

*YOUNG
WOMEN*

MANUAL 3

Young Women Manual 3

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

© 1994 by Intellectual Reserve, Inc.
All rights reserved
Printed in the United States of America
English approval: 01/92

Contents

Lesson Number and Title	Page
Introduction	v
Living as a Daughter of God	1
1 God the Father	2
2 Coming to Know the Savior	6
3 Living the Gospel Daily	9
Fulfilling Women's Divine Roles	13
4 Preparing to Become an Eternal Companion	14
5 Creating a Spiritual Environment in the Home	17
6 A Woman's Responsibility to Teach	20
7 Our Purpose in Life	23
Contributing to Family Life	27
8 Eternal Families	28
9 Encouraging Family Unity	32
10 Encouraging Enjoyable Family Activities	35
11 Extended Family Relationships	38
Learning about the Priesthood	41
12 The Blessings of the Priesthood	42
13 The Priesthood Can Bless Families	46
14 We Have a Wonderful Legacy	49
Learning about Family History and Temple Work	53
15 Blessings of the House of Israel	54
16 Temple Endowment	57
17 Preparing to Attend the Temple	60
18 Temple Marriage	63
19 Heritage	66
Being Involved in Missionary Work	71
20 Understanding a Missionary's Responsibilities	72
21 Learning to Share the Gospel	75
Increasing in Spirituality	79
22 Eternal Perspective	80
23 Overcoming Opposition	84
24 Agency	88

25	Obedience	91
26	Repentance	94
27	Forgiving Ourselves	97
28	Consecration and Sacrifice	100
29	A Change of Heart	104
30	Scripture Study	107
31	Service in the Church	111
32	Service in the Community	115
Living a Virtuous Life		119
33	Each Person Is Divine and Eternal	120
34	Avoiding Dishonesty	123
35	Dating Decisions	126
36	Marriage Standards	129
37	The Word of God as a Standard	132
Maintaining Physical Health		137
38	Good Health Habits	138
Developing Socially and Emotionally		141
39	Recognizing Our Individual Worth	142
40	Loving Ourselves and Others	145
41	Being Dependable	148
42	Preparing for Change	152
43	Associations with Others	155
Managing Personal Resources		159
44	Avoiding Crisis Living	160
45	Choosing a Vocation	163
46	Money Management	166
Developing Leadership Skills		169
47	Messages of Latter-day Prophets	170
48	To the Teacher: Organizing Lessons from General Conference Addresses	174
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 scripture 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.

Stories and examples given in the lessons are meant to help young women understand how the gospel principles being taught apply to their everyday lives. As you prayerfully prepare and present your lessons, you may feel impressed to substitute stories or examples from your own experience or from other reliable sources more familiar to the

young women you are teaching. When doing so, always keep in mind the gospel principle being taught in the lesson. Supplemental stories should support and help to teach the gospel principle identified in the lesson objective.

Lessons do not need to be taught in the order they appear in the manual, but all topics should be covered at some time during the year.

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).

INCLUDING THOSE
WITH DISABILITIES

The Savior set the example for us in feeling compassion for those with disabilities. When he visited the Nephites after his resurrection, he said:

“Have ye any that are sick among you? Bring them hither. Have ye any that are lame, or blind, or halt, or maimed, or leprous, or that are withered, or that are deaf, or that are afflicted in any manner? Bring them hither and I will heal them, for I have compassion upon you” (3 Nephi 17:7).

As a teacher in a Church classroom you are in an excellent position to show compassion. Although you probably are not trained to give professional assistance, as a teacher you can show concern and understanding to each person with disabilities. You can involve each class member in the learning activities as much as possible.

Class members with disabilities may be challenged by learning disabilities, intellectual impairments, language or speech problems, vision or hearing loss, behavior and social problems, mental illness, movement and mobility problems, or chronic health impairments. Some may find the language or cultural setting difficult and unfamiliar. Regardless of individual circumstances, each class member shares the same needs to be loved and accepted, to learn the gospel, to participate successfully, and to serve others.

Use the following suggestions as you teach those with disabilities:

- Look beyond the disability and get to know the individual. Be natural, friendly, and warm.
- Learn about a person’s strengths as well as his or her challenges.
- Teach class members of their responsibility to respect the other members of the class. Helping a person with a disability can be a Christlike learning experience for the entire class.
- Find the best methods for teaching the class member by consulting with parents, with other family members, and, when appropriate, with the class member.

- Before calling on class members with disabilities to read, pray, or otherwise participate, ask them how they feel about participating in class. Stress each person's abilities and talents and look for ways each can participate comfortably and successfully.
- Adapt lesson materials and physical surroundings to meet the needs of members with disabilities.

Living as a Daughter of God

OBJECTIVE Each young woman will increase her understanding of her Heavenly Father.

PREPARATION

1. Picture 1, The First Vision (62470), located at the back of the manual.
2. Optional: Prepare a poster of the scripture references and attributes listed in the second section of the lesson.
3. Assign someone to sing a solo or lead the others in “How Wondrous and Great” (*Hymns*, no. 267) or “O My Father” (*Hymns*, no. 292).
4. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Explain that the following story illustrates a concern shared by many people in understanding the true nature of God the Father.

Story

There were few things constant in the everchanging life of Ev, a young man growing up in Georgia in the 1950s. One event he could count on each week, however, was the ritual of his mother gathering up the large family and taking them to church. Ev’s father was the minister.

When Ev was about fourteen years old, he began to question some of the teachings of his church. He was especially confused about the church’s description of God. He had a hard time picturing in his mind a God without body, parts, or passions who could be everywhere at the same time and yet nowhere in particular. He had a somewhat better idea of who Jesus was because he had seen pictures of him and had read accounts in the Bible of his ministry on earth.

It became increasingly difficult for Ev to go to church, even though he loved singing in the choir. But more important, it became increasingly difficult for him to pray to this mysterious God. Eventually he found that his life had departed in many ways from his spiritual upbringing.

Some years later he met two Latter-day Saint missionaries at his work. He felt a stirring in his bosom of his former religious way of life, and he asked the missionaries to his home to teach him. When the missionaries presented the story of Joseph Smith, Ev was not surprised to learn of young Joseph’s confusion about which church to join because he remembered his feelings as a young man.

Picture

Display the picture of the First Vision.

The missionaries recounted the story of Joseph Smith’s first vision, telling Ev of the appearance of the Father and the Son as two separate glorified beings. Ev realized the truth of the vision, and a wonderful warm feeling filled his heart.

In time he was baptized. Through understanding that God was his Heavenly Father and that he was literally a spirit child of God, Ev was able to find great purpose in his life.

We Can Increase Our Understanding of God the Father

Discussion

- Why was it difficult for Ev to pray to his Heavenly Father?
- What did Ev learn from the story of Joseph Smith’s first vision?
- Why did this story touch him so deeply?

- How do we learn about the true nature of God?

Be sure the young women understand that we know the nature of God through prophets' testimonies, scriptures, and personal revelation.

Teacher presentation and scriptures

Explain that Joseph Smith taught that "it is the first principle of the Gospel to know for a certainty the Character of God" (*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [Salt Lake City: Deseret Book Co., 1938], p. 345).

Tell the young women that Joseph Smith described his experiences with the Father and Son. Have the young women read aloud Joseph Smith—History 1:17 and Doctrine and Covenants 76:19–24.

Explain that the name of God the Father is Elohim and he is the father of the spirits of all mankind. He is also the father of Jesus Christ in the flesh.

Read the following statement by the First Presidency: "God the Eternal Father, whom we designate by the exalted name-title 'Elohim,' is the literal Parent of our Lord and Savior Jesus Christ, and of the spirits of the human race" ("The Father and the Son: A Doctrinal Exposition by the First Presidency and the Twelve," *Improvement Era*, Aug. 1916, p. 934).

Explain that God the Father has shown himself to or spoken to earthly prophets on very few occasions. When he has, it has been principally to testify of the divine authority of his Son, Jesus Christ.

- When has the Father testified of his Son? (At Joseph Smith's first vision, when Christ was baptized, when Christ was transfigured before his Apostles, when Christ appeared to the Nephites after his resurrection.)

Chalkboard and quotation

Explain that Joseph Smith told us that we should understand the following about the character of God the Father. As you read the six points, write these words on the chalkboard: 1. *Eternal*, 2. *Merciful*, 3. *Unchangeable*, 4. *Truthful*, 5. *No Respecter of Persons*, 6. *Loving*.

"First, that he was God before the world was created, and the same God that he was after it was created.

"Secondly, that he is merciful and gracious, slow to anger, abundant in goodness, and that he was so from everlasting, and will be to everlasting.

"Thirdly, that he changes not, neither is there variableness with him; but that he is the same from everlasting to everlasting, being the same yesterday, to-day, and for ever; and his course is one eternal round, without variation.

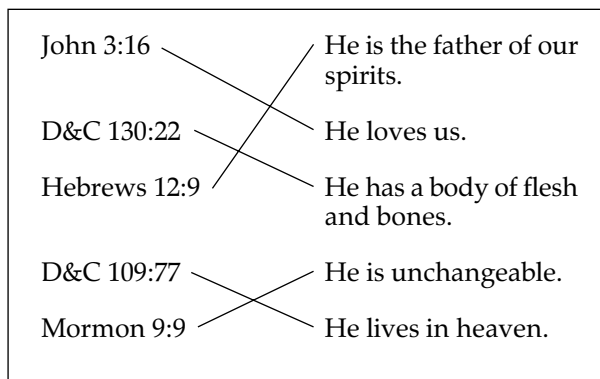
"Fourthly, that he is a God of truth and cannot lie.

"Fifthly, that he is no respecter of persons: but in every nation he that fears God and works righteousness is accepted of him.

"Sixthly, that he is love" (*Lectures on Faith*, comp. N. B. Lundwall [Salt Lake City: N. B. Lundwall, n.d.], p. 35).

Chalkboard or poster presentation

Write the following scripture references on one side of the chalkboard and some of the attributes of God on the other side. (Or display the poster you have prepared.) Have the young women find the scriptures and read them aloud. Have them draw lines connecting the correct attributes with the scripture references.



We Are Children and Heirs of Our Heavenly Father

Quotation	<p>Explain that our latter-day prophets have taught us that we are literally the spirit children of our Heavenly Father.</p> <p>Have the following quotation read:</p> <p>“We mortals are in very deed the literal offspring of God. If men understood, believed, and accepted this truth and lived by it, our sick and dying society would be reformed and redeemed, and men would have peace here and now and eternal joy in the hereafter” (Marion G. Romney, in Conference Report, Apr. 1973, p. 133; or <i>Ensign</i>, July 1973, p. 11).</p>
Discussion	<p>Encourage the young women to think of specific ways in which their lives are affected by the knowledge that they are children of God. You might want to ask questions like the following:</p> <ul style="list-style-type: none">• How does the knowledge that you are a child of God affect your attitude toward yourself?• How does this knowledge affect the way you treat your family members and friends?• What would your life be like if you did not know that you had a Father in Heaven to whom you could pray? <p>Knowing that God is our Father brings us peace and joy and helps us understand the great value of each person on earth.</p>
Scripture discussion	<p>Have a young woman read Romans 8:16–17.</p> <p>Explain that these verses teach that we are the children of God and we are his heirs. We can inherit eternal life, which is the kind of life that God lives. God will allow us to share the same knowledge and glory that he possesses. But God has established conditions we must meet if we are to inherit eternal life.</p> <ul style="list-style-type: none">• Where can we find the conditions we must meet? (In the scriptures, the teachings of the modern prophets, the teachings of our parents, our Church meetings.) <p>Explain that these conditions are the commandments God gives to us. These commandments show us the way to be as happy as possible in this life and to inherit eternal life in the life to come.</p> <p>Help the young women understand that there is nothing greater or more wonderful than the kind of life God lives. We cannot even imagine the joy and beauty of that life. Keeping the commandments is worth all the effort it requires because only by doing so can we become like our Father and inherit eternal life.</p>

We Can Learn about Heavenly Father by Learning about Jesus Christ

Scripture discussion	<p>Have a young woman read John 14:7.</p> <p>Explain that we have very few of the words and actions of our Father in Heaven recorded in the scriptures. One of the best ways we can learn about our Father in Heaven is by learning about his Son, Jesus Christ.</p> <p>To help the young women understand why we can learn about the Father by learning about Jesus Christ, present the following ideas:</p> <ol style="list-style-type: none">1. Heavenly Father and Jesus Christ are one.<ul style="list-style-type: none">• In what ways are God the Father and Jesus Christ one? <p>Make sure the young women understand that the Father and Son are one in their thoughts, purposes, and goals. They are separate individuals, but because they are completely unified in the things they think and do, one of them can speak for the other. We can learn about the things Christ said and did, and we can know that the Father would say and do the same things. (See John 17:20–23.)</p> <p>Sometimes young women wonder when Jesus Christ is speaking in the scriptures and when the Father is speaking. The following quotation will help to answer that question:</p>
----------------------	--

Quotation	<p>“Most scriptures that speak of God or of the Lord do not even bother to distinguish the Father from the Son, simply because it doesn’t make any difference which God is involved. They are one. The words or deeds of either of them would be the words and deeds of the other in the same circumstance.</p> <p>“Further, if a revelation comes from, or by the power of the Holy Ghost, ordinarily the words will be those of the Son, though what the Son says will be what the Father would say, and the words may thus be considered as the Father’s” (Bruce R. McConkie, “Our Relationship with the Lord,” in <i>Brigham Young University 1981–82 Fireside and Devotional Speeches</i> [Provo: Brigham Young University Press, 1982], p. 101).</p>
Teacher presentation	<p>2. Heavenly Father and Jesus love us in the same way.</p> <p>In everything he does, Jesus shows us eternal love. Heavenly Father loves us in the same way. When we read about the acts of great love that Jesus performed among the Jews and the Nephites, we can know that the Father loves us with the same perfect love. Christ taught of the great love that the Father has for us.</p> <p>Have one of the young women read Matthew 7:7–11. Explain that the Father loves us so much that he will never do anything for us that is not for our best good.</p> <p>3. Jesus Christ carried out the Father’s plan of salvation.</p> <p>The plan of salvation is the Father’s plan. He presented it to us in the premortal existence and chose his Son, Jesus Christ, to carry it out. Christ came to earth and taught us about the plan of repentance and obedience to the commandments of God. He then suffered for our sins and was resurrected so that we could return to our Father if we repent. We can understand how wise and loving our Father in Heaven is when we learn about the great plan of salvation carried out by Jesus Christ.</p> <p>4. Jesus Christ is the Only Begotten of the Father in the flesh. He looks and acts just as his Father does. See John 1:14; Hebrews 1:1–3.</p> <p>5. We pray to our Heavenly Father in the name of Jesus Christ. See 3 Nephi 18:19–21; 2 Nephi 32:9.</p> <p>6. By his example, Jesus Christ showed us the way to return to the Father. See John 14:6; 2 Nephi 31:16–18.</p>

Conclusion

Explain that as a daughter of God, each young woman has a responsibility to increase her understanding of the nature of God. As she learns more about her Heavenly Father, she will want to obey his commandments and reach her potential as his daughter.

Song	Present as a solo or have the young women sing “How Wondrous and Great” or “O My Father.”
------	---

Lesson Applications

1. Ask the young women to remember through the coming week that they are children of God and that other people are their brothers and sisters. Have them record in their journals ways in which this knowledge changes their own behavior or their treatment of others.
2. Ask the young women to memorize John 17:3.

Coming to Know the Savior

OBJECTIVE	Each young woman will strive to make Jesus Christ her friend.
PREPARATION	<ol style="list-style-type: none"> 1. Picture 2, Jesus at the Door (62170), located at the back of the manual. 2. Display the picture at the front of the classroom. 3. Ask a young woman to express her feelings about the Savior and her relationship with him. 4. Assign young women to present any stories, scriptures, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Tell the following story:</p> <p>A man died and was resurrected and waiting in a room to be interviewed. Another man was ahead of him. The door opened, the man entered, and the door closed. The man on the outside could hear the conversation on the other side of the door. The interviewer began: "I want you to tell me what you know about Jesus Christ."</p> <p>"Well, He was born of Mary in Bethlehem; he lived thirty-three years, spending the last three organizing his church, choosing his Apostles, and giving the gospel to direct our lives."</p> <p>The interviewer stopped him and said: "Yes, yes, that's all true, but I want you to tell me what you know about Jesus Christ."</p> <p>"Well, he suffered and died so that we could have eternal life. Three days later he was resurrected so that we might return to Heavenly Father."</p> <p>"Yes, yes, that is true, but I want you to tell me what you know about Jesus Christ." The man, a little perplexed, again began: "Well, he restored the gospel in its fulness to the earth through Joseph Smith, reorganized his church, gave us temples so we could do work to save our dead. He gave us personal ordinances for our salvation and exaltation."</p> <p>The interviewer again stopped him and said, "All of what you have said to me is true." The man was then invited to leave the room. After he left the door opened and the second man entered. As he approached the interviewer he fell upon his knees and cried, "My Lord, my God."</p>
Discussion	<p>We Can Each Learn to Know Jesus Christ</p> <p>Ask each young woman to consider her own situation and answer the following question in her mind. Give the class a minute of silence in which to contemplate their answers.</p> <ul style="list-style-type: none"> • Are you presently well enough acquainted with the Savior that you would recognize him if you were to walk into his presence? <p>Let the class discuss their feelings. Be sure they understand that it is not necessary to see the Savior in order to come to know him. Even though he has promised to show himself to the righteous in his own way and time (see D&C 93:1), he also told Thomas, "Blessed are they that have not seen, and yet have believed" (John 20:29).</p>
Picture discussion	<p>Show the picture of Jesus at the door.</p> <ul style="list-style-type: none"> • What is unusual about this picture? (There is no handle on the outside of the door.)

Scripture	<ul style="list-style-type: none"> • If Christ is to come in, what must happen? (We must each open the door.) <p>Write on the chalkboard 3 <i>Nephi</i> 9:14. Ask each young woman to locate the scripture. Read and discuss it with the class.</p> <p>Help the class see that Christ has personally invited each of us to come to him. But we must make the decision to do so.</p>
Story	<p>Read Elder Melvin J. Ballard’s experience in which he discovered the joy available to those who truly come unto Christ.</p> <p>“I recall an experience which I had two years ago bearing witness to my soul of the reality of His death, of His crucifixion, and His resurrection, that I shall never forget. I bear it to you tonight, to you, young boys and girls; not with a spirit to glory over it, but with a grateful heart and with thanksgiving in my soul. 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 to us as the means of our spiritual growth to prepare us to come to Him and be justified.</p> <p>“Away on the Fort Peck Reservation where I was doing missionary work . . . , 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!” (<i>Melvin J. Ballard: Crusader for Righteousness</i> [Salt Lake City: Bookcraft, 1966], pp. 138–39).</p>

The Scriptures and Prophets Teach Us How to Come to Christ

Quotation	<ul style="list-style-type: none"> • Is it necessary to be an Apostle to become a friend to Christ? Do we have to be perfect? <p>Have a young woman read the following statement:</p> <p>“He wants us to come to him as we are. We do not have to be perfect to go to him. While Jesus was on the earth he associated with publicans and sinners and his disciples asked him why he associated with them, to which question Jesus gave a beautiful and simple answer: ‘They that are whole have no need of the physician, but they that are sick.’ (Mark 2:17.) The Lord does not ask us to heal ourselves of our imperfections before we approach him, but to come to him with those imperfections and he will assist us in overcoming them. The Lord loves us and wants us to overcome our sins and he will help us as we exercise our free agency. We must initiate the process of repentance and strive with all of our might to overcome our weaknesses” (<i>Gospel Doctrine</i> [A Course of Study for the Melchizedek Priesthood Quorums, 1970–71], p. 57).</p>
Scripture and chalkboard	<p>Emphasize that each of us can know the Savior of the world. He does not require that we be perfect, but he does require that we put forth effort.</p> <ul style="list-style-type: none"> • According to the statement just read, what must we do to draw close to the Savior? <p>Put the young women’s answers on the chalkboard under the heading “How can I draw closer to my Savior?” (See the chalkboard illustration.)</p> <p>Explain that Jesus stated another requirement in John 15:14. Read the scripture; then add the requirement to the chalkboard.</p>
Quotation	<p>To help the class understand what it means to do “whatsoever I command you,” read the following quotation:</p>

“You young adults, you are the best of any generation. Maintain your purity. Be the standard bearers in the great move to bring all men unto the Master. Prepare your minds by filling them with the eternal truths contained in the holy scriptures. Be obedient to parents and to God. Listen to and sing the music of heaven. Reject the vulgar and base sounds and beats of Satan’s music. He would like to gain your favor with his sensual and carnal rhythms and thereby lead you down to hell. Resist temptation by building a strong relationship with Jesus Christ. No other relationship will give you greater joy and happiness” (William R. Bradford, in Conference Report, Apr. 1976, p. 146; or *Ensign*, May 1976, p. 98).

Discussion

Discuss some of Elder Bradford’s recommendations. Help the young women see that these practical suggestions will help them live the commandments. By obeying the commandments and following the counsel of living prophets, they will draw closer to the Savior.

Scripture

Write on the chalkboard *Doctrine and Covenants 88:62–63*. Have the young women locate the scripture.

- What else has the Savior asked us to do to become his friends?
- How do we “draw near,” “seek,” and “ask”? Write these words on the chalkboard.

Summary

Emphasize that as the young women strive to do those things listed on the chalkboard, they will draw closer to their Savior. The lessons this year will help them better understand Jesus Christ and become his friend.

How can I draw closer to my Savior?

1. Come to him for help in overcoming my imperfections.
2. Strive to repent and overcome my weaknesses.
3. Do what Christ commands by living all the commandments.
4. Draw near, seek, ask.

Conclusion

Quotations

Conclude the lesson by reading the following two quotations:

“Be a companion with Christ, and he will draw near unto you and be your best friend. There is no better friend than Christ” (William R. Bradford, in Conference Report, Apr. 1976, p. 146; or *Ensign*, May 1976, p. 98).

“I bear you my witness that our Lord and Savior, Jesus Christ, is our friend. In his loving processes of command, rebuke, greeting, revelation, encouragement, and long-suffering, he daily proves this. Certainly he is willing to take us the way we are, but he wants to leave us improved in his word and his paths” (Marvin J. Ashton, in Conference Report, Oct. 1972, p. 34; or *Ensign*, Jan. 1973, p. 43).

Testimony

Have the assigned young woman express her feelings about the Savior. Allow other class members to do the same.

Bear testimony of your own love for the Savior. Encourage each young woman to try harder to draw closer to her Redeemer during the coming year. The lessons for this year will give each young woman added encouragement. The young women should bring their scriptures to class and study the words of the Savior through past and present prophets. Each young woman who studies the scriptures, repents of any sins and shortcomings, and lives the commandments will find her relationship with Jesus Christ steadily growing stronger.

OBJECTIVE Each young woman will strive to feel close to the Lord in her daily life.

- PREPARATION**
1. Picture 3, the Savior (62572), located at the end of the manual.
 2. Optional: Prepare a poster of Doctrine and Covenants 19:23.
 3. Optional: Prepare wordstrips or a poster containing the words *Love, Prayer, Service, Obedience, Study, Work*.
 4. Optional: Prepare a bookmark or similar item for each young woman containing the words, "The sure way to peace and happiness in this life and life hereafter is to serve the Lord *today* and every day."
 5. Assign six young women each one of the following topics: Tell about an experience in which (1) love, (2) prayer, (3) service, (4) obedience, (5) study of the scriptures, or (6) work has helped you feel closer to the Lord. If you do not have six young women in your class, assign fewer topics.
 6. Assign a young woman to sing or read "Come, Follow Me" (*Hymns*, no. 116), "I Need Thee Every Hour" (*Hymns*, no. 98), or another hymn with a similar message.
 7. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Picture, poster,
and discussion

Introduction

Display the picture of the Savior and the poster of Doctrine and Covenants 19:23. Discuss the scripture, emphasizing the importance of learning about Christ and living as he lived so that we can enjoy the blessing of peace in our lives. Have the young women mark the verse in their scriptures, and tell them to keep these thoughts in mind as the lesson proceeds.

We Can Feel Close to the Lord in Our Daily Lives

Chalkboard
discussion

Explain that if we are to feel the peace of Christ in our lives, we must make efforts to draw close to Christ each day.

- What can we do to feel close to the Lord in our daily lives?

Write the young women's responses on the chalkboard. Their answers will likely include such ideas as showing increased love, reading the scriptures, praying more sincerely, and giving more service.

After the young women have expressed their thoughts, ask several of them to read the following quotations by Church leaders. Point out that these quotations identify things we can do to feel closer to the Lord each day. After each quotation is read, ask the assigned young woman to tell how this principle has helped her feel closer to the Lord.

Wordstrips

As the young women read the quotations, display the appropriate wordstrips or poster, or write the words on the chalkboard.

Love. "God's children need to be loved, and to have someone to love. . . . We have two great challenges, you and I, and the challenge never ends as long as breath lasts: to choose him and to love each other. Then we may be sure we will know him in this world and at last in that kingdom which is not of this world" (Marion D. Hanks, in Conference Report, Apr. 1980, pp. 42–44; or *Ensign*, May 1980, pp. 30–31).

Prayer. "Sincere prayer is the heart of a happy and productive life. Prayer strengthens faith. Prayer is the preparation for miracles. Prayer opens the door to eternal happiness" (H. Burke Peterson, in Conference Report, Oct. 1973, p. 13; or *Ensign*, Jan. 1974, p. 19).

Service. "To serve others willingly and unselfishly should be one of our greatest virtues. It is not even a matter of choice. It is an obligation, a sacred command. . . .

"Therefore, let us serve one another with brotherly love, never tiring of the demands upon us, being patient and persevering and generous" (Ezra Taft Benson, "Your Charge," *New Era*, Sept. 1979, p. 44).

Obedience. "One goal that most of us share in this life is the desire to achieve true joy and lasting happiness. There is only one way to do this, and that is by being obedient to all the commandments of God. . . . 'When the Lord commands, do it,' was a rule in the life of the first prophet of this dispensation. May that be the motto and practice of each of us" (Delbert L. Stapley, in Conference Report, Oct. 1977, pp. 26, 30; or *Ensign*, Nov. 1977, pp. 19, 21).

Study. "When we follow the counsel of our leaders to read and study the scriptures, benefits and blessings of many kinds come to us. . . . Where could there be more profitable use of time than reading from the scriptural library the literature that teaches us to know God and understand our relationship to him?" (Howard W. Hunter, in Conference Report, Oct. 1979, p. 91; or *Ensign*, Nov. 1979, p. 64).

Work. "Energetic, purposeful work leads to vigorous health, praiseworthy achievement, a clear conscience, and refreshing sleep. Work has always been a boon to man. May you have a wholesome respect for labor whether with head, heart, or hand" (Ezra Taft Benson, "Your Charge," p. 44).

Discussion

After the quotations have been read and the young women have made their presentations, ask the following question:

- Why is it sometimes difficult to stay close to the Lord each day? Encourage the young women to give specific answers.

Remind the young women that if they are to draw close to the Lord, they must make these principles part of their lives all the time. It is not enough to live righteously only on Sundays or only occasionally.

Quotation

Have the following quotation read: "The sure way to peace and happiness in this life and life hereafter is to serve the Lord *today* and every day" (Marion G. Romney, "Serve the Lord Today," *Ensign*, June 1979, p. 3).

Bookmark

Give each young woman the bookmark or similar item you have prepared. Suggest that she keep it where she can be reminded daily of its message.

When We Live the Gospel, the Lord Helps Us Meet Daily Challenges

Discussion

- Will living close to the Lord eliminate all of our problems?

Explain that challenges will always be part of our lives, even when we live the gospel. But the gospel does give direction to help us solve our problems, and the comfort and peace we receive from living close to the Lord can help us face these problems without panic or fear.

- What are some of the challenges and problems that you face each day? Write the young women's answers on the chalkboard.

Explain that our challenges are of varying degrees of difficulty. Some of them are simple and relatively insignificant. But if they are not handled correctly, they can cause misunderstanding, frustration, and anger. There are also larger, more serious problems that can continue for a long time, causing daily worry.

Ask the young women to choose two or three of the problems that have been written on the board. Erase the chalkboard and write these problems across the top. Ask the young women to suggest ways in which the six principles they have discussed—love, prayer, service, obedience, study, and work—could be used to help them meet these challenges. Write their suggestions under the appropriate problem.

Case studies

Tell the young women that you will give them some situations that describe some of the more difficult challenges they or their friends might face. Ask them to suggest ways they could use gospel principles to help solve the problems.

1. Before now, your friend has not said anything to you about some family problems that are of great concern to her. Her sister has begun smoking and spending most of her time with friends who are a bad influence. Her parents have been arguing more and more and are now speaking openly of divorce. She wonders how these problems can exist in her family and in her life. She has even come to question the truth of the gospel. She tells you about these problems and asks for your advice. What can you tell her that will help her handle these challenges?
2. You have created a problem of your own through haste and a wrong decision. At the end of the school term, when you felt burdened by the final requirements in every class, you copied a report for your history class. You received an "A" for the report, but now you feel guilty and ashamed. You are sorry that you have cheated, but you are also worried that if you admit your mistake, others will be surprised and disappointed in you. What should you do?
3. You are attracted to a young man who is not a member of the Church and who seems interested in you. He is a good student, he is well-groomed, and his moral standards seem acceptable. However, you know that he smokes and drinks beer occasionally. What should you do if he asks you to go out with him?

Scripture discussion

Ask a young woman to read Doctrine and Covenants 58:2–4.

Remind the young women that the Lord has not promised us freedom from problems, but he has promised to support us in our trials. If we are faithful, we will have a great reward in the kingdom of heaven.

Conclusion

Have a young woman sing or read "Come, Follow Me," "I Need Thee Every Hour," or a hymn with a similar message.

Lesson Applications

1. Suggest that as the young women make their plans for each day in the coming week, they plan one simple activity that will help them feel closer to the Lord that day. They may want to use the six principles discussed in the lesson to help them choose this activity.
2. Suggest to the young women that as they encounter daily problems in the coming week, they try to handle them using the principles discussed in the lesson.

Fulfilling Women's Divine Roles

Preparing to Become an Eternal Companion

OBJECTIVE	Each young woman will recognize ways she can prepare to become an eternal companion.
PREPARATION	<ol style="list-style-type: none"> 1. Have paper and pencil for each young woman. 2. Optional: Prepare a display table to illustrate the areas of preparation for marriage. The display could include scriptures, a journal, canned goods, sewing projects, or gardening supplies. 3. Assign young women to present any stories, scriptures, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	<p>Each Young Woman Should Prepare Herself for Marriage</p> <p>Story</p> <p>Tell the following story:</p> <p>It was December 23rd. The day had finally arrived for Diane to come home from a distant city to spend Christmas vacation with her family. As the car pulled into the driveway, her mother and father and brothers and sisters rushed out to greet her. After many hugs and kisses, the family returned to the warmth of their home that was filled with the sweet aroma of Christmas baking. Home had never seemed so wonderful to Diane. How she had missed her family!</p> <p>As she was helping her mother wash the dishes that evening, Diane talked about the many things she had learned while away. "One thing I did learn, Mother," she said, "I'm certainly not prepared to be a wife. When you're suddenly on your own with roommates to get along with, you learn a lot about yourself, your disposition, and your homemaking skills—or lack of homemaking skills. I wish I had paid more attention to how you do the cleaning, cooking, and budgeting. It would have been a lot easier for me. At least I'm getting a chance to practice on my roommates instead of trying everything on a new husband!</p> <p>"I learned that I need to be more patient and sensitive to others' feelings. Without you and Dad to talk to, I have to rely more completely on my Heavenly Father. My desire to study the scriptures and prepare myself to teach others about the gospel has increased. I'm going to learn as much as I can while I'm home and work harder when I return to the city to prepare myself to someday make a happy home for my family."</p> <p>Discussion</p> <ul style="list-style-type: none"> • What did Diane learn about herself while she was away? In what areas did she feel inadequate or unprepared? <p>Teacher presentation</p> <p>Explain that women today fill a variety of roles. There is one role, however, that most women will take on at some time in their lives. Ask the young women what they think that role is. (Wife.) How a young woman fulfills this role will determine to a great extent her own eternal happiness and the happiness of those close to her.</p> <p>Quotation</p> <p>President Spencer W. Kimball said: "Young women should plan and prepare for marriage and the bearing and rearing of children. It is your divine right and the avenue to the greatest and most supreme happiness" (<i>Ensign</i>, Nov. 1978, p. 103).</p> <p>Scripture discussion</p> <p>Read and discuss some of the following scriptures with the young women: Genesis 2:18, 24; 1 Corinthians 11:11; Moses 3:18, 21–24. Help the young women understand that marriage is ordained of God.</p>

Discussion	<p>Explain that many women enter into marriage with little preparation for the demands it makes. Write the following headings on the chalkboard: <i>Spiritual</i> and <i>Homemaking</i>. Explain that there are other areas in which young women should be prepared, but this lesson will discuss only two.</p> <ul style="list-style-type: none"> • In what ways can a young woman prepare in each of these areas? Write the young women’s responses on the chalkboard.
Quotation	<p>President Spencer W. Kimball said: “I tell young women . . . that they should do all in their power to make themselves attractive physically in dress and grooming, mentally in being knowledgeable on many subjects, spiritually in being responsive, emotionally in being genuine and worthy” (“Marriage Is Honorable,” in <i>Speeches of the Year, 1973</i> [Provo: Brigham Young University Press, 1974], pp. 261–62).</p> <p>Point out that the young women may not be proficient in each of these areas at the time they marry. But the better prepared they are, the more likely it is that they will have a happy marriage.</p>
Activity	<p>Give each young woman a piece of paper and a pencil. During the following discussion, ask each young woman to make a list of specific areas in which she needs more preparation.</p>

Spiritual Preparation

Teacher presentation	<p>Explain that if we are spiritually prepared, we will be better able to handle the challenges of marriage. It is important that women develop good habits of studying scriptures, praying, fasting, and journal writing. President Ezra Taft Benson gave this counsel to the young women of the Church:</p>
Quotation	<p>“Young women, may I admonish you to participate in a program of daily reading and pondering of the scriptures. . . . The Book of Mormon will change your life. It will fortify you against the evils of our day. It will bring a spirituality into your life that no other book will. It will be the most important book you will read in preparation for life’s challenges. A young woman who knows and loves the Book of Mormon, who has read it several times, who has an abiding testimony of its truthfulness, and who applies its teachings will be able to stand against the wiles of the devil and will be a mighty tool in the hands of the Lord” (<i>Ensign</i>, Nov. 1986, p. 82).</p>
Discussion	<ul style="list-style-type: none"> • How has the Book of Mormon blessed your life? How will scripture study be a blessing to you when you are married and have a family?
Story	<p>The following story shows how one young woman’s spiritual preparedness helped her as a new wife.</p> <p>Brad and Kathy received wise counsel from the temple sealer on their wedding day: “Arguments will arise. Learn to communicate. Pray over your differences and problems. Be forgiving. Serve one another unselfishly.”</p> <p>Although they appreciated this counsel, it seemed so unnecessary at the time. However, they had been married just a short time when they had their first argument. Before they were married, Kathy couldn’t imagine the two of them ever arguing. During the argument, both of them said things they shouldn’t have, and Brad stormed angrily out of the house.</p> <p>Kathy had never felt such hurt inside before. Before the marriage there had always been a loving parent or friends to turn to in times of trouble, but this time she felt alone. She knelt down and poured out her feelings to her Heavenly Father. She prayed that their hearts would be softened and that harmony would return to their home.</p> <p>After her prayer she knew that no matter what challenges came, she wanted their marriage to be eternal. If they would seek the Lord’s help they would be able to solve their problems. When Brad returned, they greeted each other warmly and each apologized. Together they knelt in prayer.</p>
Discussion	<ul style="list-style-type: none"> • How did Kathy’s spiritual preparation help her to be a better wife? What might have been the results of the argument if Kathy had not prayed? What influence did a temple sealing have on this marriage?

Preparation in Homemaking Skills

Teacher presentation	Explain that a young man on a mission was asked what he missed most about being away from home. "Mom's great cooking," he replied without hesitation. A young woman away at school was asked what she missed most. "The happy feeling Mom created in our home. It was always tidy and was decorated with her own creations that made our home feel special to us." A new father was asked what he missed when his wife went to the hospital to have their first child. "I guess I didn't really realize all the things she was doing to make our home a nice place to be. With a new baby coming into our home, I am especially grateful that my wife has the homemaking skills necessary to take care of our family and household."
Discussion	<ul style="list-style-type: none">• What kinds of things did each of these three people miss? (Homemaking skills.) Why do you think these skills are important in a marriage and a home?
Quotation	Sister Camilla Kimball, wife of President Spencer W. Kimball, said: "Anyone who would say apologetically, 'I am only a homemaker,' has not fully appreciated the importance and intricacy of her profession. Some of the attributes required to be successful are an unlimited amount of love and patience, unselfishness, and endurance. "A woman should be skilled in child training, in psychology and sociology, in economics and management, in nutrition and nursing" ("A Woman's Preparation," <i>Ensign</i> , Mar. 1977, p. 58).
Discussion	<ul style="list-style-type: none">• What areas of preparation did Sister Kimball mention? What are you doing now to prepare for the role of homemaker? Encourage the young women to discuss specific things they could do to prepare themselves to be good homemakers.

Conclusion

Teacher presentation	Someone once said, "There is no time to wait, only time to prepare." This is especially good counsel when it applies to marriage. Too often young women just wait for marriage instead of preparing while they wait. Explain to the young women that if they are prepared, they will be the kind of people who are attractive to worthy young men. Each of the young women will marry at a different time. However, if they will prepare themselves in the areas discussed in this lesson, they will increase their chances of having successful and happy marriages.
----------------------	--

Lesson Application

Encourage the young women to take their lists home and keep them in a journal or safe place and refer to them often. Challenge them to choose one of the things they wrote down and work on it during the coming weeks. Also challenge them to review their lists and choose additional things to work on over the coming years.

Creating a Spiritual Environment in the Home

OBJECTIVE Each young woman will strive to create a spiritual environment in her home.

PREPARATION

1. Provide paper and pencil for each young woman.
2. Assign several young women to bring something from home that represents the good feelings in their homes. Ask them to explain the items to the class.
3. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Writing Pass out paper and pencils. Have each young woman number from one to eight down the left side of her paper. Tell the young women to write their first response in one or two words for each word you read. Then read the following list of words.

1. Home
2. Smile
3. Messy
4. Temple
5. Bedroom
6. Dark
7. Music
8. Parents

Discussion Have the young women compare answers; then discuss the following:

- Which of these words create a good feeling for you? Why?
- Which of these words create a bad feeling for you? Why?
- How do our surroundings, like these words, create feelings and moods?

A Young Woman Creates a Mood in Her Home

Chalkboard Explain that there are many things that help to create a mood or atmosphere in a home. This lesson will discuss two of them: (1) the physical environment and (2) the attitudes of the occupants. Write these two items on the chalkboard.

The Physical Environment

Writing Ask the young women to picture in their minds their rooms (or the part of their homes they are responsible for) exactly as they left them. Have them list on the right side of their papers four words that describe that room or area right now.

Story Tell the following story, which was told by a stake president's wife:

"Elder LeGrand Richards stayed with us during stake conference. As I took him to the room in which he would stay, I thought about others who had occupied this room.

"At times, troubled teenagers had stayed with us and decorated the room according to their spirit and temperament. Sometimes it had been frightening to open the door and

find fierce-looking animals, wild men on motorcycles, or shaggy rock stars peering from posters. It had not been a comfortable room to enter.

"Recently our two daughters had moved into the room and had decorated it according to their personalities. As I opened the door this time, I knew it was a room fit for use by an Apostle of the Lord."

Scripture discussion Ask the young women to read the thirteenth article of faith and Doctrine and Covenants 90:18.

- Why is it important to keep slothfulness and uncleanness far from you?

Have the young women look at the words they used to describe their rooms.

- Do these words reflect spirituality?

Attitudes

Explain that one person's attitudes can greatly affect the entire family.

- How do your attitudes affect other people in your household?

Story Relate the following story:

Heather's mother came home one afternoon after a long planning meeting with the ward Young Women presidency. She was tired and looked forward to the peace of her own home. Heather's greeting was sharp and biting.

"Where have you been, Mother? You're usually home when we get here. Brad's been teasing the little girls. I'm hungry, and I can't find that dress you promised to mend for me. I have to leave in just a few minutes to go over to Sally's."

Heather's mother sighed and asked, "How did your game go this afternoon?"

"Terrible," was Heather's reply. "We lost, but it wasn't our fault. The referee made some bad calls!"

Discussion • What effect did Heather have on the mood in her home?

- How could she have had a positive effect?

Ask the young women to think of experiences with their families that either increased or decreased the spirituality in their homes. Invite them to share these with the class.

Teacher presentation Explain to the young women that the attitudes and habits they are now developing toward the care of their homes and the way they act there will affect the atmosphere of their homes throughout their lives. They can either increase or decrease the spirituality in their homes.

Class members Ask the assigned young women to show the things they have brought from home and explain them.

Creating a Spiritual Home Environment Requires Preparation and Work

Quotation and discussion Read the following statement by President David O. McKay: "Spirituality is the consciousness of victory over self, and of communion with the Infinite" (in Conference Report, Apr. 1949, p. 17).

Explain that we must learn to be victorious over our bad attitudes and habits if we are to improve the spirituality in our homes.

Story and discussion Tell the following story:

"At school I had a friend who was so cheerful that she was like a ray of sunshine. Especially in the morning, she was encouraging and happy with each of us. I was not known for my good humor when I first got up, nor did I understand hers.

"One day, I asked her why she was so happy in the mornings. Her reply made a lasting impression on me. She said that when she was younger, she was such a grouch in the mornings that it was unpleasant to be around her. One day, her mother took her aside and told her that her future husband and children would be very miserable unless she changed her behavior. She was really shocked by that.

“Not wanting to inflict her bad humor on her future family, she decided to change. Every morning for months, she forced herself to get up and pretend to be cheerful. It was hard at first. It took all the discipline she had. But after a while, she no longer had to pretend.

“I decided that I too would try. It was hard, but after a few months I found that I could wake up happy and cheerful. Now I am a young married woman, and I can see the difference my attitude makes in the spiritual atmosphere in our home.”

- How could this young woman’s initial attitude have decreased spirituality in a home?
- How did she change?

Teacher presentation Explain that developing habits and attitudes that improve spirituality is not easy, but it is worth the effort. Increased spirituality brings love and joy into our homes. Explain that achieving anything worthwhile in life takes planning, preparation, and work.

Discussion

- Why is it important to change negative attitudes?
- How do you change attitudes?

As this is discussed, you may wish to summarize the answers on the chalkboard. The list might include the following:

1. Decide you are going to change.
2. Seek the Lord’s help through prayer.
3. Work hard to change.

Teacher presentation Ask the young women to write on their papers a habit or attitude they have that does not help the spirituality of their homes.

Challenge them to increase the spirituality in their homes by working hard to change this habit or attitude. Explain that this will be easier if they maintain a neat and clean physical environment that will invite the presence of the Spirit of the Lord. By starting now and seeking the Lord’s help, they will increase their spirituality, regardless of what the other members of the household do.

Ask them to write down other specific things they can do now to increase the spirituality in their own homes.

Conclusion

Teacher testimony Testify to the young women that as they make their homes more spiritual places, they will be happier now and throughout eternity.

Lesson Application

Encourage the young women to record in their journals the progress they make in overcoming the things in their lives that decrease the spirituality in their homes.

A Woman's Responsibility to Teach

OBJECTIVE	Each young woman will understand and fulfill her responsibility to teach.
PREPARATION	<ol style="list-style-type: none"> 1. Picture 4, Jesus with Children; picture 5, Jesus Teaching from a Boat; picture 6, Sermon on the Mount (62166). All are located at the back of the manual. 2. Assign class members to present the five characteristics of Christ's teaching discussed in the second section of the lesson. Each young woman should discuss her assigned characteristic using the scripture reference provided. 3. Assign young women to present any stories, scriptures, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	<p>We Will Have Opportunities to Teach throughout Our Lives</p> <p>Ask three young women to read the following scriptures: Doctrine and Covenants 88:77; 88:118; Mosiah 4:14–15.</p> <ul style="list-style-type: none"> • What does it mean to teach someone? • Why is it important to teach others? <p>Emphasize that when we teach in the right way, we give others knowledge or abilities that they can use to improve their lives and the lives of others. We learn most of the things we need to know from other people, either from their words or their examples.</p> <ul style="list-style-type: none"> • In what ways is a woman a teacher? <p>Explain to the young women that throughout their lifetimes, they will have opportunities to teach. They teach in their present families; in school; among neighbors, friends, and peers; in their community; and in Church callings. They will also teach in their future family situations.</p> <p>If they talk with a friend, counsel someone, or touch the life of a child, they have taught. They teach daily by words, attitudes, actions, and examples. They are always teaching.</p>
Scriptures and discussion	
Quotation	Elder Boyd K. Packer said: "Much of what we do is teaching. Showing a youngster how to tie his shoe, . . . helping a daughter with a new recipe, giving a talk in church, bearing testimony, conducting a leadership meeting, and, of course, teaching a class—all of this is teaching, and we are doing it constantly" (<i>Teach Ye Diligently</i> [Salt Lake City: Deseret Book Co., 1975], p. 2).
Chalkboard	Write on the chalkboard: <i>Always a Teacher</i> .
Discussion	Ask the young women to think of ways in which they have taught by word, attitude, action, or example during the past twenty-four hours. Encourage the young women to tell of specific things they have done.
Quotation	<ul style="list-style-type: none"> • Where is the most important place that anyone can teach? <p>Read the following statement by President David O. McKay: "The home is the first and most effective place for children to learn the lessons of life: truth, honor, virtue, self-control; the value of education, honest work, and the purpose and privilege of life. Nothing can take the place of home in rearing and teaching children, and no other success can compensate for failure in the home" (in <i>Family Home Evening Manual, 1968–69</i>, p. iii).</p>
Story	Tell the following story of how a mother's teachings blessed her son at a time of great need.
	Elder Frank Croft was a missionary in the southern United States in the early days of the Church. He taught the gospel in an area where some of the people became very angry at

his teachings. A mob of armed men forcefully took him into the woods, where they told him to remove all of his clothing above the waist. They tied his arms and body to a tree and prepared to lash his back until the blood flowed.

Elder Croft had no alternative but to do what the mob asked, but as he was doing so, a letter fell from his pocket. It had been written by his mother, who lived in Utah. A short time before, Elder Croft had written to his parents telling them about the mob violence, and this letter from his mother was an answer to his concerns. The letter said:

“ ‘My beloved son, you must remember the words of the Savior when He said, “Blessed are they which are persecuted for righteousness’ sake: for theirs is the kingdom of heaven;” also “Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake. Rejoice, and be exceeding glad: for great is your reward in heaven: for so persecuted they the prophets which were before you.” Also remember the Savior upon the cross suffering from the sins of the world when He had uttered these immortal words, “Father, forgive them; for they know not what they do.” Surely, my boy, they who are mistreating you Elders know not what they do or they would not do it. Sometime, somewhere, they will understand and then they will regret their action and they will honor you for the glorious work you are doing. So be patient, my son, love those who mistreat you and say all manner of evil against you and the Lord will bless you and magnify you in their eyes and your mission will be gloriously successful.’ ”

The leader of the mob picked up the letter and began to read it. His face and eyes were so hard and cruel that Elder Croft knew no sympathy would come from him. He closed his eyes and waited for the beating to begin, silently thinking of his home and his beloved mother. He opened his eyes a few moments later and found that the leader had seated himself on a nearby stump and was rereading the letter. His face had undergone a great change. “Much of the hardness and cruelty in his face were gone; his eyes were slightly dimmed by moisture. His whole personality appeared to have changed. He would read a line or two or a paragraph and then sit and ponder, and deep down in the Elder’s conscience was the hope, yes, the conviction that the man’s heart had been touched by the loveliness and beauty of his mother’s letter.”

The man finally arose and said, “ ‘Feller, you must have a wonderful mother. You see, I once had one, too.’ Then, addressing the other members of the mob, he said, ‘Men, after reading this Mormon’s mother’s letter, I just can’t go ahead with the job. Maybe we had better let him go.’ Elder Croft was released and went his way” (Arthur M. Richardson, *The Life and Ministry of John Morgan* [Nicholas G. Morgan, Sr., 1965], pp. 267–68).

Discussion

- How did this mother teach her son?
- What do you think this mother did to prepare herself to teach with so much love and power?
- What can you learn from this mother about a woman’s responsibility to teach?

Explain to the young women that they are teachers in their homes now and also are preparing to teach their own children in the future.

Jesus Christ Is Our Example as a Teacher

Teacher presentation

Explain to the young women that there are many ways in which they can prepare now to become effective teachers.

- Who was the greatest teacher?

Pictures

Display the pictures of Christ teaching, and explain that Jesus was the master teacher. Explain that we can learn much by studying his methods and following his example.

Ask the assigned class members to present the characteristics of Jesus’ teaching and discuss how the scripture passage they have studied shows these characteristics. As each young woman makes her presentation, write a few words of summary on the board.

Scriptures and discussion

1. Jesus loved the people he taught, and they felt his love. See 3 Nephi 17:3–10. (Jesus loved the people so much that he stayed longer with them because they wanted him to. He healed their sick, and they worshiped him.)

2. He used stories and examples that were familiar to people so they would understand and be able to apply his teachings. See Luke 15:3–10. (Jesus used the examples of a shepherd and a woman cleaning her house to show Heavenly Father’s happiness when sinners repent.)
3. He taught the people when they needed to be taught. He didn’t tell them to wait until it was convenient for him. See Luke 9:10–11. (Jesus and the Apostles had gone to a place where they could be alone, but the people followed them. Jesus did not tell them to go home and come back later. He taught them and healed them.)
4. He knew the scriptures well and had prepared himself spiritually to teach. See Matthew 4:1–11. (Jesus went to the desert so that he could spend time fasting and being with Heavenly Father. When the devil came and tempted him, he could resist the temptations because he knew what the scriptures taught.)
5. He prayed often for Heavenly Father to help him teach and to bless the people he taught. See 3 Nephi 17:14–17. (When Jesus prayed to Heavenly Father and asked him to bless the people, the things he said were so sacred that the people could not even write them.)

Explain that by following the example of Jesus, the young women can teach others and help them change their lives.

Case studies

In the following case studies, young women have opportunities to teach. Ask the class members to decide how these young women could use the characteristics from Christ’s life that have just been discussed.

Present the following case studies, and allow time for class discussion.

Case Study 1

Sarah met Judy, a nonmember cousin, at a family reunion. They began a correspondence and became good friends. Judy recently wrote Sarah and asked her about her religious beliefs.

Case Study 2

Lynne has been asked to help her younger brother Tom with his math. He says that he hates math and numbers don’t mean anything to him.

Case Study 3

Eileen has been called as a Relief Society visiting teacher. One sister has invited her to visit but has asked that she not give a religious message.

Case Study 4

JoAnn’s father has assigned her to discuss the subject of repentance at their family home evening. JoAnn has three younger sisters and a grandmother in her family.

Quotation

Conclusion

Explain that President Spencer W. Kimball said this about our most important teaching responsibilities:

“We remember the words of Nephi as he counseled: ‘And we talk of Christ, we rejoice in Christ, we preach of Christ, we prophesy of Christ . . . that our children may know to what source they may look.’ (2 Ne. 25:26.) What inner strength would be in every person if he knew that the Master and His teachings were indeed his great source of guidance, his great source of correct example, his great source of help! That is our prime goal in all our teaching in the home” (“Therefore I Was Taught,” *Ensign*, Jan. 1982, p. 4).

Lesson Application

Ask the young women to try to use several of Christ’s teaching methods throughout the week. You may want to have them think of situations in which they might be teaching during the week.

OBJECTIVE	Each young woman will seek to know and fulfill her purpose in life.
-----------	---

PREPARATION	<ol style="list-style-type: none"> 1. Prepare a copy for each young woman of the five ways we can learn about our purpose in life, found in the second section of the lesson. 2. If it is available in your area, you may want to show <i>Man's Search for Happiness</i>, which is part of the <i>Come unto Me</i> videocassette (53146). 3. Assign young women to present any stories, scriptures, or quotations you wish.
-------------	--

SUGGESTED LESSON DEVELOPMENT	We Have a Purpose in Life
Quotation	<p>Explain that at times we may all feel unimportant and wonder if our lives really matter. Elder Gordon B. Hinckley has assured us that each person is important in the Lord's eternal plan and that He has a purpose for those of us who are born in this dispensation.</p> <p>"I believe that God has . . . chosen each of you for something of consequence in his grand design. . . . He loves you and he has a work for each of you to do" (in Conference Report, Oct. 1972, p. 106; or <i>Ensign</i>, Jan. 1973, p. 91).</p>
Teacher presentation	<p>Explain that when we compare the relatively small number of Latter-day Saints with the vast world population, we may seem insignificant. Our divine charge to prepare for the second coming of the Savior seems almost too big for so few of us. The following statement gives us encouraging counsel about the work we have to do:</p>
Quotation	<p>"For nearly six thousand years, God has held you in reserve to make your appearance in the final days before the Second Coming of the Lord. Every previous gospel dispensation has drifted into apostasy, but ours will not. . . . God has saved for the final inning some of his strongest children, who will help bear off the Kingdom triumphantly. And that is where you come in, for you are the generation that must be prepared to meet your God.</p> <p>"All through the ages the prophets have looked down through the corridors of time to our day. Billions of the deceased and those yet to be born have their eyes on us. Make no mistake about it—you are a marked generation. There has never been more expected of the faithful in such a short period of time as there is of us" (Ezra Taft Benson, "In His Steps," in <i>Speeches of the Year, 1979</i> [Provo: Brigham Young University Press, 1980], p. 59).</p>
Teacher presentation	<p>Explain that we lived with our Father in Heaven for a long time before we were born and he knows everything about us—our strengths and weaknesses, our likes and dislikes, the depth of our faith and testimony, our talents and abilities, the feelings in our hearts. He knows how each of us can use these characteristics for our own best growth and for the building of the kingdom of God in these latter days.</p>
Quotation	<p>Bishop H. Burke Peterson said:</p> <p>"Do you think for a moment that Heavenly Father would have sent one of His children to this earth by accident, without the possibility of a significant work to perform? . . .</p> <p>"My dear friends, you are a royal generation. You were preserved to come to the earth in this time for a special purpose. Not just a few of you, but all of you. There are things for each of you to do that no one else can do as well as you. . . . <i>If you will let Him, I testify that our Father in Heaven will walk with you through the journey of life and inspire you to know your special purpose here</i>" ("Your Life Has a Purpose," <i>New Era</i>, May 1979, pp. 4–5; italics added).</p>

Learning the Lord's Will Can Give Direction to Our Lives

Scripture and discussion	<p>Read together and mark Proverbs 3:5–6.</p> <ul style="list-style-type: none">• What are we asked to do in this scripture?• How can we each learn the special purposes that Heavenly Father has for our lives?
Chalkboard	<p>Write the young women's answers on the chalkboard and add the following if these points are not included:</p> <p>1. <i>Personal Prayer</i></p> <p>Explain that in our private prayers we can talk to our Father and ask what he would have us do while we are in mortality. President Spencer W. Kimball counseled, "It would not hurt us, either, if we paused at the end of our prayers to do some intense listening—even for a moment or two—always praying as the Savior did, 'not my will, but thine, be done' (Luke 22:42)" (in Conference Report, Oct. 1979, p. 5; or <i>Ensign</i>, Nov. 1979, pp. 4–5).</p>
Discussion	<ul style="list-style-type: none">• Are there times when our own will and the Lord's will might be in conflict? Ask the young women to name some of these times.• What should you do in these situations? <p>2. <i>Study and Meditation</i></p>
Teacher presentation	<p>Explain that prayerful reading of the scriptures can help us understand what the Lord wants us to do. The scriptures tell us the commandments of God, which we should all follow. But we can often use the scriptures to find answers to our particular situations.</p>
Scripture and discussion	<p>Explain that many of the scriptures were given to help individuals understand what the Lord wanted them to do. These people lived in another time, but the advice the Lord gave to them can apply to us. Section 121 of the Doctrine and Covenants is a prayer that Joseph Smith offered when he was in Liberty Jail in a time of great need. He wanted to know what God wanted him to do.</p> <p>Read verses 7 and 8, which contain part of the Lord's answer.</p> <ul style="list-style-type: none">• How can this answer to the prayer of Joseph Smith help us know what the Lord wants us to do today? <p>3. <i>Gift of the Holy Ghost</i></p> <p>Explain that as members of the Church, we have all received the gift of the Holy Ghost. The Holy Ghost is one of our greatest guides in understanding what the Lord wants us to do here on earth. He will prompt and direct us throughout our lives.</p>
Quotation	<p>"Be influenced by that still, small voice. Remember that one with authority placed his hands on your head at the time of your confirmation and said, 'Receive the Holy Ghost.' Open your hearts, even your very souls, to the sound of that special voice which testifies of truth. As the prophet Isaiah promised, 'Thine ears shall hear a word . . . saying, This is the way, walk ye in it' (30:21)" (Thomas S. Monson, "The Lighthouse of the Lord," <i>New Era</i>, July 1980, p. 19).</p>
Discussion	<p>Ask the young women to share experiences in which they felt the influence of the Holy Ghost. You may also want to share an experience you have had.</p> <p>4. <i>Priesthood Blessings</i></p>
Teacher presentation	<p>Explain that the young women can ask their fathers, home teachers, or other qualified priesthood leaders for blessings when they need help or direction. The Lord may inspire these priesthood holders to speak words of guidance and comfort.</p> <p>5. <i>Patriarchal Blessings</i></p> <p>Explain that as worthy members of the Church, we are each entitled to a patriarchal blessing that is given from the Lord to us individually. When we receive a patriarchal blessing, we are told many of the blessings Heavenly Father has in store for us in this life and in eternity. These blessings will be ours if we live true and faithful lives. Patriarchal blessings often identify our spiritual gifts. Knowing these gifts can help us determine our purpose in life. (See D&C 46:10–12.) We are sometimes warned to avoid certain evil</p>

influences that our Father knows will tempt us. By knowing the promised blessings, our spiritual gifts, and the warnings, we can more wisely make decisions throughout our lives.

Story

Janet was in a dilemma. Tom had asked her to marry him. They had been dating for about a year and were very much in love. Janet had thought that the happiest day of her life would be when Tom asked her to be his wife. But the day had come and Janet felt unsettled. She hadn't given him a definite answer but had told him that she would answer the next day. What was worrying her? Tom was an elder in the Church and had said that if she wanted to, they would be married in the temple. He hadn't been able to hold a position in the Church for a while because of his work, but he had promised that he would change after they were married.

Janet remembered that her patriarchal blessing said something about the person she was to marry, so she got it out and began to read: "The time will come when your hand will be sought in marriage. I bid you pray earnestly that you may have wisdom to choose among those who seek your hand one who is worthy. By these tokens you will know the one whom the Lord would approve. He will be clean of body and mind. He will hold the holy priesthood and yearn to take you to the temple and there be sealed to him, and him to you for time and all eternity." Janet knew that Tom did not meet all these requirements. She knew he was not one of whom the Lord would approve.

Quotation

Elder Thomas S. Monson said: "Help can come through your patriarchal blessing. Such a blessing contains chapters from your book of eternal possibilities. Read your blessing frequently. Study it carefully. Be guided by its cautions. Live to merit its promises" ("The Lighthouse of the Lord," p. 19).

It Is Our Responsibility to Act on the Direction We Are Given

Teacher presentation

Explain that so far, the lesson has discussed ways we can seek direction and receive guidance. But we must take the responsibility to act on the direction we receive. We cannot just wait for the Lord to tell us what to do. Elder John Groberg said:

Quotation

"In the past I have tried to figure out whether I should go into business or into teaching or into the arts or whatever. As I have begun to proceed along one path, having more or less gathered what facts I could, I have found that if that decision was wrong or was taking me down the wrong path—not necessarily an evil one, but one that was not right for me—without fail, the Lord has always let me know just this emphatically: 'That is wrong; do not go that way. That is not for you!'

"On the other hand, there may have been two or three ways that I could have gone, any one of which would have been right and would have been in the general area providing the experience and means whereby I could fulfill the mission that the Lord had in mind for me. Because he knows we need the growth, he generally does not point and say, 'Open that door and go twelve yards in that direction; then turn right and go two miles. . . .' But if it is wrong, he will let us know—we will feel it for sure. I am positive of that. So rather than saying, 'I will not move until I have this burning in my heart,' let us turn it around and say, 'I will move unless I feel it is wrong; and if it is wrong, then I will not do it.' By eliminating all of these wrong courses, very quickly you will find yourself going in the direction that you ought to be going, and then you can receive the assurance: 'Yes, I am going in the right direction. I am doing what my Father in Heaven wants me to do because I am not doing the things he does not want me to do.' And you can know that for sure. That is part of the growth process and part of accomplishing what our Father in Heaven has in mind for us" ("What Is Your Mission?" in *Speeches of the Year, 1979* [Provo: Brigham Young University Press, 1980], pp. 97–98).

Discussion

- What responsibility do we have in making decisions about our personal lives? How did Elder Groberg know if he was going in the right direction or the wrong direction?

Thought questions

Explain that taking responsibility for our lives requires action on our part. Ask the young women to answer the following questions to themselves:

1. When was the last time I fasted and earnestly prayed for direction in my life?
2. After my prayers, do I listen for the Lord's answers?

3. Have I received my patriarchal blessing? If so, how long has it been since I read it? Am I using it as a guide in making decisions?
 4. Have I specifically asked my Heavenly Father to direct me in finding his will for my life?
 5. Am I living worthily so that I can be in tune with the promptings of the Spirit?
 6. Am I making decisions and setting goals that will set me on a righteous course?
 7. Are my daily actions pleasing to the Lord?
-

Summary

Quotation

In an address to Church youth, Elder John Groberg suggested that we “reaffirm in our lives the importance of at least three things: first, that God, our Father in Heaven, does have a specific mission for all of us to fulfill and perform while we are here upon this earth; second, that we can, here and now in this life, discover what that mission is; and third, that with His help we can fulfill that mission and know and have assurance—here and now in this life—that we are doing that which is pleasing to our Father in Heaven. These are all very important concepts; and they are all true” (“What Is Your Mission?” p. 92).

Lesson Application

Hand out the copies of the five ways we can learn about our purpose in life. Encourage each young woman to consider the ideas and strive to learn more about her life’s purpose.

Contributing to Family Life

OBJECTIVE Each young woman will understand that the Lord has provided a way for us to live as families eternally and will desire the blessings of an eternal family.

PREPARATION

1. Picture 7, A Family by the Temple, located at the end of the manual.
2. Provide paper and pencils for the class members.
3. Assign young women to present any stories, scriptures, or quotations you wish.

Note: Be sensitive to the needs and feelings of young women who may be the only members of the Church in their families or who may come from troubled homes.

**SUGGESTED
LESSON
DEVELOPMENT**

The Family Is the Basic Unit in God's Plan

Quotation

Read the following statement:

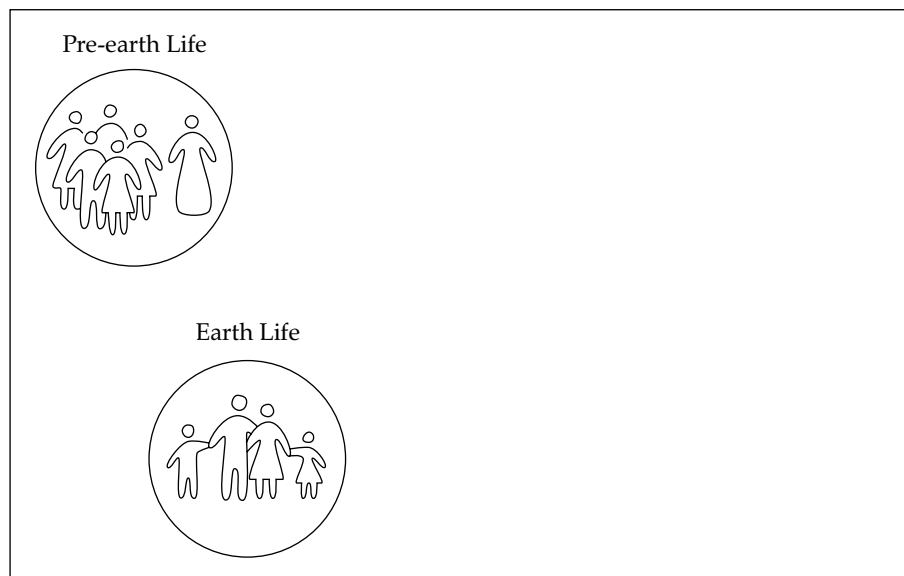
"The whole aim and purpose of the gospel is to enable men and women—united as one in the Lord—to create for themselves eternal family units in eternity. Celestial marriage prepares us for the greatest joy and happiness known to mortals and for eternal life in the realms ahead.

"May we say, as many have done before, that what men call Mormonism is the very system of laws and truths which will make of earth a heaven and of man a god" (Bruce R. McConkie, in Conference Report, Oct. 1979, p. 82; or *Ensign*, Nov. 1979, p. 55).

**Chalkboard
discussion**

Explain to the young women that this lesson will focus on how the family can be eternal.

Draw the following illustration on the chalkboard:



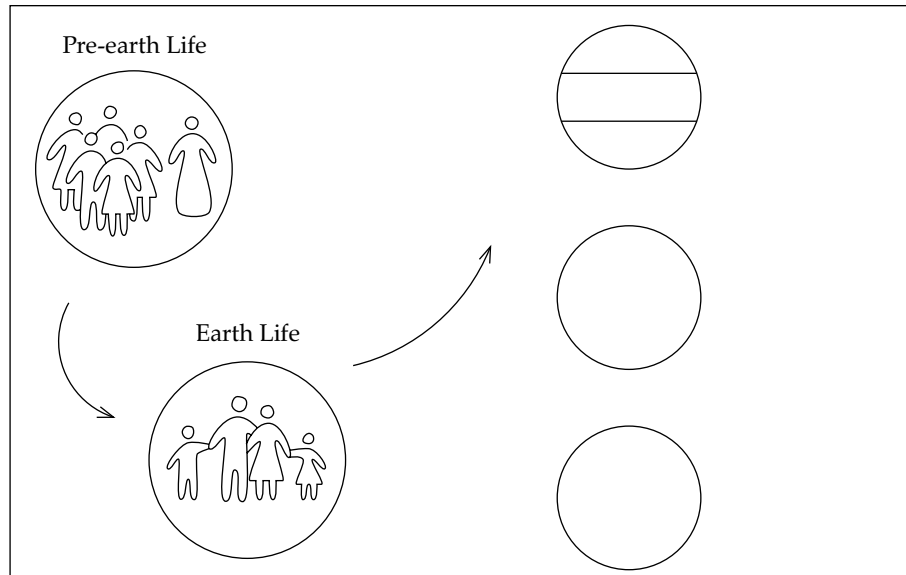
Review with the young women the following things:

1. In heaven, we learned of God's plan for us to come to earth and live as families.
2. Life on earth is a test that will determine our worthiness to progress and become more like our heavenly parents.

3. According to God's plan, if we are faithful and worthy in this life, we will receive greater blessings. If we are not, we will have limitations placed upon us in the next life.
4. If we prove faithful and worthy, our families will be sealed and our family life will continue eternally. This is all a part of God's plan to provide a way for us to be together as families eternally.

Chalkboard discussion

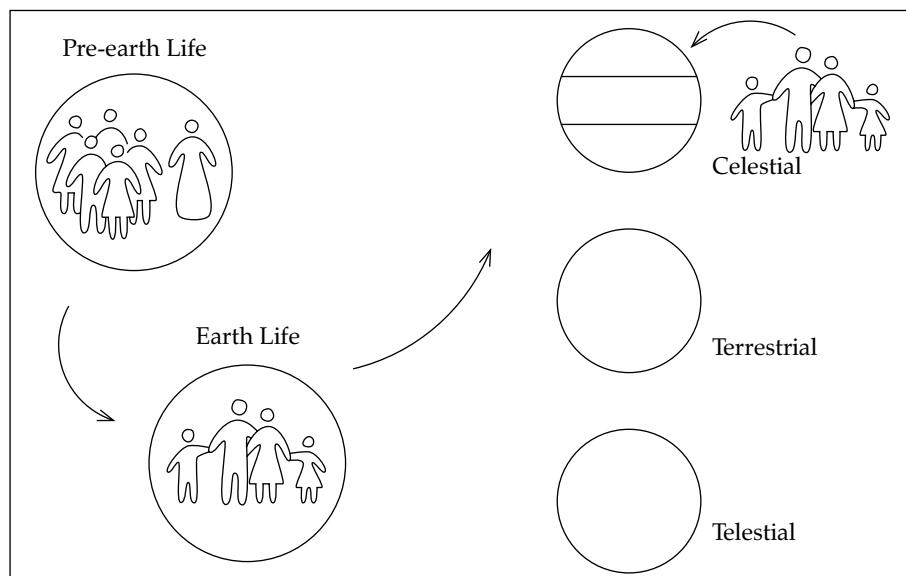
Add the following to the chalkboard illustration:



Have the young women use their scriptures to answer the following questions:

- What do we know about family life in the next life? (See D&C 132:19–20; those whose marriages are sealed in the temple and who live worthily will be exalted and will live as families forever.)
- In which degree of what kingdom will families be allowed to remain together? (See D&C 131:1–4.)

Complete the chalkboard illustration as shown, and emphasize that when God organized the family unit he meant for it to continue eternally. However, that blessing will come to us only if we are worthy of it. In order to remain a family unit eternally, we must be worthy of going to the highest degree of the celestial kingdom. The chalkboard shows that families are together in the highest degree of the celestial kingdom.



The Blessings of Eternal Family Life Can Be Obtained Only in Temples

Scripture reading
and discussion

Read Doctrine and Covenants 132:13–20 to the young women and discuss the verses.

- According to these verses, whose authority is necessary for covenants to be binding? (See D&C 132:13–14.)
- Where would you need to be married in order for your marriage covenant to be binding eternally?
- What happens in the next life to those who do not take the opportunity in this life to be married in the temples of the Lord? (See D&C 132:15–17.) What about those who do not have the opportunity in this life? (Temple sealings can be done for the dead.)
- What will be the condition of those who do live as families in the next life? (See D&C 132:18–20.)

Picture

Hold up the picture of the family by the temple.

Make sure the young women understand that those who reach the highest degree of the celestial kingdom will live as families and will be gods.

We Must Prepare for Eternal Family Life Now

Quotation
and discussion

Read and discuss the following quotation:

“If a man [or woman] cannot abide a celestial law, he cannot receive a celestial glory; if a man cannot abide a terrestrial law he cannot receive a terrestrial glory; and if he cannot abide a telestial law he cannot receive a telestial glory, but will have to dwell in a kingdom which is not a kingdom of glory. This is according to the revelations of God to us” (Wilford Woodruff, in *Journal of Discourses*, 12:278).

- Why is it important that we prepare for eternal life now?

Make sure the young women understand that they cannot live with their families eternally unless they are striving now to live a celestial law. They will spend eternity in the kingdom they have prepared themselves for, and it is worth every effort to qualify now for the blessings of the celestial kingdom.

Testimony

Express your feelings and bear your testimony about the importance of obtaining necessary temple ordinances and living a celestial law in our earthly families so that we can become eternal families.

Lesson Application

Hand out paper and pencils to the young women. Remind them that they have discussed many important things in the lesson about their future lives. Ask them to think of one thing that keeps them from being the kind of person who could qualify to have an eternal family relationship.

They could write, “I am going to try not to . . .” and then add the thing they have decided to work on. Some examples might be—

1. Get angry so easily at home.
2. Selfishly put my own interests and desires above the good of my family.
3. Lose my patience with my parents so easily.

When the young women have written the things they are going to work on, suggest that they think of something they need to start doing in order to be part of an eternal family unit.

Have them write, “I am going to try to . . .” and fill in the rest of the statement. Some examples might be—

1. Show more love and respect to my parents.
2. Be loving and courteous to my brothers and sisters.

3. Help more with household responsibilities.

4. Give more freely of myself.

Encourage the young women to accomplish the goals they have just set for themselves and do all they can now to prepare themselves to be worthy of the blessings of eternal family life.

Encouraging Family Unity

OBJECTIVE	Each young woman will encourage and strengthen unity in her family.
-----------	---

PREPARATION	<ol style="list-style-type: none"> 1. Provide paper and pencils for the class members. 2. Provide pieces of rope, twine, or yarn with one frayed end to use in the demonstration and to give the young women at the conclusion of the lesson. Be sure the rope has several strands that can be easily separated and broken. Practice the demonstration before presenting it. 3. Prepare copies of the situations in the third section of the lesson. 4. Assign young women to present any stories, scriptures, or quotations you wish. <p>Note: Be sensitive to the needs and feelings of young women who may come from troubled homes.</p>
-------------	---

SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Object lesson Give a piece of rope to a young woman. Ask her to try to break it using any method except cutting. Then illustrate to the class how the rope may be broken by breaking one strand at a time.</p> <p>Teacher presentation Explain that a family has the same characteristics as this rope. A family is strong when all its members are working together and, like the rope, cannot be broken easily. But when individual members no longer work in unity with each other, the family becomes weak, just as the rope did, and can more easily be broken. Everyone in the family benefits when individual members are working together.</p>
------------------------------------	--

Teacher presentation	<p>Family Unity Is Part of the Lord's Plan</p> <p>Explain that the pattern of family life was established before the world was. In heaven, we were part of a heavenly family, and we came to earth as part of an earthly family. The scriptures testify that the Lord wants us to be unified. Ask the young women to read and discuss the following scriptures:</p> <ol style="list-style-type: none"> 1. 3 Nephi 11:29 2. Doctrine and Covenants 38:27 (last sentence) 3. 4 Nephi 1:15–16 <ul style="list-style-type: none"> • Why is it so important that families be united? (Then they can best help each other become exalted and contribute to the work of the Lord.)
----------------------	--

Teacher presentation	<p>We Can Contribute to Family Unity by Our Attitudes and Activities</p> <p>Explain that all families are not united. Perhaps some of the young women in the class wish that their family members felt more love for each other and that there was less contention in their homes. Even families who seem to love each other often have times when they need to work harder to be united.</p> <p>Point out that Heavenly Father loves each family and wants to help them find the joy that comes from unified family life. There are many ways in which just one family member can increase the feeling of love and harmony in the entire family.</p>
----------------------	--

Scripture story and discussion	<p>Explain that you are going to tell a story from the scriptures that illustrates the effect one person can have on family unity.</p> <p>Tell the story of Nephi’s broken bow from 1 Nephi 16:17–32. Then ask the following questions and have young women read the scripture verses that give the answer.</p> <ul style="list-style-type: none"> • What was the reaction of Nephi’s brothers to the situation? (Verse 20.) How did their reaction affect the feelings of the other family members? • What was the reaction of Nephi’s father? (Verse 20.) • What was Nephi’s approach to the problem? (Verses 22–23.) How did his actions affect his father and brothers, as well as the rest of the family? • What effect did Nephi have on family unity?
Story	<p>Continue the class discussion by asking the following questions:</p> <ul style="list-style-type: none"> • How could murmuring and complaining affect the unity in our own families? • How could our own selfishness affect family unity? • What attitudes could a young woman have that might cause her to be a “Laman” type of person? A “Nephi” type of person? <p>Tell the following story:</p> <p>Anne’s family members always seemed to be fighting, and she often criticized them for finding fault with one another and having negative attitudes.</p> <p>One day, Anne’s father spoke with her privately. He explained that the family was having some difficult financial problems. Anne hadn’t realized that some of her own habits were adding to the contention around the home. She often complained when it was her turn to wash the dishes, and she expected her mom to have money for the things she needed. Sometimes there was no money, and Anne had complained loudly.</p> <p>Anne’s father explained the sacrifices that her mother was making. She had no money to buy clothing for herself. The extra money she made by selling vegetables from her garden went to provide necessities for the family. She wasn’t able to afford eyeglasses for herself, and sometimes she had difficulty reading.</p> <p>After listening to her father, Anne decided to change some of her thoughts and actions. Instead of criticizing her mother, she volunteered to tend the baby so her mother could have an evening alone with her father. She tried to do her chores around the house more willingly, and she tried not to argue with her brothers and sisters.</p> <p>Anne noticed that other things began to change in the home. Her brothers and sisters were more willing to do their chores, and since she was trying not to argue, there was less arguing in the home. The family began to enjoy being together in family home evenings.</p> <p>In the coming months, Anne began giving piano lessons to children in the neighborhood. She saved some of her money and was able to put a special package under the Christmas tree for her mother. Inside were the needed eyeglasses. Her father had helped her get the necessary prescription. Through her efforts, Anne had been able to give meaningful service to her family.</p>
Teacher presentation	<p>Explain that there are many opportunities in everyday family life to do things with and for each other. Sometimes we must sacrifice our personal convenience to provide for the needs of another.</p> <p>Ask the young women to think about how they could help to make changes in their own families.</p>
Situations and discussion	<p>Distribute the following examples on individual slips of paper. Ask each young woman to read her example and suggest possible ways she could contribute to family unity in the situation:</p> <ol style="list-style-type: none"> 1. Your brother has started smoking, and your parents have asked for your help. You are embarrassed about your brother’s habits. 2. Your brother is serving a mission and depends on financial support from the family.

3. Your mother is away from home during the day, and your younger brothers and sisters often argue when they come home from school.
 4. Your sister has a disability and needs special help.
 5. Your father followed the prophet's counsel and planted a garden this spring.
 6. Family night at your house is something no one looks forward to, including you. Nobody wants to participate in the lesson, and everyone leaves as soon as possible.
-

Conclusion

Explain that we covenant at baptism "to bear one another's burdens, that they may be light," "to mourn with those that mourn," and to "comfort those that stand in need of comfort" (see Mosiah 18:8–9).

- How can we apply this covenant to our own families?

Quotation

To give the young women some ideas, read the following quotation:

"May I suggest that we give more of ourselves. . . . It might be something as simple as smiling more in your home.

"What would you think of speaking more cheerfully? Trying more often to say please and thank you?

"What would you think of finding an opportunity for one sincere compliment for each [person] each day, and then watching them respond?

"What if you decided to be cheerful tonight at the dinner table, and in spite of what others might do or say, hold to your course. See how long you can uplift your whole family" (H. Burke Peterson, in Conference Report, Oct. 1972, pp. 148–49; or *Ensign*, Jan. 1973, p. 115).

Lesson Application

Encourage the young women to decide on a way in which they could increase the unity in their families this week. Hand out pieces of paper and pencils, and have them write down the thing they have selected. Give each young woman a piece of rope to remind her that she can help to make her family unified and strong.

Encouraging Enjoyable Family Activities

OBJECTIVE Each young woman will discover ways in which she can encourage enjoyable family activities.

PREPARATION

1. Provide paper and pencil for each young woman.
2. Prepare a simple paper or fabric bag with the words “Family Fun Sack” written on it.
3. If it is available in your area, you may want to show the video presentation *Family First* (53119).
4. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Activity Show the young women the family fun sack. Explain that although our families often work together and each family member has many individual responsibilities, it is important for a family to have fun together. Ask the young women to write on a slip of paper a suggestion for a specific activity that they would like to do with their family. (Their ideas may include such things as taking a walk together, playing a game, cooking a favorite food, or going on a vacation.) Have each young woman put her slip of paper into the family fun sack.

Young Women Can Help Their Families Have Fun Together

Teacher presentation Draw the slips of paper from the family fun sack and read the ideas on each one. Point out the variety of ideas, and have the young women discuss them. Explain that the young women can and should help their families have fun together by participating in the activities each family member has suggested.

- What are some ways in which family activities could be made more enjoyable? Let the young women discuss, and emphasize the following points:

1. *Family activities should allow each family member to express special interests and capabilities.* Explain that in one family John loves to swim, Nancy enjoys visiting art museums, and Tim likes to collect insects. So for family outings, sometimes the family swims together, sometimes they visit museums, and sometimes they collect insects.

Explain that each family member’s tastes and interests are valid, and family members develop greater love and understanding for each other as they accommodate each other’s interests. Sometimes families can plan an activity tailored to the capabilities of a younger, older, or invalid family member.

2. *It is important to be positive and supportive as you participate in family activities.* Explain that when we are negative and criticize others during family activities, the activities often cease to be fun. When we praise others and recognize their good qualities, we show love and help others feel good.

The comments and attitudes of the teenage children in the family can help to set the tone of family activities. Ask the young women how they could act during a family activity to build up and encourage brothers and sisters and parents.

3. *Arranging our schedules to allow time for family fun may require sacrifices, planning, and changing priorities.* The First Presidency said, “Young men and young women should

balance their involvement in school and other social activities by participating in family activities and spending appropriate time in the home" (*Heaven in Our Home* [family home evening manual, 1980–81], p. iv).

- How do you think family members feel if a teenage brother or sister rarely participates in family activities?

Case studies
and discussion

Ask the young women to discuss loving solutions to the following incidents:

In family home evening, Susan's family plans a dinner for Saturday evening to celebrate her brother's birthday and baptism. Grandparents and other close relatives are invited. On the day of the dinner, a friend calls Susan and asks her to go to a party that night. Susan really wants to go to this party and be with her friends.

Paula has her work schedule for the week. She has only one night off. Her father is planning to take the family to a special cultural event that night, but Paula is planning to go to a show with her friends.

Teacher presentation
and discussion

4. *Family fun can be inexpensive.* Explain that most of us could easily come up with ideas for family fun that would be expensive. But being more realistic challenges us to stretch our imaginations and be creative.

Suppose one family member wants to go to a restaurant as a family activity. Perhaps family members could plan and save for such an evening out. However, if going to the restaurant would be too expensive, how could the family work together to meet the request?

Have the young women suggest ideas. Could they recreate the setting of the restaurant? What are some ways in which each family member could be involved in planning this evening? (Special menus could be made, the table could be carefully set, the meal could be prepared by all the family. Family members might put on a dinner show.)

- Do you think the family dinner at home would be memorable to the family? Why?

Family Activities Can Be Simple or Complex

Chalkboard
discussion

Write the following scripture on the chalkboard: "By small and simple things are great things brought to pass" (Alma 37:6).

Ask the young women to suggest some ways in which their families could carry out some of the simpler suggestions from the family fun sack.

OR

Ask the young women to suggest family activities that would not require a lot of special preparation. Point out that these activities can occur spontaneously. (Ideas may include playing in the first snowfall, playing a family game, planting the garden, or stopping to visit an elderly neighbor.)

OR

Ask the young women to suggest family activities that require planning ahead and are more complex, such as learning something new together, building or making something, starting a food storage project, carrying out a family service project, taking a trip, or planning a family reunion. When and how would they introduce such ideas to their families? How could they make the planning a part of the activity?

Story

Explain that sometimes simple family activities can lead to continuing interests and family involvement:

A family in Austria owned a spinning wheel that was more than 100 years old. They became fascinated with learning to spin. Even the father learned the technique in just one day. Now the whole family spins in their spare time and makes beautiful hand-knit clothing. Often one of the girls plays her guitar and sings while the others spin. This activity has not only helped the family become more self-sufficient but has attracted nonmember friends (see Richard M. Romney, "A Close-Knit Family," *New Era*, Jan. 1979, pp. 27–29).

Teacher presentation	Explain that sometimes family activities can become traditions. The young women may want to help create a family project or establish a tradition that will help their families remember or celebrate a special event. Some families have made a beautiful piece of needlework with a family motto or favorite scripture on it; others have mounted family pictures in a special way; others have put together booklets with pictures and stories from their grandparents' lives. Some learn about ancestors by telling about them on the anniversaries of their births.
Discussion	Refer to the scripture on the chalkboard. <ul style="list-style-type: none"> • What great things might be brought to pass by simple family activities? (Family unity, traditions, family projects, talent development.)

Quotation	<p>Conclusion</p> <p>The First Presidency has given us some specific counsel about the time we spend together as families: "Meet together often, and share the problems and successes of the day. Plan your work and activities together so that each person may do his share and contribute to a happy family. We promise that as you do this and as your family members regularly pray together, sing together, read and discuss the scriptures together, and share their testimonies with each other, love and harmony will increase in your home" (<i>Personal Commitment</i> [family home evening manual, 1979–80], p. v).</p> <p>Emphasize the promise of the First Presidency that "love and harmony" will increase in their homes as they help their families have memorable activities together. Each young woman can do much to help her family share enjoyable activities.</p>
-----------	--

Lesson Application

Ask each young woman to be supportive this week of her family's plans for activities or to suggest an activity for her family to participate in.

Suggested Activity

An activity could be planned during the week to let the young women each make a family fun sack for their families.

Extended Family Relationships

OBJECTIVE	Each young woman will seek to strengthen relationships with extended family members.
-----------	--

PREPARATION	<ol style="list-style-type: none"> 1. Prepare a copy of the questionnaire "Who Am I?" for each young woman. Provide pencils. 2. Display pictures of extended family members associating together. 3. Assign two class members to be prepared to share ways their family strengthens relationships with extended family members. 4. Assign two class members to tell briefly the stories of Ruth and Naomi (see Ruth 1–4) and Moses and Jethro (see Exodus 18:7–27). 5. Assign class members to present any stories, scriptures, or quotations you wish.
-------------	--

SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Ask each young woman to complete the "Who Am I?" questionnaire.</p> <p><i>Who Am I?</i></p> <p>Fill in the blanks that apply to you with as many names as you can.</p> <p>I am the daughter of _____</p> <p>I am the sister of _____</p> <p>I am the sister-in-law of _____</p> <p>I am the granddaughter of _____</p> <p>I am the niece of _____</p> <p>I am the cousin of _____</p> <p>I am the aunt of _____</p>
Handout	
Teacher presentation	<p>Explain that families are basically composed of parents and their children, but families also include other members such as grandparents, aunts, uncles, cousins, brothers' and sisters' spouses, nieces, and nephews. These other relatives are called extended family members and can greatly enrich our own family circles.</p>
Discussion	<p>Ask the young women to count how many extended family members they wrote down. Point out that most people have many extended family members with whom they can cultivate lasting relationships.</p>

We Should Strengthen Relationships with Extended Family Members

Teacher presentation	<p>The scriptures give us examples of how extended family members have established strong relationships and shown great love and concern for each other. One example is Joseph who was sold into Egypt by his brothers. Joseph became a ruler in Egypt, and his brothers, who had betrayed him, came before him seeking help. They did not know that he was the brother they had sold many years before. It would have been easy for Joseph to seek revenge, but instead he promised to help not only them, but also their wives, sons, daughters, and all of his father's family. (See Genesis 45; 47:11–12.) He was able to be a great blessing to all of his family.</p>
----------------------	---

Class member presentations	<p>Ask the assigned young women to tell the stories of Ruth and Naomi (see Ruth 1–4), and Moses and Jethro (see Exodus 18:7–27).</p> <ul style="list-style-type: none"> • What can we learn from these people about how the Lord wants us to interact with extended family members?
Quotation	<p>Explain that we have been counseled in these latter days to cultivate close relationships with our extended family members. President Spencer W. Kimball said: “We ought to encourage our children to know their relatives. We need to talk of them, make effort to correspond with them, visit them, join family organizations, etc.” (in Conference Report, Oct. 1974, p. 161; or <i>Ensign</i>, Nov. 1974, p. 112).</p>
Discussion	<ul style="list-style-type: none"> • Why do you think it is important that we know our relatives? <p>Emphasize the following points: (1) The love of our extended family members can make us feel secure and give us a sense of belonging. (2) We have a responsibility to help our extended family members and should know their needs so we can assist when necessary. (3) We can better research family history and provide names of other family members for temple work if we work as an extended family.</p>

We Can Strengthen These Relationships in Many Ways

Teacher presentation	<p>Explain that it is easy to say we are too busy, too far away, or too uninterested to strengthen our relationships with extended family members. But given a little creativity and time, we can do things with extended family members that will become some of our choicest memories.</p>
Class member presentations	<p>Ask the two assigned young women to share with the class ways in which their families strengthen relationships with extended family members.</p>
Discussion	<ul style="list-style-type: none"> • What are other ways we can strengthen these relationships? <p>Answers might include family reunions; family newsletters; working together on family history; establishing or joining family organizations; inviting extended family members to birthdays, baptisms, and weddings; working together to serve a family member; helping family members in times of emergency or crisis.</p>
Stories	<p>Explain that one way to strengthen extended family relationships is to plan an enjoyable or recreational event that will draw family members together. Such activities could include picnics, birthday celebrations, vacations together, or just visits to one another’s homes.</p> <ul style="list-style-type: none"> • What activities have you enjoyed with your extended family? <p>Another way to strengthen extended family relationships is through correspondence, as shown in this story about a young woman and her grandmother.</p> <p>Nancy wanted to give her grandmother something special for her birthday. Nancy had lived close to her grandmother until her last year of high school, but then her family had moved away. Now Nancy saw her grandmother much less than before. Nancy decided to write a letter to her grandmother in which she recorded all the special memories they had shared. She expressed her love, appreciation, and thankfulness. Her grandmother was so thrilled that she wept with joy. Since then she has told Nancy many times how much the letter meant to her. She has read and reread the letter and even sent copies of it to several family members.</p>
Discussion	<ul style="list-style-type: none"> • Why do you think the grandmother responded as she did? What could you do to create this kind of closeness with your grandparents or other family members?

Extended Family Relationships Bring Blessings

Teacher presentation	<p>Explain that almost anyone who has been away from home, family, and relatives for an extended time soon realizes the many benefits of strong family relationships. It is easy, however, to take these benefits for granted if they are always around us.</p>
----------------------	---

Activity and discussion

Some of the young women in the class may leave home in the next few years for school or work. Ask all of the class members to imagine that they have left home and are not near any extended family members. Ask them to name some of the things they might miss most about being close to these family members. (Some of their answers might include family dinners, a close friendship with a cousin, holding a newborn niece or nephew, talking to a favorite aunt, riding an uncle's horses, seeing a grandma's cheery smile and eating her good cooking, and games, parties, and celebrations shared together.)

Explain that whether we live close to extended family members or live away from them, we should value and nurture the many blessings they bring into our lives.

Teacher presentation

Elder Vaughn J. Featherstone told how his great-grandmother had a great influence on his aunt:

"I have a sweet Aunt Beryl Hollindrake. She told me that when she was just three or four years old that my great-grandmother, her Grandmother Featherstone, would hold her on her lap and tell her about the Savior, all the beautiful stories. Then she would recall how my great-grandmother would tell her about the Savior's trial and how they beat him and cursed him and spit upon him—how they dragged him and forced him against the cross and drove huge spikes into his hands cruelly. She said, 'As my grandmother would tell me these stories, tears would stream down her cheeks.' And she said, 'It was on the lap of my grandmother that I learned to love the Savior with all my heart and soul' " (in Conference Report, Oct. 1974, p. 39; or *Ensign*, Nov. 1974, p. 30).

- Has an extended family member strengthened your testimony of the gospel? In what way?

Conclusion

Remind the young women that extended family members truly are a blessing to them. They should follow the counsel given by their leaders and take the time and make the effort to strengthen these relationships. The relationships will enrich their lives and be a comfort and strength they can count on.

Lesson Application

Ask the young women to choose an extended family member they wish to become closer to and use one of the ways discussed in the lesson to strengthen that relationship.

Learning about the Priesthood

The Blessings of the Priesthood

OBJECTIVE	Each young woman will understand more about the priesthood and the blessings that come through priesthood power.
-----------	--

PREPARATION	<ol style="list-style-type: none"> 1. Picture 8, Prepared Sacrament Table; picture 9, Young Woman Being Baptized; picture 10, Girl Being Confirmed. All are located at the back of the manual. 2. Make a poster of the priesthood circle shown in the lesson. 3. With the approval of your priesthood leader, ask the father of one of the class members or another Melchizedek Priesthood holder, to discuss a few ways in which he has used his priesthood to bless others. 4. Assign young women to present any stories, scriptures, or quotations you wish. 5. If it is available in your area, prepare to show “The Blessings of the Priesthood,” on <i>Family Home Evening Video Supplement 2</i> (53277).
-------------	---

SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <ul style="list-style-type: none"> • What is the priesthood?
------------------------------	--

Quotation	<p>Read the following quotation or summarize the information in your own words:</p> <p>“The priesthood is the power and authority of God. It existed with Him in the beginning and will continue to exist throughout all eternity (see D&C 84:17). By it He creates, sustains, governs, redeems, and exalts.</p> <p>“God gives priesthood power to worthy male members of the Church, who receive it by prophecy and the laying on of hands by His authorized servants (see Articles of Faith 1:5; Hebrews 5:1, 4). The priesthood enables mortals to act in God’s name for the salvation of the human family. Through it they can be authorized to preach the gospel, administer the ordinances of salvation, and govern God’s kingdom on earth” (<i>Melchizedek Priesthood Leadership Handbook</i>, p. 1).</p>
-----------	--

Scripture discussion	<p>We Have Two Priesthoods: Aaronic and Melchizedek</p> <ul style="list-style-type: none"> • What are the names of the two priesthoods in the Church? • What are some of the differences between them? <p>Have the young women read Doctrine and Covenants 107:1, 6–8.</p> <ul style="list-style-type: none"> • What are the offices in the Aaronic Priesthood? <p>Explain that the offices of the Aaronic Priesthood are deacon, teacher, priest, and bishop. However, bishops are chosen from the Melchizedek Priesthood because those who hold the Melchizedek Priesthood have authority to function in all the offices of the lesser priesthood (see D&C 68:14–15; 107:14–17).</p> <ul style="list-style-type: none"> • What are some of the responsibilities of Aaronic Priesthood holders? <p>Have the young women read Doctrine and Covenants section 13.</p> <p>Explain that Aaronic Priesthood holders pass the sacrament, collect fast offerings, and assist the bishop in watching over the members of the ward. Those who are priests can bless the sacrament and baptize new members.</p>
----------------------	---

- What are the offices in the Melchizedek Priesthood?

Teacher presentation

Explain that the offices of the Melchizedek Priesthood are elder, high priest, patriarch, seventy, and Apostle. Those who hold this priesthood have the power to administer the spiritual blessings of the Church (see D&C 107:18). When working under the direction of a presiding authority, they may baptize, bestow the gift of the Holy Ghost, ordain men to the offices of the priesthood, and perform sealing ordinances in temples. They may also administer to the sick and perform other ordinances. They can perform all the functions of the Aaronic Priesthood.

Those men who are qualified to receive the Melchizedek Priesthood take upon themselves a solemn obligation, which is called the oath and covenant of the priesthood.

Chalkboard discussion

Have the young women read Doctrine and Covenants 84:33–44 and discuss the passage. Put the following information on the chalkboard.

Oath and Covenant of the Priesthood

God Promises Priesthood Holders

1. They will be sanctified by the Spirit
2. Their bodies will be renewed
3. They will become God’s chosen heirs
4. They will receive the Father and the Son
5. They will receive all that the Father has and become gods

Priesthood Holders Promise God

To receive the priesthood and to magnify it

- What does the priesthood bearer promise the Lord?
- What does the Lord promise the priesthood bearer who honors the oath and covenant of the priesthood?
- What do you think the Lord means when he promises the faithful “all that my Father hath”? (He is promising eternal life.)

Great Blessings Come to Men and Women through the Priesthood

Discussion

Explain that priesthood holders can provide great blessings to others when they honor their priesthood covenants.

Chalkboard and pictures

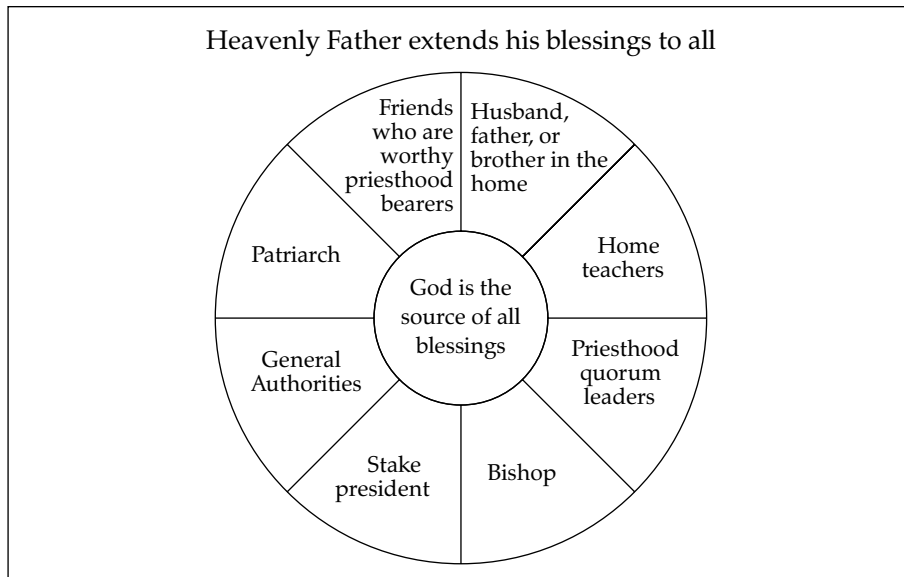
Ask the class to consider the question: What blessings of the priesthood are available to every woman in the Church? Show the pictures of priesthood ordinances as appropriate during the discussion.

Write the young women’s ideas on the chalkboard. Be sure that everyone has an opportunity to contribute. The answers may include the following: baptism for the remission of sins, confirmation and receiving the gift of the Holy Ghost, the sacrament, the temple endowment, temple marriage, temple ordinances for the dead, a baby’s name and blessing, a father’s blessing, administration for illness, patriarchal blessings, being set apart for Church service, receiving home teachers, personal interviews with bishopric members.

Help the young women to see that many of the most valuable blessings in our lives come through the priesthood.

Poster

Display the poster of the priesthood circle. Explain that the sections of the circle represent the channels through which our Heavenly Father extends priesthood blessings to the members of the Church.



Explain that priesthood blessings extend to every woman in the Church, whether or not there is a priesthood holder in her home. Every blessing mentioned in this lesson is available through the priesthood holders listed in the priesthood circle.

Story

Tell the following story of a young woman who received great blessings through the power of the priesthood.

Jane Snyder Richards was born in 1823 in the United States. Her brother, Robert, at a time when he was near death, read in the New Testament about baptism by immersion and prayed to know who could properly perform this ordinance. He distinctly heard the name "John E. Page" spoken in his mind. Only later did he discover that John E. Page was a missionary from the Church who came to preach in that area. After requesting baptism and receiving a priesthood blessing from Elder Page, Robert recovered his health and went on to baptize hundreds of people.

By the time Jane was sixteen, most of her family had been baptized, but Jane had not. She became extremely ill, and no doctor could find a cure. Robert returned from his missionary work to visit her. In Jane's words:

"When he returned and found me so ill, he felt very anxious and fasted and prayed for me . . . without water or food for three or four days. . . . He came into my room and laying his face beside mine on the pillow, said, 'Oh, sis, I wish you were baptized.'

"The next morning . . . I was paralyzed and apparently dying. I could not speak nor move, though I was able to understand everything and to nod my head. My brother wept beside me and again said he wished I was baptized. Then he asked if he could administer oil and pray for me. . . . While he was praying light came into my mind, and I saw as plainly as if a book was opened before me with it written in it my need of baptism. If Christ who was sinless needed to be baptized, should I hold myself as better than He?

"At that moment, all pain left me. The paralysis was gone. I was only weak. As my brother rose from his knees, I . . . begged for baptism. He remonstrated for it was now midwinter and ice would have to be broken and the exposure might be fatal. But death I was not afraid of—only I must be baptized.

"In consequence of my persistence I was carried to the lake the next day where ice a foot thick had been broken. The people had congregated in large numbers. Some had told us that my brother would be arrested if he should immerse me in the critical situation I was in. However it was done, and I was well from that time. . . . I told [the people] that all this was of my own free will, that I was not constrained to do it, . . . and that they must not do harm to my brother because he was doing God's work and God would punish them if

they interfered.” Robert was not arrested, and Jane, who did not suffer from exposure, was miraculously healed. (Autobiographical sketch of Jane Snyder Richards, in LDS Historical Department, pp. 1–7.)

- In what ways did the priesthood bless Jane? (Her brother administered to her when she was sick. He baptized her, and she was healed and received a testimony of the gospel.)
- What impresses you about Jane? What can you learn from her life?

Quotations

Summarize by reading the following quotations:

“The priesthood is for the blessing of all—men, women, and children. Through the priesthood we receive and administer the ordinances of the gospel, which include baptism, confirmation, the sacrament, all temple ordinances, including sealings for time and all eternity, and work for the dead. By the power of the priesthood the sick are healed, the lame made to walk, the blind to see, and the deaf to hear, according to their faith and the will of our Father in heaven. Blessings of the priesthood comfort those who mourn, and give aid to the stricken” (N. Eldon Tanner, “The Priesthood of God,” *Ensign*, June 1973, p. 6).

“Young women, as well as young men, have cause to rejoice in the restoration of the [priesthood]. We rejoice . . . because the priesthood was restored to bless the entire human family. Priesthood power, when exercised righteously, unites men and women, sons and daughters, and families. We have a reason to rejoice together. Togetherness in righteousness is at the very heart of our Father in Heaven’s plan for his sons and his daughters. It is a glorious plan in which we all have a part” (Ardeth G. Kapp, “Together in Righteousness,” *New Era*, June 1986, p. 20).

Guest presentation

Ask the assigned father to discuss some ways he has used his priesthood to bless those around him.

Discussion

- How can a woman become better able to receive the blessings of the priesthood?
- Emphasize that if we live worthily, we can receive wonderful blessings through the priesthood.

Conclusion

Testimony

Bear your testimony about the blessings the priesthood can bring into our lives. Emphasize that since the power and blessings of the priesthood are so important in our lives, each young woman has the responsibility to understand the priesthood and encourage all young men to magnify their callings. It is very important that she live worthily herself and choose a worthy Melchizedek Priesthood bearer for a husband.

The Priesthood Can Bless Families

OBJECTIVE Each young woman will understand how the priesthood can bless families.

PREPARATION

1. Provide paper and pencil for each young woman.
2. Prepare a copy of the handout “A Father’s Responsibilities” for each young woman.
3. Assign young women to present any stories, scriptures, or quotations you wish.

Note: Some young women in your class may not now have a priesthood bearer in their home. Be sensitive to the feelings of these young women so they will not be discouraged by this lesson. Young women should respect their fathers whether or not they are priesthood holders. The principles taught in this lesson can be applied where possible in their present homes and should be learned for application in their future homes.

**SUGGESTED
LESSON
DEVELOPMENT**

Priesthood Holders Should Lead Their Families in Righteousness

**Quotations
and discussion**

Read and discuss the following quotations:

“God has revealed through his prophets that men are to receive the priesthood, become fathers, and with gentleness and pure, unfeigned love they are to lead and nurture their families in righteousness as the Savior leads the Church (see Eph. 5:23). They have been given the primary responsibility for the temporal and physical needs of the family (see D&C 83:2)” (M. Russell Ballard, *Ensign*, Nov. 1993, p. 90).

“There is no higher authority in matters relating to the family organization, and especially when that organization is presided over by one holding the higher priesthood, than that of the father. The authority is time honored, and among the people of God in all dispensations it has been highly respected and often emphasized by the teachings of the prophets who were inspired of God. The patriarchal order is of divine origin and will continue throughout time and eternity” (Joseph F. Smith, “The Rights of Fatherhood,” *Juvenile Instructor*, 1 Mar. 1902, p. 146).

- What are the responsibilities that God has given to fathers?
- In what ways can righteous priesthood holders bless their families?

Explain that the Lord has given fathers the responsibility to lead their families in righteousness using the power of the priesthood. This leadership can bring great blessings to families. If there is no father in the home or if the father does not hold the priesthood, the family may receive the blessings of the priesthood through worthy relatives, the bishop or branch president, the quorum leaders, and the home teachers assigned to the family. Priesthood blessings are available to all members of the Church.

Scripture discussion

Explain that the Lord has given priesthood leaders guidelines for how they are to lead their families. Have the young women read Doctrine and Covenants 121:41–45.

- What are the leadership qualities that priesthood holders are to develop?

You may want to list these on the chalkboard, including persuasion, long-suffering, gentleness, meekness, love unfeigned, kindness, pure knowledge, reproving when moved upon by the Holy Ghost, showing an increase of love, charity, and virtuous thoughts. Review the meanings of some of these words with the young women to make sure they understand them.

- How would you feel about being led by someone who had these qualities?

Fathers Have Many Responsibilities

Discussion

Explain that fathers have many important responsibilities as they strive to lead their families in righteousness. Ask the class to name some responsibilities that fathers have.

Handouts

Distribute copies of the handout you have prepared. Ask the class members to read each statement and discuss it. Explain that the list is the ideal toward which all worthy fathers are working. In your discussion, stress that young women should help their fathers as they strive to accomplish these worthy goals.

A Father's Responsibilities

1. Fathers are to be the heads of their homes in the way the Lord instructed (see Doctrine and Covenants 121:41–45).
2. Fathers have the responsibility to physically provide for and protect their families (see Doctrine and Covenants 83:2, 4–5).
3. Fathers love their children and teach them the gospel (see Doctrine and Covenants 68:25–28).
4. Fathers who hold the priesthood have the right and responsibility to—
 - Give blessings of comfort to their wife and children.
 - Administer to the sick in their families.
 - Receive inspiration and revelation for their families.
 - Name and bless, baptize, confirm, and ordain their children, under the direction of the bishop.
5. Fathers encourage eligible family members to serve as missionaries and receive temple blessings.
6. Fathers keep the commandments and set good examples for their children.
7. Fathers are worthy companions to their wives.
8. Fathers counsel often with their families and maintain good communication with family members.

Have the young women keep this list. As they date and prepare for marriage, they may want to refer to the list to evaluate whether a young man would be a good father. The young women should be committed to helping young men develop these characteristics.

Case studies

Read the following case studies to the class. Ask for suggestions about how the father can bless and lead his family in each case. Following the class comments on each case study, read the suggestions if they have not been mentioned.

Case Study 1

The Thomas family has six children. Three of them are teenagers, and the rest are under age twelve. The oldest girl is on the soccer team, and the rest of the children are also involved in school and Church activities. They have many friends and are happy in their ward and neighborhood. Brother Thomas has been offered a much better job in another part of the country. The family is having a difficult time deciding what to do. How can Brother Thomas use his priesthood to help them make the right decision?

Suggestions: Brother Thomas can call a council meeting in which all family members have a chance to express their feelings. He could ask the family to fast and pray together and seek direction from Heavenly Father. As the head of the family, the father is designated by the Lord to receive revelation for the family's needs. The rest of the family can counsel with him, offer suggestions, and seek confirmation of the decision through the Holy Ghost.

Case Study 2

Susan is a sixteen-year-old young woman who has some new friends. These friends sometimes smoke and have recently stolen clothing from a nearby store. Susan's father and mother do not know her new friends, but both feel that something is not right with Susan's life. How can her father use his priesthood to help Susan?

Suggestions: Susan is already blessed because her father and mother have been inspired to know that she needs their help. Susan's parents could show their love for her in many ways and make it easy for her to talk to them. Her father could hold an interview with Susan. He could offer to give her a special blessing for strength and discernment in choosing companions and making decisions.

Young Women Should Support Their Fathers

Chalkboard discussion

• In what ways can you help your father fulfill his priesthood responsibilities? (If some young women do not have the priesthood in their homes, they can suggest ways they can help their fathers or mothers be good leaders in the home.)

List their answers on the chalkboard. The answers may include the following:

- Respect and love my father and obey him in righteousness.
- Ask my father for a blessing when needed, such as in times of illness or difficulty.
- Encourage my father and brothers in fulfilling priesthood assignments such as Church leadership callings, home teaching, and attending priesthood meetings.
- Show respect for all priesthood leaders.

Writing activity

Give each young woman a piece of paper and a pencil and have her write some things she wants to do to support and strengthen the priesthood bearers in her home.

A young woman who does not have the priesthood in her home can list the things she can do to support her father's or mother's leadership in the home. All young women should honor and sustain their parents, even if the priesthood is not in their homes.

Have the young women share some of their ideas if they desire. Also have class members suggest what they can do to be certain that their future homes will be led by the priesthood.

Conclusion

Scripture

Read Ephesians 6:1–4. Discuss how the young women could apply this scripture in their homes. Explain that the Lord is pleased when we obey and honor our fathers and help them to fulfill their priesthood responsibilities.

Suggested Class Activities

The following activities could be used as a follow-up for this lesson.

1. Each class member could write a letter of appreciation to her father expressing gratitude for priesthood leadership and blessings.
2. The young women could gather and organize certificates showing priesthood ordinances they have received, such as naming and blessing, baptism, and confirmation.

We Have a Wonderful Legacy

Lesson

14

OBJECTIVE Each young woman will understand that she is part of a wonderful legacy because she belongs to The Church of Jesus Christ of Latter-day Saints.

PREPARATION

1. Study the following scriptures: 2 Thessalonians 2:2–3; Matthew 24:11–12; Isaiah 24:5; 2 Timothy 4:3–4; Amos 8:11–12.
2. If available in your area, prepare to show *The First Vision and Restoration of the Priesthood* from the videocassette *Moments from Church History* (53145).
3. Assign young women to present any stories, scriptures, or quotations you wish.

Note: This lesson is prepared to help teachers remind young people of their great heritage as members of the Lord’s Church on earth. The lesson will probably take two class periods to present.

SUGGESTED

LESSON

DEVELOPMENT

There Was a Great Apostasy

Teacher presentation Explain that Jesus Christ established his Church when he lived here on earth. He ordained Apostles and other leaders to lead the Church after his death. These leaders taught the gospel throughout the world and established many branches of the Church. However, some people began to change the teachings of the Savior, and many people were deceived.

Scripture activity Write the following scriptures on the chalkboard:

2 Thessalonians 2:2–3

Matthew 24:11–12

Isaiah 24:5

2 Timothy 4:3–4

Amos 8:11–12

Ask the young women to find these scriptures and read them to learn what happened to the Church after the death of Jesus. After studying the scriptures, each person should be able to answer these questions:

Discussion

- What happened to the Church that Jesus established when he lived on the earth?
- How did this happen?

You may want to use some of the following ideas in your discussion:

- In his letter to the Thessalonians, what did Paul say would happen to the Church before the second coming of the Savior? (There would be a falling away from the truth; see 2 Thessalonians 2:2–3.)
- Matthew recorded the Savior’s prophecy about what would come to pass before his return to the earth. What was one of the things Jesus said would happen? (False prophets would deceive many; see Matthew 24:11–12.)
- What did Isaiah say would happen to the ordinances of the gospel? (They would be changed; see Isaiah 24:5.)
- Why would people turn from the truth? (They would seek teachers who told them what they wanted to hear, not necessarily the truth; see 2 Timothy 4:3–4.)

- What kind of famine did Amos say would come? (A famine of hearing the words of the Lord; see Amos 8:11–12.)

The Gospel Was Restored to Earth

Teacher presentation	Explain that this falling away from the truth was called the Apostasy. After the Apostasy, the true Church was not on the earth for many centuries. Then the time came when the Lord restored his true gospel with all its powers and blessings through the Prophet Joseph Smith.
Video presentation	Show the video presentation titled <i>The First Vision</i> .
Scripture account	Review with the young women Joseph Smith’s account of his vision as recorded in Joseph Smith—History 1:7–26. You may want to read portions of the account. You may want to assign a young woman to tell the story.
Testimony	Bear your testimony that the gospel was restored through Joseph Smith. Tell of some experience or feeling that helped you to know this truth. Invite the class members to share experiences that have helped them know that the true gospel has been restored. (You could end the first portion of the lesson here.)

Because the Gospel Has Been Restored, We Have Great Blessings

Teacher presentation	Explain that many important things happened after Joseph Smith’s first vision. One of these was the restoration of priesthood power. The Aaronic and Melchizedek Priesthoods were restored to the earth. While Joseph Smith and Oliver Cowdery were translating the Book of Mormon in May of 1829, they decided to ask the Lord for guidance about baptism. They retired to the woods to pray, and while they were praying, John the Baptist descended from heaven, laid his hands upon their heads, and ordained them to the Aaronic Priesthood.
Scripture	Ask the young women to read Joseph Smith—History 1:69 to learn what John the Baptist said. Then review verses 70–72.
Teacher presentation	Explain that soon after the restoration of the Aaronic Priesthood, Peter, James, and John, three of the Lord’s Apostles, conferred the Melchizedek Priesthood upon Joseph Smith and Oliver Cowdery. This priesthood included the Holy Apostleship, which gave them the authority necessary to organize the Church. On 6 April 1830, Joseph Smith and about fifty others met in a log cabin on the farm of Peter Whitmer, Sr., in Seneca County, New York. There they organized The Church of Jesus Christ of Latter-day Saints. Section 21 of the Doctrine and Covenants was given at the time the Church was organized.
Scripture	Have the young women read Doctrine and Covenants 21:1–3.
Teacher presentation	Explain that from this organization has come the wonderful Church we know today. The Church makes it possible for us to know and worship the Lord Jesus Christ. We can go to meetinghouses and temples and be taught about the atonement of Jesus Christ. We can also partake of the sacrament, which reminds us of the great sacrifice Jesus made. We can learn the commandments of God, which lead to happiness in this life and in the next. We can be sealed together as families in holy temples.
Video presentation	Show the video presentation titled <i>Restoration of the Priesthood</i> .

We Have a Legacy of Faith

Teacher presentation	Explain that many of the people who joined the Church during the first years after its restoration were people of great faith and courage. They had many trials, especially as they were driven from their homes and forced to travel thousands of miles to establish homes in the desolate Salt Lake Valley. No matter where we now live, they have left us an example to follow.
Story	Tell the following story about a young pioneer girl:

Mary Goble Pay, who was called Polly, was thirteen years old when she crossed the plains to the Salt Lake Valley. She and her family had been converted in England. They had a wagon and two yoke of oxen and were assigned to travel with one of the handcart companies. They suffered greatly but were sustained by their great faith in God. Polly later wrote about her experiences as follows:

"We traveled from fifteen to twenty-five miles a day . . . till we got to the Platte River. . . . We caught up with the handcart companies that day. We watched them cross the river. There were great lumps of ice floating down the river. It was bitter cold. The next morning there were fourteen dead. . . . We went back to camp and had our prayers and . . . sang 'Come, Come Ye Saints, No Toil Nor Labor Fear.' I wondered what made my mother cry that night. . . . The next morning my little sister was born. It was the twenty-third of September. We named her Edith. She lived six weeks and died. . . . She was buried at the last crossing of the Sweetwater.

"When we arrived at Devil's Gate it was bitter cold. We left many of our things there. . . . My brother James . . . was as well as he ever was when we went to bed that night. In the morning he was dead. . . .

"My feet were frozen; also my brother's and my sister's. It was nothing but snow. We could not drive the pegs in our tents. . . . We did not know what would become of us. Then one night a man came to our camp and told us . . . Brigham Young had sent men and teams to help us. . . . We sang songs; some danced, and some cried. . . .

"My mother never got well. . . . She died between the Little and Big Mountains. . . . She was forty-three years of age. . . .

"We arrived in Salt Lake City nine o'clock at night the eleventh of December, 1856. Three out of the four that were living were frozen. My mother was dead in the wagon. . . .

"Early next morning Brigham Young came. . . . When he saw our condition, our feet frozen and our mother dead, tears rolled down his cheeks. . . .

"The doctor amputated my toes . . . while the sisters were dressing mother for her grave. . . . That afternoon she was buried.

"I have often thought of my mother's words before we left England. 'Polly, I want to go to Zion while my children are small so that they can be raised in the Gospel of Jesus Christ' " (quoted in Gordon B. Hinckley, "The Faith of the Pioneers," *Ensign*, July 1984, pp. 5-6).

- What do you think enabled Mary and other pioneers to endure these severe trials?

Quotation

President Gordon B. Hinckley said that this story "is representative of the stories of thousands. It is an expression of a marvelous but simple faith, an unquestioning conviction, that the God of Heaven in his power will make all things right and bring to pass his eternal purposes in the lives of his children.

"We need so very, very much a strong burning of that faith in the living God and in his living, resurrected Son, for this was the great, moving faith of our gospel forebears" ("The Faith of the Pioneers," p. 6).

- What can you learn from Mary's story that can help you in your life?

Conclusion

Quotation

Read the following testimony from President Joseph Fielding Smith:

"We believe that following a long night of darkness, unbelief, and departure from the truths of pure and perfect Christianity, the Lord in his infinite wisdom has again restored to earth the fullness of the everlasting gospel.

"We know Joseph Smith is a prophet; that the Father and the Son appeared to him in the spring of 1820 to usher in this final gospel dispensation; that he translated the Book of Mormon by the gift and power of God; that he received keys and authority from angels sent for this very purpose; and that the Lord revealed to him the doctrines of salvation.

"We announce that The Church of Jesus Christ of Latter-day Saints is the kingdom of God on earth, the only place where men may come to learn the true doctrines of salvation and

find the authority of the holy priesthood” (in Conference Report, Apr. 1971, p. 5; or *Ensign*, June 1971, p. 4).

Testimony

Bear your testimony that the gospel of Jesus Christ has been restored. Help the young women understand that because of their membership in The Church of Jesus Christ of Latter-day Saints, they have a great legacy of faith and truth. Encourage them to develop stronger testimonies that this Church is true, that it was restored through Joseph Smith, and that all the blessings of eternal life are available to the faithful.

*Learning about Family History
and Temple Work*

Blessings of the House of Israel

OBJECTIVE Each young woman will understand her blessings and obligations as a member of the house of Israel.

PREPARATION

1. Picture 7, A Family by the Temple, located at the back of the manual.
2. If you have access to a copy of *Mormon Doctrine* by Elder Bruce R. McConkie, it would be helpful for you to read the article titled “Israel” as background information. Another good resource is the article “Of the House of Israel” by Daniel H. Ludlow, *Ensign*, Jan. 1991, pp. 51–55.
3. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON**

DEVELOPMENT

We Can Receive the Blessings the Lord Promised to Abraham

Teacher presentation

- What do you know about the prophet Abraham?

After the young women have discussed this question, explain that Abraham was a great prophet who lived in Old Testament times. He was faithful and obedient to the Lord in all things, and the Lord made wonderful promises to him.

Ask the young women to read Abraham 2:8–11 to learn some of the promises the Lord made to Abraham.

- What are some of the blessings the Lord promised to Abraham?

Explain that the Lord promised Abraham that his posterity would always have three very important blessings available to them. List these blessings on the chalkboard as shown.

Chalkboard

The House of Israel

Abraham and his posterity may always have—

1. The blessings of the *gospel*.
2. The blessings of the *priesthood*.
3. The blessings of *eternal life*.

Teacher presentation

Explain that we receive the blessings promised to Abraham through his posterity. Abraham was the father of Isaac, and Isaac was the father of Jacob, whose name was changed to Israel. Jacob, or Israel, had twelve sons, and his descendants became known as the house of Israel.

We become members of the house of Israel by being born as literal descendants of Israel or by being adopted. A person who is not a literal descendant of Israel is adopted into the house of Israel when he is baptized. Members of the Church learn about their lineage in the house of Israel when they receive their patriarchal blessings.

Quotation

Read the following statement:

“Every person who embraces the gospel becomes of the house of Israel. In other words, they become members of the chosen lineage, or Abraham’s children through Isaac and Jacob unto whom the promises were made. The great majority of those who become members of the Church are literal descendants of Abraham through Ephraim, son of Joseph. Those who are not literal descendants of Abraham and Israel must become such, and when they are baptized and confirmed they are grafted into the tree and are entitled to all the rights and privileges as heirs” (Joseph Fielding Smith, *Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [Salt Lake City: Bookcraft, 1954–56], 3:246; italics deleted).

Explain that each young woman, as a member of the house of Israel, is entitled to all the blessings promised to Abraham, if she is worthy.

Chalkboard discussion

We Have Blessings and Obligations as Members of the House of Israel

Refer to the chalkboard and emphasize that one of the most important blessings that has come to the young women as members of the house of Israel is being able to learn the gospel and be baptized into the Church while here on earth.

- What promises do we make when we are baptized and when we partake of the sacrament? (We will obey all God’s commandments, we will always remember the Savior, we will love and serve others.)

Point out that being able to make these special promises is part of the blessing we receive as members of the house of Israel.

Explain that each young woman, as a member of the Church and of the house of Israel, has also been given the privilege to enjoy the blessings of the priesthood.

Ask the young women to review the blessings of the priesthood they receive now or may later receive. (These blessings include being baptized a member of the Lord’s true Church, receiving priesthood blessings, taking the sacrament, going to the temple to do ordinance work for ourselves and others, having inspired leaders to help and guide us, being able to go to the temple to be married.)

Personal experiences

Ask if any of the young women have had a personal experience in which their lives were especially touched by the blessings of the priesthood. Invite them to share these experiences with the class. Relate a personal experience if desired. Stress that having the blessings of the priesthood brings great comfort and protection to each young woman.

Scriptures and discussion

Eternal Life Is Our Greatest Blessing as Members of the House of Israel

Have the young women read Doctrine and Covenants 14:7 and mark it in their scriptures.

- What is the greatest of all the gifts of God? (Eternal life.)
- What does the Lord say we must do to gain eternal life?

Write the answers on the chalkboard as illustrated on the next page.

Ask young women to read the following passages to identify other requirements for attaining eternal life. (Read the first and last part of D&C 132:19 as shown.) Add these requirements to the list on the chalkboard.

John 3:36

2 Nephi 9:39

D&C 132:19: “And again, verily I say unto you, if a man marry a wife by my word, which is my law, and by the new and everlasting covenant, and it is sealed unto them by the Holy Spirit of promise, by him who is anointed, unto whom I have appointed this power and keys of this priesthood; . . . they shall pass by the angels, and the gods, which are set there, to their exaltation and glory in all things, as hath been sealed upon their heads, which glory shall be a fulness and a continuation of the seeds forever and ever.”

Chalkboard sample

The House of Israel
Abraham and his posterity may always have—
1. The blessings of the *gospel*.
2. The blessings of the *priesthood*.
3. The blessings of *eternal life*.
To gain eternal life—
Keep my commandments.
Endure to the end.
Believe in Jesus Christ.
Be spiritually minded.
Be married in the temple.

Quotation

Ask the young women to listen carefully to the following quotation to discover the difference between immortality and eternal life, and learn who will be worthy to inherit each.

“Eternal life is the name given to the kind of life that our Eternal Father lives. . . .

*“Eternal life is not a name that has reference only to the unending duration of a future life; immortality is to live forever in the resurrected state, and by the grace of God all men will gain this unending continuance of life. But only those who obey the fulness of the gospel law will inherit eternal life” (Bruce R. McConkie, *Mormon Doctrine*, 2nd ed. [Salt Lake City: Bookcraft, 1966], p. 237).*

Chalkboard

Draw a line on the chalkboard followed by a small dot.

Tell the class that the line represents our premortal existence. The decisions we made there influenced the type of life we are living in mortality. Mortality is represented by the dot. Now draw a line after the dot to the opposite side of the chalkboard. Explain that this line actually never ends and represents eternity. The decisions we make during this small span of mortality will determine how we will spend eternity.

Explanation with picture

Refer again to the chalkboard and explain that the most important blessing that can come to the young women as members of the house of Israel is eternal life. Refer to the picture of a family by the temple. Emphasize that temple marriage opens the door for families to be sealed together eternally and gives each young woman the opportunity of being a wife and mother eternally. This is the greatest blessing the Lord can give to any of his daughters.

President Ezra Taft Benson said to the young women of the Church:

“My young sisters, we have such hope for you. We have such great expectations for you. Don’t settle for less than what the Lord wants you to be. . . .

*“Give me a young woman who loves home and family, who reads and ponders the scriptures daily, who has a burning testimony of the Book of Mormon. . . . Give me a young woman who is virtuous and who has maintained her personal purity, who will not settle for less than a temple marriage, and I will give you a young woman who will perform miracles for the Lord now and throughout eternity” (*Ensign*, Nov. 1986, p. 84).*

Conclusion

Review

Conclude the lesson by again referring to the chalkboard. Remind the young women of the three special blessings that may come to members of the house of Israel. Emphasize that obtaining these blessings is the responsibility of each young woman. She must accept and live the gospel, honor the priesthood, and live worthy to receive eternal life.

OBJECTIVE Each young woman will better understand the purposes of the temple and the temple endowment.

- PREPARATION**
1. Picture 11, *The Interior of a Temple*, located at the back of the manual. Provide other pictures of temples if you desire.
 2. Obtain an unusual tool or implement.
 3. Optional: Write the seven statements about the purposes of temples on slips of paper to hand out to class members.
 4. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Object lesson

Show the young women an unusual tool or implement. Choose one that they are not familiar with. Let them guess what it may be used for. Then briefly explain its use and value.

Explain that the young women probably had not realized how valuable this tool was until they learned of its use. The temple endowment could be likened to a tool. We cannot realize its great importance and use in our lives until we learn its purpose.

Temples Have Sacred Purposes

Discussion

- What do you know about the purposes of temples?

To help the young women discover the purposes of temples, you may wish to write the following statements on pieces of paper and give them to class members to read aloud.

Quotation

1. *"The temple is a house or home of the Lord. Should the Lord visit the earth, he would come to his temple. . . ."*
2. *"The temple is a place of instruction. Here the principles of the gospel are reviewed and profound truths of the kingdom of God are unfolded."*
3. *"The temple is a place of peace. Here we may lay aside the cares and worries of the outside, turbulent world. . . ."*
4. *"The temple is a place of covenants, which will help us live the laws of God. . . ."*
5. *"The temple is a place of blessing. Promises are made to us, conditioned only upon our faithfulness. . . ."*
6. *"The temple is a place where ceremonies pertaining to Godliness are presented. The great mysteries of life, with man's unanswered questions, are here made clear: (1) Where did I come from? (2) Why am I here? (3) Where do I go when life is over? . . ."*
7. *"The temple is a place of revelation. The Lord may here give revelation, and every person may receive revelation to assist him in life" (John A. Widtsoe, "Looking toward the Temple," *Ensign*, Jan. 1972, pp. 56–57).*

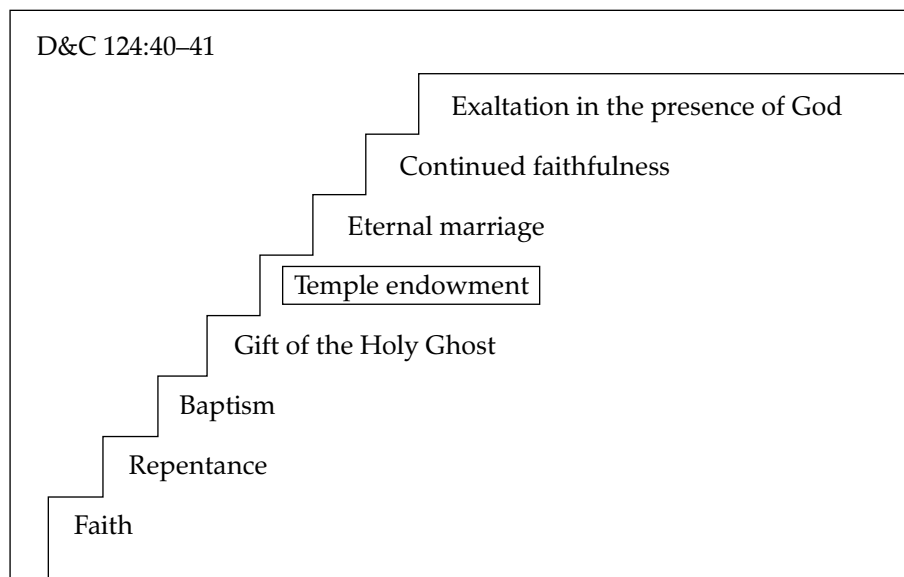
Picture

Display the picture of an interior of a temple, found at the end of this manual or in recent Church publications.

Teacher presentation	<p>Explain that inside the temple, worthy Church members perform ordinances, including—</p> <ul style="list-style-type: none"> • Baptisms for the dead. • Priesthood ordinations for the dead. • Endowments. • Marriages. • Other sealing ordinances.
Scripture	<p>Have the young women read Doctrine and Covenants 124:40–41.</p> <ul style="list-style-type: none"> • What does this scripture teach about the importance of the temple?

The Endowment Is Vital to Each Young Woman’s Exaltation

Teacher presentation	<p>Explain that the temple endowment is one of the most important ordinances we will receive on earth. The word <i>endowment</i> means a gift of spiritual blessings. Use the following information to help the young women understand this ordinance.</p> <p>In the endowment, Church members receive instructions and make covenants. They receive instructions about our first parents, Adam and Eve; their fall; and the great plan of redemption that allowed them to repent and progress. The endowment teaches about the great Apostasy, the restoration of the gospel with all its powers and privileges, and the necessity of keeping all the commandments of God.</p>
Quotations	<p>In the endowment, members covenant 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. With the taking of each covenant and the assuming of each obligation a promised blessing is pronounced, contingent upon the faithful observance of the conditions” (James E. Talmage, <i>The House of the Lord</i> [Salt Lake City: Deseret Book Co., 1968], p. 84).</p> <p>President Brigham Young gave this definition of the endowment: “Your endowment is, to receive all those ordinances in the house of the Lord, which are necessary for you, after you have departed this life, to enable you to walk back to the presence of the Father, passing the angels who stand as sentinels, being enabled to give them the key words, the signs and tokens, pertaining to the holy Priesthood, and gain your eternal exaltation in spite of earth and hell” (<i>Discourses of Brigham Young</i>, sel. John A. Widtsoe [Salt Lake City: Deseret Book Co., 1941], p. 416).</p>
Chalkboard	<p>Write Doctrine and Covenants 124:40–41 on the chalkboard. Draw the sample illustration below to show how important the temple endowment is in achieving exaltation, or prepare wordstrips to post on the board in the following way:</p>



Explain that the temple endowment is essential to each young woman's exaltation. It is a step she must take in order to return to the presence of her Father in Heaven.

The Endowment Provides Great Blessings

Quotations

Explain that some former temple presidents were asked to describe some of the blessings that come to those who attend the temple. Review their ideas with the young women.

"You can't help but leave the temple feeling uplifted. You learn charity and love and compassion. You leave the cares of the day outside the doors of the temple, and when you go out, your feet are led to the paths you've been searching for to help you with some problem you might have.

"After you make covenants, you're not pulled to and fro by the world so easily. It's a strength to your life and helps you to keep righteous goals."

"As you come to the sacredness of the temple, you take yourself out of the world. You can forget yourself in the work you're doing."

"You get a perspective of your life that puts it in order for you. And the experience in the temple is supportive of the LDS way of life. It gives you a backup, a reassurance that what you're doing is righteous" (quoted in Kathleen Lubeck, "Preparing for the Temple Endowment," *New Era*, Feb. 1987, p. 11).

Story

Tell the following story about a young woman who recognized the great blessings of the temple:

In 1846 the early members of the Church dedicated the temple in Nauvoo. Many of the Saints had already crossed the Mississippi River and left Nauvoo by this time to begin their journey to Winter Quarters. "Few of those already on the trail to Winter Quarters returned for the dedication, but one who did was fourteen-year-old Elvira Stevens. Orphaned in Nauvoo and traveling west with her sister and brother-in-law, Elvira crossed the Mississippi three times to attend the [dedicatory] services, the only member of her wagon company to do so. 'The heavenly power was so great,' she wrote, 'I then crossed and recrossed to be benefitted by it, as young as I was.' Elvira had not yet received the temple ordinances, but the spiritual power of the edifice itself and the circumstances of its dedication remained prominent memories of her . . . life in Nauvoo" (Carol Cornwall Madsen, *In Their Own Words: Women and the Story of Nauvoo* [Salt Lake City: Deseret Book Co., 1994], p. 23).

Conclusion

Tell the young women that Heavenly Father wants each of them to receive the blessings of the temple endowment. The instruction and covenants received in the temple will greatly strengthen them in righteous living and help them prepare for eternal life. Express your desire that each young woman will live worthy to receive this ordinance.

OBJECTIVE	Each young woman will desire to prepare herself to attend the temple.
-----------	---

PREPARATION	<ol style="list-style-type: none"> 1. Optional: Ask the bishop or branch president to present all or part of this lesson to the young women. 2. Write the nine questions for young women to ask you or the bishop on slips of paper. 3. If it is available in your area, you may want to show “Temples Are for Eternal Covenants,” on <i>Family Home Evening Video Supplement 2</i> (53277). 4. Assign young women to present any stories, scriptures, or quotations you wish.
-------------	--

SUGGESTED LESSON DEVELOPMENT	<p>Each Young Woman Must Be Worthy to Receive a Temple Recommend</p> <p>Explain that each person who goes to the temple must first receive a temple recommend. To receive a recommend, a member of the Church must have an interview with the bishop and a member of the stake presidency.</p> <p>If the bishop is visiting the class, he could explain the requirements to receive a temple recommend.</p> <p>Ask the young women to privately examine their own lives to see if they qualify for a recommend now. If not, they should begin to make themselves worthy.</p> <p>Explain that in a real interview, each young woman will be interviewed individually. She must sign her recommend to show she has answered all questions correctly and honestly. Then the bishop witnesses that signature. Later a member of the stake presidency also signs the recommend.</p>
Teacher or bishop presentation	
Discussion	<p>Ask the young women to suggest ways they can prepare for their temple recommend interviews and for entering the temple.</p> <p>After their discussion, you may want to suggest ideas like the following:</p> <ol style="list-style-type: none"> 1. Seriously study the scriptures. As one former temple president said, “Find out for yourself who Jesus Christ really is. You can know him, and as you make the temple covenants with God, you are putting your hand in his, and receiving blessings from his hand all the time” (quoted in Kathleen Lubeck, “Preparing for the Temple Endowment,” <i>New Era</i>, Feb. 1987, p. 11). 2. Keep the commandments so you can be worthy at all times. Have the young women read Doctrine and Covenants 97:15–17. Discuss what this scripture means to the young women as they prepare for the temple. 3. Talk to parents or others who have been through the temple. Ask them to explain what the temple means to them and how it has blessed their lives.
Testimony	Bear testimony of the joy that comes to those who live worthy to enter the temple for their endowments and who remain worthy of these blessings throughout their lives.

Questions about the Temple

Discussion with teacher or bishop	This is a good opportunity to answer any appropriate questions the young women have about the endowment. Included here are nine questions often asked by young people as they prepare to go through the temple for the first time. You may wish to distribute nine
-----------------------------------	--

numbered slips of paper containing the following questions to the young women. Use the information below as necessary to answer the questions.

1. What can a young woman expect when she goes to the temple for the first time?

Ordinance workers will provide love and assistance. Sisters will be at the side of a young woman every minute if she needs help.

"[You] should also know that when you go to the temple for the first time, you will not be left unattended. Temple officiators, receptionists, and others assigned to labor therein will assist you to make your temple experience a beautiful and meaningful one" (ElRay L. Christiansen, "Some Things You Need to Know about the Temple," *New Era*, June 1971, p. 27).

2. Can my family, fiancé, or friends go through the ceremony with me?

A young woman going to the temple for the first time may be accompanied by her mother, sister, teacher, or friend if the person has a valid temple recommend.

3. What will I need to take to the temple?

Only two things are essential. One is a current temple recommend (a new one is needed each year) signed by the bishop and a member of the stake presidency. The other is a set of temple garments. Young women can check with the ward Relief Society president to learn where to buy the garments.

4. What clothing should be worn to the temple?

A young woman should wear modest clothing to the temple. A dress with sleeves is suitable. After receiving the endowment, a young woman's wardrobe should be modest, whether worn in the temple or not. Pants are not appropriate for a young woman to wear to the temple.

5. Will I need special temple clothing?

In the temple, those receiving endowments wear special white clothing. All necessary clothing is available to rent at the temple, or the clothing can be purchased. A young woman should discuss this matter with her bishop before going to the temple.

Elder Hugh B. Brown suggested the reason for the special clothing:

"Here we will not only lay aside the clothing of the street, but the thoughts of the street, and will try not only to clothe our bodies in clean white linen but our minds in purity of thought. May we profit by the spoken word and what is more lasting and more impressive, receive instruction from the Spirit" (as quoted by ElRay L. Christiansen, "Some Things You Need to Know about the Temple," p. 26).

6. Why does everyone wear the same kind of clothing in the temple?

"In the temples all are dressed alike in white. White is the symbol of purity. No unclean person has the right to enter God's house. Besides, the uniform dress symbolizes that before God our Father in heaven, all men are equal. The beggar and the banker, the learned and the unlearned, the prince and the pauper sit side by side in the temple and are of equal importance if they live righteously before the Lord God, the Father of their spirits. It is spiritual fitness and understanding that one receives in the temple. All such have an equal place before the Lord" (John A. Widtsoe, "Looking toward the Temple," *Ensign*, Jan. 1972, p. 58).

7. After a person is endowed, should she wear the temple garment throughout her life?

Members receive the temple garment in the endowment and wear it afterward all through their lives. They should not alter or lay aside the garment so they can wear immodest fashions. President Joseph F. Smith said:

"The Lord has given unto us garments of the holy priesthood. . . . And yet there are those of us who mutilate them, in order that we may follow the foolish, vain and (permit me to say) indecent practices of the world. In order that such people may imitate the fashions, they will not hesitate to mutilate that which should be held . . . sacred. . . . They should hold these things that God has given unto them sacred, unchanged and unaltered from the very pattern in which God gave them. Let us have the moral courage to stand against the opinions of fashion, and especially where

fashion compels us to break a covenant and so commit a grievous sin" ("Editor's Table," *Improvement Era*, Aug. 1906, p. 813).

8. Can a married female member go to the temple for her own endowment without her husband? Can a single female member receive her own endowment?

A wife whose husband is not endowed may be given a recommend to receive her own endowment if she is worthy and the bishop receives the written consent of the husband. The bishop and stake president should be satisfied that the responsibility the woman assumes with the endowment will not impair the harmony of her marriage.

An unmarried member may receive her own endowment if she is worthy and sufficiently mature to understand and keep the covenants made in the temple. Single members who desire to receive the endowment should counsel with their bishop and stake president.

Single women may go to the temple for their own endowments if they are preparing for a mission.

9. Why is the temple endowment so secret?

"The ordinances of the temple are so sacred that they are not open to the view of the public. They are available only to those who qualify through righteous living. They are performed in places dedicated especially for this purpose. Their sacred nature is such that discussion in detail outside the temple is inappropriate.

"Many blessings come to those who receive and respect these sacred ordinances, which are so necessary for exaltation. Participation in temple work provides dynamic, vivid, useful instruction in gospel principles, and the temple is a place for contemplation and prayer.

"The temple is a sanctuary from the world, a bit of heaven on earth, and one should continue to live worthily so that he can go to the temple often and renew his covenants" (ElRay L. Christiansen, "Some Things You Need to Know about the Temple," p. 27).

Conclusion

Scripture

After the young women have had enough time to ask questions about the temple and the temple endowment, have them read Doctrine and Covenants 105:18. Bear testimony to the truth of this scripture, as well as to the importance of the endowment.

Ask the young women to commit themselves to live worthy of a temple recommend each day and to practice daily modesty in their dress so they will be prepared for wearing the temple garment.

Possible Class Activities

One or more of the following activities would provide excellent follow-up for this lesson.

1. Hold a fireside with the bishop to further cover this kind of material and answer questions.
2. Visit a temple that is open to the public before dedication.
3. Visit a temple to perform baptisms for the dead.

OBJECTIVE Each young woman will understand that her decision to marry in the temple has eternal consequences.

PREPARATION

1. Prepare five wordstrips containing the questions to be asked in the second section of the lesson.
2. For each class member, make a small triangle with *God, Husband, and Wife* written on the three corners, and *Sacred Triangle* written across the front.
3. Assign young women to present any stories, scriptures, or quotations you wish.

Note: As you teach this lesson, remember that some young women belong to families who are not living in ways that qualify them to be together in the celestial kingdom. Be sensitive to this. Help the young women realize that they can influence their present families for good and create eternal families of their own someday.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Write the words *A Sacred Triangle* on the chalkboard. Beneath them, draw a triangle.

Tell the class that they may ask twenty questions to discover what the triangle represents. You may answer their questions only with yes or no. When they have discovered that the triangle represents the relationship between a husband, wife, and God, write *God* at the top of the triangle, and the words *Husband* and *Wife* at the other two corners.

Discussion Explain that in a temple marriage, God is able to bless and guide the husband and wife more completely than in any other kind of marriage.

Ask the following questions:

- How many of you have ever heard a lesson or talk on temple marriage?
- How many have heard more than one lesson or talk on temple marriage?
- Why do you think the Lord has inspired his leaders to direct us to teach this sacred principle over and over again?

Explain that the Lord is concerned that all people in the Church be aware of their sacred obligation to be sealed for time and all eternity and the eternal consequences of this decision.

Write the lesson objective on the chalkboard, and have the young women read it together.

Temple Marriage Brings Great Blessings

Chalkboard discussion Ask the young women to name the two types of marriages that we as members of the Church have available to us.

When civil marriage is mentioned, post a wordstrip or write on the chalkboard: "Contract for Time." When temple marriage is mentioned, post a wordstrip or write on the other side of the chalkboard: "Covenant for Eternity."

Distribute the five questions you have prepared. Have young women read them, and let the class members discuss the answers. Use the scriptures and information below to help the young women understand the ideas. Summarize the answers under the appropriate

heading. Have the young women turn to Doctrine and Covenants 132 and prepare to read the suggested scriptures.

1. *Where does the marriage take place?*

Civil: Home, church, office of the justice of the peace, almost anywhere.

Temple: A sacred sealing room in the temple.

2. *Who will perform the marriage?*

Civil: Justice of the peace, minister, judge, bishop, stake president.

Temple: One who has been appointed and given the sealing power from the prophet of the Lord.

Read Doctrine and Covenants 132:7–8 to discover who performs a temple marriage.

Explain that the prophet of the Church holds the priesthood authority to seal a man and woman together for time and all eternity. He confers this priesthood power upon others, who then have the authority from God to perform sealing ordinances in temples that bind families together for eternity.

3. *How long will the marriage last?*

Civil: Until death parts the husband and wife.

Read Doctrine and Covenants 132:14–15.

Temple: For time and eternity.

Read the following quotation:

“Life is eternal. Death does not terminate the existence of man. He lives on and on. . . . The greatest joys of true married life can be continued. The most beautiful relationships of parents and children can be made permanent. The holy association of families can be never-ending if husband and wife have been sealed in the holy bonds of eternal matrimony. Their joys and progress will never end” (Spencer W. Kimball, in Conference Report, Oct. 1964, p. 25; or *Improvement Era*, Dec. 1964, p. 1055).

4. *What will people be doing throughout eternity?*

Civil: Those who have the opportunity to receive the covenant of eternal marriage in a holy temple but choose to be married outside the temple may enter into the celestial kingdom or one of the other kingdoms. But they cannot be exalted and live eternally with their families. They will live as single people and ministering servants to those who chose to follow God’s plan. They will lose great blessings because “they think more of the world and its covenants, than they do of God and his covenants” (Joseph Fielding Smith, *Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [Salt Lake City: Bookcraft, 1954–56], 2:65).

The sealing ordinances may be performed after death for those who do not have the opportunity for temple marriage in this life.

Read Doctrine and Covenants 132:16–17.

Temple: Those who marry in the holy temple and are faithful to the covenants they make there will become gods and goddesses. They will be exalted and will have all power. They will live eternally as families.

Read Doctrine and Covenants 132:19–20.

5. *What will be the state of the family in eternity?*

Civil: Those who are married only for time will have no claim upon their family members in the next life. They will live as single people. This will be a source of great sorrow for them.

Temple: Those who are married in the temple and live worthily throughout their lives will be united with their righteous parents, brothers and sisters, and children for eternity. This continuing family unit is one of the greatest blessings God can give to his children.

- Which kind of marriage has the potential to bring the most happiness? Why?

Continued Worthiness Entitles Us to the Blessings of a Celestial Marriage

Object lesson	<p>Refer to the sacred triangle. Ask the class what three parties are involved in the sacred covenants made in the temple.</p> <p>Erase the lines leading from husband and wife to God, leaving a straight horizontal line.</p> <p>Explain that the young women must do all they can to prevent a situation in which God is not part of their marriage.</p>
Scripture discussion	<p>Read again the following part of Doctrine and Covenants 132:19. Ask the class to discover what must happen to each temple marriage before it can last through eternity.</p> <p>“And again, verily I say unto you, if a man marry a wife by my word, which is my law, and by the new and everlasting covenant, and it is sealed unto them by the Holy Spirit of promise, by him who is anointed, unto whom I have appointed this power and the keys of this priesthood.”</p> <p>Make sure the young women understand that the marriage must be sealed by the Holy Spirit of Promise.</p> <p>Explain that an act which is sealed by the Holy Spirit of Promise is one that is approved by the Holy Ghost and by the Lord. Each sacred ordinance we receive must be approved in this way before it is binding for eternity. We must live worthy to receive all the blessings we are promised. The blessings do not come to us automatically just because we receive an ordinance.</p> <p>Some people who marry in the temple do not keep the covenants they make. They will not receive the blessings of eternal families because their temple marriages will not be approved by the Lord. Those who do keep their covenants and live worthily throughout their lives will receive the promised blessings of exaltation because their temple marriages will be sealed by the Holy Spirit of Promise.</p> <p>Emphasize that marrying in the temple is not a guarantee of eternal families and exaltation. Each young woman must keep the Lord’s commandments and all the covenants made in the temple throughout her life.</p>
Teacher presentation	<p>Explain that when two righteous and worthy people take upon themselves the covenants of eternal marriage, God becomes part of their marriage.</p> <p>Redraw the sacred triangle. Ask the young women to suggest ways in which a marriage would be blessed by having God as a part of it. You may want to share an experience of your own or of someone else to illustrate how a temple marriage can be blessed by God.</p> <p>Explain that preparation for an eternal marriage cannot be accomplished in a few hours, weeks, or even months. Such preparation takes years, and it needs to be started now.</p>

Conclusion

Object lesson	<p>Give each young woman a small triangle with <i>God</i> written on one point, <i>Husband</i> on another, <i>Wife</i> on the third, and the words <i>Sacred Triangle</i> across the front. Have each one write on the back: “I will prepare now to be worthy of participating in the sacred triangle of eternal marriage.”</p>
---------------	---

OBJECTIVE	Each young woman will understand the importance of the traditions she receives and passes on to future generations.
PREPARATION	<ol style="list-style-type: none"> 1. Review Lehi's vision of the tree of life recorded in 1 Nephi 8. 2. Provide pens and paper for the class members. 3. Select one or more of the activities outlined in the first section of the lesson, and prepare accordingly. Gather all materials needed and make the necessary assignments to make sure that this part of the lesson will be enjoyable and beneficial to the class. 4. Read the resource material at the end of the lesson. Use it to help you prepare the lesson. You may also want to share some parts of it with the young women. 5. Assign young women to present any stories, scriptures, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	Everyone Has a Unique Heritage
Quotation	To open the musical <i>Fiddler on the Roof</i> , Tevye, a Russian dairyman of Jewish descent, speaks these lines: <p>"Here in Anatevka we have our traditions for everything—how to eat, how to sleep, how to work, even how to wear clothes. For instance, we always keep our heads covered; we wear these little prayer shawls. This shows our constant devotion to God. You may ask, how did this tradition get started? I'll tell you—I don't know! But it's a tradition. Because of our traditions everyone here knows who he is and what God expects him to do."</p>
Discussion	Ask the young women to give some examples of traditions that come from their family, culture, and national background. Answers may include stories, beliefs, customs, and memorabilia handed down from generation to generation. Point out that we each have unique traditions because we come from different families, and our families come from different nations and cultures. Each tradition has a special meaning for the individual family.
Optional activities	<p>Select one or more of the following activities to demonstrate traditions. These activities should increase the young women's knowledge about and interest in their individual heritages. Select the activity or activities best suited to your class members and their situations. Be sure that each young woman has an opportunity to demonstrate or discover a tradition that is part of her heritage.</p> <ol style="list-style-type: none"> 1. Find out what country the ancestors of some of your class members came from. Learn about a custom from one or more of these countries. Demonstrate or relate these customs to the class. Have the class members identify which countries the customs come from. 2. Assign all class members to bring a treasure or heirloom such as lace, handiwork, or a picture that represents their unique heritage. They should be prepared to tell about the item—where it came from, who made it, and its significance to the family. 3. Assign each young woman to explain or demonstrate a family tradition, such as the way she celebrates birthdays or holidays. Ask her to explain how the tradition developed and what it means to her.

4. If circumstances allow, contact each young woman's mother or grandmother. Ask her to write a letter to her daughter or granddaughter telling about a unique tradition or aspect of her heritage that would be uplifting to the young woman. The letters should be a surprise for the class members and should be delivered during the class.

Teacher presentation Emphasize that each of the young women has been blessed with a unique heritage filled with exciting possibilities. This heritage is hers because of her ancestors. She should be proud and excited about her culture.

Tell the young women that in order to tie together the past and future generations of their families, you will now focus on them.

Through Righteous Living, We Can Give a Worthy Heritage to Our Posterity

Scripture discussion Write on the chalkboard: "What kind of ancestor will you be?"

Explain that although we are not able to control what kind of ancestors we have, we can each determine what kind of ancestor we will be for our posterity.

Have class members read 1 Nephi 1:1. Then have them quickly review 1 Nephi 2:1–15 and answer the following question:

- In what ways were Nephi's parents goodly?

1. Faithful to commandments (see 1 Nephi 2:1)
2. Obedient (see 1 Nephi 2:3)
3. Blessed and taught children (see 1 Nephi 2:9–14)

Explain that we should desire righteousness for our children. Lehi felt strongly about this. Review the vision of the tree of life as recorded in 1 Nephi 8. Have the class members read 1 Nephi 8:12.

Emphasize that Lehi's greatest desire was for the members of his family to partake of the fruit, which represented the love of God. In our day as well, the greatest tradition we can give to our posterity is being a worthy member of the Church with a strong testimony of the gospel.

Ask the young women to read Mosiah 1:5.

- What effect did the traditions of their fathers have on the Nephites and the Lamanites?

Ask the young women to read Helaman 15:7–8.

- How can the influence of unrighteous traditions be changed? Emphasize that unrighteous traditions can be overcome by developing faith in the Lord, studying the scriptures, and experiencing the change of heart that is conversion to the gospel.

Quotation To emphasize the importance of passing on a righteous heritage, read the following quotation:

"A heritage of Godliness is yours. . . . Born in the spirit a child of God and quickened now by his power, his love. For you he gave his Only Begotten Son. For you Christ lived and died and lives again.

"This Church provides you with a heritage in truth, in covenants, in motivation, in courage, in direction, in friendships and leadership, in strength to rise out of the dust of this life to a new level of being.

"Hold fast to your heritage. It is most valuable. Hold high your head.

"Be glad you are you—not another instead. With all that you're heir to, add some of your own. Contribute. Accomplish. Serve. Excel. Drink deeply of the good things in life and of the spirit. Live that you may one day hand to your children and your children's children the blessing of a heritage even more worthy than your own" (Elaine Cannon, "What of Your Heritage?" *Improvement Era*, Aug. 1964, p. 690).

Chalkboard discussion • What can you do now to prepare to become a goodly parent with a heritage of righteous traditions to pass on to your children?

Record the class members' responses on the chalkboard as you discuss them. They may include the following:

To become a goodly parent—

1. Study the gospel.
2. Gain a testimony.
3. Keep the commandments.
4. Enlarge on good traditions.
5. Develop talents and gifts.
6. Learn from families with good traditions.
7. Serve others.
8. Contribute to the Lord's kingdom.

Conclusion

Writing activity

Distribute paper and pens to the young women. As the beginning of a heritage of righteous traditions for her posterity, ask each young woman to record her testimony or a personal spiritual experience. Where appropriate, she may write the story of her conversion to the gospel. This paper should be preserved and included in her book of remembrance or personal history.

Testimony

Bear your testimony that the young women must begin now to develop righteous traditions that they can pass on to their posterity. Testify that the gospel is the greatest treasure that can be given to future generations.

RESOURCE
MATERIAL

"Suppose you were going to teach a lesson or give a talk to a group of young Latter-day Saints on the theme of the very first words in the Book of Mormon: 'I, Nephi, having been born of goodly parents. . . .' (1 Nephi 1:1.) This wouldn't be very difficult, would it? After all, there could scarcely be a more universally accepted fact—it is a marvelous advantage to be born to good parents and into a home where the child is wanted and will be loved and trained and taught and given good example.

"But suppose you were well acquainted with the group you were to teach and knew that among them were at least several young people to whom this lesson, taught in the usual way, would be a heartbreak and a cause of uneasiness and embarrassment? Here is John whose parents have provided an example of a very unexemplary home, who have separated or divorced after bitterness and disloyalty and tragic constant controversy. John is fighting his way to a good life, anxious and determined to make something of himself and to prepare for a happy home of his own. There sits Phyllis whose folks have chosen a course directly opposite from that which they once followed and which she wants to live. Across the room is Robert who loves his dad but is confused because Dad thinks hunting and fishing and ball games, and maybe tobacco and alcohol, are more important than his priesthood opportunities.

"How will you teach your lesson with these youngsters in the group?

"You will want to face the facts of your situation squarely as you begin, acknowledging that while each of us understands that the enjoyment of a desirable heritage is a great blessing, many parents and homes are not what they ought to be. Frequently and commendably, devoted, courageous young people exert a favorable influence on parents and homes, but it is often true that there is discouragingly little that can be done to change parents by sons or daughters who themselves are resolutely trying to improve upon their heritage.

"What can and should be taught is that though we may not be in a position to do much about improving our parents, *there is everything we can do about deciding what kind of parents our own children will have!* From the great scriptural affirmation 'I, Nephi, having been

born of goodly parents . . . ' we can teach with effective emphasis and sincerity, 'I, John, desiring earnestly one day to become a goodly parent. . . .'

"Someone has said, 'It is desirable to be well descended, but the glory belongs to our ancestors.'

"To become a goodly parent is a challenge and objective fit for the strongest and most determined young person, and the achieving of this goal lies squarely on the shoulders of the individual. One can become what he sincerely desires and wills to be. . . .

"The young have in them *now* the seeds of the future. Under normal circumstances and expectations there will one day be those who call them 'father' or 'mother,' and who will be greatly influenced by the kind of mother or father they are. As prospective parents they need to learn the wondrous importance of good heritage, but they can be taught this from the scriptures in a way that will be stimulating and inspiring and that will give them the challenge and incentive to become 'goodly parents' " (Marion D. Hanks, "I, Johnny, Parent-to-Be . . . , " *Improvement Era*, Feb. 1961, pp. 97, 113).

Being Involved in Missionary Work

Understanding a Missionary's Responsibilities

OBJECTIVE	Each young woman will understand a missionary's responsibilities.
PREPARATION	<ol style="list-style-type: none"> 1. Picture 12, Missionary Companions, located at the back of the manual. 2. Prepare a poster or chart of a missionary's daily schedule. 3. Optional: Prepare to have the young women sing "Called to Serve" (<i>Hymns</i>, no. 249). 4. Assign young women to present any stories, scriptures, or quotations you wish.
Note to teacher	This lesson discusses the responsibilities of full-time missionaries. All young men should serve missions. Unmarried women age twenty-one and older may also serve full-time missions. However, young sisters should not feel obligated and should not be urged unduly to serve full-time missions. A mission should not interfere with a young woman's opportunity for marriage.
SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Picture and story</p> <p>Show the picture of missionary companions, and tell the following story:</p> <p>After years of preparation, one elder was at the airport, finally ready to leave for Guatemala on his mission. He said: "When I reached the door leading to the boarding area, my father said, 'Son, obey all the rules, and you'll be happy in life.' I nodded a hurried 'Sure, Dad,' and was off. As I walked to the plane, I laughed to myself. 'Dad, you've got your "mords wixed" again. You meant to say, "Obey all the rules, and you'll be happy on your mission." ' With that, I tossed his advice into the oblivion of my memory, filed under 'Parental Counsel.'</p> <p>"Seven months later, my father was dead."</p> <p>In those first hours after his mission president told him of his father's tragic plane accident, he found himself confused and depressed. One part of him said, " 'What are you doing here? . . . [You] come to a strange land, with strange people and strange customs; and your father gets killed. Sure it's the happiest two years of your life. Two thousand miles away from home, and you're all alone.' "</p> <p>Another part of him said, " 'Stand tall, Elder. You had a great father you can be proud of, a mighty patriarch who taught you the gospel in all things. You <i>know</i> eternal life is a true principle of the gospel, and you <i>know</i> your father will be waiting for you. You've had a testimony of the gospel since you were old enough to cry. This is no time to start doubting.'</p> <p>"In the midst of this struggle between doubt and reality, my father's last words at the airport came echoing into my mind: 'Son, obey all the rules, and you'll be happy in life.' . . .</p> <p>" . . . His death became the highlight of my mission. That may be a strange thing to say, and I wish my father were still alive, but my mission thereafter became a living testimony to my father's life. I soon found how precious it is to live 'all the rules.' No matter how small or insignificant the rule seemed, if I obeyed, I was happy" (H. Kent Rappleye, "Obey All the Rules," <i>New Era</i>, Jan.-Feb. 1979, pp. 24-25).</p>
Discussion questions	<ul style="list-style-type: none"> • Why are we given rules to follow at home, school, and Church? • What blessings have come to you because you decided to follow rules?

A Missionary Must Obey Mission Requirements

- Scriptures Have the young women read Mark 16:15 and Doctrine and Covenants 18:15.
- Why do you think the Lord considers missionary work so important?
- Teacher presentation When missionaries begin their missions, they are given rules and schedules that help make their important work effective and productive. Missionaries must commit to obey these in order to serve the Lord and have the Spirit to guide them. A daily schedule for most missionaries includes the following:
- Poster or chart Display the poster or chart.

6:30 A.M.	Arise
7:00 A.M.	Study time with companion
8:00 A.M.	Breakfast
8:30 A.M.	Personal study
9:30 A.M.	Proselyting
Noon	Lunch
1:00 P.M.	Proselyting
5:00 P.M.	Dinner
6:00 P.M.	Proselyting
9:30 P.M.	End proselyting; plan next day's activities
10:30 P.M.	Retire

- Teacher presentation Depending upon the mission and culture of the people, a missionary is expected to follow these additional rules:
1. Missionaries are asked to write to their parents once a week.
 2. Missionaries should not call their families or friends except when the mission president gives them permission.
 3. Missionaries give their mission president a weekly report and letter.
 4. Missionaries should not get into debt. They should use their money wisely and for things relating to their mission.
 5. Missionaries should not stay longer than an hour when they are invited to dinner, and they should use the time to motivate members in their missionary efforts.
 6. Missionaries are never to be alone with anyone of the opposite sex or have inappropriate associations with those of the opposite sex. They should not teach single members of the opposite sex unless an adult chaperon is present.
 7. Missionaries should not write to people who live in the mission boundaries.
 8. Missionaries are not to go outside their assigned areas without permission from the mission president.
 9. Missionaries must behave with dignity and keep their conversations free of debate and argument. They should read only literature authorized by the mission president. (See *Missionary Handbook*.)
- Quotation and discussion Read the following statement by Elder Gordon B. Hinckley: "Missionary work is rigorous. It is demanding. It is difficult. It has never been easy, and it never will be. It requires strength of body, strength of mind, strength of spirit" (Brian Kelly, "A Visit with Elder Gordon B. Hinckley about Missionary Work," *New Era*, June 1973, p. 31).
- Why do you think that these rules were given to missionaries?
 - What good things would come from having these rules?

Members Can Help Missionaries to Be Effective

- Teacher presentation Explain that missionaries have only a short time to devote to their missions. They must use each day to full advantage. They have invested a great deal in their missions—money,

the efforts of their families, years of training and preparation, time, and most important, themselves. As members, we can establish a proper relationship with missionaries and help them make the most of this investment. We can help them conquer the biggest challenge they face, that of forgetting themselves and losing themselves in their work.

Quotation

The following quotation explains how challenging it is for missionaries to lose themselves in their work.

“We all like comfort; yet industry is at the heart of missionary work. This has not changed since the time of the Savior. He said, ‘ . . . whosoever shall lose his life for my sake and the gospel’s the same shall save it.’ (Mark 8:35.) That is particularly true with missionary work. The greatest challenge has always been to go before the Lord in prayer and ask for strength and capacity and direction, and then go out and go to work. The Lord has declared: ‘If therefore thine eye be single [to my glory], thy whole body shall be full of light.’ (Matt. 6:22.) If a missionary works with an eye single to the glory of God, then the darkness goes out, the darkness of laziness, the darkness of sin, the darkness of procrastination, the darkness of fear, and these are all factors that influence missionary work” (Brian Kelly, “A Visit with Elder Gordon B. Hinckley,” p. 31).

Question and chalkboard discussion

- What can an LDS young woman do to help missionaries meet their responsibilities in their work for the Lord? List the young women’s suggestions on the chalkboard.

The young women may give some of the ideas found in the following quotation. If these are not mentioned, suggest them.

“We can introduce nonmember families and friends to the missionaries. We can also be careful not to infringe on the missionaries’ time. When we invite them to our homes for meals, we can serve them promptly. Then we can encourage them to leave and continue their work. We should not expect or allow them to help with dishes. We should not invite them to watch television with us. We can learn mission rules and help missionaries observe them.

“ . . . Young women should never be alone with a [male] missionary or encourage a close relationship with him. Young women should not correspond with or telephone missionaries in their area.

“As we all show respect for the missionaries and their callings, we will help them teach the gospel to others” (*The Latter-day Saint Woman, Part A*, p. 144).

Explain that young women can also encourage young men to serve missions. President Ezra Taft Benson said:

“[Young women] can have a positive influence in motivating young men to serve full-time missions. Let the young men of your acquaintance know that you expect them to assume their missionary responsibilities, that you personally want them to serve in the mission field, because you know that’s where the Lord wants them.

“Avoid steady dating with a young man prior to the time of his mission call. If your relationship with him is more casual, then he can make that decision to serve more easily and also can concentrate his full energies on his missionary work instead of the girlfriend back home” (*Ensign*, Nov. 1986, pp. 82–83).

Conclusion

Teacher presentation

Tell the young women that when Elder and Sister Vaughn J. Featherstone were on their mission in Texas, Sister Featherstone went to the Lord for help. She was so busy in the mission field that she could not find time for herself for even a few minutes a day. She prayed, “ Please, Heavenly Father, help me to find some time for myself while I am here.’ And she said that just as clear as anything in this world the words came into her mind, saying, ‘My daughter, this is not your time; this is my time’ ” (Vaughn J. Featherstone, in Conference Report, Oct. 1978, p. 34; or *Ensign*, Nov. 1978, p. 26).

Explain that missionaries are working for the Lord. No one has the right to take their attention away from that work. We need to treat missionaries with respect and friendliness, but also with formality. We can help missionaries live up to what is expected of them and share the gospel effectively with others.

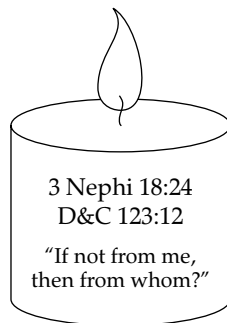
Music

Conclude by having the young women sing “Called to Serve.”

OBJECTIVE Each young woman will understand her responsibility to share the gospel and gain confidence in doing missionary work.

PREPARATION

1. Provide one candle (a large one would be best) and a small amount of salt.
2. Write out the role-playing situations on slips of paper.
3. Make a candle from stiff paper for each young woman similar to the following:



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

**SUGGESTED
LESSON
DEVELOPMENT**

The Lord Wants Us to Share the Gospel with Others

Show the candle and the salt. (Do not light the candle, for that would be against Church safety regulations.)

Ask if any of the young women can explain how the Savior compared the members of the Church to a candle and to salt.

After a brief discussion, explain that Jesus said that we are the salt of the earth and the light of the world.

Have a young woman read Matthew 5:13–16 and the first two sentences of 3 Nephi 18:24.

- What is our light that we are to let shine?

"[There is] a marvelous phenomenon which occurs among men when the light of the gospel illuminates their lives. Almost instinctively, it seems, the light of truth sparks a desire to share. When our minds are expanded by new knowledge, we want others to know; when our spirits are elevated by heavenly influence, we want others to feel; and when our lives are filled with goodness, we want others, particularly those whom we love, to enjoy similar experiences" (Carlos E. Asay, in Conference Report, Oct. 1976, p. 58; or *Ensign*, Nov. 1976, p. 41).

Scripture

Read with the young women Doctrine and Covenants 123:12. Emphasize that all around us are our brothers and sisters, the sons and daughters of God, who would embrace the gospel if they clearly understood it, but who are kept from the truth because "they know not where to find it." Our responsibility is to show them.

Every Young Woman Can Learn How to Share the Gospel

- Teacher presentation Explain that we must be able to present the gospel in a positive way, with the help of the Lord's Spirit, in order to let people know the joy it can bring to them.
- Chalkboard discussion
- What things often hinder us when we try to share the gospel with others? (Write the responses on the chalkboard. They might include the following.)
 1. Fear that we might offend people or that people will not like us
 2. Lack of ability or experience
 3. Lack of knowledge about the gospel
 - How do you think these things can be overcome? (List responses on the chalkboard. Following are some helpful suggestions.)
 1. Pray and ask the Lord to help you overcome fear and bless you with the guidance of his Spirit. When you are sincere and loving, you seldom offend people. When you become more concerned about your friend's salvation than about your own feelings, your fears will diminish.
 2. Get to know many different people. Ask questions about them, and find out the things they are interested in. As you become acquainted with them, you can explain how the gospel can help them with their needs and concerns. Express with enthusiasm what the gospel has done for you.

Generally we must offer sincere friendship to others before we try to teach them. President Spencer W. Kimball said: "Usually we must *warm* our neighbors before we can *warn* them properly. Our neighbors must experience our genuine friendship and fellowship" ("Report of the Regional Representatives' seminar," *Ensign*, Nov. 1976, p. 140).
 3. Study the gospel so that you are prepared to answer questions effectively when the opportunity arises (see D&C 11:21). Be familiar with the story of the restoration of the gospel through Joseph Smith and the coming forth of the Book of Mormon. Be prepared to testify that the Church of Jesus Christ has been restored in its purity, as shown in the following story.
- Story
- "A Protestant minister . . . asked one of our missionaries, 'Why do you proselyte amongst my people? They are all good Christians.' . . . And the reply came: 'If you, sir, knew for certain that God the Father and his Son Jesus Christ had shown themselves and spoken again in this time of the world's history, restoring vital information and also restoring true priesthood authority to man, would you be able to remain silent?' " (Robert L. Simpson, in Conference Report, Oct. 1974, p. 63; or *Ensign*, Nov. 1974, p. 46).
- Teacher presentation Explain that it is important not to be defensive when we talk about the gospel. We don't have to apologize for the commandments of God. They were given by the God of the universe for the benefit of man.
- Story
- Tell the following story about how Lorenzo Snow, who became the fifth President of the Church, was able to share the gospel with many people.
- In 1850, Elder Lorenzo Snow and two companions were sent by Brigham Young to begin the missionary work in Italy. They worked for many months without being able to share the gospel with any of the Italian people. Then, Elder Snow recorded, "the Lord manifested his power in our behalf." The three-year-old son of the family with whom the missionaries lived became very ill and seemed on the point of death. Elder Snow and his companion saw the boy and realized that this presented an opportunity to show the Italian people the great power and love of the Lord.
- Elder Snow and his companion began to fast, and they went to the mountains where they could be alone and pray. Elder Snow recorded: "We there called upon the Lord in solemn prayer, to spare the life of the child. As I contemplated the course we wished to pursue and the claims we should soon advance to the world; I regarded this circumstance as one of vast importance. I know not any sacrifice which I could possibly make, that I was not willing to offer that the Lord might grant our requests. We returned about three o'clock in the afternoon, and having consecrated some oil, I anointed my hand, and laid it upon his head, while we silently offered up the desires of our hearts for his restoration. . . .

“From that hour he began to amend; and with a heart filled with gratitude to our heavenly Father, I am happy to say, that in a few days he left his bed, and joined his little companions” (Lorenzo Snow, “Organization of the Church in Italy,” *Millennial Star*, 15 Dec. 1850, pp. 370–71).

As a result of this manifestation of priesthood power, the hearts of many people were softened, and doors were suddenly opened to the missionaries. Many people listened to the gospel message and joined the Church.

- What did Lorenzo Snow do to soften the hearts of the people he was trying to teach?
- What can you learn from Elder Snow about the attitudes you should have when sharing the gospel?

Role playing

Following are some examples of opportunities that come to us to share the gospel. Divide the young women into pairs, taking part yourself if necessary. Read each situation and have two young women act out the situation. After each role play, ask class members for other suggestions about how to handle that type of missionary opportunity.

1. You are asked by a nonmember friend, “Do Mormons believe in Jesus Christ?”
2. A visitor you have just met wants to know, “Why are you called Mormons?”
3. A less-active friend wants to know why you do not smoke or drink.
4. You are asked by a recent acquaintance, “What makes your Church different from other churches?”
5. You are sitting next to someone on a bus or plane. How do you interest him in the Church?

Allow class members to share their personal experiences with sharing the gospel. Share your own experiences.

Conclusion

Point out that often we have a better chance of sharing the gospel with our friends than anyone else will ever have.

We should ask ourselves the question, “If I do not share the gospel with my friends, where, when, and from whom will they hear it?”

Testimony

You may wish to conclude by bearing your testimony.

Handout

Give each young woman a paper candle as a reminder of her responsibility to be a missionary.

Suggested Activities

1. Invite the full-time missionaries to come to class to explain how the young women can help them. Make sure they have permission from their mission president to come.
2. As a class, decide on things you can do to reach out to a less-active member of your class.
3. As a class, write down the questions most frequently asked by nonmembers, and assign each young woman to write some good answers and share them in a future class.
4. Plan an activity and invite several nonmember young women.
5. Invite several people to class who can discuss their conversions to the Church. They may want to give some ideas about how to approach nonmembers.

Increasing in Spirituality

OBJECTIVE Each young woman will understand the eternal perspective of life and be better prepared to face the trials of mortality.

PREPARATION

1. Write or type each of the following two scriptures on a card. Use only these words, and do not write the reference on the card.

“How long wilt thou be drunken? put away thy wine from thee.”

“Intreat me not to leave thee, or to return from following after thee: for whither thou goest, I will go; and where thou lodgest, I will lodge: thy people shall be my people, and thy God my God.”
2. Become familiar with 1 Samuel chapter 1 and the story of Ruth found in the book of Ruth.
3. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Scripture discussion Give one of the young women the first card (the verse is found in 1 Samuel 1:14). Ask her to read it aloud.

Ask if anyone can answer the following questions:

- What are your first impressions of this passage?
- Who is speaking?
- Who is he or she talking to?
- What was happening at the time?

Teacher presentation Explain to the young women that this scripture refers to Hannah, the mother of Samuel the prophet. She was pouring out her heart to the Lord in the temple because she could not have children. Eli, the high priest, thought she was drunk. When Eli found out who she was, he promised her that God would grant her prayer.

Discussion question • How do your feelings about the verse change when you know what was going on?

Scripture discussion Have another young woman read the second card (the verse is found in Ruth 1:16). Ask questions similar to those used in the first example. Since this verse is better known, some of the class members should know the answers to the questions. Point out that when they know what is happening in the story both before and after the verse, they can understand better.

An Eternal Perspective Helps Us See Things as They Are, Were, and Will Be

Discussion • What is perspective? (The ability to see things in their true relationship.)

Explain that, for example, a proper perspective allows you to realize that a telephone pole some distance down the road is actually the same size as a closer one that looks bigger. From a distance, the mountains appear to be solidly covered with trees, but a person with the proper perspective knows there are actually bare spots among the trees.

Story Tell the following story:

A young woman was involved in a training exercise in the desert. During the exercise she was separated from the others and became lost. She had the impression that the others were miles and miles away from her. She kept walking until it was too dark to travel further.

Finally she decided the best thing to do was to wait until morning and hope that the next day the others would find her. As darkness closed around her, she prayed with all her heart. She spent a sleepless night and at dawn discovered that she had spent the entire night in a ravine. She climbed to the ridge. With this new perspective, she could see the others camped on top of the ridge, about a half mile away.

- What does this story tell about perspective? (If we have the proper perspective, we can determine where we are and how we can get to our destination.)

Scripture discussion

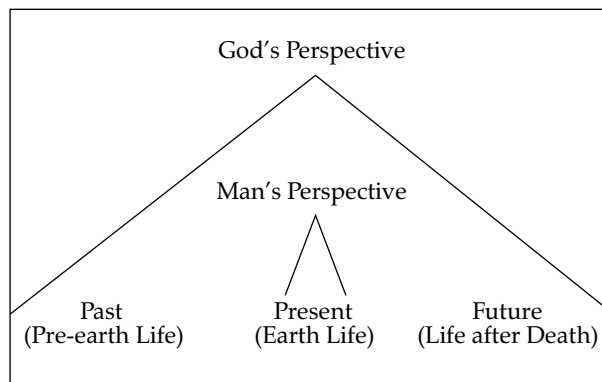
- What is an eternal perspective?

Allow the young women to respond to this question. Then have them read Doctrine and Covenants 93:24.

- How does a knowledge of truth improve our perspective?

Chalkboard diagram

To illustrate this point, draw the following diagram on the chalkboard:



Have the young women read Isaiah 55:8–9 and Jacob 4:13.

Explain that as we gain knowledge of the truth, our perspective becomes more and more like God's. It becomes eternal in nature.

Quotations and discussion

Have one of the young women read the following quotation by Joseph Smith:

“The nearer man approaches perfection, the clearer are his views, and the greater his enjoyments, till he has overcome the evils of his life and lost every desire for sin” (*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [Salt Lake City: Deseret Book Co., 1938], p. 51).

- What helps us see things as they really are?

Elder LeGrand Richards said: “God bless you to realize where you came from and the great privileges that are yours. If the veil were rolled back and you could just see one glimpse of God’s great eternal plan concerning you and who you are, it would not be hard for you to love Him, keep His commandments, and live to be worthy of every blessing that He has had for you since before the foundations of the world were laid” (“Patriarchal Blessings,” *New Era*, Feb. 1977, p. 7).

Thought questions

- How can an eternal perspective help you face the challenges that come in your life?
- How might your patriarchal blessing add perspective to your life?

An Eternal Perspective Helps Us Have a Positive Attitude in Facing Trials

Explain that an eternal perspective can help us face our trials with a positive attitude and with faith.

Story

Relate the following true incident:

Jill returned from the doctor's office with the tragic news that she had contracted a rare form of spinal meningitis that is usually fatal. She was given six months to live. The thought of leaving her husband and their three small children was agonizing to her.

The pain she suffered with this disease was occasional but always severe. During one of these terrible seizures of pain, she felt impressed that one of the most difficult, yet important, things for her to do at that time was simply to smile. She knew that no matter what happened, she would still have her family after this life, so she wanted to preserve the good spirit of their relationship.

This change of attitude soon became a source of strength not only to her but also to her loved ones. Jill gradually became consoled by the fact that if she could endure this pain and suffering, she and those around her would be able to benefit from her actions and the months ahead would be much more bearable.

Discussion

- How did an eternal perspective help Jill and those around her face this test?
- In what ways do you think her eternal perspective affected her attitude?

Ask the young women to share examples from their own lives or the lives of friends to show how an eternal perspective helps us face trials with faith.

Tell the following two stories about how early members of the Church maintained an eternal perspective in the midst of great opposition.

Story

In March of 1832, the Prophet Joseph Smith was dragged from his home in the middle of the night by an angry mob. He was beaten, choked, and tarred and feathered by his assailants. They then left him on the cold ground.

After a while, he was able to get up and make his way back to the house. His friends spent the rest of the night scraping the tar off of him.

The next day was Sunday. The Prophet dressed and went to the Sabbath meeting, where he preached a sermon to the congregation. Among the people in the meeting were some of the mobbers of the night before. In the afternoon of that day, three people were baptized. (See *History of the Church*, 1:261–64.)

Story

Charles Pulsipher told the following story from his experiences during the early years in the Salt Lake Valley:

"We raised a good crop of corn in [1849]. . . . That gave us seed for the next year. However, in the year that the crickets nearly took our crops, and we were short on rations, our flour was nearly all gone. Many others were pretty short on provisions, also. We had just about 1 quart of flour in the house.

"One of our neighbors came and asked if we could loan him just enough flour to make a biscuit for his Wife, who was sick, and had not eaten anything for days. So, I asked how much flour we had. The reply was, 'Just about 1 quart, but we will divide it with this man, and we will have enough for our breakfast in the morning.' So we gave him half of the flour. He took it and said, 'May the Lord bless you that you will not want.'

"The next morning when we went to get the flour, there was still a quart of flour in the bin. This same thing happened every day for a week or more, until we could get another sack of flour. So, we did not want" (quoted in Richard Cottam Shipp, *Champions of Light* [Orem: Randall Book, 1983], p. 82).

Discussion

- How do you think an eternal perspective helped Joseph Smith and Charles Pulsipher in these situations?
- What can you learn from these stories about maintaining an eternal perspective in your life?

Conclusion

Explain that if we develop an eternal perspective, our attitudes will become positive. We will find greater joy and peace in life, and others will be able to gain strength from our example.

Testimony

Bear your testimony to the young women about how an eternal perspective has helped you in your life.

Suggested Activities

Have the class members prepare a list of things they can do now to have a better perspective on life. They might consider seeking a testimony of the truthfulness of the Church, gaining a better understanding of the Savior's mission and atonement, preparing for and receiving a patriarchal blessing, and overcoming weaknesses such as procrastination or anger.

OBJECTIVE	Each young woman will learn how to accept and overcome opposition, sorrow, and disappointment.
PREPARATION	<ol style="list-style-type: none"> 1. Provide paper and pencils for the class members. 2. Write the scripture references in the second section of the lesson on the chalkboard before class if possible. 3. Assign young women to present any stories, scriptures, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Have some of the class members tell the following stories.</p> <ol style="list-style-type: none"> 1. Toni needed a scholarship in order to attend college. Her grades had been good, but now she needed only the best grades in order to get the scholarship. Toni studied hard all year and was prepared. During the week of the final exams, she came down with a cold. Her head throbbed and her eyes burned. She took the tests, but because of her illness her ability to think was impaired. As a result, Toni just missed receiving the scholarship. "Why me?" she thought. "Why did this have to happen to me?" 2. Michelle was only ten years old when her mother died. Her father was a good man, but he lacked the ability to keep the family together. Michelle was put in a foster home where she was treated as a servant, rather than as one of the family. She rebelled and was put in a home she liked, but because of the failing health of the mother she had to leave. By age seventeen, Michelle had been in three foster homes. One day she told a school counselor, "No one has life as rough as I do. I don't even have a place I can call home." 3. Janice was born with arthritis. When other children were learning to walk, she had casts on both legs. When other children were starting school, Janice was in the hospital undergoing her ninth operation. When other young women were starting to date, Janice, now deformed and confined to a wheelchair, was undergoing surgery for the twenty-first time. She struggled hard and long to keep up with her schoolwork, but the moments of discouragement were many. "Sometimes I wonder why I am the one all this had to happen to," she told her mother. 4. Brenda was an intelligent young woman and had lots of friends, both boys and young women, but she didn't date. She was elected to be a class officer in her senior year. As an officer, she was expected to attend the senior prom. When it came time for the prom, Brenda did not have a date. She felt humiliated. "I can't think of anything more insulting," she cried. "Things like this don't happen to anyone but me!" (The conclusions of these stories will be given later in the lesson.)
Discussion	<ul style="list-style-type: none"> • What did each of these young women have in common? (They faced opposition without understanding why.)

Writing activity Distribute paper and pencils. Ask each young woman to write a conflict, opposition, or problem she is now facing. Explain that no one will see her paper. The paper is for her benefit only.

Opposition and Sorrow Are Necessary to Give Us Experience

Teacher presentation Explain that many things in life have opposites. Ask the young women to name a few of these. Emphasize that besides the opposites in the physical aspects of life, our emotions have opposites, such as love and hate, contentment and jealousy, happiness and sorrow. This is not just coincidence. It is part of our Heavenly Father's plan for all things to have opposition.

Chalkboard Write on the chalkboard: *Why must there be opposition in all things?* Do not have the young women answer the question at this time.

Under the question, write *Doctrine and Covenants 122:7*. Explain that this section of the Doctrine and Covenants was given to Joseph Smith while he was a prisoner in Liberty Jail. Read this verse with the young women.

Scripture discussion Write the following references on the chalkboard and have them read. Discuss how each adds to our understanding of opposition.

Doctrine and Covenants 24:8
Doctrine and Covenants 29:39
Doctrine and Covenants 58:2–4
Doctrine and Covenants 136:31

Summary Explain to the young women that opposition and sorrow are necessary for us to progress. We should not be afraid of such experiences nor become discouraged by them. By staying close to our Father in Heaven, we will have the strength to overcome these afflictions, and they will be consecrated for our gain.

Each Young Woman Can Overcome Sorrow and Disappointment

Chalkboard discussion Explain that President Ezra Taft Benson described twelve ways in which we can overcome sorrow, disappointment, and depression. (See Conference Report, Oct. 1974, pp. 90–94; or *Ensign*, Nov. 1974, pp. 65–67.) Write each key word on the chalkboard and discuss it, using the quotations given below as needed. (All quotations come from President Benson's talk.) Encourage the young women to take notes. Explain that many problems may require only one or two of these solutions.

1. Repentance: "Sin creates disharmony with God and is depressing to the spirit. . . . Every law kept brings a particular blessing. Every law broken brings a particular blight. Those who are heavy laden with despair should come unto the Lord, for his yoke is easy and his burden is light."
2. Prayer: "Prayer in the hour of need is a great boon. From simple trials to our Gethsemanes, prayer can put us in touch with God, our greatest source of comfort and counsel."
3. Service: "To lose yourself in righteous service to others can lift your sights and get your mind off personal problems, or at least put them in proper focus. 'When you find yourselves a little gloomy,' said President Lorenzo Snow, 'look around you and find somebody that is in a worse plight than yourself; go to him and find out what the trouble is, and then try to remove it with the wisdom which the Lord bestows upon you; and the first thing you know, your gloom is gone, you feel light, the Spirit of the Lord is upon you, and everything seems illuminated.' (Conference Report, 6 Apr. 1899, pp. 2–3.)"
4. Work: "Work is our blessing, not our doom. . . . We should work at taking care of the spiritual, mental, social, and physical needs of ourselves and those whom we are charged to help. In the church of Jesus Christ there is plenty of work to do to move forward the kingdom of God. Every member a missionary, family genealogy and temple work, home evenings, receiving a Church assignment and magnifying it are but a few of our required labors."

5. Health: "The condition of the physical body can affect the spirit. That's why the Lord gave us the Word of Wisdom. He also said that we should retire to our beds early and arise early."
We should eat nutritious meals, get proper rest and exercise, and use wholesome recreation to provide a change of pace and lift the spirit.
6. Reading: "Many a man in his hour of trial has turned to the Book of Mormon and been enlightened, enlivened, and comforted."
"The psalms of the Old Testament have a special food for the soul of one in distress. . . . The words of the prophets, particularly the living president of the Church, are crucial reading and can give direction and comfort in an hour when one is down."
7. Blessing: "In a particularly stressful time, or in the anticipation of a critical event, one can seek for a blessing under the hands of the priesthood. . . . The sacrament will 'bless . . . the souls' (D&C 20:77, 79) of all those who worthily partake of it."
8. Fasting: "Periodic fasting can help clear up the mind and strengthen the body and the spirit. . . . To make a fast most fruitful, it should be coupled with prayer and meditation; . . . and it's a blessing if one can ponder on the scriptures and the reason for the fast."
9. Friends: "The fellowship of true friends who can hear you out, share your joys, help carry your burdens, and correctly counsel you is priceless. . . ."
"Ideally, your family ought to be your closest friends. Most important, we should seek to become the friend of our Father in heaven and our brother Jesus the Christ."
10. Music: "Inspiring music may fill the soul with heavenly thoughts, move one to righteous action, or speak peace to the soul. . . . Elder Boyd K. Packer has wisely suggested memorizing some of the inspiring songs of Zion . . . [to help] crowd out debilitating, depressive thoughts."
11. Endurance: "There are times when you simply have to righteously hang on and outlast the devil until his depressive spirit leaves you."
". . . While you are going through your trial, you can recall your past victories and count the blessings that you do have with a sure hope of greater ones to follow if you are faithful."
12. Goals: "Every accountable child of God needs to set goals, short- and long-range goals. A man who is pressing forward to accomplish worthy goals can soon put despondency under his feet, and once a goal is accomplished, others can be set up."

Teacher presentation Explain that these ideas can help us overcome sorrow, disappointment, despair, or discouragement. Ask the young women to choose one or more of the ideas to help them overcome the opposition they wrote on their paper.

Our Difficulties Can Increase Our Strength and Compassion

Chalkboard Write on the chalkboard the following thought by Elder Hugh B. Brown (quoted by Marvin J. Ashton, "What Shall We Do Then?" in *Speeches of the Year, 1975* [Provo: Brigham Young University Press, 1975], p. 21):

"Noble characters do not alone bear trouble; they use it."

Teacher presentation Tell the young women that you are going to finish the stories told at the beginning of the lesson by telling them what actually happened to these women. If need be, briefly review the stories in the introduction.

- Stories
1. Since Toni did not have enough money to enroll in college, she decided to work and save for a year and then enter college. She got a job as a secretary at a special school for the handicapped. Because of this experience, she decided to become a speech therapist instead of going into business as she had planned. This work has taught her empathy, love, and patience and has given her the opportunity to serve.
 2. Through all Michelle's trials, she stayed close to the Church. She later met and married a returned missionary. "I'm not sure why I had to experience the things I did," she said. "Maybe it was to try my faith in the gospel. Whatever the reason, I know that I

appreciate my husband, children, and home more than some women I see. I am thankful I was able to hang on.”

3. Janice graduated from school and obtained a job as a secretary. Her mother takes her to and from work each day. She doesn't like being dependent on others but has learned to live with the problem. Her mother said of her: “Janice has developed a sweet, patient spirit. People seek her out for advice and counsel when they have problems. Their problems are usually minor compared to hers, but they go away cheered and Janice is happy she can help others in some way. She has been a blessing to many people; it has been many years since I have heard any complaint from her, even about the constant pain she is in.”
4. Brenda went on to college, where she started dating. She now says of her high school prom experience: “I never thought I'd get over it, but I did. I have a husband and five beautiful children. The hurt of that experience was real, but it went away. When problems come to me now, I remember that experience and think, ‘This too shall pass!’ ”

Story

Tell the following story about a young woman who, with the help of the Lord, overcame great opposition and became a faithful servant of the Lord.

Emily Ellen Swain Squires was born in England in 1852. Her mother was a member of the Church, and when Ellen was eleven years old, she was sent with some Church members to live with her mother's sisters in Utah. The rest of her family planned to join her when they had enough money. The journey was very long and hard, especially for an eleven-year-old girl who had left her mother and family in England.

She walked the entire distance across the plains to Utah, carrying a sack in which she gathered buffalo chips and sticks of wood for fuel. Her shoes wore out, so she was barefoot during most of the trip, and her feet were often cut and bleeding. Her dress was ragged and dirty. She was so lonely and the trip was so long that she wondered if it was worth even trying to keep going each day.

One day when she felt that she could go no farther, something happened to help her. She saw an abandoned ox standing by the trail watching the wagon train pass. No one stopped to look at him or talk to him. But Emily stopped and patted the ox's bony back and gave him some water. The ox willingly followed her, for he was lonely too. Emily was delighted that she had someone she could call her very own. She spent much of her time hunting for grass or other things for him to eat. He stayed by her side throughout the rest of the trip, and Emily found herself more cheerful than she had been at any other time on the trip. She was so absorbed in her new friend that she was able to partly forget her sore feet and tired body, and the trip did not seem so long. Soon she had arrived in Salt Lake City and was met by her relatives.

The ox became lost soon after she got to Salt Lake City, and she often wondered what happened to her strange friend. She grew to womanhood, married a righteous member of the Church, and had children. She continued to have opposition, but she overcame it all and served the Lord valiantly for many years. (See Laura Squires Robinson, “The Child's Journey,” in *Treasures of Pioneer History*, comp. Kate B. Carter, 6 vols. [Salt Lake City: Daughters of Utah Pioneers, 1953], 2:115–18).

- How did this young woman overcome the opposition in her life? How did the Lord help her? What do you think she learned from the experiences she had while traveling across the plains?

Teacher presentation

Explain to the young women that as they overcome opposition, they will be stronger, more mature, and more compassionate. Have the class members read Doctrine and Covenants 121:7–8. Invite the young women to share their own experiences with overcoming opposition, and bear your testimony.

Suggested Activities

1. As a class, visit a rest home or hospital.
2. For some special occasion or fireside, have a guest speaker who has overcome obstacles during his or her lifetime relate how these experiences have brought growth and strength.

OBJECTIVE	Each young woman will understand that with agency comes responsibility.
PREPARATION	<ol style="list-style-type: none"> 1. Be prepared to create the chalkboard illustration shown in the lesson. 2. Assign young women to present any stories, scriptures, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	<p>Agency Is the Power and Freedom to Choose</p> <p>Read the following quotation to the young women:</p> <p>“Next to the bestowal of life itself, the right to direct that life is God’s greatest gift to man” (David O. McKay, in Conference Report, Apr. 1950, p. 32).</p> <ul style="list-style-type: none"> • What is the right or power to direct one’s life called? (Agency.) <p>Finish reading the quotation:</p> <p>“Agency is the impelling source of the soul’s progress. It is the purpose of the Lord that man become like him. In order for man to achieve this it was necessary for the Creator first to make him free” (David O. McKay, in Conference Report, Apr. 1950, p. 32).</p> <ul style="list-style-type: none"> • Why is agency essential to each person’s progress?
Teacher presentation	Explain that with the Lord’s help and by properly exercising our agency, we can return to our Heavenly Father.
Teacher presentation	<p>Right Choices Bring Increased Freedom</p> <p>Explain to the young women that when we use our agency, we make a choice. Each choice brings about certain consequences.</p>
Chalkboard discussion	<p>Draw a vertical line in the middle of the chalkboard. Write <i>Agency</i> in the center of the chalkboard at the top. Through the vertical line draw a horizontal line. Add arrows on each end of the horizontal line. (See completed chalkboard illustration.)</p> <p>Tell the young women that the story of Nephi and his brothers illustrates the use of agency and its consequences. Lehi told his sons that he was commanded in a dream to send them to get the brass plates from Laban.</p> <p>Ask the young women to read 1 Nephi 3:5 to see what Laman and Lemuel thought of this request.</p> <ul style="list-style-type: none"> • How did Laman and Lemuel react to this request? <p>Read 1 Nephi 3:7.</p> <ul style="list-style-type: none"> • What decision did Nephi make? • What great gift were Nephi, Laman, and Lemuel using? (The gift of agency.) <p>Above the arrow on the right of the chart, write <i>Nephi’s choice</i>. Above the arrow on the left, write <i>Laman and Lemuel’s choice</i>.</p> <p>Under the arrow on the right, write <i>Faith in the Savior</i> and <i>Obedied his father</i>. Explain that Nephi exercised his faith in the Lord and believed and obeyed his father.</p> <p>Under the arrow on the left, write <i>Lack of faith</i> and <i>Disobeyed their father</i>. Explain that Laman and Lemuel were unwilling to exercise faith in the Lord or their father.</p>

Continue the story by explaining that Laman and Lemuel were finally persuaded to go with Nephi. After two unsuccessful attempts to get the plates, however, they wanted to give up.

To illustrate the lack of faith of Laman and Lemuel, read 1 Nephi 3:31.

Explain that from this scripture we learn that Laman and Lemuel relied on the logic of men to make their decisions.

Under the arrow on the left, write *Relied on the thinking of men*.

Read 1 Nephi 4:1–3.

- What do you think Nephi had done before this time to strengthen his faith in the Lord? (Studied the scriptures, including the accounts of Moses, and prayed often to the Lord.) Later on, Nephi explained another source of his faith.

Have a young woman read 1 Nephi 4:6.

Under the arrow on the right, write *Relied on the scriptures and promptings of the Holy Ghost*.

Explain that Nephi was careful to use his agency to keep the commandments. On Nephi's side of the chart, write *Kept the commandments*.

Laman and Lemuel used their agency to follow the paths of sin. On Laman and Lemuel's side of the chart, write *Broke the commandments*.

Explain that because Nephi used his agency to become closer to his Heavenly Father, he was freer from the limitations of men and more able to receive inspiration from the Holy Ghost. The Holy Spirit guided Nephi in getting the plates from Laban. (You may want to review this story, found in 1 Nephi 4:7–38.)

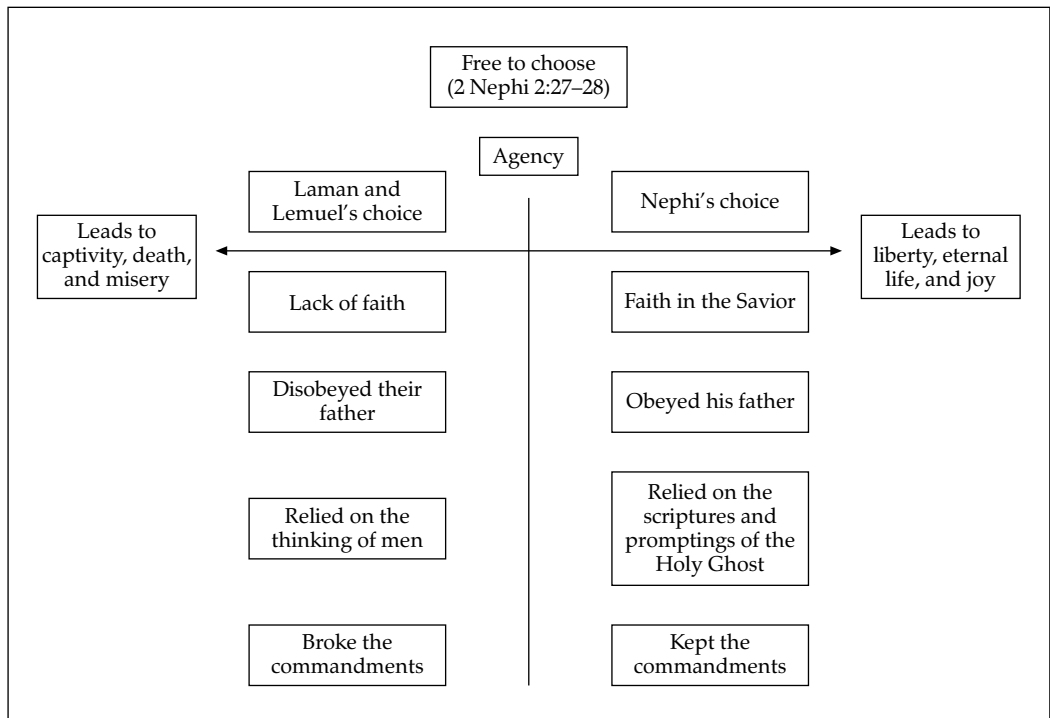
- Why didn't Laman and Lemuel receive this help? (They rejected it through the choices they made.)

At the top of the chalkboard, write *Free to Choose (2 Nephi 2:27–28)*.

Read this scripture with the young women. Explain that the consequences of following the path Laman and Lemuel chose are captivity, death, and misery. At the end of the arrow on Laman and Lemuel's side, write *Leads to captivity, death, and misery*.

The consequences of the path Nephi chose are liberty, eternal life, and joy. At the end of the arrow on Nephi's side, write *Leads to liberty, eternal life, and joy*.

Completed chalkboard illustration



Scripture discussion	<ul style="list-style-type: none"> • What increased freedoms did Nephi have because of the decisions he had made? (Possible answers might include the following: He was free to have the guidance of the Holy Ghost, free to progress, free to enter the celestial kingdom, free to strengthen his fellowmen, free to do the Lord’s work, free to receive inspiration and revelation, and free to live without the pain of sin.) <p>Have the young women read Galatians 5:1.</p> <ul style="list-style-type: none"> • In what ways were Laman and Lemuel in bondage?
Teacher presentation	Explain that Nephi and his brothers each had agency. Because they used their agency differently, the eternal consequences of their actions were also different. Tell the young women that they too have agency. They have the same power to determine their eternal destinies. If they make the right choices, they too will have increased freedom.
Discussion	Ask the young women to give examples to show how modern-day people have used their agency as Nephi did or as Laman and Lemuel did. You may want to have some examples to share.

Many Choices Are Best Made Before a Crisis Occurs

Story	<p>Relate the following story:</p> <p>Paula and Karen were friends, and both were active in the same ward. Paula had made a firm decision that she would use her agency to keep the commandments. She had also decided what she would do if anyone tried to get her to do something that was wrong. Paula often thought about her commitments as she partook of the sacrament. Karen had never taken time to decide what she would do or would not do.</p> <p>One night they were at a party celebrating the end of the school year. A young man entered with a case of beer and began passing it around the room.</p> <p>Paula’s choice was already made. “No, thank you,” she said firmly as a can was pushed toward her. Several people tried to get her to take it, but she resisted and left the party. Karen was also offered a can. She stared at it a moment, wondering what she should do. “Come on,” a voice beside her prodded. “Take it.” Karen knew it was wrong, but almost everybody was drinking. “Why, you don’t know what you’re missing. Come on; don’t be a spoilsport. Just once isn’t going to hurt you!” Even though she knew what was right, Karen finally gave in and took a drink.</p>
Discussion	<ul style="list-style-type: none"> • Which young woman had the harder decision to make? • Why was Paula’s choice easy? • What made Karen’s decision difficult? • What choices between right and wrong might you be required to make this year? • What kinds of choices can be made before a crisis occurs? • How can deciding what to do ahead of time make choices easier?
Testimony	<p>Tell the young women that they can resolve right now to keep the commandments. This use of their agency will lead them back to their Father in Heaven.</p> <p>Bear your testimony about the gift of agency and the importance of using it properly. Remind the young women that they already successfully exercised their agency when they made the choice to come to earth and gain a body.</p>

Suggested Activities

1. Plan an evening of searching the scriptures to see how people in the scriptures used their agency.
2. Ask each young woman to pause this week when making a decision and analyze whether she is using faith in the Lord Jesus Christ or whether she is following the precepts of men.

OBJECTIVE	Each young woman will better understand the principle of obedience.
-----------	---

PREPARATION	<ol style="list-style-type: none"> 1. Optional: Prepare a small handout for each young woman. See the sample at the end of the lesson. 2. Assign young women to present any stories, scriptures, or quotations you wish.
-------------	--

SUGGESTED LESSON DEVELOPMENT	<p>Obedience Is the First Law of Heaven</p> <p>Write on the chalkboard: <i>Obedience is the first law of heaven.</i></p> <ul style="list-style-type: none"> • Why must we be obedient in order to return to heaven? (Unless we have a willing and obedient spirit, we will not obey the laws that will lead us back to heaven.)
Chalkboard discussion	
Scripture discussion	<p>Have the young women read Jeremiah 7:23–24.</p> <ul style="list-style-type: none"> • What happens to the disobedient? (They go backward, not forward.)
Quotation	<p>Read the following quotation by Elder James E. Talmage: “Obedience is the means of progress, advancement, growth, development” (“Heaven’s First Law,” in <i>Sunday Night Radio Talks</i>, 2 Mar. 1930 [Salt Lake City: Deseret Book Co., n.d.], p. 1).</p>
Teacher presentation	<p>Explain that one of the primary aims of science is to discover additional laws. When scientists discover these higher laws and obey them, marvelous things can happen. The successful landing of men on the moon is an example of the importance of obedience. Men spent years concentrating on discovering and obeying the natural laws that governed gravity, jet propulsion, and other things. Their obedience resulted in the successful landing of a man on the moon.</p>
Quotation	<p>Read the following quotation:</p> <p>“May we not conclude that obedience, in and of itself, is a source of power . . . ? Man can achieve naught of excellence in matters material or spiritual except through the exercise, the utilization, of that supreme form of energy, obedience” (James E. Talmage, “Heaven’s First Law,” p. 4).</p>
Scripture discussion	<p>Explain that just as we receive benefits from obeying natural laws, we receive benefits from obeying spiritual laws. The Lord revealed to the Prophet Joseph Smith important doctrine about the power of obedience. Read Doctrine and Covenants 130:18–19.</p> <ul style="list-style-type: none"> • How can we gain more knowledge and intelligence? (By diligence and obedience.) <p>Now read Doctrine and Covenants 130:20–21.</p> <ul style="list-style-type: none"> • How does the Lord say we progress and receive blessings? <p>Explain that the Lord wants his children to progress and grow spiritually. He knows that this is possible only through obedience to eternal laws. The following scripture makes this clear.</p> <p>Read with the class Doctrine and Covenants 82:8–10.</p> <ul style="list-style-type: none"> • What does this passage tell us about the power of obedience? <p>Explain that obedience is so essential to our eternal progression that it has been called the first law of heaven.</p>

Obedience Comes from Trust in God

Scripture discussion	<p>Read Moses 5:5–7.</p> <ul style="list-style-type: none">• Why do you think Adam obeyed the Lord even when he didn't understand the reason? (He trusted the Lord enough to know that the Lord would ask only what was right.) <p>Ask the young women if they have been obedient at times when they did not understand the reasons. Have them share their experiences.</p>
Teacher presentation	<p>Explain that some people criticize others for being “blindly obedient” to God or his prophets. In reality, those who obey the Lord do so because they love and trust him. They have learned to trust him through their experience with him.</p>
Quotation	<p>Read the following quotation by Joseph Smith:</p> <p>“Whatever God requires is right, no matter what it is, although we may not see the reason thereof till long after the events transpire” (<i>Teachings of the Prophet Joseph Smith</i>, sel. Joseph Fielding Smith [Salt Lake City: Deseret Book Co., 1938], p. 256).</p>
Story	<p>The following story illustrates this point:</p> <p>“One spring morning [Ephraim K. Hanks] was at work, building an adobe house in [Salt Lake City]. The basement was almost completed and he was just beginning to lay the sun-dried brick when Brigham [Young] drove up in his carriage and said, ‘Ephraim, how thick is that rock wall?’</p> <p>“Ephraim answered that it was eight inches thick.</p> <p>“Brigham said, ‘Tear it all down, Ephraim, and build it twice as thick.’ Then, . . . he turned his carriage around and drove away.</p> <p>“Eph had been hauling rock from Ensign Peak for many days, and had paid a mason a good price to lay it in lime mortar. He dreaded the extra work and expense of doing it all over again. . . .</p> <p>“Nevertheless, Eph re-contracted with the stone mason to double the wall and the next morning started hauling rock again.</p> <p>“A month later, they had laid on this sixteen-inch wall much adobe brick and mud. As they were putting up the rafters, a terrific storm started. Rain fell in sheets, causing streamlets of water to run in all directions. In a few minutes the basement of the new house was flooded, but the sturdy, thick walls stood safe and strong, supporting the house. A few days later when the water had drained out and they finished laying the rafters, Eph drove in the nails to the tune of ‘We Thank Thee, Oh God, for a Prophet’ ” (Sidney A. Hanks and Ephraim K. Hanks, <i>Scouting for the Mormons on the Great Frontier</i> [Salt Lake City: Deseret Book Co., 1948], pp. 79–80).</p>
Teacher presentation	<p>Elder Boyd K. Packer said: “Obedience to God can be the very highest expression of independence. Just think of giving to him the one thing, the one gift, that he would never take. . . .</p> <p>“Obedience—that which God will never take by force—he will accept when freely given. And he will then return to you freedom that you can hardly dream of—the freedom to feel and to know, the freedom to do, and the freedom to <i>be</i>, at least a thousandfold more than we offer him. Strangely enough, the key to freedom is obedience” (<i>Obedience</i>, Brigham Young University Speeches of the Year [Provo, 7 Dec. 1971], pp. 3–4).</p> <ul style="list-style-type: none">• Why do you think that obedience is the key to freedom? <p>Explain that true obedience to God is not blind obedience. It is obedience born of trust in God.</p>

Blessings Come to Us When We Are Obedient

Scripture discussion	<ul style="list-style-type: none">• What blessings can come to us when we are obedient? <p>Read Doctrine and Covenants 59:23.</p> <ul style="list-style-type: none">• Why do you think the obedient are more at peace in this life?
----------------------	---

Teacher presentation	Explain that happiness and peace are some of the blessings of obedience. Obedience also allows us to become the kind of person God wants us to be. Read the following quotation from President Heber J. Grant:
Quotation	<p>“There is a still small voice telling us what is right, and if we listen to that still small voice, we shall grow and increase in strength and power, in testimony and in ability not only to live the gospel but to inspire others to do so.</p> <p>“My most earnest prayer is that every man and every woman will get it into his and her heart that they are in very deed the architects of their lives” (“The Path of Safety,” <i>Improvement Era</i>, Dec. 1937, p. 735).</p>
Story	<p>The following story explains some blessings that came to a Church member because of her obedience:</p> <p>In a small town in Belgium, the missionaries met a widow and her four young children. The family received the gospel with gladness and expressed a desire to be baptized. When the young mother learned about tithing, however, she was concerned, for they had barely enough money to live on. She showed the missionaries her budget and explained that every penny went for necessities.</p> <p>How could they spare 10 percent and still live? Even the missionaries shook their heads in dismay. Expressing their faith in the Lord and in his promise to open the windows of heaven, the missionaries asked her to put her trust in the Lord. The mother and oldest child agreed and were baptized. For four months they struggled, but somehow they paid their tithing.</p> <p>Then in the fifth month a letter came from the Belgian government explaining that the pension the woman was receiving because of her husband’s death had been miscalculated. Not only would they be sending a substantial increase, but they enclosed a check for all the back money due her. Truly the Lord kept his promise.</p>
Teacher presentation	Explain that blessings are not always given to us immediately. The Lord sees this life from an eternal perspective and knows what is best for us.

Conclusion

Scripture and teacher summary	<p>Read John 14:15, 21.</p> <p>Explain that the blessings that come from obeying the Lord are great. They are worth far more than any sacrifice we have to make to keep his commandments.</p>
Handout	<p>You may wish to give a small card to each young woman with <i>Obedience</i> and the following scripture references written on it: Jeremiah 7:23–24; Doctrine and Covenants 130:18–21; Doctrine and Covenants 59:23; Doctrine and Covenants 82:8–10; John 14:15, 21; and 1 Corinthians 2:9. Ask the young women to study the scriptures during the week and try to be more obedient to the Lord’s commandments.</p>

Obedience

Jeremiah 7:23–24

Doctrine and Covenants 130:18–21

Doctrine and Covenants 59:23

Doctrine and Covenants 82:8–10

John 14:15, 21

1 Corinthians 2:9

OBJECTIVE	Each young woman will recognize that repentance is a vital part of progress.
PREPARATION	<ol style="list-style-type: none"> 1. Provide paper and pencil for each class member. 2. Optional: Prepare a large poster of or write on the chalkboard Doctrine and Covenants 18:13. You may want to make a copy of this scripture for each young woman. 3. Assign young women to present any stories, scriptures, or quotations you wish. 4. If it is available in your area, show "Repentance: It's Never Too Late," on <i>Family Home Evening Video Supplement 2</i> (53277).
SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Give one of the following scripture references to each young woman: Isaiah 1:16–18; Alma 34:33; D&C 58:42–43. Ask them each to read their scripture and then summarize the meaning for the class members.</p> <ul style="list-style-type: none"> • What do you think the topic of the lesson is today? <p>Explain that this lesson will discuss the important principle of repentance.</p>
Teacher presentation	<p>We Need to Repent Each Day</p> <p>Explain that our purpose for coming to this earth is to grow and progress. But all of us make mistakes in this process of growth and progression, either because we are ignorant or weak, or because we deliberately disobey. Because we make these mistakes, we need to repent. If we fail to repent, we are unable to become more like our Heavenly Father.</p>
Quotation	<p>Read the following statement: "There is never a day in any man's life when repentance is not essential to his well-being and eternal progress" (Spencer W. Kimball, <i>The Miracle of Forgiveness</i> [Salt Lake City: Bookcraft, 1969], p. 32).</p>
Chalkboard discussion	<p>Explain that unless we have committed a serious transgression, we may think that we do not need to repent. But in reality, we all need to repent daily.</p> <ul style="list-style-type: none"> • Why is daily repentance essential? What might we do wrong that could require daily repentance? <p>Have the young women name some of the common human weaknesses that can hurt them as well as others. (Some of them might include gossiping; lying; cheating; stealing; thinking impure thoughts; telling questionable stories; necking or petting; being disrespectful, disobedient, or immodest in words or actions; choosing the wrong kinds of friends; and participating in the wrong kinds of activities.)</p> <ul style="list-style-type: none"> • How do these weaknesses or sins keep us from progressing to become like our Heavenly Father? • How do they affect our feelings about ourselves? • How do they affect our relationships with others and with the Lord?
Story	<p>Tell the following story:</p> <p>Janice had always been active in the Church. She had a loving family and good friends, but in recent months she had developed a sullen and negative spirit. She told her parents</p>

that her life was dull and regulated too much by the lifestyle of her family. She felt she was old enough to make her own choices, and she wanted to do some of the exciting things she saw other young people doing.

Soon Janice began to come home very late, refusing to tell her family where she had been. She stopped going to church. She was often late to school and sometimes missed her classes entirely.

She was often depressed and would sometimes spend long hours alone in her room. She did not bring any of her new friends to her home and never spoke of them. Smells on her clothing told her family that the things she was doing now were very different from the things she had been taught and had once enjoyed.

Discussion

- What might Janice's future be if she continues in her negative pattern?
- What are the possibilities in her life if she changes?
- How will the choices she makes affect her intellectual and spiritual progress?

Quotation

President Spencer W. Kimball declared: "Since the beginning there has been in the world a wide range of sins. Many of them involve harm to others, but every sin is against ourselves and God, for sins limit our progress, curtail our development, and estrange us from good people, good influences, and from our Lord" (*Faith Precedes the Miracle* [Salt Lake City: Deseret Book Co., 1972], p. 174).

Explain that if Janice continues as she is, she will gradually cut herself off from the influence of good people; keep herself from developing to her physical, intellectual, and spiritual potential; and no longer be guided by the Holy Ghost. If she repents, she can renew herself and begin again to progress and develop.

Repentance Brings Peace and Happiness to Our Lives

Teacher presentation

Explain that our Heavenly Father loves each of us and wants us to be happy. Because he loves us, he has given us the principle of repentance, which helps us overcome our mistakes. When we repent, the atonement of Jesus Christ can work in our lives. When we do not repent, the Lord cannot forgive us.

What we should desire most is to become like the Savior. When we repent, we show that we have this desire. When we repent every day, we gradually perfect ourselves, we find happiness and joy, and we become more like the Savior.

- What are the steps we must take in order to repent? Let the young women discuss.

Make sure they realize that a person must recognize that she has sinned, feel genuinely sorry for her sin, confess her sin to the Lord and to anyone she may have wronged, do all she can to correct the wrong things she has done, and then never commit the sin again.

Chalkboard discussion

Explain that because all of us have made mistakes, we have all experienced the unpleasant feelings that mistakes bring. Even small wrongs cause us to feel unhappy. More serious mistakes cause deeper and longer lasting unhappiness. Ask the young women to describe some of the feelings they have had or that they have seen in others as a result of wrongdoing.

List the young women's responses in a column on the chalkboard and discuss them. (The list might include guilt, depression, hopelessness, unrest, despair, and similar feelings.) Emphasize the idea that we cannot be happy when we are sinning.

Read Alma 41:10.

Explain that all of us have also known the good feelings we get when we repent. Ask the young women to describe some of these feelings. List their ideas in another column on the chalkboard and discuss them. (They may include peace, happiness, relief, contentment, joy, cheerfulness, calm, and similar feelings.)

Teacher presentation

Ask the young women to consider the differences between the words in the two lists on the chalkboard and decide which types of feelings they would rather have. Explain that repentance is a key to joy and peace in their lives.

Explain that the Church leaders have taught us important lessons about repentance. As time allows, read and discuss the following statements:

Quotations

1. "The heaviest burden that one has to bear in this life is the burden of sin" (Harold B. Lee, in Conference Report, Apr. 1973, p. 177; or *Ensign*, July 1973, p. 122).
2. "Repentance is ever the key to a better, happier life. . . . When souls are reborn, when lives are changed—then comes the great miracle to beautify and warm and lift. When spiritual death has threatened and now instead there is resuscitation, when life pushes out death—when this happens it is the miracle of miracles" (Spencer W. Kimball, *The Miracle of Forgiveness*, pp. 28, 362).
3. "Few gifts are more desirable than a clear conscience—a soul at peace with itself. Only the power of our Savior Jesus Christ can heal a troubled soul" (J. Richard Clarke, "Confession," *New Era*, Nov. 1980, p. 4).
4. "It is through repentance that the Lord Jesus Christ can work his healing miracle, infusing us with strength when we are weak, health when we are sick, hope when we are downhearted, love when we feel empty, understanding when we search for truth" (Spencer W. Kimball, "Give the Lord Your Loyalty," *Ensign*, Mar. 1980, p. 4).

Conclusion

Scripture
and handout

Display the poster of Doctrine and Covenants 18:13, and have the young women read the verse. Give the young women the copies you have made of the scripture. Ask them to put their copies where they can see them often as a reminder that repentance brings peace and joy here and eternal life hereafter.

Ask each young woman to strive to establish a habit of daily repentance. This might include thinking through the events of the day, making things right with others if needed, and asking for forgiveness and guidance through prayer.

Lesson Application

Distribute paper and pencil to class members. Ask each young woman to think of something she would like to change in her thoughts or behavior. Have her write down what she will do to change her attitudes and actions. Ask her to put this commitment where she can be reminded of it in the upcoming weeks.

OBJECTIVE	Each young woman will recognize the importance of forgiving herself.
-----------	--

PREPARATION	<ol style="list-style-type: none">1. Provide a rock, book, or some other object weighing approximately 1 to 2 pounds.2. Optional: Provide a narrow-necked jar or container (see the third section of the lesson). The jar or container should have an opening large enough for an unclasped hand to go through, but small enough so that a clenched fist cannot be drawn out. Provide also a rock or object to be placed in the jar.3. Assign young women to present any stories, scriptures, or quotations you wish. <p>Note: Other lessons treat the subject of forgiving others. This lesson deals with forgiveness of self.</p>
-------------	---

SUGGESTED LESSON DEVELOPMENT	The Weight of Sin Is Heavy
Demonstration	As class begins, ask a young woman to hold in the air a stone or other object weighing 1 to 2 pounds, extending her arm out from the shoulder. Ask her to hold the stone in this position while the following story is told.
Story	<p>A group of young women were hiking in the mountains and had stopped to rest before starting the climb up a long, steep hill.</p> <p>Julie was the strongest hiker in the troop and was usually out in front setting a pace that was sometimes difficult for the rest to follow. On this day some of the young women decided to play a trick on her. While she was resting and enjoying a drink, they quietly opened her pack and hid a large stone inside.</p> <p>When the rest period was over, the young women put the packs on their backs and started up the steep mountain trail. At first Julie was not aware of the extra weight she was carrying, but after a while her pack began to feel heavy and she started to tire. For the first time she could remember, she was forced to drop back with the slower girls in the rear of the group.</p> <p>It was not until she had almost reached the top of the mountain that Julie discovered why her pack felt so heavy and why she had become so tired. She was angry at first, but then she realized that her friends were only teasing her for being a strong hiker. She laughed with the others about the useless stone she had carried so far up the mountain.</p> <p>Once the heavy stone was removed from her pack, Julie felt strong again and was soon walking in her usual place at the front of the group.</p>
Teacher presentation	Tell the young woman who is still holding the object to lay it down. Ask if she is tired, and let her comment on how heavy even a small weight becomes if you have to hold it for a while. Suggest that although we do not usually carry stones about, we sometimes carry other kinds of weights that are as useless and tiring as the stone Julie carried. The stones or weights we carry are our sins.
Discussion	<ul style="list-style-type: none">• Why is a weight of sin heavy and hard to carry? (When we know what our Heavenly Father wants us to do and then fail to do it, we are ashamed and feel guilty. We remember our failures and worry about them, and they become a heavy stone or weight on our minds.)• How can carrying a weight of sin affect our lives?

Explain that some people unnecessarily carry the weight of sins of which they have repented.

The Lord Will Forgive Us When We Repent

Teacher presentation	Explain that sometimes our transgressions seem so numerous or serious that we feel we have no hope of overcoming them. Sometimes even though we have made efforts to repent, we still worry that the Lord has not forgiven us.
Discussion	<ul style="list-style-type: none">• Why would Satan have us believe that we have sinned beyond hope of forgiveness? (Then we will not repent, and we will sin more and more.)
Quotation	President Spencer W. Kimball explained that everyone can have the blessing of forgiveness: “Sometimes a guilt consciousness overpowers a person with such a heaviness that when a repentant one looks back and sees the ugliness, the loathsomeness of the transgression, he is almost overwhelmed and wonders, ‘Can the Lord ever forgive me? Can I ever forgive myself?’ But when one reaches the depths of despondency and feels the hopelessness of his position, and when he cries out to God for mercy in helplessness but in faith, there comes a still, small, but penetrating voice whispering to his soul, ‘Thy sins are forgiven thee’ ” (<i>The Miracle of Forgiveness</i> [Salt Lake City: Bookcraft, 1969], p. 344).
Scriptures	Have the young women read Doctrine and Covenants 58:42–43 and Mosiah 4:2–3. <ul style="list-style-type: none">• What did the Lord promise in the scripture from the Doctrine and Covenants? (If we repent, he will forgive us and remember our sins no more.)• What happened to the people of King Benjamin to bring them so much joy, as described in Mosiah?• How do you think a person can know that she has been forgiven by the Lord?
Quotation	President Harold B. Lee taught: “If the time comes when you have done all that you can to repent of your sins, whoever you are, wherever you are, . . . then you will want that confirming answer as to whether or not the Lord has accepted of you. In your soul-searching, if you seek for and you find that peace of conscience, by that token you may know that the Lord has accepted of your repentance. Satan would have you think otherwise and sometimes persuade you that now having made one mistake, you might go on and on with no turning back. That is one of the great falsehoods. The miracle of forgiveness is available to all of those who turn from their evil doings and return no more” (Harold B. Lee, in Conference Report, Apr. 1973, pp. 177–78; or <i>Ensign</i> , July 1973, p. 122).

Forgiving Ourselves Is an Important Part of Repentance

Thought question	Ask the young women to think about why it is important to forgive themselves when they repent of a sin. Then present the following demonstration.
Demonstration (optional)	Select a young woman to put her hand in the jar that has a rock or other object in the bottom. Ask her to pick up the object and take it out of the jar. As she closes her fist around the object, her hand will be too wide to remove from the jar. She must let go of the object in order to free her hand.
Teacher presentation	Explain that this demonstration can teach us something about our sins. Unless we let go of our sins, we cannot be free. If we cling to our sins, we will not be free to progress as we should. One of the ways we sometimes cling to our sins is by refusing to forgive ourselves.
Scripture discussion	Have the young women read Doctrine and Covenants 64:9–10. <ul style="list-style-type: none">• Why do you think the Lord commands us to forgive everyone? Why do you think it is important to forgive ourselves?
Story	The following story, told by Elder Sterling W. Sill, illustrates the importance of forgiving ourselves. “Sometime ago I talked with a woman 53 years of age who had committed a moral transgression at age 18. She understood that her sin was very serious, but because she had

repented a thousand times we can depend on the Lord's promise that he had forgiven her. But she had never forgiven herself. Because she felt unclean and inferior, she withdrew from her friends, refused to marry, and became a kind of social and spiritual recluse. For 35 years she downgraded herself with bitter regrets and accusations. Her life of looking back upon her sin has turned her into something far below the wonderful person that God intended her to be. Her sin at age 18 was very serious. But for 35 years she has been adding to her sin by wasting the most valuable thing in the world, which is a splendid human life" (*What Doth It Profit* [Salt Lake City: Bookcraft, 1965], p. 183).

Discussion

- Why is it hard to forgive ourselves? Have the young women name specific things that keep them from forgiving themselves. You may want to write these things on the chalkboard.

They may include the following: We feel that the sin is too terrible; we do not have enough faith in the Atonement; we do not understand how much the Lord loves us; we concentrate too much on the things we are doing wrong and not enough on the things we are doing right; we are afraid to forgive ourselves and move forward.

Quotation

Review the following quotation:

"Someone who finds himself feeling guilty long after he has repented might try asking himself these questions:

"1. Have I completed all the steps of repentance (recognition, remorse, confession if appropriate, restitution, etc.)?"

"2. Have I asked forgiveness of the Lord?"

"3. Have I allowed the Lord to take my burden by trusting his power to do so and his love for me?"

"4. Have I fully forgiven myself for my wrongdoing?" (Dale F. Pearson, "I Have a Question," *Ensign*, July 1980, p. 32).

Scripture discussion

Have the young women read Doctrine and Covenants 88:33.

- In what way is forgiveness a gift from God? How does this scripture apply to the gift of forgiveness?

- Why must we have faith before we can totally accept the gift of forgiveness?

Quotation

"God's forgiveness is often nullified because the sinner does not forgive himself. What good does it do for God to blot our evil from *his* mind, if we continue to let it dominate our thinking by rerunning it in our own?" (Sterling W. Sill, *What Doth It Profit*, p. 179).

Conclusion

Explain that the Lord has promised us that he will forgive us and remember our sins no more if we repent. It is up to us to repent and forgive ourselves. Sometimes it is easier to forgive others than to forgive ourselves. We must exercise faith in God and ourselves and rid our lives of past wrongdoings.

Scripture

Explain that Alma described his forgiveness in Alma 36:16–21. Have the young women read this passage.

Tell the young women that if they have any sins they have not repented of, they can find peace and happiness through the process of repentance. Assure them that they can be forgiven and have the peace of a clear conscience. They can forget their wrongdoings and put them out of their lives.

Consecration and Sacrifice

OBJECTIVE	Each young woman will understand and desire to live the laws of sacrifice and consecration.
-----------	---

PREPARATION	<ol style="list-style-type: none"> 1. Prepare an attractive card for each class member on which you have written the following statement from Mosiah 2:34: “Ye are eternally indebted to your heavenly Father, to render to him all that you have and are.” 2. Assign the young women to present any stories, scriptures, or quotations you wish.
-------------	---

SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Present the following examples of how young people have sacrificed to help others, or use examples of sacrifices made by young people you know.</p> <ol style="list-style-type: none"> 1. Janice volunteered to be a big sister to Connie, an eight-year-old girl whose father had died of cancer. Janice spent two hours each week with Connie. 2. The combined Young Women and Young Men of the ward spent an evening helping to clean and repair the barn of a nonmember rancher who had a broken arm. 3. Juanita telephoned Mary and told her they would have to go hiking another time. Her younger brother was ill and she had to stay home with him while her parents went to the temple.
------------------------------------	---

Case studies	<ol style="list-style-type: none"> 1. Janice volunteered to be a big sister to Connie, an eight-year-old girl whose father had died of cancer. Janice spent two hours each week with Connie. 2. The combined Young Women and Young Men of the ward spent an evening helping to clean and repair the barn of a nonmember rancher who had a broken arm. 3. Juanita telephoned Mary and told her they would have to go hiking another time. Her younger brother was ill and she had to stay home with him while her parents went to the temple.
--------------	---

Thought question	<ul style="list-style-type: none"> • In what ways have you been asked to give your time and talents to help other people?
------------------	--

Teacher presentation	Explain that this lesson deals with the laws of sacrifice and consecration that the Lord has revealed through his prophets. Explain that a young woman’s ability to understand and live these laws will greatly affect the happiness of her life here and in eternity.
----------------------	--

Discussion	<p>Sacrifice and Consecration Are Celestial Laws</p> <ul style="list-style-type: none"> • How would you define <i>sacrifice</i>? (Giving up something of value for something that is worth more.) • What do you think <i>consecrate</i> means? (To make sacred; to devote or dedicate.) <p>Explain that consecration and sacrifice are eternal laws and were given by the Lord before the earth was created.</p>
------------	---

Quotation	<p>Elder Bruce R. McConkie defined these laws:</p> <p>“Sacrifice and consecration are inseparably intertwined. The law of consecration is that we consecrate our time, our talents, and our money and property to the cause of the Church; such are to be available to the extent they are needed to further the Lord’s interests on earth.</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” (in Conference Report, Apr. 1975, p. 74; or <i>Ensign</i>, May 1975, p. 50).</p>
-----------	---

Teacher presentation	Explain that the laws of consecration and sacrifice were explained to Adam by an angel. After Adam and Eve were driven from Eden, the Lord commanded that they should sacrifice the firstlings of their flocks to him. Adam obeyed this commandment.
----------------------	--

Scripture discussion	<p>Have a young woman read Moses 5:6–8.</p> <ul style="list-style-type: none"> • What is a <i>similitude</i>? (One thing that resembles or represents another thing.) • Of what was Adam’s sacrifice a similitude? (If necessary, have the class reread verse 7.) • According to the angel, what should Adam do in the name of the Son? (If necessary, reread verse 8.) <p>Explain that the angel did not tell Adam only to sacrifice animals on an altar in the name of the Son, or to pray in the name of the Son, or to go to church in the name of the Son. He told Adam, “Do all that thou doest in the name of the Son.”</p> <ul style="list-style-type: none"> • How can we do all that we do in the name of the Son? • How can doing all things in the name of Jesus Christ help us live the law of consecration? <p>Jesus taught that after his resurrection, sacrifices should differ from those offered by Adam. Read 3 Nephi 9:19–20.</p> <ul style="list-style-type: none"> • What does it mean to offer unto the Lord a “broken heart and a contrite spirit”? (To be truly repentant and to humbly desire to obey Heavenly Father’s will.) <p>Have a young woman read Doctrine and Covenants 88:22.</p>
Teacher presentation	<p>Explain that the laws of sacrifice and consecration are celestial laws; if we desire to gain celestial glory, we must live these laws.</p> <p>The laws of sacrifice and consecration require much of each of us. They require that we sometimes sacrifice our desires, energy, time, or material goods to build our Father’s kingdom on earth. At times it may seem difficult to live by these laws. As our understanding and faith increase, however, we begin to realize the wonderful blessings available to the obedient.</p>
Quotation	<p>The Prophet Joseph Smith taught: “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” (<i>Lectures on Faith</i>, comp. N. B. Lundwall [Salt Lake City: N. B. Lundwall, n.d.], p. 58).</p>

Sacrifice and Consecration Bring Joy into Our Lives

Story	<p>Tell and discuss the following story told by a president of the Missionary Training Center in Provo, Utah.</p> <p>“I am thinking of a young man at the Missionary Training Center a year and a half ago, preparing to serve in Japan. We had arranged with the BYU ticket office for all of the missionaries to attend the final home football game. They had tickets all arranged for us in the north end zone . . . and we announced to the missionaries that they would all be permitted to go to the ball game the next afternoon. This young man came in to see me and asked, ‘President Pinegar, do I have to go to the football game tomorrow?’</p> <p>“I thought he was ill. I said, ‘Don’t you want to see this ball game?’</p> <p>“He said, ‘Oh, if you only knew how badly I want to see this game! I played college football for two years. But when I came to the MTC I made a commitment to myself and to the Lord that I would learn all eight of the missionary discussions in Japanese. If I go to that ball game tomorrow, I will not achieve my goal.’</p> <p>“Well, of course, permission was granted him to stay and study.</p> <p>“I saw him some weeks later. In fact, it was about five days before he departed for the field. He came up to me in the cafeteria and said, ‘President Pinegar, remember me? I am the elder who did not go to the ball game because I wanted to study the discussions. Today I pass off the eighth discussion.’ He continued, ‘You ought to hear what happened to me the day I stayed here and did not go to the ball game. Up to that point in time I had been able to memorize twenty lines a day in Japanese; that day, the day that I sacrificed—and I felt it was a sacrifice—I memorized 120 lines. From that point on, I continued to</p>
-------	--

move up and today I will pass off my eighth discussion' " (Max L. Pinegar, "Serious about the Things to Be Done" in *Speeches of the Year, 1978* [Provo: Brigham Young University Press, 1979], pp. 55–56).

- How did this young man's sacrifice bring joy and blessings to his life?

Story

Tell and discuss the following story about how members of the Church were blessed because of their sacrifice.

The early members of the Church were driven from Nauvoo, Illinois, in 1846 by angry mobs. But several hundred of the Saints were not able to leave with the others. They were too poor to buy what they needed to travel or they were too sick. But later in the year, mobs forced these people to leave as well. They had very few possessions, and they set up what camps they could in the cold, rainy weather, without adequate food, clothing, or shelter. Many were sick and completely without the necessities of life.

At this time of great desitution, the Lord sent a miracle to the suffering Saints. For several miles up and down the river where they were camped, immense numbers of quail fell into the camp. The birds seemed to be exhausted, and many fell right into the tents and even children could pick them up with their hands. Thousands of birds were caught, and the sick and poor people were fed on this delicious food.

Another miracle happened shortly afterward. Brigham Young heard about the condition of these Saints and immediately organized a relief company to carry tents and provisions to them and bring them to join the other members of the Church. Many people volunteered to help at great personal sacrifice, and the destitute Saints soon found refuge among their friends. (See B. H. Roberts, *A Comprehensive History of the Church*, 3:134–36.)

- What sacrifices did these early Church members make? How did the Lord bless them?

Case studies
and discussion

From the following accounts, choose those that seem appropriate for your class. After reading each one aloud, ask the class to discuss the following questions. (Have the questions written on the chalkboard before beginning the lesson.)

- How might a young woman feel in this situation?
- How might she sacrifice?
- How might her sacrifice affect her and others?

Help the young women understand that trying to live the laws of consecration and sacrifice will help them respond unselfishly and constructively to frustration, confusion, and impatience, as well as to matters of time, talent, and money.

1. Mary is a convert to the Church. She is going to be married soon and wants to be married in the temple. Her parents are not members of the Church and urge her to be married where they can be present. They accuse her of being selfish in not considering their wishes.
2. Carol is a leader at school. After her school won the championship in a state competition, she was invited to a big celebration party. Carol's friends urged her to join them just this once when the alcoholic drinks were passed around.
3. When they were both seventeen, Jean and Mike started dating. They became concerned about their feelings for each other because they both wanted Mike to serve a mission.
4. After she graduated from college, Elizabeth had a great opportunity to travel abroad, a once-in-a-lifetime opportunity. Elizabeth's bishop called her to go on a mission.
5. Amy loved to ski, but there had not been much snow this winter. One Sunday morning, John called and invited her to go to a nearby ski resort where there were twelve inches of new snow.
6. Mrs. Mahler was a lonely, elderly lady. She would talk, without stopping, for an hour if she could find a listener. She met Jane on the street and started talking about her nephew in Hamburg. Jane wanted to get home for supper.
7. Julie had an appointment with the bishop at 7:10 P.M. and arrived early at 7:00. The bishop was interviewing someone else. At 8:00 Julie was still waiting to see him.
8. Catherine loved music, dancing, little girls, and pink flowers. The bishop asked her to teach a Primary class made up almost entirely of boys.

9. Diane had spent seven hours in school and four at work in a grocery store. When she got home, she ate supper, helped with the dishes, studied for two hours, and then dressed for bed. She glanced at her scriptures lying on her desk. She wanted to study them, but she was also exhausted and wanted to fall into bed.

Conclusion

- Teacher presentation Explain that in his address to the Nephites, King Benjamin discussed the laws of sacrifice and consecration. He summarized these laws in one sentence: "Ye are eternally indebted to your heavenly Father, to render to him all that you have and are" (Mosiah 2:34).
- Handout Give each young woman a card on which the above quotation has been written. Suggest that she put it where she can see it to remind her daily to keep the laws of consecration and sacrifice.

OBJECTIVE	Each young woman will understand and seek for a change of heart.
PREPARATION	<ol style="list-style-type: none"> 1. Prepare to tell or have a young woman tell the story of how Alma experienced a change of heart. The story is found in Mosiah 27 and Alma 36. 2. Assign young women to present any stories, scriptures, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	<p>A Change of Heart Is Necessary in Becoming like God</p> <p>Discussion</p> <p>To introduce the lesson, ask the young women the following questions:</p> <ul style="list-style-type: none"> • Have you known converts to the Church who were baptized and became strong and valiant members? Have you known converts who were baptized and sometime later became inactive? • Have you known people who have been members all their lives who are not valiant in living the commandments and serving the Lord? <p>Explain that all of these people have been baptized and are members of the Church.</p> <ul style="list-style-type: none"> • What is the difference between the people who serve the Lord with dedication and love, and those who become inactive or indifferent to the Church? Allow the young women to discuss. <p>Teacher presentation</p> <p>Explain that the scriptures have a name for an important thing that makes a difference between valiant and indifferent members of the Church. This quality is called a <i>change of heart</i>.</p> <p>Explain that the heart has become the symbol of some of our most important thoughts and emotions. Ask the young women to name some of these. Their list will probably include love, tenderness, dedication, trust, and courage.</p> <ul style="list-style-type: none"> • When the scriptures talk about a change of heart, what type of change do you think they are talking about? Let the young women discuss. <p>Make sure they understand that a change of heart is a change in a person's entire life—her thoughts, feelings, desires, and actions, everything that the heart represents. She gives her love, dedication, intelligence, and talents to the Lord and wants only to serve the Lord.</p> <p>This change is what the Lord was speaking of when he commanded, "See that ye serve [the Lord] with all your heart, might, mind and strength" (D&C 4:2).</p> <p>Scripture discussion</p> <p>Have a young woman read Mosiah 3:19.</p> <ul style="list-style-type: none"> • What does this scripture tell us about having a change of heart? Let the young women discuss. <p>Explain that this scripture describes the change that can happen to a person. A natural man is a person who is more concerned with worldly things than with God. If we do the things described in this verse, such as having faith in the Atonement and being meek and humble, we can become saints.</p> <ul style="list-style-type: none"> • Why do you think a person's heart must be changed in order to become like God? <p>Point out that unless a person's entire life is dedicated to the Lord, she will not have the faith, love, and courage to qualify for the celestial kingdom. A change of heart is a necessary step in becoming like God.</p>

The Scriptures Teach Us How Our Hearts Can Be Changed

Scripture discussion	<p>Explain that the book of Mosiah records the speech that King Benjamin gave to his people when he knew that he would soon die. He taught his people about the Atonement and about their need to repent. This speech was so powerful that all of the people who heard it experienced a change of heart. By studying the things that he told them and the reactions of the people, we can learn what we must do if we are to have a change of heart ourselves.</p> <p>Have a young woman read Mosiah 4:1–2.</p> <ul style="list-style-type: none">• What was the great desire of these people after they heard King Benjamin’s words? (They wanted to repent and be forgiven through the atonement of Christ.) <p>Have a young woman read what King Benjamin said when he saw that the people were repentant, found in Mosiah 4:6–7.</p> <ul style="list-style-type: none">• What did King Benjamin tell the people they should do in order to receive salvation? (Come to a knowledge of God and the Atonement, trust in the Lord, be diligent in keeping the commandments, and continue faithful until the end of their lives.) <p>King Benjamin asked the people if they believed his words and if they would trust in the Lord and be faithful all their lives. Have a young woman read the people’s answer in Mosiah 5:2, 5. Point out that now the greatest desire these people had was to make a covenant to serve God throughout their lives.</p>
Review	<p>Review with the young women the steps these people went through to have their hearts and lives changed:</p> <ol style="list-style-type: none">1. They learned about Christ and his commandments from King Benjamin.2. They had faith in Christ, believed in the power of his atonement, and wanted to repent of their sins.3. They were forgiven through the mercy of the Lord, and they felt peace and joy.4. They made a covenant that they would keep the commandments and do good for the rest of their lives. <p>Point out that these are the same steps we can go through to change our hearts and lives so that we are living in harmony with the Lord.</p>

A Change of Heart Can Happen Quickly or Gradually

Teacher presentation and discussion	<p>Explain that the people of King Benjamin had their hearts and lives changed quickly, but for many people, the process happens more gradually. They go through the same steps that the people of King Benjamin did, but they do so throughout their lives.</p> <ul style="list-style-type: none">• Have you learned about Christ’s atonement and commandments? Where have you learned these things?• Have any of you ever repented of a sin and felt that you were forgiven by the Lord? Ask the young women if they would like to share the feelings they had when they felt they were forgiven.• Have you ever wanted to do something that you knew was wrong but did not do it because you wanted to obey the Lord? Again ask the young women to share any experiences they have had. You may want to tell an experience that you have had. <p>Explain that if the young women have done these things, they have begun to know what it means to have a change of heart. Point out that they should work to have more faith in the Atonement and to obey the commandments more completely. Then gradually they, like the people of King Benjamin, will find that they are losing their desire to do evil. Their whole desire will be to obey the Lord and serve their fellowmen.</p>
Scripture story	<p>Tell, or have a young woman tell, the story of how Alma experienced a change of heart. The story is found in Mosiah 27 and Alma 36.</p> <p>After the story is told, have a young woman read Alma 36:18–21. Point out that Alma discovered for himself that repentance and dedication to the Lord can bring great joy.</p>

Bear your testimony that repentance and obedience to the commandments brings the greatest possible joy in this life.

Conclusion

Quotation

Explain that in the scriptures, a change of heart is sometimes called being born again. President David O. McKay described an experience he had that helped him understand how important it is to have your heart and life changed:

"I . . . fell asleep, and beheld in vision something infinitely sublime. In the distance I beheld a beautiful white city. Though far away, yet I seemed to realize that trees with luscious fruit, shrubbery with gorgeously-tinted leaves, and flowers in perfect bloom abounded everywhere. The clear sky above seemed to reflect these beautiful shades of color. I then saw a great concourse of people approaching the city. Each one wore a white flowing robe, and a white headdress. Instantly my attention seemed centered upon their Leader, and though I could see only the profile of his features and his body, I recognized him at once as my Savior! The tint and radiance of his countenance were glorious to behold! There was a peace about him which seemed sublime—it was divine!

"The city, I understood, was his. It was the City Eternal; and the people following him were to abide there in peace and eternal happiness.

"But who were they?

"As if the Savior read my thoughts, he answered by pointing to a semicircle that then appeared above them, and on which were written in gold the words:

" *'These Are They Who Have Overcome The World—Who Have Truly Been Born Again!'* "

(*Cherished Experiences from the Writings of President David O. McKay*, comp. Clare Middlemiss [Salt Lake City: Deseret Book Co., 1965], p. 102).

Lesson Application

Suggest that the young women read Mosiah chapters 2 through 5 so that they can better understand what it means to have a change of heart.

OBJECTIVE	Each young woman will learn how to make the scriptures more meaningful in her life.
PREPARATION	<ol style="list-style-type: none"> 1. Become familiar with the Topical Guide and Index that are found in the LDS editions of the scriptures. Be prepared to help the young women find scriptures using these resources. 2. Assign young women to present any stories, scriptures, or quotations you wish. 3. If it is available in your area, show “Flood the Earth with the Book of Mormon,” on <i>Family Home Evening Video Supplement 2</i> (53277).

SUGGESTED
LESSON
DEVELOPMENT

The Scriptures Can Guide Us and Help Us Meet Daily Challenges

Story	<p>Introduce the lesson with the following experience told by President Harold B. Lee:</p> <p>“Some years ago the president of the Sweden Mission related an experience when he was on a boat going out through a number of small islands toward Finland. As he watched the boat plow out into the sea, he noticed the meandering course of the pilot among the various islands. He wondered, Why doesn’t he take us to that more interesting island over there instead of this dismal place over here?</p> <p>“He said, ‘As I sat there watching and wondering, I noticed what appeared to be broomsticks bobbing up and down in the water ahead. I then realized that someone had mapped out the safest course in these waters and had put out these guidelines to guide us safely.’</p> <p>“Then he brought out this lesson: ‘Just so, God’s engineers have charted the safest way to us, and that safe way is written in the gospel of Jesus Christ, just as unmistakably as our ship was guided through those dangerous seas out into the safety beyond’ (“Find the Answers in the Scriptures,” <i>Ensign</i>, Dec. 1972, p. 3).</p>
Discussion	<p>Ask the young women to think of ways in which the scriptures can guide their lives on the safe and direct course back to their Heavenly Father. Guide the discussion to bring out the following:</p> <ol style="list-style-type: none"> 1. The scriptures help us to know our Heavenly Father and his Son, Jesus Christ (see John 17:3). 2. By reading the scriptures, we can gain a testimony of Jesus Christ and his gospel. 3. We can learn from Christ’s example. (If time permits, ask the young women to recall some of the incidents from Jesus’ life that have been examples to them.) 4. We can learn from the examples of the prophets and people written about in the scriptures. 5. The scriptures instruct us in all that we should know and do to return to our Heavenly Father’s presence (see 2 Timothy 3:15–16; D&C 33:16). 6. The scriptures give us inspiration and comfort to meet life’s daily challenges. <ul style="list-style-type: none"> • Do you know how to find answers to your daily problems in the scriptures? How have you used the scriptures to help you solve your problems? • Do you have a favorite scripture that has helped you to meet challenges in your life? <p>Explain that as a class, you are going to learn how to find answers in the scriptures.</p>

Scripture activity
and case studies

Present the following case studies to the class members. After each case study, give them a few minutes to find answers in the scriptures that will help resolve the problem. You may need to give the class brief instructions on how to use the Topical Guide and Index to find applicable scriptures. Have the young women present what they have learned to the class. You may want to have them work in groups for this activity.

Case Study 1

Shauna was struggling with her faith in the power of prayer. She felt that she was not receiving answers when she prayed, and she was beginning to doubt the faith and beliefs of her childhood. Her Young Women adviser asked her to compile a notebook on prayer using only what she found in the scriptures. Find some scriptures that you think would help her regain her faith in prayer.

Case Study 2

Marie was aware that Layne, her fourteen-year-old brother, was lying more and more frequently to her parents about where he was going and what he was doing. Marie had tried to talk to him about it, but that only made him angry. He insisted that his little lies weren't doing any harm. He just wanted to spend more time with his friends. Marie's father assigned her to give the lesson in family home evening the following Monday. She decided to give it on the importance of being honest. Find some scriptures that might help Marie teach Layne about the value of honesty.

Case Study 3

Sarah's mother had just died of cancer. Sarah was brokenhearted. Why had the Lord let this happen to her beautiful mother? She was so good and so young. The family had prayed fervently that she would be healed, and the bishop had helped her father administer to her mother. Using the key words of *death* and *resurrection*, what scriptures can you find to comfort Sarah?

Chalkboard
discussion

We Can Make the Scriptures More Meaningful in Our Lives

Explain that there are many ways we can study the scriptures. Finding answers to specific problems is only one way. Ask the young women to suggest ways of studying the scriptures. You may want to list their responses on the chalkboard. The responses may include the following:

1. We can read them through from start to finish.
2. We can study them by subject, using the Topical Guide, Index, or *Gospel Principles* manual as our guide.
3. We can follow the seminary or Sunday School course of study.
4. We can compile and memorize a list of special scriptures that help and inspire us. (The scriptures to be memorized in seminary would be a good place to start.)
5. We can look for answers to a specific need or problem.

Explain that no one way is the best. Each young woman must decide which way works best for her.

- What things often keep people from reading the scriptures every day?
- What can we do to overcome these obstacles to scripture reading?

Quotation

Elder Carlos E. Asay has encouraged us to imagine the time we spend studying the scriptures as a time of personal interview with the Lord. He said:

“I fear that many of us rush about from day to day taking for granted the holy scriptures. We scramble to honor appointments with physicians, lawyers, and businessmen. Yet we think nothing of postponing interviews with Deity—postponing scripture study. Little wonder we develop anemic souls and lose our direction in living. How much better it would be if we planned and held sacred fifteen or twenty minutes a day for reading the scriptures. Such interviews with Deity would help us recognize his voice and enable us to

receive guidance in all of our affairs. We must look to God through the scriptures” (in Conference Report, Oct. 1978, p. 79; or *Ensign*, Nov. 1978, pp. 53–54).

Discussion

- How would following Elder Asay’s suggestion help you be more in tune with the Spirit as you study the scriptures?
- Why is planning a regular time for scripture study so important?
- Why is infrequent scripture study likely to be less satisfying than regular scripture study?

Story

To help the young women understand the importance of dedicated scripture study, tell the following true story:

Sarah Pea Rich was converted to the Church in 1835 when she was seventeen years old. She and her family were living in the state of Illinois, and two Mormon elders had come to preach in her area. They told her family and her neighbors about the Prophet Joseph Smith and about the translation of the Book of Mormon from gold plates.

Sarah was anxious to see the Book of Mormon and asked one of the elders if she could see the book. She said: “I retired to my room and spent the rest of that evening and most of the night reading it. I was truly astonished at its contents. The book left an impression on my mind never to be forgotten. It appeared to be open before my eyes for weeks afterwards.”

The next morning the men left for Kirtland, Ohio, leaving a deep impression on the minds of the Pea family. The family thought they would never see the elders again. Sarah wrote: “After they had been gone six weeks, I had a dream concerning them. I dreamed on Friday night that they would come to our house the next evening, just as the sun was going down, and that they would first come in sight at the end of a long lane in front of the house.”

The next morning, her father and mother planned to go to town. Sarah asked them to return early because she was so sure the missionaries would come. Her father laughed and told her she must be crazy, for the elders were hundreds of miles away. He and Sarah’s mother soon left for town. Sarah, however, began preparing for the arrival of the missionaries.

Sarah recorded: “As the day passed, I began to look, once in a while, down the lane for those men. Sure enough, just as the sun was setting, they made their appearance, just where I dreamed I first saw them. I met them on the porch, and bade them the time of day. ‘I have been looking for you to come,’ I said. ‘Why,’ one of them answered, ‘had you heard we were coming?’ ‘No,’ I said, ‘I dreamed last night that you would come, and I felt sure you would be here.’ ‘Well,’ said one of the elders, ‘we had a dream that we were to return here and baptize you and build up a church in this region.’ ”

Sarah’s parents returned from town and were astonished to find the missionaries at their home. The missionaries taught the family and many neighbors. They stayed until they had built up a church of seventy members, including Sarah, her father, mother, and sister. (Quoted in John Henry Evans, *Charles Coulson Rich: Pioneer Builder of the West* [New York: Macmillan Co., 1936], pp. 38–40.)

- How do you think Sarah felt about the Book of Mormon?
- What can you learn about scripture study from her experience?

Conclusion

Quotation

Read the following counsel from Elder Howard W. Hunter:

“It is certain that one who studies the scriptures every day accomplishes far more than one who devotes considerable time one day and then lets days go by before continuing. Not only should we study each day, but there should be a regular time set aside when we can concentrate without interference. . . .

“A quarter of an hour is little time, but it is surprising how much enlightenment and knowledge can be acquired in a subject so meaningful. The important thing is to allow nothing else to ever interfere with our study” (in Conference Report, Oct. 1979, p. 91; or *Ensign*, Nov. 1979, p. 64).

Testimony

Express your feelings about the value of drawing close to the Lord by studying the scriptures. Allow the young women to express their feelings about this subject.

Lesson Application

Suggest that if the young women do not have a regular scripture study program, they could begin one during the upcoming week. Each young woman may want to report to you personally about her experience.

OBJECTIVE Each young woman will understand the importance of serving in the Church and ways she can serve.

PREPARATION

1. Provide a pencil and paper for each young woman.
2. Assign a class member to tell about a personal experience she has had with serving in the Church (see the third section of the lesson).
3. Assign young women to present any stories, scriptures, or quotations you wish.

SUGGESTED LESSON DEVELOPMENT

We Should Serve Willingly in the Church

Teacher presentation Tell the young women about the blessings that have come into your life because you have had the opportunity to teach this class. Mention sacrifices you have had to make and the rewards you feel you have been given for your service. Help the young women to feel that service in the Church is an important part of your life.

Chalkboard discussion Write on the chalkboard: *The Church of Jesus Christ of Latter-day Saints*. Then ask the following questions:

- Whose church do we belong to? (The Church of Jesus Christ.)
- Who planned the way that the Church should be organized? (Jesus Christ. He revealed this organization through his prophets.)

Teacher presentation and discussion Explain that the organization of our Church is different from that of most other churches. Our local leaders are not specially trained men who lead the Church as their full-time jobs. They are the people of the Church who give their time willingly and without pay.

Remind the young women that there are many people involved in the organization of just one branch or ward. Ask them to name as many different positions in their branch or ward as they can. Their list will probably include the branch president or bishop, his counselors, the clerks, auxiliary presidencies, secretaries, teachers in the auxiliaries, visiting teachers, home teachers, class presidencies, and so on.

- Why do you think the Lord has organized his Church so that so many people serve in it? Ask the young women to name reasons, and list these reasons on the chalkboard.

Chalkboard discussion The following may be included:

1. When many people serve, they are able to bless more of the people who need help.
 2. When people are asked to serve in many different positions, they develop talents they otherwise might never use.
 3. When people are asked to help others, they learn how to love and serve their fellowmen.
- What talents could a young woman develop if she were called to serve as the president of her Young Women class? Encourage the young women to name as many as they can.

Story Tell the following story:

“Tanya, a [Young Women] class president from Tasmania, caught the vision of her responsibility as a leader of youth today. Following a visit by a member of the Young Women General Presidency, she wrote:

“ ‘After the first night I got really inspired and filled with the Spirit. I can’t really remember when I have felt like it before. That night I went home and prayed to my Father in heaven and asked for strength and help so my inactive Laurels will want to come back. That night I felt a real peace come over my soul. Then when I heard you again, the same feeling came over me, and I realized how powerful and wonderful the Holy Ghost is. I immediately wrote to the girls. I love my girls in the Young Women organization because they share the same interests and goals that I hope to achieve. I realize that one day I will have to answer to the Lord, so I’m going to press on and work with my leaders. I’m not going to live on a borrowed testimony; I’m going to get my own through hard work’ ” (Ruth H. Funk, “Exceedingly Young,” *New Era*, June 1977, p. 48).

Discussion

- In what ways was Tanya blessing the lives of the young women in her class?
- How was Tanya’s calling helping her learn how to love and serve?

Explain that although service in the Church is one of the best ways to serve others and become like God, some people serve reluctantly or not at all.

- What are some reasons people do not want to serve in the Church? (They don’t think Church service is important; they feel they don’t have enough time, energy, or ability.)

Quotation

Read the following statement by Elder Franklin D. Richards about fulfilling Church callings:

“Before turning down a request to serve because you feel you are too busy, you might want to . . . *simplify* somewhat and make a new appraisal of what you really consider essential. Reconsider your priorities and remember your covenants with the Lord wherein you have covenanted to give of your time, talents, and means liberally to the upbuilding of the kingdom of God.

“As you simplify your life by putting first things first and eliminate less essential activities, you will probably find time to accept the Church assignment. . . .

“Also, sometimes we are asked to accept Church callings that we do not feel qualified to handle, and we are prone to say no because we are afraid. I have found that to a very large extent life is a series of assignments for which we don’t feel fully prepared, but as we accept and do our part, the Lord blesses us with wisdom beyond our natural selves, and in such cases we really reach beyond ourselves. Thus we grow by having to exceed our past selves” (“Q and A,” *New Era*, Mar. 1977, p. 11).

- What does Elder Richards say we should do if we feel we are too busy to serve? If we feel we are not qualified?

We Can Serve by Helping Other Church Members

Chalkboard discussion

Explain that there are many ways we can serve in the Church besides filling a position. We can serve in these ways all of the time. Have the young women name some of these ways. Make a list similar to the following on the chalkboard:

Pay our tithing.

Pay fast offerings.

Work on welfare projects.

Serve the Church members with whom we associate.

Support missionaries with our money, letters, and prayers.

Do family history research.

When we have temple recommends, perform work for the dead in the temples.

Story

Tell the following story about three valiant eighteen-year-old young men who gave great service to their fellow Church members.

“In 1856 more than a thousand of our people . . . found themselves in serious trouble while crossing the plains to [the Salt Lake Valley]. Because of a series of unfortunate circumstances, they were late in getting started. They ran into snow and bitter cold in the highlands of Wyoming. Their situation was desperate, with deaths occurring every day.

“President [Brigham] Young learned of their condition as the October general conference was about to begin. He immediately called for teams, wagons, drivers, and supplies to leave to rescue the bereft Saints. . . .

“When they reached the Sweetwater River on November 3, chunks of ice were floating in the freezing water. After all these people had been through, and in their weakened condition, that river seemed impossible to cross. It looked like stepping into death itself to move into the freezing stream. Men who once had been strong sat on the frozen ground and wept, as did the women and children. Many simply could not face that ordeal.

“ . . . Three eighteen-year-old boys belonging to the relief party came to the rescue, and to the astonishment of all who saw, carried nearly every member of the illfated handcart company across the snowbound stream. The strain was so terrible, and the exposure so great, that in later years all the boys died from the effects of it. When President Brigham Young heard of this heroic act, he wept like a child, and later declared publicly, “that act alone will ensure C. Allen Huntington, George W. Grant, and David P. Kimball an everlasting salvation in the Celestial Kingdom of God, worlds without end.” ’ (Solomon F. Kimball, *Improvement Era*, Feb. 1914, p. 288.)

“Mark you, these boys were eighteen years of age at the time. . . . Great was their heroism, sacred the sacrifice they made of health and eventually of life itself to save the lives of those they helped” (Gordon B. Hinckley, in Conference Report, Oct. 1981, pp. 59–60; or *Ensign*, Nov. 1981, p. 42).

Discussion

- What do you think motivated these young men to make such a great sacrifice?
- What can you learn from this story about serving those Church members with whom you associate? (See Mosiah 2:17; Matthew 25:34–40.)

We Should Prepare Now to Serve in the Church

Teacher presentation

Remind the young women of the many positions in their ward or branch that they mentioned at the beginning of the lesson. Explain that they may be called to serve in many of these positions in the years to come.

- What skills would a Sunday School teacher need to have? A Relief Society president? Let the young women respond.

Explain that the young women must be preparing now to fill the positions that the Lord has for them in his Church.

Quotation

Read the following statement by Elder M. Russell Ballard:

“How do the names of bishops and stake presidents and General Authorities surface in the minds of those who have the responsibility of extending the call? . . . I shall tell you how I think it is. I believe in revelation—and so do you—and I believe that the Lord is getting acquainted with you right now. You missionaries that are preparing to go on your mission, do not let one day go by on your mission when you do not demonstrate to the Lord that you are reliable, that you are trustworthy, that you are dedicated, that you are committed, that you are on his side, for he is getting acquainted with the young men and the young women of this Church today. . . . Every day of your life he gets acquainted. Then, after he has watched you and after you have demonstrated your faithfulness by your service and by your ability to keep your priorities straight in your life, along comes a need for a high councilor, a Primary president, a Relief Society president, a bishop, or a stake president; and the Lord makes it known to the responsible priesthood leader that you are ready because you have lived up to the commitments and promises that you made before you were ever born” (“Speaking Today,” *Ensign*, Mar. 1979, p. 71).

- What can you do to show the Lord every day that you are trustworthy and dedicated to him? Let the young women discuss. (See also Joshua 24:15.)

Activity

Distribute paper and pencils to the young women. As a brief class activity, ask each young woman to write down two or three positive qualities and abilities of the young woman sitting next to her that will allow her to serve well. Have the young women share their ideas and insights. Ask each young woman to give her notes to the class member about whom they were written.

Report and discussion

Ask a member of the class who has a Church calling to tell how she was called by the bishop or branch president, how she felt when she was called, how she prepares for her calling, how she budgets her time, and what some of the problems and rewards of her service are. If none of the class members has had a Church calling, invite some other

young person who has served to share his or her experience, or relate some of your own experiences in Church service.

Quotation

Conclusion

Explain that young people may say they are too young to be of service to the Lord. A General President of the Young Women reassured us: "It is natural to be apprehensive when [a Church calling] comes to you. However, the calling of youth leaders has historically been the will of the Lord. He has not hesitated to call young leaders for his eternal purposes, to assist them in their preparation, and to send them forth to their new callings. . . . Youth leaders today are involved in the exciting and sacred work of saving souls. . . .

" . . . When the historical records of youth leaders of this dispensation are reviewed by those who will follow, it might well read: 'They were called of God; they were exceedingly young; they were directed by the Spirit; they carried each other's burdens; they were servants of the Lord' " (Ruth H. Funk, "Exceedingly Young," pp. 47-49).

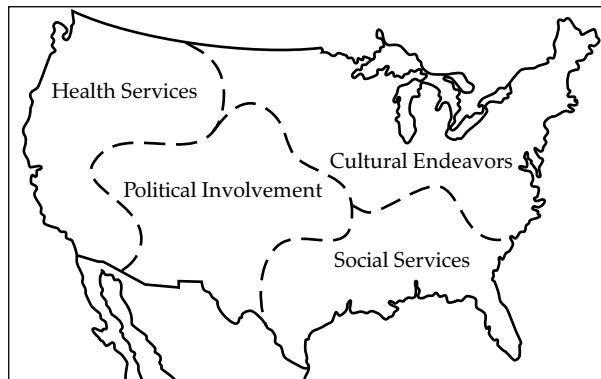
Lesson Applications

1. Ask the young women to list the ways in which they are serving in the Church now by supporting Church programs and filling Church callings, large or small. Ask them to try to add one thing to this list.
2. Have the young women decide now that when they are called to fill a Church position they will do so.
3. As individuals or as a group, select various ward or branch workers to whom to write notes of appreciation for their time and effort in their Church callings.

OBJECTIVE Each young woman will understand the importance of community service.

PREPARATION

1. Obtain a picture of a landmark in your community.
2. Optional: Prepare a map of your city, state, or nation. Cut it into four pieces (or more if you wish) like a jigsaw puzzle. On the front of each puzzle piece, write the name of an area of community service, as shown in the illustration. These could include such things as health services, social services, political involvement, and cultural endeavors. On the back of each piece should be suggestions for community service you have gathered from your area. You could use the suggestions in the third section of the lesson and add some of your own.



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

**SUGGESTED
LESSON
DEVELOPMENT**

Picture and teacher presentation

Introduction

Display the picture of the community landmark.

Explain that a community is made up of a group of people who live together in one area and share many laws, interests, and traditions. Regardless of the size of that community, every resident has an effect on the others who live there. A young woman can be an influence for good in her community by becoming involved in some kind of community service.

Chalkboard and discussion

It Is Important for Young Women to Serve in the Community

- Why do you think it is important for Latter-day Saints to serve in their communities? Let the young women discuss, and write their answers on the chalkboard.

The following ideas may be included:

1. There are many people in the community who need help and have few people to give it to them.
2. As we serve in the community, we can share the blessings of the gospel with people who do not have them.
3. We want our communities to be wholesome places to raise families, and we can do much to maintain high standards.

Discussion	<ul style="list-style-type: none"> • What groups of people in our community need help? (The groups will vary according to your community, but they may include elderly people who are in rest homes or who live alone and cannot take care of all their needs, patients in hospitals, children who do not have proper care, refugees from other countries, physically and mentally disabled people.) <p>Explain that there are often government and social agencies who help these people, but they are not able to do everything that needs to be done.</p>
Story	<p>Tell the following true story:</p> <p>Linda was a young woman from the United States living in a town far away from her home. She lived in an apartment building and had noticed that her neighbors were from another country and could not speak English very well. She was uncertain and a little scared about meeting them, but one day she decided to think of something she could do to get to know them. She made a dessert typical of her country and took it to them. They were delighted to have a friend with whom they could practice their English. They invited her to dinner, and they soon got to know each other well.</p> <p>One of the neighbors was a twelve-year-old boy who was having a hard time in school because his English was poor. Linda offered to come to his house twice a week and help him with his reading. The boy worked hard, and soon he and Linda were such good friends that they often swam, went to movies, and did other things together that helped him learn about his new country.</p> <ul style="list-style-type: none"> • How do you think this boy and his family felt about the service that Linda gave to them? <p>Explain that when we serve in the community, we can share the blessings of the gospel with those who do not have them.</p>
Quotation	<p>Elder L. Tom Perry said:</p> <p>“We have been blessed with the light of the gospel to lead us and to guide and direct our lives. Through our understanding and study of the scriptures, we have a knowledge of the laws of the Lord by which we should govern our earthly conduct. With this great blessing comes an obligation to be part of the communities in which we live. Our influence should be felt to safeguard the moral standards in the villages, in the towns, and in the cities where our homes are located in all parts of the world. I challenge you to become involved in lifting the moral standards of the communities where your homes are” (in Conference Report, Apr. 1977, p. 89; or <i>Ensign</i>, May 1977, p. 61).</p>
Discussion	<ul style="list-style-type: none"> • If you were working in the community with some people who were not members of the Church, in what ways could you share the blessings of the gospel with them? Encourage the young women to think of as many ways as they can. <p>They might mention such things as being an example of Christian service, encouraging those you work with to observe high standards in their community work, and finding opportunities to talk about how the gospel blesses lives.</p> <p>Point out that as the young women work to serve their community, they will be helping to improve the community for the future. These contributions could even benefit their own children some day.</p> <ul style="list-style-type: none"> • Why do you think many people do not serve in their communities? Let the young women mention several reasons. <p>Explain that since we belong to a family, a church, and a community, there are many demands on our time. The following quotation helps us understand what our priorities should be:</p>
Quotation	<p>“While Latter-day Saints should engage in community causes, they should maintain a good balance. Their family should come first. Church activity should not be neglected. . . .</p> <p>“For the well-organized Latter-day Saint, there usually is time to be a concerned, involved citizen. It may mean one or two fewer television shows a week, or one less ball game a month—but it is worth it. Even more, it is <i>vital</i>, if we are to have the kind of communities we need for a full-flowering of gospel living and the joy that is its reward” (Wendell J. Ashton, <i>Ensign</i>, Dec. 1977, pp. 24–25).</p> <ul style="list-style-type: none"> • What are some things that you could do to make more time for community service in your life?

There Are Many Ways Young Women Can Serve the Community

Map activity

Explain that there are many ways we can be of service in our community. Distribute the sections of the community service map. Ask a young woman to read each list aloud and add to it if she has any ideas. Ask for suggestions from other class members as well. After reading the list, the young woman should secure her section of the map to the wall or a poster board in its correct position.

Health services: Visit and talk to elderly people in your own family and neighborhood; make clothes and food for people who are sick; take care of sick children in a hospital or in your neighborhood; read to the elderly in a rest home; take flowers to patients who have no families; on special holidays, remember people who are sick.

Political involvement: Distribute information to neighbors about local issues or candidates for office; make telephone calls to encourage people to vote; attend meetings on civic issues.

Social services: Help organize or lead groups that help youth develop skills; demonstrate sewing, cooking, or crafts to those in orphanages and community schools or to those who are disabled; teach language skills to those who do not speak your language; read to the blind.

Cultural endeavors: Offer to distribute programs at community theater and musical productions; act as a hostess or guide at an art exhibit; participate in theater productions, choruses, orchestras, or promotional services for such a group.

Teacher presentation

Tell the young women that the completed map represents the many large or small things that can be done to improve a community.

Ask the young women to share any experiences they may have had in community service. Share experiences you have had, or tell one of the following stories.

Story

The dressing room at the community swimming pool was an eyesore. Lipstick was smeared on the walls, the lockers were scratched with initials and names, and the window blinds were torn and dirty. Several of the young women in the town said they did not enjoy swimming anymore because of the condition of the building. The swimming coach suggested that the young women paint and decorate the women's dressing room during their summer vacation. The young women collected money for paint and new window blinds from patrons of the swimming pool. They painted, hung new blinds, and made hangers for some large houseplants that were donated. The improvement was so noticeable that many people made favorable comments to the young women. It was enjoyable for them to swim there as well as for all other patrons of the pool.

Story

A young woman who lived near a university was asked by her friend to help distribute programs at various cultural events held in the university theater. She received no pay for her services but was allowed to sit in an unoccupied seat after each performance started. She saw many exciting musical productions, ballets, and dramas. The experience led her to a lifetime of appreciation for cultural arts.

Discussion

Explain that even though service is an unselfish act, the giver receives many benefits and great personal growth. Discuss a few of these benefits, such as developing talents, gaining knowledge, growing spiritually, and developing a love for those in need.

Conclusion

Teacher presentation

Explain that each young woman will need to assess her own talents and abilities along with the amount of time she can devote to community service. By serving she will be able to bring Latter-day Saint standards and values into the community. In addition she will develop the habit of service.

Lesson Applications

1. Suggest that the young women assess their time and choose a community service project that will fit into their schedules.
2. As a class, participate in a group service project for your community.

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 areas 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.

Each Person Is Divine and Eternal

OBJECTIVE	Each young woman will appreciate the divine and eternal nature of each person.
PREPARATION	<ol style="list-style-type: none"> 1. Pictures 13 and 14, Young Women of Different Nationalities, located at the end of the manual. 2. Obtain several gloves of various styles and materials. 3. Prepare a handout listing each of the following scripture references and the question for each young woman. <ol style="list-style-type: none"> 1. 1 Samuel 16:7 2. Matthew 25:40 3. Romans 12:10 4. Doctrine and Covenants 18:10 <p>Knowing the worth of souls, would you want to make even one person feel that he or she was not of worth?</p> 4. Invite a mother and baby to visit the class. Ask the mother to take a few minutes and express her feelings about the great value of her child and the blessing of raising one of Heavenly Father's children. 5. Assign a class member to relate the story in the third section of the lesson. 6. Assign young women to present any stories, scriptures, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	All Human Life Is Eternal, Sacred, and Divine
Picture identification	Show the picture of young women from many lands. Ask class members to identify each person's nationality. The answers are: picture 1, Australia; picture 2, Philippines; picture 3, Japan; picture 4, United States.
Object lesson	<p>Hold up several gloves. Point out that gloves come in various sizes, colors, fabrics, and from many parts of the world. Each glove has one major purpose—to cover the hand. The glove without the hand lacks life and purpose. Explain that the hand can be compared to the human spirit.</p> <ul style="list-style-type: none"> • If the hand represents a person's spirit, what would the glove represent? <p>Put on the various gloves and ask:</p> <ul style="list-style-type: none"> • What connection do you see between the picture of the young women and the gloves? <p>Explain that the mortal body, represented by the glove, covers a spirit child of God, represented by the hand. The outside coverings, our physical bodies, are as different as gloves, but inside we are all eternal spirit children of our Heavenly Father, created in his image. (See Boyd K. Packer, <i>Teach Ye Diligently</i> [Salt Lake City: Deseret Book Co., 1975], pp. 230–37.)</p>
Chalkboard discussion	<p>Refer again to the picture of the young women.</p> <ul style="list-style-type: none"> • What physical differences exist between these young women? Write responses on the left side of the chalkboard under the heading <i>Differences</i>: hair, eyes, skin color, facial features, dress.

Discuss how people sometimes respond in a negative way to those who are culturally, socially, physically, or racially different from them. Have the young women suggest some of these negative responses, and write them on the right side of the chalkboard under the heading *Responses to Differences*: discriminate, avoid, feel sorry for, fear, call names, ignore.

Explain that our reaction to others is often based on physical appearance (the glove). But the eternal spirit (the hand) is of infinite worth. Our treatment of any individual should be based on the knowledge that each, regardless of race or culture, is divine and eternal.

Story

Distribute the pieces of paper containing the scripture references and the question. Make certain each class member has a copy of the scriptures. Instruct them to hold the paper until after the following story.

Angela clenched the paper in her hand and walked home thoughtfully. Sister Bentley's lesson on the worth of a soul had not been too different from most of her lessons. But something she had said had caused Angela to feel guilty.

Sister Bentley had said a lot about the danger of having exclusive groups of friends. She had talked about changing the word *exclusive* to *inclusive* and about including less-active people, shy people, and those who are from a different race or culture. Sister Bentley had sounded as if she thought teenagers ought to love everyone.

Surely Sister Bentley didn't mean we were to include Mary, thought Angela. She was always so quiet and antisocial. And didn't Sister Bentley know that Ingrid was a foreigner? No one could even understand her. Angela wondered if Sister Bentley had overheard her and her friends snickering at the clothes Julie had worn to church. Certainly everyone should be able to choose her own friends. Besides, some of the young women probably didn't even want to participate in Church activities. Why should we even bother them, she thought.

As Angela pondered why the lesson had made her so uncomfortable, she became aware of the crumpled paper in her hand. That was it—those scriptures and that final question Sister Bentley had asked. The scriptures were very clear, and the question demanded an answer.

Scripture reading

Ask the young women to find and read the scripture references on their slips of paper and then read the question.

- How do these scriptures make you feel about your actions toward others?

Explain that the Lord is the creator of all persons. He tells us in the scriptures that all his children are divine and eternal, and he wants us to love them without regard for their race, culture, or status.

Birth Is Not the Beginning of Life

Quotation

Explain that when a mother gives birth to a child, a spirit child of God is born into a mortal body. Elder Bruce R. McConkie said:

"We were born first as the spirit children of God, our Heavenly Father. We lived with him for a time. Our lives did not commence with this mortal existence. This mortal sphere is simply a change of status for the eternal spirit that had lived before in the presence of God, our Heavenly Father. Birth is a change of status. It is a new way of living" ("Households of Faith," *Ensign*, Apr. 1971, p. 6).

Mother and baby

Introduce the mother and baby. Have the mother express her feelings about the great value of her baby and the blessing of raising one of our Heavenly Father's children.

Explain that just as an infant is precious to its mother, each person is of infinite worth to our Father in Heaven.

We Should Help Others Feel Loved and Valued

Story

Have the assigned class member relate the following story of a seminary teacher who caused a miracle to happen.

"There was a girl in one seminary class who seemed to be helpless and almost hopeless. I tried to encourage her and draw her out; I sensed that she wanted desperately to belong

and to do something. But when she was asked to respond, give a prayer, or read a scripture, she would struggle for a while and then start to cry and return to her seat. There was some sympathy on the part of the class for her, but it is also true that there were some students who were often brutal in their comments.

“She almost never combed her hair, she had very poor clothing, and she frequently wore mismatched socks, if she wore any at all. If she arrived for class a little early, the chairs on either side of her would almost invariably be empty. If she got to class late, she could sit by someone because that would be the only seat open.

“I knew enough about her background to understand why she was the way she was. Her mother was a widow with almost no income.

“In that class were the student-body president of the high school and also a girl who had been elected the beauty queen. Besides being very handsome and intelligent students, they were talented otherwise and involved in many activities.

“One day I called the two of them into my office and asked if they would like to perform a miracle. They were interested. I told them some miracles were a little slow in developing, but they were miracles nevertheless. We then talked a little bit about the girl, and I made assignments. The student-body president was to smile and speak to her every time he saw her around school. That was all. He didn’t have to take her on a date; he didn’t have to stop and talk to her; he didn’t have to associate beyond that or single her out—merely the happy, encouraging ‘I think you’re great’ or ‘Hello, how are you today?’

“The beauty queen accepted the assignment of walking with the girl across the road from the high school to the seminary. That was all. She didn’t have to include her in her circle of friends other than to walk to and from the seminary every day. She would simply hurry to catch up with her or slow down to wait for her when they were coming across the street and just talk about whatever she wanted to talk about.

“The two of them went about their tasks quietly but enthusiastically, saying not a word to anyone else. The miracle was not long in coming. One day I knew there was something different about the girl. It took me most of the class period to figure out what it was. And then I saw what it was. She had combed her hair that day. That was an event!

“Over the next month or two the transformation continued. Our beauty queen became friendly and chatty with her during that time. She could never walk with her alone because she had her own friends following her. And so other girls were included in the group, and soon the girl was surrounded for those few minutes each day with the most popular girls at school.

“There are so many interesting details that could be related about the miracle. Our wallflower transformed herself, went to college, found good employment, married in the temple, and those who know her would never believe the ugly duckling of her youth” (Boyd K. Packer, *Teach Ye Diligently* [Salt Lake City: Deseret Book Co., 1975], pp. 149–50).

Discussion

- What caused this young woman to change so much?
- How can each of us help other people to feel loved and valued?
- What do you think the beauty queen and student body president learned about the worth of souls?

Conclusion

Review

Review the question written on the young women’s slips of paper. Explain that as the young women reach out to those around them, they can perform miracles in other people’s lives and bring happiness into their own lives.

Lesson Applications

1. Ask each young woman to offer friendship and love to someone who needs a friend. Follow up on this suggestion during the next few weeks.
2. If there is an investigator or less-active member in the class, consider having class members take a special interest in her so that she will feel more loved and valued.

OBJECTIVE Each young woman will avoid dishonesty and its consequences.

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

**SUGGESTED
LESSON**

DEVELOPMENT **We Are Commanded to Be Honest**

- Teacher presentation** • Have any of you seen a trap or snare used with animals? What did it look like?
 Explain that for centuries, men have used traps, snares, and pits to capture and possibly kill animals. Satan also uses various types of traps, snares, and pits to capture us and eventually kill the influence of the Holy Spirit within us. One of his most common traps is dishonesty.
- Discussion** Ask the young women to name some of the many forms of dishonesty. You may want to write these in a column on the left side of the chalkboard. Possible responses include lying, cheating, deceiving, not making the best use of time, violation of traffic laws, not giving a day’s work for a day’s pay, not paying financial obligations, not telling the whole truth.
- Quotation** Read the following quotation by Elder Gordon B. Hinckley: “On Mount Sinai the finger of the Lord wrote the law on tablets of stone: ‘Thou shalt not steal.’ (Exodus 20:15.) There was neither enlargement nor rationalization. And then that declaration was accompanied by three other commandments, the violation of each of which involves dishonesty: ‘Thou shalt not commit adultery.’ ‘Thou shalt not bear false witness.’ ‘Thou shalt not covet.’ (Exodus 20:14, 16–17.)” (in Conference Report, Apr. 1976, pp. 91–92; or *Ensign*, May 1976, p. 61).
 Explain that honesty is one of the most basic principles of the gospel. Many people say that honesty is the best policy, but honesty is more than a policy—it is a happy way of life.

Dishonesty Has Many Negative Consequences

- Chalkboard discussion** • What are some of the consequences of dishonesty?
 You may want to write the young women’s responses in a column on the right side of the chalkboard.
- Case studies and discussion** Describe the following case studies to the young women. Allow them to discuss each one and decide what will be the consequences of dishonesty in each case. Add their comments to the list on the right side of the chalkboard.
- Case Study 1*
 You are living away from home in an apartment with a very close friend. You have always shared things with her that she has asked to borrow. Lately you have noticed that she is using items that you haven’t given her permission to use. She keeps them for a long time, and when she returns them, they are often torn and dirty. How would this behavior affect your relationship with your roommate? If you were to do things like this, how would others’ opinions of you change?
- Case Study 2*
 Sally heard some unkind gossip about Carma. She knew the story was false but did not speak in Carma’s defense. How could Sally be considered dishonest? If Sally repeats the

lie, how would she be affected? How would Carma be affected? How might Sally feel if she comes forth with the truth?

Case Study 3

Beth's family never seems to have enough money for all the things she wants. Almost every day she asks her parents for something new that she has seen someone else enjoying. Because they will not provide everything she asks for, she is beginning to think of ways to obtain the things by herself. How can coveting lead to dishonesty? What might be the consequences of coveting in Beth's life?

After the discussion, the chalkboard list may include the following:

People do not trust you
Conscience becomes dull
Loss of reputation
Damaged relationships with family members and friends
Bad habits established
Loss of respect
Holy Ghost departs
Self-respect lessens

- Who suffers when a person is dishonest? Let the young women discuss.

Emphasize that many people suffer, including the person who is dishonest.

Honesty Brings Happiness

Quotation

Read the following quotation from Elder Howard W. Hunter:

"We often speak of that scriptural reference, 'Man is that he might have joy.' There is a joy that comes to one from being honest. Let me tell you how. By this means you can have the companionship of the Master and you can have the Spirit of the Holy Ghost. Violations of the code of honesty will deprive you of these two great blessings. . . . If we would have the companionship of the Master and the Spirit of the Holy Ghost, we must be honest with ourselves, honest with God, and with our fellowmen. This results in true joy" ("Basic Concepts of Honesty," *New Era*, Feb. 1978, p. 5).

- In what ways does being honest help us to have the companionship of the Savior and guidance of the Holy Ghost?

Story

Tell the following story about an African young woman who blessed herself as well as others because of her honesty:

"Early in the morning today I went to the municipality offices in Dombo Tombo, and while we were in line a woman dropped a \$20 note on the ground. I saw it fall and told her about it. She picked it up and said, 'Thank you.'

"Many of the other people in line said to me, 'You are stupid. You are foolish. Why didn't you take the money and buy your own things?'

"But I said, 'No, I shall never do that because I am a child of God.'

"When the others calmed down, an older man who was standing behind me said quietly, 'Do you go to church? It seems as if you are a good girl.'

"And I said, 'Yes, I go to church.'

"And he said, 'What is the name of your church?'

"I said, 'It is called The Church of Jesus Christ of Latter-day Saints. If you want to, you can come to the Dombo Tombo Hall on Tuesday nights at 5:30 P.M. or on Sunday at half past ten and I will meet you there.'

"And the man said, 'Oh, yes! I will come!'

"So I am very happy about what I did today" (Esinath Mutumanji, "Today in Dombo Tombo," *New Era*, May 1992, p. 44).

- How did this young woman bless her own life by her honesty? How did she bless the lives of others?

Story	<p>Tell the following story about how one of the Lord's leaders in South America learned to be honest:</p> <p>"When Ben Pantoja of Santiago, Chile, was six years old, his parents went to a nearby city to buy groceries for the family. After they had gone, Ben's eight-year-old brother said, 'Let's go get an ice cream cone.'</p> <p>"Now, an ice cream cone for Ben and his little sister Mercedes was a special treat. They asked their brother what they would do for money. He said their father had told him if they wanted a treat he could take the money from the chest where they kept the family budget. Ben knew in his heart that was not the truth, but the anticipation of the ice cream overwhelmed his sense of what was right.</p> <p>"They had their ice cream cone. When their parents returned home, Ben's mother went to the chest to return the change from their trip to the market and noticed that money was missing. The children were questioned and the truth discovered.</p> <p>"Ben Pantoja made up his mind that night that he would never be dishonest again, that he would never go contrary to what he knew to be right. Today he is one of the Lord's chosen leaders in South America because he has kept his resolve" (Lynn Mickelsen, "Stretching the Truth," <i>New Era</i>, Apr. 1992, p. 4).</p>
Class member stories	Ask the young women to share experiences they have had that show that honesty brings happiness.
Thought question	Ask the young women to look carefully at their own lives and decide whether there is something they need to stop doing today in order to be honest. Explain that we can each resolve today to be better throughout the rest of our lives.

Conclusion

Quotation and chalkboard	<p>Elder Marvin J. Ashton has given us a guide by which we can determine whether something is honest. Simply ask yourself: " 'Is it right? Is it true?' not 'Is it expedient, satisfactory, convenient, or profitable?' " Then follow your honest answer. (In Conference Report, Apr. 1982, p. 13; or <i>Ensign</i>, May 1982, p. 11.)</p> <p>Write the following two questions on the chalkboard: "Is it right? Is it true?"</p> <p>Encourage the young women to ask themselves these questions when they have questions about whether something is honest.</p>
--------------------------	--

OBJECTIVE Each young woman will realize the effect that dating decisions and practices can have on her future.

PREPARATION

1. Provide pencils and paper.
2. If it is available in your area, show “Chastity: As a Man Soweth,” or “The Importance of Proper Dating,” on *Family Home Evening Video Supplement 2* (53277).
3. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Each Young Woman Is Accountable for Her Behavior with Young Men

Scripture discussion Read 2 Nephi 10:23. Explain that God has given us the power to choose. While some decisions in our lives may be made quickly, others require forethought and planning to ensure that they will bring the eternal consequence desired. In the next few years, the young women will make some very important decisions about young men.

Chalkboard discussion

- What are some of the important decisions you must make about young men?

Record their answers on the chalkboard. The following suggestions may be used to stimulate discussion.

- Will I date nonmembers?
- Will I date boys who smoke or drink?
- Will I date one person steadily while I am a teenager?
- What limits on intimacy will I maintain before marriage?
- What will be my standards in dress, language, and actions?
- What qualities must a young man I date possess?
- Will my thoughts follow a consistent pattern of virtue?
- Will I live my life according to gospel standards?

Ask the young women to discuss why these decisions are so important.

Teacher presentation Explain that the decisions the young women make about young men during their maturing years will probably have more effect on their future happiness and their family’s happiness than decisions made during any other period of their lives.

The Lord Has Provided Counsel to Help Young Women in Their Relationships

Discussion

- In what ways will the Lord and his Church help you in your relationships with young men?

The following ideas may be discussed: answers to sincere prayer; guidance by the Holy Spirit; answers from the scriptures; counsel from parents; advice from Church leaders, teachers, and others; and teachings obtained from sacrament meetings, Sunday School and Young Women classes, and conferences.

Quotations Explain that the following quotations are a sample of instructions given by Church leaders about dating relationships. Have young women read the statements. After each quotation is read, ask the young women: How do you feel about this counsel? How do you think this counsel can be a blessing to you?

1. “Remember, young women, the importance of proper dating. . . . Our Heavenly Father wants you to date young men who are faithful members of the Church, who will be

worthy to take you to the temple and be married the Lord's way. There will be a new spirit in Zion when the young women will say to their boyfriends, 'If you cannot get a temple recommend, then I am not about to tie my life to you, even for mortality!' . . .

"My young sisters, we have such hope for you. We have such great expectations for you. Don't settle for less than what the Lord wants you to be" (Ezra Taft Benson, "To the Young Women of the Church," *Ensign*, Nov. 1986, p. 84).

2. "Begin to prepare now for a temple marriage. Proper dating is a part of that preparation.

"In cultures where dating is appropriate, do not date until you are sixteen years old. Not all teenagers need to date or even want to. . . .

"When you begin dating, go in groups or on double dates. Avoid pairing off exclusively with one partner. Make sure your parents meet and become acquainted with those you date. Later the time will come for choosing just one. You may occasionally want to invite your dates to activities with your family.

"Plan positive and constructive activities when you are together. Do things that help you get to know each other. Be careful to go to places where there is a good environment, where you won't be faced with temptation.

"Because dating is a preparation for marriage, date only those who have high standards, who respect your standards, and in whose company you can maintain the standards of the gospel of Jesus Christ" (*For the Strength of Youth*, p. 7).

We Should Express Affection within the Limits Set by the Lord's Prophets

Teacher presentation	<p>Explain that the prophets have also given inspired counsel about expressions of affection in dating relationships. In order for the young women to follow the counsel, there are some words that they need to understand.</p> <ul style="list-style-type: none">• What is the difference between <i>love</i> and <i>lust</i>? (Love is unselfish concern that seeks the good of the other person. Lust is unrestrained, selfish desire for sexual enjoyment.)
Quotation	<p>Read the following quotation by President Spencer W. Kimball:</p> <p>"If one really loves another, one would rather die for that person than injure him. At the hour of indulgence, pure love is pushed out one door while lust sneaks in the other. Your affection has been replaced with biological materialism and uncontrolled passion. . . .</p> <p>"When the unmarried yield to the lust that induces intimacies and indulgence, they have permitted the body to dominate and have placed the spirit in chains. It is unthinkable that anyone could call this love" (Spencer W. Kimball, <i>Faith Precedes the Miracle</i> [Salt Lake City: Deseret Book Co., 1972], p. 154).</p>
Prophets' standards	<p>Explain that if the young women are to keep their dating relationships happy and virtuous, they must keep their expressions of affection within the limits set by the Lord through his prophets. Present, or have young women present, the following standards for expressing affection during dating:</p> <p><i>Kissing:</i> "A kiss is an evidence of affection. A kiss is an evidence of love, not an evidence of lust—but it can be. Don't ever let a kiss in your courtship spell lust. Necking and petting are lustful; they are not love. . . . I don't mind [you] kissing each other after you have had several dates; . . . not the kiss of passion, but the kiss of affection" (Spencer W. Kimball, address to missionaries, 2 Jan. 1959).</p> <p><i>Being Alone Together:</i> "In interviewing repenting young folks, as well as some older ones, I am frequently told that the couple met their defeat in the dark, at late hours, in secluded areas. . . . The car was most often the confessed seat of the difficulty" (Spencer W. Kimball, <i>The Miracle of Forgiveness</i>, p. 225).</p> <p><i>Necking and Petting:</i> "Among the most common sexual sins our young people commit are necking and petting. Not only do these improper relations often lead to fornication, pregnancy, and abortions—all ugly sins—but in and of themselves they are pernicious evils" (Spencer W. Kimball, <i>The Miracle of Forgiveness</i>, p. 65).</p>

Scripture discussion

Explain that these standards are given to us by a loving Heavenly Father. Feelings of romantic love are ordained of God. But we are counseled to control these feelings and expressions and not have them control us.

Have the young women read Alma 38:12.

- In what way can bridling our passions help us be filled with true love?

Explain that sometimes the choices to bridle our feelings and keep the Lord's standards are not easy, but these choices do contribute to our lasting happiness.

Chalkboard discussion

We Can Establish Guidelines Now

Using the quotations in this lesson and local customs, have the class develop guidelines that the young women would like to follow in their relationships with young men. Record these on the chalkboard. Give each young woman paper and a pencil and have her record these guidelines for her reference.

The guidelines may include the following:

1. I will date only those young men who live Church standards.
2. I will attend only activities that meet Church standards.
3. I will save physical intimacies for marriage.
4. I will uphold high standards of modesty in my dress, language, and actions.
5. I will make a list of personal qualities that I would like the young men I date to possess.
6. I will return home from each date clean and unashamed.
7. I will discuss my dating activities with my parents.

Emphasize that each young woman can have wholesome, worthwhile relationships with young men if she makes correct decisions and follows the Lord's counsel.

Conclusion

Explain that the dating decisions the young women make and the relationships they develop with young men will greatly affect their lives throughout the eternities. Suggest that class members put their lists of basic guidelines in some place where they can refer to them often.

OBJECTIVE	Each young woman will establish standards for her own marriage.
-----------	---

PREPARATION	<ol style="list-style-type: none">1. Picture 15, Yoked Oxen (62233), located at the back of the manual.2. Provide a pencil and paper for each young woman.3. Prepare a poster that says: "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." (Spencer W. Kimball)4. Optional: Prepare the handouts suggested at the end of the lesson.5. Assign young women to present any stories, scriptures, or quotations you wish.
-------------	--

SUGGESTED LESSON DEVELOPMENT	Introduction
Story	Explain that a prominent and well-respected businessman was once asked what factors had contributed to the twenty-five years of success he and his partner had enjoyed in their business relationship. "There have been many contributing factors," he said, "but if I were to single out one, it would be that I chose a good partner. This decision was not left to chance or speculation, as many business ventures often are. I sat down and made a list of the qualities and characteristics my future partner must have. I needed to know that he had the same beliefs, standards, and goals for the business that I had. After all, this was not to be a short-lived relationship. I had to look for some time, but when I found someone who met these tough standards and shared my goals, we formed our business. We have had both lean and prosperous times, but through it all we remained committed to the standards we had established, we pulled together, and each did his part to make the business work."
Discussion	<p>Ask the young women to suggest some of the requirements this businessman may have established for selecting a partner.</p> <p>Point out that we have the opportunity of selecting a partner for a far more important partnership than a business venture. Ask the young women what they think you are referring to. (Marriage partnership.) Write on the chalkboard: <i>An eternal, happy marriage partnership.</i></p>

	Righteous Standards Guide Us in Selecting a Marriage Partner
Teacher presentation	Explain that unfortunately, many people spend more time in choosing a business partner, a home, or even an automobile than they do in selecting a marriage partner. Perhaps this is because it is easy to fall in love and let our emotions dictate our actions. We may later find that the person we have fallen in love with may not really meet the standards we hoped for in a marriage partner. A hasty marriage, like a risky business deal, can end in a painful divorce or an unhappy family life. Many times this sorrow could have been avoided from the beginning if standards had been set and followed.
Poster	Display the poster you have prepared. Explain that President Spencer W. Kimball said: "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" (<i>Marriage and Divorce</i> [Salt Lake City: Deseret Book Co., 1976], p. 11).

Activity	Give the young women pieces of paper and pencils. Ask them to make a list of characteristics they hope to find in their future marriage partners. Ask the young women to keep the list to be referred to later in the lesson. Remind them that since they will marry those whom they date, this same list should serve as a guide in dating.
Teacher presentation	Explain to the young women that they will spend eternity with their marriage partner. They should establish standards in the most important areas to guide them in choosing this person. One such standard is found in the scriptures. Ask each young woman to find and read 2 Corinthians 6:14.
Picture and discussion	Ask the young women if they know what the term “equally yoked” means. Display the picture of yoked oxen.
Teacher presentation	Explain that animals such as oxen and horses are used in many parts of the world to perform heavy tasks such as pulling wagons and plowing fields. A yoke, which is a wooden beam, links the animals at the necks. It was soon discovered that if these animals were “equally yoked” or balanced, each could do its part and pull its share of the weight. If they were “unequally yoked” or unbalanced, they could not work well together as a team. One animal would go ahead or pull most of the weight himself, while the other one would lag behind and get a very sore neck. This concept can be applied to marriage. There are some aspects of marriage in which a couple should be equally yoked. One of these is religious belief.
Discussion	<p>Ask the young women in what other areas a couple should be equally yoked before they contemplate marriage. Some of their answers might include moral standards, Church activity and service, goals for family and education, interests and backgrounds.</p> <ul style="list-style-type: none"> • What might happen if couples are not equally yoked in these areas? <p>Point out that every person has a different personality and different talents. Everyone must learn to give and take with their partner, and marriage partners can complement one another with their differences. However, there are some areas where compromise is not a good solution. What is most important is that a couple is yoked together equally in eternal goals and headed in the same direction. Each partner needs to pull his or her own weight in the marriage relationship.</p>
Teacher presentation and discussion	<p>One young woman had as her most important standard the question, “How does a young man feel about the Lord?”</p> <ul style="list-style-type: none"> • How would the answer to this question be a guide in the selection of a marriage partner? <p>Explain that another young woman desired that her future husband not have a quick temper like her family members had had while she was growing up. Another young woman recognized that her family had given a lot of service to the Church and had received many blessings because of this. She set a standard that her future husband would be willing to give this same kind of service and encourage his family to do likewise. Another young woman had to evaluate whether she could be a supportive wife to a young man who was contemplating a demanding professional athletic career. She had to decide if this career would allow her and her husband to meet the standards of family life that she had set for her marriage.</p> <p>Ask the young women to share with the class some of the standards they are looking for in a marriage partner.</p>

We Must Remain True to Righteous Standards

Teacher presentation	<p>Explain that the young women should evaluate their own lives and make sure they are living up to the standards they expect in a future partner.</p> <p>Elder David B. Haight related a story of a young woman who had set the standard of marrying a young man who had the same high morals she did. She maintained this high standard for herself throughout her dating experiences.</p> <p>“I recall the testimony of a young lady at a stake conference in which she told of her dating years. Her mother had helped her to understand the pitfalls. Now a young wife . . . ,</p>
----------------------	---

she could look at her husband sitting on the stand at Church . . . and be proud of him, remembering their wonderful courtship and relationship: married in the temple, nothing to hide, no regrets. She told how they were tempted. But their goal was the temple. They knew the difference between a pure kiss and necking. They knew that virtue is lost by degrees. Their plans were carefully thought out, avoiding the parked car on a lonely road and the late hours alone" ("The Uttermost Part of the Earth," in *Speeches of the Year, 1978* [Provo: Brigham Young University Press, 1979], pp. 168–69).

Discussion

- What good things happened because this young woman followed the standard she had set?

Story

Elder Marvin J. Ashton related a story of a young woman who set a standard of a temple marriage and was blessed because she followed her standard:

"[A] present-day member of a stake presidency said to me, 'My wife had much to do with this call which has now come to us. When we were dating, I was inactive in the Church. I gained the courage one night to ask her if she would marry me. To this proposal she didn't say yes and she didn't say no. She said, "Where?" I spent the next number of months squaring myself around so I could take her to the temple. She had made her plans, and I loved her enough to rechart my course to coincide with hers. I knew what to do and where I had to go if I wanted to travel at her side' " ("Yellow Ribbons and Charted Courses," *New Era*, July 1981, p. 16).

Discussion

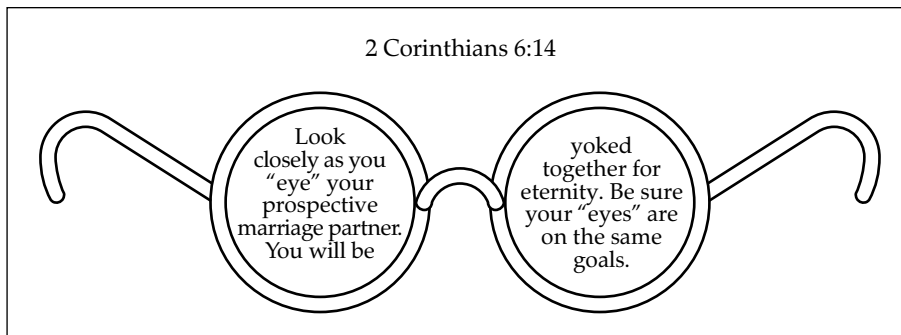
- What might this young woman's marriage have been like if she had not remained true to her standards?

Conclusion

Refer once again to the poster used in the second section of the lesson. Emphasize the importance of setting righteous standards so that each young woman can be equally yoked in a happy, eternal marriage relationship.

Optional handout

If you have prepared handouts for the young women, distribute them.



Activity

Ask the young women to refer once again to the list they made at the beginning of the lesson. Now that they have heard the lesson, ask them to reevaluate their list or add to it. Ask them to save these lists in their journals and refer to them often as guides in their dating relationships and marriage decision.

OBJECTIVE Each young woman will determine how the word of God can be used as a standard in coping with worldly philosophies.

- PREPARATION**
1. Obtain a picture of the present President of the Church.
 2. Prepare a poster with pictures and newspaper headlines depicting some of the worldly philosophies and challenges the young women in your area must face. Opposite the poster, set up a picture of the prophet and a set of the standard works of the Church. Between these two, place pictures of young women in your class.
 3. Assign several young women to prepare reports on the topics you select from the resource material at the end of this lesson. Provide each young woman with the information from the resource material on her assigned topic. You may wish to give her additional material from the scriptures, from recent Church magazines, and from general conference addresses. Give each young woman a time limit to fit your lesson presentation.
 4. Prepare questions and material that will enable you to summarize and assist the young women's reports.
 5. Optional: Prepare a handout for each young woman (see the end of the lesson).
 6. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

Poster discussion

Every Young Woman Is Confronted with Challenges

Show the poster you have prepared. Explain that it depicts some of the worldly philosophies and challenges young women face today. Have the young women name the worldly philosophies they can identify from the poster. Record their responses on the chalkboard. (See possible responses in the completed chalkboard illustration.)

- Who is the author of these challenges and false philosophies? (Satan.)
- How can these philosophies hurt young women?

Explain that Satan supports many false philosophies that deceive people and lead them astray. We do not have to be deceived, however. We are blessed to have scriptures and teachings of the modern prophets to combat each of the evil influences listed on the chalkboard.

<i>Worldly Philosophies</i>	<i>Gospel Principles and Truths</i>
Divorce	Marriage
No need to have children	Parenthood
Abortion	Sanctity of life
Immorality	Virtue and chastity
Pornography	Scriptures and good books
Smoking, drinking, drugs	Word of Wisdom
Astrology	Astronomy

Standards for Meeting Challenges Are Found in the Scriptures

Scripture discussion	<p>Ask the young women to find and read 2 Nephi 31:20.</p> <ul style="list-style-type: none">• What does Nephi suggest that we do? (Go forward with steadfastness in Christ, love God and all men, feast upon the word of Christ, and endure to the end.) <p>Ask the young women to find and read 1 Peter 1:24–25.</p> <ul style="list-style-type: none">• What does this scripture teach about the difference between the philosophies of men and the word of God?
Display	<p>Direct the young women’s attention to the prophet’s picture and the standard works in the display. Point out that the young women can know the truth from Heavenly Father as taught by the prophets and as contained in the scriptures.</p>
Class member reports	<p>Invite the previously assigned young women to present their reports based on the resource material at the end of the lesson. Explain that these reports will show how the word of God can be used as a standard in coping with worldly philosophies. As each report is completed, write the gospel principle on the chalkboard opposite each worldly philosophy as illustrated.</p> <p>Make sure that the scriptures and doctrines are clear. Emphasize ways that gospel truths will overcome the false ideas of Satan. Control the time of each report to fit the class period.</p>

Conclusion

Scripture reading or handout	<p>Explain that the following scriptures give counsel for overcoming Satan’s influences and living according to true principles:</p> <p>Proverbs 3:5–6 Alma 37:35, 37 Moroni 7:16–17 Doctrine and Covenants 18:18</p> <p>These could be read aloud by the young women, or you could give the young women handouts containing the scriptures to study at home.</p>
------------------------------	---

Suggested Activities

1. If a young woman has a special challenge in overcoming a worldly philosophy, assist her in reading and studying the word of the Lord and his prophets until she feels secure and at peace.
2. Have a qualified speaker, approved by your local priesthood leader, conduct a fireside on one or more subjects from the lesson. Allow time for questions and discussion with the young women following the talk.

RESOURCE MATERIAL

1. Marriage

“We are taught that marriage is necessary for the accomplishment of God’s plan, to provide the approved setting for mortal birth, and to prepare family members for eternal life. ‘Marriage is ordained of God unto man,’ the Lord said, ‘that the earth might answer the end of its creation; and that it might be filled with the measure of man, according to his creation before the world was made’ (D&C 49:15–17).

“Our concept of marriage is motivated by revealed truth, not by worldly sociology. The Apostle Paul taught, ‘Neither is the man without the woman, neither the woman without the man, in the Lord’ (1 Corinthians 11:11). President Spencer W. Kimball explained, ‘Without proper and successful marriage, one will never be exalted’ (*Marriage and Divorce* [Salt Lake City: Deseret Book Co., 1976], p. 24)” (Dallin H. Oaks, in Conference Report, Oct. 1993, p. 100; or *Ensign*, Nov. 1993, p. 74).

2. *Bearing of Children*

“President [Spencer W.] Kimball said, ‘It is an act of extreme selfishness for a married couple to refuse to have children when they are able to do so’ (in Conference Report, Apr. 1979, p. 6; or *Ensign*, May 1979, p. 6). When married couples postpone childbearing until after they have satisfied their material goals, the mere passage of time assures that they seriously reduce their potential to participate in furthering our Heavenly Father’s plan for all of his spirit children. Faithful Latter-day Saints cannot afford to look upon children as an interference with what the world calls ‘self-fulfillment.’ Our covenants with God and the ultimate purpose of life are tied up in those little ones who reach for our time, our love, and our sacrifices.

“How many children should a couple have? All they can care for! Of course, to care for children means more than simply giving them life. Children must be loved, nurtured, taught, fed, clothed, housed, and well started in their capacities to be good parents themselves” (Dallin H. Oaks, in Conference Report, Oct. 1993, p. 101; or *Ensign*, Nov. 1993, p. 75).

“The pattern for family life, instituted from before the foundation of the world, provides for children to be born to and nurtured by a father and mother who are husband and wife, lawfully married. Parenthood is a sacred obligation and privilege, with children welcomed as a ‘heritage of the Lord.’ (Psalm 127:3)” (Howard W. Hunter, in Conference Report, Oct. 1994, p. 8; or *Ensign*, Nov. 1994, p. 9).

3. *Abortion*

“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. How could one submit to such an operation or be party in any way by financing or encouraging? If special rare cases could be justified, certainly they would be rare indeed. We place it high on the list of sins against which we strongly warn the people.

“ ‘Abortion must be considered one of the most revolting and sinful practices in this day, when we are witnessing the frightful evidence of permissiveness leading to sexual immorality.’ (*Priesthood Bulletin*, Feb. 1973, p. 9.)” (Spencer W. Kimball, in Conference Report, Apr. 1974, p. 8; or *Ensign*, May 1974, p. 7).

4. *Divorce*

“Divorce is not a cure for difficulty, but is merely an escape, and a weak one. We have come to realize also that the mere performance of a ceremony does not bring happiness and a successful marriage. Happiness does not come by pressing a button, as does the electric light; happiness is a state of mind and comes from within. It must be earned. It cannot be purchased with money; it cannot be taken for nothing” (Spencer W. Kimball, *Marriage and Divorce* [Salt Lake City: Deseret Book Co., 1976], p. 12).

5. *Virtue and Chastity* (see also *For the Strength of Youth*, pp. 14–16)

“Solomon said that the price of a virtuous woman ‘is far above rubies’ (Proverbs 31:10). Young women, guard and protect your virtue as you would your very life. We want you to live the morally clean life all of your life. We want the morally clean life to be your way of life.

“Yes, one can repent of moral transgression. The miracle of forgiveness is real, and true repentance is accepted of the Lord. But it is not pleasing to the Lord to sow one’s wild oats, to engage in sexual transgression of any nature, and then expect that planned confession and quick repentance will satisfy the Lord” (Ezra Taft Benson, *Ensign*, Nov. 1986, p. 83).

“As you make your life’s choices, understand well, my dear sisters, that God is unchanging, and his covenants and doctrines are not susceptible to change. When the sun grows cold and the stars no longer shine, the law of chastity will still be basic in God’s world and in the Lord’s church. Old values are not upheld by the Church because they are old, but rather because through the ages they have proved to be right and because God has thus spoken” (Spencer W. Kimball, *Ensign*, Nov. 1978, p. 105).

6. *Pornography* (see also *For the Strength of Youth*, pp. 11–12)

“Members of the Church everywhere are urged to not only resist the widespread plague of pornography, but as citizens to become actively and relentlessly engaged in the fight against this insidious enemy of humanity around the world.

“Last year billions of dollars were spent worldwide on obscene motion pictures and literature. This smut is surfacing in bookstores, magazine shops, motion picture theaters, and unfortunately, in some department stores, food markets, and even drugstores. . . .

“ ‘Pornography degrades sex and humanity. Sex is an extremely delicate part of our human relationships. When you assault that and degrade it, you make it an animalistic act and it is an assault on our humanity generally.

“ ‘As that spreads, it has an over-all effect on our population. Obscenity is counter to civilization. It attacks our basic beliefs. It’s an attack on the family ethic.’ (Larry Parrish, U.S. Assistant Attorney, in ‘War on Pornography,’ p. 76.)” (Spencer W. Kimball, in Conference Report, Oct. 1976, pp. 5–6; or *Ensign*, Nov. 1976, pp. 5–6).

7. *Word of Wisdom* (see also *For the Strength of Youth*, pp. 12–13)

“As to drugs, ‘ . . . the Church has consistently opposed the improper and harmful use of drugs or similar substances under circumstances which would result in addiction, physical or mental impairment or in lowering moral standards.’ We affirm this positive statement” (Spencer W. Kimball, in Conference Report, Apr. 1974, p. 8; or *Ensign*, May 1974, p. 7).

“The world may have its norm; the Church has a different one. It may be considered normal by the people of the world to use tobacco; the Church’s standard is a higher plane where smoking is not done. The world’s norm may permit men and women social drinking; the Lord’s church lifts its people to a norm of total abstinence” (Spencer W. Kimball, “President Kimball Speaks Out on Morality,” *New Era*, Nov. 1980, p. 41).

8. *Astrology*

Astrology pretends to tell fortunes by deciphering the influence of the stars in people’s lives. Ancient civilizations were frequently deceived by the snares of astrologers. Enlightened members of the Church avoid these things, for they are of Satan.

Astronomy is the science that studies the stars—their creation and motion. The greatest astronomers of history have been prophets like Moses, Abraham, and Enoch. They received their knowledge from the Lord himself. (See D&C 88:41–47; Moses 1:27–39; Abraham 3:1–18.)

“The stars can’t control your acts. . . . God gave you free agency, and He does not allow even the stars to interfere with it. He is the Creator of the stars but He did not devise the peculiar cult of astrology” (editorial in the *Church News*, 14 Oct. 1972, p. 16).

Maintaining Physical Health

OBJECTIVE Each young woman will understand the importance of developing good health habits.

PREPARATION

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

**SUGGESTED
LESSON
DEVELOPMENT**

Introduction

Self-evaluation Pass out the paper and pencils. Have the young women list the following things for the past twenty-four hours.

1. All foods consumed
2. Number of glasses of water and other liquids consumed
3. Number of hours slept
4. Number of hours spent in physical activity such as work, sports, dance, or exercise

Discussion

Ask the following questions:

1. Is this a typical day's record for you?
2. Are you eating healthy foods such as whole grains, fruits and vegetables, milk products, meat, fish, poultry, and eggs?
3. Do you drink six to eight glasses of liquid a day?
4. Do you avoid taking any over-the-counter medicines to excess?
5. Do you get enough rest to rejuvenate your body?
6. Do you get enough physical exercise?
7. How could you improve your physical health?

The Lord Has Given Guidelines for Our Health

Scripture discussion Have the young women read aloud Doctrine and Covenants 89 and Doctrine and Covenants 88:124.

As the scriptures are being read, have class members suggest the guidelines from these scriptures that should be listed under the headings "You should—" and "You should not—." Discuss these guidelines from the Lord to make sure that the young women understand the importance of his counsel.

<i>You should—</i>	<i>You should not—</i>
Eat fruits and vegetables	Drink alcohol
Eat grains	Use tobacco
Use meat sparingly	Use hot drinks
Get plenty of sleep	Be idle
Retire to bed early	Sleep longer than necessary
Arise early	

Quotations	<p>Read and discuss the following statements from Church leaders about the Lord's guidelines for good health:</p> <p>"The Word of Wisdom, section 89 of the Doctrine and Covenants, remains as to terms and specifications as found in that section. There has been no official interpretation of that Word of Wisdom except that which was given by the Brethren in the very early days of the Church when it was declared that 'hot drinks' meant tea and coffee.</p> <p>"With reference to cola drinks, the Church has never officially taken a position on this matter, but the leaders of the Church have advised, and we do now specifically advise, against the use of any drink containing harmful habit-forming drugs under circumstances that would result in acquiring the habit. Any beverage that contains ingredients harmful to the body should be avoided" ("Policies and Procedures," <i>New Era</i>, May 1972, p. 50).</p> <p>"The condition of the physical body can affect the spirit. That's why the Lord gave us the Word of Wisdom. He also said that we should retire to our beds early and arise early (see D&C 88:124), that we should not run faster than we have strength (see D&C 10:4), and that we should use moderation in all good things. In general, the more food we eat in its natural state and the less it is refined without additives, the healthier it will be for us. Food can affect the mind, and deficiencies in certain elements in the body can promote mental depression. A good physical examination periodically is a safeguard and may spot problems that can be remedied. Rest and physical exercise are essential, and a walk in the fresh air can refresh the spirit. Wholesome recreation is part of our religion, and a change of pace is necessary, and even its anticipation can lift the spirit" (Ezra Taft Benson, in Conference Report, Oct. 1974, pp. 91–92; or <i>Ensign</i>, Nov. 1974, p. 66).</p>
Teacher presentation	<p>Explain that the Lord has provided specific guidelines for the care of our physical bodies. Good health and vitality depend to a great extent on our attitude about these guidelines and the health habits begun early in life. We will receive blessings when we comply with these laws.</p> <ul style="list-style-type: none"> • What are some of the blessings promised to those who comply with the Lord's laws? (see D&C 89:3, 18–21).

Blessings of Good Health Habits Extend to Unborn Generations

Discussion	<p>Explain that the young women's care of their bodies today affects their success and happiness in life and their future roles as wives and mothers and women in this dispensation.</p> <p>Discuss the following questions with the young women.</p> <ul style="list-style-type: none"> • Why is a healthy body especially important to young women? • How important is your health to you now? • How important will your health be to you as a future wife and mother? • How will what you do to your physical body today affect your unborn children?
Quiz	<p>Have the young women number from 1 through 7 on their papers. Have them write true or false for each of the statements you read. Correct the quiz.</p> <p>True-False Quiz</p> <ol style="list-style-type: none"> 1. Malnutrition in a mother can cause serious problems to her unborn child as well as to her. (True) 2. Mental and physical deficiencies can be caused to an unborn child if the mother uses alcohol regularly. (True) 3. Drugs such as heroin, cocaine, and morphine do not cause addiction to an unborn child. (False) 4. Some venereal diseases can cause blindness in an unborn child or can be passed on to the child as it is born. (True) 5. Mothers who smoke during pregnancy have a higher percentage of miscarriages and premature births. Their babies also have a lower weight at birth. (True)

6. Chromosomal changes may occur in the unborn child as a result of a woman taking the drug LSD. (True)

7. Bulimia and anorexia in a teenage girl can cause her to be unable to conceive children later in life. (True)

Teacher presentation Explain that young women who take care of their bodies will be more likely to have healthy children and to enjoy good health throughout their lives.

Conclusion

Scripture and testimony

Have the young women read 1 Corinthians 3:16–17. Bear your testimony about the great value of our bodies and the importance of keeping them as healthy as possible.

Read the following statement:

“When you observe the Word of Wisdom . . . and other good health practices, you remain free and have control over your life. You gain the blessings of an undefiled body, an alert mind, and the ability to receive help and support from your Heavenly Father through the Holy Ghost” (*For the Strength of Youth*, p. 13).

Lesson Application

Encourage the young women to select a health habit they want to improve and resolve to begin taking necessary time to do it. Choose one yourself. Tell the young women what you intend to do. Then check on each other periodically for encouragement.

Class projects such as exercise programs, bicycling, or jogging can help the young women continue their efforts.

Developing Socially and Emotionally

Recognizing Our Individual Worth

OBJECTIVE	Each young woman will understand her worth as a daughter of God.
-----------	--

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

SUGGESTED LESSON DEVELOPMENT	<p>As Children of God, We Are All Important</p> <p>Story</p> <p>The following story was told by Elder Marvin J. Ashton:</p> <p>“A few weeks ago on a day when this area was experiencing one of its worst snowstorms, and that is saying quite a bit because we had plenty of severe weather this past winter, a handsome young serviceman and his beautiful bride-to-be encountered extreme difficulty in getting to the Salt Lake Temple for their marriage appointment. She was in one location in the Salt Lake Valley and he was to come from another nearby town. Heavy snows and winds had closed the highways during the night and early morning hours. After many hours of anxious waiting, some of us were able to help them get to the temple and complete their marriage plans before the day was over.</p> <p>“How grateful they, their families, and friends were for the assistance and concern in their keeping this most important appointment. My friend—we will call him Bill—expressed his deep gratitude with, ‘Thank you very much for all you did to make our wedding possible. I don’t understand why you went to all this trouble to help me. Really, I’m nobody.’</p> <p>“I am sure Bill meant his comment to be a most sincere compliment, but I responded to it firmly, but I hope kindly, with, ‘Bill, I have never helped a “nobody” in my life. In the kingdom of our Heavenly Father, no man is a “nobody” ’ ” (in Conference Report, Apr. 1973, p. 20; or <i>Ensign</i>, July 1973, p. 24).</p> <p>Discussion</p> <ul style="list-style-type: none"> • Why would Elder Ashton say that “in the kingdom of our Heavenly Father, no man is a ‘nobody’ ”? • Why would someone feel like a nobody? • Who are you in the kingdom of God? <p>Explain that as children of God we are all important. Elder Ashton, in continuing his talk, said that our Heavenly Father is displeased when we refer to ourselves as “nobody.” As children of God, we are “somebody.”</p> <p>Scripture discussion</p> <p>Have the young women turn to Doctrine and Covenants 18:10 to learn an important principle of the gospel.</p> <ul style="list-style-type: none"> • Why is each person so important to our Heavenly Father and his Son, Jesus Christ? <p>Make sure the young women understand that each person is a child of God, and he loves each of us more than we can comprehend. Jesus Christ values each of us enough to have sacrificed his life for us and suffered to atone for our sins.</p>
------------------------------------	--

We Each Have the Potential for Greatness

Quotation	Explain that many people feel they are so ordinary that they cannot make a significant contribution in this life. But the Lord has sent each person to earth with an important mission to perform. Bishop H. Burke Peterson said:
-----------	---

“One of the greatest challenges is to overcome the feeling that we are unimportant, that we are not special and unique. Do you think for a moment that Heavenly Father would have sent one of His children to this earth by accident, without the possibility of a significant work to perform? . . .

“My dear friends, you are a royal generation. You were preserved to come to the earth in this time for a special purpose. Not just a few of you, but all of you. There are things for each of you to do that no one else can do as well as you. If you do not prepare to do them, they will not be done. Your mission is unique and distinctive for you. Please don’t make another have to take your place. He or she can’t do it as well as you can. If you will let Him, I testify that our Father in Heaven will walk with you through the journey of life and inspire you to know your special purpose here” (“Your Life Has a Purpose,” *New Era*, May 1979, pp. 4–5).

Story

To help the young women understand that seemingly ordinary people can do great things, tell the following story.

George A. Smith was a young man when he was converted to the Church soon after the Church was established. At that time, the Saints in the state of Missouri were being severely persecuted, and many had been driven from their homes. In 1834 the Prophet Joseph Smith led a group of about two hundred men from Kirtland, Ohio, which was the Church headquarters, to Jackson County, Missouri. The men were called Zion’s Camp, and they covered a thousand miles on their march. Their purpose was to restore the Church members to their lands and homes.

George A. Smith was the youngest member of the group. He was a big, awkward boy of sixteen who did not look or feel like a soldier. His mother had made him a pair of pants out of striped mattress cloth and a backpack from checked apron fabric. His father had given him a new pair of boots and an old musket. After a few days of marching, George’s boots had worn bloody blisters on his feet, his pants were ripped, and his straw hat was crushed. He didn’t look very imposing. But George was able to sleep in the Prophet’s tent and hear much of his counsel and instructions to the men. He learned each day from the example and teachings of Joseph Smith.

The men marched many miles each day and could hardly sleep during the hot, muggy nights. Mosquitoes and flies made life miserable, and food was of poor quality and in short supply. George said that the water on the prairie was filled with little wiggly insects that he learned to strain out with his teeth as he drank. Many of the men complained loudly about the poor conditions, but George willingly followed all of the Prophet’s instructions.

When Zion’s Camp reached Missouri, they found that the governor would not support them, as he had promised to do, in their efforts to recover homes and lands. The purpose of the long, difficult march seemed to be frustrated, and the men were deeply disappointed. Some even turned against the prophet.

The value of the march, however, later became clear. Those who remained loyal to the Lord and his prophet through this long trial learned leadership skills and developed strength from their close association with Joseph Smith. Most of the early leaders of the Church were chosen from among the faithful men of Zion’s Camp.

George A. Smith, the awkward sixteen-year-old boy, was ordained an Apostle less than five years later. He later served with Brigham Young as a member of the First Presidency. His experience in Zion’s Camp prepared him for a lifetime of leadership. His only mistake had been to underestimate his potential greatness.

Discussion

- In what ways are we sometimes like young George A. Smith?

Explain that sometimes we cannot see how the Lord is blessing and preparing us. We may feel awkward and unimportant. But like George A. Smith, we can remain true to the Lord and his prophets and do our best, and someday we will know that the Lord has been preparing us to serve valiantly in his kingdom.

We All Have Weaknesses That Can Be Turned to Strengths

Teacher presentation

Explain that in this life, we all have weaknesses that keep us from being the best we can be. But we can do our best to overcome these weaknesses and develop strengths.

Story	<p>Tell the following story to the class:</p> <p>“If we have the desire to play the game of life well, if we keep trying and practising, we have to endure to the end. We have to be determined to overcome our faults and stay in there trying to score regardless of the handicap. In 1960 the Olympics were held in Melbourne, Australia. There on the winner’s platform stood a beautiful, tall, blond American girl. She was being given a gold medal. The boys whistled and said, ‘There’s a girl who has everything.’</p> <p>“Tears ran down her cheeks as she took the medal. Most people thought she was just touched by the victory ceremony. The thing most of the audience did not know was the story of her determination. At the age of five she had polio. When the disease left her body, she couldn’t use her arms or legs. Her parents took her to a swimming pool where they hoped the water would help her hold her arms up as she tried to learn to use them again. When she could lift her arm out of the water with her own power, she cried for joy. Then her goal was to swim the width of the pool, then the length, then several lengths. She kept on trying until she won the gold medal for the butterfly stroke in the Olympics at Melbourne, Australia. This is one of the most difficult of all strokes. What if Shelley Mann had got discouraged? What if she had not learned [to endure]?” (Norma Ashton, “Be a ‘Most Valuable Player,’ ” <i>Improvement Era</i>, Sept. 1965, p. 787).</p>
Discussion	<ul style="list-style-type: none"> • How did this disease affect Shelley Mann? • What personal characteristics influenced the way she acted? • What can we learn from her example?
Scripture discussion	<p>Read Ether 12:27 together.</p> <ul style="list-style-type: none"> • Why does the Lord give us weakness? • Who will help us make weak things become strong? • What must we do to receive the blessings promised in this scripture? <p>Explain that if we trust in the Lord and do all we can, we will be able to overcome our weaknesses and develop the strength we need to serve the Lord valiantly and well.</p> <p>You may want to share an experience you have had with overcoming a weakness and developing strength. The young women may also have experiences they would like to share.</p>

Conclusion

Scripture	<p>Reread Doctrine and Covenants 18:10. Bear your testimony that each young woman in your class is of great worth to Heavenly Father and Jesus Christ. Each of them has the potential to be a great servant of the Lord.</p>
-----------	--

OBJECTIVE	Each young woman will recognize that proper love for herself increases her ability to love others.
-----------	--

PREPARATION	<ol style="list-style-type: none">1. Assign a class member to tell the story of Enos as found in Enos 1:1–18.2. Assign young women to present any stories, scriptures, or quotations you wish.
-------------	---

SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Ask the young women to consider this question: What are some characteristics of a person who feels good about herself? As the young women suggest ideas, write them on the chalkboard. The ideas may include the following:</p> <p>She is happy. She loves her family members and friends. She is willing to admit her mistakes. She is aware of others' needs. She is teachable. She likes to make others happy.</p> <p>Explain that a person who feels good about herself is happier and better able to serve others.</p>
------------------------------	---

Teacher presentation	<p>We Need to Love Ourselves in the Right Way</p> <p>Explain that it is sometimes difficult to accept the idea that we need to love ourselves. We may think that we should love other people but not ourselves. We might wonder how we can love ourselves without being conceited.</p>
Scripture discussion	<p>Explain that the Savior himself told us that we should love ourselves. Have a class member read Matthew 22:36–39.</p> <ul style="list-style-type: none">• What do these verses tell us about loving ourselves? <p>Explain that these verses clearly teach that we should love others, but they also teach that we should love ourselves. The Savior said that we should love others as we love ourselves. This means that we should love ourselves as much as we love other people.</p> <p>Remind the young women that we have many reasons to love ourselves: we are children of God, we have many talents to offer others, we have the ability to overcome our weaknesses and become strong, and we have the potential to someday become like God.</p> <ul style="list-style-type: none">• Why do you think it is so important for us to love ourselves? Let the young women discuss. <p>Make sure they understand the following ideas:</p> <ol style="list-style-type: none">1. We are children of God, and when we do not love ourselves, we are not respecting the things God has created.2. When we dislike ourselves, we are often depressed and frustrated. We are less able to serve the Lord.3. A person who does not love herself is usually less able to love other people fully or understand how others can love her.

4. When a person dislikes herself, she sometimes tries to make herself feel accepted and loved by lowering her standards to please other people.

Teacher presentation	Explain that proper love for oneself is not conceit or pride. A person who loves herself in the right way knows that she is a child of God, that God loves her, and that she has many talents. But she knows that other people are also children of God and that she should use her talents to serve them.
Chalkboard discussion	Ask the young women to name some ways they can show that they love themselves in the right way. List their ideas on the chalkboard and discuss each. The following statement may be useful to help identify some ways.
Quotation	<p>“If you truly love yourself, you will remember that you are a physical, mental, and spiritual being. Loving yourself as God wants you to means that you use wisdom in protecting your life and conserving your health in order to complete your mission on earth. . . .</p> <p>“Being mentally strong includes remembering that the glory of God is intelligence. Knowing this you will want to steadily increase your knowledge and wisdom and avoid literature, movies, and conversations that would pollute your mind. We who love ourselves properly take seriously the Lord’s teaching that we are to let virtue garnish our thoughts unceasingly.</p> <p>“Keeping yourself morally clean is loving yourself properly. . . .</p> <p>“Forgiving yourself after sufficiently repenting of a sin is an important dimension of self love. . . .</p> <p>“Comparing yourself to others can . . . result in either feelings of inferiority or superiority. . . . Accept yourself as the unique person that you are without comparing yourself to others. Doing this will help you love yourself properly without conceit” (Clark Swain, “Q & A,” <i>New Era</i>, Mar. 1979, p. 38).</p> <p>Explain that a young woman who truly loves herself will keep herself healthy, mentally alert, morally clean, and compassionate toward all people.</p>

When We Love Ourselves, We Can Love Others

Teacher presentation	<p>Explain that when we have learned to love ourselves, we are then better prepared to extend love to others. If we esteem ourselves, we can then esteem others.</p> <ul style="list-style-type: none">• Why do you think that a young woman who loves herself is better able to serve other people? Let the young women discuss. <p>They may suggest ideas like the following: We must feel that we are of worth and have something to give before we will feel confident in helping others; when we are completely involved in thinking about our own problems, we don’t have the time or energy to help others; when we love ourselves, we are more confident that others will love us and want us to help them.</p>
Story	<p>Explain that in the Book of Mormon we read of Enos, the son of Jacob who was the son of Lehi. Enos was taught by his father to have faith in God, but until the time of this story he had not fully applied the things he had learned.</p> <p>Ask the assigned class member to tell the story of Enos as found in Enos 1:1–18. Then discuss the story using questions like the following:</p> <ul style="list-style-type: none">• What did Enos do so that his sins could be forgiven? (He had faith in Christ, and he prayed all day and all night.)• How did he know that his sins were forgiven? (He heard the voice of the Lord telling him that he was forgiven.)• Who did he think of as soon as he heard the words of the Lord? (His brethren, the Nephites and Lamanites.)• What did he want the Lord to do for the Lamanites? (Preserve a record so that if the people lost their faith and were destroyed, their descendants could know the truth.)• Why do you think he was concerned about his brethren after the Lord had forgiven his sins? Let the young women discuss.

Explain that when he knew that the Lord loved him and forgave his sins, he felt at peace with himself and loved himself more than he ever had. Once he felt this love and peace, he felt a great love for his fellowmen and wanted the Lord to bless them. Read Enos 1:19 to show that after this experience, Enos spent much time and effort trying to teach and help his brethren.

Quotations

Explain that as we show our love for others through our words and actions, we feel better about ourselves. The more we love others, the easier it is to love ourselves.

President Spencer W. Kimball said: “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 so much more of us to find!” (“Small Acts of Service,” *Ensign*, Dec. 1974, p. 2).

“All men and women are our brothers and sisters, sent to earth to work out their salvation, each beset by problems, each in need of help and compassion. We are carrying out God’s plan when we esteem them and help them feel by words and actions that they can achieve, that they are of worth, and that we are all children of God. When we live this commandment of God, *esteem returns to us as a gift from those we esteem*” (Alice Colton Smith, “Let Every Man Esteem His Brother As Himself,” *Relief Society Magazine*, Aug. 1968, p. 625; italics added).

Ask the young women to share experiences they have had with feeling better about themselves because they have helped someone else. Be prepared to share an experience you have had.

Conclusion

Explain that the message recorded in Matthew 22:36–39 has been repeated in modern scripture. Read Doctrine and Covenants 38:24. Remind the young women that as we learn to love ourselves in the way we should, we are better able to serve our fellowmen and we feel better about ourselves.

OBJECTIVE	Each young woman will understand the value of being dependable.
-----------	---

PREPARATION	<ol style="list-style-type: none"> 1. Bring a watch or clock. 2. Provide paper and pencils for the class members. 3. Assign young women to present any stories, scriptures, or quotations you wish.
-------------	--

SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p> <p>Object lesson Display the watch or clock.</p> <p>Explain to the class that a good watch or timepiece is very valuable when it tells time accurately. But a watch, no matter how beautifully adorned with gold or jewels, is of little use if you cannot depend on it to tell time accurately.</p>
------------------------------------	--

Teacher presentation	<p>It Is Important to Be Dependable</p> <p>Explain that a class of young women and their adviser had planned a service project to help an elderly widow, Sister Morgan, clean up her yard. The young women had promised to be at Sister Morgan's home at 9:00 Saturday morning with rakes, hoes, a lawnmower, and trimmers for garden work. On Saturday the adviser and one young woman were the only ones who met at Sister Morgan's home. Although they worked very hard until 1:00 in the afternoon, they were able to accomplish far less than their goal because two people were trying to do the work of ten.</p>
Discussion	<p>Discuss how the two who kept their commitment might have felt.</p> <ul style="list-style-type: none"> • What responsibility did the other class members have? • How do you feel when other people make commitments and then fail to keep them?
Chalkboard	<p>Discuss what it means to be dependable. List some of the characteristics of a dependable person on the chalkboard. (The list could include reliable, trustworthy, responsible, diligent.)</p>
Quotation	<p>As the following quotation is read, ask the young women to listen for the examples of people who were not dependable. Then have them think of people in their lives on whom they depend. Examples might be their parents, teachers, bishop, bus driver, or physician.</p> <p>"There is a thought from Confucius that touches upon the point of many personal and public problems. 'A man who lacks reliability is utterly useless,' he said. In this there is much of what is wrong with the relationships of man to man—not being reliable, not being able to count on people to perform their part, to do what they say they will do when it needs to be done. And so disappointments and disillusionment occur from day to day. Someone says he'll have something ready at a certain time, and it just isn't ready. Someone borrows and says he'll pay back or bring it back at a certain time, and it just isn't paid back or brought back. Someone signs a contract and agrees to perform certain services, and just doesn't do it. The list could be endlessly lengthened. Often there are unavoidable reasons, but sometimes it is lack of reliability—and in some situations this could become not only frustrating but frightening. All this could perhaps be compared to a parachute that opens only part of the time, or to brakes on a car that can't be counted on</p>

consistently. . . . Suppose we couldn't count on the promises of God. Suppose the astronauts in orbit couldn't count on the calculations that others have made, or couldn't count on the universe being run reliably. Suppose we couldn't count on the tides, or the sun, or the seasons. It isn't the hit-and-miss performance that makes life possible, but the degree of reliability, dependability, honesty, consistency that can be counted on. 'A man who lacks reliability is utterly useless' " (Richard L. Evans, "Reliable Once in a While," *Ensign*, Oct. 1971, p. 9).

Scripture	Have the young women find and read Doctrine and Covenants 82:24. <ul style="list-style-type: none"> • What blessings are in store for those who are steadfast?
Teacher presentation	Ask the young women to think for a moment of a time when they neglected something they had promised to do. Ask them to describe how they felt. <ul style="list-style-type: none"> • What are some areas in your lives in which you need to be dependable? The discussion could include individual responsibilities at home, school, church, and work.
Scripture	Have the class find and read 1 Nephi 3:7. Discuss how Nephi's attitude helped him become a great servant of the Lord. Explain that when we are given responsibilities, we should commit ourselves to the task as Nephi did when the Lord called him to serve.

Dependability Helps Us Be More Self-Confident and Successful

Story discussion	The following story told by President N. Eldon Tanner illustrates the importance of living our religion and being reliable: "A man with whom I am associated as a director in a large company and who is also a government official, said to me on one occasion: 'We asked for applicants who were prepared to accept a certain job in the government. We had many applicants, and we got them down to ten. As we were considering those ten, we noticed that one of them was a member of your church, and we took him just like that.' "I said, 'Why did you take him?' "He said, 'Because we knew that he wouldn't be carousing at night; we knew that we could <i>depend</i> upon him, and we knew that he would do the work assigned to him' " ("Dependability," <i>Ensign</i> , Apr. 1974, p. 4). <ul style="list-style-type: none"> • How do Church members get such a reputation? • How do you feel when you hear about such faithful people?
Quotation	Ask the young women to think about their own lives while they listen to the questions in the following quotation: "Each day we must stop and ask ourselves: Am I dependable? Am I strong enough and determined to become the kind of person in whom everyone can have confidence? We have examples all around us of people who had every opportunity to make good and had possibilities of promising careers, and of really making a contribution to the world, but failed because they had not made up their minds and were not strong enough to keep themselves above reproach and withstand the temptations placed before them" (N. Eldon Tanner, "Dependability," p. 4).
Teacher presentation	Explain that if we are dependable we will be more successful in everything we do, including being a member of the Church. When we fulfill our responsibilities, we feel good about ourselves. We do not have to make excuses for our behavior or hide from parents, bill collectors, school administrators, the bishop, or anyone else to whom we may be accountable. We can feel confident within ourselves and will earn the respect and confidence of others.
Story	Have a young woman tell the following story: "Cindy looked at the clock above the door. . . . The hour had gone so fast she couldn't believe it was nearly one o'clock. . . .

“Let’s have another [tennis] game,’ Donna invited. ‘That last one was really an accident. You could easily win this time.’

“I can’t,’ Cindy replied. ‘There’s just time for me to run home and shower before I go to the hospital to help Mrs. Holt with the story and craft activities.’

“‘Oh, nuts!’ Donna scoffed, pulling a face. ‘That’s some way to spend the summer! Two afternoons a week with sick kids.’

“‘Those children have to spend a long time in the hospital. They do get awfully lonely, and I promised,’ Cindy began.

“‘Well, just this once I’d think you could play another game,’ Donna insisted. ‘It’s not like you were really that important. You said yourself that you don’t do very much.’

“Cindy had thought this a number of times. All she ever did was pass out paper and crayons or scissors or whatever supplies were needed. And she also helped the children with their wheelchairs and crutches. . . .

“‘Come on, Cindy, and serve,’ Donna said impatiently.

“Cindy rolled the ball across her racket a few times, but then she shook her head. ‘Donna, I can’t. I really did promise, and it wouldn’t be fair!’ . . .

“Cindy hurried to shower and get ready to go to the hospital. She was afraid she would be late, so she ran most of the eight blocks from her home to the hospital.

“Her legs ached as she hurried up the hospital steps and down the long corridor toward the room where the children were waiting. As she opened the door, Cindy paused a moment to catch her breath.

“‘Mrs. Holt hasn’t started the stories yet,’ she said to herself. ‘So maybe I’m not as late as it seemed.’

“‘Cindy’s here!’ Dennis called as he caught sight of her. Dennis was in a cast from his hips down, but he wouldn’t think of missing the stories.

“The others turned too. ‘Cindy! Cindy!’ they called. It was almost like a chorus.

“Mrs. Holt smiled, but Cindy saw that something was wrong with the gray-haired woman who was usually laughing with the children.

“‘Don’t you feel well?’ Cindy asked quietly.

“Mrs. Holt shook her head. ‘I’ve been a bit dizzy all day. I didn’t know if I could wait until you came. But now that you’re here, I know everything will be all right.’

“Cindy felt her face grow warm, remembering how tempted she had been when Donna coaxed her to stay and play another game of tennis.

“‘I don’t like to leave you, Cindy,’ Mrs. Holt sighed. ‘But all the children love you so much that I can go home and not worry. It’s good to know I can depend on you. Since you’ll be alone today, maybe you could read some stories.’ . . .

“Cindy had never read stories to the children before. At first her voice sounded shaky and small to her, but gradually her confidence grew.

“‘You read good,’ Dennis announced. ‘Good as anybody!’

“Cindy laughed and patted the little boy’s arm. ‘That’s because you’re all my friends.’

“That afternoon went quickly—almost too quickly.

“‘You’ll come back, won’t you?’ Dennis asked as Cindy was leaving. ‘You said we were friends,’ he added wistfully.

“Cindy went back and gave him a hug. ‘We *are* friends. And I’ll come back—I promise.’

“As Cindy left the hospital, she knew she would keep her promise—just as often as she was needed” (Lucy Parr, “Nothing Important,” *Friend*, June 1973, pp. 43–45).

Discussion

- How do you think Cindy felt about herself?
- Who would have been hurt if Cindy had failed to keep her commitment?

Conclusion

Quotation	"We must not be <i>nearly</i> dependable, but <i>always</i> dependable. Let us be faithful in the little things, as well as the big ones. Can I be depended upon to fill every assignment, whether it be for a [talk in Church], home teaching, a visit to the sick, or a call as a stake or full-time missionary?" (N. Eldon Tanner, "Dependability," p. 5).
Teacher presentation	Explain that when we keep commitments and accept responsibility fully, our lives will have greater value, just as the watch shows its value when it can be depended on for the accurate telling of time.

Lesson Application

Have the class members make a list of their responsibilities for the coming week—such things as Church meetings and obligations, household chores, family responsibilities, school assignments, and so on. Encourage them to make a commitment to be dependable in doing these things.

OBJECTIVE	Each young woman will prepare herself to deal with change.
-----------	--

PREPARATION	<ol style="list-style-type: none"> 1. Picture 16, A Caterpillar Turning into a Butterfly. It is located at the back of the manual. If possible, make a copy of this picture for each class member. 2. Ask a guest or class member to share an experience with successful adjustment to change. 3. Assign young women to present any stories, scriptures, or quotations you wish.
-------------	---

SUGGESTED LESSON DEVELOPMENT	<p>Introduction</p>
Teacher presentation	Explain that a butterfly has its beginning as an egg that hatches into a caterpillar. The caterpillar forms a chrysalis and goes through a time when it seems to be resting but is actually changing rapidly. This is a period in which it is very vulnerable to forces outside itself. In the latter part of this stage, if it is exposed to too much heat its wings will not expand properly; if it dries out it will lack strength. But if all goes well, the caterpillar can become what it was always meant to be—a butterfly.
Picture	Display the picture of the caterpillar turning into a butterfly. Explain that like the caterpillar, we too must experience change. Change—whether external or internal, whether physical or spiritual—can make us more beautiful if it takes place in keeping with the Lord’s plan.

	Change Is a Normal Part of Life
Teacher presentation	Explain that life is not static. Every day brings some kind of change into our lives. It has been said that there is nothing so constant as change, for our lives are always moving and developing.
Chalkboard discussion	Ask the young women to name some of the changes that might occur in everyone’s personal or family life. Write their answers on the chalkboard. They might include such things as birth, marriage, death, employment, school, mission, moving, and establishing a home and family. Other suggestions might include illness, aging, accidents, divorce, unemployment, loss by fire or flood, and substantial gain or loss of money.
Teacher presentation	Explain that some of these changes seem desirable while others seem undesirable. It is natural that we look forward to the changes that are desirable, but sometimes we naively think that there will be no undesirable changes in our lives and families.
Discussion	<p>Refer to the changes listed on the chalkboard, and have the class consider why certain ones might be easy or difficult and why they might bring pain or joy.</p> <p>Explain that sometimes even positive changes can be difficult.</p> <ul style="list-style-type: none"> •What are some desirable changes that might require difficult adjustments? <p>Explain that, for example, we look forward to marriage as a happy event. But parents sometimes feel sad that their child will not be living with them anymore, and the bride or groom may feel apprehensive about leaving the security of home and family. A young woman who leaves home for school or employment may be making a desirable change, but she may feel insecure and homesick. A young woman who must learn to support herself financially may learn many things, but she may have to make sacrifices and changes in her lifestyle.</p>

Teacher presentation	Explain to the young women that the changes they have talked about can occur in everyone's life and in every family, now or in the future. Whenever they occur, we need to understand that they are part of the test of mortality.
Quotation	President Spencer W. Kimball reminded us: "We knew before we were born that we were coming to the earth for bodies and experience and that we would have joys and sorrows, pain and comforts, ease and hardships, health and sickness, successes and disappointments, and we also knew that we would die. We accepted all these eventualities with a glad heart, eager to accept both the favorable and the unfavorable" (<i>Tragedy or Destiny</i> [Provo: Brigham Young University Press, 1972], pp. 8–9).

We Can Learn to Adjust to Change Successfully

Teacher presentation	Explain that we are sometimes free to choose the changes that come to us and sometimes not. But we are always free to choose what we will do when the changes come. When changes occur in our families, especially unexpected and undesirable changes, we can adjust successfully.
Quotation	<p>Read the following quotation:</p> <p>"There is a tendency to think of change as the enemy. Many of us are suspect of change and will often fight and resist it before we have even discovered what the actual effects will be. When change is thought through carefully, it can produce the most rewarding and profound experiences in life" (Marvin J. Ashton, in Conference Report, Oct. 1979, p. 87; or <i>Ensign</i>, Nov. 1979, p. 61).</p>
Discussion	<ul style="list-style-type: none"> • What things might determine the way you would respond to a change? Let the young women discuss. <p>Point out that the most important thing that helps a person successfully handle change is faith in the Lord and a knowledge that he will guide and help us.</p>
Story	<p>Read the following story to illustrate how one woman handled a very difficult change because of her faith in the Lord.</p> <p>"One warm Saturday in March, I was awakened by the morning sun shining in my face. While the rest of the family slept, I dressed and walked around the yard we were landscaping. . . . As I viewed the landscaping and our new home with all its projects, I felt a gratitude for the beauties of the earth and the happiness with which we had been blessed.</p> <p>"My husband and I were celebrating our twentieth wedding anniversary, and we spent the rest of the day together. We had lunch at our favorite restaurant. We reflected on our years together, our conversion to the Church, the birth of our seven children, the goals and dreams we had realized. We remembered with fondness kneeling at the altar in the Salt Lake Temple nine years before.</p> <p>"At the completion of our day, we prepared to attend the Saturday night session of stake conference. As we backed out of the driveway, I turned to Phil and asked, 'Are you sure I look all right in this bright red blouse?'</p> <p>"He replied, 'You look beautiful in anything you have on!'</p> <p>"Those were the last words I remember my husband speaking to me.</p> <p>"As we drove down the boulevard toward the meetinghouse, a pickup truck pulled into our lane of traffic. The driver had attempted to pass several cars at a blind spot in the road. All efforts to avoid the head-on collision failed. Phil saw that the accident could not be prevented, and he threw himself across my body as protection for me.</p> <p>"The next sound I heard was the rescue squad cutting the metal of our car. As I regained consciousness, I knew that my husband was gone. No one had to tell me. Yet as that knowledge came to me, a peaceful, calm spirit filled my whole body. 'Phil is gone,' the Spirit whispered to me. 'Everything will be all right. Your life is in my hands.'</p> <p>"In the midst of all the confusion, concern, and great loss, I understood as never before the peace to which Christ referred when he said: 'Peace I leave with you, my peace I give unto you: not as the world giveth, give I unto you. Let not your heart be troubled, neither let it be afraid.' (John 14:27.)</p>

"I had suffered a broken neck and several other injuries. But on the noisy ride to the hospital as I was questioned by the medical personnel and felt the concern of my bishop and stake president, I remained at peace. 'Why is everyone so worried?' I wondered. 'Don't they know everything will be all right?' . . .

"When I returned home from the hospital, the anniversary card Phil had given me was lying on our dresser where I had left it four weeks before. I once again felt the Spirit of peace as I reread the words he had written: 'I can't comprehend what it will be like as this happiness and love continue to grow throughout the eternities. Much love, Phil' " (Edith Rockwood, "Peace I Leave with You," *Ensign*, Apr. 1983, pp. 30–31).

Discussion

- What things helped this woman to feel so peaceful at a very difficult time of change?

Scripture discussion

Have the young women read John 14:27.

- Why is the peace that Christ gives different from the peace of the world? (His peace continues with us no matter what is happening around us.)

Individual presentation

Ask a guest or a class member to share an experience that illustrates successful adjustment to change. This experience could be homesickness in going away to school or on a mission, adjustments required in moving, apprehension at being a new student, failure of special plans, adjusting to physical or mental handicaps, coping with accident or death, or similar subjects.

If time allows, class members may want to share other brief experiences. You might wish to relate an experience of your own.

Conclusion

Teacher presentation

Remind the young women that since change comes to every person's life, they need to accept it and be prepared for it. By staying close to the Lord and recognizing that they can grow from change, they will be able to face the future without fear. Give the young women copies of the butterfly handout to help them remember that they can use change to better their lives.

Lesson Application

Suggest to the young women that in a family home evening they discuss the concepts in this lesson and apply them to some family event that has involved change.

OBJECTIVE	Each young woman will seek to improve her associations with others.
-----------	---

PREPARATION	1. Provide a pencil and paper for each young woman. 2. Assign young women to present any stories, scriptures, or quotations you wish.
-------------	--

SUGGESTED LESSON DEVELOPMENT	Introduction
Poster and discussion	Explain that a famous seventeenth-century British poet and clergyman, John Donne, wrote a poem in which he said, “No man is an island” (Meditation 17). You may want to write this line on the chalkboard or display it on a poster. Ask the class members to discuss what the statement means to them.

	Growth Comes through Associations with Others
Teacher presentation	Explain that needing other people is part of the Lord’s plan. We are sent to earth as part of families, totally dependent on others, and all through our lives we need the association of other people. God recognized this need when he placed Adam and Eve together in the Garden of Eden and said that it was “not good that the man should be alone” (Genesis 2:18).
Discussion	<ul style="list-style-type: none">• In what ways are other people necessary to us? Let the young women discuss. They may suggest that we depend on others for protection and survival (especially as infants and children), for teaching and training, for solving problems and accomplishing tasks, for loving and experiencing joy. <ul style="list-style-type: none">• In what ways do other people help us grow?
Writing activity	Give each young woman a piece of paper and a pencil. Ask them to make a list of some of their accomplishments and talents. After they have done this, ask individual class members to share some of the things on their lists. As a class, discuss how these accomplishments or talents were developed. Help the young women to see that although they have had to work to develop these talents, they could not have done any of them without the help of other people. For example, a young woman could not get an education without the help of parents, school boards, teachers, and taxpayers. She could not learn to paint, play a musical instrument, become skilled in a sport, or teach a class without someone to teach her. Even gaining a testimony depends partly on the teachings and examples of others.
Scripture discussion	Have the young women turn to and read Doctrine and Covenants 46:11–12. Explain that in these scriptures, the Lord is talking about spiritual gifts. <ul style="list-style-type: none">• Does every person have a spiritual gift? Does everyone have all gifts? Point out that the Lord has given each person spiritual gifts, and many of our gifts are different. He expects us to use the gifts we have to perfect our lives and bless the people around us. In this scripture, the Lord is telling us how much he wants us to share and grow with each other.

We Can Learn How to Improve Our Associations with Other People

Teacher presentation	<p>Explain that the Lord wants us to learn how to enrich each other's lives. But most people feel they are not as good as they want to be at developing meaningful and satisfying relationships with others. Point out that a person can learn the skills necessary to develop relationships.</p>
Chalkboard discussion	<ul style="list-style-type: none">• What things can we do to improve our associations with others? Let the young women discuss, and write their suggestions on the chalkboard. <p>You may want to emphasize the following three ideas:</p> <ol style="list-style-type: none">1. Be willing to reach out to others.2. Do not criticize or judge others.3. Pray for greater love. <p>Discuss these ideas in greater depth with the young women, using their ideas and the following suggestions.</p> <p><i>Be Willing to Reach Out to Others</i></p> <p>Ask the young women to think about the two or three most important and enjoyable relationships they have with others.</p> <ul style="list-style-type: none">• Have any of these relationships developed without your help and effort? What have you had to do to make these relationships good? <p>Explain that we must often be willing to reach out to others before we can develop friendships with them. We cannot sit and wait for them to come to us.</p> <ul style="list-style-type: none">• What are some reasons people are afraid to reach out to others and try to be their friend? (A person may be shy, afraid of what the other person will think, or too lazy to make the effort.)• What opportunities for growth might a young woman miss out on if she is too shy to reach out to others? (She might miss chances to share the gospel, to learn valuable lessons from others, to enjoy the happiness that can come only by being with others, or to participate in group activities.) <p>Explain that often a young woman can overcome shyness by concentrating more on other people than on her own feelings.</p>
Case study	<p>Ask the young women to think about the following situation:</p> <p>Karen had just been called to be the president of her Young Women class. She had not gotten to know the young women in her class very well because she felt shy around anyone she did not already know. She felt overwhelmed by the responsibility she had to get to know the young women and help them. She was afraid they would think that she was a poor leader or not as good as they were.</p> <ul style="list-style-type: none">• What could Karen do to help her gain the courage to fulfill her responsibilities?• What might Karen miss if she does not overcome her feelings of shyness? <p><i>Do Not Criticize or Judge Others</i></p>
Scripture	<p>Have the young women read Doctrine and Covenants 88:124. Point out the phrase, "Cease to find fault one with another."</p> <ul style="list-style-type: none">• Why do you think the Lord has commanded us not to look for and think about the faults of others? (It is easier for us to love others and help them when we see their strengths rather than their faults; we do not know everything about other people and so are not in a position to judge their behavior; when we start looking for faults, we are not able to see the goodness in people.)
Story	<p>Read the following story to show how important it is not to criticize:</p> <p>Martha asked Tanya if she had noticed how messy their other roommate, Paula, was. Tanya really hadn't. But after Martha mentioned it, she did begin noticing. In fact, it really started bothering her. She realized soon, however, that her critical feelings about Paula were interfering with their friendly relationship.</p>

Tanya thought to herself, “What a difference it makes when we try to lift others rather than pushing them down to make ourselves look better.” She found that just as she needed the love and support of others, others also need and want support from us.

Ask the young women to think of a time when they were critical of a friend. Then ask them to think of how they would feel if others looked at them as critically as they looked at this person. Do they expect others to be more merciful with them than they are with others?

Pray for Greater Love

Scripture discussion

Have the young women read Moroni 7:46–48.

- What does Moroni say that charity is?
- Why do you think we must pray to God for this love? (If we want to learn to love as Christ does, we must have his help in developing our abilities to love.)
- How do you think it would help you if you prayed for the ability to love a specific person more?

The following stories illustrate ways in which we can develop stronger relationships with other people. After each story is read, ask the young women to discuss what the person in the story did to build the relationship.

Story

“All the young women in our ward had gone to a mountain lodge for an overnight activity. Shelley was shy and uncertain, and she was attending the event for the first time. Some of us sat on the floor of the lodge that evening playing a game. Shelley had never played the game before. The other girls and I had played it often. I played with my usual vigor and excitement, eager always to make the best of each of my turns, my spirit of competition running high. After several turns around, I began to notice the quiet and thoughtful playing of Anne, one of the other young women. I soon became aware that she played cautiously to allow Shelley to make some advances, in an effort to let Shelley win rather than gaining every advantage for herself during her turn. As it turned out, Shelley did not win the game, nor did Anne or either of the other two girls who were playing. I won the game, and then afterwards realized I had learned a lesson that I have not forgotten: I don’t always have to play the game to win. I won the game, but I would have been happier if Shelley had.”

- What does the story tell us about the person speaking? What does it tell us about Anne? What really matters when a group of people are playing a game?

Story

One young woman named Diana will always appreciate what a good friend did for her without being asked during a critical period of her life. When she was seventeen, Diana became extremely depressed. Her depression was so severe that she eventually required medical attention. When her friend Rachel learned of this, she quietly made sure that she was available whenever Diana needed her. To this day Diana maintains that the phone calls, long walks, tennis matches, and lengthy conversations on a variety of subjects, including her illness, helped her return to full health and activity.

- What special skills did Rachel demonstrate? What is Rachel’s reward for her efforts?

Conclusion

Teacher presentation

Explain that the Lord has given us each other so that we can help one another to grow and prepare for eternal life. We are all dependent on each other to become all that we can be.

Lesson Application

Ask each young woman to make a list of ways in which she might improve one relationship in her life. Ask her to work on these items over the next weeks.

Managing Personal Resources

OBJECTIVE Each young woman will learn that through wise planning she can avoid crisis living.

PREPARATION

1. Provide paper and pencils for the class members.
2. Make wordstrips of the following phrases or write them on the chalkboard: *Establish priorities; Eliminate unimportant things; Improve work and study habits; Recognize your limitations.*
3. Assign young women to present any stories, scriptures, or quotations you wish.

SUGGESTED
LESSON
DEVELOPMENT

Introduction

Story

Tell the following story:

"After dinner with her family, Helen read through the term paper once more, and after correcting two typing errors, placed it in a yellow plastic cover. 'Twenty-seven pages,' she thought. 'That's the longest paper I hope I *ever* have to do. I sure hope Mr. Gillam is interested in this subject.' Helen put the paper with her other schoolwork. 'I'm glad I started on it when I did, or I'd have never had it ready to turn in tomorrow,' she thought. 'That man really expects a lot of us seniors.' With her homework finished, Helen went downstairs and watched a TV show with her little brother before going to bed.

"Three houses down the street, Paula, another member of Mr. Gillam's current affairs class, had gulped down a few bites of mom's homemade lasagna, one of her favorite meals, and said, 'Sorry, mom, I've just got to get that paper started—and finished!' and hurried to her room. Her study desk was covered with notecards, most of them obviously written in haste. 'At least I got some research notes taken at the library last night, so I can type all night if I have to.' She moved some of the cards aside to slide her typewriter into place, put a piece of paper in the machine, and looked at the first stack of cards. 'I'll just have to skip the first-draft stage,' she sighed, 'not to mention the second-draft stage. This paper has to be turned in tomorrow morning or else.' As she started to type the one and only draft of the paper that Mr. Gillam would use to decide half of her semester grade, she wondered, 'When will I ever learn to start sooner?' " (adapted from Ron Woods, "Taking Control of Your Life," *New Era*, Sept. 1980, p. 12).

Discussion

- Which person do you resemble? Which paper is likely to impress the teacher more? Which student is likely to feel better about herself?
-

We Can Avoid Crisis Living

Teacher presentation

Explain that life is made up of many small decisions. Time after time during the day, each of us must choose one alternative over another. We must participate in one activity and exclude others. It is important that we choose wisely.

Quotation

President Spencer W. Kimball said: "Jesus . . . taught us how important it is to use our time wisely. This does not mean there can never be any leisure, for there must be time for contemplation and for renewal, but there must be no waste of time. How we manage time matters so very much, and we can be good managers of time without being frantic or officious. Time cannot be recycled. When a moment has gone, it is really gone. The tyranny of trivia consists of its driving out the people and moments that really matter. Minutia holds momentous things hostage, and we let the tyranny continue all too often.

Wise time management is really the wise management of ourselves" ("Jesus: The Perfect Leader," *Ensign*, Aug. 1979, p. 6).

Teacher presentation

Explain that we all have been given an equal amount of time—the same twenty-four hours in a day. If we squander and waste the hours that we have, we find ourselves feeling overwhelmed, pressured, and out of control. Life seems to be one crisis after another.

Point out that many people's lives are busy, and it is very easy to find ourselves in continual crisis situations. However, we can learn to avoid many of these situations.

Wordstrips

Post the wordstrips you have prepared, or write the phrases on the chalkboard. Discuss how each idea would help a young woman gain control of her time.

1. *Establish priorities.* Each week or each day, consider what you have to do; then decide which things are most important. Do the most important things first.
2. *Eliminate unimportant things.* You may find that some of your activities only waste time and do not add much to your life. Eliminate the unimportant things.
3. *Improve work and study habits.* Discipline yourself to work and study hard. Start on long-term projects well before they are due.
4. *Recognize your limitations.* Remember that no one can do everything. Be realistic in your expectations of yourself. Avoid comparing your abilities with those of others.

Ask the young women to share any experiences they have had with using these suggestions.

Story

Explain that one young woman who lived during the early pioneer days of the Church discovered a solution that helped her accomplish her goals and avoid crisis living. Her name was Ellis Reynolds Shipp, and she became one of the first female medical doctors in Utah.

"Early in my womanhood I marked out for myself a plan for study which served me well as the years passed on. I could not well concentrate on the lessons in books during the very busy daylight hours, so I decided on the early morning hours for my studies. Therefore I began my studies at four o'clock and put in three solid hours before the household began to stir" (*The Early Autobiography and Diary of Ellis Reynolds Shipp, M.D.*, comp. Ellis Shipp Musser [Salt Lake City: Deseret News Press, 1962], p. 64).

- What can we learn from the example of Ellis Reynolds Shipp?

Explain that we find success and satisfaction when we carefully and prayerfully choose what we permit to take our time.

We Should Do All Things in Wisdom and Order

Quotation

Explain that the Lord realizes that we cannot do everything that we want to in this life. Elder M. Russell Ballard said: "Coping with the complex and diverse challenges of everyday life, which is not an easy task, can upset the balance and harmony we seek. Many good people who care a great deal are trying very hard to maintain balance, but they sometimes feel overwhelmed and defeated. . . . Many people have heavy demands upon them stemming from parental, family, employment, church, and civic responsibilities. Keeping everything in balance can be a real problem" (in Conference Report, Apr. 1987, p. 15; or *Ensign*, May 1987, pp. 13–14).

Scripture discussion

At a time in Joseph Smith's life when he was still young and just recovering from a major disappointment, the Lord gave him some loving advice. This advice can be applied to all of us who have felt frustrated over our apparent inability to manage our lives successfully.

Have the young women read Doctrine and Covenants 10:4.

- What can we learn from this scripture about how to manage our time and energy?

Explain that King Benjamin addressed this same theme when he spoke to the Nephites. He admonished them to live the gospel fully, to feed the hungry, and to minister to those in need. But then he also added a caution.

Have the class members read Mosiah 4:27.

- How can we apply this counsel to our lives?

Explain that the Lord does not require that we run faster or labor more than we are able. But he does expect us to be diligent and use wisdom and good judgment so that we can accomplish those things he knows we can do.

Conclusion

Teacher presentation Explain that we are each accountable for our use of time. We can decide whether our days are usually productive and orderly or whether they are filled with many small crises. The Lord wants us to serve him the best we can each day.

Life gives us two precious gifts—time and the freedom to use that time as we wish. The way we choose to use our time largely determines the type of life we live.

Lesson Application

Distribute paper and pencils to the young women. Ask them to write down how they will apply one or more of the suggestions discussed today in order to help them manage their time more wisely.

OBJECTIVE	Each young woman will learn how to choose a vocation wisely.
-----------	--

PREPARATION	<ol style="list-style-type: none"> 1. Provide paper and pencils for each young woman. 2. Optional: Obtain brochures and literature from local vocational planning services. Distribute them to interested young women. 3. Assign young women to present any stories, scriptures, or quotations you wish.
-------------	---

SUGGESTED LESSON DEVELOPMENT	It Is Important to Choose a Vocation
Discussion	Distribute paper and pencils to the young women. Ask them to list the vocations they have considered for themselves. When everyone has finished, ask each one to tell which of the vocations she listed appeals most to her and why.
Teacher presentation	<p>Explain that as women, the class members should have two vocations in mind: first, being a homemaker; and second, doing something that will allow them to earn money to support a family if that should become necessary. Many women also find that before they are married or after the children are reared, there is time to be productive in a vocation.</p> <p>Explain that it is important to choose a vocation and to choose wisely. The vocation we choose can affect our lives in many ways. It may determine where we live, who our friends are, how long we are in school, how much money we will spend on training, how much we will earn, and how much we are able to help our family members. Whatever vocation we choose, we should be prepared to give quality service.</p>
Quotation	Elder Howard W. Hunter said: “There are impelling reasons for our sisters to plan toward employment. . . . We want them to obtain all the education and vocational training possible before marriage. If they become widowed or divorced and need to work, we want them to have dignified and rewarding employment. If a sister does not marry, she has every right to engage in a profession that allows her to magnify her talents and gifts” (“Prepare for Honorable Employment,” <i>Ensign</i> , Nov. 1975, p. 124).
Discussion	<ul style="list-style-type: none"> • How could the vocation you are considering enrich your life, now as you prepare and in the future? • How could you use your talents in this vocation? • How could it be used to benefit a family? • Would this vocation allow you to support yourself?

Quotation	<p>There Are Guidelines We Can Use in Choosing a Vocation</p> <p>Read the following statement from Elder Howard W. Hunter that provides some guidelines for choosing a vocation.</p> <p>“The employment we choose should be honorable and challenging. Ideally, we need to seek that work to which we are suited by interest, by aptitude, and by training. A [person’s] work should do more than provide adequate income; it should provide him with a sense of self-worth and be a pleasure—something he looks forward to each day.</p> <p>“May I suggest a definition of ‘honorable employment.’ Honorable employment is honest employment. Fair value is given and there is no defrauding, cheating, or deceit. Its product or service is of high quality, and the employer, customer, client, or patient</p>
-----------	--

receives more than he or she expected. Honorable employment is moral. It involves nothing that would undermine public good or morality. For example, it does not involve traffic in liquor, illicit narcotics, or gambling. Honorable employment is useful. It provides goods or services which make the world a better place in which to live" ("Prepare for Honorable Employment," pp. 122–23).

Teacher presentation and discussion

Explain that there are guidelines we can use in choosing a vocation that will be helpful now and in the future. Review the following three guidelines with the class members:

1. *Learn about Ourselves*

Explain that in choosing a vocation, it is helpful to learn as much as possible about our values, goals, interests, and talents.

Explain that we need to make sure that any vocation we choose will allow us to maintain our values and reach our goals. Job requirements should not cause us to violate God's laws or our personal values. It is also important to consider the environment of the vocation and the influence it could have on our eternal goals. We should avoid vocations that would require us to compromise our values or turn us from our eternal goals.

- How would the vocations you have considered affect your values and goals?

Explain that it would be useful for the young women to identify their strongest interests before choosing a vocation. Their interests might include the classes they like in school and the things they do during their leisure time. Some of them might develop an interest from reading a book or observing others in their vocations.

Stories

Tell the following stories:

One class of young women spent one day each month at a hospital doing volunteer work. Because of this experience, one young woman developed an interest in nursing as a vocation and is now a nursing supervisor in a large hospital.

Another young woman enjoyed being around animals. She offered to work without pay at a veterinarian's office near her home. Later she was offered a paying job there and chose veterinary work as her vocation.

A strong interest in sewing turned into a vocation for another young woman. Through the years she developed her sewing skills by making clothes for herself and her children. After her children were grown, she found work as a seamstress making costumes for television productions at a studio near her home. Because of the high quality of her work, she became the director of the costume department a year later.

Teacher presentation

Explain that we should also consider our abilities and talents. Some people have natural talents in various areas. Others acquire talents by study and practice. A person's abilities can influence whether or not she is successful in her vocation.

Ask the young women to consider the talents and abilities they now have.

- How would these be used in the vocations you have considered?

2. *Learn about Vocations*

Explain that in addition to learning about ourselves, we need to learn about various job possibilities.

- What resources exist in our community for finding out about vocations?

Discuss the resources available, which may include school counselors and teachers, local business organizations, trade or technical schools, and local community members who have experience in vocations.

If any of the young women have had an experience in which these resources have helped them make a decision, encourage them to share it.

3. *Prayerfully Make a Decision*

Quotation

Explain that prayer is an important part of the decision-making process. Elder Howard W. Hunter offered this advice to youth who are in the process of choosing a vocation:

"Prayer must continue throughout the entire process. As we gather facts, make decisions, gain the appropriate training and experience, and then seek jobs, it is essential that we combine our self-reliant efforts with a humble, prayerful attitude. The decision is ours to

make, but the Lord will increase our wisdom if we seek him earnestly" ("Prepare for Honorable Employment," p. 123).

Scripture discussion

Point out that the Lord expects us to make decisions about our vocation and then confirm them with him.

Read Doctrine and Covenants 9:7–9. What does this passage teach about how the Lord will assist us in our decisions about vocations?

Conclusion

Explain that the choice of a vocation is a very important decision for a young person. By using the guidelines presented in this lesson and seeking the guidance of the Lord, the young women can prepare to make this decision in the best way for them.

Lesson Application

Encourage each young woman to review the information given in this lesson and determine what she can do to begin choosing a vocation if she has not already done so.

Suggested Activities

Plan an evening meeting in which the young women report on particular vocations that they might be interested in. The young women might want to interview people, visit places of employment, and read publications about the vocations chosen by the young women.

OBJECTIVE	Each young woman will learn the principles of managing money wisely.
PREPARATION	Assign young women to present any stories, scriptures, or quotations you wish.
SUGGESTED LESSON DEVELOPMENT	The Lord Has Given Sound Financial Advice
Chalkboard	Write on the chalkboard: <i>The way we manage our finances affects all aspects of our lives.</i> <ul style="list-style-type: none"> • What are some ways in which the management of our finances affects our lives?
Scripture discussion	Have the young women read Doctrine and Covenants 29:34. <ul style="list-style-type: none"> • In what ways could our financial management affect us spiritually? <p>Explain to the young women that learning how to manage finances wisely now will benefit them in the future. If we do our best, the Lord will help us to manage our money wisely. Through the leaders of his Church, he has given us guidelines for the use of our money.</p>
Chalkboard	Write on the chalkboard the six areas of sound financial management listed below. Ask young women to read the quotations listed in each area and discuss how they can apply the counsel in their lives and how it could be a blessing to them in the future. You may want to write some of the main ideas on the chalkboard.
Quotations and discussion	<p>1. <i>Church Contributions</i></p> <p>“I often wonder if we realize that paying our tithing does not represent giving gifts to the Lord and the Church. Paying tithing is discharging a debt to the Lord. The Lord is the source of all our blessings, including life itself.</p> <p>“The payment of tithing is a commandment, a commandment with a promise. If we obey this commandment, we are promised that we will ‘prosper in the land.’ This prosperity consists of more than material goods—it may include enjoying good health and vigor of mind. It includes family solidarity and spiritual increase. I hope those of you not presently paying your full tithe will seek the faith and strength to do so. As you discharge this obligation to your Maker, you will find great, great happiness, the like of which is known only by those who are faithful to this commandment” (N. Eldon Tanner, in Conference Report, Oct. 1979, p. 119; or <i>Ensign</i>, Nov. 1979, p. 81).</p> <p>2. <i>Debt</i></p> <p>“The First Presidency would like to urge every member of the Church to follow the example set by the Church and to live within his income. Anyone who lives beyond his income is inviting disaster. Borrowed money is not income. . . . Borrowing to live on is unsound, whether it be an outright loan or installment buying. We urge the members to be frugal, thrifty, industrious, temperate, saving, and to live righteously” (J. Reuben Clark, Jr., quoted in “Making Money More Valuable,” <i>Relief Society Magazine</i>, Oct. 1957, p. 695).</p> <p>“You should do everything you can to get out of debt and to stay solvent. I realize you need credit to buy your homes, or possibly advance your education, and sometimes transportation, but outside of this, you should pay as you go” (Ezra Taft Benson, “The Gospel Teacher and His Message,” address given to religious educators, 17 Sept. 1976).</p>

3. Savings

“If you wish to get rich, save what you get. A fool can earn money; but it takes a wise man to save and dispose of it to his own advantage” (Brigham Young, *Discourses of Brigham Young*, sel. John A. Widtsoe [Salt Lake City: Deseret Book Co., 1941], p. 292).

“I would respectfully urge you to live by the fundamental principles of work, thrift, and self-reliance. . . . Live within your own earnings. Put a portion of those earnings regularly into savings” (Ezra Taft Benson, *The Teachings of Ezra Taft Benson* [Salt Lake City: Bookcraft, 1988], pp. 262–63).

“Whether early in life or late, we must all eventually learn to discipline ourselves, our appetites, and our economic desires. How blessed is he who learns to spend less than he earns and puts something away for a rainy day” (N. Eldon Tanner, “Constancy Amid Change,” *Ensign*, Nov. 1979, p. 81).

4. Self-Discipline

“If you cannot obtain all you wish for today, learn to do without that which you cannot purchase and pay for; and bring your minds into subjection that you must and will live within your means” (Brigham Young, *Discourses of Brigham Young*, p. 293).

“I have discovered that there is no way that you can ever earn *more* than you can spend. I am convinced that it is not the amount of money an individual earns that brings peace of mind as much as it is having *control* of his money. Money can be an obedient servant but a harsh taskmaster. Those who structure their standard of living to allow a little surplus, control their circumstances. Those who spend a little more than they earn are controlled by their circumstances. They are in bondage. . . . The key to spending less than we earn is simple—it is called discipline” (N. Eldon Tanner, “Constancy Amid Change,” p. 81).

5. Budgeting

“No matter how much or how little we have to live on each week or month, it needs to be used wisely. We need to decide on a budget and live within it. Some claim living within a budget takes the fun out of life and is too restrictive. But those who avoid the inconvenience of a budget must suffer the pains of living outside of it. The Church operates within a budget. Successful business functions within a budget. Families free of crushing debt have a budget. Budget guidelines encourage better performance and management” (Marvin J. Ashton, “It’s No Fun Being Poor,” *Ensign*, Sept. 1982, p. 75).

6. Honesty

“Be honest in all your financial affairs. The ideal of integrity will never go out of style. It applies to all we do. As leaders and members of the Church, we should be the epitome of integrity” (N. Eldon Tanner, in Conference Report, Oct. 1979, p. 121; or *Ensign*, Nov. 1979, p. 82).

“It is a sin to lie. Being trapped in the snares of dishonesty and misrepresentation does not happen instantaneously. One little lie or dishonest act leads to another until the perpetrator is caught in the web of deceit. . . .

“In all of our words and deeds we should ask ourselves, ‘Is it right? Is it true?’ not ‘Is it expedient, satisfactory, convenient, or profitable?’ ” (Marvin J. Ashton, in Conference Report, Apr. 1982, pp. 11, 13; or *Ensign*, May 1982, pp. 9, 11).

We Can Find Greater Happiness by Wisely Handling Our Money

Teacher presentation	Explain that people throughout the world are in very different financial situations. But each person can find greater peace and happiness by wisely managing the financial resources available.
Stories	Tell the following stories about young women who learned to manage their money well. Cheryl had dreamed of taking a trip to a big city that had always fascinated her. For nearly two years she had planned and saved for the trip. Two weeks before she was scheduled to leave, her dentist informed her that a tooth that had been bothering her needed to be treated. Fortunately, she had an emergency fund that covered some of the bill, but she had to take some money from her trip fund. In order to still go on her trip,

she decided she would cut back on some of the things she had planned, but she would still be able to go. In two weeks she was happily on her way.

- How did Cheryl handle financial emergencies? Why was she able to do so?

Jim and Connie were married while they were still in college. Even though their finances were limited, they were both anxious to finish their education. Jim worked during the summer while Connie went to school. He was able to make enough to pay their tuition for one more year.

In order for Jim to finish in that year, he had to take a heavy load of classes and work on Saturdays. They lived in a very small apartment that they could afford on a limited income and always paid their tithing and fast offerings first. They also tried to put a few dollars a month into savings.

Before the year was out, a baby boy was born to them. Jim studied hard and got good grades, and Connie was also able to finish her schooling.

After graduation, Jim was offered a teaching job. Because of their continued wise use of finances, they were now able to save even more. Within a few years, they were able to invest in a small home.

Discussion

Ask the young women to describe examples of frugal and wise money management that they have seen. Ask them to suggest some things that young women in their area could do to become more wise in managing money.

Conclusion

Bear your testimony about the value of wise money management in your life. Encourage each young woman to make whatever changes are necessary in her life to begin managing her money more carefully.

Suggested Activity

With the approval of your priesthood adviser, invite a member of the ward who manages money well to share helpful hints on money management and budgeting.

Developing Leadership Skills

OBJECTIVE Each young woman will understand the important messages of latter-day prophets presented in this lesson.

PREPARATION

1. Review lesson 48 about organizing lessons from general conference talks. Prepare to present the information in this lesson that will be most useful to the young women in your class.
2. Assign young women to present any stories, scriptures, or quotations you wish.

**SUGGESTED
LESSON
DEVELOPMENT**

(The following material is taken from an address given to the young women of the Church by President Ezra Taft Benson.)

“My dear sisters, this has been a glorious meeting. What an opportunity to meet with the choice daughters of our Father in Heaven gathered in meetinghouses throughout the world! . . .

“What hopes I have for you young sisters! What hopes our Father in Heaven has for you!

“You have been born at this time for a sacred and glorious purpose. It is not by chance that you have been reserved to come to earth in this last dispensation of the fulness of times. Your birth at this particular time was foreordained in the eternities.

“You are to be the royal daughters of the Lord in the last days. You are ‘youth of the noble birthright’ (*Hymns*, 1985, no. 255).

Strengthen Your Family

“My young sisters, I am happy to see so many of you with your mothers this evening. I counsel each of you to draw close to your own mother. Love her. Respect her. Honor her. Receive your mother’s counsel as she loves and instructs you in righteousness. Honor and obey your father as he stands as the head of the home by emulating his spiritual qualities.

“Young women, the family unit is forever, and you should do everything in your power to strengthen that unit. In your own family, encourage family home evenings and be an active participant. Encourage family prayer. Be on your knees with your family in that sacred circle. Do your part to develop real family unity and solidarity.

“In such homes there is no generation gap. That is another tool of the devil. Your most important friendships should be with your own brothers and sisters and with your father and mother. Love your family. Be loyal to them. Have a genuine concern for your brothers and sisters. Help carry their load so you can say, as in the lyrics of that song, ‘he ain’t heavy, he’s my brother’ (Bob Russell, ‘He Ain’t Heavy,’ Lynbrook, N.Y.: Harrison Music Corp., 1969).

“Remember, the family is one of God’s greatest fortresses against the evils of our day.

“Help keep your family strong and close and worthy of our Father in Heaven’s blessings. As you do, you will receive faith and hope and strength, which will bless your lives forever.

Read the Scriptures Daily

“Next, young women, may I admonish you to participate in a program of daily reading and pondering of the scriptures. We remember the experience of our beloved prophet,

President Spencer W. Kimball. As a fourteen-year-old boy, he accepted the challenge of reading the Bible from cover to cover. Most of his reading was done by coal oil light in his attic bedroom. He read every night until he completed the 1,519 pages, which took him approximately a year; but he attained his goal.

“Of the four great standard works of the Church—the Bible, the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price—I would particularly urge you to read again and again the Book of Mormon and ponder and apply its teachings. The Book of Mormon was referred to by the Prophet Joseph Smith as ‘the most correct of any book on earth, and the keystone of our religion, and a man [and woman] would get nearer to God by abiding by its precepts, than by any other book’ (*History of the Church*, 4:461).

“Young women, the Book of Mormon will change your life. It will fortify you against the evils of our day. It will bring a spirituality into your life that no other book will. It will be the most important book you will read in preparation for life’s challenges. A young woman who knows and loves the Book of Mormon, who has read it several times, who has an abiding testimony of its truthfulness, and who applies its teachings will be able to stand against the wiles of the devil and will be a mighty tool in the hands of the Lord.

“Further, I would encourage you, young sisters, as you approach your teenage years, to receive a patriarchal blessing. Study it carefully and regard it as personal scripture to you—for that indeed is what it is. A patriarchal blessing is ‘an inspired and prophetic statement of [your life’s] mission . . . together with such blessings, cautions, and admonitions as the patriarch may be prompted to give’ (Heber J. Grant, J. Reuben Clark, Jr., David O. McKay, in *Messages of the First Presidency of The Church of Jesus Christ of Latter-day Saints*, comp. James R. Clark, 6 vols., Salt Lake City: Bookcraft, 1965–75, 6:194).

“Young women, receive your patriarchal blessing under the influence of fasting and prayer, and then read it regularly that you may know God’s will for you.

Attend All Your Church Meetings

“May I now direct your attention to the importance of attending all of your Church meetings. Faithful attendance at Church meetings brings blessings you can receive in no other way.

“Attend your sacrament meeting every Sunday. Listen carefully to the messages. Pray for the spirit of understanding and testimony. Partake of the sacrament with clean hands and a pure heart.

“Attend your Sunday School classes every Sunday. Listen carefully to the lessons and participate in class discussions. Gospel scholarship and an increase in testimony will result.

“Attend your Young Women meetings every Sunday and your weekly activities. Learn well your responsibilities in the gospel and then perform them with diligence.

“Regularly attend seminary and be a seminary graduate. Seminary instruction is one of the most significant spiritual experiences a young woman can have.

“Young women, take full advantage of the Church programs. Set your goals to attain excellence in the achievement programs of the Church.

“The Personal Progress Program for young women is an excellent goal-oriented program. Its purpose is to help you develop the qualities and virtues of exemplary Latter-day Saint young women. Earn the Young Womanhood Recognition Award and proudly wear the gold medallion. Do not settle for mediocrity in this great incentive program for the young women of the Church.

Support Missionary Service

“May I now speak with you about missionary service in the kingdom. I feel very deeply about this. I pray that you will understand the yearnings of my heart.

“The Prophet Joseph Smith declared, ‘After all that has been said, [our] greatest and most important duty is to preach the Gospel’ (*History of the Church*, 2:478).

“The Lord wants every young man to serve a full-time mission. Presently only a third of the eligible young men in the Church are serving full-time missions. This is not pleasing to the Lord. We can do better. We *must* do better. Not only should a mission be regarded as a priesthood duty, but every young man should look forward to this experience with great joy and anticipation.

“A young man can do nothing more important. School can wait. Scholarships can be deferred. Occupational goals can be postponed. Yes, even temple marriage should wait until after a young man has served an honorable full-time mission for the Lord.

“Now, why do I mention this to you young women this evening? Because you can have a positive influence in motivating young men to serve full-time missions. Let the young men of your acquaintance know that you expect them to assume their missionary responsibilities, that you personally want them to serve in the mission field, because you know that’s where the Lord wants them.

“Avoid steady dating with a young man prior to the time of his mission call. If your relationship with him is more casual, then he can make that decision to serve more easily and also can concentrate his full energies on his missionary work instead of the girlfriend back home. And after he returns honorably from his mission, he will be a better husband and father and priesthood holder, having first served a full-time mission.

“There is no question that faithful Latter-day Saint young women can have a great impact for good in helping young men to magnify their priesthood and to motivate them to good works and to be their best selves.

“Remember, young women, you may also have the opportunity to serve a full-time mission. I am grateful my own eternal companion served a mission in Hawaii before we were married in the Salt Lake Temple, and I am pleased that I have had three granddaughters serve full-time missions. Some of our finest missionaries are young sisters. . . .

Live Up to Your Divine Potential

“My young sisters, we have such hope for you. We have such great expectations for you. Don’t settle for less than what the Lord wants you to be.

“As the prophet Nephi exclaims in 2 Nephi 31:20: ‘Wherefore, ye must press forward with a steadfastness in Christ, having a perfect brightness of hope, and a love of God and of all men. Wherefore, if ye shall press forward, feasting upon the word of Christ, and endure to the end, behold, thus sayeth the Father: Ye shall have eternal life.’

“Yes, give me a young woman who loves home and family, who reads and ponders the scriptures daily, who has a burning testimony of the Book of Mormon. Give me a young woman who faithfully attends her church meetings, who is a seminary graduate, who has earned her Young Womanhood Recognition Award and wears it with pride! Give me a young woman who is virtuous and who has maintained her personal purity, who will not settle for less than a temple marriage, and I will give you a young woman who will perform miracles for the Lord now and throughout eternity. . . .

“Now, in closing, my dear young sisters, how I love and respect you! How I pray for you! How my hope abounds in you! Remember the counsel I have given you tonight. It is what the Lord would have you hear now—today.

“Live up to your divine potential. Remember who you are and the divine heritage that is yours—you are literally the royal daughters of our Father in Heaven. O ‘youth of the noble birthright,’ with all my heart I say, ‘Carry on, carry on, carry on!’ (*Hymns*, 1985, no. 255), in the name of Jesus Christ, amen” (“To the Young Women of the Church,” *Ensign*, Nov. 1986, pp. 81–85).

Become More Like the Savior

(The following is taken from addresses given by President Howard W. Hunter.)

“I invite all members of the Church to live with ever more attention to the life and example of the Lord Jesus Christ, especially the love and hope and compassion he

displayed. I pray that we will treat each other with more kindness, more patience, more courtesy and forgiveness. . . .

“Let us study the Master’s every teaching and devote ourselves more fully to his example. He has given us ‘all things that pertain unto life and godliness.’ He has ‘called us to glory and virtue’ and has ‘given unto us exceeding great and precious promises: that by these [we] might be partakers of the divine nature’ (2 Peter 1:3–4).

“I believe in those ‘exceeding great and precious promises,’ and I invite all within the sound of my voice to claim them. We should strive to ‘be partakers of the divine nature.’ Only then may we truly hope for ‘peace in this world, and eternal life in the world to come’ (D&C 59:23). . . .

“I bear solemn and grateful witness that Jesus is the Christ, the Savior of the world. Certainly he is the center of our worship and the key to our happiness. Let us follow the Son of God in all ways and all walks of life. Let us make him our exemplar and our guide.

“We are at a time in the history of the world and the growth of the Church when we must think more of holy things and act more like the Savior would expect his disciples to act. We should at every opportunity ask ourselves, ‘What would Jesus do?’ and then act more courageously upon the answer. We must be about his work as he was about his Father’s. We should make every effort to become like Christ, the one perfect and sinless example this world has ever seen” (in Conference Report, Oct. 1994, pp. 7–8, 118; or *Ensign*, Nov. 1994, pp. 8, 87).

Make the Temple the Symbol of Your Membership

“I invite the Latter-day Saints to look to the temple of the Lord as the great symbol of your membership. It is the deepest desire of my heart to have every member of the Church worthy to enter the temple. It would please the Lord if every adult member would be worthy of—and carry—a current temple recommend. The things that we must do and not do to be worthy of a temple recommend are the very things that ensure we will be happy as individuals and as families. . . .

“We again emphasize the personal blessings of temple worship and the sanctity and safety that are provided within those hallowed walls. It is the house of the Lord, a place of revelation and of peace. As we attend the temple, we learn more richly and deeply the purpose of life and the significance of the atoning sacrifice of the Lord Jesus Christ. Let us make the temple, with temple worship and temple covenants and temple marriage, our ultimate earthly goal and the supreme mortal experience. . . .

“Let us prepare every missionary to go to the temple worthily and to make that experience an even greater highlight than receiving the mission call. Let us plan for and teach and plead with our children to marry in the house of the Lord. Let us reaffirm more vigorously than we ever have in the past that it does matter where you marry and by what authority you are pronounced man and wife.

“All of our efforts in proclaiming the gospel, perfecting the Saints, and redeeming the dead lead to the holy temple. This is because the temple ordinances are absolutely crucial; we cannot return to God’s presence without them. I encourage everyone to worthily attend the temple or to work toward the day when you can enter that holy house to receive your ordinances and covenants.

“May you let the meaning and beauty and peace of the temple come into your everyday life more directly in order that the millennial day may come, that promised time when ‘they shall beat their swords into plowshares, and their spears into pruninghooks: nation shall not lift up sword against nation, neither shall they learn war any more . . . [but shall] walk in the light of the Lord’ (Isaiah 2:4–5)” (in Conference Report, Oct. 1994, pp. 8, 118; or *Ensign*, Nov. 1994, pp. 8, 87–88).

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 scripture references using the Topical Guide or the Index to the triple combination, both included in the LDS editions of 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: _____

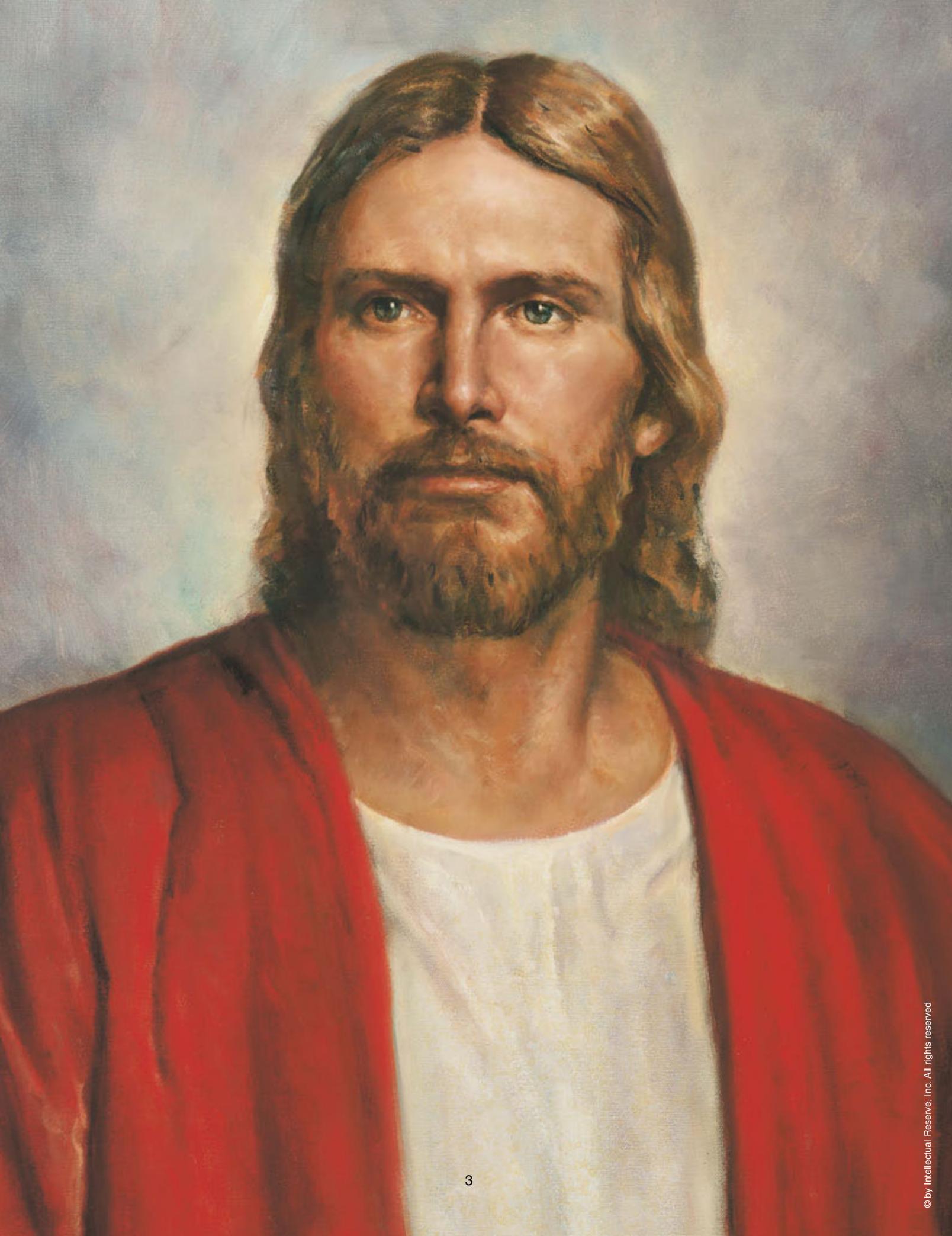
1. Introduce the gospel principle and supporting ideas.
 - Write the gospel principle and supporting ideas on the chalkboard. Use an object lesson, story, picture, or thought-provoking question to introduce the lesson.
2. Present the body of the lesson.
 - Locate and discuss scriptures within the talk 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.



Parsons '88

© by Intellectual Reserve, Inc. All rights reserved

























2



1



4



3





THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

