly, God has provided, through His priesthood, a way for all His children to be blessed. Through the priesthood we receive the ordinances of salvation that allow us to return and live with God again.

Object lessons can be used to create interest, focus the children’s attention, or introduce a gospel principle.

Encourage understanding (*putting together puzzles*): Write each of the following on a separate piece of paper: *baptism, confirmation, priesthood ordination (for men), temple endowment, and temple sealing*. Cut up each piece of paper into a puzzle. Briefly explain to the children what an ordinance is (a sacred ceremony or act that has spiritual meanings), and tell the children that some



priesthood ordinances are required for us to return and live with Heavenly Father. Draw five steps on the board, and place a picture of Jesus Christ on the top step. Divide the children into five groups and give each group one of the puzzles you made. Ask them to assemble their puzzle and then share what they know about the ordinance with the rest of the Primary. Have the groups post their assembled puzzles in proper order on the steps on the board.



Wordstrips available at sharingtime.lds.org

Week 3: I can receive strengthening power through priesthood blessings.

Identify the doctrine (*discussing the doctrine*): Ask the children to hold up their hands and look at them. Ask them how their hands help them play, work, and get ready for church. Invite them to pantomime each answer. Then ask them how people can use their hands to help others. Explain that priesthood holders can use their hands to give blessings that help and strengthen us.

Encourage understanding and application (*seeing pictures and sharing experiences*): Post pictures of the sacrament, baptism, confirmation, a baby blessing, and administering to the sick around the room, and explain what is happening in each picture. Invite the children to trace both of their hands on a piece of paper and cut them out. Have them write their name on the front of each handprint. Invite them to tape one of their paper hands near a picture showing a blessing or ordinance they have received from the hands of a priesthood holder. Choose a few hands, and invite those children to share their feelings about how the priesthood has blessed and strengthened them. Tell the story of Jesus blessing the children from

3 Nephi 17:11–25. Place a picture of Jesus with children at the front of the room, and invite each child to tape their second paper hand near the picture. Explain that priesthood holders have the power to act in the name of Jesus Christ; they can bless us just as Jesus would if He were here.



Helping the children be actively engaged in the lesson will help them internalize the doctrine being taught.

Week 4: I can go to the temple to receive ordinances for my ancestors when I am older.

Identify the doctrine and encourage understanding (*coloring*): Remind the children that we need to receive certain priesthood ordinances before we can return to live with Heavenly Father. Ask them to name some of those ordinances. Explain that many people have died without a chance to receive these ordinances, and they need our help. Tell the children about one of your ancestors who died before receiving these ordinances. Give each child a simple outline of a person cut out of paper. Ask them to draw themselves on one side of the paper and a picture of the

ancestor you told them about on the other side. (If the children know of one of their ancestors who has died without receiving priesthood ordinances, they could draw that person.) Have them repeat the theme for this week while they hold their paper person up in front of them. Ask them to show the picture of themselves when they say the word “I” and the picture of the ancestor when they say the word “ancestors.”

I Can Choose to Be a Missionary Now

“And he said unto them, Go ye into all the world, and preach the gospel to every creature” (Mark 16:15).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them 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 be a missionary by serving others.

Encourage understanding (doing role plays):

Read Matthew 25:34–40, and explain that when we serve others we are also serving Heavenly Father (see Mosiah 2:17) and that service will bring us happiness and help us be able to live with God again. Have several children role-play some acts of service, such as giving food to someone who is hungry, befriending someone who is lonely, or visiting someone who is sick. Let the other children guess what is happening in each role play. Show a picture of missionaries. Ask how the missionaries are serving God. Explain that when we serve others we are also being missionaries.

Encourage application (playing a game):

Make a game board with a path made of six different colors leading to a picture of Jesus. Prepare a spinner with six colored sections to match the colors on the game board.

On each color write the name of a person the children could serve, such as a parent, a friend, and a neighbor. Choose a child to spin the spinner and tell how he or she could serve the person it points to. Then have the child move a game piece to the next square that corresponds to the color

on the spinner. Repeat with other children until the game piece reaches the picture of the Savior. Remind the children that when we serve others we are serving God. Sing “When We’re Helping” (CS, 198).

Games: Games give variety to lessons and allow children to interact with each other as well as reinforce the gospel principle being taught in a fun way.



Game board and spinner available at sharingtime.lds.org

Week 2: I can be a missionary by setting a good example.

Take advantage of opportunities to encourage children to think. Challenging their minds with age-appropriate questions or situations promotes learning.

Identify the doctrine (seeing an object lesson):

Before Primary, build a structure with blocks, and cover it so the children cannot see it. (If blocks are not available, you could draw a picture on the chalkboard and cover the drawing with a piece of paper.) Describe the hidden structure and how you built it. Then give a few children some blocks and ask them to try to build a structure that matches what you built. When they finish, uncover your structure, and note the differences between the two. Ask the children to rebuild their structure while they look at your example. Explain that many things are easier when you follow an example.



Encourage understanding and application (*hearing stories and singing songs*): Display pictures and briefly tell a few scripture stories in which young people were good examples (for example, Daniel and his friends refusing to drink the king's wine [see Daniel 1:5–16]; Shadrach, Meshach, and Abed-nego [see Daniel 3:4–29]; and Daniel in the lions' den [see Daniel 6]). Show a picture of missionaries, and ask the children how the missionaries are being good examples. Explain that when we set a good example, we are being missionaries because our example can help others



want to learn more about Jesus Christ. Share some times when you have seen children in your ward or branch being good examples.

Ask the children to sing “Shine On” (CS, 144). As they sing, have them pass a sun made from a piece of paper around the room. Each time the music stops, ask the child holding the sun to tell how he or she can be a good example (for example, by being kind, telling the truth, or inviting friends to Primary).

Invite each of the children to make their own paper sun with the words “I Can Be a Shining Example” written on it. Have the children hold their suns up as they sing “I Am like a Star” (CS, 163), “Jesus Wants Me for a Sunbeam” (CS, 60–61), or “Shine On” (CS, 144).



Week 3: I can teach my friends about Jesus Christ and His Church.

Identify the doctrine (*seeing a demonstration*): Shake the hand of one or more children and role-play inviting them to come to Primary and learn about Jesus. Instruct those who receive an invitation to invite others until all the children have been invited. Explain that the Lord wants all of us to be missionaries by teaching our friends about Jesus Christ and His Church.

Encourage understanding (*hearing a story*): Share the story President Spencer W. Kimball told about a Primary boy who was a good missionary: A man on a train asked the boy about the Mormon Church. The boy recited all of the Articles of Faith.

The man was so impressed that this young boy knew what he believed that he went to Salt Lake City to learn more about the Church (see Conference Report, Oct. 1975, 117–19; or *Ensign*, Nov. 1975, 77–79). Explain that learning the Articles of Faith can help us be missionaries now.

Encourage application (*reviewing the Articles of Faith*): Prepare 13 pieces of paper with a number from 1 to 13 on each. Divide the children into groups. Have each group choose a piece of paper and work together to learn the article of faith that corresponds with that number. When each group is ready, have them recite it to the other children and then take another paper. Continue as time allows.

Tip: Consider using the monthly scripture to supplement any sharing time lesson. You might also want to display the monthly theme in the Primary room.

Week 4: I can prepare now to serve a full-time mission.

Identify the doctrine (*seeing objects related to missionary work*): Prepare a small bag or suitcase containing items that full-time missionaries use, such as Sunday shoes, a tie, and scriptures. Invite a few children to pull the items out of the bag and show them to the rest of the children. Ask the children why just having these items does not make someone prepared to be a missionary. Read Doctrine and Covenants 84:62, and invite the children to listen for another thing every missionary needs (testimony). Testify of the importance of gaining a personal testimony.

Encourage understanding (*seeing pictures and answering questions*): Help the children understand the essential parts of a testimony. Display pictures representing some of those parts (for example, that Heavenly Father loves us, that Jesus Christ is our Savior, that Joseph Smith is a prophet, that The Church of Jesus Christ of Latter-day Saints is the Lord's true Church, and that we are led by a living prophet). Ask several questions

about each picture, such as: What or who is this? What do you know about this? How can you strengthen your testimony of this? Ask the children to name people with whom they can share their testimony. Testify that as the children share what they know with others, their testimonies will grow and they will be preparing to serve missions.



Plan ways to capture the children's attention at the beginning of an activity. For example, in this activity the children will be interested as they anticipate what will be pulled out of the bag.

Jesus Christ Is the Son of God

“Behold, I am Jesus Christ, the Son of God. I am the life and the light of the world” (D&C 11:28).

Supplement the ideas provided here with some of your own. Each week, plan ways to (1) identify the doctrine, (2) help the children understand it, and (3) help them apply it in their lives. **Ask yourself, “What will the children do to learn, and how can I help them feel the Spirit?”**



Allowing children to participate in telling the story will keep them attentive and engaged.

Week 1: Heavenly Father sent His Son to earth.

Identify the doctrine (*repeating an activity verse*): Repeat the following activity verse several times with the children:

Heavenly Father sent His Son to earth.
 He came as a baby. (*cradle arms*)
 He grew up like you and me. (*bend at waist and slowly stand up*)
 Because He loved us, (*hands over heart*) He died for us. (*sit down*)
 Because He was resurrected, we will live again! (*stand again*)

Explain that in the scriptures, Jesus tells us that He is the Son of God. Read Doctrine and Covenants 11:28 out loud together. (You could invite younger children to just say “the Son of God” when you read that part of the scripture.)

Encourage understanding (*drawing and listening to a story*): Have each child draw a scene or a person from the story of the birth of Jesus Christ (for example, Mary, Joseph, or the shepherds). Retell the account from Luke 2:4–17 and Matthew 2:1–12. Invite the children to hold up their pictures at the appropriate times during the story. You may want to sing Christmas songs from the *Children’s Songbook* during this activity (see pages 34–54). For suggestions about using music in teaching, see *TNGC*, 172–75.



Week 2: Jesus grew in wisdom and stature and in favor with God and man.



In this activity, children can relate to Jesus Christ by recognizing that He grew as they do.

Identify the doctrine (*singing a song and memorizing a scripture*): Display pictures showing Christ’s progression from infant to child to adult. Sing together “Jesus Once Was a Little Child” (CS, 55), and ask the children to explain what the song teaches about Jesus. Help the children memorize Luke 2:52 by using simple actions to represent the ways Jesus grew: in wisdom (*point to head*), in stature (*flex muscles*), and in favor with God (*fold arms*) and man (*wave to a friend*).

Encourage application (*reading scriptures and participating in activities*): Divide the room into four areas, and place one of the following signs in each area: *Jesus grew in wisdom*—D&C 88:118; *Jesus grew in stature*—D&C 89:20; *Jesus grew in favor with God*—D&C 88:63; *Jesus grew in favor with man*—Proverbs 18:24. Prepare a simple activity for each area, such as age-appropriate questions about Heavenly Father and His commandments (“wisdom”), a measuring tape to record each child’s height and paper to draw pictures of healthy food (“stature”), and stories from the *Friend* or *Liahona* about testimony and friendship

(“in favor with God” and “in favor with man”). Explain that we all grow in the same ways that Jesus did—“in wisdom and stature, and in favour with God and man” (Luke 2:52). Divide the children into four groups, and ask an adult to lead

each group to one of the signs, where they will read the scripture together and participate in the activity. Play quiet music when it is time for the children to move to a different sign.

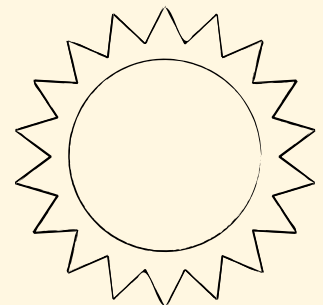
Review: December is a good month to review. Consider repeating an activity from an earlier lesson, inviting children to share ways they lived the doctrine during the week, or asking them how they shared the doctrine with their families.

Week 3: Jesus Christ is the light and the life of the world.

Identify the doctrine (*doing a scripture activity*): Place pictures of Christ’s birth and death on opposite sides of the room. Tell the children that you will read some scriptures that are either about signs of Jesus’s birth or signs of His death. Ask the children to turn and face the picture that goes with the scriptures you read. (If your Primary is small, you may want to have the children walk to the pictures.) Read 3 Nephi 1:15, 19, 21; 8:20, 22–23. Discuss how Jesus Christ brought light to the world. Ask the children to cover their eyes and imagine some challenges they might face if they had to live with no light. Compare these challenges to those we would face if we did not have the gospel of Jesus Christ. Read John 8:12, and invite the children to listen for what we must do to not walk in darkness.

Encourage understanding (*playing a guessing game*): Explain that many symbols help us remember that Jesus is the light of the world; some of the symbols are used at Christmas. Put some of these symbols (such as candles, a paper star, or lights) in a bag. Ask a child to reach into the bag, feel one of the objects without looking at it, guess what it is, and then show it to the other children. Ask the child to share something Jesus Christ did to bring light to our lives. Repeat with the other objects.

Encourage application (*drawing a picture*): Give each child a paper sun. Have them write or draw a picture of one way they will follow the light of Jesus Christ. Encourage them to share their papers with their families.

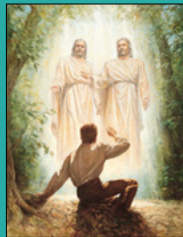


Sun drawing available at sharingtime.lds.org


Week 4: Joseph Smith saw and testified of Jesus Christ.

Encourage understanding (*opening gifts*): Wrap a picture of the First Vision as a gift. Explain that many people give gifts to celebrate birthdays. Ask whose birthday we celebrate at Christmas. Explain that another important person has a birthday in December. Invite a child to open the gift to discover who that person is. Tell the children that December 23 is Joseph Smith’s birthday. Discuss the First Vision, and explain that we were given important gifts because Joseph Smith saw and testified of Jesus Christ. On the board write, “Gifts we have been given because Joseph Smith saw and testified of Jesus Christ.” Prepare four large pieces of paper, with one of the following gifts written on each: “We have the Book of Mormon.” “We have the true Church on the earth today.” “We have the priesthood.” “We know that Heavenly Father hears and answers prayers.”


Gifts we have been given because
Joseph Smith saw and testified of Jesus Christ




We have the Book of Mormon.




We have the true Church on the earth today.



We have the priesthood.



We know that Heavenly Father hears and answers prayers.



Wordstrips available at sharingtime.lds.org

Divide the children into four groups. Give each group one of the papers, and ask them to draw a picture of that gift. Ask them to give their picture as a gift to another group. Invite each group to show and explain their gift to the other children and put the picture on the board.

Encourage application (*testifying of Jesus Christ*): Have the children close their eyes and think of someone with whom they could share the gift of the gospel. Tell them that they can be like Joseph Smith and testify of Jesus Christ.



Reinforce gospel principles: Presenting music in sharing time helps reinforce the principles taught by the Primary presidency. “Music is an excellent way to invite the Spirit of the Lord into your lessons. Music helps us express feelings that may be hard to express through the spoken word” (Teaching Guidebook [2001], 10).

Ask questions: Use questions to engage the children. Questions help focus the children’s listening and increase their understanding of gospel principles (see CS, 300). Remember to state the questions in such a way that children can discover the answer as they sing the song.

How to Use Music in Primary

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

The following are techniques that will help you teach children the gospel through music. The examples will help you with songs suggested in this outline. See the “How to Use Music in Primary” sections in previous sharing time outlines for additional ideas.

Teach the Gospel through Music

Some of the greatest lessons taught in Primary are taught through music. “Music can increase children’s understanding of gospel principles and strengthen their testimonies” (TNGC, 174). Consider asking questions about a song to help the children understand its meaning. For example, “Choose the Right” (Hymns, no. 239) teaches that we are not left alone to make decisions in life; the Holy Spirit will guide us in making righteous choices. Draw the outline of three CTR shields on the board and write the following questions inside them: “Who will guide me to choose the right?” “When will help be shining over me?” and “What is promised when I choose the right?” Point to the

first shield, read the question together, and ask the children to listen as you sing the song and then stand when they hear the answer. Have them sing the answer with you a few times together. This will help them attach the words to the melody. Repeat with the other questions. Discuss phrases or words that may be difficult for the children to understand. Sing the entire song, and remind the children that when they sing it, they are testifying that the Holy Spirit will help us if we listen and make right choices.

Involve All Children in Musical Activities

Children of all ages and abilities respond to music and enjoy participating in musical activities. The rhythms of the songs help children remember what they sing and the message of the words. As you sing “Stand for the Right” (CS, 159), consider varying the tempo and volume of the song. Consider teaching musical terms such as *legato* (slow and smooth) and *staccato* (quick and choppy) and letting the children sing the song both ways.

Children also love to participate with movement, such as by clapping a beat or matching hand actions to words. In the song “The Wise Man and the Foolish Man” (CS, 281), hand actions will help the children focus on the words of the song. You could also use actions when singing “Nephi’s Courage” (CS, 120–21). For example, ask the children to pretend to hold a shield with one arm as they sing “I will go,” pretend to hold a sword overhead as they sing “I will do the thing the Lord



commands,” and march in place as they sing “I know the Lord provides a way; he wants me to obey.” Invite the children to come up with

their own appropriate actions for any song (some actions may not be appropriate for the sacrament meeting presentation).



Tip: Encourage the children to sing Primary songs in family home evening, during scripture study, and at other appropriate times.

Review Songs to Reinforce Gospel Principles

As you teach a song, you will need to repeat it often for the children to learn it. You will also need to review the songs throughout the year to keep them fresh in the children’s minds. After a song is taught, review and sing it in a variety of fun ways. Keep singing songs even after the sacrament meeting presentation so the children will remember them. Consider writing the songs you want the children to review on different objects (for example, flowers in a jar, paper fish in a pond, feathers on a turkey, leaves on a tree, or hearts taped around the room). Ask the children to choose one object at a time and then sing the song. Following are some additional ideas for how to review songs (visuals are available at sharingtime.lds.org):



- **Singing Puppets:** Copy and cut out one of the illustrations on page 63 of the nursery manual, *Behold Your Little Ones*, for each child to color. Glue or tape each illustration to a paper sack to make puppets. Invite the children to sing with their puppets.



- **Singing Cube:** Make a cube with a different action written on each side. Ask a child to roll the cube to determine what action they will do as they sing.



- **Basket Toss:** Invite one of the children to toss a beanbag or crumpled piece of paper into a basket. If he or she makes it on the first try, have the children sing the verse once; if it takes two tries, have them sing the verse twice, and so on.



- **Girls Sing/Boys Sing:** Make a picture of a boy and a picture of a girl, and glue or tape them onto separate sticks. While reviewing a song, change pictures to show who should sing. This will keep the children actively engaged.





As a Child of God

Happily ♩ = 96-108

Words and music by Janice Kapp Perry

1. I came to earth with power to choose. Good
 2. I feel so safe and happy be-cause Such
 3. In my own home I'll hap-pi-ly serve. I'll

choic-es bless me and my fam-i-ly too. As a
 feel-ings of peace come from fam-i-ly love. Such a
 strength-en my fam-i-ly by my good works. child

of God, I re-ceive spe-cial light: The

Ho-ly Ghost helps me to know what is right.

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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.



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

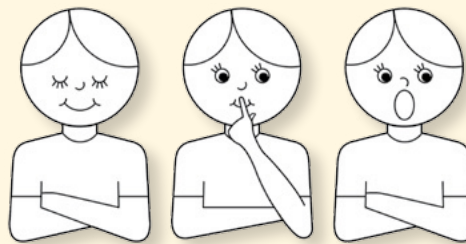
Counsel with others as you work to accommodate the needs of children in your Primary who have disabilities.

1. **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.

2. **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.

3. **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.

Figures available at sharingtime.lds.org

For more information

on how to help children with special needs, see Teaching, No Greater Call, 38–39, and disabilities.lds.org.



Adapting lessons: You may need to adapt your sharing times for children with disabilities. See sharingtime.lds.org for some examples of how to do this.



THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

