

*YOUNG
WOMEN*



MANUAL 2

Young Women Manual 2

Published by
The Church of Jesus Christ of Latter-day Saints
Salt Lake City, Utah

© 1993 by Intellectual Reserve, Inc.
All rights reserved
Printed in the United States of America
English approval: 6/93

Contents

Lesson Number and Title	Page
Introduction	v
Living as a Daughter of God	1
1 Drawing Closer to Jesus Christ	2
2 Spiritual Gifts	5
3 Building the Kingdom of God	9
Fulfilling Women's Divine Roles	13
4 Obeying Commandments Helps Us Fulfill Our Divine Roles	14
5 Home Environment	17
Contributing to Family Life	21
6 Sharing Work in the Home	22
7 Living in Love and Harmony	25
8 Improving Communication Skills	29
9 A Young Woman as a Peacemaker in Her Home	34
Learning about the Priesthood	37
10 The Priesthood: A Great Blessing	38
11 Appreciating the Bishop	41
12 Fathers' Blessings	43
13 Patriarchal Blessings	46
Learning about Family History and Temple Work	49
14 The Blessings of the Temple	50
15 Temple Marriage	54
16 Journals	57
17 Keeping Family History Records	60
18 A Heritage of Righteous Traditions	65
Being Involved in Missionary Work	69
19 Preparing to Teach Others	70
20 Sharing the Gospel	74
21 Sustaining Missionaries through Letters	78
Increasing in Spirituality	81
22 Counseling with the Lord	82
23 Fasting Brings Blessings	85
24 Revelation in Our Daily Lives	89

25	The Law of Sacrifice	93
26	The Sacrament	97
27	Strengthening Testimony through Obedience	101
28	Agency	105
29	Exaltation	108
30	Strengthening Testimony through Service	112
31	The Law of the Land	116
	Living a Virtuous Life	121
32	The Importance of Life	122
33	The Sacred Power of Procreation	126
34	Hold Fast to the Lord's Standards	131
35	Wise Choices	134
36	Honesty	138
37	Maintaining Chastity through Righteous Living	141
	Maintaining Physical Health	145
38	Physical Health	146
39	Preventing Disease	149
	Developing Socially and Emotionally	153
40	Self-Mastery	154
41	Optimism	157
42	Gratitude and Appreciation	161
	Managing Personal Resources	165
43	Wise Use of Leisure Time	166
44	Developing Talents	169
45	Participating in the Cultural Arts	172
46	Financial Responsibility	175
47	An Uplifting Environment	179
	Developing Leadership Skills	183
48	Communication Skills in Leadership	184
49	Valuing and Encouraging People with Disabilities	188
50	Organizing Lessons from General Conference Addresses	191
	Pictures	

Introduction

GENERAL INFORMATION

This course of study is designed for twelve- to seventeen-year-old young women of the Church. By studying the lessons in this manual, each young woman should better understand the Lord's plan for her and be better able to base her personal choices and behavior on gospel principles.

Elder M. Russell Ballard counseled: "Teachers would be well advised to study carefully the scriptures and their manuals before reaching out for supplemental materials. Far too many teachers seem to stray from the approved curriculum materials without fully reviewing them. If teachers feel a need to use some good supplemental resources beyond the scriptures and manuals in presenting a lesson, they should first consider the use of the Church magazines" (in Conference Report, Apr. 1983, p. 93; or *Ensign*, May 1983, p. 68).

Unit teaching

This manual is divided into the following units:

- Living as a Daughter of God
- Fulfilling Women's Divine Roles
- Contributing to Family Life
- Learning about the Priesthood
- Learning about Family History and Temple Work
- Being Involved in Missionary Work
- Increasing in Spirituality
- Living a Virtuous Life
- Maintaining Physical Health
- Developing Socially and Emotionally
- Managing Personal Resources
- Developing Leadership Skills

Each unit develops related principles and reinforces them so that the young women can understand and apply the principles. In teaching these units, assess the needs of the young women in your class by asking yourself the following questions:

What problems are they facing?

What previous lessons have they had on the subject?

What do they already know about the subject?

Which of these lessons best meet their needs?

When you have carefully considered the needs of your young women, study the lesson titles and objectives of each lesson to determine which lessons will best meet those needs. By planning well in advance, you can be sure that the young women will receive lessons in all units and that you will provide a complete, balanced curriculum.

Resources

Use the following resources in preparing your lessons:

The Scriptures: The basic foundation for the course is the scriptures. Encourage the young women to bring their copies of the standard works to class each week.

Use the scriptures in your lessons every week. If time is limited or attention lags, select only those references that will be most effective. Through your preparation the scriptures can become a powerful teaching tool.

The young women in your class should read individually from the scriptures during almost every lesson. Motivate them by asking a question or presenting a problem. You

will probably want to write the scriptural reference on the chalkboard so that the young women will know where to look. Usually you should ask a question before a scripture is read. Otherwise, the young women will have to reread the scripture to be able to answer the question. Sometimes a young woman may give the correct answer in her own words without turning to the passage of scripture. When this occurs, ask additional questions to get her to read the scripture, for example, “How did Paul say it?” or “What additional insights can we gain from this passage?”

Before you can get the young women excited about searching the scriptures, you must become excited about them yourself. Prepare yourself through in-depth study, prayer, and meditation about those passages you will discuss in class.

Teaching—No Greater Call (33043) is a valuable resource for all teachers. It contains suggestions for lesson preparation; spiritual preparation; and teaching techniques such as role playing, buzz sessions, questions, chalkboard illustrations, object lessons, and involving students in the lesson. It also contains ideas about controlling classroom behavior, setting up a classroom, and improving teaching skills. Refer to it for aid in preparing and teaching lessons.

Church Magazines: The Church magazines contain articles and stories that may enhance lesson material.

LESSON FORMAT

Each lesson contains the following:

1. *Objective.* This states the purpose of the lesson—what you want the young women to understand or do as a result of the lesson.
2. *Preparation.* This includes those items needed to present the lesson, such as pictures, handouts, and assignments that need to be made in advance. Most of the pictures called for are included at the back of the manual. The numbers in parentheses indicate that the picture is a meetinghouse library picture. Pictures should not be removed from the manual. Handouts are included at the end of the lessons. You may want to photocopy them for the class members. Most lessons require scriptures, chalk, and chalkboard.
3. *Suggested Lesson Development.* Left margin notations suggest teaching methods, and the main body of the lesson presents the information to be taught. From the information provided, select those materials and methods best suited to meet the needs of your young women in the time available. (When appropriate, lessons may be extended to more than one class period.)

The body of the lesson contains the following:

- a. *Introduction.* This is a suggested way to begin the lesson and gain the class members’ attention and interest.
- b. *Subheads.* The individual sections of the lesson contain the main ideas. Teach each section using the scriptures, stories, quotations, and activities provided.
- c. *Conclusion.* This gives a summary of the lesson and suggests sharing feelings about the gospel principle discussed and bearing testimony about the principle.
- d. *Lesson Application.* This suggests a plan of action, assignment, or goal to help each young woman use the discussed principle in her life. When appropriate, you could provide time at the beginning of the next class period for the young women to share their experiences. You could say, “Last week we talked about _____. Did you try it? How did you feel about it?” If the young women do not respond at first, you might say, “I tried it, and this was my experience.” By sharing your positive experiences, you can help the young women learn how to apply the principles in their lives.
- e. *Suggested Activities.* These are related activities that may be planned to expand and reinforce a gospel principle.

TEACHING YOUNG WOMEN

Remember that you are teaching young women, not just teaching lessons. Pray for inspiration to help them reach their full potential as daughters of God.

Effective teaching includes knowing each young woman, her parents, and her family. Think about each young woman and her family. Try to see her as Heavenly Father does. Accept each one at her own level and help her grow in the gospel.

Learn about each young woman by asking yourself the following:

- What are her interests, desires, talents, and goals?
- What is her background and experience at home? at church? at school? at work? with her peers?
- What are her needs?
- How can I help her?

The best way to help each young woman is to help her learn and live the gospel. President Marion G. Romney counseled: “Learning the gospel from the written word . . . is not enough. It must also be lived. As a matter of fact, getting a knowledge of the gospel and living it are interdependent. They go hand in hand. One cannot fully learn the gospel without living it. A knowledge of the gospel comes by degrees: one learns a little, obeys what he learns; learns a little more and obeys that. This cycle continues in an endless round. Such is the pattern by which one can move on to a full knowledge of the gospel” (“Records of Great Worth,” *Ensign*, Sept. 1980, p. 4).

INVOLVING MEMBERS WITH DISABILITIES

When Jesus began his mortal ministry, he entered the synagogue in his hometown of Nazareth on the Sabbath day and stood up to read. “And there was delivered unto him the book of the prophet Esaias. And when he had opened the book, he found the place where it was written, The Spirit of the Lord is upon me, because he hath anointed me to preach the gospel to the poor; he hath sent me to heal the brokenhearted, to preach deliverance to the captives, and recovering of sight to the blind, to set at liberty them that are bruised” (Luke 4:17–18).

Throughout his ministry, the Savior gave high priority to those needing special help. A teacher in the Church classroom will not usually have the technical training or facilities to give professional assistance to members with disabilities. But it is expected that each instructor will have an understanding and caring heart and a desire to include these members whenever possible in all the learning activities of the class. Types of members needing special attention include those with mental, hearing, sight, physical, speech, cultural and language, emotional, social, age, and learning disabilities. The following guidelines should be helpful to every teacher in reaching these members with special needs:

- Know the needs and abilities of each class member. Check with priesthood leaders, parents, and family members and, when appropriate, with handicapped members themselves to determine special needs.
- Before calling on class members to read, give a talk, or pray, check with them in advance by asking, “How do you feel about reading in class, praying in public, and so forth?”
- Try to involve members with disabilities as much as possible in the lessons.
- Make every effort to ensure that each class member respects and understands every other class member.

Be natural, friendly, and warm. A person with a disability is a child of God and has a normal need for love and understanding, no matter how severe the disability.

Teachers in the Church must remember that each member, regardless of physical, mental, emotional, or social capacity, has marvelous potential for growth toward ultimate godhood. Teachers have an obligation to make a special effort, if necessary, to teach members with disabilities all that they are capable of learning. Remember the words of the Savior: “Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me” (Matthew 25:40).

Living as a Daughter of God

Drawing Closer to Jesus Christ

OBJECTIVE Each young woman will desire to draw closer to Jesus Christ.

PREPARATION

1. Pictures 1, Jesus the Christ (62572); 2, Jesus Washing the Disciples' Feet (62550); 3, Jesus Healing the Nephites (62541); 4, Jesus Praying in Gethsemane (62175). All are located at the back of the manual.
2. Optional: Obtain a picture of a famous person (see the Introduction).
3. Assign a good reader to prepare to read for the class 3 Nephi 17:1–3, 5–7, 9–13, 15–25.
4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Discussion

Introduction

Write the name of a well-known government or Church official, or other prominent person whom the young women would not know personally, on the chalkboard. You may want to place a picture of the person selected at the front of the class.

- What do you know about this person?

Have the young women briefly name all the facts they can about the famous person, such as place of birth, vocation, reason for the person's fame or importance, and name of the person's spouse.

- How many of you actually know this person?

Point out that knowing about a person does not mean that we know him personally. Put away the picture.

Each Young Woman Needs to Know Jesus Christ

Picture and discussion

Place the pictures of Jesus Christ in front of the class.

Discuss what the young women know about Jesus—his life, his actions, his attributes, and his character traits.

Thought questions

- Even though we have all this information about Jesus, do we really know him?
- Why is it important that we know Jesus Christ?

Scripture and teacher explanation

To help answer these questions, ask class members to turn to John 17:3, and have one of the young women read the passage aloud. Explain that we can all come to know Jesus Christ. As an indication of what it is like to be with and know the Savior, read (or have a good reader present either in person or on tape) the following excerpts from the Savior's visit to the Nephites: 3 Nephi 17:1–3, 5–7, 9–13, 15–25.

Teacher testimony

Bear your testimony that Jesus Christ loves each of us. He gave his life for us, atoned for our sins, and desires that we each come to him.

The Example of Jesus Christ Will Inspire Each Young Woman to Draw Near to Him

Chalkboard discussion

Ask the young women what characteristics they would like to have in a friend. List these on the chalkboard. Answers might include understanding, kindness, loyalty, patience with weaknesses, and willingness to listen.

Ask the young women to recall some incidents from the life of Jesus that show he is the type of person they would like to have as a friend. You may wish to relate their responses to the list on the chalkboard when appropriate.

If the young women are having difficulty responding, you may wish to refer them to the pictures of Jesus you have displayed. Or you could distribute one of the following scriptural references to each young woman. Have her look it up and read it silently. Ask her to tell the class what characteristics Jesus showed that she would value in a friend. Be familiar with each incident so you can help anyone who is having difficulty.

1. Mark 10:13–16. (He greatly loved children.)
2. John 13:3–5. (He was humble and willing to serve, as evidenced by washing the feet of the Apostles.)
3. 3 Nephi 17:5–7. (He remained with the Nephites to heal their sick, lame, and blind.)
4. John 4:5–14. (He was friendly with the Samaritans, who were looked down upon.)
5. Luke 15:11–32. (He was forgiving and taught others to be forgiving in the parable of the prodigal son.)
6. Matthew 18:11–14. (He cared for each person individually as taught in the parable of the lost sheep.)
7. Luke 7:36–50. (He loved even the sinner.)

Explain that the examples mentioned help show us that Jesus is a kind, loving person we would like to have as a friend.

Discussion

If it was not brought out in the above discussion, you may wish to point out that one important part of friendship is sharing experiences and problems with someone who understands and really cares.

Ask the young women to name some things that make them unhappy or depressed. (Rejection, feeling unloved, loneliness, being talked about by others, temptations that must be faced.)

Ask them to name experiences Jesus had that might have discouraged him. Possible responses include the following:

1. Jesus was rejected in his hometown of Nazareth. (Mark 6:1–6.)
2. He was talked about because he made friends with people who were not popular. (The story of Zacchaeus; Luke 19:1–10.)
3. He was tempted. (Matthew 4:1–11.)
4. As he prayed in the Garden of Gethsemane, his Apostles fell asleep. (Matthew 26:36–46.)
5. Peter denied knowing him three times. (Matthew 26:69–75.)

(The scriptural references in parentheses need not be read in class.)

- How do these examples show us that Jesus can understand and help us?

Scripture and discussion

Through Her Efforts, a Young Woman Can Draw Closer to the Savior

Explain that Doctrine and Covenants 88:63 gives us some general guidelines about how we can each develop a closer friendship with the Savior. Have one of the young women read this scripture aloud.

- What three words from this verse tell us how to draw near to the Savior? (Ask, seek, knock.)
- What are some of the ways we can ask, seek, and knock as we try to draw near to Christ? (Pray, study the scriptures to find out what Christ did and what he taught, and try to live a Christlike life.)
- According to this scripture, what are we promised if we draw near to Jesus? (That we will find him; he will draw near to us.)

Quotation	Elder Bernard P. Brockbank called this process of asking, seeking, and knocking a “God-given formula on how to reach and know your Heavenly Father and your Savior, Jesus Christ” (“Be Worthy of Celestial Exaltation,” in <i>Speeches of the Year, 1974</i> [Provo: Brigham Young University Press, 1975], pp. 378–79).
Teacher presentation	<p>Point out that becoming like the Savior is not an overnight process. It takes time, effort, and genuine desire. One of the reasons we have the Church is to help us grow closer to Jesus.</p> <p>Tell the young women that the lessons this year will help them draw nearer to Jesus by helping them develop characteristics that he has, such as patience, love, forgiveness, and charity. Drawing closer to the Savior will be a great source of strength and comfort to all the class members, as it was to the girl in the following story:</p>
Story	<p>“It had been one of the worst days I’d had since we’d moved. For the most part, things had been going very well in these past months. Our new ward was friendly, and the girls my age had made a special effort to include me in the group. They brought cookies and flowers soon after we arrived and even held a breakfast in my honor. But somehow, remembering these things didn’t help on this particular night.</p> <p>“There had been a misunderstanding with one of the boys in the ward whom I especially liked, and a few words were spoken that left me hurt and confused. I came home feeling depressed. My mother’s cheery ‘hello’ and reminder that it was my turn for the dishes only made me more upset. I went to my room and lay down on my bed.</p> <p>“I thought of my brother Robert who had left on his mission just a few weeks before. If only he were still home, he would understand my problem and help me. Then I started thinking about our move. As I thought of this, I began to doubt the sincerity of my new friends. Little words or glances that hadn’t bothered me before now became proof that these friends really didn’t like me very much. Even some little problems at school started to grow larger.</p> <p>“Then a picture of my father came into my mind. He had died several years before, and I began thinking about how hard it had been for us since then. These things only deepened my loneliness and despair, and it seemed like all the warmth and security I had known were rapidly slipping away from me. All of these feelings welled up inside of me and finally exploded in tears—tears that came freely from a deep well of frustration and loneliness. I cried for over an hour.</p> <p>“Then almost unnoticed, other thoughts began to tumble over one another in my mind until they slowly made sense. I had been crying for someone to understand and help me. I had been crying because I felt there was no one to turn to. But all the time, Heavenly Father and Jesus existed and only waited for me to recognize their great love and willingness to listen. As my feelings changed to a grateful security, the feeling in my room changed also. It was almost as if I could feel Heavenly Father and Jesus there with me.</p> <p>“I realized that they could fully understand my problems. Jesus had gone through the experience of mortality and suffered far more than I was suffering. He and my Heavenly Father knew me better than I knew myself, for they had been with me in the premortal life, and they also knew of my earth life. They could and would listen with a feeling of concern coming from the vastness of their love. That night, I exchanged my burden of loneliness and frustration for the calm assurance of their love and the special knowledge that they live much closer to us than I had known before.”</p>

Conclusion

Scripture	Have a young woman read Doctrine and Covenants 88:63 again.
Testimony	If you feel so impressed, share your testimony of the Savior. Perhaps some of the young women in your class could also bear their testimonies. Invite the young women to draw near to Christ and to receive his promise that they will find him.

OBJECTIVE Each young woman will understand that developing her spiritual gifts will enrich life for herself and others.

PREPARATION

1. Provide paper and pencils for the class members.
2. Prepare a piece of paper for each young woman containing the scripture, “Neglect not the gift that is in thee” (1 Timothy 4:14). You might roll the paper up like a scroll and tie it with a ribbon. Put the scripture scrolls in a box, and wrap the box as if it were a gift.
3. Assign three young women to present information about the three spiritual gifts discussed in the first section of the lesson.
4. Assign young women to present any scriptures, stories, or quotations you wish.

Note to the teacher In preparing to present the lesson, study Doctrine and Covenants 46:7–29. It may be necessary to take two class periods to present this material.

**SUGGESTED
LESSON
DEVELOPMENT**

Heavenly Father Has Endowed His Children with Spiritual Gifts

Object lesson and discussion Place the box you have gift wrapped on a table or chair at the front of the classroom.

- If this box contained a gift for you, what would you like it to be?

Let the young women spend a minute or two responding to the question. Explain that there are different kinds of gifts. Some come wrapped in boxes, but others are intangible—things that we cannot hold or touch.

Explain that the Prophet Joseph Smith spoke of some of the most important intangible gifts:

“We believe in the gift of the Holy Ghost being enjoyed now, as much as it was in the Apostles’ days; . . . we also believe in prophecy, in tongues, in visions, and in revelations, in gifts, and in healings; and that these things cannot be enjoyed without the gift of the Holy Ghost” (*History of the Church*, 5:27).

President Marion G. Romney commented on this statement by the Prophet:

“Thus one who has never received the gift of the Holy Ghost cannot possibly work miracles by his power.

“Now, we know that there is but one way to obtain the gift of the Holy Ghost. That way is through the prescribed ordinances of baptism by immersion for the remission of sins and the laying on of hands for the gift of the Holy Ghost” (in Conference Report, Apr. 1956, p. 72; or *Improvement Era*, June 1956, p. 424).

Explain that every member of the Church, having received the gift of the Holy Ghost, is entitled to receive certain spiritual gifts.

Chalkboard discussion

Point out that the scriptures teach us what these spiritual gifts are. Have the young women read Doctrine and Covenants 46:8–26. As each spiritual gift is named, list it on the chalkboard.

Spiritual Gifts

Testimony of Jesus Christ	Miracles
Faith in the testimony of others	Prophecy
Wisdom	Discerning of spirits
Knowledge	Speaking in tongues
Faith to heal	Interpretation of tongues
Faith to be healed	

Young women
presentations

There will not be time to discuss each of these gifts in depth. However, try to spend a few minutes talking about some of them. Three young women should be prepared to share information about the following spiritual gifts. If a class member has had an experience with a spiritual gift, such as healing, she may wish to share the experience with the class instead of or in addition to the examples given.

The Gift of Prophecy

Reed Smoot, United States senator from Utah, 1903 to 1933, was a small boy when he heard Brigham Young make a prophecy that was literally fulfilled years later:

“Brigham Young came to Provo and, at a conference meeting, said that the day would come when the human voice could be heard from New York to San Francisco. . . .

“Reed’s mother had taken him to this meeting, and on the way home he said (referring to what President Brigham Young had said), ‘Now that’s a big lie. That’s absolutely impossible. It couldn’t be.’ His mother, who was a woman of very great faith, told her son, ‘Yes, you’ll live to see the fulfillment of what the President has said today.’ He did not believe it. Time went by and while he was in the United States Senate, a broadcasting system was built so you could speak from New York City to San Francisco. One of his colleagues in the Senate had charge of this enterprise and when it was completed and they were to celebrate the event, he invited Senator Smoot to come to New York City and be the first man to speak over the completed network, which he did, and his voice was heard clearly and distinctly across the continent.

“Thus he lived to literally fulfill the promise by President Brigham Young in Provo years before” (Bryant S. Hinckley, *The Faith of Our Pioneer Fathers* [Salt Lake City: Bookcraft, 1956], p. 207).

The Gift of Faith to Be Healed

This story appeared in the *Dutch Star* shortly after the visit of President Joseph F. Smith to Holland in 1906.

“It was on the 7th day of August, 1906, that President Smith and party arrived in Rotterdam, having come from the boat in Antwerp two days before. There was living in that city a boy of eleven years of age, John Roothoff by name, who had suffered greatly for a number of years with his eyes. His mother was a faithful member of the Church as also was the boy, who was slowly losing his sight and was unable to attend school. The boy said to his mother: ‘The Prophet has the most power of any missionary on earth. If you will take me with you to meeting and he will look into my eyes I believe they will be healed.’ According to his desire he was permitted to accompany his mother to the meeting. At the close of the meeting, as was the custom, President Smith moved towards the door and began to shake hands and speak encouragingly to the people as they passed from the hall. As John Roothoff approached him, led by his mother and his eyes bandaged, President Smith took him by the hand and spoke to him kindly. He then raised the bandage slightly and looked sympathetically into the inflamed eyes, at the same time saying something in English which the boy did not understand. However, he was satisfied. President Smith had acted according to the boy’s faith; and according to his faith it came to pass. When he arrived home, he cried out with great joy: ‘Mama, my eyes are well; I cannot feel any more pain. I can see fine now, and far too.’ Following this event

the boy was able to attend school again" (*Life of Joseph F. Smith*, comp. Joseph Fielding Smith [Salt Lake City: Deseret Book Co., 1969], p. 397).

The Gift of Revelation

Eliza R. Snow and some friends, including the Prophet Joseph Smith, were discussing the Resurrection and the relationship of people on earth to their Father in Heaven. Shortly after this conversation, Eliza wrote the words to the hymn "O My Father." Wilford Woodruff, the fourth President of the Church, said this about the hymn:

"With regard to our position before we came here, I will say that we dwelt with the Father and with the Son, as expressed in the hymn, 'O my Father,' that has been sung here. That hymn is a revelation. . . . There are a great many sisters who have the spirit of revelation. There is no reason why they should not be inspired" (*Millennial Star*, 9 Apr. 1894, p. 229).

Quotation

Read the following quotation:

"Our gifts and opportunities differ; some are more visible and impactful. . . . We all have *at least* one gift *and* an open invitation to seek 'earnestly the best gifts.' (D&C 46:8.)" (Neal A. Maxwell, in Conference Report, Oct. 1976, p. 15; or *Ensign*, Nov. 1976, p. 14).

Note to the teacher

If you are taking two class periods to present this lesson, stop here for the first week.

We Can Recognize and Develop Spiritual Gifts

Scripture and discussion

Write Doctrine and Covenants 46:11 on the chalkboard.

- According to this verse, what has every young woman been given?

Explain that knowing what spiritual gifts we have can give us confidence and assist us in helping others.

- How can you recognize the spiritual gifts you have been given?

The following are possible responses:

1. Pray and ask for help.
2. Obtain and read often your patriarchal blessing, which may identify some spiritual gifts.
3. Observe what traits and talents seem to come naturally to you.
4. Accept calls that come from priesthood leaders.
5. Notice compliments you receive from others.

- How can you acquire additional gifts of the Spirit?

The following are possible responses:

1. Study about the gift from the scriptures and messages of Church leaders.
2. Observe those who possess the gift.
3. Practice using the gift.

Scriptural example

Suppose a young woman has recently been called to teach a Sunday School class and she wants to develop the gift of teaching.

- According to Alma 17:2–3, what could this young woman do to acquire the gift of teaching with power and authority?
- What else could she do? (Study materials about teaching, observe good teachers.)

Summarize student responses on the chalkboard.

Story and discussion

Ask the young women to consider how Elder Matthew Cowley developed one of his spiritual gifts while serving as a missionary among the Maori people.

"I studied eleven hours every day for several weeks. I read the Book of Mormon in Maori, and my studies were punctuated with fasting and with prayer; and on my twelfth Sunday I delivered my first sermon in the Maori language. They do speak with new tongues, those who accept the call to the ministry of our Lord and Savior Jesus Christ.

“I have seen young missionaries in Samoa and in Tonga and in New Zealand and in Hawaii who, within six months’ time, could deliver sermons in the languages of the people among whom they were laboring—young men and women who did not have much scholastic training before they were called into the mission fields, but these young men and women, placed in the hands of God, and molded like clay in the hands of the potter, received the gifts which they had been promised” (in Conference Report, Oct. 1948, p. 156; or *Improvement Era*, Nov. 1948, p. 699).

- What was one of Matthew Cowley’s gifts?
- What did he do to develop this gift?

Spiritual Gifts Bring Responsibilities and Blessings

Scripture study and discussion

Write the following words and scriptures on the chalkboard:

Seek (D&C 46:8) Benefit (D&C 46:9, 26) Boast (D&C 84:73)

Distribute a pencil and paper to each young woman. Instruct each of them to look up the scriptures and write down what the scriptures say about the words they have discovered.

- How should you use the spiritual gifts you have been given?

Be sure the young women understand that spiritual gifts are given for the benefit of all. If they seek after a gift, they should understand the purpose of the gift and the responsibility that comes with it. For example, if a young woman has received the gift of knowledge or testimony, she must not keep it to herself any more than a priesthood holder who has the gift of healing should withhold his gift.

Teacher presentation and scripture

Have the young women turn to 1 Timothy 4:14.

Explain that Timothy was a faithful young man who had been taught the gospel by the Apostle Paul. After joining the Church he received the gift of the Holy Ghost by the laying on of hands, and through the Holy Ghost he was blessed with spiritual gifts. Paul went on to do missionary work in other cities and left Timothy in charge of the Church in the city of Ephesus. Later Paul wrote back to give Timothy encouragement and instructions.

Read 1 Timothy 4:14 aloud. Encourage the young women to prayerfully consider their spiritual gifts. Assure them that each young woman has been given a gift. Like Timothy, she should not neglect this gift, but she should discover it and use it.

Scripture scrolls

Let one of the young women open the box you have gift wrapped and give each of the class members one of the scripture scrolls.

Lesson Application

Invite the young women to seek earnestly spiritual gifts and endeavor to develop them. Encourage them to record in their journals the growth they experience as they seek, develop, and share these spiritual gifts.

Building the Kingdom of God

OBJECTIVE Each young woman will recognize that through personal sacrifice she can help build the kingdom of God.

PREPARATION

1. Provide paper and pencils for the class members.
2. Optional: Make a copy of Matthew 6:33 or one of the quotations used in the lesson for each young woman to take home.
3. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Story

Elder Thomas S. Monson of the Council of the Twelve told the following story about service and sacrifice:

“Jose Garcia [was] from Old Mexico. Born in poverty but nurtured in faith, Jose prepared for a mission call. I was present the day his [mission] recommendation was received. There appeared the statement: ‘Brother Garcia will serve at great sacrifice to his family, for he is the means of much of the family support. He has but one possession—a treasured stamp collection—which he is willing to sell, if necessary, to help finance his mission.’

“President Kimball listened attentively as this statement was read to him, and then he responded: ‘Have him sell his stamp collection. Such sacrifice will be to him a blessing’ ” (in Conference Report, Oct. 1978, p. 83; or *Ensign*, Nov. 1978, p. 56).

Explain that as daughters of God, young women are given the responsibility to help build up the kingdom of God upon the earth. The kingdom of God is The Church of Jesus Christ of Latter-day Saints. At times this responsibility may require them to make great sacrifices.

Sacrifice Helps Us Prepare to Live in the Presence of God

Discussion

Explain that building the kingdom of God here on earth requires sacrifices by many people.

- What do we mean by sacrifice?

As the young women share their ideas, list them on the chalkboard. Some examples might be—

1. Making an offering to God.
2. Giving up something valuable to oneself.
3. Giving of one’s time, talents, and possessions without wanting anything in return.

Explain that “sacrifice is the crowning test of the gospel. It means giving to the Lord whatever he requires of our time, our earthly possessions, and our energies to further his work” (*Gospel Principles*, chapter 26).

Scripture discussion

Have the class members locate and read Matthew 6:33.

- How does this scripture relate to the principle of sacrifice?

Allow a few minutes to discuss the scripture. Bring out the following points in the discussion:

1. People have always been tried and tested to see if they are willing to give up personal desires and pleasures and put the things of God first in their lives.
2. Jesus set the perfect example of sacrifice when he willingly gave his life so that we could be saved from physical death by the resurrection and from our sins by repentance. Others have also sacrificed their lives so that we could have the gospel.

Teacher presentation

Explain that we may not be required to give our lives for the gospel, but we are required to make sacrifices in other ways.

- What are some ways in which we are asked to sacrifice? (Giving our time and energy to Church callings, overcoming fear so that we can share the gospel, paying tithing to the Lord, taking time to read the scriptures and serve our neighbors, giving up the praise of our friends when we do not go along with worldly fashions and habits.)

Point out that it is only by building the kingdom of God through our personal dedication and sacrifice that we can become like our Heavenly Father and Jesus Christ.

Quotation

Read the following statement by the Prophet Joseph Smith about sacrifice:

“Let us here observe, that a religion that does not require the sacrifice of all things never has power sufficient to produce the faith necessary unto life and salvation; for, from the first existence of man, the faith necessary unto the enjoyment of life and salvation never could be obtained without the sacrifice of all earthly things. It was through this sacrifice, and this only, that God has ordained that men should enjoy eternal life. . . .

“It is in vain for persons to fancy to themselves that they are heirs with those, or can be heirs with them, who have offered their all in sacrifice, and by this means obtain faith in God and favor with him so as to obtain eternal life, unless they, in like manner, offer unto him the same sacrifice, and through that offering obtain the knowledge that they are accepted of him” (*Lectures on Faith*, comp. N. B. Lundwall [Salt Lake City: N. B. Lundwall, n.d.], p. 58).

Teacher presentation

Explain that the Lord’s people have always sacrificed greatly and in many ways because of their faith and works. Some have suffered hardships and ridicule for their beliefs. Some new converts to the Church have been rejected by their families because they joined the Church. Many have lost their jobs; some have lost their lives.

Encourage the young women to share any personal experiences they have had with making sacrifices or experiences that others have had.

Explain that the Lord has said that our sacrifices will not go unnoticed. Have the young women read Matthew 19:29. Discuss with them the promise given to those who sacrifice.

Point out that as our testimonies of the gospel increase, we become able to make greater sacrifices for the Lord and for others.

We Can Use Our Time, Talents, and Possessions to Build the Kingdom

Story

Tell the following story:

Sister Villafranca lived in San Fernando, Mexico, far from a ward or branch. But she found a way to help build the kingdom in her area. She asked a group of fifty people—thirty of them investigators—to come to her small home to hear the missionaries teach the gospel. The missionary who taught them told what happened:

“As I began the discussion, the room was expectantly quiet. Every student listened with sincere interest. When I asked questions of the class, it seemed as if they had memorized the answers beforehand, and I found myself becoming more and more excited as it became apparent that I had not one golden contact, but a whole room full of them. When it came time to ask if, after they had studied, prayed, and listened to the rest of the discussions, they would be baptized, I was greeted with a chorus of ‘Si.’ . . .

“Now, six years later, there is a branch with almost 200 members in San Fernando. It is there because of the missionary efforts of one stalwart sister who was not afraid to tell others about the gospel, and to do it with the faith that precedes any miracle” (Glenn V. Bird, “Miracle at San Fernando,” *New Era*, Jan. 1977, pp. 28–29).

Activity	<ul style="list-style-type: none"> • What has the Lord given you to use in building his kingdom? <p>Give each young woman a piece of paper and a pencil. Have her list some of the talents and possessions she has and how they might be used in helping to build the kingdom of God on the earth. Tell her not to write her name on the paper. Collect the papers and read each one aloud to the class. Discuss other ways these talents and possessions might be used to build the kingdom of God.</p>
Teacher presentation	<p>Explain that we all have talents and possessions that we can use to build the kingdom of God—The Church of Jesus Christ of Latter-day Saints. Perhaps we can feed or clothe someone in need or give shelter to a homeless person. When we pay our tithes and offerings, we are helping to build the kingdom. There may be times when we will be asked to give more, to make an even greater sacrifice. Although most of us will not be asked to give all we have for the Lord’s work, we should be willing to do so if called upon.</p>
Story	<p>Sister JoAnn Ottley, wife of Jerold D. Ottley, conductor of the Mormon Tabernacle Choir, told the following story:</p> <p>“The Lord gave my husband and me special talents for music. We have spent our entire lifetimes studying and developing these gifts. We have had to make many decisions regarding their use. When we were in Europe studying, we realized that we had an especially important and difficult decision to make. Both of us knew that if we remained in Europe, we would have many opportunities for success. We wanted above all, however, to do what the Lord wanted us to do. We desired to be obedient, but beyond that we yearned to be used by the Lord in the building of his kingdom here on the earth.</p> <p>“We repeatedly fasted and prayed for the direction of the Spirit and to know the will of the Lord. Our answer came during a sacrament meeting at the close of a fasting period. We had both received the same instructions by the Spirit—that our work was at home. We were to return to the United States.</p> <p>“There followed more months of study, preparation, testing. Then the Lord made it possible for us to return to Salt Lake City. I became a member of the Tabernacle Choir, and my husband joined the Music Department at the University of Utah.</p> <p>“A short time later, my husband was called by the First Presidency of the Church to be the conductor of the Tabernacle Choir. The Lord had indeed been preparing us for special service” (<i>The Latter-day Saint Woman</i>, Part B, p. 79).</p>
Discussion	<p>Let the young women discuss why it is important that we use our time, talents, and possessions to help build the kingdom of God on earth.</p>
Quotation	<p>In summary, read the following quotation:</p> <p>“We have covenanted in the waters of baptism to love and serve [the Lord], to keep his commandments, and to put first in our lives the things of his kingdom. In return he has promised us eternal life in his Father’s kingdom. . . .</p> <p>“The law of sacrifice is that we are willing to sacrifice all that we have for the truth’s sake—our character and reputation; our honor and applause; our good name among men; our houses, lands, and families: all things, even our very lives if need be. . . .</p> <p>“We are not always called upon to live the whole law of consecration and give all of our time, talents, and means to the building up of the Lord’s earthly kingdom. Few of us are called upon to sacrifice much of what we possess, and at the moment there is only an occasional martyr in the cause of revealed religion.</p> <p>“But . . . we must be <i>able</i> to live these laws to the full if we are called upon to do so” (Bruce R. McConkie, in Conference Report, Apr. 1975, pp. 74–75; or <i>Ensign</i>, May 1975, p. 50).</p>

Conclusion

Testimony	<p>Testify to the young women that our time, talents, and possessions are really not ours, but they are the Lord’s. The greatest joy we can find on this earth is to use them in building up the kingdom of God. If we make these sacrifices with a willing heart, the Lord has promised that we will receive greater blessings now and eternal life in the world to come.</p>
-----------	--

Lesson Application

1. Encourage the young women to discuss with their families how they might work together and individually to better serve the Lord by making the sacrifices he asks of them.
2. Suggest that on the next fast Sunday, each young woman fast and pray to know how to use her time, talents, and possessions to help build God's kingdom.
3. Give each young woman a copy of Matthew 6:33 or a statement from one of the quotations in the lesson to remind her to give of her time, talents, and possessions for righteous purposes.

*Fulfilling Women's
Divine Roles*

Obeying Commandments Helps Us Fulfill Our Divine Roles

OBJECTIVE Each young woman will understand how obeying or breaking the commandments of God influences the way she fulfills her divine roles.

PREPARATION

1. Make a copy of the handout "Obeying Commandments Helps Us Fulfill Our Divine Roles" for each young woman. The handout is at the end of the lesson.
2. Provide pencils for the class members.
3. Assign young women to present any scriptures, stories, or quotations you wish.

Note to the teacher This lesson is primarily a workshop. Plan adequate time for the class activities and discussions included here.

SUGGESTED LESSON DEVELOPMENT

Introduction

Teacher presentation Explain that we live in a world of cause and effect. Ask the young women what the results would be if they (1) stayed up too late, (2) were late for class, (3) broke a traffic law, (4) ate too much, (5) were unfriendly, (6) smiled, (7) prepared well for an examination, (8) practiced the piano, (9) exercised, (10) drove on a flat tire.

Point out that the principle of cause and effect affects every aspect of our lives.

Explain that this principle operates not only in the physical realm, but also in the spiritual realm. The Lord has given us commandments for our protection and guidance. If we keep these commandments, we will be blessed and given everything that the Lord has promised us for our good. Our lives will be happier and we will experience peace and joy. If we choose to break the commandments, we also choose the attendant consequences of misery, now and in the life after this one.

Quotation Read the following quotation:

"The tenor of our times is permissiveness. A most popular feature of one of the leading newspaper Sunday supplements portrays the idols of the movie screen, the heroes of the athletic field—those whom many young people long to emulate—as flouting the laws of God and rationalizing away sinful practices, seemingly with no ill effect. Don't you believe it! There is a time of reckoning, even a balancing of the ledger. . . . It's called judgment day, even the big exam of life. Are we prepared? Are we pleased with our own performances?" (Thomas S. Monson, "The Lighthouse of the Lord," *New Era*, July 1980, p. 18).

Breaking Commandments Keeps Us from Fulfilling Our Divine Roles

Teacher presentation Explain that Satan seeks to keep us from fulfilling our divine roles of wife and helpmate, mother, and teacher. One of the ways he does this is by encouraging us to break the commandments. He knows we must live righteously if we are to fulfill these roles as the Lord wants us to.

Activity Distribute the handouts you have prepared.

Have the young women read the list of commandments in column 1. Give pencils to the young women, and have them match the commandments in column 1 with the ways the commandments can be broken in column 2.

Discussion	<p>Have the young women take turns reading their matching answers on the handout: 1 (in column 1) with 5 (in column 2), 2-12, 3-10, 4-6, 5-11, 6-4, 7-3, 8-1, 9-13, 10-14, 11-2, 12-9, 13-8, 14-7.</p> <p>Ask the young women to explain how each item in column 2 might affect their abilities, through action or attitude, to carry out their divine roles.</p>
Quotation	<p>Read the following statement by President N. Eldon Tanner:</p> <p>“To mothers, daughters, and women everywhere, let me stress the fact that because of your great potential and influence for good in the lives of all of us, Satan is determined to destroy you. You cannot compromise with him. You must have the courage, the strength, the desire, and the determination to live as the Lord would have you live—good clean lives. Girls, keep yourselves virtuous and worthy of a fine young man who has likewise kept himself clean, so that together you can go to the House of the Lord to be sealed in the holy bonds of matrimony for time and all eternity, and prepare a home where God will be pleased to send his spirit children” (in Conference Report, Oct. 1973, p. 126; or <i>Ensign</i>, Jan. 1974, p. 8).</p>
Discussion	<ul style="list-style-type: none"> • Why would Satan want to destroy women who are pursuing their divine roles? <p>Explain that Satan wishes to destroy the family unit, which is central to the plan of salvation. If he destroys the family by causing us to disobey God’s commandments, he will succeed in his attempt to thwart the plan of God. This plan was taught to Adam and Eve, and it applies to all of their sons and daughters. The Lord wants his sons and daughters to fulfill their divine roles so that his spirit children can be raised in righteous families.</p> <ul style="list-style-type: none"> • How many people might be affected when someone breaks the commandments?

Obeying the Commandments Helps Us Fulfill Our Divine Roles

Teacher presentation	<p>Explain that if we understand what our divine roles are, we can resist the temptation to break commandments. We can be very cautious so that we are not deceived by the evil influences surrounding us.</p>
Activity and discussion	<p>Ask the class to discuss things they could do to resist temptations to break the commandments. Have them write these things at the bottom of their worksheets. Their ideas might include the following:</p> <ol style="list-style-type: none"> 1. Learn what the Lord’s commandments are and obey them. 2. Make wise choices in our daily living. 3. Choose worthy friends. 4. Follow the prophet and other Church leaders. 5. Study the scriptures. 6. Select and follow worthy role models. 7. Dress modestly. 8. Set realistic short-term and long-term goals and work hard to achieve them. 9. Choose a worthy environment to work in. 10. Select entertainment carefully. 11. Serve others. 12. Strengthen our testimonies.

Conclusion

Teacher presentation	<p>Explain that our prophets continue to remind us that the Lord’s laws are eternal and cannot be ignored without eternal consequences. One of the consequences of breaking the Lord’s commandments is that we will be unable to fulfill our divine roles in a manner pleasing to the Lord.</p>
----------------------	---

Quotation

Read the following statement by President Spencer W. Kimball:

"I sincerely hope that our Latter-day Saint girls and women, and men and boys, will drink deeply of the water of life and conform their lives to the beautiful and comprehensive roles the Lord assigned to them.

" . . . What satisfying personal lives we can live! What beautiful families we can nurture and train! What a heavenly future is ours!" ("The Lord's Plan for Men and Women," *Ensign*, Oct. 1975, p. 5).

Lesson Application

Suggest that each young woman take her handout home and study it, then select one or more areas in her life that need strengthening. Ask each young woman to set some short-term goals to eliminate whatever is preventing her from preparing to fulfill her divine roles.

Obeying Commandments Helps Us Fulfill Our Divine Roles

Column 1—Commandments

1. Multiply and replenish the earth.
2. Thou shalt have no other gods before me.
3. Love thy neighbor; serve one another.
4. Do not kill.
5. Do not commit adultery or anything like unto it.
6. Do not covet.
7. Honor thy father and mother.
8. Do not take the name of God in vain.
9. Keep the Sabbath day holy.
10. Do not bear false witness.
11. Obey the Word of Wisdom.
12. Let virtue garnish thy thoughts unceasingly.
13. Be honest.
14. Love the Lord thy God with all thy heart, might, mind, and strength.

Column 2—Ways Commandments Are Broken

1. Swearing, profanity.
2. Smoking, tea, coffee, alcohol, drugs.
3. Rebellion, disobedience, lack of respect.
4. Jealousy, envy, greed.
5. Choosing not to marry, choosing not to have children, homosexuality.
6. Murder, abortion.
7. Worldliness.
8. Stealing, shoplifting.
9. Pornography, vulgarity in jokes and conversation, immodesty.
10. Selfishness, serving only self.
11. Necking, petting, adultery, immorality, and perversions of all kinds.
12. Making fame, worldly recognition, and unworthy role models your highest priority.
13. Recreation instead of worship.
14. Gossip, slander, lying.

OBJECTIVE Each young woman will strive to create a home environment where the Spirit of the Lord can dwell.

PREPARATION

1. Picture 5, Salt Lake Temple (62433), located at the back of the manual, or a picture of the temple nearest you.
2. Provide paper or index cards and pencils for the class members.
3. Make your classroom as attractive as possible for this lesson. Cover the table with a cloth and place a centerpiece on it.
4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Quotation

Introduction

Read the following statement by President Spencer W. Kimball:

“No matter what you read or hear, no matter what the differences of circumstances you observe in the lives of women about you, it is important for you Latter-day Saint women to understand that the Lord holds motherhood and mothers sacred and in the highest esteem. He has entrusted to his daughters the great responsibility of bearing and nurturing children.

“This is the great, irreplaceable work of women. Life cannot go on if women cease to bear children. Mortal life is a privilege and a necessary step in eternal progression. Mother Eve understood that. You must also understand it. . . .

“Much is said about the drudgery and the confinement of the woman’s role in the home. In the perspective of the gospel it is not so. There is divinity in each new life. There is challenge in creating the environment in which a child can grow and develop. There is partnership between the man and woman in building a family which can last throughout the eternities” (“Privileges and Responsibilities of Sisters,” *Ensign*, Nov. 1978, pp. 105–6).

Discussion

- How did President Kimball feel about the role of a woman in the home?
 - How can a young woman prepare now to create a home environment in which the Spirit of the Lord can dwell?
-

A Clean and Orderly House Invites the Spirit of the Lord

**Quotation and
discussion**

Read the following quotation:

“One striking observation we made while in Holland is that the homes in that tiny land have choice personalities. The window sills in those red brick homes with the red tiled roofs are always filled with rows of flower pots—usually containing geraniums. The windows are large—with never a blind or a screen to cover them. These glistening windows add to the sparkle of the home’s personality. Many of the homes are named. Above the door you might see names such as: Sunny Corner, Sunbeam, Sun Cottage, Peace Haven, Tranquility, or Peaceful Nook. . . . Warmth and sunshine and pleasantness, together with peace and tranquility and contentment! These are the things which make a house a home” (Daryl V. Hoole, *The Art of Homemaking* [Salt Lake City: Deseret Book Co., 1967], pp. 117–18).

Ask the class to explain how they feel when they see clean and tidy homes. Some of the young women may recall a specific home that gave them feelings like those Sister Hoole described. Have them share these experiences with the class.

Picture and discussion	Display the picture of a temple. Ask the young women to describe what impresses them most about the temple's appearance. Some class members may have visited the temple. If so, have them share their impressions of the temple and the temple grounds. Have the class members discuss why our temples are kept so clean and beautiful.
Scripture discussion	<p>Ask the young women to locate and read Doctrine and Covenants 132:8. Then discuss the following questions:</p> <ul style="list-style-type: none">• Why does the Lord require his house to be one of order?• How can beauty and cleanliness add to order in the Lord's house?• How do you think the Lord's instructions on order could apply to our homes as well as to temples? <p>Have the young women turn to and read the following scriptures: Moses 3:15; Doctrine and Covenants 90:18; and Doctrine and Covenants 42:41.</p> <p>Discuss what these scriptures teach us about order and cleanliness in and around a person's home.</p> <p>Explain that order is essential in the heavens; otherwise, chaos would rule. Order is just as essential in our homes.</p>
Activity	Hand out slips of paper or index cards and pencils. Suggest that most of us have problems keeping things clean, repaired, orderly, and uncluttered. Have the young women identify something in their own areas of responsibility that needs to be more clean and orderly and write it on the card. Suggest that they also write down several ideas that will help them improve in this area of their lives.
Quotation	<p>Emphasize the importance of putting resolves into action by reading the following quotation by Elder Delbert L. Stapley on forming good habits.</p> <p>"Good habits are not acquired simply by making good resolves, though the thought must precede the action. Good habits are developed in the workshop of our daily lives. It is not in the great moments of test and trial that character is built. That is only when it is displayed. The habits that direct our lives and form our character are fashioned in the often uneventful, commonplace routine of life. They are acquired by practice" (in Conference Report, Oct. 1974, p. 25; or <i>Ensign</i>, Nov. 1974, p. 20).</p>
Teacher presentation	Explain that if we make our dwellings clean and orderly, the Spirit of the Lord and our family members will want to be there. Each young woman can feel great satisfaction and accomplishment if she practices good homemaking habits now. She should develop skills and habits that will enable her to maintain an orderly home throughout her life.

A Young Woman Blesses Others As She Cheerfully Practices Her Homemaking Role

Teacher presentation	Explain that to make a home a pleasant place to dwell, one must be concerned not only about the things that go into it, but also about the atmosphere within the home. As President Kimball pointed out, many women today see their homemaking responsibilities as a drudgery. But if young women learn to take care of their homes and families willingly and cheerfully, they will be a great blessing to their families and will make their homes pleasant places to be.
Case studies and discussion	<p>Select from the following case studies those most appropriate for the young women in your class, or create others of your own.</p> <p><i>Case Study 1</i></p> <p>Jane has two younger brothers and a sister, all under four years of age. Meals are frequently late, and the house seems always in disarray. Jane is embarrassed when her friends drop in, and she speaks and acts unkindly toward her mother.</p> <ul style="list-style-type: none">• How does Jane's attitude affect family relationships?• What could Jane do to alter the situation?

Case Study 2

Susan loves new clothes but has a small allowance, and the household operates on a tight budget. Her limited wardrobe makes her cross and unhappy.

- How could Susan work within her means to improve her wardrobe and her home environment?

Case Study 3

Anna often leaves the bathroom untidy and unclean. Her sister complains daily of having to clean the dirty bathtub, of picking up Anna's dirty clothes, and of not being able to find what she needs.

- How does the spiritual atmosphere in the home suffer because of Anna's neglect of basic homemaking responsibilities?

Case Study 4

Sarah is a music student and plays the piano for family home evening. Each week, she willingly coordinates the musical selections with the lesson and practices all the songs in order to play them well.

- How do Sarah's skill and attitude affect the spirituality in her home?

Case Study 5

Colleen has shown great artistic and creative ability. She spends hours developing her abilities but refuses to keep her room neat. Because she is so interested in her artistic talents, she has no desire to do housekeeping. There is much discord and controversy over this subject.

- How could Colleen use her artistic talents and creative abilities in her home? In her own room?
- What effect could Colleen have on her family by keeping her room more orderly?

Conclusion

Teacher presentation

Point out that a spiritual atmosphere is a key ingredient in a happy home. Each young woman can positively influence the spirituality in her present home. As a young woman develops and enjoys her homemaking opportunities, she invites the Spirit of the Lord to dwell within the home.

Suggested Activities

Provide midweek activities and instruction in—

1. Basic sewing.
2. Cooking or bread making.
3. Handicrafts.
4. Meal planning, budgeting, and shopping.
5. Framing of art or poetry.
6. Home decorating.
7. Furniture refinishing.
8. Mending and alterations.
9. Household hints, recipe files, and time-saving ideas.
10. Appliance repair.
11. Plant care.
12. Canning, preserving, and freezing foods.

Contributing to Family Life

Sharing Work in the Home

OBJECTIVE	Each young woman will seek to do her share of the work in the home.
-----------	---

PREPARATION	<ol style="list-style-type: none"> 1. With the approval of your priesthood leader, ask an older girl or young married woman to talk for about five minutes on the subject, "The Rewards and Benefits of Learning to Work in the Home." 2. If it is available in your area, prepare to show selected portions of "Self-reliance and Service," from the <i>Family Home Evening Video Supplement</i> (53276). 3. Assign young women to present any scriptures, stories, or quotations you wish.
Note to the teacher	The young women in your class will learn more about sharing work if each one actively shares in the lesson presentation.

SUGGESTED LESSON DEVELOPMENT

Each Young Woman Has a Responsibility to Share in the Work of the Home

Story	<p>Relate the following experience, as told by some parents about their daughter:</p> <p>"It was Carolyn's turn to do the dishes, and expecting her to fulfill her responsibility, we left together for an evening out. When we returned, the dishes were still in the sink and Carolyn was sound asleep."</p>
Discussion	<ul style="list-style-type: none"> • What thoughts and feelings do you suppose Carolyn's parents had as they discovered the dishes hadn't been washed?
Story	<p>Continue the story:</p> <p>"It was 11:00 P.M. After some discussion, we decided to get Carolyn up and ask her to do the dishes. . . ."</p> <p>"Carolyn couldn't <i>believe</i> her dad would actually get her out of bed to do dishes in the middle of the night. But ignoring her groggy resistance and talking quietly and gently, her father informed her the dishes <i>must</i> be done before she went back to bed. . . ."</p>
Discussion	<ul style="list-style-type: none"> • How would you feel if you were awakened late at night to perform a responsibility that you had neglected?
Story	<p>Continue the story:</p> <p>"Tears sprang to Carolyn's eyes, and she started to cry. As she plunged her hands into the dishwater, she murmured angry words under her breath that grew angrier with each dish. Her dad stayed up the whole time with her—humming, reading the paper, sweeping up a little—and helping with a dish or two toward the end.</p> <p>"Late into the night when the kitchen was clean, he put his arm around her and drew her to the table. Tenderly, he looked at her and thanked her for the beautiful job she had done. Then he said, 'Carolyn, I know how angry I made you tonight. Well, your mother and I left you with your word that you would wash those dishes. They were <i>your</i> responsibility, and yet you took no thought of how your mother would feel when she had to face <i>your</i> dirty dishes before she could begin breakfast in the morning. She would have had not only her jobs in the morning—but yours too.'"</p>
Discussion	<ul style="list-style-type: none"> • How might this story have been different if Carolyn had chosen to go the second mile in her responsibilities rather than neglect them?
Story	<p>Continue the story:</p>

Carolyn's father continued: "Carolyn, you are too precious and too special for me to allow you to behave in such a way. I want more for you than that. I want you to know the feeling of accomplishment when you have carried your load, done your share, and understood what others will feel about you when you don't."

"Carolyn crumpled into her father's arms. She said of the occasion later, 'I never loved my father more than I did that night!'" (Ron and Sherri Zirker, "Teaching Teens Self-Discipline," *Ensign*, Apr. 1982, p. 18).

Discussion	<ul style="list-style-type: none"> • Why does work we put off seem to get harder to do?
Teacher presentation	Explain that there is work to be done in every home. Each family member has helped create the need for this work just by living in the home. The dishes are not ready for the next meal if they have not been washed. There is not a garden unless it is planted and cared for. Clothes cannot wash and maintain themselves. Dust and dirt may appear as if by magic, but it takes work to make them disappear.
Discussion	<ul style="list-style-type: none"> • What is your responsibility for the work in the home? • Why should you help in the home each day?
Quotation	One of our Church leaders has counseled us: "It is the duty of children to obey their parents, to learn, and to help with household chores" (Joseph B. Wirthlin, in Conference Report, Oct. 1980, pp. 101–2; or <i>Ensign</i> , Nov. 1980, p. 70).

Helping with the Work of the Home Brings Personal Growth

Quotation	President Spencer W. Kimball shared many of the responsibilities of his home during his youth. He expressed gratitude for his work opportunities this way: "I've been grateful for the experience I had under the tutelage of my own father to wash with Castile soap the harnesses and grease them to preserve them. I learned to paint the picket fence, the water tank, the carriage shed, the granary, the buggy and the wagon, and finally the house. And since the days when I wore the occasional blister on my hands, I have not been sorry for those experiences" (in Conference Report, Apr. 1976, p. 172; or <i>Ensign</i> , May 1976, p. 126).
Discussion	<ul style="list-style-type: none"> • Why do you think President Kimball was grateful he had been given these responsibilities? • How do you think learning to work at an early age helped him manage his Church responsibilities? • How might your current work responsibilities benefit you in your future home?
Story	<p>After hearing the counsel of President Kimball to clean and fix up homes and properties, one family shared work responsibilities to accomplish a difficult task.</p> <p>"Just north of Detroit, Michigan, the Gearig family lives on a fairly large plot of ground, with trees, lots of lawn, and a shed in the back yard. That shed means a lot to them; they call it their 'President Kimball shed.'</p> <p>"' . . . When President Kimball told us we should fix our homesteads up and either repair or tear down our old sheds,' Brother Gearig recalls, 'we couldn't decide whether to tear down our shed or not.' They postponed the decision by painting the entire house, fixing up the porch, and painting the garage. . . .</p> <p>"And then they decided that the shed would stay—but fixed up. 'We used to joke that once we had the shed finished, President Kimball could come and look at it and know that we had done the things he asked us to do—but we really couldn't expect him to come before then.'</p> <p>"The shed was a mess—but they fixed it up in record time. Everyone in the family worked on renovation, repair, and painting. 'It was kind of hard work painting the garage because it was cinderblock, a rough surface that really soaks up the paint. I remember the little ones wanted to help, so we let them paint around the bottom, where they could reach. I was really surprised—they kept on working through that whole day, and it was a hot day!'</p> <p>"Now the family talks with delight and accomplishment of what they did to make their beautiful old home look as good as it did when it was built" (Orson Scott Card, "The Elbow-Grease Factor: How to Teach Your Children to Love Work," <i>Ensign</i>, Aug. 1978, p. 61).</p>

Discussion	<ul style="list-style-type: none"> • What did the family gain besides a more beautiful home? <p>Ask the young women to think of some family work projects they have had that have brought them joy and feelings of accomplishment.</p> <ul style="list-style-type: none"> • In what ways do family members grow personally when they learn to work together? • How would you feel if one family member always shirked his responsibility?
Scripture	<ul style="list-style-type: none"> • Read Doctrine and Covenants 42:42 to the class. <p>Point out that perhaps it may be a long time before the young women realize they have gained something from work responsibilities.</p>
Story	<p>Tell the following experience of a young woman:</p> <p>“A young woman returned from her first year at college. ‘Mother,’ she said, ‘I want to tell you how happy I am that you loved me enough to teach me how to work. Even though you have given me responsibilities around the home since I was a child, I have never really appreciated it until this year. Five of the six of us in the apartment had learned how to clean and cook, so that taking care of our duties was easy. But I felt sorry for Jane. It took her so long to do the most ordinary tasks, and she didn’t know the first thing about cooking.’</p> <p>“ ‘I had a long talk with her one evening; she was upset about a poor meal she had prepared. It had failed even though she had taken two hours to prepare it. She told me she had spent much time this year trying to learn how to do things she should have learned at home years ago, and she was becoming resentful toward her mother. Jane’s grades weren’t what they should have been, and she felt it was because she had to spend so much time doing simple jobs that were difficult for her.’</p> <p>“ ‘I am sure her mother thought she was doing Jane a favor by waiting on her, but I can see what a mistake it was. This is why I appreciate you for the time and patience you took to teach me’ ” (<i>Family Home Evening: Heaven in Our Home</i> [1980–81], pp. 56–57).</p> <ul style="list-style-type: none"> • How could a change in attitude help you feel happier with the work responsibilities you have at home right now?
Guest speaker	Introduce the young woman who will speak to the class.

Conclusion

Teacher presentation If you have had the young women help in the lesson presentation, point out that doing so has provided opportunities for everyone to learn and grow. Explain that in our families, those who accept and share work responsibilities also learn and grow.

Quotation Have someone read this statement:

“I do not believe people can be happy unless they have work to do. One can really be more of a slave to idleness than to work. Work also keeps us humble and reminds us of how all our blessings come to us from our Heavenly Father. . . .

“The gospel of work is a very important teaching of the Church. If we learn to work early in life we will be better individuals, better members of families, better neighbors, and better disciples of Jesus Christ, who Himself learned to work as a carpenter” (Neal A. Maxwell, “Gospel of Work,” *Friend*, June 1975, p. 7).

Lesson Application

Encourage each young woman to find and do some job around her home that needs to be done, in addition to her regular assigned jobs. Ask each to report on how she and others felt when she did this extra job without being required to.

OBJECTIVE Each young woman will treat members of her family in a more Christlike manner.

- PREPARATION**
1. Provide paper and pencils for the class members.
 2. Assign a young woman to prepare to play a harmonious and a discordant chord on some musical instrument—a piano, guitar, or violin, for example.
 3. If it is available in your area, prepare to show “Family Communication,” from *Family Home Evening Video Supplement* (53276).
 4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Object lesson Have the assigned young woman strike a harmonious chord on the piano, guitar, or other musical instrument. Invite the class to notice the beauty of the notes as they blend together. Have the young woman strike another chord with one or more discordant notes.

- Discussion**
- How is family harmony like the two chords just played?
 - What makes musical notes harmonious?
 - What makes families harmonious?
 - Why can’t something or someone have harmony by itself or herself?
- Explain that if everyone is working together in love and unity, our families will be as harmonious and pleasing as the first chord. Everyone must do her part to make the notes blend or to have family harmony. If one note or one person is out of tune, the whole chord or the whole family suffers.

The Family Is of Great Importance

Quotation Read the following quotation from President David O. McKay and discuss its meaning to the young women: “No other success can compensate for failure in the home” (quoted from J. E. McCulloch, *Home: The Savior of Civilization* [Washington, D.C.: The Southern Co-operative League, 1924], p. 42; in Conference Report, Apr. 1964, p. 5).

Note to the teacher As you present the following section of the lesson, please consider the background and experiences of those in your class. Be sensitive to those who may not be part of a happy home. Encourage them to continue practicing skills that will make their present home happier and will be a blessing in their future homes.

Discussion Discuss why home life is so important. Point out that we spend more time at home than any other place; therefore, we have more opportunity to learn basic skills and spiritual qualities in the home. The home is the single most important influence in a Latter-day Saint young woman’s life. The home is the basic unit in the Church.

Chalkboard discussion Divide the chalkboard in half with a vertical line. At the top of the board on the left side, write “Home,” and on the right side, write “Church, school, and other places.” Name a skill or personal quality that is learned, and ask the young women to tell what place had the most influence in teaching them that specific skill or quality. (Example: Where did you learn to walk? Answer: At home.) Write their answers under the proper heading.

Examples of skills or personal qualities: walking, eating, speaking, cooking, sewing, love, honesty, kindness, courage, thoughtfulness, cleanliness, loyalty, courtesy, helpfulness, charity, friendliness, reverence, respect, faith, prayer.

Help the young women to recognize that most of their important skills and qualities are learned at home.

<i>Home</i>	<i>Church, school, and other places</i>
Walking	
Talking	
Love	
Prayer	

Showing Love to Our Families Promotes Love and Harmony in the Home

Scripture and discussion

Invite a young woman to read Matthew 22:36–39. Ask the young women to explain who our neighbors are, according to the Savior. Discuss why we should also consider our own family members as neighbors. Then consider with the young women how they can show love to their families. Bring out the following points in the discussion:

1. We can express our love in words and acts of cheerfulness, kindness, helpfulness, and thoughtfulness.
2. We can respect our family members and their need for privacy.
3. We can observe common courtesy.
4. We can communicate and listen to what each person has to say.
5. We can give praise and be genuinely happy when a family member achieves or excels at something.
6. We can be willing to share unselfishly.
7. We can be loyal to our family.
8. We can be aware of our family members' needs and be understanding.

Case studies

Present the following situations to the young women. Have them tell how they would show love in each situation.

1. You have wanted your own copies of the standard works for as long as you can remember. Your sister, who has not shown much interest, receives a set for Christmas. How does this make you feel? How can you show love to your sister and to your parents?
2. Your dad comes home from work tired, discouraged, and grumpy. How can you show love to him?
3. Your brother receives a perfect report card and announces to everyone that yours was not quite as good. How can you show love to him?
4. You find your older sister's diary open on her bed with your brother busily reading it. How can you show love to your inquisitive brother and to your sister?
5. Your mother has the flu. You have plans to go to the movies with your friends. How can you show love to your mother?
6. Your best friend says to you, "Your little brother is the most annoying boy I know." How can you show love and loyalty to your little brother and to your friend?

7. Your sister is entertaining her friends and asks you to leave. How do you feel? How can you show your sister that you still love her even after she has hurt your feelings?
8. You have just spent two hours fixing a special dessert for your family as a family night surprise. Your mother comes home and says, "You've made a horrible mess of this kitchen. Clean it up!" How does this make you feel? How can you show love to your mother?

One Person Can Make a Difference

Story

Read the following story to the class. As the story is read, ask the young women to notice ways in which Janet first hindered family harmony, then helped to unite and strengthen her family.

"Janet had always been a wonderful child to live with. When she went away to college, we missed her terribly. We had been almost sorry when she was accepted first as a counselor, then as director of a summer camp for girls. For almost four years she'd been home only on weekends and occasional holidays. Now she was coming home to live and teach at a local high school. We were thrilled.

"But somehow things weren't working out at all as we expected. Janet was under a great deal of pressure with her new responsibilities. She had a very hard time teaching and disciplining students just four or five years younger than she was. She was discouraged and upset, and the constant confusion and clamor in a house filled with many children added greatly to her frustration and irritability. As soon as she came home, she went immediately to her room, coming out only for meals or to scold the children for disturbing her study. I found myself sending the children's friends, who had always been welcome in our home, somewhere else to play. And I realized I was constantly telling our own family to be quiet, even in their normal activities, so as not to bother Janet."

Discussion

- How do you think Janet's actions made the family feel?

Story

Continue the story:

"Family members, who but a few weeks before had been eager for Janet's return, were openly wishing she'd go away again. Their resentment was creating an unhappy spirit in our home, and I was at a loss to know what to do. I was sympathetic with Janet's unhappiness and anxiety, yet equally sensitive to the needs and feelings of the other children."

Discussion

- What do you think the mother in the story should do?

Story

Continue the story:

"My gentle efforts to talk over the problem with Janet reduced her to tears of remorse and helplessness. She simply did not know how to cope with the problems in her life. We decided to make it a matter of fasting and prayer.

"Miraculously and almost immediately, a change came over Janet. Instead of closeting herself in her room, she made herself a part of family activity once again. She became our peacemaker. Whenever there was a problem in the house, it was her quiet, calm approach that soon brought peace to our household again. If I left my room in the morning without making my bed, it would be made when I returned. She helped the boys with their math problems and drilled the girls with their spelling words as she helped them do the dishes. Whenever someone was having a hard day or had had a disappointment, we would find her talking to him quietly in a corner and encouraging him until the sad heart was lifted up again. Several times I found notes she had written to different members of the family telling them that she loved them and thought they were wonderful. I could tell in each case that she was helping them in a difficult situation.

"I told Janet often how much I appreciated her influence in the family. One day I asked if she wanted to share what had brought about her sudden transformation and the beautiful attitude she had shown to all of us. I will never forget her answer. She said, 'You remember, Mother, that day we'd been fasting and praying about my problems and the unhappiness I was causing the family? Well, that night I picked up my Bible and it fell open to 1 John. Two verses seemed to stand out from the page.' She opened her Bible and read them to me. 'He that loveth his brother abideth in the light, and there is none occasion of stumbling in him.

But he that hateth his brother is in darkness, and walketh in darkness, and knoweth not whither he goeth, because that darkness hath blinded his eyes" (1 John 2:10-11).

" 'I realized that I was trying to solve my problems in entirely the wrong way,' she said, 'groping around in the darkness with blinded eyes. I've been reading the scriptures every day since then, and it seems that there's hardly a page that doesn't talk about loving, about being one and living in peace. Mother, the scriptures have changed my whole life.' Indeed, they had changed her life and in doing so had changed the life and spirit of our entire family."

Discussion

- After hearing this story, do you think that you could help to make a change for the better in your own family? How?

Lesson Application

Give each young woman a piece of paper and a pencil, and ask the class to assume that they have only one week left to spend with their families. Have them identify one thing they could do to show their love and improve the harmony in their family. Ask them to write it down and during the next week put it into practice as if it were indeed their last week with their families. Invite them to share their experiences next week if they would like to.

Improving Communication Skills

OBJECTIVE Each young woman will seek to improve communication within her family.

- PREPARATION**
1. Bring a watch or timer for the communication activity in the first section of the lesson.
 2. Prepare individual slips of paper, each containing one of the six “Barriers to Communication” role-play situations.
 3. Optional: Prepare handouts of “Ways to Improve Communication in the Family” (see the end of the lesson).
 4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Good Communication Is Important

Activity Divide the young women into pairs. If there is an uneven number of young women, you may want to participate. Each young woman should take a turn telling her partner about her favorite sport, talent, or pastime. The partner may not ask any questions or make comments. After about thirty seconds, have the partners switch roles.

Ask the young women how they felt about their conversations. Ask them to analyze what is wrong with this communication process. Point out that it is difficult to communicate with someone who does not respond to what we are saying. We may not have this problem with our family members, but we can always improve our relationships with them by improving our communication.

Scriptures Ask the young women to find and read the following scriptures to help them understand the importance of good communication: Proverbs 15:1; 1 Peter 3:10; Doctrine and Covenants 108:7.

Chalkboard discussion Draw lines that divide the chalkboard into four squares. Write “Poor Communication” in one of the top squares and “Good Communication” in the other. Have the young women suggest things that contribute to poor or good communication. Write these in the appropriate square. The suggestions might include the following:

<p><i>Poor Communication</i> Making no effort to understand each other’s needs and problems Not choosing a good time Trying to communicate in a noisy and disruptive physical environment Not communicating with love</p>	<p><i>Good Communication</i> Making efforts to understand each other’s needs Planning for an appropriate time Consulting with everyone involved Communicating love as well as needs</p>

- How do you feel when you have something to say but no one seems willing to listen?
- How do you feel when someone you love seems to be upset about something but doesn't want to talk about it?
- What are some of the benefits of good two-way communication?

List the young women's ideas in one of the bottom squares under the heading "Benefits of Communication." You might want to include the following:

1. Helps us understand others' feelings, joys, and sorrows.
2. Helps others understand us.
3. Prevents problems caused by misunderstandings.
4. Helps us care about others and feel unity with them.

We Can Recognize and Overcome Barriers to Good Communication

Experiences

Ask each young woman to think of a time when communicating with another person made her feel close to that person. Have a few young women share these experiences with the class. Point out that these good experiences do not always occur in families.

Teacher presentation

Suggest that if the young women talked to the members of their families, the family members would probably agree that they would like to have good communication all of the time.

- If the members of your family would like to communicate well with each other, what causes the daily confusions, misunderstandings, and frustrations that all families experience?

As you discuss this question, explain that bad habits and a lack of communication skills can create undesirable communication patterns in the home. But if the young women can learn to recognize and avoid common communication barriers, they can make a real difference in their families. Developing these skills now will prepare them for every phase of their future lives.

Write the heading "Barriers to Communication" in the fourth square on the chalkboard. Give several pairs of young women one of the following situations to role-play. After each role play, have the class discuss what the communication barrier is. (List the barriers on the board as they are mentioned.) Then discuss whether the sender or receiver is causing the problem, and discuss ways in which the barrier could be overcome.

Sample chalkboard

<p><i>Poor Communication</i> Making no effort to understand each other's needs and problems Not choosing a good time Trying to communicate in a noisy and disruptive physical environment Not communicating with love</p>	<p><i>Good Communication</i> Making efforts to understand each other's needs Planning for an appropriate time Consulting with everyone involved Communicating love as well as needs</p>
<p><i>Barriers to Communication</i> Sending an unclear message Not listening Ignoring the speaker Not being trustworthy Embarrassing someone in front of others Not understanding each other</p>	<p><i>Benefits of Communication</i> Helps us understand others' feelings, joys, and sorrows Helps others understand us Prevents problems caused by misunderstandings Helps us care about others and feel unity with them</p>

Role-play situations

Situation 1

Mary: Well, all right, you can borrow my dress if you want to. But I really don't like people to use my clothes.

Terry: I want to borrow it, but I guess I shouldn't. (The speaker sent an unclear message.)

Situation 2

Linda: I'll never try out for a part in the school play again! What do you do when they think you're too skinny?

Her sister: I don't know. Right now I'm trying to find out what happens on this television show. (The receiver was not listening.)

Situation 3

Little sister: (excitedly) I won the spelling bee in my class today!

Big sister: (looking in the mirror and combing her hair) How do you like my new hairstyle? (The receiver was ignoring the speaker.)

Situation 4

Connie: Whenever I tell you about a boy I like, you tell all your friends.

Kris: It doesn't hurt anything. We're just having fun talking. (The receiver is not trustworthy.)

Situation 5

Mother: Aren't you playing on the basketball team anymore?

Rick: They won't let me play.

Mother: You're such a good player that they ought to keep you on the team.

Jan: The truth is that his grades aren't good enough. (Jan embarrassed Rick in front of others.)

Situation 6

Mother: When I said I didn't need the car, I didn't mean you could keep it all day.

Sally: But you didn't say I couldn't use it all day. (The sender and receiver did not understand each other.)

Conclude this discussion by pointing out that we can help to overcome common barriers to communication in our families.

We Can Help to Improve Communication in Our Families

Quotation

Read the following statement:

"Each [family member] must be willing to do his part to improve, since the family unit is the basic foundation of the Church. Proper communication will always be a main ingredient for building family solidarity and permanence" (Marvin J. Ashton, "Family Communications," *New Era*, Oct. 1978, p. 7).

Handout

The following is a list of various ways in which communication can be improved within the family. Distribute the handouts you have made to the young women. As each heading is read, ask the young women to suggest specific ways to improve this communication skill and to record these on their handouts. Ask them to relate these suggestions to their own family situations. You may also add ideas from the list below.

Ways to Improve Communication in the Family

Be a good listener. Look at the person who is talking. Don't do something else that requires your attention such as reading or writing. Make appropriate comments so the person knows you are paying attention. Don't listen only for the purpose of stating your own opinion as soon as the person finishes speaking.

Accept other members of the family as they are. Do not judge, condemn, or criticize each other. Do not say cruel or hurtful things.

Confide in parents and other family members. If, at appropriate times, you share things that are close to you with others, others can more easily do the same with you. Sharing feelings creates closeness and good communication.

Care about the interests of other family members. Let your brothers and sisters know that you care about their activities such as sports and hobbies. Show interest in what they are doing, attend activities, and do other things to support them.

Be affectionate. Give a hug or kiss to your mother or father, a pat on the back or a squeeze to a brother or sister. Tell family members that you love them.

Give sincere compliments and approval. Tell others what a good job they did or how much you appreciated something they did for you. Report good acts of one family member to the rest of the family, and write notes of approval and encouragement.

Keep confidences shared with you. When a member of your family tells you something that is personal, respect that confidence and don't discuss it with anyone else.

Help to create a good environment for communication. Help to remove barriers of noise and confusion. Take time to have personal conversations with family members. Try to solve problems in family home evenings, family councils, or private interviews with parents.

Conclusion

Teacher presentation

Explain that good communication is a great blessing to a family, and one person can do much to improve the way that family members communicate. The young women can learn to recognize barriers to communication and develop the skills that help people understand one another.

Lesson Application

Ask the young women to listen to themselves and their family members this week and become aware of problems in communication. Suggest that as they recognize barriers or problems, they apply the communication skills they have learned. Suggest that they might want to teach some of these skills in a family home evening lesson.

Ways to Improve Communication in the Family

Be a good listener.

Accept other members of the family as they are.

Confide in parents and other family members.

Care about the interests of other family members.

Be affectionate.

Give sincere compliments and approval.

Keep confidences shared with you.

Help to create a good environment for communication.

A Young Woman as a Peacemaker in Her Home

OBJECTIVE	Each young woman will seek to be a peacemaker in her home.
PREPARATION	<ol style="list-style-type: none"> 1. For the object lesson, bring any two objects that produce heat when rubbed together, such as flint and steel, two sticks, or sandpaper and wood. 2. Assign several young women to express specific ideas or personal examples relating to the five statements that begin "I can be a peacemaker by . . ." Limit the time to one or two minutes each. 3. Assign young women to present any scriptures, stories, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Object lesson</p> <p>Quotation and discussion</p> <p>Elder Theodore M. Burton described what happens when we become angry: "Whenever you get red in the face, whenever you raise your voice, whenever you get 'hot under the collar,' or angry, rebellious, or negative in spirit, then know that the Spirit of God is leaving you and the spirit of Satan is beginning to take over" (in Conference Report, Oct. 1974, p. 77; or <i>Ensign</i>, Nov. 1974, p. 56).</p> <ul style="list-style-type: none"> • What is the spiritual result of anger? (Loss of the Holy Ghost, falling under Satan's power.) <p>Point out that an angry person brings a spirit of disharmony to a family, but a peacemaker can bring a spirit of peace.</p>
Scripture discussion and chalkboard activity	<p>The Gospel Teaches Us to Be Peacemakers</p> <p>Have the young women read and mark Romans 12:14–21. Ask them to refer again to verse 18 to find out who has the responsibility for keeping or bringing peace in the family.</p> <p>Write on the chalkboard: "Blessed are _____: for they shall be called the _____." Ask the young women to try to find this scripture. Ask the first one who finds the scripture (Matthew 5:9) to fill in the blanks on the chalkboard.</p> <ul style="list-style-type: none"> • Why would peacemakers be called the children of God? <p>Explain that a person who brings peace into the lives of others is becoming like God and so can truly be called a child of God.</p> <p>Ask the young women to read Matthew 5:44.</p> <ul style="list-style-type: none"> • Have you ever felt that a member of your family was your enemy? <p>Explain that an enemy is someone who opposes us or wants to hurt us. In the conflicts that sometimes occur in the home, even family members who actually love each other may treat each other like enemies.</p> <p>List on the chalkboard the ways of making peace described in Matthew 5:44.</p>

Point out that the gospel tells us that peacemaking means learning to love unconditionally, returning good for evil, and praying for our enemies. When we forgive, understand, and show respect, our relationships with others are improved.

A Young Woman Can Be a Peacemaker in Her Home

Story

• Have you wondered how you can be a peacemaker in your home? Allow the young women to respond; then tell the following story:

“A very wise bishop called several young people into his office and said to them, ‘I would like you to help me in an experiment. I would like to prove the impact and influence of one member on the spirit of the family. For one month I would like each one of you to be the peacemaker in your home. Now don’t say anything about this to your family, but be *thoughtful, kind, and considerate*. Be an *example*. Where there is quarreling or bickering among members of your family, do whatever you can to overcome these faults by *creating an atmosphere of love, harmony, and happiness*.’

“The bishop continued, ‘When you are irritated, and irritations arise in most every family, *control yourself* and help the others to control themselves. I would like to see every home in our ward be as President McKay counseled, “a warm nest or a bit of heaven on earth.” At the end of the month I would like you to meet with me again and report.’

“It was a challenge for these young people, and they met the challenge in a wonderful way. When they reported back to the bishop, remarks such as these were made:

“One young fellow said, ‘I had no idea I would have so much influence in my home. It’s really been different this last month. I’ve been wondering if much of the turmoil and strife we used to have was caused by me and my attitudes.’

“A young lady said, ‘I guess we were just the normal family, with our selfishness causing little daily conflicts, but as I have worked with my brothers and sisters, a lot of this has been eliminated and there has been a much sweeter spirit in our home. I believe you really have to work at it to have the spirit of peace in your home.’

“Another young lady reported, ‘Yes, there has been a much sweeter, cooperative, and unselfish spirit in our home since I began this experiment, but the biggest difference of all has been in me. I’ve tried hard to be a good example and a peacemaker, and I feel better about myself than I have ever felt. A wonderful feeling of peace has come over me’ ” (Franklin D. Richards, in Conference Report, Oct. 1974, p. 153; or *Ensign*, Nov. 1974, p. 106; italics added).

Chalkboard list

Have the young women recall the bishop’s recommendations. Add the italicized words from the story to the scriptural list on the chalkboard.

Teacher presentation

Point out that a young woman’s influence as a peacemaker can help ease tensions in any family relationship—between parent and child, between children, and even between parents.

Presentation by young women

Have each assigned young woman present her ideas on how she can be a peacemaker in one of the ways listed below. You may use the scriptural references and quotations to emphasize some ideas.

1. *I can be a peacemaker by showing love and understanding.*

“By this shall all men know that ye are my disciples, if ye have love one to another” (John 13:35).

2. *I can be a peacemaker by avoiding unnecessary criticism and having self-control.*

“A soft answer turneth away wrath: but grievous words stir up anger” (Proverbs 15:1).

3. *I can be a peacemaker by returning good for evil and practicing forgiveness.*

“Whosoever shall smite thee on thy right cheek, turn to him the other also” (Matthew 5:39).

“How oft shall my brother sin against me, and I forgive him? till seven times?”

“Jesus saith unto him, I say not unto thee, Until seven times: but, Until seventy times seven” (Matthew 18:21–22).

4. *I can be a peacemaker by being considerate and unselfish.*

“Be kindly affectioned one to another with brotherly love; in honour preferring one another” (Romans 12:10).

5. *I can be a peacemaker by praying and being receptive to the promptings of the Holy Ghost.*

“You can recognize the Spirit of Christ within you when you speak to one another or speak of another person with a warm smile instead of with a frown or scowl” (Theodore M. Burton, in Conference Report, Oct. 1974, p. 77; or *Ensign*, Nov. 1974, p. 56).

Quotation

Conclusion

Read the following description of some of the blessings that peacemakers enjoy:

“The blessed part of being a peacemaker is that those who are peacemakers and who live the gospel principles receive a testimony borne of the Holy Ghost. They enjoy the peace that surpasseth all understanding, relief from inner tensions, joy and happiness, contentment, growth, and development” (Franklin D. Richards, in Conference Report, Oct. 1974, p. 154; or *Ensign*, Nov. 1974, p. 107).

Lesson Application

Present to the young women the same challenge that the bishop in the story did to the young people in his ward. Ask them to try for one week to be peacemakers in their homes. Tell them you will let them share some of their experiences next week if they wish.

Learning about the Priesthood

The Priesthood: A Great Blessing

OBJECTIVE Each young woman will understand more fully what the priesthood is and the blessings she can enjoy through its power.

PREPARATION

1. Pictures 6, John the Baptist Conferring the Aaronic Priesthood (62013); 7, Blessing the Sacrament (62343); and 8, A Father's Blessing. If you wish, also use other pictures showing the priesthood in use.
2. Obtain a pencil and paper for each young woman.
3. Review the following scriptures: Doctrine and Covenants 76:22–24; 88:45–47; Moses 1:33–35; Mark 5:22–43.
4. If it is available in your area, prepare to show "The Blessings of the Priesthood," from *Family Home Evening Video Supplement 2* (53277).
5. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

The Priesthood Is the Authority and Power of God

Pictures

Display pictures depicting the restoration of the priesthood and priesthood ordinances being performed, such as blessing the sacrament, administering to the sick, or baptism.

Begin class by sharing the following experience of Wilson P. Lauritzen:

"We were fighting in the 'Battle of the Bulge' near the town of Ammonius, Belgium. By that time the Germans were on the defensive. We had just succeeded in cutting off or surrounding a sector of the German line. They were surrendering in large numbers. As we were disarming the soldiers, one of them said to me in broken English: 'Would you know if there are any Mormon soldiers in your unit?' I replied, 'Yes, I am a Mormon.' He asked, 'Do you hold the priesthood?' 'Yes, I do,' I answered. 'I was married in the temple.' 'Would you be so kind as to come with me to that shell hole over there and administer to my buddy? He is pretty well shaken up, and pretty badly wounded.' Of course I consented to go. We found that his buddy was in a bad condition and was suffering much pain. Then the two of us, who a few short hours before had been on opposite sides in the bitter struggle, knelt down and administered to the wounded lad. And as we did so, I felt the spirit of the Lord very strongly. I know that that feeling was shared by them, too. As we finished, the litter-bearers were there. We lifted the broken body to the stretcher. Then our ways parted: the wounded boy was taken to the hospital; the German soldier was sent back with the other prisoners, and I went on with my other duties" (as quoted by Spencer W. Kimball, in Albert L. Zobell, Jr., *Storyteller's Scrapbook* [Salt Lake City: Bookcraft, 1948], pp. 112–13).

Discussion

- What power united these two men from different countries?
- What is the priesthood? (The power and authority given by our Heavenly Father to all of his sons who accept and live the gospel.)

**Pictures and scripture
discussion**

Refer to the pictures and ask the following question:

- When a worthy holder of the priesthood performs an ordinance, does it have the same importance to us as if the Lord were doing it?

After the young women respond, ask one of them to read Doctrine and Covenants 1:38. Explain that priesthood holders can act with the power of God. For further discussion of

this principle, you may wish to read 3 Nephi 12:1–2, which describes how Jesus called his twelve Nephite disciples and gave them power to act in his name.

Ask the young women to imagine that they are outside on a beautiful clear evening looking at the stars. Point out that some of the stars may be much like our own sun and that many of them also have planets. (See D&C 76:22–24; 88:45–47; and Moses 1:33–35 for background information.)

Ask the young women to explain by what power all of these other planets, as well as our own earth, were made.

To clarify this idea, read Doctrine and Covenants 88:45–47. Point out that all of these planets were made by our Heavenly Father and Jesus Christ through the power of the priesthood. It is a power great enough to control worlds, yet gentle enough to bless a newborn baby.

Young Women Enjoy Great Blessings through the Priesthood

Discussion	Explain that many of our blessings come through the priesthood. The priesthood can have great power in our lives.
Scripture story	Explain that the Savior raised a young girl the same age as the class members from the dead by the power of the priesthood. Ask if anyone knows which story you are referring to. Read together Mark 5:22–43 to review the story of the daughter of Jairus.
Personal experiences	Many of the young women and members of their families may have been blessed by priesthood power. Ask the young women to share experiences they have had with the priesthood.
Chalkboard discussion	Explain that priesthood power blesses our lives in many ways. Ask the young women to think of as many ways as possible in which the priesthood has blessed their lives or will bless them. Briefly list their responses on the chalkboard. You may need to give them a few examples from the following list to get them started.

Blessings I Receive through the Priesthood

1. My first blessing as a baby
2. Baptism
3. Membership in the Lord's Church
4. The gift of the Holy Ghost
5. The sacrament
6. Priesthood guidance in my present and future home
7. Guidance from living prophets and Apostles
8. Priesthood blessings when I'm sick or need help
9. Father's blessings on special occasions
10. Home teachers
11. A bishop who cares
12. Patriarchal blessing
13. The temple endowment
14. Temple marriage

You may wish to share an experience you have had or know of that illustrates the priesthood's influence. If you are a new member of the Church, you might tell about your conversion. If priesthood holders helped in your conversion, express your feelings toward them. If you are married, you might tell of the influence of the priesthood in your own home and family. Let the young women know of your appreciation for the priesthood. You may choose to share the following story.

Story Bishop H. Burke Peterson related the following personal experience:

“Some years ago, when I was serving as a bishop in a ward in Arizona, we had an unusual group of teenagers. Most of them had the courage to do what was right. They stayed close to each other and helped each other when things got tough. Most of them went to a high school close by. In numbers, they were really only a handful of the total student body. They met a girl at the school who was not a member of the Church. Her circumstances were unusual, for she was deaf. She also had a defective heart. The only way she could know what you were saying was to watch your lips and read them. She sat in the front of each class so she could *see* the teachers speak. She was a good student, but when you can’t hear and can’t be active, it’s hard for you to be a part of what is going on. You’re sort of a spectator rather than a participant. She was a spectator watching from the sidelines.

“The young people from the ward were friendly to her and invited her into their circle. She responded to their kindness. One step led to another, and with her parents’ permission she was finally invited to receive the missionary lessons in one of the homes. She was taught by two nineteen-year-old elders not much older than she. She liked what she heard; she believed what she heard; she felt good inside. The day was set for her baptism. We were all invited to go. Dressed in white, she and one of the missionaries entered the water, and she was baptized as he said, calling her by name, ‘Having been commissioned of Jesus Christ, I baptize you in the name of the Father, and of the Son, and of the Holy Ghost.’ (D&C 20:73.)

“The next step was for her to be confirmed. Some of us stood in the circle as priesthood hands were placed on her head. I was aware that she couldn’t see the lips of the one confirming her. And she wouldn’t be able to hear the blessing he might give. I listened carefully because I wanted to invite her into my office later, where she could *see* me talk, and tell her what had been said.

“A nineteen-year-old elder was the voice as she was confirmed a member of the Church. He then continued with a blessing. As he spoke, he began to make her promises that I thought were unusual. In fact, I became a little uneasy at his words. He continued the blessing, and I began to feel a calm spirit of peace as he spoke. Later, I sat in front of her and said, ‘I want to tell you of the blessing the elder gave you. It was tremendous.’

“She paused, and with moistened eyes said, ‘Bishop, I *heard* the blessing.’

“She had been healed. She could now hear, and her heart was beating normally. She could now participate more fully in the gospel and in the blessings of life” (in Conference Report, Oct. 1981, p. 51; or *Ensign*, Nov. 1981, pp. 35–36).

Discussion

Have the young women express their feelings about the story.

- How did this young woman prepare herself to receive the blessings of the priesthood?

Conclusion

Distribute paper and pencils to the young women. Ask them to write ways in which they can prepare themselves to receive the blessings of the priesthood. Encourage each to prepare herself in those ways she has identified.

OBJECTIVE Each young woman will understand and appreciate the responsibilities of her bishop.

- PREPARATION**
1. Provide paper and pencils for the class members.
 2. Bring notepaper, pens, and envelopes.
 3. Optional: Bring a picture of the bishop of your ward.
 4. Optional: Invite the bishop to visit the class to discuss personal interviews and other responsibilities he has.
 5. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

A Bishop Has Many Responsibilities

- Picture** Display a picture of your bishop. Discuss with the young women the calling of a bishop. Point out that the bishop is called and set apart as the presiding high priest in the ward. He is appointed as a judge in Israel for the ward members.
- Activity** Give paper and pencils to the young women. Have them listen to the following quotation and write down the responsibilities of a bishop.
- Quotation** “The bishop presides over every person in the ward and directs their local church activities. . . . All of your adolescent life you will be under the direction of the bishop. He will appoint teachers and supervisors to do his work, but he will be very much interested in your progress. Your life here will be constantly weighed by him, for he is the judge of your worthiness . . . to receive higher ordinances, and to be worthy to go to the Temple.
- “If you are going to work in the Church system you will learn to be obedient to your bishop. If you get into trouble you will be wise if you seek his advice and counsel. He has been designated by the Lord and appointed by the President of the Church to be responsible for you and to make sure you progress according to your worthiness and ability. . . .
- “ . . . He will see you every year at tithing settlement. He will interview you. . . . If you go on a mission he will be the one who makes the first inquiry as to your fitness and ability to serve in this capacity” (S. Dilworth Young, *More Precious than Rubies* [Salt Lake City: Bookcraft, 1959], pp. 40–41).
- Chalkboard discussion**
- What are some of the responsibilities you wrote down? List these on the chalkboard.
 - What other duties and responsibilities does the bishop have? Add those mentioned to the list. These may include presiding over and conducting meetings; directing home teaching; approving ordinations and advancements in the Aaronic Priesthood; interviewing; conducting tithing settlement; judging personal worthiness; giving counsel, comfort, and priesthood blessings; recommending mission calls; approving callings to members; issuing temple recommends; being responsible for records, minutes, tithes, and offerings; being chairman of committees responsible for activities, welfare, and buildings and grounds; overseeing the temporal and spiritual welfare of members; helping in the process of repentance; discerning needs.
 - Who are some of the people the bishop calls to help him?
- In addition to counselors, be sure that quorum leaders, Young Women presidencies and advisers, visiting teachers, and home teachers are mentioned. Emphasize that the people

helping the bishop represent him in many of his responsibilities. But he still presides over all the affairs of the ward.

Guest presentation

If you have invited the bishop to participate, have him take five minutes to tell the young women about the purpose of his interviews with them and about some of his other responsibilities as bishop.

We Can Express Appreciation to the Bishop

Teacher presentation

If it has not yet been mentioned, point out that a bishop usually has a wife and children. So he also has family responsibilities. He must earn a living and take care of his family's spiritual and temporal needs. The untiring efforts of the bishop are often unnoticed and unappreciated.

Letters

- How can we express our appreciation to the bishop for all his efforts in our behalf?

Read the following letters of appreciation from two young women to their bishops:

"Dear Bishop:

"Thanks for all the help with our class and activities. I can see how you help others in your interviews, and I can see how the interviews help me too. I was so excited to come to Young Women but was a little scared. You have encouraged me, and now I feel at home. Thank you for calling such a good leader for our class. I have learned a lot from her and the older girls. They keep me going.

"A Thirteen-year-old Girl"

"Dear Bishop:

"Your counsel and guidance are truly from God. I have put this counsel to the test, and without exception it has proved to be right. My family is also grateful to you for your help in sending out the missionaries from our family and also for helping us in hard times. I appreciate the way you relate to the youth of the ward and get your message across so both young and old can understand. I know the Lord is blessing the ward through you and your work.

"Thank you,

"A Seventeen-year-old Girl"

Conclusion

Writing activity

Distribute notepaper, pens, and envelopes to the young women. Ask each class member to write a note of appreciation to the bishop. Make sure that the notes are delivered.

The young women may also want to choose one of the following ways of expressing appreciation for the bishop during the coming week:

1. Share your feelings about your bishop with your family at family home evening.
2. Share your feelings about your bishop with the bishop himself.
3. Do something nice for your bishop this week.
4. In your personal prayers, thank Heavenly Father for your bishop and pray for him.

OBJECTIVE Each young woman will understand and desire the priesthood blessings she can receive through her father.

PREPARATION

1. Picture 8, A Father's Blessing, located at the back of the manual.
2. Optional: Prepare the following wordstrips: Naming and blessing babies, Baptizing, Confirming, Administering to the sick, Ordaining to priesthood offices, Setting apart, and (on another color of paper) Father's blessing.
3. Write on a card or piece of paper for each young woman the scriptural references and questions suggested under "A Father Can Bless His Children through the Priesthood."
4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Wordstrips or chalkboard

Ask the young women to identify some ordinances and blessings performed by Melchizedek Priesthood holders.

As the young women respond, post the appropriate wordstrips. Or write their answers on the chalkboard, with "FATHER'S BLESSING" in capital letters. Then display the picture of a father giving a blessing.

A Father Can Bless His Children through the Priesthood

Teacher presentation

The right to give blessings is one of the most precious gifts given to a worthy Melchizedek Priesthood holder. He has the right and power to bless his family members as the Lord would if He were present. The father is entitled to receive revelation from the Lord about the life of the person being blessed.

Scriptures and questions

Explain that fathers' blessings have been given since the time of Adam. Distribute the scripture cards you have prepared. Have the young women read each scripture and discuss the blessings given in each.

1. 2 *Nephi* 2:1–3. What did Lehi promise his son Jacob? (He would be blessed because of his afflictions, would live safely with his brother Nephi, would serve God, and would be redeemed.)
2. 2 *Nephi* 3:1–3. What did Lehi promise Joseph if he kept the commandments? (He and his descendants would inherit the land forever, and his descendants would not be destroyed completely.)
3. *Genesis* 49:8, 10. What blessings did Jacob promise his son Judah? (His brethren would praise him, he would overcome his enemies, and he would rule until the Savior [Shiloh] came.)

A Father's Blessing Can Guide and Encourage a Young Woman

Chalkboard discussion

Ask the young women to discuss when it is appropriate to ask for a father's blessing. Write their responses on the chalkboard.

Answers might include the following:

1. At the beginning of a new school year
2. When making a big decision
3. At a time of personal problems
4. When leaving home for trips, missions, military, school, or marriage
5. During a time of sorrow, such as a death
6. At a time of worry, doubt, stress, or as you feel the need

Teacher presentation

A father's blessing can be a source of comfort, strength, inspiration, counsel, and wisdom. Also, fathers' blessings can increase family unity.

Unlike a patriarchal blessing, a father's blessing is not preserved in the Church archives; however, it may be recorded in family records or personal journals.

Story

Elder Ezra Taft Benson related the following:

"Some time ago, a young man came to my office requesting a blessing. He was about eighteen years of age and had some problems. There were no serious moral problems, but he was mixed up in his thinking and worried.

"He requested a blessing. I said to him, 'Have you ever asked your father to give you a blessing? Your father is a member of the Church, I assume?'

"He said, 'Yes, he is an elder, a rather inactive elder.'

"When I asked, 'Do you love your father?' he replied, 'Yes, Brother Benson, he is a good man. I love him.' He then said, 'He doesn't attend to his priesthood duties as he should. He doesn't go to church regularly, I don't know that he is a tithe payer, but he is a good man, a good provider, a kind man.'

"I said, 'How would you like to talk to him at an opportune time and ask him if he would be willing to give you a father's blessing?'

" 'Oh,' he said, 'I think that would frighten him.'

"I then said, 'Are you willing to try it? I will be praying for you.'

"He said, 'All right; on that basis, I will.'

"A few days later he came back. He said, 'Brother Benson, that's the sweetest thing that has happened in our family.' He could hardly control his feelings as he told me what had happened. He said, 'When the opportunity was right, I mentioned it to Father, and he replied, "Son, do you really want me to give you a blessing?" I told him, "Yes, Dad, I would like you to." ' Then he said, 'Brother Benson, he gave me one of the most beautiful blessings you could ever ask for. Mother sat there crying all during the blessing. When he got through there was a bond of appreciation and gratitude and love between us that we have never had in our home' " (in Conference Report, Oct. 1977, pp. 45-46; or *Ensign*, Nov. 1977, pp. 31-32).

Discussion

Discuss why President Benson recommended that the young man ask his father to give him the blessing even though the father was not a very active Church member. (The father was willing to exercise his priesthood by giving his son a blessing. This blessing proved to be a great spiritual experience in their family. The father and son both grew spiritually through the experience.)

In cases where a father cannot give a blessing, a young woman can ask her grandfather, brother, home teacher, bishop, or any other Melchizedek Priesthood bearer to give her a blessing.

Quotation

"If no one in the immediate or extended family can give the blessing, the home teacher should be invited to perform this sacred ordinance. This order of the Church provides for every member. . . . Worthy and faithful home teachers are able through their faith and prayers to receive the same inspiration that might come through priesthood leaders" (Vaughn J. Featherstone, "I Have a Question," *Ensign*, Feb. 1979, p. 41).

Conclusion

If you desire, tell about a time when you or a member of your family received guidance and encouragement from a father's blessing.

Lesson Application

1. Encourage each young woman to discuss fathers' blessings with her father and family, perhaps during a family home evening.
2. Encourage each young woman to prayerfully consider how a father's blessing could benefit her life and then ask for one at an appropriate time.
3. Suggest that each young woman talk with her father, expressing her desire to receive a father's blessing. She might do this during a personal interview or by requesting a special time to talk. (Be sensitive to young women who have nonmember fathers or no father in the home. You might suggest that they talk to the bishop.)

OBJECTIVE Each young woman will understand how a patriarchal blessing can guide her life.

PREPARATION

1. Picture 9, A Young Woman Receiving a Patriarchal Blessing, and picture 10, A Garden Maze. Both are located at the back of the manual.
2. Bring a pencil or pen for each young woman.
3. Optional: Prepare a handout for the young women to take home. It should include ways to prepare to receive a patriarchal blessing. See the section "We Can Prepare to Receive Our Patriarchal Blessings."
4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON**

DEVELOPMENT

A Patriarchal Blessing Can Give Us Purpose and Direction in Life

Picture and teacher presentation

Display the picture of a maze. Explain that a maze is a confusing, complex group of passages. Many gardens in eighteenth-century Europe and colonial America had mazes of very high, carefully trimmed hedges. Walking through these mazes was a popular pastime. The object was to find the path leading out of the maze. Sometimes people would become lost and confused. But those who had practice or a guide who knew the way could travel through with ease.

Discussion

- How would the view of someone in a tree above the maze differ from the view of someone on the ground?
- What help could a person in the tree give to those lost in the maze?
- How is life like a maze?

Help the young women understand that we see things from a limited perspective as we travel through this mortal life, just like the person who cannot see beyond the hedges of the maze. We usually focus our hopes and dreams on the things that we can see in this world. Just as a person seeing the maze from a tall tree can direct the person on the ground, someone who can see our life from before we were born until after we die can guide us now. A patriarchal blessing can be compared to the guidance from the person in the tree. This blessing is from Heavenly Father, who can see the end from the beginning. Heavenly Father knows us as we were in the premortal life, as we are now, and as we will be in the life hereafter. He gives us a blessing to warn us of dangers and promise us blessings we cannot foresee.

Quotations and chalkboard discussion

Read, or have class members read, the following quotations. Then discuss what a patriarchal blessing may contain, recording the items on the chalkboard.

"The purpose of a patriarchal blessing [is] to interpret and reveal to us, through the inspiration of the Almighty, why we are here and what is expected of us that we might fill the measure of our creation here upon the earth" (LeGrand Richards, "Patriarchal Blessings," *New Era*, Feb. 1977, p. 4).

"[Patriarchal blessings are given] to meet our special requirements in life, for our comfort, success, and strength. Our special needs may be pointed out; special gifts may be promised us; we may be blessed to overcome our weaknesses, to resist temptation, or to develop our powers, so that we may the more surely achieve the promised blessings. Since all men differ, their blessings may differ; but a patriarchal blessing always confers promises upon us, becomes a warning against failure in life, and a means of guidance in

attaining the blessings of the Lord" (John A. Widtsoe, *Evidences and Reconciliations* [Salt Lake City: Bookcraft, 1960], pp. 322–23).

- Does a patriarchal blessing tell us everything we should do or everything that is supposed to happen to us?

Point out that the promises in a patriarchal blessing (1) are often general and (2) always depend on our obedience. We cannot look to a patriarchal blessing to tell us every step we should take. But it can be a valuable guide.

Story

Tell the following story to show how following the guidance of a patriarchal blessing can protect us from danger:

Susan's patriarchal blessing contained several warnings to keep the Word of Wisdom strictly. It specifically warned her to allow no one to tempt her to violate any part of that commandment so that she could keep herself pure and clean. This warning surprised Susan because she had long since made the commitment to obey this commandment. Most of her friends were members of the Church, and she had never been tempted to break the Word of Wisdom.

Several years after receiving her patriarchal blessing, Susan found a job in a hospital in a big city. She was the only member of the Church working there. Most of her friends respected her beliefs and did not ask her to smoke or drink with them. But one night at a party, one of the supervising doctors poured a glass of wine for everyone, including Susan. When she did not join in the toast, he asked, "What can one small glass of wine hurt?" When she again declined, he began making fun of her, and others began tempting her to join the party. Since she was feeling uncomfortable, she was considering taking the drink when the words of her patriarchal blessing came into her mind: "Allow no one to tempt thee to violate any part of that commandment." Remembering those words gave her the strength she needed to resist temptation.

Discussion

Explain that one of the main purposes of a patriarchal blessing is to tell us what our lineage is.

- What does *lineage* mean?

Point out that *lineage* means the ancestral line we are descended from. Through this line we inherit certain blessings.

Scripture discussion

Have the young women read Abraham 2:9–11. Explain that Heavenly Father made certain promises to Abraham:

1. That his descendants would receive the gospel.
2. That through the power of the priesthood, his descendants would carry the gospel to all nations.
3. That all who accept the gospel would be adopted into the family of Abraham and inherit his blessings.

Teacher presentation

Explain that Heavenly Father made the same promises to Abraham's son Isaac, and to Isaac's son Jacob (whose name was changed to Israel). Everyone who joins The Church of Jesus Christ of Latter-day Saints becomes an heir of the blessings of Abraham and Isaac through one of the tribes of Israel. This means that we can receive all the blessings the Lord promised to these great prophets if we live righteously. Many of us belong to the tribe of Joseph, either through his son Ephraim or through his son Manasseh. We learn this through our patriarchal blessings.

We Can Prepare to Receive Our Patriarchal Blessings

Picture discussion

Display the picture of a patriarch blessing a young woman. Explain that doing certain things will help a young woman prepare to receive a patriarchal blessing.

- Have any of you received your patriarchal blessing? Have any of your brothers or sisters or friends received theirs?

Chalkboard discussion

- What are some of the things you or people you know have done to prepare to receive a patriarchal blessing?

Write the young women's ideas on the chalkboard. Be sure to include the following ideas if no one mentions them:

1. Be a worthy, baptized member of the Church.
2. Have a desire to receive a blessing.
3. Understand the promises in the blessing given to Abraham.
4. Be mature enough to appreciate the blessing you will receive.
5. Go to the bishop for an interview and receive a recommend from him.
6. Soon after your interview with the bishop, make an appointment with the patriarch assigned to your stake.
7. Prepare yourself by studying the scriptures, fasting, and praying.
8. Pray for the patriarch to be inspired.

Handouts

Optional: Give each young woman a handout with the preceding suggestions listed on it. If other ideas have been brought out by the class, have the young women add them to their lists.

Teacher presentation

Explain that patriarchal blessings are recorded. We receive one copy, and one copy is filed in the official Church records. We should read our blessings frequently and prayerfully, and live for the promised blessings. Our patriarchal blessings will be a comfort to us in times of trial and sorrow and will give us courage to change the direction of our lives if necessary. All blessings given from our Heavenly Father are based upon our worthiness to receive them. This means we must continue to live worthy of the blessings promised if we desire to have them.

Explain to the young women that we should not usually let others read our blessings. But we may let members of our families read them, and occasionally others who are close to us when we feel inspired to do so. We should not compare our blessings with those of our friends. If a blessing is lost, a copy can be obtained by writing to the Historical Department, 50 East North Temple Street, Salt Lake City, Utah 84150.

Conclusion

Point out that our patriarchal blessings will take on added meaning as we study and pray to understand them more fully.

Quotation

Have someone read this statement from President Spencer W. Kimball:

"I have great confidence in the patriarchs and in their blessings. When the patriarch is a faithful Latter-day Saint and remains close to the Lord and is a student of the scriptures, the promises which he makes under his special authority and calling will be fulfilled, if the recipient of the blessing is faithful and true" (in Conference Report, Oct. 1977, p. 4; or *Ensign*, Nov. 1977, p. 4).

Lesson Application

1. Suggest that the young women prepare themselves to receive their patriarchal blessings by following the suggestions in this lesson.
2. Challenge them to read their blessings with prayerful hearts and strive to live worthy to receive the promised blessings.

*Learning about Family History
and Temple Work*

The Blessings of the Temple

OBJECTIVE Each young woman will understand that temple attendance brings great blessings.

PREPARATION

1. Prepare four wordstrips:
 The temple is a haven of peace.
 The temple is a sanctuary of service.
 The temple is a house of covenants.
 The temple is a place of revelation.
2. Display several pictures of temples.
3. If it is available in your area, show “Temples Are for Eternal Covenants,” on *Family Home Evening Video Supplement 2* (53277).
4. Prepare to talk about the feelings you have when you are inside the temple. Or ask a ward member to tell the young women about his or her feelings.
5. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Discussion

Introduction

Write the following on the chalkboard seven or eight times:

The temple is _____.

Ask the young women to describe the temple and its purposes by finishing the sentence in as many ways as they can—for example, a beautiful building, a place of worship, the house of the Lord, a place I love to go, a place to learn, a place where we perform ordinances for the dead, a place where we make covenants.

Wordstrips

President Gordon B. Hinckley, First Counselor in the First Presidency, said that the temple is “a symbol of strength, a haven of peace, a sanctuary of service, a school of instruction, a place of revelation, . . . a house of covenants” (“The Salt Lake Temple,” *Ensign*, Mar. 1993, p. 4). Place the four wordstrips on the chalkboard as you read this statement. Explain that this lesson will discuss these four ideas.

The Temple Is a Haven of Peace

Quotation

Read the following experience of Elder Dean L. Larsen of the Seventy:

“Not long ago I filled a stake conference assignment in an area outside the United States where one of the temples is located. My travel itinerary allowed me to arrive at the conference location an hour or two before the conference meetings began. I had spent several hours at airports and on airplanes, caught up in the tension and frustrations that so often accompany international travel.

“Since there was adequate time following my arrival and before the conference meetings were to begin, I asked the local priesthood leaders if we could make a brief visit to the temple.

“The weather was deteriorating, and before we reached the temple, a cold, drizzling rain had begun to fall. The conditions failed to lift from me the mood that had been set in the bustling, worldly atmosphere of the airport and the clearances through customs and immigration.

"We hurried from the parking lot at the temple to avoid becoming drenched by the rain. Immediately upon our entering the doors of the temple, the atmosphere changed. I sensed a spirit of warmth and peace. The countenances of the temple patrons were a marked contrast to those of the harried travelers whom I had left a short time before at the airport. In a very real sense, it seemed as though we had walked through the temple doors into a different world. I found myself smiling at the people in the foyer area. My spirits were lifted, and the concerns of the outside world melted away" ("The Importance of the Temple for Living Members," *Ensign*, Apr. 1993, p. 10).

Teacher presentation

Explain that in the temple, there is a feeling of peace and love. Those who enter the temple speak quietly and dress in white clothing. They are encouraged to leave the cares of the world outside the temple so that they can concentrate on understanding the things of eternity.

If you have been to the temple, tell the young women about the feelings you have when you are inside the temple. If you have not been to the temple, you may want to ask a ward or branch member to tell the young women about his or her feelings.

The Temple Is a Sanctuary of Service

Teacher presentation

- What kinds of service can Church members perform for others in the temple?

Explain that many people did not have the opportunity to accept the gospel and become members of the true Church while they were on earth. The Lord has provided a way for them to receive the same blessings that we have. In the spirit world, these people are able to hear the true gospel and decide whether to accept it. If they accept it, the saving ordinances of the gospel must be performed for them here on earth. So Church members go to the temples and receive the ordinances in behalf of those who have died.

- Have any of you had the opportunity to perform baptisms for the dead in a temple? How did you feel about this opportunity to serve?

Explain that after the young women receive their own endowments in the temple, they will be able to receive the endowment in behalf of those who have died. They will also be able to receive sealing ordinances for the dead.

Ask the young women to imagine that they had lived on earth before the gospel was restored. After they died, they were taught the truths of the gospel in the spirit world. They learned that they could be forgiven of their sins through Christ's atonement, that they could be baptized into the true Church, that they could be sealed eternally to their families, and that someday they could live eternally with our Father in Heaven. But they had to wait for someone on earth to perform the necessary ordinances for them.

- How do you think you would feel about someone on earth who went to the temple, performed the ordinances for you, and made all of these blessings possible for you?

Explain that we can perform a great service for those who have died by providing the blessings of the gospel to them.

The Temple Is a House of Covenants

Discussion

Explain that in the temple we make covenants with the Lord that are necessary for our eternal progression.

- What covenants have you made with the Lord?
- How do these covenants affect your behavior?
- What are you doing now to prepare for the additional covenants in the temple?

Quotations

Explain that living the covenants we have already made will prepare us to make temple covenants. Sister Janette C. Hales, Young Women General President, said:

"If we really take our baptismal covenants seriously, we would be prepared at any time, if the circumstances were right, to go to the temple. I like to think that a temple recommend, whether or not we have one in our possession, is something we would want to be worthy for each day no matter what age we are or what we are doing. . . .

“Because of the nature of temple covenants and the importance of the promises of eternal families and eternal blessings, it’s very important that people understand at an early age that this preparation most often covers a long period of time. If the habits and the discipline and the characteristics that help us to be worthy of that blessing can be an ongoing part of our lives, we are much better equipped to sustain the kind of behavior that will allow us to honor those very important covenants” (“Keeping Covenants Brings Blessings,” *Church News*, 13 Feb. 1993, p. 10).

President Joseph Fielding Smith wrote the following about how temple covenants can bless us throughout our lives:

“If we go into the temple we raise our hands and covenant that we will serve the Lord and observe his commandments and keep ourselves unspotted from the world. If we realize what we are doing then the endowment will be a protection to us all our lives—a protection which a man [or woman] who does not go to the temple does not have.

“I have heard my father say that in the hour of trial, in the hour of temptation, he would think of the promises, the covenants that he made in the House of the Lord, and they were a protection to him. . . . This protection is what these ceremonies are for, in part. . . . I know that this protection is given for I, too, have realized it, as have thousands of others who have remembered their obligations” (*Utah Genealogical and Historical Magazine*, July 1930, p. 103).

The Temple Is a Place of Revelation

Teacher presentation Explain that most people ask themselves these questions:

- Where did I come from?
- Why am I here?
- Where am I going after I die?
- Will I see my family again?

Quotations Read the following statement by President Gordon B. Hinckley: “The answers to these questions are not found in the wisdom of men. They are found only in the revealed word of God. Temples of The Church of Jesus Christ of Latter-day Saints are sacred structures in which these and other eternal questions are answered” (“Why These Temples?” in *Temples of The Church of Jesus Christ of Latter-day Saints* [Ensign, 1988], p. 2).

Explain that the endowment teaches us the eternal truths that allow us to understand our purposes and responsibilities here on earth. Also in the temple, we can receive personal inspiration to guide us through our lives.

President Ezra Taft Benson said: “In the peace of these lovely temples, sometimes we find solutions to the serious problems of life. Under the influence of the Spirit, sometimes pure knowledge flows to us there. Temples are places of personal revelation. When I have been weighed down by a problem or a difficulty, I have gone to the House of the Lord with a prayer in my heart for answers. These answers have come in clear and unmistakable ways” (“What I Hope You Will Teach Your Children about the Temple,” *Ensign*, Aug. 1985, p. 8).

Video presentation If the video presentation “Temples Are for Eternal Covenants” is available, show it to the class members.

Conclusion

Teacher presentation Explain to the young women that in the near future they will have the opportunity to be interviewed by their bishop and stake president. If they are worthy, they and their priesthood leaders will sign a small piece of paper—their temple recommend. This recommend will be a symbol of their worthiness to enter the house of the Lord to receive the endowment and participate in other holy ordinances.

Explain that the young women should plan to participate regularly in temple ordinances. They will receive blessings and insights that will guide them in troubled times.

President Harold B. Lee said: "When you enter a holy temple, you are by that course gaining fellowship with the Saints in God's eternal kingdom, where time is no more. In the temples of your God you are endowed not with a rich legacy of worldly treasure, but with a wealth of eternal riches that are above price" ("Enter a Holy Temple," *Improvement Era*, June 1967, p. 144).

Lesson Application

Suggest that the young women choose one of the following activities to perform:

1. With other young women in your ward or branch, participate in baptisms for the dead at the temple nearest to you.
2. As a service to ward members, offer to care for young children while their parents attend the temple.
3. As a class or with your family, try to learn as much as you can about the temple nearest to you. When was it dedicated? Could you talk with someone who attended the dedication, or could you read about the dedication? Do you know any of the blessings that were pronounced during the dedicatory prayer?

OBJECTIVE	Each young woman will understand the divine purpose of marriage.
-----------	--

PREPARATION	<ol style="list-style-type: none"> 1. Picture 11, A Temple Ordinance Room; picture 5, Salt Lake Temple (62433), located at the back of the manual, or a picture of the temple serving your area. 2. Make a silhouette of a young woman, one of a young man, and several of young children. 3. Assign young women to present any scriptures, stories, or quotations you wish.
-------------	---

SUGGESTED LESSON DEVELOPMENT	<p>Marriage Is Ordained of God for a Divine Purpose</p>
Teacher testimony (optional)	Show the picture of a temple ordinance room. Express your feelings about the beauty of the interior of the temple and the spirit that is there. Express the hope that every young woman in your class will live so that she will be able to enter the temple and be married for time and all eternity.
Scripture discussion	<p>Have a young woman read Doctrine and Covenants 49:15.</p> <ul style="list-style-type: none"> • What does it mean that marriage is ordained of God? (Marriage is commanded by God.) <p>Explain that the Lord brought Adam and Eve together and performed a marriage ceremony to make them husband and wife. This is the pattern that every person should plan to follow.</p>
Quotation	<p>Read the following quotation:</p> <p>“Marriage is perhaps the most vital of all the decisions and has the most far-reaching effects, for it has to do not only with immediate happiness, but eternal joys as well. It affects not only the two people involved, but also their families and particularly their children and their children’s children down through the many generations” (Spencer W. Kimball, <i>Marriage and Divorce</i> [Salt Lake City: Deseret Book Co., 1976], p. 10).</p> <ul style="list-style-type: none"> • What is a divine purpose of marriage? (To have children and to teach and train them so they can return to live with Heavenly Father and Jesus.)
Scripture discussion	<p>Read the commandment given to Adam and Eve in Genesis 1:28.</p> <ul style="list-style-type: none"> • How important is having children? (It is a commandment.) <p>Explain that those who live righteously and are not allowed the privilege and blessing of marriage or of children in this life will receive these blessings and all other blessings of eternal life in the life to come.</p>

Quotation	<p>A Celestial Marriage Is the Beginning of an Eternal Kingdom</p> <p>Explain that marriage is good in the sight of God; however, only a celestial marriage entitles us to certain blessings.</p> <p>President Spencer W. Kimball said:</p> <p>“This is the theme of Mormonism today, and we are spreading it through all the world: marriage, family, home, children, grandchildren and all that is beautiful and glorious. . . .</p> <p>“It is natural for a girl to look toward the boys and for the boys to look toward the girls and to ask for marriage at the right time—to be married and sealed for eternity.</p>
-----------	---

	<p>“That is natural; that is the way the Lord has done it” (address given to the Young Women General Committee, 28 Apr. 1977, in <i>Church News</i>, 7 May 1977, p. 6).</p>
Scripture discussion	<p>Have the young women listen for one of the eternal blessings of celestial marriage as Doctrine and Covenants 131:1–4 is read aloud.</p> <ul style="list-style-type: none"> • What must we do to be able to have an “increase,” meaning children, forever? (Be married in the temple.)
Picture discussion	<p>Display a picture of a temple. Explain that temple marriage makes it possible for a husband and wife to reach the highest degree in the celestial kingdom.</p> <ul style="list-style-type: none"> • In addition to being married in the temple, what must we do to ensure that we will be together in the celestial kingdom? (Live worthy lives, keep the commandments of Heavenly Father, and endure to the end.)
Scriptures	<p>Read the parts of Doctrine and Covenants 132:15–17, 19 that you feel the young women can understand.</p> <p>Read John 14:2. Explain that each family is a unit and can inherit a place or mansion in Heavenly Father’s kingdom.</p>
Chalkboard discussion	<p>Place the silhouette of a young woman on the chalkboard under the heading “In My Father’s House Are Many Mansions.” By the side of the young woman’s silhouette, place the silhouette of a young man. Explain that someday each of the young women will select a young man for a companion. In order for this companionship to last for eternity, the couple must be married in the temple. Place silhouettes of young children by the other silhouettes. Explain that these figures are symbolic of an eternal kingdom. Through their worthiness, each young woman and her eternal companion can inherit a place, or mansion, in our Heavenly Father’s kingdom.</p>

Preparation for Celestial Marriage Requires Commitment and Effort

Discussion	<ul style="list-style-type: none"> • When should you begin to prepare for a celestial marriage? (Now.) Why? • How will deciding on celestial marriage today affect your future? Your eternal life?
Story	<p>President Spencer W. Kimball told the following true story:</p> <p>“A few years ago a young couple who lived in northern Utah came to Salt Lake City for their marriage. They did not want to bother with a temple marriage, or perhaps they did not feel worthy. At any rate, they had a civil marriage. After the marriage they got into their automobile and drove north to their home for a wedding reception. On their way home they had an accident, and when the wreckage was cleared, there was a dead man and a dead young woman. They had been married only an hour or two. Their marriage was ended. They thought they loved each other. They wanted to live together forever, but they did not live the commandments that would make that possible. So death came in and closed that career. They may have been good young people; I don’t know. But they will be angels in heaven if they are. They will not be gods and goddesses and priests and priestesses because they did not fulfill the commandments and do the things that were required at their hands.</p> <p>“Sometimes we have people who say, ‘Oh, someday I will go to the temple. But I am not quite ready yet. And if I die, somebody can do the work for me in the temple.’ And that should be made very clear to all of us. The temples are for the living and for the dead only when the work could not have been done. Do you think that the Lord will be mocked and give to this young couple who ignored him, give them the blessings? The Lord said, ‘For all contracts that are not made unto this end have an end when men are dead.’ (D&C 132:7)” (in Conference Report, Japan Area Conference 1975, pp. 61–62).</p>
Thought questions	<p>Ask the young women to ponder in their minds the following questions:</p> <ul style="list-style-type: none"> • Is temple marriage important to you? Why? • How committed are you to marrying in the temple? • Will a young woman who has made a commitment to marry in the temple be more selective of the young men she will date?

Story and discussion

Elder LeGrand Richards related the following story:

“This was a girl that was the daughter of one of the families that I presided over when I was president of a stake down in California. . . .

“She started keeping company with a young man who had been baptized a member of the Church, but he was not active in the Church. Then he finally got serious and he proposed to her. Do you know what she said? She said, ‘I will never marry a man who does not honor his priesthood and his membership in the Church. I am going to be able to point to my children and say, “You follow your father.” ’

“Their courtship ended right there. He was not willing to pay the price” (*How You Can Best Honor Your Parents*, Brigham Young University Speeches of the Year [Provo, 29 Oct. 1963], pp. 4–5).

- When do you think this young woman made the commitment to be married in the temple?
- How did her commitment to be married in the temple affect her decision about the young man?

Point out that once a young woman has made a definite commitment to marry in the temple, she can make the effort necessary to accomplish her goal.

Chalkboard discussion

- What can you do now to prepare for a temple marriage?

As the young women respond, record their responses on the chalkboard under the heading “Things I Will Do Now to Prepare for My Temple Marriage.” (Answers may include the following: be morally clean, respect and support the priesthood, pay tithes, practice the law of the fast, be honest, obey the Word of Wisdom, set a good example, maintain clean speech, pray regularly, honor parents.) Reassure the young women that the Lord will help each of them keep their commitment to be married in the temple if they will keep his commandments.

Quotations

Read the following quotations to the young women:

“Youth should begin today to so order their lives that they will be found worthy at the proper time to go to the House of the Lord and be uplifted and sanctified by the temple ceremony” (Harold B. Lee, “Enter a Holy Temple,” *Improvement Era*, June 1967, p. 144).

“I believe that no worthy young Latter-day Saint man or woman should spare any reasonable effort to come to a house of the Lord to begin life together. . . .

“The blessings and promises that come from beginning life together, for time and eternity, in a temple of the Lord, cannot be obtained in any other way and worthy young Latter-day Saint men and women who so begin life together find that their eternal partnership under the everlasting covenant becomes the foundation upon which are built peace, happiness, virtue, love, and all of the other eternal verities of life, here and hereafter” (Heber J. Grant, “Beginning Life Together,” *Improvement Era*, Apr. 1936, pp. 198–99).

Teacher testimony

Tell the young women that you want each of them to kneel at the altar of the temple and be sealed for time and all eternity to a worthy young man so that they can establish an eternal kingdom. Bear testimony that marriage is divine and that a temple marriage is the Lord’s way and the only way to eternal happiness.

Suggested Activity

Arrange for a woman who has been married in the temple to speak at a midweek activity on the topic “The Beginning of a Kingdom.” The following may suggest ideas for her presentation:

1. Family portraits
2. Her feelings about the experience of being married in the temple
3. The influence that being married in the temple has had on her marriage
4. The blessings of a temple marriage
5. Some of the challenges of marriage
6. Some spiritual experiences

OBJECTIVE Each young woman will learn how to make her journal an interesting and valuable record of her life.

- PREPARATION**
1. Bring paper and pencils for the class members.
 2. Bring several journals for display.
 3. Bring several examples of books that can be used for a journal: a three-ring binder, spiral notebook, bound journal, or diary. Also bring several kinds of pencils and pens.
 4. Optional: Prepare handouts as suggested in the lesson.
 5. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Display and activity Show the journals on display. Then distribute paper and pencils, and have each young woman write some details about her baptism—when she was baptized, where and by whom, how she felt, and so forth. (Limit this activity to a few minutes.) Although many of the young women may not remember very much about their baptismal day, let those who do share a few of their thoughts with the class.

- Would you like to be able to remember more about that important day?

Point out that throughout our lives we have feelings and experiences that can keep our testimonies strong and give us courage in difficult times. But in order to remember them, we need to record them. Otherwise, these feelings will fade in our memories, and we may eventually forget them completely. A journal is a place to record experiences, thoughts, feelings, and events as they occur in our lives.

We Have Been Counseled to Keep a Record of Our Lives

Scripture presentation Explain that ancient and modern prophets have counseled us to keep journals. The prophet Enoch explained the importance of recording important events:

“And death hath come upon our fathers; nevertheless we know them. . . .

“For a book of remembrance we have written among us, according to the pattern given by the finger of God; and it is given in our own language” (Moses 6:45–46).

Alma counseled his son Helaman that records enlarge the memory (see Alma 37:8).

Have the young women turn to and read 3 Nephi 23:6–13. Point out that the Savior was very concerned that the Nephites had not recorded some of the prophecies they had received. He expected the people to keep accurate and complete records.

Quotations and discussion

President Spencer W. Kimball gave this counsel: “Every person should keep a journal and every person *can* keep a journal. It should be an enlightening one and should bring great blessings and happiness to the families. If there is anyone here who isn’t doing so, will you repent today and change—change your life?” (in Conference Report, Apr. 1979, p. 117; or *Ensign*, May 1979, p. 84).

- Why do you think that President Kimball asked us to “repent today and change” if we are not keeping a journal?

After the young women have suggested their ideas, read and discuss the following quotation: "Those who keep a personal journal are more likely to keep the Lord in remembrance in their daily lives" ("President Kimball Speaks Out on Personal Journals," *New Era*, Dec. 1980, p. 27).

Handout or chalkboard discussion

- What kinds of things might be included in your journal?

Discuss each young woman's suggestions. Write them on the chalkboard, or distribute handouts that include suggestions like the following:

1. Important events, impressions, and personal feelings
2. Personal counsel, promises, and blessings received and the circumstances surrounding them
3. Deaths, births, marriages, baptisms, and endowments
4. Personal triumphs, failures, and struggles and how they are met
5. Current local, national, and world events that impress you or influence your life
6. Simple occurrences in daily life

We Can Choose How to Keep Our Journals

Teacher presentation

Explain that a journal is so personal that each of us can decide just how we are going to write our own. Suggestions made by other journal keepers may be valuable in helping us make our journal keeping a successful and rewarding experience.

Chalkboard discussion

Review the following suggestions by writing them on the chalkboard or having the young women write them on the handouts they have already received. Then demonstrate some of the ideas on the chalkboard and discuss why they may be helpful.

1. Date each entry; the day of the week or even the time of day may be important to note.
2. Number the pages.
3. Set aside a block of time either daily or weekly to write (perhaps a Sunday afternoon).
4. Keep the journal nearby or take extra loose pages on trips and to special church meetings.
5. Use first and last names when writing about individuals.

Teacher presentation

Explain that being creative will help our journals to reflect our own personalities and interests. One young woman explained her method of making her journal interesting:

"I named my journal Lucy. It's like my best friend. It's kind of hard to talk to a page, but now I talk to my best friend Lucy and tell her my feelings" (Jeree Worthen, quoted in Kathleen Lubeck, "A Journal Called Lucy," *New Era*, Nov. 1981, p. 40).

Our Journals Can Be Interesting and Lasting

Story

Clarissa Young, one of Brigham Young's daughters, kept a very detailed journal during the years she lived in the Beehive House in Salt Lake City, Utah. The Beehive House was the name given to Brigham Young's home. Clarissa not only wrote a detailed description of each room in the house, but included such things as the color of the walls, the furnishings used, and what things were set on the mantles from year to year. She even included an actual piece of the drapery fabric used in the "long hall," the room where all formal entertaining was done. In 1954, when the Church began restoration of the one-hundred-year-old Beehive House, Clarissa's journal was invaluable. Even the drapery sample she had kept was sent to a drapery company, and new drapes were woven to look exactly like the original ones.

Teacher presentation

Explain that the journals we keep can be made more interesting by adding such things as drawings, quotations, or poetry that will help tell our stories. In addition to a journal, many people also keep a scrapbook in which they preserve newspaper clippings, church bulletins, comic strips, dance programs, clothing samples, and other items that have meaning to them.

Story and discussion	<p>Point out that to be valuable, a journal should also be lasting. An organ teacher gave a young girl some wise counsel the day she brought a new music book to her lesson. After commenting on its cost he explained, "Music is not only expensive, but its worth to you will grow as you study it and it becomes a part of you. If you will provide a protective cover or folder for your music, it will last a lifetime. But if you bring it every week to your lesson without one, your music will soon become ragged, worn, and worthless."</p> <ul style="list-style-type: none"> • How does this counsel apply to taking care of a journal?
Display and discussion	<p>Show the young women the different books and notebooks you have brought. Also show pencils and pens. Discuss the merits and limitations of the books and the pencils and pens. Point out that a book for a journal need not be expensive, but it should be durable. Emphasize that pens and permanent ink make a better record than pencils. Ask the young women to consider ways to make their journals more durable.</p>

Conclusion

Teacher presentation	<p>Explain that careful planning now can make a journal a treasure for many generations. Regular, thoughtful attention can make it a book of tremendous worth. And when we keep a record of our lives, we can have the peaceful feeling that comes from obeying the Lord's commandments.</p>
----------------------	--

Lesson Application

Encourage each young woman to select and begin using her own method of journal keeping. Ask her to strive to make her journal interesting and lasting.

Suggested Activities

1. As a class, hold an activity night in which the aspects of journal keeping discussed in this lesson could be demonstrated in greater detail.
2. Suggest that the young women share the handout material with members of their families.

Keeping Family History Records

OBJECTIVE

Each young woman will learn how to keep important family records.

PREPARATION

1. Bring a completed pedigree chart of your own—one that includes pictures if possible—and a completed family group record. Be prepared to tell briefly about several of your ancestors whose names are shown on the pedigree chart. Also bring a pencil, a blank pedigree chart, and a blank family group record for each young woman. If you do not have access to these forms, make copies of the ones at the end of the lesson.
2. Make a paper chain by cutting colored paper into at least seven strips approximately six inches long and one inch wide. Staple, tape, or glue the strips together to form a chain. Make the links representing past generations one color, one link in the middle representing the young women a second color, and the links representing future generations a third color. If possible, put a picture of one of the class members on the middle link.
3. Write on a poster or on the chalkboard: “The earth will be smitten with a curse unless there is a welding link of some kind or other between the fathers and the children” (D&C 128:18).
4. Assign a class member to tell a brief story about an ancestor.
5. Assign young women to present any scriptures, stories, or quotations you wish.

Note to the teacher

Find out what family history resources the young women in your class have available to them—family records and family organizations, for example. In this lesson, the young women should have many opportunities to show things they have and to participate in other ways. Be sure to allow enough time for the class to complete the activities.

Prepare yourself for this lesson by making sure that you know how to fill out a pedigree chart and a family group record. The ward family history consultant or someone else with experience in family history work could help you present this lesson.

**SUGGESTED
LESSON
DEVELOPMENT**
Object lesson
Introduction

Show the paper chain, and explain that each link represents a generation in a family’s line. Those in earlier generations are called our ancestors. Those in future generations are called our posterity.

- Whom does the single link in the middle represent?

Point out that the middle link represents a living person who helps bind past generations to future ones through family history and temple work.

You Can Be a Binding Link in Your Ancestral Chain
Object lesson

Break the chain apart.

- What happens if temple ordinance work is not completed for those represented by the links? (The ancestral chain breaks.) Tell the young women that they will learn today how they can help bind generations together.

Pedigree chart display

Show a completed pedigree chart to illustrate that young women have many links that connect them to past generations.

Discussion	<ul style="list-style-type: none"> • How many grandparents do you have? How many great-grandparents? Point out that the number doubles with each generation. <p>Explain that just as we look to our ancestors for their examples and wisdom, so our posterity will be interested in us and the records we keep.</p> <ul style="list-style-type: none"> • What records do you have that contain information vital to your posterity? <p>Stress the importance of keeping accurate records and preserving important documents now.</p> <p>Explain that we keep records and documents and do research so we can submit information to the temple and have temple ordinances performed for our ancestors. Point out that our ancestors will be able to choose whether or not they will accept the gospel, but it is up to us to give them the opportunity to do so.</p>
Quotation	<p>Read the following statement about the importance and purpose of this work:</p> <p>“The Prophet Joseph taught that you and I are to become saviors on Mount Zion. We are to gather, build temples, seek after our dead, and perform all the vital ordinances. This work welds eternal links that bind us to each other and to our fathers. We are exalted as family units.</p> <p>“The Prophet Joseph said, ‘It is necessary . . . that a . . . welding together of dispensations . . . should take place . . . from the days of Adam even to the present time’ (D&C 128:18)” (A. Theodore Tuttle, in Conference Report, Apr. 1980, p. 57; or <i>Ensign</i>, May 1980, p. 40).</p>

Family Records Begin with a Pedigree Chart and Family Group Record

Pedigree chart discussion	<p>Give a blank pedigree chart to each young woman, but do not give them pencils yet. Explain that the chart is a map or a picture of ancestors. The chart begins with an individual. Ask the young women to find the space on the pedigree chart where their own names would go.</p> <p>Point out that each generation is shown on a step back from the individual, with each bracket representing a marriage. Ask the young women to find the spaces on the chart where the names of their parents should be placed. If you brought a pedigree chart or a picture pedigree of your own family, show it to the young women.</p> <ul style="list-style-type: none"> • What can you learn about your relatives from the information on a pedigree chart? <p>Briefly tell about several of your ancestors, using facts from the chart you brought.</p> <p>Refer again to the pedigree chart.</p> <ul style="list-style-type: none"> • Where do your brothers, sisters, aunts, and uncles fit on the pedigree chart? <p>Point out that the pedigree chart shows <i>only</i> our direct-line ancestors—in other words, parents, grandparents, great-grandparents, and so on. They do not show other children of parents.</p> <ul style="list-style-type: none"> • Where do we record the names of the other children—our brothers, sisters, aunts, and uncles?
Display	<p>Show the class a completed family group record, either one of yours or one you have borrowed from someone else. Explain that after a young woman records her own name on line 1 of the pedigree chart, she lists herself as a child on her first family group record. Her parents, who are on lines 2 and 3 of the pedigree chart, are listed on the family group record as husband and wife, the parents of the family. Going back another generation, the parents are then listed as children on two separate family group records. Each set of parents on a pedigree chart is listed as husband and wife on one family group record and as children on other family group records.</p> <p>The information on pedigree charts and family group records can be used to perform ordinance work for deceased ancestors. Ward family history consultants have further information about how to do this.</p>
Teacher presentation	<p>Refer back to the paper chain with the link representing a young woman. Explain that each young woman has the responsibility to complete any blank spaces she finds on her own pedigree charts and family group records. The Lord made clear to the Prophet</p>

Joseph Smith the importance of each person doing family history research, preparing a record, and completing temple work for her own ancestors. He said that baptism for the dead is a necessary ordinance for all of our Father's children: "For we without them cannot be made perfect; neither can they without us be made perfect" (D&C 128:18).

Poster and discussion Display the poster of Doctrine and Covenants 128:18, and discuss the meaning of the scripture. Demonstrate how the broken paper link can be attached again to the other links by staples, tape, glue, or paper clips. Then explain that a temple sealing joins parents and children together forever by the power of the priesthood. This sealing ordinance is performed only in temples. It is most sacred.

Class activity Distribute pencils and blank family group records to the young women. Ask each young woman to fill in as many spaces on her pedigree chart as she can from memory. Have each class member do the same with the family group record, listing her parents as husband and wife, with herself and any brothers and sisters as children.

Conclusion

Class member presentation Ask the assigned young woman to tell briefly about one of her ancestors and, if possible, show where he or she fits on her pedigree chart.

Lesson Application

Ask the young women to take their pedigree charts and family group records home and check the information they have written for accuracy. Ask them to complete as much as they can from available family records and bring the sheets back next week. This lesson should help each young woman want to do further research to complete her pedigree charts and family group records. Suggest that the class members learn more about the basic principles of family history research and learn what temple work has been done for their ancestors.

Pedigree Chart

Chart no. _____

No. 1 on this chart is the same as No. _____ on chart no. _____.

Mark boxes when ordinances are completed.

- B Baptized
- E Endowed
- SP Sealed to parents
- SS Sealed to spouse
- F Family Group Record exists for this couple
- C Children's ordinances completed

Write places as Iryon, Polk, Eng. or St. Martins, Birmingham, Warwick, Eng.

2

(Father of no. 1) B E SP SS F C

Born/Chr
Place _____

Married
Place _____

Died
Place _____

4

(Father of no. 2) B E SP SS F C

Born/Chr
Place _____

Married
Place _____

Died
Place _____

5

(Mother of no. 2) B E SP SS

Born/Chr
Place _____

Died
Place _____

8

(Father of no. 4) B E SP SS F C

Born/Chr
Place _____

Married
Place _____

Died
Place _____

9

(Mother of no. 4) B E SP SS

Born/Chr
Place _____

Died
Place _____

10

(Father of no. 5) B E SP SS F C

Born/Chr
Place _____

Married
Place _____

Died
Place _____

11

(Mother of no. 5) B E SP SS

Born/Chr
Place _____

Died
Place _____

1

B E SP SS F C

Born/Chr
Place _____

Married
Place _____

Died
Place _____

(Spouse of no. 1) B E SP SS

3

(Mother of no. 1) B E SP SS

Born/Chr
Place _____

Died
Place _____

6

(Father of no. 3) B E SP SS F C

Born/Chr
Place _____

Married
Place _____

Died
Place _____

7

(Mother of no. 3) B E SP SS

Born/Chr
Place _____

Died
Place _____

12

(Father of no. 6) B E SP SS F C

Born/Chr
Place _____

Married
Place _____

Died
Place _____

13

(Mother of no. 6) B E SP SS

Born/Chr
Place _____

Died
Place _____

14

(Father of no. 7) B E SP SS F C

Born/Chr
Place _____

Married
Place _____

Died
Place _____

15

(Mother of no. 7) B E SP SS

Born/Chr
Place _____

Died
Place _____

Write names as Robert Thomas Myers. Write dates as 4 Oct 1896.

Your name and address

Telephone number _____ Date prepared _____

Family Group Record

If typing, set spacing at 1 1/2 Page _____ of _____

Write date as: 4 Oct 1896

Write place as: Tryon, Polk, NC or
St. Martins, Birmingham, Warwick, Eng

Husband		Last name <input type="checkbox"/> See "Other marriages"	
Given name(s)			
Born (day month year)	Place	LDS ordinance dates	Temple
Christened	Place	Baptized	
Died	Place	Endowed	
Buried	Place	Sealed to parents	
Married	Place	Sealed to spouse	
Husband's father Given name(s)		Last name <input type="checkbox"/> Deceased	
Husband's mother Given name(s)		Maiden name <input type="checkbox"/> Deceased	
Wife		Last name <input type="checkbox"/> See "Other marriages"	
Given name(s)			
Born (day month year)	Place	LDS ordinance dates	Temple
Christened	Place	Baptized	
Died	Place	Endowed	
Buried	Place	Sealed to parents	
Wife's father Given name(s)		Last name <input type="checkbox"/> Deceased	
Wife's mother Given name(s)		Maiden name <input type="checkbox"/> Deceased	
Children List each child (whether living or dead) in order of birth.		LDS ordinance dates	Temple
1	Sex	Given name(s)	Last name <input type="checkbox"/> See "Other marriages"
	Born (day month year)	Place	Baptized
	Christened	Place	Endowed
	Died	Place	Sealed to parents
	Spouse Given name(s)		Last name
	Married	Place	Sealed to spouse
2	Sex	Given name(s)	Last name <input type="checkbox"/> See "Other marriages"
	Born (day month year)	Place	Baptized
	Christened	Place	Endowed
	Died	Place	Sealed to parents
	Spouse Given name(s)		Last name
	Married	Place	Sealed to spouse
3	Sex	Given name(s)	Last name <input type="checkbox"/> See "Other marriages"
	Born (day month year)	Place	Baptized
	Christened	Place	Endowed
	Died	Place	Sealed to parents
	Spouse Given name(s)		Last name
	Married	Place	Sealed to spouse
Select only one of the following options. The option you select applies to all names on this form.		Your name	
<input type="checkbox"/> Option 1—Family File Send all names to my family file at the _____ Temple.		Address	
I will provide proxies for: <input type="checkbox"/> Baptism <input type="checkbox"/> Endowment <input type="checkbox"/> Sealing The temple will assign proxies for ordinances not checked.			
<input type="checkbox"/> Option 2—Temple File Send all names to any temple and assign proxies for all approved ordinances.		Phone	
<input type="checkbox"/> Option 3—Ancestral File Send all names to the computerized Ancestral File for research purposes only, not for ordinances. I am including the required pedigree chart.		Date prepared	
		Your relationship to the husband and wife on this form	
		Husband _____ Wife _____	

A Heritage of Righteous Traditions

OBJECTIVE Each young woman will seek to establish a heritage of righteous traditions.

PREPARATION Assign young women to present any scriptures, stories, or quotations you wish.

SUGGESTED
LESSON

DEVELOPMENT **Distinguishing between Righteous and Worldly Traditions**

Teacher presentation Ask the young women to think of one thing they enjoyed repeatedly as young children in their families, perhaps something they still enjoy. The list may include such things as family outings, books read aloud, birthdays and holidays, handmade gifts received and cherished, or special attention from Mother or Father. Point out that those things we do repeatedly are known as family traditions. Those things we do repeatedly that bring us closer to God and closer as a family are called righteous traditions.

Point out that there are worldly traditions that can lead us astray, but traditions that are in accordance with the gospel of Christ can have a great influence in leading family members to truth and righteousness. Point out that almost all people have both good and bad traditions. An important part of growing up is learning to tell the difference between them and deciding which traditions we want to carry on and what new ones we want to start.

Righteous Traditions Are Established by Developing Good Habits and Achieving Worthwhile Goals

Teacher presentation Point out that good habits or family traditions can become the basis for righteous traditions in the families we will have in the future. We should set worthwhile goals, develop good habits, and be alert to situations that may be used to establish righteous traditions.

Chalkboard discussion • What personal habits do you practice, or could you begin practicing, that could become righteous traditions for you and your future family?

List the young women's responses on the chalkboard. Then discuss the ways each suggested habit can become a righteous tradition now and in their future families, for example:

1. A young woman who has daily *personal prayer* will naturally make family prayer a part of her family's daily schedule.
2. A young woman who faithfully *attends church meetings* will want to take all of her family members to church with her.
3. A young woman who *keeps a journal* will be reminded of meaningful experiences or events that could develop into family traditions.
4. A young woman who *reads the scriptures* each day will likely continue this practice after she marries and encourage her family members to do the same.
5. A young woman who willingly *participates in gospel study* on Sunday and in family home evening will want to establish these righteous traditions in her own home.

Teacher presentation Emphasize that even now the young women can set goals in their daily lives that will carry over into adult life and become family traditions.

Story and discussion Tell the following story about how President Spencer W. Kimball established a righteous tradition when he was young:

When President Spencer W. Kimball was fifteen years old, he heard a speaker at stake conference ask how many people had read the Bible from cover to cover. Only five or six hands went up, so the speaker urged the people to go home and begin. "The meeting over, Spencer walked the block home, took down the family Bible, climbed the stairs to his attic room, lit the coal-oil lamp with a match, and began at Genesis. Night after night, by the flickering light of a kerosene lamp in the unfinished attic where he slept, . . . he plowed through the pages. At some points Spencer had only half an idea what he was reading, but he had made up his mind. It did not matter if long stretches were boring; he plodded on. He was sure it was a worthwhile project. At least he would have some idea what the Bible contained. He kept at it for about a year until he could shut the book with great pride, finished. The experience built his confidence. He had learned he could count on his own resolution" (Edward L. Kimball and Andrew E. Kimball, Jr., *Spencer W. Kimball* [Salt Lake City: Bookcraft, 1977], p. 56).

• How did President Kimball establish a righteous tradition in his life? How might this have affected his children and grandchildren?

Have the young women suggest more habits and goals from which righteous traditions could grow, or have class members tell the stories listed below and describe how these ideas could be used to begin righteous traditions.

Stories

1. Marta is a young mother who decided as a teenage girl that she wanted her children to know the blessing of giving to others. Each Christmas she and her family find a family who is in need. Together they decide what gifts to give and present them with concern and love.
2. Jenny's father established a tradition of taking a basket of fruit, a box of baked goods, or a meal at least once a year to each widow living in the ward. Now, as an adult, Jenny recalls that tradition fondly and says, "My father has passed away, but the widows in the ward still have a special place in my heart. My own family continues my father's tradition, not only at Christmas, but periodically throughout the year."
3. The Martin family chooses a scripture as their family motto each year. This year they chose Doctrine and Covenants 90:24. Whenever a family member needs a spiritual lift, the scripture encourages them.
4. People of any age can make a list of goals for the new year. One family does this each New Year's Day. The father writes down the goals each family member has named and reads the goals each one made the previous year. Then they evaluate whether the goals have been reached.
5. Sister Camilla Kimball told the following story: "On Christmas Eve we have a special family gathering. It is my pleasure to read the Christmas story as found in Luke, and then the children and grandchildren dramatize the story. The children love to act the parts. Last Christmas President Kimball dressed in a costume we had brought from Palestine, representing Joseph, while I dressed in the typical native dress of a Jewish woman, which we had also brought from Jerusalem, and represented Mary. I am sure our grandchildren and great-grandchildren will long remember the story which they then acted out of the first Christmas Eve" (in Conference Report, Denmark, Finland, Norway, and Sweden Area Conference 1974, p. 58).

Teacher presentation Explain that traditions can be started by choice or by chance. But our habits and goals very often give them their start.

Righteous Traditions Are Treasures That Influence Us and Our Posterity

Teacher presentation Point out that family traditions help us feel that we belong to our families. They are things to anticipate and depend upon. Traditions can build happy memories and influence not only us but our posterity as well. We may want to preserve and pass on some of the traditions we remember. We can give our own children experiences that they will remember with the same joy we feel about the traditions in our heritage.

Scripture discussion	Throughout the history of the Book of Mormon, prophets admonished the people to believe in the righteous traditions that had been taught by their parents. The teachings of King Benjamin became part of the righteous traditions of his people.
Quotation	<p data-bbox="443 220 1509 338">Have the young women read Mosiah 26:1–4. Discuss what happened to the rising generation who did not understand or believe the traditions of their fathers. Reread verse 4, and discuss how the behavior of the unbelieving people affected the generations that followed.</p> <p data-bbox="443 352 1509 562">Explain that maintaining righteous family traditions requires desire and effort. Read the following warning by a former General President of the Relief Society: “Family patterns and traditions are sacred. However, regardless of how well-established and beloved they may be, they are not indestructible. Often selfishness, an unkind word, an altered circumstance can cause them to collapse, never to be rebuilt or reclaimed. So we aim not only to build, but to preserve” (Belle S. Spafford, <i>Women in Today’s World</i> [Salt Lake City: Deseret Book Co., 1971], p. 232).</p> <ul data-bbox="443 573 1509 672" style="list-style-type: none"> • What are some traditions in your family that you would like to maintain through the coming years? • Why are these traditions important to you?

Quotation	<p data-bbox="443 726 1503 760">Conclusion</p> <p data-bbox="443 772 1503 1012">Read the following: “The challenge to each one of us, a challenge we came to the earth to experience, is to choose between good and evil. Many traditions in our society lead us to sin, while others lead us to righteous conduct. If we place ourselves on the side of righteous traditions and if we allow them to have an influence in our lives, we can be strengthened in our testimonies and in our receptivity to the Spirit. If, however, we give ourselves over to the wicked influence of evil traditions, we make it more difficult for the Spirit to find a place in our hearts” (James T. Duke, “The Traditions of Their Fathers,” <i>Ensign</i>, Nov. 1972, p. 41).</p>
-----------	---

Lesson Application

Suggest that the young women set a goal or develop a habit that can become a tradition in their own future families.

Being Involved in Missionary Work

Preparing to Teach Others

OBJECTIVE Each young woman will prepare herself to share the gospel with others.

PREPARATION

1. Optional: Assign pairs of young women to present the role-play situations at the beginning of the lesson.
2. If it is available in your area, show “Missionary Work: Our Greatest Duty,” from *Family Home Evening Video Supplement 2* (53277).
3. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Role playing

Introduction

Choose two or three of the following statements (or others if you prefer) to begin discussions the young women might have about the gospel. In each case, one young woman is to act as the nonmember who asks the question, and another young woman is to act as the member who responds. The assigned young women should take no more than a minute or two for each conversation. Ask the class to comment on each situation.

1. “I find it hard to believe the Joseph Smith story. How can you believe it?”
2. “How is temple marriage different from any other marriage?”
3. “What do you mean when you say that your church is the only true church?”
4. “What’s so bad about a cup of coffee or a cigarette?”
5. “What difference does it make if you shop on Sunday?”

At the conclusion of the role-play activity, point out that these typical situations demonstrate the need for all of us to be prepared with *knowledge*, *skills*, and *testimony*.

To Share the Gospel with Others, We Should Strive to Increase Our Knowledge

Quotation

Point out that our need to be prepared with gospel *knowledge* has been stressed by a former president of the Missionary Training Center:

“We ought to be real students—students like no one else. . . . If we, in this lay Church, don’t become proficient in learning the gospel of Jesus Christ, who on earth will? If the elders of Israel do not become profound theologians, who on earth will? If you mothers and mothers-to-be don’t learn the gospel sufficiently to teach your children, who on earth will? And, you missionaries, if you don’t learn the message the Lord would have you teach, who on earth will? Many painfully discover the obvious—you can’t teach well that which you do not know!” (Joe J. Christensen, “Learning Is Everybody’s Business,” *Ensign*, Feb. 1979, pp. 64–65).

Refer back to the role-play situations presented earlier.

- How many of you feel that you have enough knowledge to answer these questions if someone asks them to you?

Point out that we can best help others if we are able to answer their questions intelligently and precisely.

Chalkboard discussion • What are some ways we can increase our knowledge of the gospel?

List the young women's ideas on the chalkboard. Their suggestions might include studying the scriptures; taking seminary classes; reading Church magazines; and listening and learning in sacrament meetings, Sunday School and Young Women classes, and family home evenings.

Scripture discussion Point out that the scriptures are one of our greatest sources of gospel knowledge, and we should make sure that we study them daily. They are the most correct source for a strong knowledge of true principles.

Have the young women turn to and read 2 Timothy 3:15–17.

- According to this passage, how can the scriptures help us? (Make us wise, teach us doctrine, correct us, and instruct us in righteousness.)

Discussion Ask the young women to share their ideas about how to study the scriptures regularly. Their ideas might include setting aside a certain time each day to read, having their own copies of the scriptures, and marking passages that are important to them. Point out that help can be found in the Bible Dictionary, Topical Guide, and Index of the LDS edition of the scriptures or the Guide to the Scriptures found in non-English editions of the Book of Mormon and Doctrine and Covenants. Encourage the young women to study the scriptures each day.

Scripture Have the young women find and mark Doctrine and Covenants 11:21 in their scriptures. Ask one of them to read it aloud to emphasize the idea that we must learn before we can teach.

We Can Develop Skills That Will Help Us Teach the Gospel

Teacher presentation Explain that in addition to gaining knowledge, we need to develop *skills* to be more effective in sharing the gospel. There are many helpful skills, but this lesson will discuss only four: developing confidence, learning other languages, developing talents, and cultivating good manners.

List these skills on the chalkboard one at a time. Use the material included here to discuss the skills. Ask the young women to discuss (1) how each skill could help them teach the gospel and (2) how they could develop the skill in their own lives.

1. *Develop confidence.* Point out that we may have difficulty approaching others about the gospel because we are afraid. We may be afraid that we do not know how to share the gospel, that we may offend others, or that others will think we are overbearing.

Stories Explain that we can take advantage of natural ways to open gospel discussions. The members of one family consider it fun to look each day for ways to tell their friends about the gospel. They just watch for natural opportunities. By simply keeping their eyes, ears, and hearts open, they are able to teach their friends about the gospel without forcing anything. (See George D. Durrant, "Helping Your Children Be Missionaries," *Ensign*, Oct. 1977, p. 67.)

Some students make use of school assignments to introduce others to the Church or gospel principles. One student, looking for a subject for a history project, decided to prepare a report on the westward trek of the Latter-day Saint pioneers. Not many students in the class knew much about the Church. This oral report provided an opportunity for much to be said about the Church. Another student had an assignment for a science class. She decided to present a report on the effects of smoking by dissecting a calf's heart in class. She had received instructions on how to do it from a medical student. This graphic presentation not only earned her an "A" in the class but allowed her to teach a Word of Wisdom lesson as well. (See Dee V. Jacobs, "Gospel Sharing the Easy Way," *New Era*, Sept. 1980, p. 26.)

2. *Learn other languages.* The commandment to carry the gospel to all the world (see D&C 90:11) implies that we need to learn the languages of the people who have not heard the gospel. It does not matter which language we learn, as the following statement points out.

Quotation "*Any second language study is valuable. . . . A third language is much easier to learn if you've had training in a second language, because you've already learned concepts and*

patterns of thinking that a person who speaks his native tongue still has to wrestle with" (Steven L. Taylor, "To Every Man in His Own Tongue," *New Era*, Sept. 1978, p. 49).

Church leaders have always encouraged members to study other languages. Such study gives us ability in that language, improves the use of our own language, and makes us more aware of other peoples and cultures. Learning about other cultures, as well as learning other languages, helps us to understand and love other people.

3. *Develop talents.* Each one of us has special talents. We have been given these talents to enrich our own lives as well as the lives of others. Talents can be a means of spreading the gospel message.

Quotations

Merrell Jenson, a member of the Church and a musician, was asked, "What role has music played in your opportunity to do missionary work?"

He replied, "I was 15 when I received my patriarchal blessing, and it said that music would enable me to unlock doors that would otherwise remain closed, and that I would have a great influence on the world through music. Within a few years things began to happen to me that made its meaning more clear. I was called on a full-time mission to Norway and played in a musical group for eight months while there. I've been back from Norway 11 years now, and members from there still tell me of youth who are going on missions because they were influenced by our group and of members who went out and did missionary work after listening to us. . . .

"Since returning from my mission I have been . . . able through my career to introduce the gospel to producers, musicians, and other people in the industry. I give a Book of Mormon with a picture of our family and my testimony in the front to the conductor of the orchestra I happen to be working with and also to people I meet on planes while traveling" ("Music Man," *New Era*, Aug. 1980, p. 43).

Some of us can sing well or play an instrument. Others of us may be good in sports or able to work well with our hands. Whatever our talents are, we should use them to bless our lives and the lives of others.

"Perhaps you have something to give that is as simple as love, or dedication, or hard work, or anything else that may be missing in someone's life. Try it. Share it. You'll never know what it may do for another" (H. Burke Peterson, "Your Life Has a Purpose," *New Era*, May 1979, pp. 4–5).

4. *Cultivate good manners.* Explain that every day we represent not only ourselves but our families, our Church, and the Lord.

Quotation

"Just as surely as [a person] walks, his manner, his attitude, his clothing, his complete self will be concrete evidence of what he is in his soul. He cannot conceal himself. Teach him, then, that these things reveal his spirit and show what he really is" (S. Dilworth Young, in Conference Report, Apr. 1972, p. 83; or *Ensign*, July 1972, p. 77).

Point out that good manners make good impressions just as poor manners make poor impressions. Good manners can be learned, and we should work to develop them early. If we are to be successfully prepared to teach the gospel, we should know how to dress, eat, use language, and act appropriately around people of all ages. The good impression we make on people can be an important step to sharing the gospel with them.

To Teach the Gospel Successfully, We Must Develop a Strong Testimony

Scripture discussion

Point out that a strong personal *testimony* can be a powerful way to teach others. Explain that in the time of Alma, the people of the Church had become very wicked. Alma became so worried about them that he resigned his position as chief judge and devoted his time completely to bearing testimony to the people. He felt this was the only way in which he could convince them to repent and begin serving the Lord again.

Have the young women turn to and read Alma 4:19–20. Point out that many people repented and began living righteously because of the testimony of Alma (see Alma 4–6).

- What personal preparation had Alma made so that he could bear such a powerful testimony to the people?
- What do we have to do to develop a strong testimony? (Study, live righteously, repent, pray, and listen to the testimonies of others.)
- What effect can our testimony have on others?

Ask the young women to share any experiences they have had with sharing their testimonies or being influenced by the testimony of someone else.

Quotations

Read the following statements of converts who were influenced by the testimony of a Church member:

One man met a Church member at an airport and began talking to her. "Our conversation led into a discussion on religion, and she imparted to me her testimony of the blessings that her family received from joining the Mormon Church. At that time I wasn't really interested, but she had planted the seed, and when I met the elders some time later I was ready."

Another convert wrote of a conversation with a member who was a neighbor of her uncle: "He told me some wonderful things I had never heard before about God and what He'd done for him and about the wonderful things the Church did for his life. He told me that Joseph Smith was a prophet and that our Heavenly Father is alive and plays a very important part in his life. For some reason the greatest warm feeling just came and seemed to say, 'It's true,' and I just knew it was! I could just feel it all over" (Santiago Ofianga and Karen Lowe, as quoted in Jay A. Parry, "Converts Tell . . . What Brought Me In," *Ensign*, Feb. 1978, p. 41).

Point out that we all need to bear our testimonies frequently to others, especially to our family members and neighbors, so that we can all be strengthened.

Lesson Applications

Suggest that the young women choose one or more of the following ideas to carry out individually or as a class:

1. Plan and begin a program of regular scripture study. Describe your study program to the class at the next meeting.
2. Talk with your parents about studying another language. Check in your school catalog or with your school counselor to work it into your class schedule.
3. As a group, have a class on good manners.
4. Bear your testimony at the next testimony meeting or at some other appropriate time.

OBJECTIVE	Each young woman will commit herself to fulfill the commandment to share the gospel with others.
-----------	--

PREPARATION	<ol style="list-style-type: none"> 1. Picture 12, Alma Baptizes in the Waters of Mormon (62332); and picture 13 of a woman being sworn in as a witness in a courtroom. Both are located at the end of the manual. 2. If you decide to use the role-play activity, prepare two name tags that read “Church Member” and two that read “Friend.” Then write out instructions on four separate pieces of paper for those who will participate in the role play. 3. You may want to ask a convert to the Church to talk about missionary work as a demonstration of love. (If no convert can help, ask your ward mission leader.) The person may want to discuss— <ol style="list-style-type: none"> a. How the person (member or missionary) who shared the gospel with him showed love for him. b. The effect the gospel has had on his life. c. Why it is important for every member of the Church to be a witness of Christ through missionary work. 4. Assign young women to present any scriptures, stories, or quotations you wish.
-------------	---

SUGGESTED LESSON DEVELOPMENT	Every Church Member Is under Covenant to Stand as a Witness of Christ
Picture discussion	<p>Display the picture of the swearing in of a witness in a courtroom.</p> <ul style="list-style-type: none"> • What is the person being sworn in about to do? • What kind of information do witnesses give at a trial? • How does the testimony given by a witness help in establishing the truth?
Chalkboard	Write on the chalkboard: “To stand as witnesses.”
Picture and scripture discussion	<p>Explain that the prophet Alma taught the gospel to the people of his day. Since many of these people accepted his message, Alma taught them about the covenant of baptism.</p> <p>Display the picture of the people of Alma at the Waters of Mormon, and ask a young woman to read Mosiah 18:8–9.</p> <ul style="list-style-type: none"> • What does it mean to “stand as witnesses of God at all times and in all things, and in all places”? <p>Ask another young woman to read Mosiah 18:10.</p> <ul style="list-style-type: none"> • According to Alma, what did you promise to do when you were baptized?
Teacher presentation	Explain that all people who are baptized enter into a covenant to serve their Heavenly Father and keep his commandments. This includes, as it did for the people of Alma, standing as a witness of God at all times and in all places.
Discussion	<ul style="list-style-type: none"> • How can we stand as witnesses of God? (By our example, by telling people about the Church.)

The Example and Preparation of a Young Woman Increase Her Opportunities for Missionary Work

Scripture discussion	<p>Point out that one of the best ways a young woman can stand as a witness and share the gospel is by the example she sets. The Apostle Paul, writing to a young man named Timothy, told him to be an example to others.</p> <p>Read 1 Timothy 4:12.</p> <ul style="list-style-type: none">• According to this verse, what are some ways you can be an example of those who believe in Jesus Christ? What are other ways not mentioned in this verse?• How can your good example open opportunities for you to share the gospel? <p>After a short discussion on this question, share the following story:</p>
Story	<p>A Latter-day Saint young woman was chosen to be the student director of a school dramatic production. Because of this responsibility, she and a friend, who was also a member of the Church, spent a lot of time with the drama teacher. One day the teacher asked, "Susan, what makes you and Laurie so different?" The young woman explained a little about the Church and asked the teacher if he would like the missionaries to visit him and his family. The teacher agreed. He and his family listened to the missionaries, gained a testimony of the truthfulness of the gospel, and were baptized. Four years later this man was called by the Lord to serve as the bishop of his ward.</p>
Discussion	<ul style="list-style-type: none">• How did Susan and Laurie act as witnesses of the truthfulness of the gospel?• Have you ever had the opportunity to share the gospel because of your example? <p>Let the young women share their own experiences.</p>
Quotation	<p>"Members of the Church everywhere should remind themselves that the gospel is to be preached and taught by example and not just by word of mouth. The lives of all Church members should be shining examples of the gospel of Jesus Christ in action" (William H. Bennett, in Conference Report, Apr. 1972, p. 92; or <i>Ensign</i>, July 1972, p. 82).</p> <p>Point out that in addition to example, there are other ways to share the gospel.</p>
Stories and discussion	<p>One summer Marilyn attended a special music workshop with other young people from throughout the country. Anticipating a chance to share the gospel and stand as a witness of her Father in Heaven, she packed three copies of the Book of Mormon in her suitcase to give to people she would meet. Just as she had hoped, she was able to tell others that she was a member of The Church of Jesus Christ of Latter-day Saints and give them copies of the Book of Mormon. Then she found that the people she met had questions to ask. She knew the gospel was true. She could bear her testimony, but she could not answer many of their questions. She could not give them reasons for the faith that she had.</p> <p>Read 1 Peter 3:15.</p> <ul style="list-style-type: none">• What did Peter say we should be ready to do?• How could Marilyn have better prepared herself to share the gospel? <p>Ask the young women to listen carefully to discover how another young woman prepared herself to share the gospel.</p> <p>"I was afraid! But I didn't want to admit it to anyone. When others told about discussing the gospel with their friends, it sounded simple. But when I tried to discuss the gospel, it was a different story. . . .</p> <p>"Everyone knew I am a Latter-day Saint because I don't drink tea or coffee, and I do have a testimony of the truthfulness of the gospel. But still, I couldn't say it. . . .</p> <p>"[I decided to ask someone for help. I knew that Brother Clarke and Bishop Baker were always anxious to share the gospel, so I decided to ask them how they did it.]</p> <p>"Brother Clarke is a popular Gospel Doctrine teacher. 'Study!' he said emphatically. 'That's the key to being a good missionary. When I couldn't explain the gospel to myself, I certainly couldn't explain it to anyone else. To solve my problem, I diligently studied the scriptures and other Church books. I examined the beliefs of other churches and tried to understand the needs of people around me.' . . .</p>

“Finally I asked Bishop Baker.

“ ‘Yes, I was once afraid, too,’ he said. ‘I neglected my missionary responsibilities because I feared choosing the wrong time or the wrong words. The only answer to my problem was prayer. I realized I had to be in tune with the Spirit constantly so I would know if the time was right to present the gospel and if my words were appropriate. Since then, I have seldom been inspired to avoid a religious discussion.’

“After I had talked with some self-made missionaries, the rest was up to me.

“ . . . I began to study the scriptures every day, and became more aware of the needs of people around me. During moments of meditation I would say again and again: ‘I can . . . I can . . . I can . . .’ And I prayed” (Linda Archibald, “Are You Afraid to Ask?” *Ensign*, Oct. 1975, p. 54).

- How did this young woman prepare herself to share the gospel?
- What other things can you do to prepare yourself to share the gospel?

Encourage class members to tell of experiences they have had in sharing the gospel. Then have class members participate in the role-play activity.

Role playing (optional) Call on two young women to participate in a role-play experience. Give each a name tag identifying her role and a slip of paper describing what she is to do.

Church Member 1: As you and a nonmember friend are studying together, your friend mentions that she thinks churches and religion have no value. Tell your friend that you know some people feel the way she does but that you have a special feeling about the gospel and the Church that you would like to share with her. You could tell her about answers to your prayers, about Joseph Smith and the organization of the Church, or about Church programs such as family home evening that have helped you and your family. Whether or not your friend accepts what you have to say, continue to treat her with love and understanding.

Friend 1: You do not belong to a church. As you are studying your schoolwork with a member of The Church of Jesus Christ of Latter-day Saints, you mention that you think churches and religion have no value. Listen politely to your friend, and ask her questions, but do not change your opinion.

Let the young women role-play for a minute or two. Stop the action when the conversation slows. Discuss the role play with the class members.

Ask the young women to share their ideas about what we should be prepared to explain about the Church and how we might interest nonmembers in the Church.

Discussion

- What should you do if a person does not seem interested in your beliefs? (Continue to treat the person with love and respect. Do not be afraid to ask her again.)

Role playing (optional) Call on two other young women to role-play a different situation. Give each a name tag and instruction.

Church Member 2: You are having a conversation with a friend who is not a member of the Church. Lead the conversation to the topic of religion, and ask your friend if she would be interested in learning more about the Church.

Friend 2: Carry on a conversation with your Latter-day Saint friend. Answer her questions. You are curious about the Church but are afraid to bring up the topic. Tell her that you have been impressed by the way she lives and are curious about what she believes.

Stop the role play after a minute or two and discuss what happened.

Discussion

- Why was it important for the Church member to do more than be an example?

Guest speaker (optional) Introduce the guest speaker to the young women. Let the guest talk about showing love by sharing the gospel.

Lesson Application

Suggest that the young women choose one of the following activities for the coming week:

1. Pray for the opportunity to share the gospel.
2. As a class, plan an activity to which you can bring a nonmember friend.
3. Share your testimony with a friend or family member.
4. Give a copy of the Book of Mormon to a nonmember friend.

Sustaining Missionaries through Letters

OBJECTIVE Each young woman will learn ways to encourage and support young men and young women in the mission field.

PREPARATION 1. Optional: Write each of the seven questions in the second section of the lesson on a piece of paper. Put these papers in seven separate envelopes. Then, put these envelopes in a mailbag. The mailbag might be an oversized envelope or a canvas bag with "Mailbag" written on the outside.

2. Assign young women to present any scriptures, stories, or quotations you wish.

Note to the teacher This lesson discusses supporting friends and family members from your area who are serving full-time missions elsewhere. The activities and suggestions in the lesson would not be appropriate for those serving full-time missions in your area.

Missionaries Face Many Challenges and Opportunities

Teacher presentation Ask the young women to imagine themselves in the following situation: You are 2,000 miles away from home living in a city you have never visited before. Your family and friends are back home. The people around you speak another language that you are learning so that you can communicate with them. The small apartment you live in is much different from the home you left. The food of this country has its own special flavors and varieties. You are living with someone you did not know a month ago. Everyone you associate with is new to you. You must take total care of all your own physical needs. You are very careful with your money, and you must budget it well to pay for your living expenses. You prepare your meals, care for your clothes, do your mending, and take care of your apartment.

Each day is very busy. Your purpose is to interest strangers in learning about The Church of Jesus Christ of Latter-day Saints. Some of the people you talk to are rude. They do not want to hear your message and sometimes shut the door in your face. Other strangers welcome your message and become your very good friends as you teach them. You are increasing your knowledge of the gospel faster than at any time of your life. You are studying at least two hours each day and spending the rest of the day proselyting. You read and memorize scriptures and discussions. You are becoming an authority on spiritual matters because you need to be prepared for the many questions people continually ask. You pray for the Spirit of the Lord often during the day because you must have it to be effective in your work.

Chalkboard discussion • What are some of the responsibilities a missionary has?

List the young women's ideas on the chalkboard.

Teacher presentation Explain that former missionaries report that a mission is hard work. Yet when missionaries commit themselves to their work, their time in the mission field is one of the happiest times of their lives. Missionaries must be diligent, determined, and willing to sacrifice their own desires for the Lord's work. They must concentrate and study hard.

A young woman who is aware of the responsibilities of missionaries can be a positive influence in their lives.

Discussion • How can you help missionaries meet the challenges they will face?

Letters Can Support and Encourage Missionaries

Quotation

Explain that letters let missionaries know that their family members and friends are thinking about them.

Elder Gordon B. Hinckley said: “My heart goes out to the missionary who does not receive regular mail from home. Generally a letter once a week is a good rule. But on the other hand, too much mail can be damaging to a missionary’s morale. To be effective a missionary has to move away from home; so the kind of mail he receives will make a vast difference in what he does and how he feels. Letters that set forth the problems at home, that dwell on the difficulties, hurt the morale of the missionary. Wise letter writers will be sure to state their positive feelings—how proud they are to have a missionary in the field, how the Lord is blessing them because of his work in the ministry. Such letters bless the life of a missionary” (Brian Kelly, “A Visit with Gordon B. Hinckley about Missionary Work,” *New Era*, June 1973, p. 32).

Display the mailbag with the envelopes inside.

Survey

Explain that a group of returned missionaries from missions all over the world were asked about the mail they received while in the mission field. The most common answers to the questions are listed below. Ask each young woman to take one or more of the envelopes out of the mailbag and read the question to the class. Let the young women suggest how the missionaries might have responded. Then read and discuss any of the answers not mentioned.

1. *Question:* While you were in the mission field, who did you enjoy receiving letters from?

Responses: My parents

Friends I had frequently dated

Relatives

2. *Question:* In letters from home, what subjects did you most want to hear about?

Responses: News about the family

News of those I knew who were also on missions

Information about Church or ward activities

Serious questions or comments about the gospel and spiritual matters

Questions about my work, contacts, and living conditions

Information about school activities and the achievements of my friends and family

3. *Question:* What kinds of letters helped you most?

Responses: The ones that lifted my spirituality

Those that told of the experiences of others and how their testimonies had grown

Letters about the gospel and genuine spiritual experiences

Happy, informative letters about home

4. *Question:* What letters did you find depressing or unwelcome?

Responses: Those containing negative comments, especially about the gospel

Those containing gossip

Letters written when the person was depressed

Letters about how soon my mission would be over

News about problems in the country or dissatisfaction at home

Letters telling me about all I was missing at home

5. *Question:* How often should a casual friend write?

Responses: On Christmas and birthdays

Every one to three months

6. *Question:* What letters did you find unwelcome from that special young woman or young man at home?

Responses: Letters talking about dates with others

Letters dwelling on parties and other activities

Letters saying that the relationship is over

Romantic letters

7. *Question:* If your special friend at home found his or her feelings for you changing, what would you want your friend to do?

Responses: Be honest about the changing feelings

Talk about the doubts as soon as they appear

Teacher presentation Explain that letters from home can be an influence for good in the life of every missionary, but missionaries cannot be expected to answer all the letters they receive. They are encouraged to write home once a week, and they must write to the mission president once a week. Missionaries are very busy, so letters to others can be expected only periodically.

Discussion If time permits, let the young women discuss ways they can personally encourage friends who are serving missions.

Conclusion

Teacher presentation Explain that letters are an essential part of missionaries' lives. Positive letters can help them find joy in their work. Remind the young women to put themselves in the missionaries' place when they write letters and to write about the things that will help them. They can share the new concepts they are learning as they study and develop their testimonies. They can tell the missionaries that others are praying for them. The Lord will bless them as they encourage missionaries through letters.

Suggested Activities

1. For the next holiday, send a letter from your class to each of the missionaries serving from your ward. These can be prepared on an activity night.
2. Suggest that the young women set a goal to write to a relative or friend on a mission at least once every three months.

Increasing in Spirituality

Counseling with the Lord

OBJECTIVE Each young woman will seek to draw closer to her Father in Heaven by counseling with him in all things.

PREPARATION 1. Bring paper and pencils for the class members.
2. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Each Young Woman Can Counsel with the Lord in All Things

Story

Tell the following story as an example of how a young woman counseled with the Lord:

“As a young girl I saw many sad things happen around me because of alcohol. Our family didn’t belong to the Church. In fact, I had never heard of The Church of Jesus Christ of Latter-day Saints. When I was twelve years old, I started praying each night that Heavenly Father would help me find someone I could marry who would not have a drinking problem.

“Years later, after I finished nursing school, I got my first job working in a small hospital in a remote town. A few weeks later, a young doctor came to work at the same hospital. From the beginning there was something different about him. One of the other nurses suggested that this doctor was not one to get interested in because he was a Mormon! I asked, ‘What is a Mormon?’ She told me they were a strange religious group who did not use coffee, tea, alcohol, or tobacco. We finished our coffee and went back to work. That was the last cup of coffee I ever drank. I could hardly wait to find out more about the Mormons. The gospel message was what I had been looking for all my life. Within a month I was baptized, and later the young doctor and I were married. My prayers had truly been answered, and life had new meaning.”

Scripture discussion

Have the young women read Alma 37:37. Write “Each young woman can counsel with the Lord in all her doings” on the top of the chalkboard.

- What do you think it means to counsel with the Lord? (To pray, study, ponder, and listen with your mind and your heart.)
- How did the young woman in the story counsel with the Lord?
- What things could you counsel with the Lord about? (Discuss this in detail. Emphasize the need to pray about small, daily challenges as well as serious long-range decisions.)

Teacher presentation

Explain that to counsel with the Lord is to discuss things with him. We tell him the desires and feelings of our hearts and then wait for an answer. We are often so busy that we pray and rush off before there is time for an answer. Sometimes answers do not come immediately or in the way we expect them to come. Sometimes an answer comes, but we don’t accept it because it isn’t the one we want to hear.

Scripture discussion

Have the young women locate and read Doctrine and Covenants 101:7–8.

- Why was the Lord slow to answer the prayers of the early Saints when they were in trouble?
- Why are some people more likely to counsel with the Lord when they are in trouble?
- When something nice happens to you, whom do you tell? Do you suppose your Father in Heaven would like to hear about these things?

Teacher presentation Point out that our earthly fathers are pleased when we bring them reports of what we are doing, expressing thanks and pleasure as well as seeking guidance about problems. Our Heavenly Father also delights to have us talk and counsel with him.

A Young Woman Needs to Know How to Communicate with the Lord

Activity Pass out paper and pencils to class members. Ask them to write at the top of their papers: "How to Pray and What to Pray For."

Explain that our Church leaders have given us some excellent instructions about how we should pray and what we should pray for.

Ask the young women to jot down important ideas from the quotations as they are read. After the reading, discuss what they have written. You may wish to prepare questions that will bring out the important points in the quotations.

Quotations and discussion

President Ezra Taft Benson has suggested some ways to improve our communication with our Heavenly Father:

- "1. *We should pray frequently.* We should be alone with our Heavenly Father at least two or three times each day: ' . . . morning, mid-day, and evening,' as the scripture indicates. (Alma 34:21.) In addition, we are told to pray always. (2 Nephi 32:9; D&C 88:126.) This means that our hearts should be full, drawn out in prayer unto our Heavenly Father continually. (Alma 34:27.)
- "2. *We should find an appropriate place where we can meditate and pray.* We are admonished that this should be 'in your closets, and your secret places, and in your wilderness.' (Alma 34:26.) That is, it should be free from distraction, in secret. (3 Nephi 13:5–6.)
- "3. *We should prepare ourselves for prayer.* If we don't feel like praying, then we should pray until we do feel like praying. We should be humble. (D&C 112:10.) We should pray for forgiveness and mercy. (Alma 34:17–18.) We must forgive anyone against whom we have bad feelings. (Mark 11:25.) Yet, the scriptures warn, our prayers will be vain if we 'turn away the needy, and the naked, and visit not the sick and afflicted, and impart [not] of [our] substance. . . .' (Alma 34:28.)
- "4. *Our prayers should be meaningful and pertinent.* We should not use the same phrases at each prayer. Each of us would become disturbed if a friend said the same few words to us each day, treated the conversation as a chore, and could hardly wait to finish in order to turn on the TV and forget us" (Ezra Taft Benson, "Improving Communication with Our Heavenly Father," in *Prayer* [Salt Lake City: Deseret Book Co., 1977], p. 111).

President Spencer W. Kimball instructed us on what we should pray about: "We should express joyful and sincere gratitude for past blessings. The Lord has said, 'And ye must give thanks unto God in the Spirit for whatsoever blessing ye are blessed with.' (D&C 46:32.) A wonderful and assuring spirit comes over us as we express sincere gratitude to Heavenly Father for our blessings—for the gospel and the knowledge of it that we have been blessed to receive, for the efforts and labors of parents and others in our behalf, for our families and friends, for opportunities, for mind and body and life, for experiences good and helpful throughout our lives, for all of our Father's helps and kindnesses and answered prayers.

"We can pray for our leaders. . . .

"The all-encompassing missionary work should be the constant object of our prayers. We pray that the doors of nations will be opened to receive the gospel. We pray for opportunity and guidance to share the glorious gospel news with others. . . .

"We pray for the frustrated, the disturbed, the sick, those in need, the sinful. We pray for that person we felt was an enemy. . . . Can anyone long have an enemy when he prays for persons around him about whom he may have hard feelings?

"We pray for wisdom, for judgment, for understanding. We pray for protection in dangerous places, for strength in moments of temptation. We remember loved ones and friends. We utter momentary prayers in word or thought, aloud or in deepest silence. We always have a prayer in our hearts that we may do well in the activities of our day. Can one do evil when honest prayers are in his heart and on his lips?

“We pray over our [families], our neighbors, our jobs, our decisions, our church assignments, our testimonies, our feelings, our goals. . . .

“But is prayer only one-way communication? No! . . . At the end of our prayers, we need to do some intense listening—even for several minutes. We have prayed for counsel and help. Now we must ‘be still, and know that [he is] God.’ (Ps. 46:10.)” (“Pray Always,” *Ensign*, Oct. 1981, pp. 4–5).

The Lord Blesses Us According to Our Needs—Not Always According to Our Wants

Teacher presentation

Explain that although prayers are often answered exactly as we ask them to be, sometimes prayers are answered “no” or in ways we may not understand.

Story

Relate the following true story told by Barbara Perry Haws, daughter of Elder L. Tom Perry:

“One day I received a long-distance call from my brother. I could tell something was wrong because his voice was serious and my brother is rarely serious. He told me that our mother had just suffered a stroke and was in the hospital. The fear I felt was heightened because I was a long way from home. The only thing I could do was pray. After I prayed, I felt such a warmth go through me that I knew everything would be all right. But a few minutes later I received another call. It was my dad; my mom had passed away. At first I could not believe it because the feeling that all was well was so definite. I later realized that everything was as it should be; my mother had lived rather comfortably with cancer for almost four years—long enough to see my father be called to the Council of the Twelve. But that fourth year the cancer was beginning to cause a lot of trouble. She died calmly thirty minutes after the stroke hit. She had lived a full, beautiful life. When I prayed for her I did not know about the expectation of her death or the trouble she was having. So my prayer was definitely answered and everything was all right.”

- What blessings did this young woman receive because of her prayer?
- Why is it a blessing that the Lord does not always answer our prayers in the way we expect?

Scripture

Reread Alma 37:37 aloud.

Conclusion

Personal experiences and testimony

Read Doctrine and Covenants 88:63, 83, and consider the wonderful promise made in these verses.

Ask the young women if they have experienced answers to prayers that they would like to share with the class. Conclude by bearing your testimony of the importance of counseling with the Lord regularly and sincerely. You may want to share with the class a brief experience that you have had with prayer. Assure the young women that their Heavenly Father cares greatly for them and desires to help them, but they need to ask him for his help.

Lesson Application

Suggest that the young women make greater efforts to draw close to their Heavenly Father through prayer.

Fasting Brings Blessings

Lesson

23

OBJECTIVE	Each young woman will understand the blessings of fasting.
-----------	--

PREPARATION	<ol style="list-style-type: none">1. Prepare a list of the scriptures found in the Introduction for each young woman. Do not include the answers given in parentheses. Also bring pencils for the class members.2. If it is available in your area, show "The Law of the Fast," from <i>Family Home Evening Video Supplement</i> (53276).3. Assign young women to present any scriptures, stories, or quotations you wish.
-------------	--

SUGGESTED LESSON DEVELOPMENT	Introduction
Scripture exercise	<p>Write the following on the chalkboard:</p> <p>"Fasting is _____."</p> <p>Give each young woman a copy of the following list of scriptures and a pencil. Do not include the answers.</p> <p>Luke 2:37 (a form of true worship)</p> <p>Acts 13:2–3 (to help in selecting Church officers)</p> <p>Omni 1:26 (to draw closer to the Lord)</p> <p>Mosiah 27:22–23 (to receive special blessings)</p> <p>Alma 5:46 (to gain a testimony)</p> <p>Alma 6:6 (for the welfare of others)</p> <p>Alma 17:3 (to receive revelation)</p> <p>Alma 17:9 (to help nonmembers learn the truth)</p> <p>Helaman 3:35 (for spiritual strength and purification)</p> <p>Helaman 9:10 (for help in time of sorrow)</p> <p>Doctrine and Covenants 88:76 (a commandment of God)</p> <p>Have the young women work in pairs to locate the scriptural references and write down the words that complete the sentence on the chalkboard. After the young women have finished, have them read aloud the scriptural reasons for fasting.</p>

Discussion	Proper Fasting Brings Blessings <p>Discuss the following questions with the young women to help them understand proper ways to fast. Let the young women give their answers first; then have them read the quotation or statement that follows the question.</p> <ul style="list-style-type: none">• What is a fast? <p>A proper fast consists of abstaining from food and drink for two consecutive meals, attending the fast and testimony meeting, and making a generous offering to the bishop to care for those in need.</p> <ul style="list-style-type: none">• What is the purpose of our monthly fast day?
------------	---

“Most of us fast in conjunction with our membership in the Church and its law of the fast. Generally speaking, there are three purposes for such a fast. First is to increase humility and spirituality of the individual fasting. Second is to provide assistance to the needy by contributing fast offerings equivalent to the value of the food which has not been consumed. Third, physical benefits may be derived personally” (Russell M. Nelson, “I Have a Question,” *Ensign*, Apr. 1976, p. 32).

- What is considered an appropriate fast offering?

“The generous offering to the bishop is understood to represent the financial equivalent of at least two meals. A liberal donation so reserved and dedicated to the poor is ennobling to the soul and helps one develop charity, one of the greatest attributes of a noble human character. (See 1 Cor. 13.)” (Russell M. Nelson, “I Have a Question,” p. 33).

President Spencer W. Kimball had this to say about the amount we contribute for a fast offering: “I think we should be very generous and give, instead of the amount we saved by our two meals of fasting, perhaps much, much more—ten times more where we are in a position to do it” (in Conference Report, Apr. 1974, p. 184).

- What other principle is always associated with fasting?

A proper fast begins and ends with prayer. Fasting without prayer is simply going without food.

- When, other than on the regularly designated fast day, should a person fast?

We can fast when we need extra help and strength to complete a task, solve a problem, or gain a special blessing. Fasting and prayer can help us develop greater humility and faith.

Note to the teacher

If you perceive a need, you may wish to have the following quotation read at this time:

“The inadvisability of excessive fasting was explained in some detail in the June 1972 *Priesthood Bulletin*, ‘We are informed that some . . . engage in rather lengthy fasting. It is not advisable that they do this. If there is a special matter for which they should fast, if they would fast one day and then go to the Lord humbly and ask for his blessings, that should suffice.’ Moreover, Joseph F. Smith wisely counseled, ‘Many are subject to weakness, others are delicate in health, and others have nursing babies; of such it should not be required to fast. Neither should parents compel their little children to fast.’ (*Gospel Doctrine*, p. 244)” (Russell M. Nelson, “I Have a Question,” pp. 32–33).

- What are the benefits we receive from fasting?

“Fasting, with prayer, its companion, is designed to increase spirituality, to foster a spirit of devotion and a love of God, to increase faith in the hearts of men, thus assuring divine favor; to encourage humility and contrition of soul; to aid in the acquirement of righteousness; and to teach man his nothingness and dependence upon God; and to hasten along the path of salvation those who properly comply with this law of fasting” (Thorpe B. Isaacson, in Conference Report, Apr. 1962, p. 67; or *Improvement Era*, June 1962, p. 438).

Fasting Is a Source of Power

The following stories illustrate the great power of fasting. You may or may not have time to use all three of the stories in this section.

Story

Tell the following story about Elder Hugh B. Brown when he was a young missionary in England. Elder Brown had been leaving missionary tracts at some homes in Cambridge. His lack of success caused him to return to his apartment feeling tired, discouraged, and sorry for himself. A short time later, a man came to his door asking to see him. The man said:

“ ‘Last Sunday there were 17 of us heads of families left the Church of England. We went to my home where I have a rather large room. Each of us has a large family, and we filled the large room with men, women and children. We decided that we would pray all through the week that the Lord would send us a new pastor. When I came home tonight I was discouraged, I thought our prayer had not been answered. But when I found this tract under my door, I knew the Lord had answered our prayer. Will you come tomorrow night and be our new pastor?’ ”

Discussion

- What would you have done in this situation?

Story

Continue the story:

"Now, I hadn't been in the mission field three days. I didn't know anything about missionary work, and he wanted me to be their pastor. But I was reckless enough to say, 'Yes, I'll come.' And I repented from then till the time of the meeting.

"He left, and took my appetite with him! I called in the lady of the house and told her I didn't want any [food]. I went up to my room and prepared for bed. I knelt at my bed. My young brothers and sisters, for the first time in my life I talked with God. I told Him of my predicament. I pleaded for His help. I asked Him to guide me. I pleaded that He would take it off my hands. I got up and went to bed and couldn't sleep and got out and prayed again, and kept that up all night—but I really talked with God.

"The next morning I told the landlady I didn't want any breakfast and I went up on the campus in Cambridge and walked all morning. I came in at noon and told her I didn't want any lunch. Then I walked all afternoon. I had a short-circuited mind—all that I could think of was that I have got to go down there tonight and be a pastor.

"I came back to my room at 6:00 and I sat there meditating, worrying, wondering. . . . Finally it came to the point where the clock said 6:45. I got up and put on my long Prince Albert coat, my stiff hat which I had acquired in Norwich, took my walking cane (which we always carried in those days), my kid gloves, put a Bible under my arm, and dragged myself down to that building, literally. I just made one track all the way.

"Just as I got to the gate the man came out, the man I had seen the night before. He bowed very politely and said, 'Come in, Reverend, sir.' I had never been called that before. I went in and saw the room filled with people, and they all stood up to honor their new pastor, and that scared me to death.

"Then I had to come to the point where I began to think what I had to do, and I realized I had to say something about singing. I suggested that we sing 'O My Father.' I was met with a blank stare. We sang it—it was a terrible cowboy solo. Then I thought, if I could get these people to turn around and kneel by their chairs, they wouldn't be looking at me while I prayed. I asked them if they would and they responded readily. They all knelt down and I knelt down, and for the second time in my life I talked with God. All fear left me. I didn't worry any more. I was turning it over to Him.

"I said to Him, among other things, 'Father in Heaven, these folks have left the Church of England. They have come here tonight to hear the truth. You know that I am not prepared to give them what they want, but Thou art, O God, the one that can; and if I can be an instrument through whom You speak, very well, but please take over.'

"When we arose most of them were weeping, as was I. Wisely I dispensed with the second hymn, and I started to talk. I talked 45 minutes. I don't know what I said. I didn't talk—God spoke through me, as subsequent events proved. And He spoke so powerfully to that group that at the close of that meeting they came and put their arms around me, held my hands. They said, 'This is what we have been waiting for. Thank God you came.'

"I told you I dragged myself down to that meeting. On my way back home that night I only touched ground once, I was so elated that God had taken off my hands an insuperable task for man.

"Within three months every man, woman and child in that audience was baptized a member of the Church. I didn't baptize them because I was transferred. But they all joined the Church and most of them came to Utah and Idaho. I have seen some of them in recent years. They are elderly people now, but they say they never have attended such a meeting, a meeting where God spoke to them" (Hugh B. Brown, *Father, Are You There?* [Provo, Utah: Brigham Young University Press, 1967], pp. 13–15).

Discussion

Discuss the results of President Brown's fasting with the young women. Ask them to share what they learned from the story.

Story

Elder Matthew Cowley, a former member of the Council of the Twelve, told the story of how a humble bishop blessed a young boy:

"Of course there are times when you don't have time to fast much; you don't have time to pray much, emergencies, you have to rush. But on the other hand I think if we have a

little time, and we intend to go and bless someone, it doesn't do any harm to do a little fasting. I think God accepts of that fasting.

"We have a mutual friend in Honolulu, . . . a man who is a young bishop down there, very wealthy, and yet a young man with a lot of humility. He was called one day from the Queen's Hospital to come and bless a boy who had polio. A native sister had called him. He was her bishop, and she said, 'Bishop, come up here, my boy is stricken with polio, and I want you to come up here and administer to him and bless him.' All day she waited for him, and the bishop never showed up. All night he never showed up, the next morning he never showed up, but early in the afternoon here he came. She turned loose on him. She called him everything she could think of. 'You, my bishop, I call you and tell you my boy is here stricken with polio. And you your own boss, you have your cars; you have a beautiful yacht; you have everything you want; and your time is your own; and you don't show up. You just come now after a whole day.' After she had finished and couldn't think of anything more to call him, he smiled and said, 'Well, after I hung up the receiver yesterday, I started to fast, and I've been fasting and praying for twenty-four hours. I'm ready now to bless your boy.' At five o'clock that evening the boy was released from the hospital entirely cured of his polio. ' . . . this kind goeth not out but by prayer and fasting.'

"Now I doubt very much if he had gone up there the day before that would have happened. I think that prayer and that fasting were needed" (Matthew Cowley, *Matthew Cowley Speaks* [Salt Lake City: Deseret Book Co., 1954], pp. 149–50).

Scripture story

Explain that a righteous woman, through her obedient living, can bless not only herself and her whole family, but an entire nation. Such a woman was Esther. Her story is told in the Old Testament (see Esther 1–10).

Esther was a Jewish woman who found favor with the king and became his queen. In the same country was a powerful prince named Haman who was a bitter enemy of Mordecai, Esther's uncle, because Mordecai refused to bow down before him. Haman, in order to gain vengeance, made a plan to kill all the Jews.

When Mordecai heard this tragic news, he sent word to Esther requesting her to go before the king and seek his protection. Esther explained the law and replied, "Whosoever, whether man or woman, shall come unto the king into the inner court, who is not called, there is one law of his to put him to death, except such to whom the king shall hold out the golden sceptre, that he may live: but I have not been called to come in unto the king these thirty days" (Esther 4:11).

Mordecai replied that if Esther did not act, everyone would be killed, including her own family. Esther realized her responsibility, for she answered, "Go, gather together all the Jews that are present in Shushan, and fast ye for me, and neither eat nor drink three days, night or day: I also and my maidens will fast likewise; and so will I go in unto the king, which is not according to the law: and if I perish, I perish" (Esther 4:16).

Esther, without regard for her own life, went fasting and praying before the king. The king held out his sceptre so she could approach. Because she decided to put her life and this problem into the hands of the Lord, she was spared, and the king allowed the Jews to defend themselves and survive.

Discussion

Discuss the story with the young women, pointing out the strength and courage Esther derived from the fasting of her people.

Help the young women understand the great source of strength and courage that fasting can be in their lives.

Conclusion

Testimony

Bear your testimony of the power that is derived from fasting and prayer. This power is a spiritual strength that comes only through obedience. Relate a personal experience with the benefits of fasting if you feel it is appropriate. Encourage each young woman to make fasting a more meaningful part of her life.

OBJECTIVE Each young woman will understand how she can receive revelation in her daily life.

- PREPARATION**
1. Bring paper and pencils for the class members.
 2. Prepare pieces of paper with one of the following scriptural references written on each paper: 1 Nephi 10:17 (last half of verse); Matthew 7:7–8; James 1:5–7; Doctrine and Covenants 9:8–9; Alma 37:37; and 1 Nephi 17:45. Make enough papers for each young woman, even if you must use scriptural references more than once.
 3. Prepare to have the class sing the first and third verses of “Teach Me to Walk in the Light” (*Hymns*, no. 304).
 4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Story

Introduction

Share the following story. Ask the young women to identify the gospel principle that is illustrated in the story.

“The youth from several wards were meeting together; the hour was late; many sweet and moving testimonies had been shared that evening when Bishop Rogers signaled to the capable young priest conducting to bring the meeting to a close, even though the bench was still filled with youth eager to bear their testimonies. But having waited this long for courage to stand, and being next in line, Melany could not pass this opportunity. . . . She moved quickly to the pulpit.

“ ‘You see,’ she said, ‘I was called to be a class president of 17 girls, and the bishop said I was responsible for them. I was scared to death. I didn’t even know for sure where they were. Then he told me to decide on my counselors and reminded me of the need to pray and ask the Lord. I wondered how it worked—how would I know who the Lord wanted.’ . . .

“ ‘I wrote 17 names on a piece of paper. Then I prayed about those names. Each time I would finish my prayer, I felt right about crossing off one or two names from the list. I kept thinking and praying and trying to decide until the third day. With only two names remaining, I had a strong feeling that I knew who Heavenly Father wanted. That’s how it works’ ” (Ardeth G. Kapp, “Yes, You Are Old Enough Girls,” *New Era*, May 1974, p. 14).

Revelation Is the Means by Which God Communicates with Us

Discussion

Hand each young woman a piece of paper and a pencil. Ask her to write a definition of the word *revelation* and hand it to you unsigned. Discuss each definition with the class. Bring out the following meaning:

“Prayer is the means by which man communicates with God. Revelation is the means by which God communicates with man.”

Quotation

As you read the following, ask the young women to identify who is entitled to revelation:

“Now I say that we are *entitled* to revelation. I say that every member of the Church, independent and irrespective of any position that he may hold, is entitled to get revelation from the Holy Ghost; he is entitled to entertain angels; he is entitled to view the visions of eternity; and if we would like to go the full measure, he is entitled to see God the same way that any prophet in literal and actual reality has seen the face of Deity”

(Bruce R. McConkie, *How to Get Personal Revelation*, Brigham Young University Speeches of the Year [Provo, 11 Oct. 1966], p. 4).

Chalkboard discussion Write the following scriptural references on the chalkboard. Do not write the methods of revelation at this time.

<i>Scripture</i>	<i>Method</i>
1. 1 Nephi 11–13; Joseph Smith—History 1:17	Direct vision or visit
2. Joseph Smith—History 1:33; Exodus 3:4	Direct word of God or angels
3. Exodus 28:29–30; Doctrine and Covenants 17:1; Alma 37:38–45	Special instruments such as the Urim and Thummim, Liahona
4. 1 Nephi 2:1–2; 1 Nephi 8:2	Dreams
5. Doctrine and Covenants 8:2; 20:26; Helaman 5:44–47	Holy Ghost

Have the young women use their copies of the standard works to locate the scriptures and identify the ways in which God communicates with us. You may wish to assign scriptures to young women. As the methods are identified, write them on the chalkboard.

Ask the young women to remember what gift they were given immediately after their baptisms. Then read the following statement from the Prophet Joseph Smith: “No man can receive the Holy Ghost without receiving revelations. The Holy Ghost is a revelator” (*History of the Church*, 6:58).

Each of Us Can Receive Revelation to Guide Us in Our Daily Lives

Teacher presentation Explain that all of us are entitled to personal revelation in our lives. Situations arise daily in which we need to know the Lord’s will. We can know this only through revelation. Because the Lord loves us, we can have the constant companionship of the Holy Spirit. This Spirit will gently inspire us and guide us to truth.

Quotation Elder Boyd K. Packer offered the following insight on how we can gain spiritual knowledge:

We should not “expect revelation to replace the spiritual or temporal intelligence which we have already received—only to extend it. We must go about our life in an ordinary, workaday way, following the routines and rules and regulations that govern life.

“Rules and regulations and commandments are valuable protection. Should we stand in need of revealed instruction to alter our course, it will be waiting along the way as we arrive at the point of need” (“The Candle of the Lord,” *Ensign*, Jan. 1983, p. 54).

Scripture study Hand out the pieces of paper you have prepared listing scriptural references. Ask each young woman to look up a scripture and determine what it says about receiving revelation. Explain that, as a class, you will compile a list that answers the question, “What are some ways we prepare to receive revelation?” Give the young women adequate time to find and read the scriptures. Then ask them to explain what the scriptures say. Compile this list on the chalkboard:

What are some ways we prepare to receive revelation?

1. We must have a desire and must seek for help. (1 Nephi 10:17, last half of verse; Matthew 7:7–8.)
2. We must have faith. (James 1:5–7.)
3. We “must study it out” in our minds and reach a tentative decision. (D&C 9:8–9.)
4. We must counsel with the Lord and ask if our decisions are correct. (Alma 37:37.)
5. We must be in tune with the Lord and recognize the answer. (1 Nephi 17:45.)

Case studies

Ask the young women what could be done in the following situations to receive help and guidance. Be sure the young women realize that they must make an effort to receive revelation.

1. Cindy, the president of a Young Women class, must choose a young woman from her class to be chairman of an important summer project. How can Cindy receive help in choosing the right person for this assignment? What should she do besides pray about the problem?
2. Patti has been called by her bishop to be the president of a Young Women class. She is very busy with school and outside activities and feels that she does not have the time or ability to be a class leader. How can the Holy Ghost help her fulfill her calling?
3. Tricia recently moved to a new city. When she started school, she knew nothing about the young women in her classes. She was lonely and uneasy and wanted help in making friends. What should she do? How can she request and receive the help of the Holy Ghost?

Scripture reading and discussion

Read Doctrine and Covenants 9:7–9 and 6:22–23. Have the young women underline and cross-reference these two scriptures. Discuss how a person can know if she has received revelation. What form does revelation usually take?

Quotations

Have a young woman read the following quotation to further clarify the meaning of the scriptures.

“Answers from the Lord come quietly—ever so quietly. In fact, few hear his answers audibly with their ears. We must be listening so carefully or we will never recognize them. Most answers from the Lord are felt in our heart as a warm comfortable expression, or they may come as thoughts to our mind. They come to those who are prepared and who are patient” (H. Burke Peterson, in Conference Report, Oct. 1973, p. 13; or *Ensign*, Jan. 1974, p. 19).

Read to the young women the following quotation by President Marion G. Romney, and invite them to observe how a person can know if her prayer has been answered:

“When confronted with a problem I prayerfully weigh in my mind alternative solutions and come to a conclusion as to which of them is best. Then in prayer I submit to the Lord my problem, tell him I desire to make the right choice, what is, in my judgment, the right course. Then I ask him if I have made the right decision to give me the burning in my bosom that He promised Oliver Cowdery. When enlightenment and peace come into my mind, I know the Lord is saying yes. If I have a ‘stupor of thought,’ I know he is saying no, and I try again, following the same procedure.

“In conclusion, I repeat: I know when and how the Lord answers my prayers by the way I feel” (“Q & A,” *New Era*, Oct. 1975, p. 35).

Conclusion

Teacher presentation	<p>Explain that each baptized member of The Church of Jesus Christ of Latter-day Saints has the right to the gift of the Holy Ghost. Each young woman has that right. To receive that gift, she must be living in harmony with God's laws and earnestly seeking to know his will. Under these conditions she has the right to expect the Holy Ghost to be with her. We are entitled to guidance from the Holy Ghost.</p> <p>Have a young woman read Moroni 10:4–5. Counsel the young women to use this scripture in their lives. Emphasize the importance of seeking the power of the Holy Ghost in their lives. Remind them that through this power they can stay close to the Lord and eventually live with him again.</p>
Song	<p>Conclude the lesson by having the class sing together the first and third verses of "Teach Me to Walk in the Light."</p>

OBJECTIVE Each young woman will understand the meaning of sacrifice and its importance in her life.

PREPARATION

1. Provide a paper and pencil for each young woman.
2. You may wish to prepare a copy of Elder Loren C. Dunn’s statement used in the lesson’s conclusion for each class member.
3. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON**

DEVELOPMENT **People Made Sacrifices in Ancient Times**

Chalkboard discussion Write the word *sacrifice* on the chalkboard. Ask the young women to discuss what the word means.

Explain that sacrifice can be defined as a surrender of some desirable thing for a higher object. We might say that it is giving up something good for something better. Write a definition of sacrifice on the chalkboard.

Explain that throughout the history of the Church, people have been asked to sacrifice, to give up good things to help better things come to pass.

- What do you think about when you hear of ancient prophets offering sacrifices? (Answers might include such things as Abraham offering Isaac, building altars, and using animals as burnt offerings.)

- Who was the first person to offer sacrifices? (Adam; see Moses 5:5.)

- What other prophets offered sacrifices? (Noah, Moses, Isaac, Jacob.)

Scripture discussion Have the young women read Moses 5:6. They may want to mark the last part of this verse.

- Did Adam know why he was commanded to offer sacrifices? (Not at first.)

Have the young women read and discuss Moses 5:7.

- What does *similitude* mean? (A likeness or comparison; Adam’s sacrifices were a symbol of the sacrifice of the Savior.)

Explain that all ancient sacrifices pointed toward Christ’s great sacrifice to atone for our sins. The Savior gave his life for us, and we should be willing to sacrifice all we have for him and his gospel.

Have the young women read Moses 5:5 and Leviticus 1:3.

- What were the characteristics of the animals that the ancient prophets offered as sacrifices? (Male firstborn animals, animals without spot or blemish.)

Explain that “without blemish” means without imperfection. Only the very best animals were used for sacrifice.

- How were these animals symbolic of our Savior? (Jesus also was the firstborn; he was perfect, without spot or blemish.)

Teacher presentation Explain that in ancient times, the people depended on their flocks and herds to carry burdens and to supply meat, milk, and skins for clothing. Suppose that you lived in ancient times. Your life and the lives of your family depended upon your flock of sheep.

Discussion

- How might you feel about sacrificing the best animals in your flock?
- What would people learn by regularly sacrificing the best of their flocks? (Faith, obedience, patience.)

Explain that the practice of offering sacrifices continued for hundreds of years. It ended with the great and last sacrifice. Have the young women read Alma 34:14 to discover what the great and last sacrifice was. Explain that after Christ offered himself as a sacrifice for sin, Church members no longer sacrificed animals to the Lord. But we are required to make sacrifices in other ways.

We Also Make Sacrifices in Modern Times

Teacher presentation

Explain that Saints in all ages are asked to make sacrifices for the building of the Lord's kingdom. True sacrifice is not easy. It is hard and may hurt a little, especially if what we are giving up is very dear to us.

King David said it this way: "Neither will I offer burnt offerings unto the Lord my God of that which doth cost me nothing" (2 Samuel 24:24).

Story

The following story tells about sacrifices made by women in the early days of the Church when the Kirtland Temple was being built.

"Hilda Larson was setting the table for dinner when her father came in and said to her, 'Put the old dishes away, Hilda. We're having company.'

" 'Who is coming, John?' asked Hilda's mother.

" 'Two of the men I have been working with today on the temple,' he replied. 'Heber Kimball and Brigham Young.' . . .

"Hilda and her mother went into a small room where the china dishes were kept in a tall cupboard behind heavy glass doors. Although they were used only for company or special holidays, Hilda was familiar with every piece. . . .

" 'This set of china,' her mother explained, 'belonged to your great-grandmother. She wrapped every piece in quilts when she sailed from England in 1770. She worried every time there was a storm on the ocean for fear her dishes would break.' . . .

"During the meal Hilda enjoyed listening to her father talk with the two men. They spoke of how the Kirtland Temple they were building was nearly completed.

" 'All the Saints in Kirtland have helped,' Brother Kimball said.

" 'We may be few in number,' Brother Young agreed, 'and poor, but we are rich in faith. While the men labor on the building, the women spin and weave cloth for our clothes.'

"Brother Kimball picked up the china cup that was beside his plate. 'And now the women give their precious dishes,' he said, looking at her mother. . . .

"The next afternoon . . . Mother guided [Hilda] into the room where the dish cupboard stood. A large box was on the floor beside it.

" 'We must pack the china into the box, Hilda,' her mother told her. 'The dishes are needed to help build the temple.' Hilda could not imagine how china dishes . . . could help build a temple. She watched her father lift the box of dishes into the back of a pony cart. Then they rode to the bluff where the temple was being built.

"Hilda climbed off the cart and followed her father toward a large vat where a workman was stirring something inside.

"Bending down, Hilda's father said over the noise, 'We're making stuccoed plaster for the outer temple walls. We have discovered that broken china helps hold the plaster together. Also,' he added, 'the walls look very beautiful with the sparkling bits of china and glass shining through.'

"A man nearby said, 'Nearly all the Latter-day Saint women have given their best china for the temple.'

"Hilda could hardly believe it when she saw her mother take the lovely Dresden china from the box and hand each piece to a man who stood beside the vat. He put them on a flat

board, broke them into bits, and scraped the shattered pieces into the vat. . . . All the way down the hill in the cart, with the empty box rattling in back, Hilda was quietly crying.

“One evening after the temple was finished, Hilda walked with her father and mother up the road toward the beautiful building. The sun was setting and Hilda saw the temple walls. They sparkled and shimmered in the sunlight.

“ ‘Oh, Mother!’ she exclaimed, her heart suddenly full and happy. ‘Do you see that sort of blue brightness beside the front door? Only [our china dishes] could sparkle like that!’ ” (Iris Syndergaard, “Sparkling Walls,” *Friend*, Mar. 1975, pp. 11–12).

- How would you feel if you were asked to make a sacrifice like this?

Story

More recently, some Saints from Mexico made great sacrifices to attend the temple:

“Recently, workers at the Mesa Temple welcomed a busload of Church members from the interior of Mexico. They had been traveling for five days. The bus had broken down. These humble families had been sacrificing and saving their pesos for many months to buy the roundtrip tickets. They had slept on the floor of the crowded bus. President Wright of the temple said their leaders were rather embarrassed and even apologetic for their ravenous hunger, especially that of the children. After paying for the bus, there was no money for food. But that didn’t matter—they were going to the temple, and they made it!” (David B. Haight, “By Their Fruits Ye Shall Know Them,” in *Speeches of the Year, 1980* [Provo: Brigham Young University Press, 1981], p. 169).

Discussion

- Why were these people willing to make such a great sacrifice?

Ask the young women to listen to the following quotation and then identify some of the sacrifices made by members of the Church today. List these on the chalkboard.

Quotation and chalkboard

“Our present-day problems in the Church are mainly those related to rapid growth and change. Far-reaching challenges are requiring sacrifices of members’ time, talents, and means, possibly as great as ever before. . . .

“Today, as was done in the early history of the Church, many are sacrificing friends, family, and positions when they join the Church.

“Today many are sacrificing for missionary work, either in supporting missionaries or by going on missions themselves. We now have the largest missionary force in the entire history of the Church.

“Today we have a full Church program, and whether we are called upon to be a Sunday School teacher, a bishop, or an usher, or to pass the sacrament, to be a missionary, to work on a welfare project, to do genealogical work, to consult on data processing problems, or to fulfill any other Church assignment, we should recognize that ‘whatever [we] do according to the will of the Lord is the Lord’s business.’ (D&C 64:29.)

“Sacrifices today are in reality opportunities, the same as they have always been. Remember the promise made by the Savior: ‘ . . . There is no man that hath left house, or parents, or brethren, or wife, or children, for the kingdom of God’s sake, Who shall not receive manifold more in this present time, and in the world to come life everlasting’ (Luke 18:29–30)” (Franklin D. Richards, “ ‘Sacrifice Brings Forth the Blessings of Heaven,’ ” *New Era*, Nov. 1974, p. 5).

Discussion

- What sacrifices for the kingdom of God are being made by the members of our ward or branch?
- What sacrifices might a young woman have to make to prepare herself to be worthy of a temple marriage? To prepare herself for eternal life?

You may want to tell of an experience when sacrifice brought blessings to you. Invite the young women to share similar experiences.

Conclusion

Quotation

Read the following quotation. If you have made copies for the young women, you may wish to distribute these and read it together.

“What we must be willing to do is to sacrifice whatever is required of us, whether time, or talent, or riches, or the praise and honor of men, or whatever it may be, to the extent the Lord may require it” (Loren C. Dunn, “News of the Church,” *Ensign*, Feb. 1980, pp. 78–79).

Writing activity

Distribute paper and a pencil to each young woman and ask her to list several goals she hopes to achieve. Next to each goal, have her list one or more things she must sacrifice to reach that goal.

Teacher testimony

Bear witness that each day we should work on worthwhile goals, sacrificing to improve ourselves as daughters of God. Continual effort and sacrifice will help make us worthy to live eternally with our Heavenly Father.

OBJECTIVE Each young woman will participate with deeper understanding in the ordinance of the sacrament.

- PREPARATION**
1. Picture 14, The Last Supper (62174), located at the back of the manual.
 2. Prepare to have the class sing “I Stand All Amazed” (*Hymns*, no. 193) at the conclusion of the lesson.
 3. If it is available in your area, show “What Think Ye of Christ?” from *Family Home Evening Video Supplement 2* (53277).
 4. Assign young women to present any stories, scriptures, or quotations you wish.

SUGGESTED LESSON DEVELOPMENT

Discovery activity

Introduction

Some of the events in the life of Jesus are listed below. Ask the young women to try to decide, as they listen to you read them aloud, which one is of greatest importance in their lives.

1. He was born under miraculous circumstances.
2. At his baptism, the Holy Ghost descended upon him.
3. He performed many miracles that testify of his divinity.
4. He calmed the sea.
5. He introduced the sacrament at the Last Supper.
6. He suffered for the sins of all mankind, died, and was resurrected.
7. He taught the proper way to pray.
8. He fed five thousand people with a few loaves and fishes.
9. He prophesied of his second coming.

If you need to, give the following clue and then read the list again. Clue: If the Savior had not done this one thing, none of the others would matter very much.

Help the young women discover that the sixth item (“He suffered for the sins of all mankind, died, and was resurrected”) is the greatest in importance, for without it none of the others would have any lasting value.

The Sacrament Reminds Us of Christ’s Suffering

Picture

Display the picture of the Last Supper.

- What weekly opportunity do we have because of an event that took place at the Last Supper?

Discussion

Ask a young woman to read Matthew 26:26–28 aloud.

- How can the sacrament remind us of Christ’s suffering for mankind’s sins, his death, and his resurrection?

Quotation

Explain that our Heavenly Father has great love for us. As the following quotation is read, have the young women listen for evidence of this great love:

“Our Father in heaven . . . loved his Son, Jesus Christ, better than Abraham ever loved Isaac, for our Father had with him his Son, our Redeemer, in the eternal worlds, faithful and true for ages, standing in a place of trust and honor, and the Father loved him dearly, and yet he allowed this well-beloved Son to descend from his place of glory and honor, where millions did him homage, down to the earth, condescension that is not within the power of man to conceive. He came to receive the insult, the abuse, and the crown of thorns. God heard the cry of his Son in that moment of great grief and agony, in the garden when, it is said, the pores of his body opened and drops of blood stood upon him, and he cried out: ‘Father, if thou be willing, remove this cup from me.’ . . .

“ . . . His Father looked on with great grief and agony over his Beloved Son, until there seems to have come a moment when even our Savior cried out in despair, ‘My God, my God, why hast thou forsaken me?’ ”

Discussion

- How do you think parents would feel watching one of their children suffer as our Heavenly Father watched his Son suffer?

Quotation

Conclude the quotation:

“In that hour I think I can see our dear Father behind the veil looking upon these dying struggles until even he could not endure it any longer; and, like the mother who bids farewell to her dying child, has to be taken out of the room, so as not to look upon the last struggles, so he bowed his head, and hid in some part of his universe, his great heart almost breaking for the love that he had for his Son. Oh, in that moment when he might have saved his Son, I thank him and praise him that he did not fail us, for he had not only the love of his Son in mind, but he also had love for us. I rejoice that he did not interfere, and that his love for us made it possible for him to endure to look upon the sufferings of his Son and give him finally to us, our Savior and our Redeemer. Without him, without his sacrifice, we would have remained, and we would never have come glorified into his presence. And so this is what it cost, in part, for our Father in Heaven to give the gift of his Son unto men” (Melvin J. Ballard, *Sermons and Missionary Services of Melvin Joseph Ballard*, comp. Bryant S. Hinckley [Salt Lake City: Deseret Book Co., 1949], pp. 153–55).

Explain that the sacrament helps to increase our appreciation to our Heavenly Father for the gift of his beloved Son. We also remember the Savior and learn to appreciate his sacrifice and suffering.

Each Young Woman Should Remember the Covenants She Has Made

Teacher presentation

Explain that the sacrament is a weekly reminder of what the Lord has done for us and what we covenant to do to return to his presence.

Ask the young women to review the covenants they make each time they partake of the sacrament. (Take upon us the name of Christ, always remember him, keep his commandments; see Doctrine and Covenants 20:77, 79.)

Remind the young women that by partaking of the sacrament, worthy Saints renew the covenant they made in the waters of baptism.

Scripture discussion

Have the class turn to Mosiah 18, and ask a young woman to read verses 8 to 10. Discuss the covenants we make at baptism, the same covenants made by these Saints at the waters of Mormon. You may wish to list these on the chalkboard.

Quotation

Melvin J. Ballard, a former Apostle, related his feelings about taking the sacrament and standing as a witness of God:

“I need the sacrament. I need to renew my covenant every week. I need the blessing that comes with and through it. I know that what I am talking about is true. I bear witness to you that I know that the Lord lives. I know that He has made this sacrifice and this atonement. He has given me a foretaste of these things. . . .

“I know that He lives, and I know that through Him men must find their salvation, and that we cannot ignore this blessed offering that He has given us as the means of our spiritual growth to prepare us to come to Him and be justified. . . .

“Go to the sacrament table. Ah, that is a blessed privilege that I now rejoice in, and I would be ashamed, I know, . . . to stand in His presence and try to offer any apology or any

excuse for not having kept His commandments and honored Him by bearing witness, before the Father and before men, that I believe in Him, and that I take upon me His blessed name, and that I live by and through Him spiritually” (*Melvin J. Ballard, Crusader for Righteousness* [Salt Lake City: Bookcraft, 1966], pp. 138–39).

The Sacrament Service Requires Active Participation

Scripture discussion Have the young women read the following scriptures and discuss what each scripture tells us about participation in the sacrament service:

Doctrine and Covenants 59:9 (The sacrament helps us keep ourselves unspotted from the world.)

3 Nephi 9:19–20 (We should no longer sacrifice by the shedding of blood. Our sacrifice should be a broken heart and a contrite spirit. Then we will receive the Holy Ghost.)

John 6:51, 54, 56 (The sacrament can help us be one with Jesus Christ and gain eternal life.)

1 Corinthians 11:29 (We should not partake of the sacrament unworthily.)

Point out that partaking of the sacrament will accomplish nothing if it is merely a passive, thoughtless act. We must actively make covenants with the Lord.

Quotations Read the following quotations:

“If we approach the sacrament each week in the attitude of actively bringing a personal, specific offering—a humble promise to conquer a weakness that is separating us from the Savior—the sacrament will take on an infinitely richer meaning in our lives. Our relationship to Christ will grow and deepen as we make and keep such promises, and thereby progress in honoring our sacramental covenants” (W. Cole Durham, Jr., “The Sacrament and Covenant-Making,” *Ensign*, Jan. 1978, p. 46).

“To make a covenant with the Lord to always keep His commandments is a serious obligation, and to renew that covenant by partaking of the sacrament is equally serious. The solemn moments of thought while the sacrament is being served have great significance. They are moments of self-examination, introspection, self-discernment—a time to reflect and to resolve” (Howard W. Hunter, in Conference Report, Apr. 1977, p. 34; or *Ensign*, May 1977, p. 25).

- What do these brethren suggest we should do during the sacrament service?

Story Tell the following story:

Throughout Pam’s fifteen years in the Church, she had partaken of the sacrament almost every Sunday. As the tray came by, she took the bread and water just as the people on her left and right were doing. She was almost always quiet and reverent, but she felt that something was missing from the sacrament ordinance.

Discussion • What was Pam forgetting to do during the sacrament service?

Story Continue the story:

Pam didn’t realize what she was missing until one Sunday a lesson was given in Sunday School by a very conscientious and prayerful teacher. He carefully explained the purpose of the sacrament and how to prepare for it each week. As Pam listened to the lesson, she suddenly realized that she had never partaken of the sacrament with a repentant heart, praying for forgiveness, or with the thought in mind of renewing covenants that she had made through baptism.

Pam decided to put into practice the next week the things she had learned in that Sunday School lesson. She knew there were some problems in her life that she needed to work on, and even though it was not fast Sunday, she fasted the next Sunday morning. As she partook of the sacrament, she prayed silently that the renewal of her commitments would be acceptable to the Lord. During the entire sacrament service, she kept her mind in tune with her Father in Heaven. She thought of Christ’s suffering and of his love for her. As the sacrament service ended, a wonderful feeling of peace and joy came over Pam and for the first time in her life, she felt the true significance of the sacrament service.

Ask the young women to think of ways they could apply Pam’s experience to their own lives.

Conclusion

Testimony

Testify to the young women that the sacrament can become a more important and helpful part of their lives. They should prepare themselves in advance, be reverent, listen to the sacrament prayers, think about the Savior's life and how they can be more like him, and actively examine their own lives and resolve to do better. Also testify to the importance of partaking of the sacrament each Sunday.

Song

Conclude the lesson by singing the song "I Stand All Amazed."

Strengthening Testimony through Obedience

OBJECTIVE Each young woman will understand how obedience to the principles and ordinances of the gospel can increase her testimony.

- PREPARATION**
1. Bring pencils for the class members.
 2. Optional: Prepare posters to illustrate the cycles described in the Introduction.
 3. Prepare for each young woman a handout with four headings written across the top: "What is a testimony?" "How can we obtain it?" "How can it be lost?" "What should we do?" Leave room for the young women to write under each heading.
 4. Write these same headings on the chalkboard.
 5. Optional: Assign a class member to present the ideas in the Introduction.
 6. Assign young women to present any scriptures, stories, or quotations you wish.
-

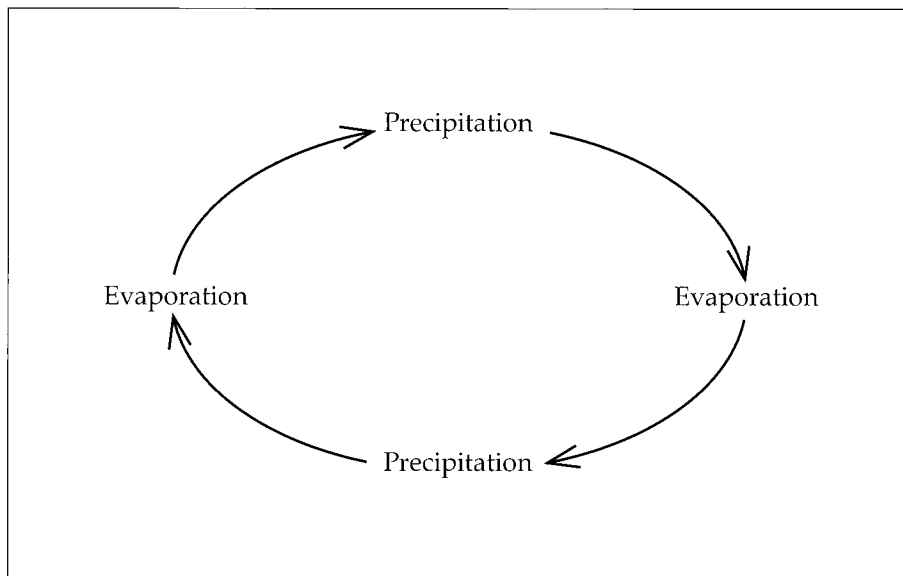
**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Teacher presentation Explain that when the Lord created the earth, he provided for the physical well-being of his children. He created an element necessary to the sustaining of life—water.

Point out that water is constantly going through a cycle. As the sun shines on the oceans, lakes, and rivers, water evaporates. Then it falls to earth again as rain or snow. This rain or snow in turn evaporates, and the cycle begins again.

Optional poster If you made a poster showing this cycle, display it, or draw the cycle on the chalkboard.

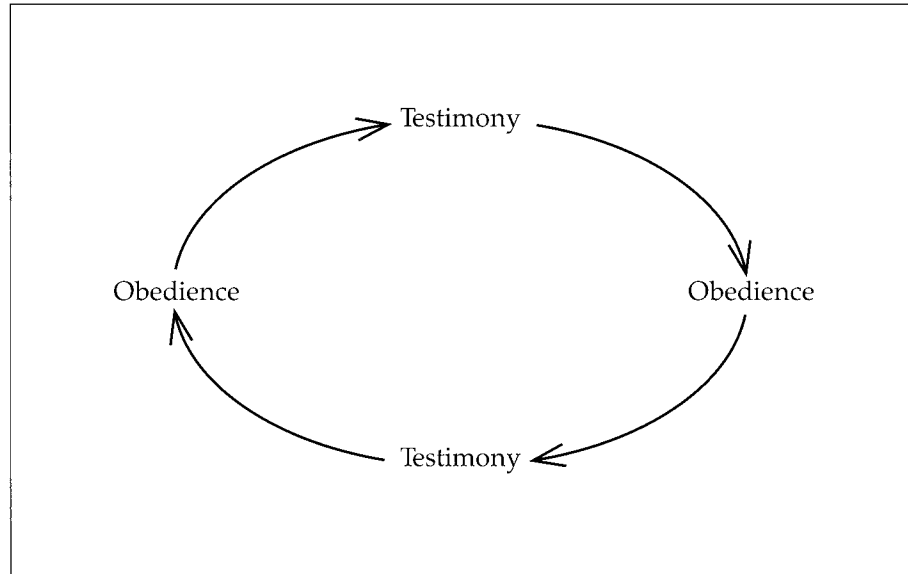


Teacher presentation Explain that the Lord also provided for the spiritual well-being of his children. He gave them laws to help them gain eternal life. As they are obedient to his laws, they can gain a knowledge and a testimony of the truth.

Point out that a cycle operates as we obey these laws. When we obey, we gain knowledge and testimony. This testimony in turn increases our obedience, which brings greater knowledge and testimony. This cycle continues on and on, sustaining our spirits.

Optional poster

Display the poster you made to show the cycle of obedience and testimony, or draw this cycle on the chalkboard.



Point out that just as the water cycle supplies a physical need, the cycle of obedience and testimony fills a spiritual need.

Testimonies Are Obtained through Obedience

Chalkboard discussion and activity

Distribute the handouts you have prepared and the pencils. Ask the young women, "What is a testimony?" Write their answers on the chalkboard in the first column (see the sample chalkboard on the last page of the lesson). Instruct the young women to write the answers under the first heading on their papers.

Conclude the discussion by having one of the young women read the following definition: "Testimony . . . is an abiding, living, moving *conviction* of the truths revealed in the gospel of Jesus Christ" (Marion G. Romney, "How to Gain a Testimony," *New Era*, May 1976, p. 8; italics added).

At the bottom of the list of responses, write the summarizing statement, "Conviction of the truths of the gospel." Have the young women write the same statement on their papers.

After establishing what a testimony is, ask the young women, "How can we obtain a testimony?" Write their answers in the second column on the chalkboard, and have them write the same answers on their papers under the second heading. Explain that one of the elements vital to obtaining a testimony is *obedience*. Point out that a testimony is available to anyone who strongly desires it and is willing to obey the commandments.

Scripture

Have the class members find and mark John 7:17.

Ask the young women to explain the meaning of the scripture. Emphasize that obedience is doing the Lord's will. This obedience is essential if we are to know the truth of the gospel. Obedience is the basis of testimony.

Quotations

The following quotations from Church leaders reinforce the important link between obedience and testimony. Ask members of the class to read them aloud and discuss them.

1. "It is by the performance of the plain, simple, everyday duties that devolve upon us that we will grow in the spirit of God" (Heber J. Grant, in Conference Report, Apr. 1900, p. 22).
2. "If there are any of us who lack faith in this work it is because we have not kept the commandments of God. If there are any who do not know that this is the work of our

Father, it is because they have not done their duty. I know as I know that I live that this is the Lord's work and that knowledge comes as a result of keeping his commandments" (George Albert Smith, in Conference Report, Oct. 1915, pp. 27–28).

3. "A sure testimony is the most valuable possession a person can have. It gives him the knowledge, the hope, and the assurance that he himself can, through obedience to the laws and ordinances of the gospel, become a partaker of all the promised blessings" (Marion G. Romney, "How to Gain a Testimony," p. 9).

Refer to the chalkboard list of ideas on how to obtain a testimony. At the bottom of the list, write the second summarizing statement, "Obedience to the laws of God." Have the young women write this statement on their papers.

Testimonies Are Weakened through Disobedience

Chalkboard discussion

Explain that having a testimony now does not ensure that we will always have one. Because a testimony can either grow or diminish, we need to guard against losing it.

Ask the young women, "How can a testimony be lost?" List their ideas on the chalkboard under the third heading. Ask them to make a similar list under the third heading on their papers. Point out that we can lose our testimonies when we cease to obey the commandments of God. Just as our testimonies grow when we keep the commandments, they become weak when we disobey.

Quotations

Ask class members to read the following quotations:

1. "The testimony you have today will not be your testimony of tomorrow. Your testimony is either going to grow and grow until it becomes as the brightness of the sun, or it is going to diminish to nothing, depending on what you do about it" (Harold B. Lee, "When Your Heart Tells You Things Your Mind Does Not Know," *New Era*, Feb. 1971, p. 3).
2. "Testimony isn't something you have today, and you are going to have always. A testimony is fragile. It is as hard to hold as a moonbeam. It is something you have to recapture every day of your life" (Harold B. Lee, in J. M. Heslop, "Directs Church; Led by the Spirit," *Church News*, 15 July 1972, p. 4).

At the end of the third list, write the third summarizing statement, "Disobedience to the laws of God." Ask the young women to add the statement to their lists.

We Must Obey the Commandments to Strengthen Our Testimonies

Chalkboard discussion and activity

Ask the young women, "What should we do to strengthen our testimonies?" List their ideas on the chalkboard in the last column, and ask them to write the ideas on their papers. The list could be long and varied. Encourage the young women to suggest many specific ways to be obedient daily, individually or with friends and family.

Scripture discussion

Ask the young women to turn to Matthew 22:37–40. Read the scripture together, and discuss how the suggestions listed in the last column help fulfill these two great commandments. Then discuss additional ways in which the young women could strengthen their testimonies by being obedient to these two great commandments.

If time permits, relate the following examples of how some young people strengthened their testimonies and felt the joy of doing the Lord's will:

Quotations

1. "A group of high school seniors . . . worked on a special project side by side with some handicapped employees at a Deseret Industries plant. One young man said, 'I'll never be the same again.'
2. "While on their summer vacation a quorum of deacons in Australia decided to go all out as volunteer laborers on the construction of their new meetinghouse. They still refer to it as *our* building.
3. "A class of Laurel girls . . . selected a nearby hospital for volunteer service during the summer. They donated over 600 hours for others. In a testimony meeting at the end of the summer, one girl said, 'It is like heaven on earth.'

4. "Then there was the bishop's youth committee . . . that decided to fix up a widow's home. One young man commented, 'When I saw her cry, I decided then and there that I had finally found the key to real happiness.' A girl commented, 'I never knew till now what my teachers meant when they taught us about "pure religion and undefiled before God. . . ." ' (James 1:27.)"

Elder Robert L. Simpson, who reported these experiences, concluded: "There are hundreds of such examples all over the Church as young people in every part of the world gain a sweet confirmation of testimony by the gift of the Spirit as they *do his will*. Just learning about it is not enough. You've got to get in on the action yourself" ("How to Gain and Hold onto Your Testimony," *New Era*, Mar. 1972, p. 6).

At the end of the list in the fourth column, write the fourth summarizing statement, "Obedience strengthens testimony." Have the young women write it on their papers.

Sample chalkboard

What is a testimony?	How can we obtain it?	How can it be lost?	What should we do?
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
Conviction of the truths of the gospel	Obedience to the laws of God	Disobedience to the laws of God	Obedience strengthens testimony

Conclusion

Quotation

Read the following statement: "Every Latter-day Saint must gain a firm testimony for himself—a personal knowledge that Jesus is the Christ and the Son of the living God, that Joseph Smith is the prophet through whom the gospel has been restored, and that The Church of Jesus Christ of Latter-day Saints is ' . . . the only true and living church upon the face of the whole earth. . . .' (D&C 1:30.)

"Anyone can acquire this testimony by following the established procedure by which the Lord gives a testimony. There are no shortcuts. A desire to know is imperative. To learn the doctrine is essential. To do his will will sanctify that teaching in your heart" (Robert L. Simpson, "How to Gain and Hold onto Your Testimony," p. 6).

Lesson Applications

1. Ask the young women to keep the notes they have made in class today. Suggest that they review them from time to time to evaluate the strength of their testimonies.
2. Ask the young women to list on a separate piece of paper personal items they might like to work on in order to strengthen their testimonies. They might want to keep such lists confidential and strive to improve individually, or they might wish to share them with their parents, friends, teachers at Church, or the bishop in an effort to be more obedient and enjoy the blessing of a strengthened testimony.

OBJECTIVE	Each young woman will realize that her everyday choices have significant consequences.
PREPARATION	<ol style="list-style-type: none"> 1. Bring a few seeds. See the section “Every Choice Has Consequences.” 2. Prepare a wordstrip with the scripture “Ye are permitted to act for yourselves” (Helaman 14:30). 3. On small pieces of paper, write the questions listed in the section “Every Choice Has Consequences.” 4. Assign young women to present any scriptures, stories, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	Agency Is the God-Given Right to Make Choices
Teacher presentation	Explain that agency is the right to make choices and govern our lives. We possessed this right in our premortal existence. Before we came to this earth, our Heavenly Father presented a plan to his children.
Note to the teacher	In the following discussion, be certain that the young women understand that Heavenly Father presented the only plan. Jesus accepted it and volunteered to be the Savior; Lucifer rejected it and rebelled.
Discussion	<ul style="list-style-type: none"> • What was Heavenly Father’s plan? Read Abraham 3:24–28. • Why was agency essential to the plan? • At the Council in Heaven, who accepted Heavenly Father’s plan? • Who did not? • Why did Satan rebel? <p>Explain that the scriptures give an answer to this question. Ask a young woman to read Moses 4:3.</p> <p>Explain that the war in heaven was fought because Satan sought to destroy the agency of man. Satan rebelled against Heavenly Father, and he and the spirit children who followed him were cast out. Two-thirds of the spirits supported the plan advocated by Jesus Christ and were given the blessing of earth life.</p> <ul style="list-style-type: none"> • How do we know that the spirit children of Heavenly Father had agency in the premortal world? (They were able to choose whether they wanted to follow Jesus or Satan.) • Whom did you choose to follow? • How do you know? (Emphasize that each young woman chose wisely in the premortal existence. She is here in mortality because of that wise choice.)
Scripture	<p>Explain that when God placed Adam and Eve in the Garden of Eden, he gave them agency. This was explained many years later to the prophet Enoch.</p> <p>Ask a young woman to read Moses 7:32.</p> <ul style="list-style-type: none"> • Why is agency so important to each of you?
Wordstrip	Display the wordstrip that says, “Ye are permitted to act for yourselves” (Helaman 14:30).
Quotations and discussion	President Joseph Fielding Smith explained why agency is so important: “What would man amount to without this free agency? He would be no better than a mechanical

contrivance. He could not have acted for himself, but in all things would have been acted upon, and hence unable to have received a reward for meritorious conduct. He would have been an automaton; could have had no happiness nor misery, 'neither sense nor insensibility,' and such could hardly be called existence" (Joseph Fielding Smith, *Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [Salt Lake City: Bookcraft, 1954–56], 1:64).

- What would we be like without agency? (Without agency, people could not act for themselves. They would be acted upon by outside forces as a mechanical device is acted upon by a person.)

President David O. McKay explained: "Next to the bestowal of life itself, the right to direct that life is God's greatest gift to man. . . . Freedom of choice is more to be treasured than any possession earth can give" ("Free Agency . . . the Gift Divine," *Improvement Era*, Feb. 1962, p. 86).

Every Choice Has Consequences

Chalkboard discussion Write the following on the chalkboard, leaving a blank for the last word:

For every choice, there is a _____.

Have the young women suggest words that might fill in the blank. Fill in the blank with the correct word: *consequence*.

Object lesson and scripture discussion

Show some seeds to the young women.

- If I plant these flower seeds (or whatever seeds you have), what will grow?
- Why won't onions or peaches or apples grow from these flower seeds? (There are natural laws governing these seeds.)

Explain that, similarly, the laws of God govern our lives, and each law has a consequence. Call on a young woman to read Doctrine and Covenants 6:33. Make sure the young women understand the meaning of the words *sow* and *reap*. (When a farmer plants seeds, he is *sowing*. When he harvests or gathers his crops, he is *reaping*. The prophets have applied these words, *sowing* and *reaping*, to the making of choices.)

- What is meant by "whatsoever ye sow, that shall ye also reap"?
- How does this scripture apply to your daily decisions and actions?

Point out that every decision or choice has a consequence.

Discussion

Distribute the pieces of paper prepared before class. On each paper should be written one set of the questions below. If you have enough young women, have them discuss the questions in groups of two.

1. What could be the consequences of stealing an article of clothing from a store? What could be the consequences of not stealing the article?
2. What could be the consequences of not doing your homework? What could be the consequences of doing your homework?
3. What could be the consequences of not saying your prayers each morning and evening? What could be the consequences of regular prayer?
4. What could be the consequences of drinking a small alcoholic beverage at a party? What could be the consequences of not drinking the beverage?
5. What could be the consequences of regularly associating with young people of questionable moral character? What could be the consequences of not associating with such young people?

In each situation, ask the young women to consider—

1. The immediate consequences of each decision.
2. How each decision could affect her future life.
3. The eternal consequences of each decision.

Give the young women a few minutes to think about the situations you have given them. Then call on each young woman to respond.

- In each of these situations, who is responsible for the consequence?

After discussing the situations, point out that some decisions are much more significant than others. For example, shoplifting or breaking other commandments can have severe negative consequences. The decision to pray sincerely can bless our lives now as well as help us on the road to eternal life.

Quotation

Read the following statement by President N. Eldon Tanner: “You *are* free to choose *exactly* what you want to do, as long as it does not restrict or impose on the rights or liberties of others, but you must be responsible for your acts and prepared to take the consequences” (in Conference Report, Apr. 1970, p. 61; or *Improvement Era*, June 1970, p. 30).

Explain that whenever a spiritual law is kept or obeyed, the consequence is a blessing that results in joy and happiness.

Story

As you read the following letter, ask the young women to concentrate on how the writer of the letter felt and why.

“Dear Sue:

“I’m sorry that you got upset yesterday. Your friendship has been very important to me. But I had to do what I did. I hope you can understand. When you dared me to take that bracelet from the jewelry counter, you told me it would be easy. No one was watching or even working near the area. Your argument that you have never been caught made it seem less frightening. But I knew if I took that bracelet, whether I was caught or not, I would never be able to forget that I had been dishonest. I would never be able to wear the bracelet. It would always be a sad reminder of a poor decision.

“When you walked away from me and said you didn’t want to waste your time with someone who wasn’t any fun, I was hurt. I still am. But I guess I will just have to live with that hurt. It will be easier to live with that feeling than with never being free to walk into the department store without guilt feelings, or not being able to face my parents and bishop, or not being happy with myself for what I had done.”

Discussion

- How did the young woman who wrote this letter feel when she wrote it? Why?
- How did her decision affect her freedom and happiness on the day she made the decision? Her freedom and happiness in her future?
- How might her decision affect her relationship with her friend? With her parents? With herself? With her Heavenly Father?

Teacher presentation

Point out that whenever we make a choice to obey the Word of Wisdom, keep ourselves morally clean, keep the Sabbath day holy, or obey any of God’s laws, we feel joy, happiness, and contentment.

Quotation

“All the laws of God and the laws of nature and the laws of the land are made for the benefit of man, for his comfort, enjoyment, safety, and well-being; and it is up to the individual to learn these laws and to determine whether or not he will enjoy these benefits by obeying the law and by keeping the commandments” (N. Eldon Tanner, in Conference Report, Apr. 1970, p. 62; or *Improvement Era*, June 1970, p. 31).

Conclusion

Teacher presentation

Explain that Heavenly Father gave his children the right to make decisions for themselves and to use their agency. This means, however, that each of us is responsible for the choices she makes. Those who make wise decisions find happiness and are free from the sorrow and disappointment caused by sin.

Quotation

Read the following quotation: “Next to life itself, free agency is God’s greatest gift to mankind, providing thereby the greatest opportunity for the children of God to advance in this second estate of mortality” (Harold B. Lee, *Stand Ye in Holy Places* [Salt Lake City: Deseret Book Co., 1975], p. 235).

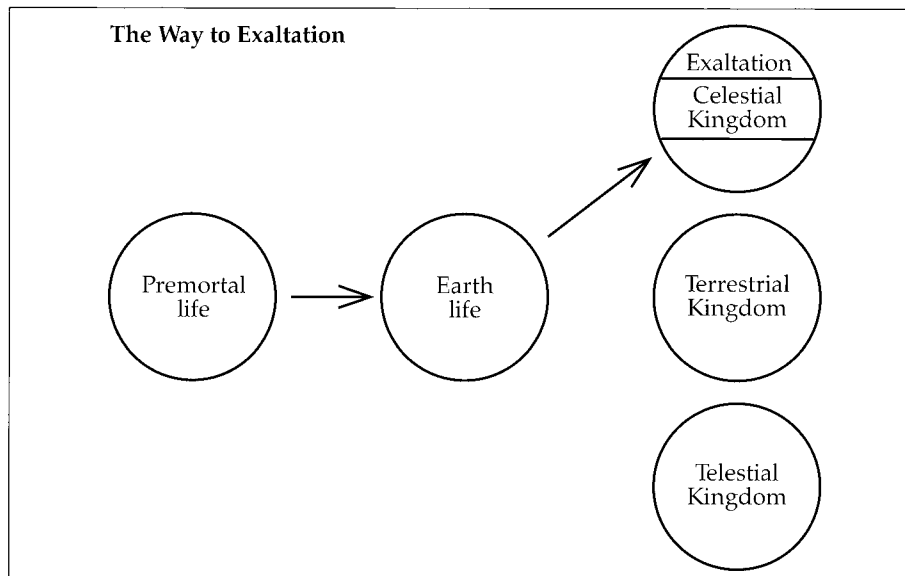
Teacher presentation

Commend the young women again for their wise use of their agency in the premortal life. Express your confidence that as they continue to make correct choices, they will find peace and happiness throughout their lives.

OBJECTIVE Each young woman will desire to receive exaltation.

PREPARATION

1. Prepare two posters. On one poster, write “Immortality is the resurrection of the body of flesh and bones to unending life. It is a free gift to everyone on earth and is a result of the resurrection of Jesus Christ.” On the other poster, write “Exaltation is eternal life, the kind of life God lives. It consists of the continuation of the family unit in eternity. Those who obtain it must be obedient to God’s commandments. They gain an inheritance in the highest of three heavens within the celestial kingdom.”
2. Before class, prepare the chalkboard in the following manner:



3. Assign young women to present any scriptures, stories, or quotations you wish.

SUGGESTED LESSON DEVELOPMENT

All Those Born on Earth Receive Immortality, but Only the Obedient Receive Exaltation

Teacher presentation Explain that for centuries, men and women have wondered about life beyond the grave. Some people do not believe in a life after death, while others have a hope that there will be some kind of existence.

Poster discussion Display the poster that defines immortality. The answers to the following questions are on the poster:

- What do people have to do to receive immortality? (Nothing. It is a free gift.)
- Who will receive immortality? (Everyone on earth.)
- Who made this gift possible? (Jesus Christ.)
- How was this gift made possible? (Through the Savior’s resurrection.)

Place the poster defining exaltation before the class. Explain that both immortality and exaltation are gifts from our Father in Heaven.

- How does exaltation differ from immortality?
- What do you have to do to obtain exaltation?

Compare the requirements for immortality with the requirements for exaltation.

Scripture and discussion

Explain that Doctrine and Covenants 14:7 tells us the value of exaltation, or eternal life as it is sometimes called. Have a young woman read the scripture aloud.

- What does this scripture say we must do to obtain exaltation? (Keep the commandments and endure to the end.)

We Must Receive Ordinances and Make Covenants

Discussion

Explain that in order to obtain exaltation, we must receive ordinances and make covenants.

- What is an ordinance? (An outward, physical action, such as baptism, that symbolizes an inner belief or commitment.)
- What is a covenant? (A promise between God and man, where man promises to do certain things and God promises certain results.)

Quotations and discussion

President Spencer W. Kimball taught about one covenant we all made years ago. Listen carefully to see if you can tell *what* we promised our Heavenly Father and *when* we made this promise.

“We made vows, solemn vows, in the heavens before we came to this mortal life. . . . We have made covenants. We made them before we accepted our position here on the earth. . . . We committed ourselves to our Heavenly Father, that if he would send us to the earth and give us bodies and give to us the priceless opportunities that earth life afforded we would keep our lives clean and would marry in the holy temple and would rear a family and teach them righteousness. This was a solemn oath, a solemn promise” (“‘Be Ye Therefore Perfect,’” devotional talk, University of Utah Institute of Religion, 10 Jan. 1975).

- When did you make the covenant spoken of by President Kimball?
- What did you promise your Father in Heaven?

Chalkboard

Write the answers on the chalkboard under the heading “Premortal life.” (See the sample chalkboard illustration.)

Explain that now we are on earth, there are things we need to do so we can receive the gift of exaltation. Elder Howard W. Hunter has explained some of these things:

Quotation

“The pathway to exaltation is well defined. We are told to have faith—faith in the Lord Jesus Christ, and repent of those things which are not according to his teachings. After this change of mental attitude, and with firm resolution, we must declare ourselves by going into the waters of baptism, thereby making a covenant with the Lord to keep his commandments” (in Conference Report, Oct. 1960, p. 109; or *Improvement Era*, Nov. 1960, p. 949).

Chalkboard discussion

- According to the above quotation, what are some of the things you must do to gain exaltation? (List these on the chalkboard under the heading “Earth life.” See the sample chalkboard illustration.)

Explain that we must receive the ordinance of baptism in order to be exalted. We also must receive the gift of the Holy Ghost.

- How will the Holy Ghost help you to become exalted? (Prompt you to do good, teach you all truth, and help you to know God and Jesus Christ.)

Explain that another ordinance necessary to exaltation is the endowment received in the temple. The endowment gives us special, spiritual blessings that help us prepare to enter the kingdom of God. Each person makes covenants when she receives her endowment.

Ask the young women to listen carefully to those things that they will promise to do when they go through the temple.

Quotation

We promise the Lord to “observe the law of strict virtue and chastity, to be charitable, benevolent, tolerant and pure; to devote both talent and material means to the spread of truth and the uplifting of the race; to maintain devotion to the cause of truth; and to seek in every way to contribute to the great preparation that the earth may be made ready to receive her King,—the Lord Jesus Christ” (James E. Talmage, *The House of the Lord* [Salt Lake City: Deseret Book Co., 1968], p. 84).

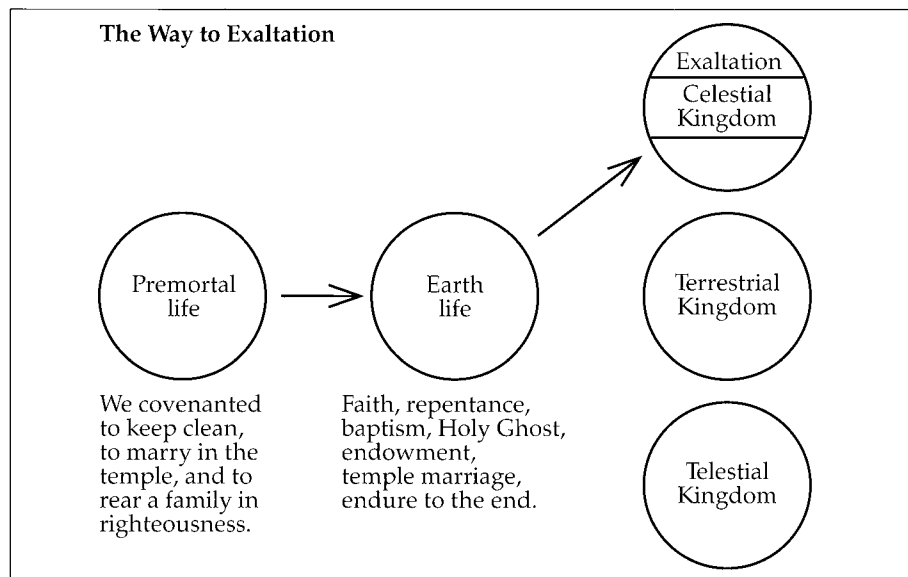
- What are some things you will promise to do when you receive your endowment?
- After the endowment, what other ordinance performed in the temple is necessary for exaltation? (Temple marriage; see D&C 131:1–4.)

Scripture

Point out that even if a young woman receives all the ordinances and makes all the covenants, she is not guaranteed exaltation. To see what else a young woman needs to do, have one of the young women reread Doctrine and Covenants 14:7.

- What must you do after you have received the necessary ordinances, made the necessary covenants, and started to keep the commandments? (Endure to the end.)
- What does it mean to endure to the end?

The completed chalkboard should look something like this:



Exaltation Is Worth All Our Efforts

Scripture discussion

Explain that some of the blessings of exaltation are explained in Doctrine and Covenants 132:20–24. Have a young woman read this passage aloud.

- What blessings await those who live worthy of exaltation? (Godhood, having all things subject to them, having angels subject to them, having all power, living with Jesus.) Point out that just as Jesus Christ was promised all that the Father has, we can also receive all power and dominion, becoming creators of other spirits and other worlds.

To help the young women understand the great glory and happiness of those who are exalted, read the following experience of Elder Melvin J. Ballard who, as an Apostle, had a marvelous dream or vision:

Quotation

“Away on the Fort Peck Reservation where I was doing missionary work with some of our brethren, laboring among the Indians, seeking the Lord for light to decide certain matters pertaining to our work there, and receiving a witness from Him that we were doing things according to His will, I found myself one evening in the dreams of the night in that sacred building, the temple. After a season of prayer and rejoicing I was informed that I should have the privilege of entering into one of those rooms to meet a glorious Personage, and, as I entered the door, I saw, seated on a raised platform, the most glorious Being my eyes have ever beheld or that I ever conceived existed in all the eternal

worlds. As I approached to be introduced, he arose and stepped towards me with extended arms, and he smiled as he softly spoke my name. If I shall live to be a million years old, I shall never forget that smile. He took me into his arms and kissed me, pressed me to his bosom, and blessed me, until the marrow of my bones seemed to melt! When he had finished, I fell at his feet, and, as I bathed them with my tears and kisses, I saw the prints of the nails in the feet of the Redeemer of the world. The feeling that I had in the presence of Him who hath all things in His hands, to have His love, His affection, and His blessing was such that if I ever can receive that of which I had but a foretaste, I would give all that I am, all that I ever hope to be to feel what I then felt!" (*Melvin J. Ballard, Crusader for Righteousness* [Salt Lake City: Bookcraft, 1966], pp. 138–39).

Have the young women close their eyes and imagine themselves in the most beautiful setting possible with their family, friends, and loved ones; the great prophets of the past such as Abraham, Joseph Smith, and Adam; and Heavenly Father and Jesus Christ in a condition of love, beauty, and righteousness forever. You may want to have the young women share their feelings with the class. Explain that they cannot imagine how wonderful exaltation will be.

Scripture and discussion

Conclusion

Have a young woman read 1 Corinthians 2:9.

- What does this verse say about the things that are prepared for those who love the Lord and keep his commandments? (We cannot even imagine how glorious they will be.)

Emphasize that exaltation is a tremendous blessing for those who are willing to receive it—greater than anyone can imagine.

Assure the young women that if they live the commandments, keep their covenants, and love their fellowmen, they can achieve exaltation, the greatest gift of a loving Heavenly Father. You may want to bear your testimony.

Strengthening Testimony through Service

OBJECTIVE Each young woman will recognize that she can strengthen her testimony of the gospel of Jesus Christ through service.

PREPARATION

1. Bring paper and pencils for each class member.
2. Read and study Mosiah 2.
3. Assign class members to read or tell the stories of young women finding joy in serving others. You may want to use stories about service given by young women from your area.
4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

We Serve the Savior by Serving Mankind

**Scripture reading
and discussion**

Have the class members turn to Mosiah 2 in preparation for reading several verses together. Explain that King Benjamin told his people how he had served them while acting as their king. You may wish to ask several young women to read the verses.

Read verse 11, and discuss how King Benjamin served his people.

Read verses 12 and 14. Discuss King Benjamin's reasons for not requiring gold and silver of his people. Have the class discuss whether they would like to be ruled by a man like King Benjamin.

Read verses 16 and 17, and discuss what it means to serve God.

Read verse 18, and discuss the example set by King Benjamin.

Read verses 19 through 21, and discuss how the young women could apply the ideas in their lives.

Quotation

Read the following statement from President Spencer W. Kimball, and discuss it with the young women. Help them to see the meaning of President Kimball's words in their own lives.

"It is by serving that we learn how to serve. When we are engaged in the service of our fellowmen, not only do our deeds assist them, but we put our own problems in a fresher perspective. When we concern ourselves more with others, there is less time to be concerned with ourselves! In the midst of the miracle of serving, there is the promise of Jesus, that by losing ourselves, we find ourselves!

"Not only do we 'find' ourselves in terms of acknowledging guidance in our lives but, the more we serve our fellowmen in appropriate ways, the more substance there is to our soul. We become more significant individuals as we serve others. We become more substantive as we serve others—indeed, it is easier to find ourselves because there is more of us to find.

"George McDonald observed that 'it is by loving and not by being loved that one can come nearest to the soul of another.' Of course, we all need to be loved, but we must be giving and not always receiving if we want to have wholeness in our lives and a reinforced sense of purpose.

"Sometimes the solution is not to change our circumstance but to change our attitude about that circumstance; difficulties are often opportunities for service. . . .

“God does notice us, and he watches over us. But it is usually through another person that he meets our needs. Therefore, it is vital that we serve each other in the kingdom. The people of the Church need each other’s strength, support, and leadership in a community of believers as an enclave of disciples. In the Doctrine and Covenants we read about how important it is to ‘succor the weak, lift up the hands which hang down, and strengthen the feeble knees.’ (D&C 81:5.) So often our acts of service consist of simple encouragement or of giving mundane help with mundane tasks—but what glorious consequences can flow from mundane acts and from small but deliberate deeds.

“As the contrasts between the ways of the world and the ways of God become sharpened by circumstance, the faith of the members of the Church will be tried even more severely. One of the most vital things we can do is to express our testimonies through service, which will, in turn, produce spiritual growth, greater commitment, and a greater capacity to keep the commandments” (“There Is Purpose in Life,” *New Era*, Sept. 1974, pp. 4–5).

Quotation

Read the following quotation from Elder L. Tom Perry, and discuss its relevance to the young women of your class.

“I am certain that the Lord is pleased with the youth of the Church today. You have been saved to come forth to the earth at this important time. He is counting on you to build his kingdom here. He has educated you, trained you, and equipped you better than any other generation. Now surely, he expects you to perform. . . .

“May the Lord continue to strengthen you and to bless you with faith and the desire to serve him as he would command you. Do it with all the enthusiasm your souls can muster, and I promise you great joy which comes only as a result of service in our Father in heaven’s kingdom” (in Conference Report, Buenos Aires Area Conference 1975, p. 39).

We Can Serve Others in Many Ways

Quotation

Read the following quotation from President Spencer W. Kimball:

“If you were to select just two or three individuals in your life who have been most influential, what specifically did they do that was most helpful to you at critical or important times in your life? On reflecting for a few moments, you are apt to conclude that such a person really cared for you, that he or she took time for you, that he or she taught you something you needed to know. Reflect now upon your performance, as I do on my own, as to whether or not we now embody in our own ministry those same basic attributes. It is less likely in stirring through one’s memories that someone will be remembered because that individual was particularly influential because of a technique. Most often someone has served and helped us by giving us love and understanding, by taking time to assist us, and by showing us the way through the light of his own example. I cannot stress enough, therefore, the importance of our doing these same things for those who now depend upon us, just as we have depended upon others to serve us in the past” (“There Is Purpose in Life,” p. 5).

Writing activity

Give a pencil and paper to each young woman. Have them reflect upon their own lives and identify the two or three individuals who have influenced them the most. Call on young women to tell about one of the people on their lists. Point out how service made these people important in their lives.

Instruct the young women to write on their papers the three words *family*, *church*, and *friends*. Point out that the family is the smallest and most important unit in the Church. Have the young women list under each word several ways in which they can be of service to people in that category. Allow three to four minutes to complete the activity, and invite class members to share some of their service ideas.

True Service Brings Joy

Story

Read, or invite one of the young women to read, the following stories about young women giving service. You may want to tell stories about service given by young women from your area. Ask the young women to identify how the testimonies of these young women were strengthened by service.

“Some years ago near the close of day something happened in the lives of a group of wonderful young . . . girls. Prior to that afternoon, hours had been spent in cookie making, trying new recipes, program planning, writing new songs, friendship building, and lots and lots of chatting—as I recall, much more chatting than listening. Any observer would agree that was an active activity, but one might also ask, what of the principle being taught?

“On the designated day all the plans for delivery of the cookies and presentations of the program were carried out as scheduled amid bubbling laughter, gaiety, and the enthusiasm of youth, everyone wanting to be a part of the action. The only flaw in the plan was that several good-sized bags of cookies were left when all the appointments had been filled. Now the question was, what to do with the extra cookies? And several suggestions came at once, ‘We could eat them or take them to the Explorers or sell them.’

“Then the voice of the class president, overriding the rest in a more thoughtful tone, said, ‘I know what. Let’s see if there’s an old folks home where grandpas live. They wouldn’t have any cookies.’ A call was made, an immediate appointment arranged, and a group of young girls stood at the front door of a large rest home a little less enthusiastic now about what had seemed like a great idea. The door was opened, and each girl tried awkwardly to push behind the one in front so as not to be first. There was a moment of strain with many thinking, ‘Why did we come?’ Three of the girls quickly unloaded the sacks of cookies on the old table, which appeared to be the only piece of furniture in the room other than the beds and wheelchairs occupied by the patients.

“As the girls began singing one of the songs they had prepared in rather hushed tones and with the sweetness of youth, one or two shoulders were raised from a slumped position that had appeared to be permanent. A few patients in wheelchairs were being pushed closer by other patients. The girls continued their songs, gaining a little more courage as the warm response was evident.

“At that moment a miracle was taking place. The countenances were gradually but surely changing on the faces of the aged. Expressions were changing and eyes filling with tears as the youths began a different song. This time the others hummed a familiar tune while a foreign exchange student sang the words in German. Only then did a tired bent body slumped on the side of the bed visible through the doorway of an adjoining room raise his head and, in tone soft but audible, join in the words of his native tongue.

“Heads were turned, eyes filled with tears, hearts were touched, and lives were changed. A few quiet words of appreciation were expressed, and a different group of young girls walked almost reverently down the steps of that old building. Oh, the thoughts that were shared by each during the trip home! One in an inquiring tone asked, ‘What happened? I’ve never felt like this before.’ And another said, almost in a whisper, ‘When can we do it again?’ My girls and I experienced that day the message spoken of by John, ‘If any man will do his will, he shall know of the doctrine, whether it be of God, or whether I speak of myself.’ (John 7:17.) For that moment we were living a principle in a Christ-like way, and we all thirsted for more.

“When you are in the service of your fellowmen, you are in the service of your God. We were in His service, and we felt His nearness” (Ardeth G. Kapp, “My Girls Taught Me a Principle of the Gospel,” *Remarkable Stories from the Lives of Latter-day Saint Women*, comp. Leon Hartshorn, 2 vols. [Salt Lake City: Deseret Book Co., 1973–75], 2:125–27).

Story

The building of the Jordan River Temple involved the young women of the Utah Draper Stake in six months of loving and joyful service for the temple. For several months before the opening of the temple, the young women and their leaders were busily engaged in making toys and other items for the temple’s youth center and nursery. They made a doll house complete with furniture and dolls; a little table and four chairs; a painted cradle; many storybooks, quiet books, and puzzles; several bags of finished building blocks; many stuffed animals and dolls; and many lovely quilts, pillows, and receiving blankets.

The many hours of working together did much to strengthen friendships, to help the young women make new friends, and to help the young women discover and develop talents that sometimes they were not even aware they had.

“It was really fun,” the young women all agreed. “We had so many spiritual experiences, too,” said one participant. “I’ll never forget the night we presented our ‘gifts of love’ to

the matron of the temple. . . . The presidency of the temple were there, and the speakers shared their beautiful experiences and testimony of temple ordinances. It was so inspirational.”

- How has service strengthened your testimony?

Conclusion

Poem and discussion Read the following poem to the young women, and invite them to reflect on the words:

Supposing today were your last day on earth,
The last mile of the journey you’ve trod;
After all of your struggles, how much are you worth,
How much can you take home to God?
Don’t count as possessions your silver and gold,
Tomorrow you leave these behind,
And all that is yours to have and to hold
Is the service you’ve given mankind.

(Anonymous, as quoted by David O. McKay, *Treasures of Life* [Salt Lake City: Deseret Book Co., 1962], pp. 395–96.)

- What possessions can you take back to your Father in Heaven?
- If this were your last day on earth, what could you take home to God?

Testimony

Share your testimony of the value of service. You may want to relate an experience you have had with receiving or giving service.

Suggested Activity

You may want to use this lesson to develop a service activity for the young women.

OBJECTIVE Each young woman will realize the importance of supporting the laws of her country.

PREPARATION

1. Picture 15, International Traffic Control Signs, located at the back of the manual.
2. Optional: Obtain the chart of the twelfth article of faith (65012) from your meetinghouse library.
3. Make a copy for each young woman of the handout “Suggested Activities,” located at the end of the lesson.
4. Bring a copy of the standard works to display. Also bring pencils for the class members.
5. Bring your country’s flag or a picture of the flag to be displayed during the lesson.
6. Before teaching the lesson, learn the meaning of the various colors and symbols used in your country’s flag.
7. Assign young women to present any scriptures, stories, or quotations you wish.

SUGGESTED
LESSON

DEVELOPMENT

Civil Laws Can Provide Peace and Order within a Nation

Picture and discussion Show the picture depicting various international traffic control signs. Discuss what they are used for, what they communicate, and why they are necessary.

- What might happen in a large city during rush hour if the signal lights, traffic control devices, or officers were not functioning?
- What other laws are necessary to maintain order and peace in a community and nation?
- What might happen if there were no such laws?

Scripture discussion Display a copy of the standard works.

• What do these books have in common with a law book? (One contains religious law, the other civil law.) Explain that the Lord has counseled Church members concerning these two kinds of laws. Have a young woman read Doctrine and Covenants 58:21.

- How will keeping the laws of God help us keep the laws of the land?
- Why do we need organized government? Why can’t we get along individually?

Quotation and
discussion

After the young women have responded, read the following quotation to help answer the question.

“The early pioneers found that a great deal of their time and energy was being spent defending themselves, their property, and their liberty. For man to prosper, he cannot afford to spend his time constantly guarding his family, his fields, and his property against attack and theft. When he joins together with his neighbors and hires a sheriff, government is born. The individual citizens delegate to the sheriff their unquestionable right to protect themselves. The sheriff now does for them only that which they had a right to do for themselves—nothing more. . . .

“In general terms, therefore, the proper role of government includes such defensive activities as maintaining national, military, and local police forces for protection against loss of life, loss of property, and loss of liberty at the hands of either foreign despots or domestic criminals” (Ezra Taft Benson, in Conference Report, Oct. 1968, pp. 18–19; or *Improvement Era*, Dec. 1968, pp. 51–52).

Quotation and discussion	<ul style="list-style-type: none"> • What are some other reasons why governments and laws are necessary? <p>Doctrine and Covenants 134:1 states, “We believe that governments were instituted of God for the benefit of man.”</p> <p>President N. Eldon Tanner emphasized this idea in the following quotation:</p> <p>“All the laws of God and the laws of nature and the laws of the land are made for the benefit of man, for his comfort, enjoyment, safety, and well-being; and it is up to the individual to learn these laws and to determine whether or not he will enjoy these benefits by obeying the law and by keeping the commandments. My whole purpose . . . is to show that laws exist for our benefit and that to be happy and successful we must obey the laws and regulations pertaining to our activities; and these laws will function either to our joy and well-being or to our detriment and sorrow, according to our actions” (in Conference Report, Apr. 1970, p. 62; or <i>Improvement Era</i>, June 1970, p. 31).</p> <ul style="list-style-type: none"> • What are some specific laws that are made for our benefit, comfort, and safety?
--------------------------	--

God Holds His Children Accountable for Sustaining the Laws of Their Land

Scripture discussion	<p>Have the young women read Doctrine and Covenants 134:1.</p> <ul style="list-style-type: none"> • What does it mean to be accountable?
Optional poster	<p>Refer to the twelfth article of faith. (Display the poster.)</p> <ul style="list-style-type: none"> • How does one obey, honor, and sustain the law?
Case studies and discussion	<p>Have the young women analyze the following situations and determine what they should do to obey, honor, and sustain the law in each case.</p> <ol style="list-style-type: none"> 1. You are riding with some older teenagers. The driver is exceeding the speed limit or offers to let you drive the car even though you do not have a driver’s license. 2. A government official is addressing the student body of your school. A group of students who object to his presentation are disrupting the assembly by shouting and stomping their feet. 3. You are in a large department store. You notice one of your friends slipping a blouse under her coat. 4. A young man on the street hands you a brochure that criticizes the government of your country. You do not know if the criticism is valid.
Thought question	<ul style="list-style-type: none"> • In your daily life, are you an example of one who obeys, honors, and sustains the laws of the land?

Love of Country Is Evidenced by a Young Woman’s Actions

Quotations	<p>“The Prophet Joseph Smith . . . said, ‘Patriotism should be sought for and will be found in right living.’ Isn’t that interesting? You can’t be really patriotic unless you’re righteous. No man can be a good Latter-day Saint and not be true to the best interests and welfare of his country” (Hartman Rector, Jr., “The Land Choice Above All,” in <i>Speeches of the Year, 1974</i> [Provo: Brigham Young University Press, 1975], p. 423).</p> <ul style="list-style-type: none"> • What does it mean to be patriotic? <p>The following may help answer this question:</p> <p>“Patriotism is more than flag-waving and fireworks. It is how we respond to public issues. If we ask only, ‘What’s in this proposal for me?—What do I get out of it’—we are not patriotic and we are not good citizens. But if we ask, ‘Is this right?—is it good for the . . . people?—would it preserve and strengthen our freedom?’—then we deserve to stand in the company of [great patriots]. Patriotism is trying always to give more to the Nation than we receive. It is selfless service” (Ezra Taft Benson, <i>The Red Carpet</i> [Salt Lake City: Bookcraft, 1962], p. 96).</p>
Chalkboard discussion	<ul style="list-style-type: none"> • What are some acts of patriotism that demonstrate that you love your country?

Record the responses on the chalkboard. Responses might include the following:

1. Singing your national anthem respectfully.
2. Showing reverence for the flag of your country.
3. Learning more of the heritage and history of your country.
4. Campaigning for political candidates whose views you support.
5. Participating in community service projects and other civic activities.
6. Obeying the laws of the land.
7. Respecting public officials and public property.
8. Respecting political opinions that differ from your own.

Flag discussion

Refer to the flag you have displayed.

- What do the various colors represent?
- What do the symbols, if any, represent?
- Why are these things important to your country?
- What can you do to promote the righteous values symbolized by the flag?

If your country has a pledge of allegiance, you may want to discuss its meaning with the young women.

Lesson Application

Handout

Hand out the lists of suggested activities that you have prepared. Read through the list with the young women, and have them add their own ideas. Suggest that they use this list as a guide to their future civic involvement. Have the young women select one of the suggested activities to do as a class. Be prepared to help them organize the activity so they will have a successful experience.

Suggested Activities

1. Study the history, geography, wildlife, and other characteristics of your community.
2. Become acquainted with historical sites in your community.
3. Make or buy the flag of your country. Give it to someone or use it yourself.
4. Visit a place of national interest.
5. Learn more about your local and national government leaders.
6. Write a letter to a government official, expressing your concern about a situation.
7. Write a letter to a government official, expressing gratitude for something he or she has done.
8. Donate your help to a community cleanup project.
9. Find out from your community leaders if you can help in an energy conservation project.
10. Learn the traffic laws in your area, and encourage family members and friends to obey them.
11. Conduct a bicycle safety clinic for the children in your area.
12. Attend a town meeting.
13. Attend a public school board meeting.
14. Donate help to someone who is campaigning for a public office.

Living a Virtuous Life

Note to the teacher

Through the scriptures and his prophets, the Lord has taught his standard of morality in each dispensation. The deterioration of moral standards in the world around us has created a great chasm between what the world accepts and what is approved by the Lord. We must know the Lord's standard of morality in order to live it.

As you present the lessons in this unit, teach the Lord's standard of morality in an appropriate, sensitive manner suited to the young women's stages of development and readiness for the material. Close relationships between advisers and young women often result in informal conversations about particular moral temptations or questions. As an adviser, your role is to answer questions appropriately, always turning the young woman to her parents.

To help you be prepared to respond appropriately, read carefully the pamphlet *For the Strength of Youth* (34285). The booklet *A Parent's Guide* (31125) will also be a helpful resource. It was prepared to help parents teach their children about physical intimacies and prepare their children to follow the Lord's plan in the use of physical intimacy.

Remember that only the bishop asks questions about chastity and associated moral matters in interviews (see the *Young Women Leadership Handbook*, p. 16, and the *Melchizedek Priesthood Leadership Handbook*, p. 20). Encourage young women to meet with the bishop if they want to talk about the appropriateness of their behavior.

In these lessons, rely upon the Spirit's direction in deciding what to teach, how to teach, and when to teach certain subjects. Discussion should be confined to those subjects that have been taught by the prophets and that are in the lesson materials.

The presentation *Morality for Youth* on the videocassette *Come unto Me* (53146) would provide an appropriate introduction or conclusion to the lessons in this unit. There is not enough time in a class period to include the film and its discussion as well as a lesson; therefore, a separate class period should be used to show the film and discuss it.

OBJECTIVE Each young woman will understand and appreciate the importance of life, particularly human life.

PREPARATION

1. Picture 16, A Young Woman and the Savior, located at the back of the manual.
2. Obtain pictures of beautiful natural scenes such as sunsets, animals, or mountains. Display these at the front of the classroom.
3. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Each Young Woman Should Gain an Appreciation for God's Creations

Story

Tell the following story:

Many years ago a strong, healthy baby girl was born to Arthur and Kate Keller, who lived in the southern part of the United States. The parents, who named the little girl Helen, were delighted with their beautiful daughter. At the age of eighteen months, Helen suffered a serious illness that left her deaf and blind. However, through the love and patience of her parents and a teacher named Anne Sullivan, Helen learned to read and speak. She graduated from college with honors and spent her life serving other people.

President David O. McKay once told an experience of Helen Keller's. He said:

"Have you ever read Helen Keller's comment on a girl who had just taken a walk in the woods, who in answer to Helen's question, 'What did you observe?' replied, 'Nothing in particular.'

" 'How is it possible,' Helen asked herself, 'to walk for an hour through the woods and see nothing worthy of note? I, who cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough shaggy bark of a pine. In the spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. Occasionally, if I am very fortunate, I place my hand gently on a small tree and feel the happy quiver of a bird in full song.

" 'At times my heart cries out with longing to see all these things with physical eyes, but if I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. And I have imagined what I should most like to see if I were granted the use of my eyes—even for just three days!' " (*Treasures of Life* [Salt Lake City: Deseret Book Co., 1962], pp. 394–95).

Discussion

- If you had the use of your eyes for only three days, what would you want to see? (Let the young women spend a few minutes considering the things that they enjoy seeing.)
- How do you feel when you see something that appeals to you?
- Why is it important for us to remember that our Heavenly Father created the earth we live on?

**Scripture and
discussion**

Ask the young women to turn to Doctrine and Covenants 59:16–20, and ask one of the class members to read this passage. Point out the reasons the Lord gave us the good and beautiful things of the earth. Illustrate these reasons by using the pictures you have displayed at the front of the classroom. Be sure the young women recognize that the Lord gave us these things for more than food and clothing.

Instruct a young woman to reread verse 20. Then discuss this verse using the following questions or your own:

- How does Heavenly Father feel about giving us all the things of the earth?
- How should we use the things that Heavenly Father has given us?

Instruct the young women to turn to Moses 2. Point out that this chapter explains how our Father in Heaven created the earth, the plants, and the animals. It also tells how he placed Adam and Eve on the earth. Ask one of the young women to read verses 28–31.

After the scripture has been read, explain that Adam and Eve and all their posterity, which includes each young woman in the class, have been given the responsibility to subdue the earth and have dominion over it. This means that Heavenly Father expects us to govern and take care of his creations.

A Woman Has a Divine Role in the Creative Process

Picture and chalkboard

Display the picture of a young woman, and write on the chalkboard “You Are One of God’s Greatest Creations.”

Quotations

A prophet of God has said, “Man, I say, as the offspring of God, is the greatest of all his creations. He is greater than the moon, the sun, and the stars, which are the work of the fingers of God” (Joseph Fielding Smith, *Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [Salt Lake City: Bookcraft, 1954–56], 1:63).

Explain that women can participate in the creative, life-giving work of our Father in Heaven.

Read the following quotations:

“Providing opportunity for the spirit children of our Father in heaven to come to earth and work out their own salvation is one of our sacred privileges and obligations” (Heber J. Grant, “A Promise of Possibilities,” *Improvement Era*, June 1941, p. 329).

“The greatest mission of woman is to give life, earth-life, through honorable marriage, to the waiting spirits, our Father’s spirit children who anxiously desire to come to dwell here in this mortal state. All the honor and glory that can come to men and women . . . is but a dim thing whose luster shall fade in comparison to the high honor, the eternal glory, the ever-enduring happiness that shall come to the woman who fulfils the first great duty and mission that devolves upon her to become the mother of the sons and daughters of God” (Melvin J. Ballard, *Sermons and Missionary Services of Melvin J. Ballard*, comp. Bryant S. Hinckley [Salt Lake City: Deseret Book Co., 1949], pp. 203–4).

- How do you feel about the role you will have in bringing the spirit children of your Father in Heaven to this earth?

All Life Is Sacred

Chalkboard

On the chalkboard, under the phrase “You Are One of God’s Greatest Creations,” write “Life Is Sacred.”

Explain that it is a great sin to destroy human life.

Quotations and discussion

Read the following quotations about abortion:

“Abortion must be considered one of the most revolting and sinful practices in this day. . . . To interfere with any of the processes in the procreation of offspring is to violate one of the most sacred of God’s commandments—to ‘multiply, and replenish the earth.’ (Gen. 1:28)” (Spencer W. Kimball, in Conference Report, Apr. 1975, p. 8; or *Ensign*, May 1975, p. 7).

“Again, abortion is a growing evil that we speak against. Certainly the terrible sin of premeditated abortion would be hard to justify. It is almost inconceivable that an abortion would ever be committed to save face or embarrassment, to save trouble or inconvenience, or to escape responsibility” (Spencer W. Kimball, in Conference Report, Apr. 1974, p. 8; or *Ensign*, May 1974, p. 7).

Discuss briefly with the young women the reasons why abortion is such a sinful practice.

Invite the young women to consider, as you read the following story, why every human life is important:

"My name's Cindy. I laugh a lot. I like flowers and dogs and cats, even though Daddy says I love them too hard. And I like to blow out candles on birthday cakes. I'm twenty years old now. I watch Mickey Mouse on TV and other cartoons too. I can tie my shoelaces all by myself. It makes me happy when I hear other people laugh. Then I laugh.

"You know what makes me smile most? When Mama says she called me her little china doll—I was a baby then. I don't remember much about that but I remember some kids saying, 'Cindy, Cindy, Cindy, yeah, yeah, yeah,' and making funny faces, and Mama shooing them away and then holding me against her and crying. I don't understand it yet.

"I can go real high in the swing, and I like to have a shower bath and let the water run over my head.

"I remember when Daddy worked on the new chapel in the evenings and he took me with him. He was a bishop then. He gave me a little bucket and I'd pick up things. Daddy would put me on his shoulders when we'd go home. That would make me laugh too.

" 'Cindy's helping build the chapel,' he'd tell Mama and swing me down. 'It's Cindy's chapel too.'

"That made me feel funny inside, and sometimes I'd feel like I was bursting; but try as hard as I could, my words wouldn't come out right, and Mama would look sad and turn away. I would be sad too because they couldn't understand what I was saying.

"I've been riding on a horse, and I've seen a circus. I was afraid of the big elephant. But I wasn't afraid of the clowns. They fell down and I laughed.

"I remember when a strange man came to our house when the chapel was finished. He was from Salt Lake.

" 'He's an apostle of God,' Daddy told me. I stood and stared at him and pinched his arm until Mama pulled me away.

" 'Don't bother Brother Kirkham, Cindy,' she said.

" 'It's all right, Sister Abbott,' he said. His eyes twinkled and he lifted me onto his lap. He put one hand on my hand.

" 'Cindy's no bother.' He smiled, and I felt something warm inside of me. 'Brother and Sister Abbott, this spirit is so special in God's eyes,' he went on, 'that she was sent to earth for her mortal body in such a way that she cannot be tempted by this world. She will return to God as pure as she came. You have been chosen to take care of this special spirit. Try to understand her for she certainly holds hands with God.'

"Mama didn't cry as much after the apostle went away, and Daddy began to whistle. The children didn't say, 'Cindy, Cindy, Cindy, yeah, yeah, yeah' anymore. They took my hand and said, 'Come and play with us, Cindy.'

"Once I followed the children to school, but they wouldn't let me stay in school, so Mama bought me a book with pictures in it. There were pictures of Joseph Smith and Oliver Cowdery and Brigham Young, and I looked and looked at them while Mama told me stories, and sometimes at night I'd think about the book and try to remember what Mama said.

"In church I'd hear a name and I'd find the picture in my book and pull on Mama's sleeve.

" 'That's very good, Cindy.' She would smile.

"I wanted to stand up in testimony meeting and tell everyone I knew the Church was true too, but when I tried to stand up, Mama and Daddy held me down.

" 'The children will laugh at you, Cindy,' they said. I would cry until Mama had to take me out.

"I can ride a bike and go to a school now. I've learned to stuff envelopes and I have some money in a bank.

"Every testimony day I tried to stand up, and Mama kept taking me out. One Sunday night after fast meeting, after I had cried all afternoon, Mama said she didn't know what to do about me; maybe they shouldn't take me to fast meeting anymore. No one seemed

to understand. The turmoil inside me was more than I could stand, and I didn't know what to do about it, but I knew I had to stand up and bear my testimony. Then all of a sudden there was a light in my room, but I knew Mama had turned out the lights. I got up to see if the moon was shining. I felt so strange; the light around me was warm and I got on my knees and prayed. Then I felt a hand touch mine, soft and warm like the light in my room.

" 'Cindy, Cindy, what is it?' I heard Mama's voice. She helped me up, and Daddy put his arms around me because I was crying. For a long time Daddy and Mama sat on the bed talking about how they could help me; I wanted to tell them about the light and the hand that touched mine.

" 'If Cindy feels that deeply about bearing her testimony,' Daddy said, 'then next month she must stand up. We surely can't deny her the right or privilege to share her testimony with others.'

"I felt calm inside and went to sleep.

"I go on picnics with the school, and we go on big yellow busses. I have friends and we laugh at each other.

"It seemed like a long long time before testimony meeting came around again, and I sat there calm and listened. Then Mama handed me the microphone and smiled. I stood up.

" 'I love my Daddy. I love my Mother and I love my brothers and sisters. In the name of Jesus Christ, Amen.'

"It was just like I'd heard the other children say it. No one laughed. It was quiet for a long time. Mama was crying. Daddy too. Then a man stood up in front.

" 'These spirits are special in God's eyes,' he said. 'They are sent to earth for their mortal bodies in such a way they can't be tempted by this world. Cindy will return to God as pure as she came. We don't know how deep their emotions run, but we do know these special children hold hands with God.'

"I felt a warm soft hand close over mine. This time it was my daddy's hand" (Cindy Abbott, as told to Verna W. Holt, "Hold Hands with God," *New Era*, Feb. 1973, pp. 48-49).

Discussion

Have the young women express their feelings about the value of each human life after hearing this story. Have them consider why it is so important to give other spirits the opportunity to come to earth.

Conclusion

Quotation

Reread the quotation by Melvin J. Ballard.

Ask the young women to prayerfully consider the importance of life and the creative role they have been given by their Father in Heaven. Suggest that each young woman express her gratitude to her Heavenly Father and her earthly parents for the life she enjoys.

The Sacred Power of Procreation

OBJECTIVE Each young woman will develop an appreciation for her body and the godly power of procreation.

PREPARATION

1. Picture 17, Boyd K. Packer (64332); picture 18, A Young Woman; picture 19, A Young Couple with a Family; picture 20, A Group of Teenagers; picture 21, A Couple in Front of a Temple. All are located at the back of the manual.
2. If possible, invite the bishopric counselor responsible for young women to read the talk by Elder Boyd K. Packer contained in the lesson. Use the pictures listed above to illustrate the talk as indicated.
3. Prepare a card for each young woman containing the quotation from Elder Mark E. Petersen.
4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

The Power of Procreation Should Be Used According to God's Plan

Discussion and
quotation

Ask the following questions:

- Who ordained marriage? (God.)
- What is the purpose of marriage? (To establish families here and hereafter.)
- Why is chastity important as you prepare to marry and establish a family?

Read the following statement from President Spencer W. Kimball:

"The earth cannot justify nor continue its life without marriage and the family. Sex without marriage, for all people, young or older, is an abomination to the Lord, and it is most unfortunate that many people have blinded their eyes to these great truths" (in Conference Report, Oct. 1974, p. 9; or *Ensign*, Nov. 1974, p. 8).

- What does chastity mean to you?

"The powerful sex drives are instinctive, which is to say, God-given, and therefore are not evil per se. In order that these instincts may be controlled and directed into proper channels, they should be indulged only within the divinely instituted sacrament of marriage" (Hugh B. Brown, *The Abundant Life* [Salt Lake City: Bookcraft, 1965], p. 70).

Talk

Ask your guest to read the following talk by Elder Boyd K. Packer. As the talk is being read, display the pictures found at the end of the manual when suggested.

"[Display the picture of Elder Packer.] My message is of deep importance to you. It concerns your future happiness. The subject should be of great importance to you—why stay morally clean. I approach the subject with deepest reverence.

"In the beginning, prior to your mortal birth, you lived with our Heavenly Father. He is real. He lives, and I bear testimony of it.

"He knew you there. Because He loved you, He was anxious for your happiness and for your eternal growth. He wanted you to be able to choose freely and to grow through the power of correct choice so that you may become much as He is. To achieve this it was necessary for us to leave His presence, something like going away to school. A plan was presented, and each agreed to leave the presence of our Heavenly Father to experience life in mortality.

“Two great things were in store for us as we came into the world. One, we would receive a mortal body, created in the image of God. [Show the picture of a young woman.] Through it, by proper control, we might achieve eternal life and happiness. Two, we would be tried and tested in such a way that we could grow in strength and in spiritual power.

“Under the accepted plan, Adam and Eve were sent to the earth as our first parents. They could prepare physical bodies for the first spirits to be introduced into this life.

“There was provided in our bodies, and this is sacred, a power of creation—a light, so to speak, that has power to kindle other lights. It is a sacred and significant power. This power is good.

“You who are teenagers, like every other son and daughter of Adam and Eve, have this power within you.

“The power of creation, or may we say procreation, is not just an incidental part of the plan—it is essential to it. Without it the plan could not proceed. The misuse of it may disrupt the plan.

“Much of the happiness that may come to you in this life will depend on how you use this sacred power of creation. The fact that you young men can become fathers and that you young women can become mothers is of utmost importance to you. [Show the picture of a young couple with a family.] As this power develops within you, it will prompt you in the search for a companion and empower you to love and to hold him.

“I repeat, this power to act in the creation of life is sacred. You can someday have a family of your own. Through the exercise of this power, you can invite children to live with you—little boys and little girls who will be your very own, created, in a way, in your own image. You can establish a home, a dominion of power and influence and opportunity. This carries with it great responsibility. This creative power carries with it strong desires and urges. You have felt them already in the changing of your attitudes and your interests.

“[Show the picture of a group of teenagers.] As you move into your teens, almost of a sudden a boy or girl becomes something new and intensely interesting. You will notice the changing of form and feature in your own body and in others. You will experience the early whisperings of physical desire.

“It was necessary that this power of creation have at least two dimensions. One, it must be strong, and two, it must be more or less constant.

“This power must be strong. Except for the compelling persuasion of these feelings, men would be reluctant to accept the responsibility of sustaining a home and a family. This power must be constant, too, for it becomes a binding tie in family life.

“You are old enough, I think, to look around you in the animal kingdom. You soon realize that where this power of creation is a fleeting thing, where it expresses itself only in season, there is no family life.

“It is through this power that life continues. A world full of trials and fears and disappointments can be changed into a kingdom of hope and joy and happiness. Each time a child is born, the world somehow is renewed in innocence.

“Again I want to tell you that this power within you is good. It is a gift from God our Father. In the righteous exercise of it as in nothing else, we may come close to Him.

“We can have, in a small way, much that our Father in Heaven has as He governs us, His children. No greater school or testing place can be imagined.

“[Show the picture of a couple in front of a temple.] Is it any wonder then that in the Church marriage is so sacred and so important? Can you understand why your marriage, which releases these powers of creation for your use, should be the most carefully planned and the most solemnly considered step in your life? Ought we to consider it unusual that the Lord directed that temples be constructed for the purpose of performing marriage ceremonies?

“Now there are other things that I will tell you as a warning. In the beginning there was one among us who rebelled at the plan of our Heavenly Father. He vowed to destroy and to disrupt the plan.

"He was prevented from having a mortal body and was cast out—limited forever from establishing a kingdom of his own. He became satanically jealous. He knows that this power of creation is not just an incident to the plan, but a key to it.

"He knows that if he can entice you to use this power prematurely, to use it too soon, or to misuse it in any way, you may well lose your opportunities for eternal progression.

"He is an actual being from the unseen world. He has great power. He will use it to persuade you to transgress those laws set up to protect the sacred power of creation.

"In former times he was too cunning to confront one with an open invitation to be immoral. But rather, sneakingly and quietly, he would tempt young and old alike to think loosely of these sacred powers of creation, to bring down to a vulgar or to a common level that which is sacred and beautiful.

"His tactics have changed now. He describes it only as an appetite to be satisfied. He teaches that there are no attendant responsibilities to the uses of this power. Pleasure, he will tell you, is its sole purpose.

"His devilish invitations are coined into jokes and written into the lyrics of songs. They are acted out on television and at theaters. They will stare at you now from most magazines.

"You grow up in a society where before you is the constant invitation to tamper with these sacred powers.

"I want to counsel you and I want you to remember these words. Do not let anyone at all touch or handle your body, not anyone! Those who tell you otherwise proselyte you to share their guilt. We teach you to maintain your innocence.

"Turn away from any who would persuade you to experiment with these life-giving powers.

"The only righteous use of this sacred power is within the covenant of marriage.

"Never misuse these sacred powers.

"And now, I must tell you soberly and seriously that God has declared in unmistakable language that misery and sorrow will follow the violation of the laws of chastity. 'Wickedness never was happiness' (Alma 41:10). These laws were set up to guide all of His children in the use of this gift.

"He does not have to be spiteful or vengeful in order that punishment will come from the breaking of the moral code. The laws are established of themselves.

"Crowning glory awaits you if you live worthily. The loss of the crown may well be punishment enough. Often, very often, we are punished as much by our sins as we are for them.

"Perhaps within the sound of my voice there may be someone who already has fallen into transgression. Some, almost innocent of any intent, but persuaded by the enticements and the temptations, may already have misused this power. Know then that there is a great cleansing power. And know that you can be clean.

"If you are outside the Church, the covenant of baptism itself represents, among other things, a washing and a cleansing.

"For those of you inside the Church, there is a way, not entirely painless, but certainly possible. You can stand clean and spotless before Him. Guilt will be gone and you can be at peace. Go to your bishop. He holds the key to this cleansing power.

"Then one day you can know the full and righteous expression of these powers and the attendant happiness and joy in righteous family life. In due time, within the bonds of the marriage covenant, you can yield yourselves to those sacred expressions of love which have as their fulfillment the generation of life itself.

"[Display the picture of a young couple with a family.] Someday you will hold a little boy or a little girl in your arms and know that two of you have acted in partnership with our Heavenly Father in the creation of life. Because the youngster belongs to you, you may then come to love someone more than you love yourself.

“This experience can come, insofar as I know, only through having children of your own or perhaps through fostering children born of another and yet drawn close into family covenants.

“Some of you may not experience the blessing of marriage. Protect nonetheless these sacred powers of creation, for there is a great power of compensation that may well apply to you.

“Through this loving one more than you love yourself you become truly Christian. Then you know, as few others know, what the word *father* means when it is spoken of in the scriptures. You may then feel something of the love and concern He has for us.

“It should have great meaning that of all the titles of respect and honor and admiration that could be given Him, God Himself, He who is the highest of all, chose to be addressed simply as Father.

“Protect and guard your gift. Your actual happiness is at stake. Eternal family life, now only in your anticipation and dreams, can be achieved because our Heavenly Father has bestowed this choicest gift of all upon you—this power of creation. It is the very key to happiness. Hold this gift as sacred and pure. Use it only as the Lord directed.

“I pray God’s blessings upon you. May our Heavenly Father watch over you and sustain you that in the expression of this sacred gift you may draw close to Him. He lives. He is our Father. Of this I bear witness in the name of Jesus Christ, amen.”

Discussion

Discuss the following questions:

- What two great things were in store for us when we came into this world? (Receiving a mortal body and being tried and tested so that we could grow.)
- What is the purpose of the sacred power of procreation in the plan of our Heavenly Father?
- Why must this power of creation be strong and constant?
- What responsibility do you have now to prepare for the marriage covenant that you will make with your future husband?
- Why should you keep yourself morally clean?
- How may one become cleansed if she misuses the power of creation?

Teacher presentation

Explain that the covenant of marriage requires the young women to be true and faithful to their future husbands by keeping themselves morally clean now and throughout their lives.

Explain that to obtain a temple recommend, each person must respond to questions asked by the bishop or branch president. One of these questions deals specifically with morality.

Chastity Brings Happiness

Discussion

Have the young women respond to the following questions:

- What blessings come to a young woman who honors herself by keeping morally clean?
- How will your family be blessed because you live the Lord’s law of chastity?

Quotations

Explain that the law of chastity, like God’s other laws, was given to bring happiness. Sex is sacred and beautiful when used properly in marriage. You may want to read the following statements:

“Sex is so sacred, so divine, that when it is used in its proper way, those who participate become joint creators with God. They become partners with the Almighty in the great undertaking and enterprise of bringing forth life” (Mark E. Petersen, *Our Moral Challenge* [Salt Lake City: Deseret Book Co., 1965], p. 13).

“Chastity, not indulgence, during the pre-marital years, is the source of harmony and happiness in the home and the chief contributing factor to the health and perpetuity of the race. All virtues that make up a beautiful character—loyalty, dependability, confidence, trust, love of God, and fidelity to man—are associated with this diadem in

the crown of virtuous womanhood and of virile manhood" (David O. McKay, *Treasures of Life* [Salt Lake City: Deseret Book Co., 1962], p. 94).

"This most intimate relationship between man and woman, authorized by God within the covenant of marriage, is not merely physical or biological. It involves the whole personality, affects the complex nature of men and women. This relationship, within the sanctity of the marriage covenant, with its concomitant obligations, makes man and woman one in interests, aims, aspirations, and responsibilities. If they are true to their covenants to each other, to their children, and to God, their whole beings are merged, they become one mentally and spiritually, and the family they establish is an eternal unit. Prerequisite to ideal marriage is deep and abiding love. This enduring relationship requires purity of thought, word, and action; devotion, loyalty, sacrifice, integrity, fidelity, honesty, and again unsullied virtue. There is no real decency without virtue, and there is no real happiness without decency" (Hugh B. Brown, *You and Your Marriage* [Salt Lake City: Bookcraft, 1960], p. 81).

Note to the teacher

Be aware and sensitive in case any of the young women have had difficulty in the area of chastity. Encourage them to believe that they can be cleansed. Remind them of the words of Elder Packer: "Go to your bishop. He holds the key to this cleansing power."

Testimony

Conclude with your testimony of the blessings of keeping morally clean.

RESOURCE
MATERIAL

Sometimes young people do not understand the specific definitions of words they hear describing immorality. If questions arise during the discussion, you may want to use the following definitions given by President Spencer W. Kimball.

Masturbation: To sexually stimulate oneself. "Masturbation . . . is not approved of the Lord nor of his Church, regardless of what may be said by others whose 'norms' are lower" (Spencer W. Kimball, *President Kimball Speaks Out* [Salt Lake City: Deseret Book Co., 1981], p. 10).

Homosexuality: " 'Sexual desire for those of the same sex or sexual relations between individuals of the same sex,' whether men or women" (Spencer W. Kimball, *The Miracle of Forgiveness* [Salt Lake City: Bookcraft, 1969], p. 78).

Adultery: Sexual intercourse with someone other than one's own lawful husband or wife.

Fornication: Sexual intercourse by the unmarried (see *President Kimball Speaks Out*, pp. 10, 12).

Necking: Passionate kissing and intimate contact (see *President Kimball Speaks Out*, p. 8).

Petting: "Fondling of the private parts of the body for the purpose of sexual arousal" (*President Kimball Speaks Out*, p. 8).

OBJECTIVE Each young woman will recognize the importance of holding fast to the Lord's standards.

PREPARATION

1. Prepare a copy of the questionnaire in the third section of the lesson for each young woman. Roll each handout and tie it with a cord or strong string.
2. Optional: Prepare the following wordstrips: "Leads with flaxen cord," "Turns truth to lies."
3. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Spencer W. Kimball told about a huge tidal wave that struck Hilo, Hawaii, in 1946 with walls of water forty feet high. He described the devastation this way: "Homes had been overturned and shredded, crushed into splinters like toothpicks; fences and gardens were obliterated; bridges and roads were washed away. . . . Where one of our little chapels had stood, nothing remained but the foundation. More than a hundred people lost their lives; as many more were injured; thousands were left homeless. . . . One woman told how she received a telephone message from friends to get out and to leave—that a tidal wave was coming. She looked out to sea and saw the monstrous wave approaching, like a mountain. She and her husband picked up the baby and ran for their lives up the hill. However, two of their little girls were away from home playing near a clump of lauhala trees. They saw the wave coming, ran into the trees, and held tightly with their arms around the tree trunks. The first gigantic wave washed entirely over them, but they held their breath and clung with all their might until the water receded and their heads were again above the water. When the wave receded, they quickly ran up the hill before the succeeding waves came. Together, the family watched from the safety of the hill as their home disappeared under the pounding of the waves."

President Kimball continued: "We, too, are faced with powerful, destructive forces unleashed by the adversary. Waves of sin, wickedness, immorality, degradation, tyranny, deceitfulness, conspiracy, and dishonesty threaten all of us. They come with great power and speed and will destroy us if we are not watchful" (in Conference Report, Oct. 1978, pp. 5–6; or *Ensign*, Nov. 1978, pp. 5–6).

Discussion Write on the chalkboard the evil influences President Kimball mentions. If there are questions about these terms, clarify the meanings.

- What evidence do you see of these things around us?
-

The Adversary Tries to Keep Us from Following the Lord's Standards

Scriptures and discussion

Read together Helaman 5:12.

- How is Helaman's description of storms of evil similar to President Kimball's description?

Read 2 Nephi 26:22 and discuss one way the devil gains power over us.

Wordstrip and discussion

Display the wordstrip: "Leads with flaxen cord."

Explain that if we wrap a thin thread around a hand, we can hardly feel it when it first touches us. As we continue to wrap it again and again, the thread becomes a strong cord that eventually cannot be broken.

- How is sin like a flaxen cord?

Have the young women identify some sinful things that seem to be small but that can lead to greater sin. Their responses may include being immodest; telling half truths; watching objectionable television, videotapes, and movies; listening to inappropriate music; reading degrading books and magazines; or drinking alcoholic beverages.

- How can these things lead to greater sin?

Wordstrip and quotation

Display the wordstrip: "Turns truth to lies."

Explain that Spencer W. Kimball told about another way that Satan gains power over us: "All of you who are students of the scriptures know of Satan, the father of lies. You know how he turns the truth into a lie. *He garnishes evil to make it appear beautiful, pleasing, easy, and even good*" ("The Blessings and Responsibilities of Womanhood," *Ensign*, Mar. 1976, p. 70; italics added).

Ask the young women what evil practices are made to seem beautiful, pleasing, easy, and even good in today's society. Read the following statements to illustrate how Satan twists the truth for his evil purposes: "Everyone is doing it." "Show me how much you love me." "It is abnormal and unhealthy to repress those strong urges." "Don't feel shame or guilt because we were born with appetites and passions." "Why don't you stop trying to be different?" "We need to change with the times." "I'm not hurting anyone else by what I'm doing." "I need more freedom." "It's fun. I dare you to try it."

Teacher presentation

Explain that when we rationalize our behavior and make excuses, we become subject to Satan's flaxen cord and eventually end up bound by his strong cords.

Discussion

- What are some of the results of continued sin? Include the following in the discussion: We can be left with emotional scars, regret, bitterness, permanent damage to our health, difficulty fitting in with friends who followed a righteous course, and the withdrawal of the Holy Ghost. We may be disfellowshipped or excommunicated.

Quotation

Elder Gordon B. Hinckley stressed the importance of living the Lord's standard: "While standards generally may totter, we of the Church are without excuse if we drift in the same manner. We have standards—sure, tested, and effective. To the extent that we observe them, we shall go forward. To the extent that we neglect them, we shall hinder our own progress and bring embarrassment to the word of the Lord. These standards have come from him. Some of them may appear a little out of date in our society, but this does not detract from their validity nor diminish the virtue of their application. The subtle reasoning of men, no matter how clever, no matter how plausible it may sound, cannot abridge the declared wisdom of God" (in Conference Report, Apr. 1970, p. 21; or *Improvement Era*, June 1970, p. 40).

We Can Strengthen Our Ability to Hold Fast to the Lord's Standards

Teacher presentation

Ask the young women to think back to the story of the tidal wave. Ask them to picture in their minds the little girls who ran to the trees when they saw the wave approaching.

- How did they survive the force and power of the water? Where can we flee to find safety from evil?

Quotation

President Spencer W. Kimball answered these questions: "But a warning is sounded for us. It behooves us to be alert and to listen and flee from the evil for our eternal lives. *Without help we cannot stand against it.* We must flee to high ground or cling fast to that which can keep us from being swept away. That to which we must cling for safety is *the gospel* of Jesus Christ. *It is our protection* from whatever force the evil one can muster" (in Conference Report, Oct. 1978, p. 6; or *Ensign*, Nov. 1978, p. 6; italics added).

Discussion

To what "trees" can we cling when we are tempted? (Prophets, scriptures, Holy Ghost, priesthood and other Church leaders, parents, prayer, conscience.) Write the young women's answers on the chalkboard.

Teacher presentation

Explain that these are the "trees" to which we can cling for safety. Even though waves of evil completely cover us as the waves covered the little girls, we can be safe.

Questionnaire discussion

Distribute a copy of the questionnaire to each young woman. Read and briefly discuss each question. Ask the young women to answer each question for themselves.

- Do I know from the scriptures what the Lord's standard of chastity is?
 Do I know what the prophets have said about how to deal with evil influences?
 Do I read and ponder my patriarchal blessing?
 Do I pray for strength and protection?
 Have I sought and listened to the counsel of my parents? Of my bishop or branch president?
 Do I listen for and act on the impressions that the Holy Ghost gives me?
 Have I made a commitment to cling to the Lord's standard *before* I am faced with temptation?

Case studies and
discussion

Read the following case studies, or give them to young women to present. Refer to the list on the chalkboard to help answer the questions.

- Which of the trees of protection can each young woman in the following case studies use to resist Satan's attempts to weaken and destroy her?
1. Maria is active in the Church and has a strong testimony. A school activity brought her in contact with Carl, who is not an active member, nor are his standards of behavior as high as Maria's. Carl enjoys her company and showers attention on her. What could Maria do to hold fast to what she has been taught? To what trees could she cling to keep her from following Carl into inactivity?
 2. Lorraine is aware that she should not date before age sixteen, but a popular boy at school has invited her to a party. He told her, "Everyone is going to be there; will you go with me?" What should she reply? What trees should she hold to?
 3. Georgia's teacher at school has often told her that she has a fine scientific mind and that to be married and have a family would be wasting her abilities. How does this advice conflict with the Lord's standard? How can Georgia use her abilities in fulfilling her divine role? Which trees should she cling to in deciding about her future?
 4. A schoolmate of Ruth's has urged her to come to a party, saying that Jack will be bringing something to really make her feel good. It will be exciting to try it just once. How could the commitment Ruth *has already made* about drugs and other Word of Wisdom temptations help her to respond to this invitation?
 5. Barbara's boyfriend tells her, "Of course I love you. But we ought to find out if we are sexually compatible before we're married." What is the Lord's standard on premarital sex? What would you do if you were Barbara? To which trees can Barbara cling?
 6. Susan found herself with a group of friends who wanted to see an objectionable movie. Susan felt it would be wrong to go to the movie. What could she suggest or say? What would you do in a similar situation?
 7. Rachel went shopping with a friend who kept urging her to purchase clothes that were either too tight or too short. The styles were very attractive, and she needed something new for a special occasion. What should Rachel do? What is the Lord's standard on modesty and dress?
 8. Patricia listened to the missionaries and was baptized. She was the only member of her family to join the Church. Although at times keeping the commandments was difficult, she remained faithful and increased her resolve to live the Lord's standards of righteousness. To what trees can Patricia cling to live the gospel when other family members make it difficult for her?

Conclusion

Quotation

President Kimball assured us that we can hold to the gospel in times of danger:

"The Lord holds forth a glorious promise to those who love him and demonstrate this love by faithful, devoted service and the living of his eternal principles. When the winds of change blow fiercely and the waves sweep over us, we have a tree or rod of principle to which we can cling for safety. It is the gospel of Jesus Christ which has been restored to the earth in its fulness" (in Conference Report, Oct. 1978, p. 7; or *Ensign*, Nov. 1978, p. 6).

Suggest that the young women record in their journals their commitment to hold fast to the Lord's standard of moral worthiness.

OBJECTIVE Each young woman will understand the need to make wise choices.

PREPARATION Assign young women to present any scriptures, stories, or quotations you wish.

SUGGESTED
LESSON
DEVELOPMENT

Introduction

Quotation

“If a person, whether knowingly, ignorantly, intentionally, or accidentally, touches a hot stove or a bare high-voltage wire, he will be burned to the extent of the exposure. If for any reason he steps in front of a rapidly moving vehicle, even to save another life, he will be injured and possibly killed. Numerous examples could be given to show that we are subject to these laws regardless of who we are or what our intentions might be. We cannot change the laws of nature.

“As we understand the natural laws and respect them, we can apply them to our good. If we violate law, we suffer; and if we obey it, we are blessed!” (N. Eldon Tanner, *Seek Ye First the Kingdom of God* [Salt Lake City: Deseret Book Co., 1973], p. 117).

Discussion

- How would you react if someone asked you to touch a hot stove or a high-voltage wire? Briefly discuss the consequences.
 - How would you react if someone asked you to do something immoral? Do you know the consequences?
 - How are the laws of nature like the laws of God? (If we violate either kind of law we suffer the consequences; we are blessed if we obey laws.)
-

We Have the Right to Make Choices and Must Accept Responsibility for Their Consequences

Quotation

Read the following statement by President N. Eldon Tanner:

“One of God’s greatest gifts to man is freedom of choice.

“At an early period in the journey through life, man finds himself at a crossroad where he must choose one of two great highways—the right, leading to progress and happiness; and the wrong, leading to retardation and sorrow. There exists this eternal law that each human soul, through the choices he makes, will shape his own destiny. Our success or failure, peace or discontent, happiness or misery, depends on the choices we make each day. . . .

“Recently I was talking to a young man who said, in effect, ‘I’m fed up and tired of being told, “You *have* to do this,” or “You *have* to do that.” I want to be free to decide for myself what I want to do.’

“My response was, ‘You *are* free to choose exactly what you want to do, as long as it does not restrict or impose on the rights or liberties of others, but you must be responsible for your acts and be prepared to take the consequences’ ” (*Seek Ye First the Kingdom of God*, pp. 83, 116).

Chalkboard discussion

- When do we see or receive the consequences of our actions?

Help the young women to understand that the consequences of their actions are not always immediate.

- What are some choices between good and evil that you must make every day?

List the young women's responses on the chalkboard. (See chalkboard illustration.) Answers might include decisions whether to smoke, take drugs, cheat, use vulgar language, see inappropriate media presentations, date steadily, obey parents, choose worthy friends, obey school rules, neck, or pet.

- What consequences could result from making a wrong choice in each of the areas listed on the chalkboard? Write the young women's answers on the chalkboard as shown.
- What blessings would you receive if you made the right choices? Write these answers on the chalkboard as well.

Chalkboard illustration

<i>Areas of daily decisions</i>	<i>Consequences of wrong choices</i>	<i>Blessings for right choices</i>
Smoking	Risk to health, shortened life, possible damage to unborn child.	Good health, longer life.
Cheating	Leads to other forms of dishonesty, weakens character.	Strengthens character.

Teacher presentation

Explain that Satan would have the world believe that to really be free and enjoy life, a person must be able to do anything she pleases. The adversary suggests that we can think as we please, act as we please, and do so without suffering any consequences.

Point out that sin will always bring bondage eventually, not freedom. For example, ask the class members to consider the situation of a young woman who feels that in order to be free, she needs to be able to have sex before marriage.

- In what ways will she put herself into bondage because of her choice to be immoral? (She will no longer be free to have the Holy Ghost with her at all times; she will not be free to stand with a clear conscience before God without sincerely repenting; she may get pregnant and have the responsibility of bringing another life into the world without a proper home to raise it in.)

Explain that whether we like it or not, when we make a choice, we must accept the responsibility for it and accept its consequences.

Group discussion of case studies

Discuss the following case studies as a group. Ask the young women to answer the following questions for each case study:

- What should the young woman have done before making her first choice?
- How did she rationalize her behavior? Whom did she blame?
- What consequences could she suffer as a result of this choice?

Case Study 1

Peggy has left home to work in another city. She is invited to a party with her colleagues who know nothing of her beliefs and would probably not understand them if they did. She is graciously offered a drink. Rather than embarrass her host and others there, she accepts.

Case Study 2

Amy knows that many of her classmates often cheat on tests and borrow each other's assignments. She wasn't able to study for a history exam because she tended the

neighbor's children, so she decided that just this once she would cheat. To her dismay, the teacher discovered what she was doing. She went to her teacher and complained that others were cheating also, that she had never cheated before, and that she would never cheat again. She felt that the teacher was unfair in giving her a penalty.

Case Study 3

Jane was invited to a movie with some school friends, whose family rules and moral standards were as high as hers. Her friends said that they were going to see a movie that Jane knew was acceptable. When they arrived at the theater, the movie was sold out, so they decided to see a different and inappropriate movie. Jane decided to go along, but now she blames the others for making the choice.

Case Study 4

Nancy was invited to a party, and all of her popular school friends were in attendance. One girl told a joke that gave rise to vulgar language, dirty jokes, and obscene insinuations. These seemed to become the main activity of the evening. This type of thing was against Nancy's standards, but she thought it would be rude to say anything to the others. She found herself participating. After all, she rationalized, she had not started the storytelling. She also thought it would be rude to leave the party.

Teacher presentation Summarize by reminding the young women that although we are free to make choices, we are not free to choose the consequences.

Righteous Standards and Knowledge Enable Us to Make Wise Choices

Teacher presentation Have the young women read and mark 2 Nephi 10:23.

Explain that we are not left in darkness to make the choices that Nephi talks about. We have been given laws and commandments and the example of the Savior to help us find happiness and success. We make wise choices as we learn and obey the commandments of God and follow the teachings of our latter-day prophets.

Story Tell the following story of a family who discovered the importance of having a guide to help them find their way.

Early one morning the Olson family went to visit a large cave. As they moved through the dimly lit caverns, they listened to the guide explain the history of the cave. In one room, the lights went off. The guide said, "Do not panic; we are demonstrating total darkness for you. This is the way it would be if there were no light at all. Before I turn the lights back on, I want to try an experiment. You are now in the deepest part of the cave. How many of you think you could find your way out without lights? I want you to point in the direction you would take and keep pointing until I turn the lights back on." When the lights were turned on, the people were all pointing in different directions. Without light to guide them, they had lost their way.

Jesus told us, "I am the light of the world: he that followeth me shall not walk in darkness, but shall have the light of life" (John 8:12).

- In what ways is Jesus the light of the world? (He teaches us the things we should do to avoid the darkness of sin; his commandments are like a light to us when we are here on earth trying to return to him.)

Point out that by following the commandments of the Lord given to us through the scriptures, prophets, and personal revelation, we can always make wise choices.

- What do you think a person who always chose to follow the Lord would be like?

Encourage the young women to describe the characteristics of such a person.

- What do you think a person who always chose evil would be like?

Quotation Read the following statement by President Spencer W. Kimball:

"Life gives to all the choice. You can satisfy yourself with mediocrity if you wish. You can be common, ordinary, dull, colorless; or you can channel your life so that it will be clean, vibrant, progressive, useful, colorful, rich. You can soil your record, defile your soul, trample underfoot virtue, honor, and goodness, and thus forfeit an exaltation in the kingdom of God. Or you can be righteous, commanding the respect and admiration of

your associates in all walks of life, and enjoying the love of the Lord. Your destiny is in your hands and your all-important decisions are your own to make" (*The Miracle of Forgiveness* [Salt Lake City: Bookcraft, 1969], p. 235).

Conclusion

Hymn

Explain that the day will come when each young woman will stand before God to be judged according to her choices and deeds in this life. True freedom comes from using our agency to choose obedience, and loss of freedom comes from using our agency to choose disobedience. Close the class by reading the words to the hymn "Know This, That Every Soul Is Free" (*Hymns*, no. 240).

Know this, that ev'ry soul is free
 To choose his life and what he'll be;
 For this eternal truth is giv'n:
 That God will force no man to heav'n.

He'll call, persuade, direct aright,
 And bless with wisdom, love, and light,
 In nameless ways be good and kind,
 But never force the human mind.

Lesson Application

Ask the young women to evaluate the kinds of choices they are faced with from day to day and decide if they are following the light. Encourage them to use righteous standards in making these choices.

OBJECTIVE Each young woman will realize the importance of being honest in all her relationships.

PREPARATION Assign young women to present any scriptures, stories, or quotations you wish.

SUGGESTED
LESSON
DEVELOPMENT

Honesty Brings Happiness

Story

Ardeth G. Kapp, former Young Women General President, told about an experience she had with honesty. When she was a student at Brigham Young University, she accidentally left her wallet in a telephone booth. The wallet contained ten dollars, which was all the money she had at the time. She never found the wallet, but nine years later, she received a note from a woman who said she wanted to “settle some unfinished business at BYU.” Sister Kapp called the woman and found out what had happened to the wallet.

“I learned that this young woman, now a wife and mother, had been in nurses training at BYU. She had worked to put herself through school, but she needed an additional ten dollars for tuition, so she turned to her boyfriend for help. She had promised to return the loan by the following Friday. When Friday arrived, in spite of her earnest prayers, she was still short ten dollars.

“Seemingly without reason, she had walked into the telephone booth and found an old worn wallet. She explained how her heart started to pound since she’d never been tempted like this before. She held her breath as she opened it to find a single ten dollar bill. Then the question: Was this indeed an answer to her prayer?

“She interrupted her steady flow of words to explain that since then she had learned that Satan knows when we are being tested and when under pressure we might weaken. We can be sure, she explained, that he will be there if there is a chance we might fall.

“And then picking up the story again, she told of paying her boyfriend, whom she later married, graduating in nursing, and now raising a beautiful family and rejoicing in the blessings of the gospel.

“Her voice choked with emotion as she painfully related the details about the old wallet. She emphasized how she had been taught right from wrong and how she was well acquainted with the principle of honesty. Her conscience had prompted her, but she listened to the wrong voice and acted contrary to that which she knew was right. She explained how taking the money had seemed justified at the time and hardly seemed like a sin at all. But for nine years her faithful conscience had never been at peace in that particular matter. . . .

“For nine years, through many moves, the old burden had lain deeply tucked away in her top dresser drawer. It seemed impossible for her to throw away the wallet, though she’d considered it many times. There is no way you can throw away a wrong, and yet, there was no way, as far as she knew, to return the wallet.

“One day while she was straightening the drawer, the old wallet surfaced again. This time she felt she must get rid of it, but only the right way. She had learned many valuable lessons over the years, and she had a quiet assurance that even this had served a purpose.

“She thoughtfully opened the old wallet once again, and while examining it this time her fingers uncovered a small, orange card tucked away in a tiny compartment not previously noticed. This orange card would prove to be the key to unloading her burden. The card

gave the address of the Calgary Clinic in Alberta, Canada, where the medical exam for a student's visa had been given. She became excited with the thought that this time she might clean her top drawer in every detail.

"With a prayer in her heart she took a chance and sent a letter 'to whom it may concern' to the Calgary Clinic to be forwarded if possible. It was forwarded first to my parents in Canada, and then back to Utah where it finally reached its intended destination. Contact had been made, but the wallet was yet to be returned. During the telephone conversation she indicated the wallet would be mailed that very day."

Sister Kapp asked the young woman to come to her office and deliver the wallet in person, which the young woman did.

"As though she had rehearsed this experience in her mind a hundred times, she reached out her steady hand, looked me squarely in the eye, and handed me the wallet. Her steady gaze reflected the radiance of a good and honest life.

"Then her eyes dropped as she whispered, 'Will you please forgive me? I want to be honest.' Words would not come. I could only reach for her hand and nod affirmatively. From my office, I watched her walk away from my desk and out the front door.

"Behold, he who has repented of his sins, the same is forgiven, and I, the Lord, remember them no more.' (D&C 58:42.)

"I went to the window to watch her with her shoulders square, head erect, and with a lilt in her step as she turned the corner out of sight. Returning to my desk I again heard her words, 'Will you please forgive me? I want to be honest' " (Ardeth G. Kapp, "Will You Please Forgive Me? I Want to Be Honest," *New Era*, July 1976, pp. 7-9).

Discussion

- Who suffered most because of the stolen wallet? Why?
- In what ways does being honest bless our lives? (Others can trust us; we have a clear conscience and peace of mind.)
- Why is it important to be able to trust those you associate with at home, school, and work?
- Why do you want others, including your parents, to be able to trust you?

Ask the young women to share experiences they have had with choosing to be honest.
Ask: How did the choice to be honest bring you happiness?

We Should Follow the Savior's Example in Being Honest

Discussion

- How might we define honesty?

President Marion G. Romney used the following definition: "Honesty implies freedom from lying, stealing, cheating, and bearing false witness" (in Conference Report, Oct. 1976, p. 50; or *Ensign*, Nov. 1976, p. 36).

- Have you ever told someone you would do something and then, for one reason or another, you did not do it? Is this being honest? In what other ways are we tempted to be dishonest?

Scripture

Explain that a truly honest person loves the truth and seeks the good in life as explained in the thirteenth article of faith. Have the thirteenth article of faith (found in the Pearl of Great Price) read aloud.

Scripture discussion

Explain that we should each be striving to become more like our Lord and Savior, Jesus Christ. Ask the young women to locate the following scriptures and discuss what they teach about the Savior.

Alma 7:20

Ether 3:11-12

Moses 4:30

Help the young women understand that the Lord is totally honest. Whatever he says he will do, he does.

Teacher presentation

Emphasize that to be honest, we must be true to our principles and standards. There may be times in each young woman's life when it will not be popular to be honest, times when

a young woman may be shunned for being true to her standards. Everyone needs to be accepted and loved. However, a young woman does not gain lasting respect by giving in to social pressure and violating her personal standards. She may gain temporary popularity, but never lasting respect.

Ask the young women to describe times when they have maintained their standards against social pressure. Ask how they felt about the experience.

Discussion

- Why do many people not of our faith respect us when we maintain our standards?
- How can you hurt yourself and others when you fail to maintain your personal standards?

Scripture discussion

Have the young women read Doctrine and Covenants 3:7–8. Discuss the message.

- How is giving in to social pressure fearing “man more than God”?

Teacher testimony

Explain that a young woman need not be untrue to her principles to be popular and loved. Integrity and the determination to think and act for herself will cause others to respect her. Personal integrity is of far greater value than social acceptance. As a young woman works to become honest, she can always call upon the Lord for help, and he will bless and support her.

Conclusion

Quotation

Read the following statement by President Gordon B. Hinckley:

“The Lord requires his people to be honest. May we desire with all our hearts to be honest in all our relationships and in all the things that we do. God will help us if we seek the strength that comes from him. Sweet then will be our peace of mind and our lives. Blessed will be those with whom we live and associate. And God will bless and guide us with his loving care” (“We Believe in Being Honest,” *Ensign*, Oct. 1990, p. 5).

Maintaining Chastity through Righteous Living

OBJECTIVE Each young woman will decide to be chaste.

PREPARATION 1. Bring paper and pencil for each class member.
2. Assign young women to present any scriptures, stories, or quotations you wish.

SUGGESTED
LESSON
DEVELOPMENT

Introduction

Story

Tell the following fable:

“[A] camel and his owner . . . were traveling across the desert sand dunes when a wind storm came up. The traveler quickly set up his tent and moved in, closing the flaps to protect himself from the cutting, grinding sands of the raging storm. The camel was of course left outside, and as the violent wind hurled the sand against his body and into his eyes and nostrils he found it unbearable and finally begged for entrance into the tent.

“ ‘There is room only for myself,’ said the traveler.

“ ‘But may I just get my nose in so I can breathe air not filled with sand?’ asked the camel.

“ ‘Well, perhaps you could do that,’ replied the traveler, and he opened the flap ever so little and the long nose of the camel entered. How comfortable the camel was now! But soon the camel became weary of the smarting sand on his eyes and ears, and he was tempted to ask again:

“ ‘The wind-driven sand is like a rasp on my head. Could I put just my head in?’

“Again, the traveler rationalized that to acquiesce would do him no damage, for the camel’s head could occupy the space at the top of the tent which he himself was not using. So the camel put his head inside and the beast was satisfied again—but for a short while only.

“ ‘Just the front quarters,’ he begged, and again the traveler relented and soon the camel’s front shoulders and legs were in the tent. Finally, by the same processes of pleading and of yielding, the camel’s torso, his hind quarters and all were in the tent. But now it was too crowded for the two, and the camel kicked the traveler out into the wind and storm” (Spencer W. Kimball, *The Miracle of Forgiveness* [Salt Lake City: Bookcraft, 1969], pp. 215–16).

Obedience to Gospel Principles Is the Key to Being Chaste

Teacher presentation

Explain that gospel principles can be likened to the tent of the traveler. When we surround ourselves with gospel principles and abide by their protection, we are safe from the destructive forces of Satan. If we choose to share part of our lives with evil influences, we will eventually lose our personal purity. This process of giving in gradually to Satan’s temptations is one of the most common ways in which young people lose their chastity.

Discussion

- What lesson from the camel story can be applied to maintaining chastity?

Story

The following story illustrates how a young woman lost her chastity because she was not obedient to gospel principles.

Alice was thrilled to be invited to a party with all of her new friends. She knew several would be drinking, but she decided she would just say “No, thank you” if anyone offered her a drink.

At the party, several people offered her drinks. She refused the first few times, but she finally had one drink. This one drink multiplied into several. As the evening progressed, Alice lost her ability to control both her mind and her body. This loss was indeed heartbreaking because she later had to live with the reality that she had also lost her chastity.

Chalkboard discussion Ask the young women to identify some gospel principles that help young people protect their chastity, and discuss how these principles help. (List these suggestions on the chalkboard.)

The following are some principles that should be discussed:

Word of Wisdom
Obedience to the Lord and to parents
Modesty in word, dress, and action
Service
Prayer
Fasting
Love of God, self, others
Study of the scriptures

Teacher presentation Explain that we must always be obedient to gospel principles. Straying from the protection of gospel principles, little by little, eventually results in unhappiness.

A young couple told President Spencer W. Kimball how they ignored gospel principles and became unchaste.

Story “That junior prom date was a turning point. It started out a very special one. But as I see it now, it turned out to be a tragic one, the beginning of our troubles. When I saw her coming downstairs that night, I thought no girl was ever so beautiful and so sweet. We danced through the evening; and then when we sat in the car, long and silently afterward, my thoughts became unruly as we became more and more intimate.

“Neither of us dreamed what was happening to us,” he continued, “but all the elements were there to break down resistance. We did not notice time—the hours passed. The simple kisses we had often exchanged gradually developed into petting. We stopped at that. But there were other nights—the bars were down. We loved each other so much that we convinced ourselves that it was not so wrong merely to pet since we sort of belonged to one another anyway. Where we ended one night became the starting point for the next night, and we continued on and on, until finally it happened—almost as though we could not control ourselves—we had intercourse. We had even talked about it and agreed that whatever else we did we would not go that far. And then when it was late—so late—so everlastingly late—we woke up to the meaning of what we had done.”

Quotation President Kimball then counseled the young couple: “Immorality does not begin in adultery or perversion. It begins with little indiscretions like sex thoughts, sex discussions, passionate kissing, petting and such, growing with every exercise. The small indiscretion seems powerless compared to the sturdy body, the strong mind, the sweet spirit of youth who give way to the first temptation. But soon the strong has become weak, the master the slave, spiritual growth curtailed. But if the first unrighteous act is never given root, the tree will grow to beautiful maturity and the youthful life will grow toward God, our Father” (“President Kimball Speaks Out on Morality,” *Ensign*, Nov. 1980, pp. 94–95).

Discussion Referring to the chalkboard, ask the young women to name several gospel principles that this young couple ignored.

Scripture activity Write the following scriptures on the chalkboard. Do not write the words in parentheses.

Doctrine and Covenants 121:45–46 (virtuous thoughts)
Doctrine and Covenants 58:2 (obedience)
Doctrine and Covenants 93:49 (prayer)
Doctrine and Covenants 59:9 (sacrament and Sabbath day)

Have the class members read these scriptures together and discuss how the principles taught in the scriptures will help them maintain their chastity.

Chastity Is Maintained through Righteous Daily Activities and Habits

Explain that we must develop habits of obeying gospel principles every day. Inconsistent efforts will not help to keep us pure and clean.

Story

Tell the following story to illustrate the importance of daily obedience to the commandments.

Carolyn leaned against the wall outside of her school counselor's office and let the tears flow. She silently offered a prayer of thanks to her Father in Heaven.

The counselor had just informed her that she had been chosen to receive one of the school's most valuable scholarships. Her academic and leadership qualifications were identical to those of several other applicants, so the scholarship committee had looked beyond these qualities for their choice. The counselor had told her about their evaluation of her personal habits and activities.

One teacher had commented that in his science labs, he had never heard Carolyn use filthy language or tell or even laugh at a vulgar story. The senior class adviser said he had attended several school dances and observed Carolyn properly dressed and showing respect and attention to young men. He had never observed her expressing affection to a young man beyond appropriate limits. Another teacher praised Carolyn because she was always prepared, alert, and attentive in class. Some of the other students were using drugs, tobacco, and liquor. They had come to class unable to participate or even to comprehend what was being presented.

As Carolyn knelt to pray that evening, she reflected on what the counselor had said. She recognized that it was her daily striving to live by gospel standards that had brought her this valuable award. She thanked her Heavenly Father for the gospel standards and for helping her live by them.

After her prayer, the scripture found in 3 Nephi 13:33 came very forcefully to her mind and heart.

Scripture

Ask the young women to find and read 3 Nephi 13:33.

Have them select from the chalkboard some of the principles that influenced Carolyn's habits and activities.

Quotations

Read the following quotation: "Good habits are not acquired simply by making good resolves, though the thought must precede the action. Good habits are developed in the workshop of our daily lives. It is not in the great moments of test and trial that character is built. That is only when it is displayed. The habits that direct our lives and form our character are fashioned in the often uneventful, commonplace routine of life. They are acquired by practice" (Delbert L. Stapley, in Conference Report, Oct. 1974, p. 25; or *Ensign*, Nov. 1974, p. 20).

Elder Boyd K. Packer gave some suggestions for removing bad habits and establishing good ones in our lives.

"Do not try merely to *discard* a bad habit or a bad thought. *Replace* it. When you try to eliminate a bad habit, if the spot where it used to be is left open it will sneak back and crawl again into that empty space. It grew there; it will struggle to stay there. When you discard it, fill up the spot where it was. Replace it with something good. Replace it with unselfish thoughts, with unselfish acts. Then, if an evil habit or addiction tries to return, it will have to fight for attention. Sometimes it may win. Bad thoughts often have to be evicted a hundred times, or a thousand. But if they are to be evicted ten thousand times, never surrender to them. You are in charge of you. I repeat, it is very, very difficult to eliminate a bad habit just by trying to discard it. Replace it" ("To the One," in *Speeches of the Year, 1978* [Provo: Brigham Young University Press, 1979], p. 39).

- Have you ever had trouble overcoming a bad habit?
- How do you think Elder Packer's advice could help you?

Story

One young woman evaluated her daily activities and habits and set goals for maintaining her standards. She knew that her happiness now and in the future depended on her maintaining her chastity. Tell the following story:

Tamara accepted the prophet's challenge to keep a journal. Before she began dating, she decided to write in her journal the personal commitments she had made about dating. She resolved to date only boys who had standards similar to hers. There would be no parking, no necking, no petting, and she would always have a prayer by herself before going out, to ask for strength to keep her commitments.

As she dated, she recorded her experiences and maintained her standards even though she was pressured not to. She remained true to the commitments that she had recorded in her journal.

While attending a university, Tamara became acquainted with an outstanding Latter-day Saint young man. They often talked together and developed a close friendship.

One day, in a casual conversation, the subject of Tamara's journal and the commitments she had made years earlier came up. It was then that this young man determined that their friendship must develop into an eternal partnership. He had been searching for a companion who had established high standards and maintained them.

Conclusion

Teacher presentation Remind the young women that they can maintain their chastity and personal purity by obeying gospel principles and by developing righteous daily habits and activities. As they do, they will find the joy that the Lord promises to all the faithful.

Quotation Read the following statement:

"Some of us may feel from time to time that some of [the Lord's] commandments are an impediment to happiness in this life, but this isn't so; and deep down in our hearts we all know that so long as we adhere to these commandments, just as surely as night follows day, we will reap the blessings that are promised to the faithful. Remember, the Lord said:

" 'I, the Lord, am bound when ye do what I say; but when ye do not what I say, ye have no promise' (D&C 82:10)" (O. Leslie Stone, in Conference Report, Oct. 1979, p. 105; or *Ensign*, Nov. 1979, p. 73).

Lesson Application

Activity Distribute paper and pencils to the young women.

Encourage them to write their own commitments for dating standards as Tamara did. Suggest that they include these commitments in their journals and put them where they will serve as a frequent reminder to maintain personal purity through righteous living.

Maintaining Physical Health

OBJECTIVE Each young woman will recognize her responsibility to maintain her physical health so that she can fulfill her earthly mission.

- PREPARATION**
1. Bring paper and a pencil for each young woman.
 2. Prepare a tray containing an alarm clock, a pair of athletic shoes, fruit, grain (or a grain product such as cereal or bread), a small amount of meat, and soap.
 3. With the approval of your bishop or priesthood leader, arrange well in advance to have a young mother with a healthy new baby participate in your lesson. (See the second section of the lesson.)
 4. Assign young women to present any scriptures, stories, or quotations you wish.

SUGGESTED LESSON DEVELOPMENT

Chalkboard and scripture game

The Scriptures Give Instructions about the Care of Our Physical Bodies

Refer to the tray of items and explain that these will be used in a scripture game. Write "Item," "Scripture," and "Instruction" across the top of the chalkboard. Write the first scriptural reference on the chalkboard under the heading "Scripture," and ask the young women to read the scripture silently. Ask them to decide which item on the tray the scripture refers to. As they find the answer, call on one class member to write the name of that item under the heading "Item" and to write the message of the scripture under the heading "Instruction." Use the six scriptures in the sequence listed.

When you have completed the exercise, your chalkboard may look like this:

Item	Scripture	Instruction
Soap	D&C 38:42	Be clean (inside as well as outside)
Clock	D&C 88:124	Retire and rise early
Fruit	D&C 89:11	In season
Meat	D&C 89:12	Sparingly
Grain	D&C 89:14	Staff of life
Shoes	D&C 89:20	Run and not be weary

- Why do you think Heavenly Father has given us these instructions?

Scripture and thought questions

Have class members read 1 Corinthians 3:16–17.

- How does it make you feel to know that you are a temple of God and that the Spirit of God may dwell in you?

- Teacher presentation
- How well are you taking care of your temple?
- Explain that physical fitness affects all aspects of our lives. If we are to manage our lives efficiently, our bodies must be able to meet all the demands placed upon them. To be tired all the time and have difficulty meeting pressures is an obstacle to our success. Physical fitness improves mental concentration and alertness; it relieves tension and anxiety. Some educators believe that students are more alert and attentive when they are in good physical condition and that they learn better. Employers have recognized that an employee's effectiveness is related to physical health. Our physical condition also affects our capacity to respond to others positively. We each may have some physical weaknesses that cannot be entirely overcome, but most of us could be more fit than we are.
- Explain that there are at least three areas in which we should develop healthy habits. We should get proper exercise, get proper rest, and eat a well-balanced diet. Review the following information with the young women.
1. Regular exercise provides many benefits to our bodies. Following is a summary of how exercise affects the body systems:

Exercise strengthens the muscles. Stronger muscles provide better support for the skeletal system. Strong, firm muscles hold the bones of the body in their proper position, decreasing the stress and damage that can result from bad posture. Back pain and stiffness may be largely due to inactivity. Furthermore, with proper posture of the spine, the head, arms, and legs can move more easily. Proper exercise keeps the entire body limber. Muscles and joints that are seldom used tend to be stiff and inflexible. Adequate activity also helps maintain bone strength. Starting at about age twenty, the bones begin to weaken. Regular exercise can help stop this decline and prevent the brittleness and fragility of bones that often accompanies old age.

Exercise affects the metabolism. Exercise strengthens our bodies and helps them function more efficiently. Exercise uses up calories, usually without causing an increase in appetite. Many people who exercise find that they eat less than those who do not. Exercise and moderation of eating habits can work well together to achieve and maintain a healthy body weight.

Exercise improves the nerves. Vigorous exercise improves overall coordination. It also releases nervous tension and stimulates and clears the mind. Many people use a period of daily exercise to plan the day, to gain a fresh perspective on life, or simply to relax. Physical exercise tires the muscles and releases tension and so helps most people sleep better.

 - What do you do for exercise? How could you make exercise a more regular part of your life?
 2. The body needs to be relaxed and rejuvenated after work, stress, and exercise. This can take the form of sleep, rest, or participation in a relaxing activity.

Everyone should have a period of rest or relaxation each day when possible. Short naps, reading, listening to music, studying scriptures, or pursuing hobbies or crafts can rejuvenate the body and spirit.

The need for sleep may vary among family members according to their health, ages, and personalities. Each person should try to get enough sleep each night. The body responds best if a person goes to sleep and wakes up at approximately the same times each day.

 - What do you do for rest and relaxation? How well do you follow the counsel in Doctrine and Covenants 88:124?
 3. It is important for each person to eat a well-balanced diet. The body doesn't function properly if any necessary nutrients are absent. Good health depends largely on the kinds of foods we eat.

Most countries have developed a system of food groups based upon the food patterns used within their country. Foods from each of these groups should be eaten every day. If your country has a good food grouping system, use it in place of the one that follows.

Foods for building bodies: meat, legumes, fish, poultry, eggs, milk.

Foods for protecting against disease: fruits and vegetables.

Foods for building energy: cereal grains and their products, such as bread, rice, or noodles.

By eating foods regularly from each of these food groups, we greatly improve the likelihood of enjoying good health.

Ask the young women to think about the food they ate yesterday.

- Did you eat foods from each of the food groups? How could you make your diet more well-balanced?

Quotation

“When our appetites control us, when we neglect to keep our bodies and minds in the best possible condition, we may not be literally breaking the Word of Wisdom, but we are neglecting a sacred trust that the Lord has given to us when he gave us our marvelous bodies” (Lindsay R. Curtis, “I Have a Question,” *Ensign*, June 1975, p. 21).

Guest

Taking Care of Our Physical Health Will Bless Ourselves and Our Posterity

Invite the mother and child to the front of the classroom. Introduce them and read the following quotation:

“Womanhood should be intelligent and pure, because it is the living life-fountain from which flows the stream of humanity. She who would pollute that stream by tobacco, poisonous drugs, or germs that would shackle the unborn is untrue to her sex and an enemy to the strength and perpetuity of the race” (David O. McKay, “These Two Together,” *Improvement Era*, May 1969, p. 2).

Ask the young mother to discuss briefly the importance of properly caring for her own health and the health of her child. She may include the following points:

1. The benefits of proper health practices before having children (possibly emphasizing the Word of Wisdom, proper nutrition, rest, and exercise).
2. The benefits of good health practices during pregnancy (including following a doctor’s counsel and taking no harmful drugs).
3. How knowledge of good health rules has been and will be beneficial to her child.

You may wish to have a brief question-and-answer period at the conclusion of the presentation.

Teacher testimony

Conclusion

Testify that our Heavenly Father expects each of us to take proper care of our physical bodies so we can each achieve our missions on earth.

Lesson Application

Suggest that the class members eat proper foods, get the proper amount of rest and exercise, and avoid anything that would be harmful to the body or mind.

Suggested Activities

1. With the approval of your priesthood leader, invite special guests to conduct a weekday information seminar on any of the following subjects:
 - Good nutrition
 - Proper exercise
 - Harmful effects of alcohol, tobacco, drugs, or other substances
 - Any other subject related to good health practices that would benefit your class
2. Plan a physical fitness and exercise activity for your class.
3. Demonstrate good health practices for children. (This may be especially helpful for young women who have younger brothers and sisters or who care for other children.)

OBJECTIVE Each young woman will understand some ways to prevent disease.

PREPARATION Assign young women to present any scriptures, stories, or quotations you wish. Adapt this lesson to the needs of the young women in your area. If you have class members with special health problems, be careful that this lesson is helpful, not discouraging, to them.

SUGGESTED
LESSON
DEVELOPMENT

Introduction

Teacher presentation Explain that one reason we came to earth was to gain physical bodies. President Brigham Young declared, “Our mortal bodies are all important to us; without them we never can be glorified in the eternities that will be” (*Discourses of Brigham Young*, sel. John A. Widtsoe [Salt Lake City: Deseret Book Co., 1954], p. 56).

Explain that our bodies will be perfect when they are resurrected (see Alma 11:42–44). But in this life they suffer from disease, pain, and injury. Some are temporarily disabled. Others are handicapped for life. But whatever their condition, our bodies are important to us, for they help us progress toward perfection.

We are spiritual and physical beings, and we cannot reach our full potential without both a spirit and a body. A spirit cannot be exalted unless it is joined with a body (see D&C 93:33–34).

Good Health Practices Are Important in Preventing Disease

Ask the young women to think about why it is important to know how to prevent illness while you tell the following story.

Story Marta Molina was only eight months old when she became very sick. This lovely little girl became so ill that she lost much weight in a short period of time. Her mouth was dry, her eyes lost their sparkle, and the soft spot on the top of her head became sunken. Not knowing what to do, the family followed primitive local customs to help her get better, but these customs were medically unsound.

Marta Molina, like many people in the world, got sick for reasons her family did not understand. Consequently, they did not understand how to prevent the illness nor how to cure it.

Discussion • Why is it important to know what causes illness and how to prevent health problems?

Discuss the following information:

Many years ago, people did not know what caused illness. Some believed disease came because they failed to make proper sacrifices. Others thought it was caused by spells cast by enemies. In recent times scientists and physicians have learned what causes most health problems. Much knowledge has been gained since the gospel was restored to the world in 1830. As the Spirit of the Lord has been poured out upon the earth, many new discoveries have been made to help us maintain good health.

Today we know that most diseases are caused by microorganisms that live all around us. They are so small that the eye cannot see them. Some are carried through the air; others pass from one person to another; still others pass from animals and insects to people.

They can cause many kinds of diseases when they enter our bodies. If we want to eliminate disease, therefore, we must not come in contact with the microorganisms that cause the disease or illness.

Chalkboard discussion Discuss ways to prevent the spread of disease-causing microorganisms and reasons why each way is important. List these ideas on the chalkboard. (You might want to discuss diseases common to your area.)

1. Clean the house regularly, especially places where disease-causing microorganisms could live, such as warm, moist, dark, and sticky areas.
2. Protect food by keeping it properly covered. Where possible, refrigerate perishable foods.
3. Wash foods carefully.
4. Wash hands before eating, when handling food, and after using the toilet.
5. Brush teeth after each meal to help prevent decay and other dental problems.
6. Always cover your mouth when sneezing or coughing.
7. Wear shoes, sandals, or foot coverings so feet won't pick up germs from the ground.
8. Eat properly and get enough rest. Germs are less able to infect a healthy body.
9. Make sure that water, milk, and other foods are safe to eat.
10. Protect against some diseases by being immunized. In most parts of the world, people can receive immunizations at a health clinic or from a physician.
11. Obey the law of chastity.

We Benefit from Good Health Practices

Quotation

President David O. McKay said:

"The healthy man, who takes care of his physical being, has strength and vitality; his temple is a fit place for his spirit to reside.

" . . . Bodily ailments deprive us of the full exercise of our faculties and privileges and sometimes of life itself. It is necessary, therefore, to care for our physical bodies and to observe the laws of physical health and happiness" ("The 'Whole' Man," *Improvement Era*, Apr. 1952, p. 221).

Discussion

- What benefits do you receive from being healthy and free from disease? Some responses might be that we enjoy life more when we feel good, we have more energy for schoolwork and recreational activities, and we learn more easily when we are alert and healthy.

Chalkboard

Explain that in addition to these obvious benefits, there are some other advantages to preventing disease and following good health practices. List these on the chalkboard and discuss each one.

1. We are more capable of serving our family, our friends, and our Father in Heaven.
 - Why can we be more willing to serve if we are in a healthy condition?
2. We are better leaders.
 - Why is it important for leaders to have good health?
3. We have a better self-concept.
 - What does feeling good have to do with love for oneself and others?
4. We can better care for ourselves.
 - What happens to our everyday responsibilities when we are ill?

Explain that we are here to bring about our salvation and the salvation of others. To do this, we need healthy bodies and minds. Many resources have been provided to help us cure or prevent disease. The Lord expects us to use the resources available to us.

Quotation “Joseph Smith taught that ‘it is the will of God that man should repent and serve him in health, and in the strength and power of his mind, in order to secure his blessings.’ (*Teachings*, p. 197.) Ordinarily a healthy, vigorous person is in a far better position to work out his own salvation and to be an effective instrument in rolling forth the great purposes of Deity” (Bruce R. McConkie, *Mormon Doctrine* [Salt Lake City: Bookcraft, 1966], p. 346).

Conclusion

Quotation Sister Barbara B. Smith, a General President of the Relief Society, has said, “The state of our health affects every facet of our life—our feeling of personal well-being, our approach to work, our social interactions—even our service to the Lord” (*Ensign*, Nov. 1978, p. 77).
Remind the young women that their bodies are a great blessing from the Lord and a necessary part of their progress toward exaltation. They should take the best possible care of their bodies.

Lesson Applications

1. Suggest that each young woman review the chalkboard list of ways to control disease and identify any health practice in which she needs to improve. Suggest that she then work toward making this practice a part of her life.
2. With the approval of your priesthood adviser, you may want to invite a health specialist (nurse, doctor, or medical assistant) to meet with the young women on a weekday and discuss how disease-carrying microorganisms spread, how the microorganisms react in our bodies, and how we can keep them from spreading.

Developing Socially and Emotionally

OBJECTIVE Each young woman will learn that self-mastery brings true happiness.

PREPARATION

1. Bring a pencil and paper or card for each young woman.
2. Bring five or six small balls or other small items.
3. Bring a doll or paper doll to use in the Introduction. Also, bring a chain (could be jewelry) or drawings of chains to add to the doll.
4. Make a poster of the fill-in-the-blank game, omitting the words in parentheses, but leaving appropriate spaces. Make wordstrips of the omitted words.
5. Prepare four pieces of paper to pass out to class members, each containing one of the four steps to self-mastery outlined in the section "The Scriptures and Church Leaders Teach How to Develop Self-Mastery." Omit the words in parentheses.
6. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Demonstration

Introduction

Display the doll or paper doll. Explain that it represents a young woman who began to develop some bad habits. Mention such habits as lying, procrastinating, overeating, laziness, and profanity. As you do, place the jewelry or paper chains over her shoulder, around her neck, and around her body, binding her tightly.

Discussion

Discuss the following:

- What has happened to this young woman?
- What effect do bad habits have in our lives?
- How can these chains be broken?
- Can someone else break these chains for you?

Scripture

Read 2 Nephi 1:13. Explain that this lesson will help us know how these chains of bad habits can be broken.

We Can Overcome Bad Habits through Self-Mastery

Fill-in-the-blank game Display the poster you have prepared and the wordstrips.

We sow our (*thoughts*), we reap our (*actions*)
 We sow our (*actions*), we reap our (*habits*)
 We sow our (*habits*), we reap our (*character*)
 We sow our (*character*), we reap our (*destiny*)

	Have the young women decide which word belongs in each blank, and have them complete the lines by moving the words to the appropriate places on the poster.
Discussion	<ul style="list-style-type: none"> • Where do habits, both good and bad, originate? (In our thoughts.) • How do bad thoughts lead to the chains of bad habits? • How can we change a bad habit? • What habits do you have that you would like to break?
Scripture discussion	<p>Explain that Proverbs 16:32 suggests how we can overcome bad habits. Read the passage aloud.</p> <ul style="list-style-type: none"> • Who is better than the mighty? • Who is greater than the ruler of a city? • What are other terms for ruling our spirits? (Self-control, self-mastery, self-discipline.) <p>Help the young women understand that we can overcome bad habits by developing self-control.</p>
Quotations	<p>The following two quotations help us understand the importance of self-control:</p> <p>“Self-discipline, the key to eternal life, is doing something that needs to be done whether or not you find it convenient. Self-discipline is usually motivated by our convictions, our internal hopes, and our desires” (Robert L. Simpson, “Your 1975 Game Plan,” in <i>Speeches of the Year, 1975</i> [Provo: Brigham Young University Press, 1976], p. 321).</p> <p>President Spencer W. Kimball quoted an unknown author as follows:</p> <p>“The height of a man’s success is gauged by his self-mastery; the depth of his failure by his self-abandonment. . . . He who cannot <i>establish a dominion over himself will have no dominion over others</i>. He who <i>masters himself shall be king</i>” (<i>The Miracle of Forgiveness</i> [Salt Lake City: Bookcraft, 1969], p. 176).</p>
Chalkboard discussion	<ul style="list-style-type: none"> • What are some bad habits that could be overcome by self-mastery? List the responses on the chalkboard.
Writing activity	Give each young woman a pencil and card or small piece of paper. Ask each to list three areas in which she desires to develop self-mastery.
Object lesson	<p>Hold in your hand five or six small balls or other small items, and tell the young women that these represent a handful of weaknesses. Select a young woman and tell her you want her to try to overcome these weaknesses by catching them. Then throw the balls to her all at once. She will probably be unable to catch them.</p> <ul style="list-style-type: none"> • How might this demonstration apply to overcoming bad habits? <p>Throw the balls to her one at a time so she can catch each one. Point out that we develop self-mastery by working on one habit at a time, not expecting perfection from ourselves all at once.</p>
Scripture	Point out that King Benjamin gave some excellent advice that we might consider as we think of overcoming our bad habits. Have the young women read Mosiah 4:27. Ask them to look at the three habits they listed on their paper and underline the <i>one</i> they are going to begin working on now.

The Scriptures and Church Leaders Teach How to Develop Self-Mastery

Quotation	<p>The following response was written by a young woman who had a successful experience with self-mastery:</p> <p>“ I have read your letter and the four keys over and over. They really lift my spirits when I am depressed. I have been following them for about two weeks or longer. My mom even said she has noticed how my attitude and confidence in myself have changed. The day I received your letter, I went right to my room and set some goals. Here are my goals for now: 1. Pray every night and day. 2. Pay my tithing. 3. Do not swear. ”</p> <p>The “four keys” the young woman was referring to are explained by the following passage: “The first key is found in Proverbs 3:5–6. [Have these verses read.]</p>
-----------	---

“The second key, equally important, is to believe in yourself with an understanding that you are a child of God, with Godlike attributes to be discovered and developed.

“The third key is to have a worthwhile goal, one worthy of total commitment, even an obsession, to attain and know the necessary steps to achieve it.

“The fourth key might be described by the experience of a child who, while trying out new roller skates, falls and skins her knee. Her immediate tears and loud crying bring her mother running to her aid. However, just as her mother arrives the little girl stops crying. When asked by her surprised mother why she has stopped so quickly, she says, ‘I just told myself to stop and then I made myself mind me.’ The fourth key is to decide what you are going to do and then determine the necessary steps to accomplish it—to make yourself mind you” (Ardeth Greene Kapp, *Miracles in Pinafores and Bluejeans* [Salt Lake City: Deseret Book Co., 1977], p. 78).

Discussion

Pass out the previously prepared pieces of paper to the class members. Have each young woman read her statement; then as a group discuss the suggestions for developing self-mastery. As each is discussed, list the main point (in parentheses) on the chalkboard.

1. Have a goal and a plan for accomplishing the goal. Be determined; work hard at meeting your plan. (Set a goal and work at it.)
2. Choose one person who is a great example of the characteristics you wish to develop. Try to act as this person acts. (Choose an ideal and follow her.)
3. Ask yourself, “How would Christ respond if he were here today?” and try to act as he would act. (Try to follow Christ’s example.)
4. Pray to Heavenly Father for help in controlling your feelings and actions. (Pray.)

The young women may want to record these steps on their paper below the three areas of weaknesses listed.

Scripture discussion

The Savior has said that if we do our part in overcoming our weaknesses he will strengthen us. Have a young woman read Ether 12:27.

- How does it make you feel to know that the Savior is willing to help you overcome your weaknesses and develop strengths?

Self-Mastery Leads to Happiness and Self-Esteem

Discussion

- What are the results of developing self-mastery?
- How do you feel when you have acted with self-control?

Invite the young women to share experiences they have had in acting with self-control.

After the young women have responded, read the following quotation:

“Proper self-management is a great virtue, which can lead to personal pride. Personal pride is a great motivator. It is a virtue to understand who we are and to conduct ourselves accordingly. To be created in God’s image is a tremendous blessing with accompanying choice responsibilities. . . . We need to be constantly aware of the fact that we are children of God. He knows us. He hears us. He loves us” (Marvin J. Ashton, in Conference Report, Oct. 1976, pp. 124–25; or *Ensign*, Nov. 1976, p. 84).

You may want to share your feelings about how developing self-mastery has blessed your life.

Lesson Application

Suggest that the young women apply the methods outlined in the lesson to the area of weakness they have identified.

OBJECTIVE	Each young woman will seek to develop a cheerful, optimistic attitude.
PREPARATION	<ol style="list-style-type: none"> 1. Make copies of the "Attitude Test" for each class member. 2. Optional: Make copies of the poem by Emily Dickinson, found at the end of the lesson, for the class members. 3. If it is available in your area, show "The Power of Compassion," from <i>Family Home Evening Video Supplement</i> (53276). 4. Assign young women to present any scriptures, stories, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p>
Test	<p>Give each young woman a copy of the attitude test. Tell the class members that the test will help them identify what kind of attitude they have and what changes they may need to make. Give them time to answer the questions.</p> <p><i>Attitude Test</i></p> <ol style="list-style-type: none"> 1. Do you often have a gloomy expression on your face? 2. Do you forget the many good things in your life and overemphasize the few things you lack? 3. Do you feel sorry for yourself? 4. Do you think more of yourself than of others? 5. Do you think you have too much to do? 6. Do you expect things to go wrong in your life? 7. Do you blame others for your moods and behaviors? 8. Do you think life has been unfair to you?
Teacher presentation	<p>Ask the young women to evaluate whether negative or positive feelings are dominant in their lives. Explain that most of us will have negative feelings at times, but if we have more negative times than positive, it is possible for us to change our attitudes.</p>
Teacher presentation	<p>An Optimistic Attitude Brings Opportunities for Blessings</p> <p>Explain that good and bad experiences will come into each of our lives. But our attitudes do not need to become bad as our circumstances become difficult. We can look at each situation optimistically and make it an opportunity to grow personally and bless others.</p>
Story	<p>Tell the following story:</p> <p>Marie and her family had always lived close to her grandparents and aunts and uncles in an area where there were many members of the Church. She spent a lot of time with her relatives, and she loved her high school with its strong seminary program and her many friends. At the end of her junior year, her father announced that he had decided to take a new job in a town fifteen hundred miles away. The new job would give him opportunities he had always wanted, and although he felt bad about uprooting the family, he felt that the move was the best thing to do.</p>

Marie was heartbroken. She could not believe that she would have to leave all that she loved to go someplace she had never heard of and graduate from a high school where she knew no one. She found herself thinking constantly about all that she would be leaving behind and, despite her parents' efforts to comfort her, cried herself to sleep every night.

One night, her mother came and sat down on her bed and said that she wanted to have a little talk. Her mother explained that she had spent her whole life in this area, that she loved the people and the familiar town, and that she had been very sad when she and her husband finally made the decision to move. But she had recognized that she could make the entire family miserable if she allowed her feelings of unhappiness and regret to overwhelm her. So she had begun to see the move as an adventure and a time to serve the Lord and her fellowmen in a way she had never been able to before.

Marie was surprised as she listened to her mother's feelings. She hadn't known that her mother felt anything but excitement for this change. As she started thinking about her own feelings, she realized she had not even tried to see that this change might bring new opportunities and blessings. She would be living by many people with whom she could share the gospel; she would not have as many friends at first, but she could make some; and she would have more time to get to know her brothers and sister. She decided right then that she was going to change her feelings about this move and make it the best experience she could.

Ask the young women if they have ever felt that their circumstances were so bad that they felt depressed and unhappy. If they wish to, have them explain what they did in their circumstances.

- Did you find that the circumstances you were unhappy about gave you opportunities for growth and blessings?

Case studies

Ask the young women to listen to the following case studies and decide how the person in the story could find opportunities to bless her own life and the lives of others by changing her attitude.

Case Study 1

Laura had been dating the same boy since she was sixteen years old. She was very much in love and had always assumed that they would get married when he got back from his mission. Just after high school graduation, her boyfriend told her that he was more interested in someone else and didn't want to date her anymore. Laura felt that her world had come to an end.

Case Study 2

Denise had grown up in a home where she had always felt loved. She enjoyed coming home and was glad for opportunities to be with her family members. When she was in high school, her father started attending church with the family less and less, and soon her parents were arguing much of the time. She no longer liked to come home, and she got depressed every time she went to church without her father. She felt as though her life had changed so much that she could never be happy again.

Quotation

Read the following quotation: "We must be more concerned with what we do with what happens to us than what happens to us" (Marvin J. Ashton, in Conference Report, Oct. 1974, p. 57; or *Ensign*, Nov. 1974, p. 41).

Negative Thinking Hurts Our Minds and Bodies

Teacher presentation

Explain that when we feel gloomy and pessimistic, we have little enthusiasm for life. Negative attitudes, even in their mildest form, can drain energy and cause us to do poorly in school or in our relationships with others. They can even cause such physical problems as headaches, ulcers, high blood pressure, digestive problems, and heart attacks.

Discussion

Discuss how a pessimistic outlook could affect a person's activity in the Church, her ability to make friends, her ability to keep a job, and her ability to build a testimony. The following points should be included:

1. Other people may not enjoy the company of a negative person.

2. Church activities and other activities may not be as successful when directed by people who are not happy about their responsibilities.
3. Employers may not want someone with a pessimistic attitude and low energy level working for them.
4. A person with a negative attitude may have a harder time developing faith and testimony.

We Can Learn to Be Cheerful and Optimistic

Story

Tell the following story:

"A young woman in high school, happy, vivacious, was informed by the doctors one day that it would be necessary to amputate her leg because of cancer. This was done. She went back to school on crutches, still full of life, loving every minute of it. Then she was informed that the operation had been unsuccessful and that her life was rapidly drawing to a close.

"This young woman's attitude could have been one of bitterness toward everything in life, but instead she was an inspiration to her family and friends because of her wonderful attitude. Her own words were: 'I am thankful for the many blessings I have received throughout life and for my wonderful parents and family. I am especially thankful for this wonderful Gospel and for those who give their time to teach it to us. . . .

" 'Before my operation, I prayed that my leg might be saved; but the Lord told me "No." Afterward I thought how selfish and earthly my prayer had been. I could see only the present, and it certainly didn't seem that there could be anything for the best in losing my leg. The Lord can see much more, and he has the best interests of our whole future and eternity in mind' " (Victor L. Brown, "Take an Attitude Test," *Instructor*, Mar. 1965, pp. 90-91).

- What was the one thing that most helped this young woman remain optimistic? (She had faith that the Lord was guiding her life for good.)

Scripture

Have the young women read Doctrine and Covenants 90:24. Point out that the Lord has promised us that no matter what happens to us, if we trust in him and live righteously, he will make all things work for our good.

- How can the information in this scripture help you to remain optimistic no matter what your circumstances are?
- What things can you learn from circumstances that seem to be bad?
- What are some other things that can help you be optimistic?

Chalkboard discussion

List the young women's ideas on the chalkboard. You may want to include the following:

1. Count your blessings.
2. Learn the power of laughter.
3. Enjoy beautiful music and literature. They can lift your spirits.
4. Look for beauty everywhere you go. Look for it in nature, in art, and in the faces of loved ones.
5. Strive to improve yourself each day.
6. Look for the good in everything.
7. Understand and live the gospel, "for in right living there can be no remorse of conscience" (Bruce R. McConkie, *Mormon Doctrine*, 2nd ed. [Salt Lake City: Bookcraft, 1966], p. 124).

Conclusion

Teacher presentation

Explain that we cannot always control circumstances in our lives, but we can control our attitude toward them. It is possible to develop a more cheerful, optimistic attitude that

will lead to better health, more beauty within and without, closer friendships, and greater opportunities to serve the Lord and our fellowmen.

Lesson Application

Suggest that the young women try smiling more often this week. They may want to put this poem on their mirrors.

They Might Not Need Me

They might not need me; but they might.

I'll let my head be just in sight;

A smile as small as mine might be

Precisely their necessity.

(Emily Dickinson)

OBJECTIVE Each young woman will learn that there are many ways to show gratitude and will feel the joy that comes through expressing her appreciation to others.

PREPARATION

1. Bring pencils and notepaper for each class member.
2. Optional: Prepare a bookmark similar to the following example for each member of your class, using heavy paper, felt, or other suitable material.

Happiness is a grateful heart



3. Prepare a personal note of appreciation for each of the young women. Express your gratitude to each young woman for her contribution to your life. Be specific. These will be handed out at the end of the lesson.
 4. Assign young women to present any scriptures, stories, or quotations you wish.
-

**SUGGESTED
LESSON
DEVELOPMENT**

We Should Be Grateful for Our Blessings

Quotation

Introduce the lesson by reading the following counsel from President Ezra Taft Benson.

“Someone has said that an ungrateful man is like a hog under a tree eating apples and never looking up to see where they come from. How often do we look up to see where our blessings come from?”

“The Prophet Joseph Smith is reported to have said that one of the greatest sins for which the Latter-day Saints would be guilty would be ingratitude. I presume most of us have not thought of that as a serious sin. There’s a great tendency for us in our prayers to ask for additional blessings. Sometimes I feel we need to devote more of our prayers to expressions of gratitude and thanksgiving for blessings already received. . . .

“I traveled the wonderful state of Idaho for eight years for the university. I went to every town and hamlet, and it was not uncommon for me to be away for two weeks. Then I’d go home and, as a stake officer, change clothes and be gone again. Once when this happened, one of my little girls came to the door, waved, and said, ‘Come again, Daddy.’

“I used to miss my family, and one particular Sunday I found myself in Pocatello, Idaho. I got thinking about my family, so far away, and I thought, ‘Well, I’ll just run down to Whitney [where some family members lived] and see if I can attend sacrament service.’ I arrived just as the meeting was about to start. The bishop invited me to sit with him on the stand.

“The meeting started, and the counselor who was conducting called on me to say a few words. I had been sitting there thinking, ‘Wouldn’t it be wonderful if I could be home every Sunday and go to church with my family? Just think what a joy it would be.’ Well, as he introduced me, he said, ‘Brothers and sisters, wouldn’t it be wonderful to have a job like Brother Benson? He’s always on a trip.’ I thought, ‘Yes, how true to life. Distant pastures usually look greener.’

"I hope we can be happy where we are, be grateful for our blessings—now, here—accept the challenge that is ours and make the most of it, and not be envious of others. . . .

"God help us to be grateful for our blessings and never to be guilty of the sin ingratitude.

" 'And he who receiveth all things with thankfulness shall be made glorious; and the things of this earth shall be added unto him, even an hundred fold, yea, more' (D&C 78:19)" ("All This and the Gospel Too," *New Era*, Nov. 1991, pp. 4–7).

Chalkboard discussion Explain that many times we don't take time to realize how many blessings we have and to express appreciation and gratitude for them. Ask the young women to consider what blessings they have to be grateful for. As they suggest blessings, write their ideas on the chalkboard. Leave the list on the chalkboard for the remainder of the class period. Possible ideas could include the following:

<i>Our Blessings</i>	
1. Good health	7. Good families
2. A prophet	8. The bishop
3. Good friends	9. Mission of Jesus Christ
4. The Church	10. The gospel
5. Testimonies	
6. Good teachers	

Encourage the young women to remember and be grateful for the many little things that are done for them each day by good people—brothers or sisters, parents or others who help them in their homes, helpful teachers, and good friends. Stress that they should be very grateful to be members of The Church of Jesus Christ of Latter-day Saints, which teaches them the purpose of life and provides many great blessings.

Scripture discussion Read Doctrine and Covenants 59:21 together as a class.

- Why do you think gratitude is so important? How does feeling grateful help you? How are other people affected when you express gratitude to them?

We Can Express the Feelings of a Grateful Heart

Chalkboard discussion Write on the chalkboard "THANK YOU!" Then ask the following questions:

- How do these words make you feel when someone says them to you?
- How often do you say these words to other people?

Ask the young women to suggest some specific ways we can express our appreciation to others.

On the remaining side of the chalkboard, list the ideas given by the young women. Their responses might include the following suggestions. If not, add these to the list and share the thoughts or explanations with the young women as desired. (You need list only the italicized part of each suggestion.)

- "1. *Write a note*—Make it short, and if you like, use a little art work. It needn't be on fancy stationery; why not a square of colored construction paper cut with pinking shears? Without being mushy or insincere, pen a happy line of thanks. . . . Use the postman for deliveries, then you're not around when it's read.
- "2. *Do a favor*—This is a subtle way—good to use with your best friend or your parents. It takes an understanding heart to recognize this as a 'thank you.' Rise half an hour early and polish your dad's shoes. . . . Or make fudge to give the boy who helped haul scenery for the class play.
- "3. *A telephone call*—Make it on the first impulse, then it's the most effective. Don't feel embarrassed, just be sure you let the fella or gal on the other end of the line *feel* your gratitude. . . .

- “4. *A happy look*—How nice to show appreciation in your face—a quick and ready smile, shining eyes, a warm look. To many folks this is the best thanks of all—and can be a secret communication between you and the person you’re thanking. It involves no stammering, no self-consciousness.
- “5. *A gift or treat*—And it needn’t be expensive! Tuck a candy bar in your kid brother’s sock drawer for his letting you use his ball point. Dangle some candy kisses from your sis’s tennis racket before putting it back in her closet. Stick four pieces of gum in your chum’s science book—when you return it” (Winnifred C. Jardine, “Thanks a Million,” *Improvement Era*, Sept. 1960, “Era of Youth” section).
- 6. *Rock painting*—Go rock hunting, and find flat ones, pretty ones, and smooth ones. These are just right to draw a picture on and give thanks to someone for being such a big help.

Story

Explain that there are many ways to say thanks and express gratitude to those who have helped us. The important thing is to do something; the receiver of your thanks will always be grateful.

The following is a story of an elderly woman who received thanks for her years of service as a schoolteacher. Years after her retirement, one of her students wrote her a letter of appreciation. This is her reply to the student:

“My dear Willie, I cannot tell you how much your note meant. I am in my eighties, living alone in a small room, cooking my own meals, lonely, and like the last leaf that falls—lingering behind. You will be interested to know that I taught school for fifty years and yours was the first note of appreciation I ever received. It came on a blue, cold morning, and it cheered me as nothing else has for many years.”

“Think of it, a teacher, and a good one, for fifty years, and no one had ever bothered to say a word of encouragement to her. . . .

“[Appreciation] costs so little and means so much, so say or write a word of appreciation” (Bryant S. Hinckley, . . . *Not By Bread Alone* [Salt Lake City: Bookcraft, 1955], p. 93).

Scripture discussion

Have the young women open their Bibles to Luke 17:11–19. Invite one of the class members to read the story of the ten lepers as the others follow along in their scriptures. Then discuss these verses, using the following questions or others of your own.

- How many of the lepers returned to thank the Savior?
- What did Jesus ask the one leper who returned to give thanks?
- How would you describe the attitude of the nine lepers who failed to express their thanks to Jesus?

Point out that even though there were nine who did not return, Jesus was grateful for the one who did return to give thanks. Jesus’ response to the leper’s expression of gratitude was to teach him the great lesson that his faith had made him whole.

Thought question

- Out of the thoughtful things done for you this week, how many have you expressed appreciation for?
- How can you show your gratitude to the Lord, who gave you these blessings?

Discussion

Call the attention of the young women to the list of blessings placed on the chalkboard at the beginning of the lesson. Ask several young women the following question:

- Of all the blessings you suggested for which you are grateful, which one seems to be the most important to you right now? Why?

Writing assignment

Give the young women each a pencil and piece of notepaper. Invite them to use the remaining class time to write a short note of appreciation to someone who has been of help to them or has done something nice for them recently. This could be to their parents, a teacher, a friend, a bishop, or someone else. Suggest that they be specific in their thanks. Ask the young women to deliver the notes personally or by mail.

Conclusion

Handout

Give the young women the personal notes of thanks that you prepared for them.

Distribute the bookmarks to the young women. As you do, bear testimony that if they will learn to express appreciation now while in their teens they will know the feelings of a grateful heart throughout their lives.

Lesson Application

Encourage the young women to more freely express their grateful feelings to those who show kindness or give help to them.

Managing Personal Resources

Wise Use of Leisure Time

OBJECTIVE Each young woman will seek to use her leisure time wisely.

PREPARATION

1. Bring pencils and paper for the young women.
2. Optional: From newspapers or magazines, collect pictures of young women engaged in leisure-time activities such as reading, swimming, knitting, making crafts, playing musical instruments, studying the scriptures, writing in a journal, or doing things with friends. Place the pictures in a chest or a decorated box that represents a treasure chest.
3. Make a wordstrip that says, "Time, the wise man's treasure."
4. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Story "Recently I read a very provocative article about a certain distinguished Chinese gentleman visiting in this country. Among other things, he was shown through the new home of a well-to-do American friend. He was very interested in what he saw and listened attentively as the many labor-saving devices were explained to him, and he was told about the saving in time that they made possible. After the tour was over the guest said to his host, 'And what do you do with all of this time that you save?' " (Sterling W. Sill, *The Law of the Harvest* [Salt Lake City: Bookcraft, 1963], p. 337).

- What do we call time when we do not have work to do? (Leisure time.)
- What do you think of when you hear the words *leisure time*?

Leisure Time Is an Important Part of Life

Chalkboard discussion • Why do you think it is important to have leisure time in your life?

Write the young women's answers on the chalkboard. They may include the following ideas:

1. We need time to do something different from our daily work.
2. We can develop many talents during leisure time.
3. We need time to be with family members and friends in a relaxed atmosphere.
4. Leisure gives us time to meditate and reflect upon our lives.

Quotation President Brigham Young said this about leisure time: "Recreation and diversion are as necessary to our well-being as the more serious pursuits of life. There is not a man in the world but what, if kept at any one branch of business or study, will become like a machine. Our pursuits should be so diversified as to develop every trait of character and diversity of talent" (*Discourses of Brigham Young*, sel. John A. Widtsoe [Salt Lake City: Deseret Book Co., 1941], p. 238).

- Writing activity Distribute pencils and pieces of paper. Ask the young women to think through a typical week and estimate how much leisure time they normally have. They should include any time when they can choose what they would like to do.
- Do you feel that you make this leisure time a valuable part of your life?

We Should Use Leisure Time Wisely

- Wordstrip activity Post the wordstrip, "Time, the wise man's treasure." Display the treasure chest or box. Pull pictures, one at a time, from the chest, explaining that these pictures represent some leisure-time activities. If pictures are not available, ask the young women to name some leisure-time activities. Point out that these pictures represent just a few of the many ways in which we can choose to use our leisure time.
- Teacher presentation Explain that when we think of leisure-time activities, we often think of passive activities such as watching television or going to a movie. Sometimes we neglect activities that require us to use our bodies, minds, and imaginations. Many recreational activities have the advantage of teaching while they entertain. They renew and refresh us.
- Quotation The following statement explains what it means to use leisure time wisely:
 "Now, what about our leisure time? How we use our leisure is equally as important to our joy as our occupational pursuits. Proper use of leisure requires discriminating judgment. Our leisure provides opportunity for *renewal of spirit, mind, and body*. It is a time for worship, for family, for service, for study, for wholesome recreation. It brings harmony into our life.
 "Leisure is not idleness. The Lord condemns idleness. He said, 'Thou shalt not idle away thy time, neither shalt thou bury thy talent' (D&C 60:13). Idleness in any form produces boredom, conflict, and unhappiness. It creates a vacancy of worth, a seedbed for mischief and evil. It is the enemy of progress and salvation" (J. Richard Clarke, in Conference Report, Apr. 1982, p. 112; or *Ensign*, May 1982, p. 78; italics added).
- Discussion
 - Why is it important to use our leisure time wisely?
 - What opportunities can leisure provide for us?
 Discuss the difference between leisure and idleness.
 - What does idleness produce?
- Writing activity On the papers you have already distributed, ask the young women to write down the ways in which they used their leisure time during the past week.
- Chalkboard discussion Ask the young women to share some of these activities with the class. Compile a list of leisure-time activities on the chalkboard. Ask the young women to discuss these activities and decide which are wise ways to use leisure time. Encourage them to explain why they feel an activity is a wise use of time or not.
- You may want to use some of the following material in this discussion:
1. *Reading.* Reading good books is one of the best ways to learn about new ideas, places, and people. It is relaxing, it makes the reader a more interesting and knowledgeable person, and it can be done anywhere. If a person does not know what books to read, she can talk to parents, schoolteachers and counselors, and librarians. Public libraries often compile free reading lists. The more a person reads, the more she learns to appreciate and understand good writing.
 2. *Playing a musical instrument.* Music can uplift, inspire, and relax the soul in a way that almost nothing else can. Practicing a musical instrument teaches a person discipline and appreciation for music, and it prepares her to bless the lives of others through performing the music.
 3. *Participating in a sport.* Participation in sports is a fun way to associate with other people, exercise the body, and release the tension of the day. It develops coordination, the ability to work with a team, and love for the outdoors.
 4. *Enjoying nature.* The Lord has said that he made the beautiful things of the earth "for the benefit and the use of man, both to please the eye and to gladden the heart; . . . to strengthen the body and to enliven the soul" (D&C 59:18–19). Taking walks, camping,

going on picnics, taking time during the day to look at the sky and trees can all make a person feel closer to God and refresh her spirits.

5. *Spending time with family and friends.* Most people feel that the most valuable things they have are their relationships with family members and friends. By spending leisure time enjoying loved ones, a person builds stronger and more enjoyable relationships.

6. *Doing family history work.* By using our leisure time to learn about the lives of our ancestors, we not only bless our ancestors by giving them the opportunity to accept the ordinances of the gospel, but we find great joy in serving them.

7. *Helping our neighbors.* There are many people all around us who need physical or emotional help. Many need only a visit to cheer them up. We can find personal fulfillment in looking for the needs of our neighbors and friends and meeting these needs in loving ways.

Teacher presentation Explain that we should try to use our leisure time in a balanced way. If we only play sports or only read in our leisure time, we will not develop ourselves and bless others as well as if we did many kinds of things. If we fill our minds with uplifting material and create healthy bodies, we are more likely to develop all of our talents and abilities.

Wordstrip Refer once again to the wordstrip, "Time, the wise man's treasure."
• Do you feel that you want to change the way you use your leisure time? Do you have any new ideas for how you will use this valuable time?

Conclusion

Teacher presentation Explain that much of the quality of our lives is determined by what we do in our free time. The purpose of life is not just to live long, but to live well. Time is a gift, and we should use it wisely and consider it a treasure.

Lesson Application

Have each young woman select an activity to help her better use her leisure time.

OBJECTIVE	Each young woman will recognize and develop her talents.
PREPARATION	<ol style="list-style-type: none"> 1. Bring paper and pencils for the class members. 2. Prepare a list of each class member's talents. You may wish to contact each mother to discuss her daughter's talents. This list will be used during the spotlight activity at the beginning of the lesson. 3. From the lists of talents you have prepared, select one less obvious talent for each young woman. Write this on a slip of paper, place the paper in a box or package, gift wrap the package, and label it with the young woman's name. 4. Prepare a piece of paper for each scriptural reference used in the Scripture Search. Number these papers in the sequence indicated in the lesson. Then put all the papers into another package and gift wrap it. 5. Assign a class member to prepare to tell or read the parable of the talents, as found in Matthew 25:14–30. 6. Assign young women to present any scriptures, stories, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	<p>Introduction: Spotlight on You</p>
Spotlight	<p>Place a stool or chair in the center of the room. Distribute paper and pencils to the young women. Explain that you will spotlight special gifts each of the class members has received. Have each young woman, one at a time, sit on the chair or stool. Give her the gift box you have prepared for her. Instruct her to open it and read aloud the talent written on the paper.</p> <p>After she has done this, ask her to identify another gift that she possesses. It may help to ask one or more of the following questions:</p> <ol style="list-style-type: none"> 1. What do you do that makes you feel good or gives you a sense of accomplishment? 2. What is something you do now that you could not do three years ago? 3. What do you do that others do not do? <p>If the young woman is still unable to identify an additional gift herself, suggest one from the list you prepared.</p> <p>Next ask the class to identify a third gift the young woman possesses. Three gifts should be identified for each young woman and recorded on her paper.</p> <p>Continue this process until all class members have been spotlighted and have had at least three talents identified.</p>
	<p>We Should Be Aware of Our Talents and Interests</p>
Scripture	Have the class read together Doctrine and Covenants 46:8–9. Briefly discuss this scripture and write on the chalkboard: "Seek ye earnestly the best gifts."
Worksheet discussion	Have the young women identify talents or gifts they have or would like to have that they have not already written down.

Scripture search

Have them add these to the list of gifts on their papers. Encourage them to include desirable character traits in their lists as well as obvious talents.

Explain that Heavenly Father has given us our talents and abilities. Ask the young women to recall any scriptures in which Heavenly Father has told us about these gifts and talents.

Open the remaining gift box. Have each class member draw out a piece of paper with one of the scriptural references. Have each one find the scripture and read it in the order indicated by the number preceding the reference. As each reads her scripture, have her identify the main idea. Write the idea on the chalkboard.

<i>SCRIPTURE SEARCH</i>	
<i>Scriptural References</i>	<i>Main Idea</i>
1. Doctrine and Covenants 46:11–12	1. Everyone has a gift.
2. Doctrine and Covenants 60:2	2. Some fear and hide their talents.
3. Doctrine and Covenants 67:3	3. Some fear in their hearts.
4. Doctrine and Covenants 60:13	4. Do not bury your talent.
5. 1 Timothy 4:14	5. Do not neglect your gift.
6. Doctrine and Covenants 82:3	6. Responsibility comes with gifts.

We Should Develop Our Talents

Parable discussion

Have the assigned young women tell or read the parable of the talents (see Matthew 25:14–30). Discuss the parable, using the following questions or your own.

- What happened to those who used their talents?
- What happened to the one who hid his talent and did nothing with it?
- What do you think motivated the profitable servants to increase their talents?
- What were their rewards?

Chalkboard discussion

Explain that as we develop and increase our gifts and talents, we not only receive additional talents, but we also gain personal satisfaction.

- What can we do to develop the talents we have?

Write the young women’s ideas on the chalkboard. Their ideas may include the following:

1. Have a desire.
2. Set reachable goals.
3. Establish a program to work on one talent at a time.
4. Talk with someone who has the talent. Discover how he or she developed or acquired it.
5. Pray for help.
6. Have faith.
7. Practice.
8. Report progress to someone.
9. Persist.

Ask the young women how they would feel if they gave a gift to someone who acted as if she did not want it or would not use it.

Write on the chalkboard: Doctrine and Covenants 88:33. Ask a class member to read the scripture to the class.

- How should we feel about the gifts the Lord gives to us?

Scripture discussion

Conclusion

Have the class members turn to Doctrine and Covenants 46:8–9 and reread the scripture. Point out that our admonition is to “seek ye earnestly the best gifts” and then to remember the purpose for which all gifts are given: “for the benefit of those who love me.”

Point out that in addition to the gifts that have been talked about, many other spiritual gifts may be developed. (See D&C 46:13–26.) All gifts are given for our benefit. They will bring us great joy and satisfaction as we receive and develop them and use them for the benefit of others. As those in the parable of the talents received great joy as they developed their talents for their master, so can each young woman have joy as she develops her talents for our Master.

Lesson Application

Suggest that each young woman avoid burying her talents by choosing a gift she would like to have and recording her choice on her paper. Have her copy from the chalkboard those steps that would help her develop that gift. She should supplement this list with her own plan of action. (This may be a good time to work with each young woman individually to develop goals and a plan of action.)

Suggested Class Activities

Consider the following activities to help class members develop and share talents:

1. Plan and organize some workshops. With the approval of your priesthood leader, invite specialists to conduct workshops in areas in which class members wish to expand their knowledge or explore a new skill or trait. You can do this as a class, as small groups, or as individuals.
2. Plan a field trip to hear experts, or visit a library to obtain information about an area of interest.
3. Plan a class activity to learn a specific skill—quilting, sewing, cooking, or a craft. After the learning activity, the product could be shared with someone in the ward (a widow, parents with a new baby), thus emphasizing the importance of using our gifts to bless others.
4. Prepare and present a talent show of musical, artistic, or dramatic activities to shut-ins, people at a rest home, or children in a hospital.

Participating in the Cultural Arts

OBJECTIVE

Each young woman will seek to participate more fully in the cultural arts.

PREPARATION

1. Optional: Obtain the chart of the thirteenth article of faith (65013) from your meetinghouse library.
 2. Gather such things as paintings, books, pieces of sculpture, and musical instruments to display in the classroom. You could include artwork or writing done by the young women themselves.
 3. Assign two young women to make the presentations described in the second section of the lesson. Assign each of the other class members to share a piece of art or an experience with the cultural arts.
 4. If you desire, prepare to share experiences you have had with the cultural arts, or ask a ward member to do so.
 5. Assign young women to present any scriptures, stories, or quotations you wish.
-

**SUGGESTED
LESSON
DEVELOPMENT**
The Cultural Arts Can Enrich Our Lives
Chalkboard discussion

Write on the chalkboard the words *Cultural Arts*. Explain that the cultural arts include such things as literature, drama, classical music, dance, sculpture, and painting. List these on the chalkboard. Ask the young women to tell of ways in which they have recently had contact with the cultural arts.

Chart and discussion

Ask the young women to recall and repeat the thirteenth article of faith. Display the chart. Emphasize the second sentence: "If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things."

- Do you feel the cultural arts could be considered "virtuous, lovely, or of good report or praiseworthy?" Why?
- How can the cultural arts be an uplifting influence to us?

Teacher presentation

Explain that the cultural arts have a powerful effect on our minds and spirits. They can touch our spirits as words alone sometimes cannot do, and their effect is often long-lasting. Ask the young women to think of words that describe the positive experiences they have had with the cultural arts.

- How do you feel after reading a beautiful poem or story, or hearing or performing a fine piece of music?

Write the young women's responses on the chalkboard. They may include such words as happy, inspired, fulfilled, uplifted, or edified.

Explain that cultural arts of high quality can bring a refining influence into our lives. They fulfill a basic human need to enjoy and participate in the beauty around us and in our cultural heritage.

President Spencer W. Kimball said: "Each member [of the Church] should develop talents, read good literature, be engaged in quality cultural pursuits" (*Ensign*, May 1978, p. 101).

We Can Receive Blessings from Participating in the Cultural Arts

Shared experiences

Ask the two previously assigned young women to participate. One should begin by reading Doctrine and Covenants 88:118 and then share a personal experience with enjoying literature. She could read an excerpt from a literary work she has enjoyed and discuss its meaning, or she could share something she has written herself.

The other young woman should begin by reading Doctrine and Covenants 136:28. She could share a personal experience with enjoying classical music or dance, or she could perform a selection using one of these arts and tell how it has enriched her life.

After these presentations, ask each of the other young women to share an experience that has helped her appreciate the cultural arts or to share a piece of art that has enriched her life.

If you desire, you could share experiences you have had with the cultural arts or ask a ward member to do so.

At the end of these presentations, explain that our pursuit of the cultural arts will not only enrich our own lives, but will prepare us to enrich the lives of others. Share the following experience of a young woman:

Story

"[Mother] was prompted to instill a love of [William Shakespeare's] work into each of us. So at the age of twelve, along with my younger brothers and sisters (the youngest was three), I began exploring the realms of this great writer.

"After her own study, and with a lot of faith, mother presented the idea to us that as a family we could perform a reader's theater presentation of *Othello*. We all agreed, and for the next two months we worked to understand and to memorize the play. I recall staying up late into the night many times reading the lines of Desdemona aloud, trying to get the right pronunciation and emphasis.

"The learning didn't stop with lines and phrases. We realized the destructive power of jealousy through the character of Othello; the damage of deceiving words through Iago, the villain; and the importance of respect and reputation through the goodly Cassio. The play even complemented the teachings of the Word of Wisdom as we learned that wine will 'steal away men's brains.'

"Although we performed the play only twice, once in our family home evening and once in a private school, we were blessed both spiritually and academically for our efforts. . . . Our mother and dad continue to help us practice the principle of seeking 'out of the best books words of wisdom.' (D&C 88:118)" (Eric G. Stephan and Judith Stephan Smith, *What Happy Families Are Doing* [Salt Lake City: Deseret Book Co., 1981], p. 70).

Discussion

Discuss the enriching experience this young woman had through her study of Shakespeare.

- How could her knowledge and love of good literature bless her future family and others?

Refer back to the thirteenth article of faith. Ask the young women to think of ways in which they can seek to enrich their lives with the cultural arts and prepare to enrich the lives of their children and others. Some ideas might include the following:

- Go to the library and select a classic work of literature to read alone or with a friend.
- Read aloud with your family.
- Read a favorite poem or share a piece of music with your family and tell why you like it.
- Write a poem yourself or lyrics for a piece of music.
- Write a dramatization of a scriptural story for your class or family.
- Look through your music and books and eliminate those that are not uplifting.
- Begin or add to your collection of quality music or books.
- Frame some beautiful artwork for your room.
- Try sketching, lettering, drawing, or some other form of art.
- Study a play, piece of music, or opera before attending a performance.
- Be selective about television viewing and watch for educational and cultural programs.

Conclusion

President Spencer W. Kimball has given us an inspiring vision of our potential to develop our own cultural arts:

Quotation

"We are proud of the artistic heritage that the Church has brought to us from its earliest beginnings, but the full story of Mormonism has never yet been written nor painted nor sculpted nor spoken. It remains for inspired hearts and talented fingers yet to reveal themselves. They must be faithful, inspired, active Church members to give life and feeling and true perspective to a subject so worthy. Such masterpieces should run for months in every movie center, cover every part of the globe in the tongues of the people, written by the best artists, purified by the best critics" ("The Gospel Vision of the Arts," *Ensign*, July 1977, p. 5).

Encourage the young women to participate in the cultural arts. Tell them that doing so will bless their own lives as well as the lives of others.

Lesson Application

Suggest that as a class or as individuals, the young women select a way to participate in and appreciate the cultural arts during the coming weeks. They may want to accept President Kimball's challenge to help write, paint, or sculpt aspects of the story of the Church. They may want to participate in ward or branch fine arts festivals, roadshows, plays, or other cultural events; enter a Church magazine contest; or share some of their talents with family members or friends.

OBJECTIVE	Each young woman will understand the need to become financially responsible.
-----------	--

PREPARATION	<ol style="list-style-type: none"> 1. Make a copy of the handout “Financial Responsibility” for each young woman. The handout is at the end of the lesson. Also bring pencils. 2. Make a wordstrip of the following statement: Provident living is being “wise, frugal, prudent, making provision for the future while attending to immediate needs.” 3. Ask a young woman to tell about the kinds of work she has done, either to earn money or to help her family. Ask her to discuss how this work has helped her prepare for the future and how she has used any money she has earned. 4. Bring a ledger or notebook to illustrate ways of keeping financial records. 5. Assign young women to present any scriptures, stories, or quotations you wish.
-------------	--

SUGGESTED LESSON DEVELOPMENT	Introduction
Handout	Distribute pencils and copies of the handout. Ask the young women to answer the questions on the handout. Assure them that only they will see their answers. After they have completed, ask that they keep the questions in mind as the lesson is being discussed.

Teacher presentation	<p style="text-align: center;">We Must Learn to Take Responsibility for Our Personal Finances</p> <p>Explain that we must each learn to take responsibility for our personal finances. No matter how small or large our income is, we can manage it wisely, and we will receive many benefits from doing so.</p>
Quotation	<p>Read the following quotation:</p> <p>“If there is any one thing that will bring peace and contentment into the human heart, and into the family, it is to live within our means. And if there is any one thing that is grinding and discouraging and disheartening, it is to have debts and obligations that one cannot meet” (Heber J. Grant, <i>Gospel Standards</i> [Salt Lake City: Deseret Book Co., 1941], p. 111).</p>
Discussion	<p>Ask each young woman to silently consider what might happen in each of the following situations: (1) if financial reverses suddenly came to your family, (2) if your family were suddenly faced with major medical costs, (3) if a parent passed away unexpectedly, (4) if the family income somehow stopped today. If any of these situations occurred in your family, how could you help? Would your present needs be a drain on the family’s resources? Have you made any preparations that might help in such circumstances?</p> <ul style="list-style-type: none"> • Has anyone had any experiences such as these that you would like to share? <p>Explain that if we can help ourselves and take responsibility for our personal finances, we are well on the way toward provident living.</p>
Wordstrip and quotation	<ul style="list-style-type: none"> • What is provident living? <p>Display the wordstrip. Explain that Sister Barbara B. Smith defined provident living as being “wise, frugal, prudent, making provision for the future while attending to immediate needs” (<i>Ensign</i>, May 1976, p. 118).</p>
Discussion	<p>Help the young women define <i>frugal</i> and <i>prudent</i>. Explain that although they may be limited at this time in their earning power, they can make “provision for the future while</p>

	attending to immediate needs.” Ask them to refer to their answers on the handout. Where could they improve to become more provident, more responsible, and better managers of their present finances?
Presentation by young woman	Ask the previously assigned young woman to tell about the kinds of work she has done. Ask her to explain how she uses any money she earns.
Discussion	<ul style="list-style-type: none"> • How is this young woman’s work helping her prepare for the future? <p>Ask the young women to suggest wise and worthwhile ways in which they could use any money they earn.</p> <ul style="list-style-type: none"> • What are some good ways to save money for the future? • What kinds of purchases are wise and provident?
Display of ledger	Display a ledger or notebook. Ask the young women to look at the sample budget outline on their handout.
Teacher presentation	<p>Point out that accurate record keeping is a vital part of good money management. If we are to take responsibility for our finances, we should have some sort of book or notebook to keep a record of our income and our expenditures. This record will be useful in helping us budget our money. There are various ways of keeping a financial record, but all have basic information in common.</p> <p>Refer to the budget outline. Explain that it allows a person to keep track of how much she earns and control how much she spends.</p> <ul style="list-style-type: none"> • How could keeping such a simple record help you take responsibility for your finances? (You know how much money you have; when it was received, spent, or saved; and whether or not you are living within your budget.) • What other benefits might result from establishing good habits of record keeping?

Taking Financial Responsibility Will Help Us Become Self-Reliant

Teacher presentation	Explain that Church leaders counsel us to become independent and self-reliant by being financially responsible regardless of economic difficulties around us. Read and discuss the following quotations:
Quotations	<p>“The Lord desires his Saints to be free and independent in the critical days ahead. But no man is truly free who is in financial bondage” (Ezra Taft Benson, in Conference Report, Oct. 1973, p. 90; or <i>Ensign</i>, Jan. 1974, p. 69).</p> <p>“We must recognize that financial problems are the reason for much unhappiness and are certainly a major factor in family difficulties and divorce.</p> <p>“The Lord has told us that if we are prepared, we shall not fear (see D&C 38:30). What a blessing it is to be free from financial fear” (Franklin D. Richards, in Conference Report, Apr. 1979, p. 55; or <i>Ensign</i>, May 1979, p. 38).</p>
Discussion	<ul style="list-style-type: none"> • Besides learning and practicing principles of good money management, what are some qualities we need to develop to become financially responsible? After the young women have responded to this question, write on the chalkboard the following three qualities and discuss each, using the material provided. <ol style="list-style-type: none"> 1. <i>Be disciplined.</i> We are repeatedly urged to avoid debt and not to let our desires exceed what we earn. It takes discipline to pay tithes and offerings, to regularly save, and to live within a budget.
Quotation	<p>“The key to spending less than we earn is simple—it is called discipline. Whether early in life or late, we must all eventually learn to discipline ourselves, our appetites, and our economic desires” (N. Eldon Tanner, in Conference Report, Oct. 1979, p. 119; or <i>Ensign</i>, Nov. 1979, p. 81).</p> <ul style="list-style-type: none"> • How can budgeting our income help us discipline ourselves?
Scriptures	<ol style="list-style-type: none"> 2. <i>Be unselfish.</i> The scriptures give us valuable counsel on this subject. Read together and mark the following two scriptures: Doctrine and Covenants 68:31; Jacob 2:18–19.

Discussion	<ul style="list-style-type: none"> • How does paying our tithes and offerings help us follow this scriptural counsel? What worthy people or organizations exist in our community to which we might contribute?
Story	<p>3. <i>Use wise judgment.</i> A woman who was suddenly faced with widowhood related her feelings about the importance of young women learning early how to use wise judgment in budgeting and planning personal finances.</p> <p>“I don’t think it is the ideal thing to be a working mother,” she said, “but under some circumstances you have to put your mind on providing for your family’s future. I made sure my daughters prepared themselves so they could take over the financial responsibility for their families in case they had to. I encouraged my sons, when they were dating, to look for young women capable of raising their children alone” (Maren E. Hardy, “Widow Discovers Her Own Potential, Gains Successes,” <i>Church News</i>, 10 July 1982, p. 7).</p>
Discussion	<ul style="list-style-type: none"> • How might these suggestions help us make wise judgments in budgeting our money and planning our future lives? • Why is it important for us to learn to be self-reliant in financial matters?
Case studies	<p>Ask the class members to decide which of these three qualities the young women in the following case studies need to develop and practice. What could each young woman have done to prevent the problems and improve her financial self-reliance?</p> <ol style="list-style-type: none"> 1. Christina had always wanted to go to college after high school graduation, but she had to change her plans when she found out she did not have enough money to do so. 2. Tamara’s parents suggested that she contribute her share of the monthly fast offering, but she had her heart set on buying a newly released music album. 3. Martha told her mother that she would pay for half of her music lessons if her parents would pay for the other half. She was able to keep her part of the bargain for only two months and then was unable to continue her payments. 4. Sarah decided that since school was beginning this month, she would put off paying her tithing until next month when she would not have so many expenses. 5. Rachel wanted to buy a new dress to help at a friend’s wedding but found she did not have the money for both the dress and a gift for the bride, so she asked her parents if she could charge the gift on their credit card. 6. Janette spent her extra money on junk foods and candy. She often complained that she did not have enough money to spend on clothes, cosmetics, and other grooming necessities.

Conclusion

Teacher presentation	<p>Remind the young women of how important it is for us to learn to take personal responsibility for our finances. We can use financial resources wisely and so avoid problems both now and in our future lives. We can become self-reliant without financial fear, feel the joy of having our own possessions, and enjoy the happiness and security that come from provident living.</p>
----------------------	---

Lesson Application

Encourage the young women to obtain some kind of notebook or ledger to begin keeping proper financial records. Suggest that they take home the “Financial Responsibility” handout and discuss it with their parents, asking for help in learning to take responsibility for their personal finances.

Financial Responsibility

1. What do I do to earn money?
2. How much do I earn, or how much is my allowance?
3. What do I spend the money I earn on?
4. How much do I save and where do I put my savings?
5. Do I owe anyone money? How much?
6. What do I spend only on myself, and what do I spend for others?
7. What skills am I developing to help me earn the money I will need to meet future goals?
8. Do I keep a financial record?

Personal Budget

<i>Expected Income</i>												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Wages												
Self-employment												
Other												
Total												
<i>Planned Expenditures</i>												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Tithing												
Fast offering												
Savings												
Clothing												
Family help												
Gifts												
Other												
Total												

An Uplifting Environment

OBJECTIVE Each young woman will seek to develop an uplifting environment in her life now and in the future.

PREPARATION

1. Pictures 22 through 24, A Meetinghouse, Home, and Geographical Location. All are located at the back of the manual.
2. Optional: Make a poster of the definition of *environment*, found in the Introduction.
3. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Picture discussion Display the pictures of different types of environments. Ask the class to define and discuss the term *environment*. Then display the poster.

Poster Environment: Conditions and surroundings that influence the life of an individual or community.
Explain that many of the factors in our environment are beyond our control. Ask the young women to identify some of these factors. List them on the chalkboard under the heading "Cannot Control."

Chalkboard discussion The list might include these factors:

<p><i>Cannot Control</i></p> <p>Geographical area Climate Size and status of family Type of home Parents' occupation Place in the family Attitudes of parents</p>

Teacher presentation Explain that the uncontrollable factors of our environment strongly influence our day-to-day living. However, we *can* control many parts of our environment, and these should be of great concern to us. We should improve our environment whenever possible.

Creating a Wholesome Environment

Chalkboard discussion Ask the young women to identify factors in their environment over which they do have control. Add their suggestions to the chalkboard list under the heading "Can Control." Include such factors as the following:

<i>Cannot Control</i>	<i>Can Control</i>
Geographical area	Friends
Climate	Hobbies
Size and status of family	Use of time
Type of home	Personal attitudes
Parents' occupation	Types of media presentations participated in
Place in the family	Cleanliness
Attitudes of parents	

Quotation

Read the following statement:

"Two obligations face the saints where the matter of *environment* is concerned: 1. To create for themselves and their families the most wholesome and edifying environment possible, so there will be less chance of any member of the family circle being lost through transgression; and 2. To rise above every unwholesome environmental situation that may be encountered during the course of this mortal probation. . . .

" . . . The saints should establish peace and love in their families; engage in wholesome recreation only; perform their daily labors in the cleanest and most wholesome environment possible; associate with proper companions always; and seek to live under those surroundings and influence that breathe the spirit of righteousness and faith. Constant association with that which is low and vulgar inevitably leads to the debasement of the human soul" (Bruce R. McConkie, *Mormon Doctrine*, 2nd ed. [Salt Lake City: Bookcraft, 1966], p. 229).

Question

- According to Elder McConkie, what is the first responsibility we have for our environment?

Story

Present the following story, which tells how young women can help to create a wholesome environment.

Carla and Jenny Lynn are sisters who shared the same room. However, the room contained two totally different types of environments. Carla had posters of rock music stars and handsome men on the walls of her side of the room. A radio played loud rock music whenever she was at home. Clothes were piled on every chair and chest and were draped on the closet door. She had difficulty finding her shoes because the bottom of her closet was always cluttered, as was the space under her bed. Her soiled laundry was mixed up with her clean clothes until it was hard to distinguish which was which. Her bed was seldom made.

Jenny Lynn, on the other hand, decorated her walls with high school souvenirs and pictures of her friends and family. She had a large picture of a temple on one wall, along with small pictures she had received at Church of the Savior and the prophet. Her closet was usually organized and she usually made her bed. She kept the drapes open to allow the sunshine into the room whenever possible.

Discussion

Discuss the differences in the environment each young woman was creating.

- How could the environment affect each of the young women's personalities?
- Their studies?
- Their Church activity?
- Their ability to get along with each other?

Article of faith

Have class members read or recite the thirteenth article of faith.

- What does this article of faith tell us about the kind of environment we should try to create?

Scripture

Have the young women find and read Philippians 4:8.

Explain that the scripture and the thirteenth article of faith state some of the virtues sought by faithful Latter-day Saints.

- What are some of the things in life that are lovely, of good report, or praiseworthy?
- How can these things make us better people?
- How can we incorporate them into our personal environment?
- How can friends help us find these kinds of things?

Story

The following story tells us how one young woman improved her environment.

Louise was a member of a large family. Times were very hard, and her father brought home a meager income. The humble family home consisted of two rooms and a lean-to porch on the back. With only two beds for the entire family, Louise and her eleven brothers and sisters slept most of the time on the floor. In warm weather the boys slept outside or in a shed behind the house. Although the physical environment of this family showed poverty and want, the children used their creative and imaginative minds to make their home life beautiful.

Louise tells about how in her younger years she looked forward enthusiastically to each Thursday night. This was the night she and her sisters had their turn to sleep in the bed. It was also the night when they could have their “orchestra practice.” With no real musical instruments available, they each chose their favorite imaginary instrument and spent the evening humming and singing every melody they knew while beating out the rhythm on an imaginary drum or playing an imaginary violin, banjo, saxophone, clarinet, or bass. But the favorite instrument of all was the “grand piano.” The little girls would take turns sitting on an old chair at the foot of the bed (the only metal bedstead in the house) and using it as a keyboard for their imaginary piano. Louise loved that piano. No performance by Bach or Beethoven was ever more eloquent than her performances as she rolled melodious scales up and down those imaginary ivory keys.

It was not until many years later, after the struggle of getting through school and after being married, that Louise was able to have a real piano. Her dream of playing a musical instrument did come to pass. And the joy of hearing great performers and artists, especially her own daughters, themselves accomplished musicians, was a great fulfillment in her life. It was the fulfillment of a dream of a little girl who lived in humble circumstances but who had a heart always reaching up and out in search of beauty.

- How did this young woman create beauty in her environment?

Rising above Unwholesome Environments

- What is the second responsibility mentioned by Elder McConkie?

Teacher presentation

Explain that as Latter-day Saints, we sometimes find ourselves in environments that are unwholesome and not in keeping with our moral standards. The following story is one way of handling such situations.

Case study

“One cool summer evening when I was a freshman in college, I had a date with someone I really liked. I didn’t know him well, but I looked up to him a lot.

“When he came to pick me up for the movie, we walked to the theater, since he didn’t have a car. We had a great time getting to know each other better.

“Then the movie started. It was okay for the first ten minutes, but even though it had a [moderate] rating, it started making me uncomfortable. The dialogue became more and more suggestive, and I started to sink lower and lower in my seat.

“And do you know what he did? Even though we’d only been there a short time, he turned to me and said, “I really don’t like this movie. Do you mind if we leave?” He didn’t make a big deal over it, he just suggested we leave. I’ll always remember that date because of his integrity. That’s the kind of man I want to marry.’

“Add to this story countless others that are similar, and you come up with one alternative that many young LDS people are choosing: walking out, tuning out, turning off when movies, plays, radio, or television offend their standards” (Kathleen Lubeck, “The Turn-off Walk-out Factor,” *New Era*, June 1981, p. 26).

Discussion

- What were the alternatives in this situation?
- How did this couple’s decision to leave show that they respected each other?

- What would you do if you found yourself in a similar situation?
 - What other kinds of unwholesome environments do young people find themselves in?
 - How can we rise above these situations?
-

Conclusion

Teacher presentation

Explain that we can help to create a positive environment for ourselves, our friends, and our family. Our home can be a tent, a hogan, a cabin, a large brick building, or a palace. Whatever our situation, we should do all we can to overcome unwholesome influences and create an uplifting environment in our surroundings.

Lesson Application

Suggest that the young women evaluate their own rooms or other areas of the home where they might improve the environment. Suggest that they do what they can to make their own homes pleasant and uplifting places to be.

Developing Leadership Skills

Communication Skills in Leadership

OBJECTIVE Each young woman will become a more effective leader by learning communication skills.

PREPARATION

1. Prepare for each young woman a copy of the handout at the end of this lesson.
2. Plan the introductory demonstration with the class president. This will require a blindfold, gag, cotton, and rope. Have the class president be prepared to express her feelings about the introductory experience at the conclusion of the lesson.
3. Assign several young women to discuss ways in which they have been a leader in their home, church, school, or community. Ask them to explain how these leadership experiences have blessed their own lives and the lives of others.
4. List on separate pieces of paper the scriptural references and quotation found in the third section of the lesson.
5. Assign young women to present any scriptures, stories, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Demonstration

Introduction

At the beginning of the class, have the class president seated in the front of the room with a blindfold around her eyes, cotton in her ears, a gag across her mouth, and her hands and feet tied. Without any reference to her plight, begin the class by announcing some things you would like the class members to do. For example: "We have an important lesson. In order for you to learn it, I want all of you to line up your chairs in perfect rows. Mary, move into the chair next to Jane. Susan, sit alone in the back row. Everyone sit up straight in your chair with both feet on the floor. Be absolutely quiet." Do not respond to any comments by class members. Continue to order them into place. Give the class no choice in their activities, and do not listen to or respond to any comments they make.

After this short demonstration, say, "I have the feeling that you don't like the way I'm leading the class, so I'll just turn the class over to the class president."

She will be unable to do anything since she is bound and gagged. She might try to make sounds or motions, but the futility of her actions will soon become apparent. Remove the gag and other things from the class president.

Discussion

Ask the following questions:

- Why didn't you like my manner of conducting the class?
 - Why was the class president unable to lead us? (She couldn't communicate with us.)
 - What does this demonstration show about leadership? (The right kind of communication is necessary. Leaders must be willing and able to communicate with those they lead.)
-

We Can All Be Leaders

Chalkboard discussion Ask the class members to suggest some characteristics a leader requires. List their suggestions on the chalkboard. Their suggestions may be similar to the following:

A Leader Is Someone Who—

- Listens.
- Doesn't make unreasonable demands.
- Communicates with us.
- Allows others to participate.
- Shows love and concern.
- Doesn't do only what she wants.
- Is sensitive to others.

- Why are these characteristics important for a leader to have?
- What are some ways you can be a leader in your home? (Be an example, teach younger brothers and sisters, lead in family home evening.)
- What are some ways you can be a leader in the Church?
- What are some ways you can be a leader in your school or community?

Ask the assigned young women to share their experiences with leadership.

Point out that we will all be leaders in at least one of these areas, probably in all three. Acquiring leadership skills is important to all class members.

Communication Skills Are a Foundation for Effective Leadership

Teacher presentation

Refer to the leadership qualities listed on the chalkboard. Explain that all of these qualities are important for leaders, but the class will focus only on the area of communication skills. The introductory activity demonstrated two points about communication:

1. Negative or one-way communication is not good leadership.
2. In order to lead, you must be able to communicate.

Explain that good communication skills form a foundation for good leadership.

Ask the young women to define communication. Explain that it is a two-way process of exchanging ideas, attitudes, information, and feelings.

Scriptures

Distribute the following scriptural references and quotation. Have the young women read them aloud and find the keys for good communication. List these keys on the chalkboard.

Ephesians 4:15

1 Corinthians 14:9

2 Nephi 31:3

Ephesians 4:31

James 3:2

Proverbs 15:1

Elder Jacob de Jager reported that following a long seminar, President Marion G. Romney asked him how he was going to teach all the inspired materials he had been given. Elder de Jager said, "I shall teach in such a way that everyone will understand."

President Romney replied, "That's not enough; you shall teach in such a way that no one will misunderstand" (in Conference Report, Oct. 1978, p. 101; or *Ensign*, Nov. 1978, p. 67).

Speak the truth in love
 Choose words easy to be understood
 Use plainness
 Avoid anger and evil speaking
 Avoid offending
 Speak kindly to avoid anger
 Avoid misunderstanding

- Discussion Explain that besides being able to express our message clearly, we must be able to listen carefully to others. Discuss the following questions with the young women.
1. Why do we sometimes fail to hear what someone says to us? (We do not pay attention; our thoughts are on something else; we are thinking of a reply; we think we already know what the person is going to say; we disagree with what the person is saying; we don't respect the person speaking; we are too busy talking.)
 2. Why do we sometimes hear the words a person says but still not understand what she means? (Feelings are difficult to communicate; we may listen only for words, not feelings; words or phrases have different meanings to different people.)
- Discussion Discuss ways we can demonstrate that we are listening—facial expressions, body movements (such as nodding head), eye contact, asking the person if what we understand is what she really means.

Leadership Is Love in Action

- Discussion Explain that one of the Savior's great messages was for us to love one another.
- How does listening show love? (If you truly love a person, you will want to listen to her. Love enables us to listen with feeling.)
 - How do you feel when you know someone is genuinely trying to understand how you feel and what you mean?
- Chalkboard Remind the young women that their most important communications are their love and concern for others. Write the following two statements on the chalkboard:
- "Love is the universal language."
 "Leadership is love in action."
- Ask the young women to discuss how these concepts could help them be better leaders.
- Personal experience Ask the class president to tell how she felt when she was gagged and bound. She may say that it was impossible to communicate, that she felt frustrated, that she was unable to serve in her calling. Have her contrast this with how happy she feels when she is able to communicate with class members and have them respond.
- Teacher presentation Explain that everyone will have opportunities to lead and serve others. We communicate our love and concern for others by the way we speak and listen. By applying good communication skills, we become better leaders and find greater joy in our service.

Lesson Application

Suggest that each young woman be aware of her communication skills during the coming week. Distribute the copies of the handouts you have prepared. Ask the young women to review the questions each evening during the next week.

Communication Skills in Leadership

Rate yourself each evening on the following questions:

	Always	Usually	Sometimes	Never
Did I speak the truth in love?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I choose words easily understood by my listener?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I avoid anger and evil speaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I avoid offending?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I really listen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I try to understand feelings as well as words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I try to let the other person know I was actively listening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I communicate my love and concern for the person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Valuing and Encouraging People with Disabilities

OBJECTIVE Each young woman will respect and appreciate the contributions of people with disabilities.

PREPARATION

1. Prepare a copy of the word *DIFFERENCES* in large letters for each young woman.
2. Bring pencils for the class members.
3. If it is available, show the video presentation "Appreciating the Handicapped," from *Family Home Evening Video Supplement 2* (53277).

**SUGGESTED
LESSON**

DEVELOPMENT **We Can Understand People with Disabilities**

Teacher presentation Explain that all of us are more like each other than we are different.

- What are some of the ways we are all alike? (We need food, clothing, and shelter; we need to be loved; we want to develop our talents; we want to serve others.)
- What are some of the ways we are different? (We have different interests, different abilities, and different living circumstances.) Point out that some people also have the difference of disabilities.

Activity and discussion Distribute the pencils and copies of the word *DIFFERENCES*.

Challenge the young women to trace the letters of the word with the hand they do not usually write with. Tell them to try to do it accurately but as fast as they can. They should find the process slow and difficult. Give them a time limit, and encourage them to hurry. Compliment those who work well. Put pressure on those who are behind.

- How do you feel when you are working under pressure on an assignment that is beyond your capabilities or that you cannot do well?

Explain that this is how a person who has trouble learning often feels in classrooms at school or church.

Scripture discussion Ask a young woman to read John 13:34–35.

- How do people know that we are Christ's disciples?

Have the young women sing or read together the Primary song, "I'll Walk with You" (*Children's Songbook*, p. 140).

Explain that all around us are people with disabilities. Some are physical, some are mental, and some are emotional. Some disabilities are easy to see; others are invisible until you get to know the person well. Our actions and attitudes make a difference to people with disabilities. We should show them that we care about them and not do things that will cause them embarrassment or pain.

What can we do to show people with disabilities that we accept and care about them? (Look them in the eye, smile, get on their eye level, communicate with them as we would any other person.)

Teacher presentation Explain that Alice, a law student who lost her sight, said, "I can do most things that others can, but I need different tools and different ways of doing things. Help me find the tools and the methods. Don't do things for me, but help me use my abilities."

Encourage the class members to talk with people who have disabilities. Suggest that they ask these people what helps them and what doesn't help.

Activity	<p>If it is available, show “Appreciating the Handicapped,” from <i>Family Home Evening Video Supplement 2</i>.</p>
Examples and discussion	<p>Discuss the following examples and questions with the young women:</p> <p>A girl who walks with supporting braces said: “When I walk down the halls, people pass me without making eye contact. It is as if they are saying, ‘I can’t fix what’s wrong with you, so I will pretend that you and your problem are not there.’ ”</p> <ul style="list-style-type: none"> • What can we do instead of avoiding people with obvious disabilities? (We all have a natural curiosity about things we are not familiar with. We need to ask people about their disabilities and not be embarrassed to let them know that we are wondering or are interested.) <p>A boy who is intellectually impaired said: “Everyone talks over my head, finding out from my parents or my friends how I feel and what I like. Why don’t they speak to me, when I’m standing right there, instead of asking, ‘Does Jerry want this?’ ”</p> <ul style="list-style-type: none"> • How could we treat such a person differently? <p>A young woman who is hearing impaired said: “People greet me, then rush on. I’d feel really good if someone would start a conversation. If a person faces toward me directly and speaks clearly and doesn’t cover her mouth, I can read lips really well. I can give a response you can understand. Talking with each other—that’s how friendships begin.”</p> <ul style="list-style-type: none"> • How could you communicate better with such a person? <p>Emphasize that we should always try to treat people with disabilities just as we would treat anyone else. It is very important to remember that we are more like one another than we are different from one another.</p>
Chalkboard presentation	<p>Explain that some people use negative, harmful terms when they talk about disabilities. Write the following phrases on the chalkboard and discuss how the phrases avoid embarrassing or hurting a person who is disabled.</p> <ul style="list-style-type: none"> • Person who uses a wheelchair • Person who uses crutches, a brace, or a walker • Person with a mental illness or an emotional disability • Person with an intellectual impairment • Person who is deaf or hearing impaired • Person who has a language disorder <p>We should not use phrases that imply that people who do not have disabilities are “normal.” We should simply call them people who are not disabled.</p>

Appreciating and Serving People with Disabilities

Story	<p>Tell the following true story about Jenny Ireland:</p> <p>“ ‘Hello! This is Radio Halton. Jenny speaking. Are you happy and raring to go? I’ve got great things lined up for you today. But first, let’s hear some music.’ ”</p> <p>“This cheery message is the way patients in Halton General Hospital, Runcorn, England, tune in to 17-year-old Jenny Ireland, their disk jockey for several hours each week.</p> <p>“What many of those patients don’t realize, as Jenny sends out bridges of comfort and hope along radio waves, is that she operates that complex equipment without the use of arms. . . .</p> <p>“ . . . ‘I’d like to be everyone’s friend,’ she admits. ‘My greatest ambition is to become a radio presenter, broadcasting to the public. A lot of lives can be touched that way.’ ”</p> <p>“Touching lives is something she’s already doing. Nothing is too great an obstacle. She even completed the physically demanding Gold Duke of Edinburgh Award, setting an amazing example to the rest of her school friends. The final hike in Snowdonia, Wales, was gruelling—days of trekking over mountains in all weathers, with only a compass and</p>
-------	--

map to guide. Jenny also has no ligaments in one knee, which causes problems. But sheer determination keeps her going. . . .

“Without Jenny’s sociable nature, many opportunities for missionary work would be lost. She has a gigantic testimony of the gospel of Jesus Christ. And she doesn’t mind who knows.

“Jenny also knows how to make people feel special. Even those embarrassed by her disablement.

“ ‘Sometimes children will point at me and talk behind my back or make fun. It really doesn’t bother me one bit. I just laugh. My lack of arms is no problem to me. If I believe in myself, then I can accomplish as much as the next person.

“ ‘There was no medical explanation for my being born this way. No one is to blame. I’ve learnt a lot about myself in seminary. I feel I have things to do, and my disability is not a trial but somehow a help to others. It’s making me a much stronger, more patient person and keeps the family close together.’ . . .

“ ‘Of course there are days when I’m blue, too,’ Jenny admits, ‘but my parents have taught me that my best friend is my Heavenly Father, and he’s always there when I need him.’ . . .

“School has presented many challenges for Jenny. But Church teachings and activities and loving parents and leaders have developed such self-esteem that nothing is a threat to progress” (Anne C. Bradshaw, “Bridging the Waves,” *New Era*, Nov. 1990, pp. 31–32).

Discussion

- How is Jenny touching and enriching the lives of others? (Sharing her strong testimony of the gospel, maintaining a positive attitude and happy spirit, helping people understand her disability, helping others by working in the hospital, participating in all activities in spite of her disability.)

Explain that people with disabilities, just as those without disabilities, need others to help them with things they cannot do.

- How can we serve those with disabilities? What kind of assistance might they need?

Possible responses might include the following:

- Helping them when they read or participate at school or church.
- Asking them to go to school or church activities; sitting with them in classes.
- Helping them understand appropriate ways to act in social situations.
- Asking the person or her parents about the particular disability and what you could do to help her. For example, if the person has a seizure, what should you do?

Conclusion

Emphasize that all people are much the same. We need to find ways to become friends with those who have disabilities, to help them accomplish their dreams, and to honor the gifts they have. We need to apply the Savior’s counsel: “A new commandment I give unto you, That ye love one another; as I have loved you, that ye also love one another” (John 13:34).

Lesson Application

Ask the young women to do the following individually or as a class:

- Identify a young woman at school or church who has a disability or special needs.
- Reach out to her to help her and include her in your activities.
- Recognize the special contributions that she can make and help her participate in the school, church, and community.

To the Teacher: Organizing Lessons from General Conference Addresses

The words of living prophets are excellent resources for additional lessons. When you need additional lessons, select current conference addresses printed in the *Ensign* and international magazines. Preparing and presenting these lessons will give you opportunities to be directed by the Spirit in addressing specific needs of young women. Tell the young women in advance which addresses will be taught so they will be prepared for discussion. In developing these lessons, rely upon the teachings of General Authorities, conference addresses, and the scriptures.

Follow the same procedures for preparing and presenting these lessons that you follow for the lessons in the manual. In addition, the following steps of preparation will be helpful:

1. Prayerfully decide what gospel principle or main idea is taught in the selected address. Outline two or three supporting ideas that contribute to the main idea.
2. Decide what you want to accomplish as a result of the lesson. For example, do you want to help the young women understand a principle, increase in faith, develop an attitude, or be motivated to change their behavior?
3. Organize the lesson materials. Locate additional scriptural references using the Topical Guide, the Index to the triple combination, or the Guide to the Scriptures. Ask the meetinghouse librarian for appropriate visuals.
4. Prepare questions about selected quotations and scriptures in the address. What do the quotations and scriptures mean? Liken them to the young women (see 1 Nephi 19:23).
5. Select teaching methods that involve class members, and assign class members to participate. Refer to *Teaching—No Greater Call* (33043) for explanations of teaching methods.

The following information may be useful when preparing a lesson from an address.

Title of address: _____

Gospel principle or main idea: _____

Supporting ideas: _____

1. Introduce the gospel principle and supporting ideas.
 - Write the gospel principle and supporting ideas on the chalkboard. Use an object lesson, story, picture, or thought-provoking question to introduce the lesson.
2. Present the body of the lesson.
 - Locate and discuss scriptures within the talk and any additional scriptures to clarify the gospel principle.
 - Discuss what the Lord and his prophets have said about the gospel principle.
 - Ask questions about quotations from the talk. Relate stories and examples from the talk to illustrate the gospel principle.
 - Discuss how living this principle can increase our faith and help us make righteous decisions and solve our problems.
 - Ask questions and direct discussions that will help the young women to apply the gospel principle to their lives.
 - Invite class members to share experiences, feelings, and testimonies about the topic you are discussing. Add your own feelings.
3. Conclude by summarizing what has been taught.
 - Testify of the truthfulness of the gospel principle you have taught and of its value in your life.

































































































THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

ENGLISH



4 02348 2400 9

34824